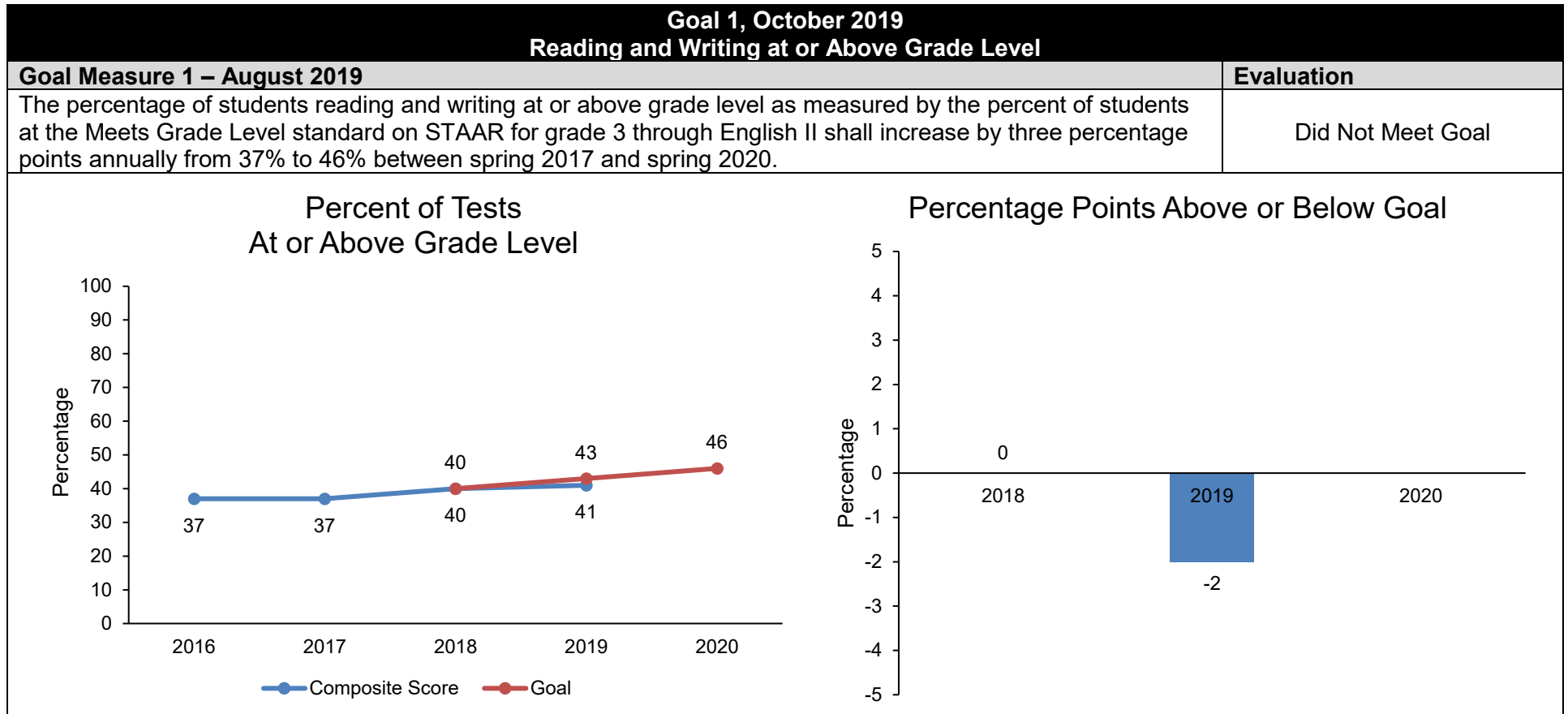


Goal Monitoring Report: October 2019



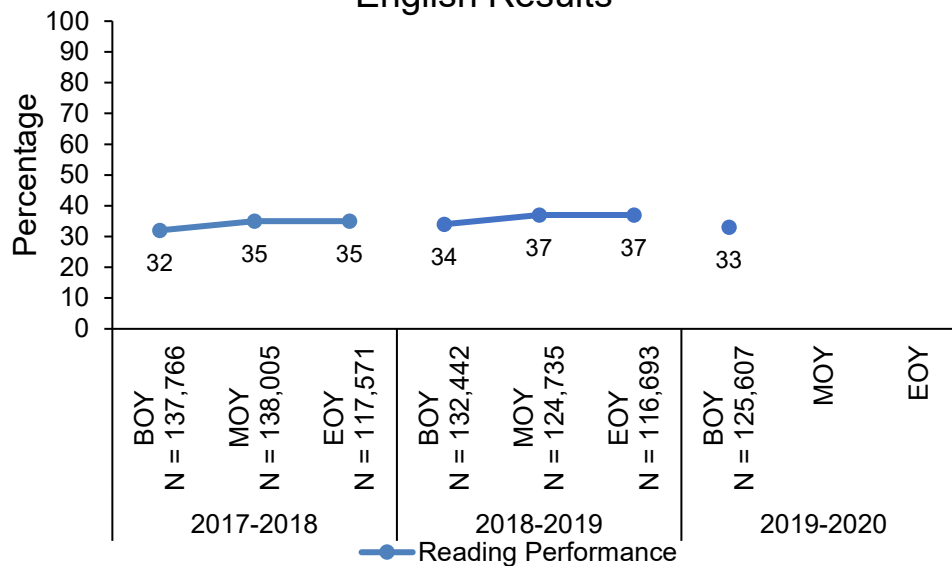
Goal Monitoring Report: October 2019

Goal Progress Measure 1.1 – October 2019							Evaluation																	
End of year reading data collected on the District-wide screener shall annually show a three-percentage point improvement in the percentage of students reading on grade level from 38% to 44% between spring 2018 and spring 2020. Results on the District-wide screener will be presented to the board after the beginning of the year, middle of the year, and end of the year testing windows.							Not on Track																	
<div>Percentage of Students Reading At or Above Benchmark (40th Percentile) English and Spanish Results Combined</div> <table><tr><th>Year</th><th>BOY</th><th>MOY</th><th>EOY</th></tr><tr><td>2017-2018</td><td>34</td><td>38</td><td>38</td></tr><tr><td>2018-2019</td><td>37</td><td>40</td><td>41</td></tr><tr><td>2019-2020</td><td>36</td><td></td><td>44</td></tr></table> <div>● Reading Performance ● Target</div>									Year	BOY	MOY	EOY	2017-2018	34	38	38	2018-2019	37	40	41	2019-2020	36		44
Year	BOY	MOY	EOY																					
2017-2018	34	38	38																					
2018-2019	37	40	41																					
2019-2020	36		44																					
Support Data																								
<ul style="list-style-type: none">• Reading on grade level is defined as students meeting At/Above Benchmark (≥ 40th Percentile) on the Universal Screener.• Results reflect the last assessment during the testing window and exclude Early Literacy Results.• For students testing in both English and Spanish, the language with the higher result is used.																								

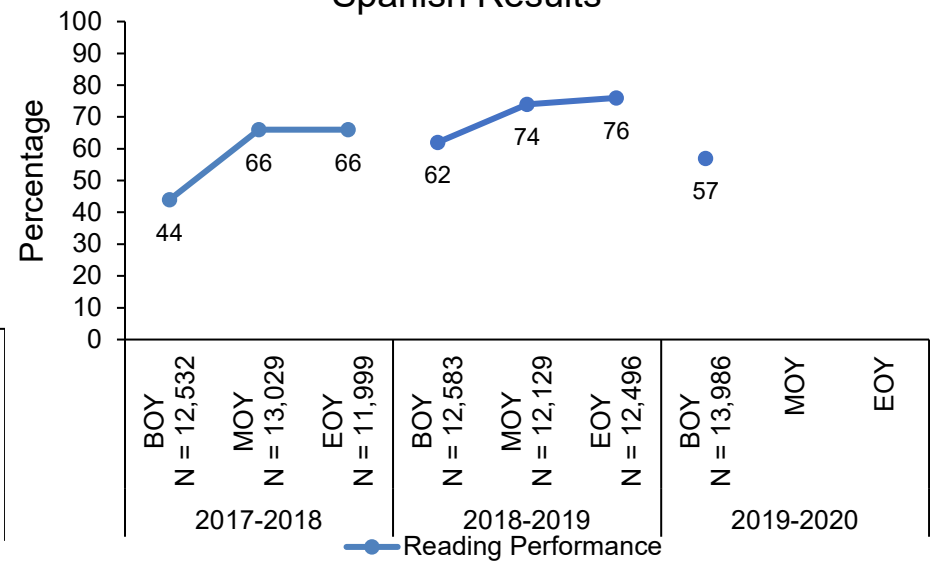
Goal Monitoring Report: October 2019

Goal Progress Measure 1.1 Support Data (Cont.)

Percentage of Students Reading
At or Above Benchmark (40th Percentile)
English Results



Percentage of Students Reading
At or Above Benchmark (40th Percentile)
Spanish Results



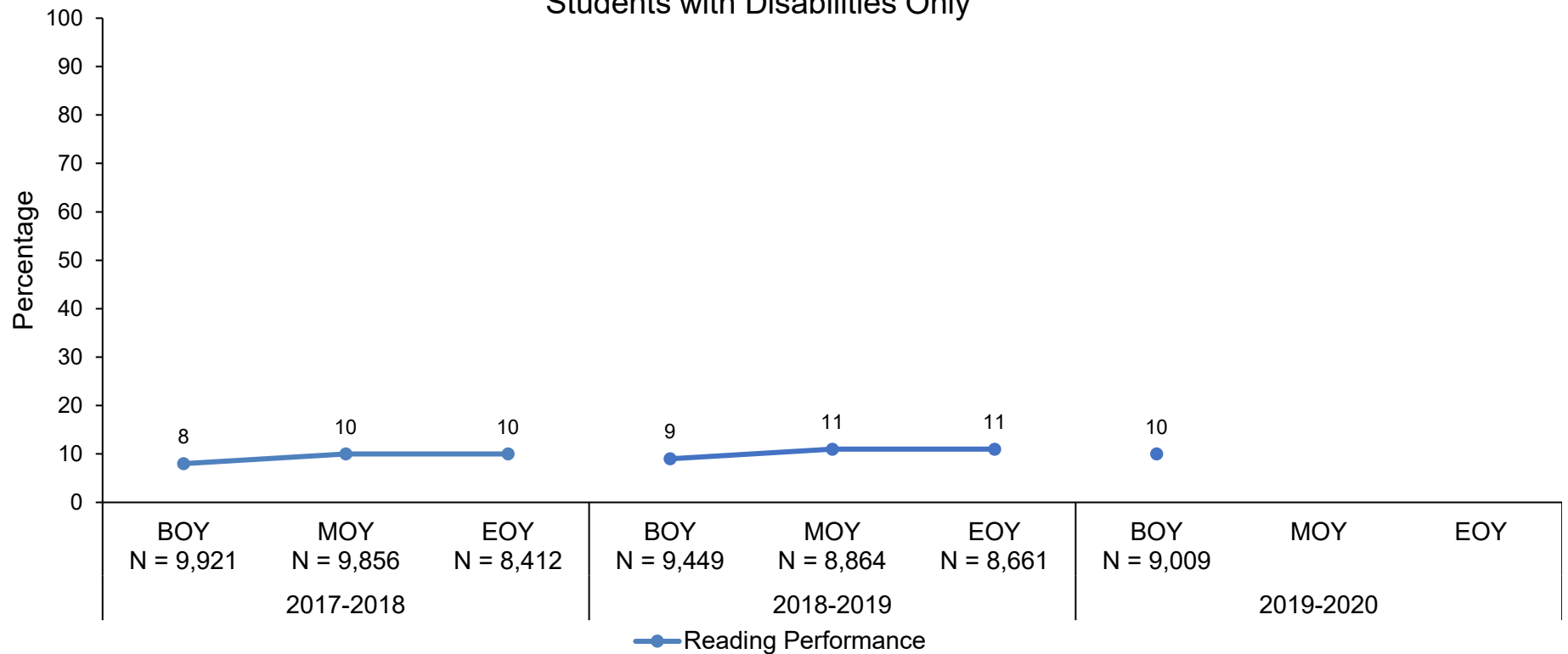
Data Sources and Notes

- Reading on grade level is defined as students meeting At/Above Benchmark ($\geq 40^{\text{th}}$ Percentile) on the Universal Screener.
- Results reflect the last assessment during the testing window and exclude Early Literacy Results.
- All English and Spanish tests are included.

Goal Monitoring Report: October 2019

Goal Progress Measure 1.1 SWD Data

Percentage of Students Reading
At or Above Benchmark (40th Percentile)
English and Spanish Results Combined
Students with Disabilities Only



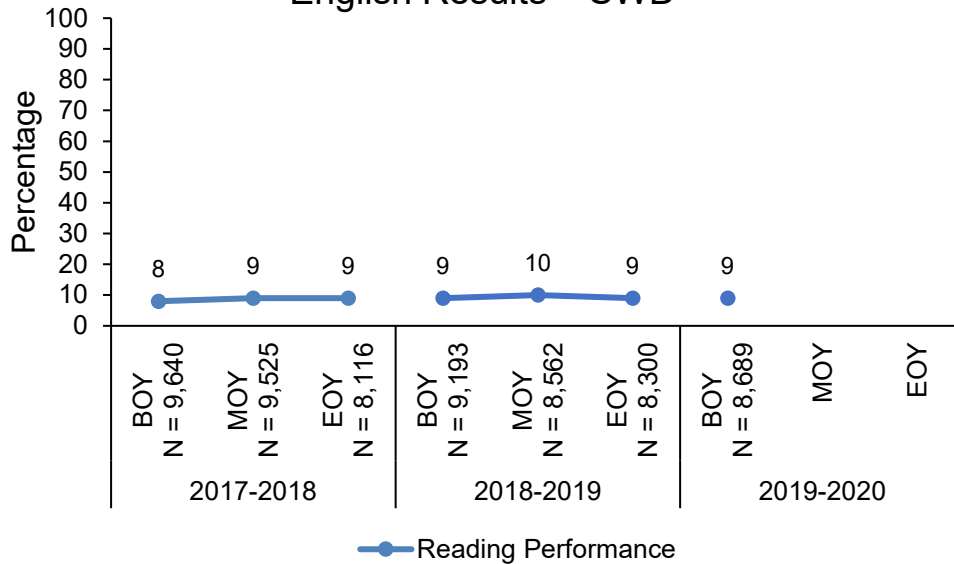
Notes

- Reading on grade level is defined as students meeting At/Above Benchmark ($\geq 40^{\text{th}}$ Percentile) on the Universal Screener.
- Results reflect the last assessment during the testing window and exclude Early Literacy Results.
- For students testing in both English and Spanish, the language with the higher result is used.

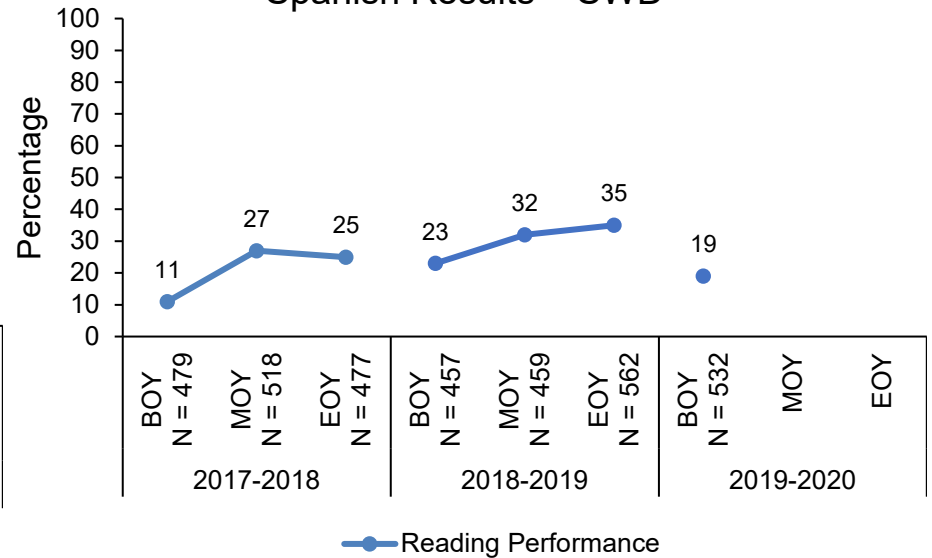
Goal Monitoring Report: October 2019

Goal Progress Measure 1.1 SWD Data (Cont.)

Percentage of Students Reading
At or Above Benchmark (40th Percentile)
English Results – SWD



Percentage of Students Reading
At or Above Benchmark (40th Percentile)
Spanish Results – SWD

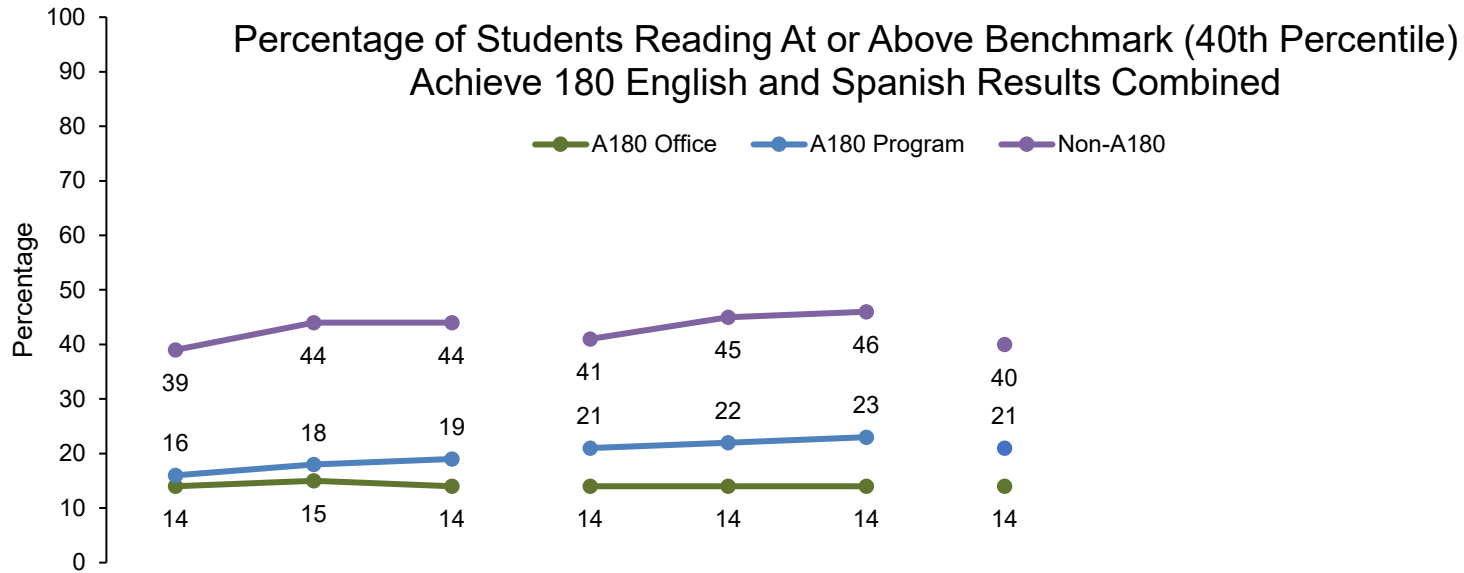


Notes

- Reading on grade level is defined as students meeting At/Above Benchmark ($\geq 40^{\text{th}}$ Percentile) on the Universal Screener.
- Results reflect the last assessment during the testing window and exclude Early Literacy Results.
- All English and Spanish tests are included.

Goal Monitoring Report: October 2019

Goal Progress Measure 1.1 Achieve 180 Data



	2017–2018			2018–2019			2019–2020			2020–2021		
N Tested	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
A180 Office 33 Campuses	17,863	17,728	15,450	16,792	15,798	14,249	15,831					
A180 Program 54 Campuses	29,835	29,568	26,711	28,764	27,367	24,362	27,716					
Non-A180	115,398	116,653	98,138	110,648	105,530	100,655	106,329					

Goal Monitoring Report: October 2019

Goal 1 - Superintendent's Response

- Elementary and Secondary Curriculum and Development have developed a systematic approach to support teachers with planning for instruction. This district wide resource allows administration, teachers, instructional coaches, etc. a singular messaging around planning sound instruction. The Planning for Instruction with Mastery in Mind process is used as the bases of PLC work, Achieve 180 Wednesday PD, and Staff Development during Early Release. All teachers received initial training during Pre-Service Days.
- The 2019-2020 Literacy by 3, Literacy in the Middle, and Literacy Empowered programs will focus on the **how** of reading, writing, and discourse. Specific attention is given to building the reading stamina of students through independent reading.
- Literacy resources are being redefined to address disciplinary literacy in Secondary Curriculum. A focus on content area reading will ensure that there is an emphasis on and monitoring of reading beyond English Language Arts.
- Curriculum Specialists are working to enhance the district curriculum resources to move from the mindset of suggested instructional strategies to providing more guidance.
- Both Elementary and Secondary Teacher Development Specialists will receive Sheltered Instruction Training. Such training will result in the development of resources, i.e. training guides, curriculum revisions and action plans to roll out specific trainings.
- Elementary and Secondary Curriculum & Development and the Multilingual Department is providing sheltered instruction professional development to support English Learners.
- Elementary and Secondary Curriculum & Development are providing "Leading the Learning" professional development where campus leaders get the opportunity to align work around leading the learning on their campus that is unique to respective content areas and develop systems for monitoring best practices.
- Elementary and Secondary Curriculum & Development are holding sessions at Parent University to foster reading at home.
- The Office of Special Education Services (OSSES) will continue to work cross-functionally with the Interventions, Multilingual, and Elementary and Secondary Curriculum Departments to ensure high-quality, data-driven instructional planning and delivery.
- OSSES will incorporate supplemental materials to support students with disabilities in general education needing intensive reading intervention (SPRIRE).
- OSSES will work with campus leadership teams to integrate special education teachers into data-driven discussions to unpack student expectations and target skill building alongside campus leaders and general education teachers while accessing all available data models:
 - Authentic student work samples
 - Progress monitoring
 - Renaissance 360
 - Formative assessment

Goal Monitoring Report: October 2019

Goal 1 - Superintendent's Response (Cont.)

- The Interventions department has partnered with Student Assessment to provide campuses with a tool designed to assist campuses with reviewing multiple data points for students to determine tiered support as well as the most appropriate resources to be used for intervention based on various data.
- Special Populations cross functional teams are working closely with curriculum to provide teachers with training around the use of Lead4Ward as a tool to differentiate and scaffold learning based on student needs.
- The Interventions department continues to provide training to teachers around small group instruction designed to maximize student results.
- The Multilingual (ML) Department Sr. Managers, Managers and programs specialists will continue to work closely with campuses to effectively analyze Renaissance data to ensure students are being assessed in their dominant language at the elementary level and to support the needs of teachers as it relates to sheltering instruction for speakers of other languages in PK-12 ESL classrooms.
- The ML team will continue to provide supplemental sheltered instruction training and essential leveled courses for bilingual/ESL teachers and school and district administrators.
- To address the needs of ELs participating in Bilingual classes at the elementary level, Multilingual is partnering with Seidlitz to bring training for teaching in the native language.
- The ML team will continue to collaborate with Curriculum to provide supplemental support to bilingual teachers.

Goal Monitoring Report: October 2019

Goal 3, October 2019 Academic Growth

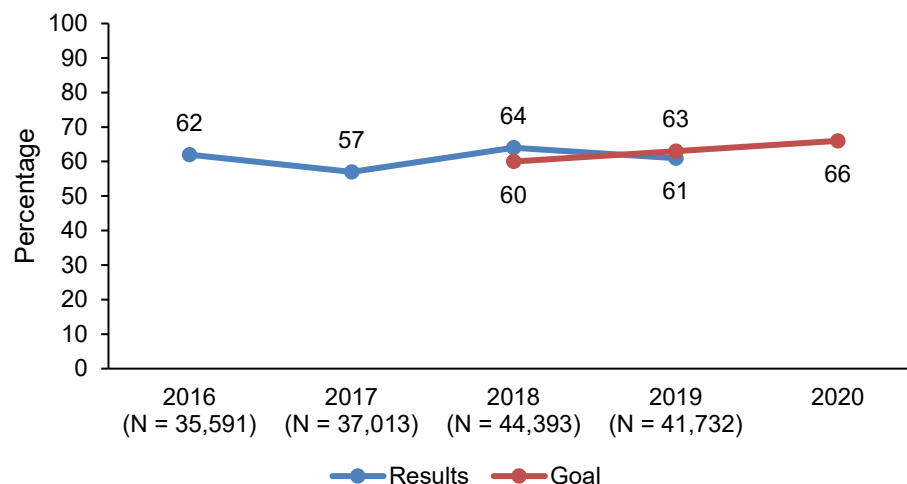
Goal 3 – August 2019

Among students who exhibit below satisfactory performance on state assessments, the percentage who demonstrate at least one year of academic growth, as measured by the STAAR Progress Measure, shall increase three percentage points annually in reading and in math from 57 percent in spring 2017 to 66 percent in spring 2020.

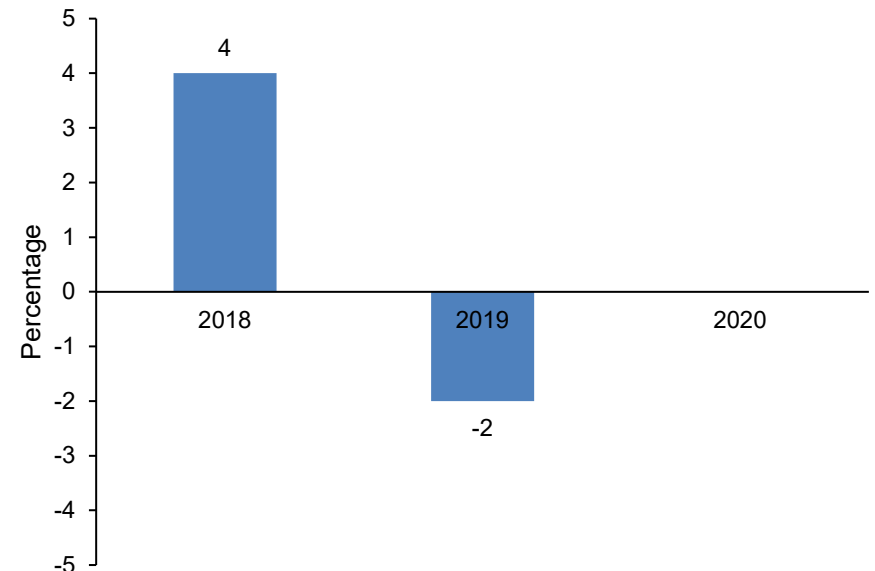
Evaluation

Did Not Meet Goal

Reading and Math Composite Score of
Percentage of Prior Year Below Satisfactory
Testers Meeting Growth



Percentage Points Above or Below Goal



Support Data

- Additional support data dividing results by Subject is provided on the next page.

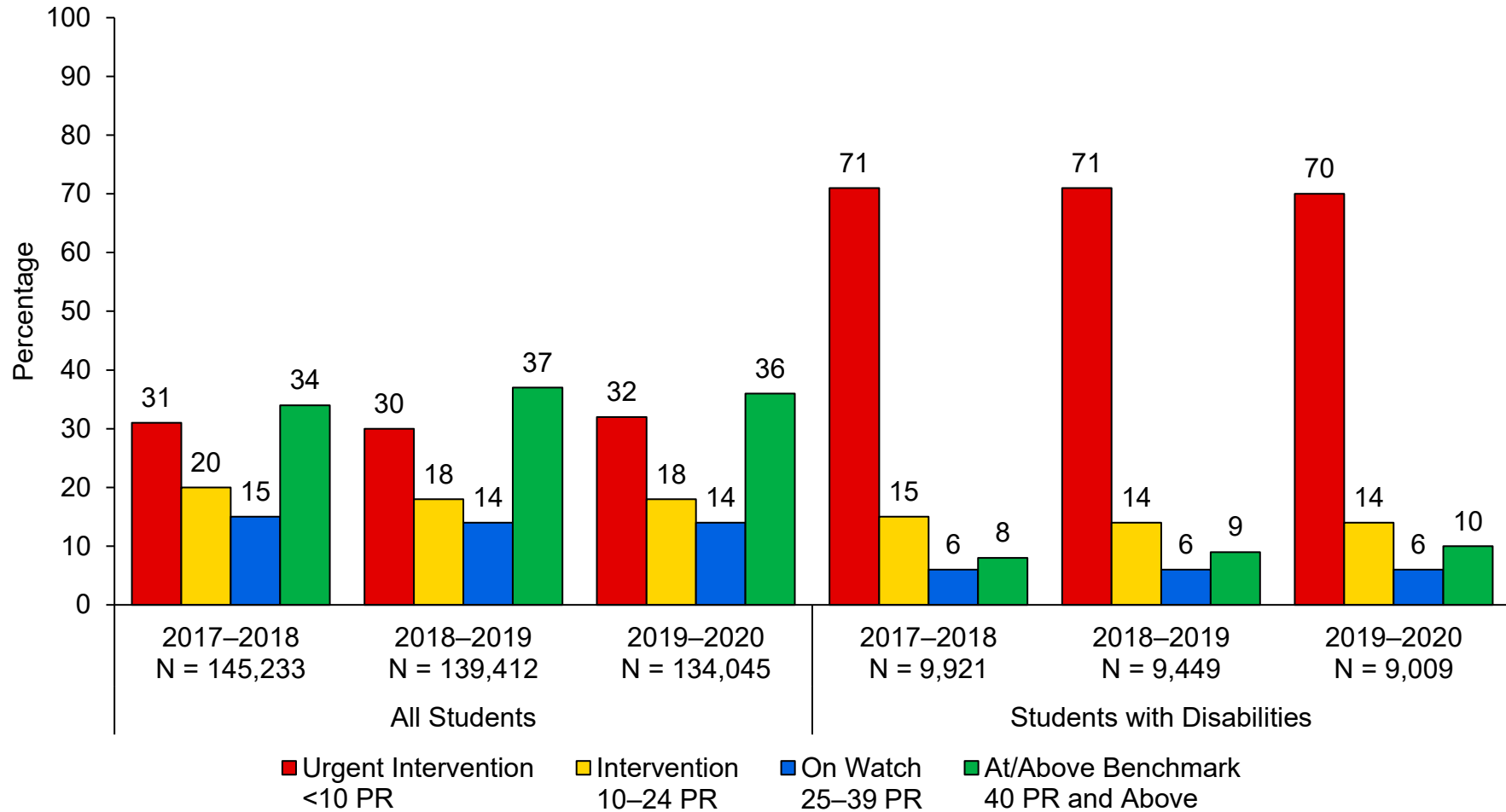
Goal Monitoring Report: October 2019

Goal Progress Measure 3.1 – October 2019										Evaluation																																																																								
The percentage of students identified as needing intervention in reading on the district’s screener who demonstrate growth from the beginning to the end of year benchmarks shall increase three percentage points annually from 48% in spring 2018 to 57% in spring 2021. Results will be reported after each testing window.										Not on Track																																																																								
<div>Percentage of Progress Monitored Students That Increased Their Percentile Ranking From BOY Assessment in Reading - All Students</div> <table><thead><tr><th>Period</th><th>Formal Progress Monitoring (N)</th><th>MOY Monitoring (N)</th><th>EOY Monitoring (N)</th><th>Reading (%)</th><th>Goal (%)</th></tr></thead><tbody><tr><td rowspan="3">2017-2018</td><td>49,089</td><td>63,533</td><td>52,823</td><td>48</td><td>48</td></tr><tr><td></td><td></td><td></td><td>49</td><td>49</td></tr><tr><td></td><td></td><td></td><td>48</td><td></td></tr><tr><td rowspan="3">2018-2019</td><td>46,727</td><td>57,243</td><td>52,057</td><td>45</td><td>45</td></tr><tr><td></td><td></td><td></td><td>48</td><td>48</td></tr><tr><td></td><td></td><td></td><td>49</td><td>51</td></tr><tr><td rowspan="3">2019-2020</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td>54</td></tr><tr><td></td><td></td><td></td><td></td><td>57</td></tr><tr><td rowspan="3">2020-2021</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></tbody></table> <div>● Reading ● Goal</div>													Period	Formal Progress Monitoring (N)	MOY Monitoring (N)	EOY Monitoring (N)	Reading (%)	Goal (%)	2017-2018	49,089	63,533	52,823	48	48				49	49				48		2018-2019	46,727	57,243	52,057	45	45				48	48				49	51	2019-2020										54					57	2020-2021															
Period	Formal Progress Monitoring (N)	MOY Monitoring (N)	EOY Monitoring (N)	Reading (%)	Goal (%)																																																																													
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2020-2021																																																																																		
Support Data																																																																																		
• Students performing below the 25 th percentile in reading on the Universal Screener are progress monitored in the respective subject.																																																																																		

Goal Monitoring Report: October 2019

Goal Progress Measure 3.1 Support Data (Cont.)

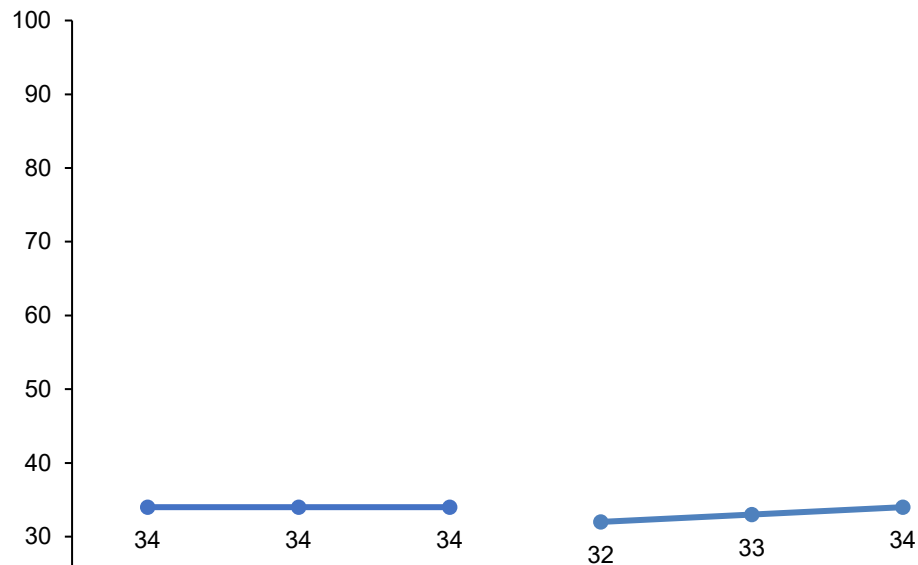
Universal Screener Reading BOY Performance Level



Goal Monitoring Report: October 2019

Goal Progress Measure 3.1 Support Data (Cont.)

Percentage of Progress Monitored Students That Increased Their Percentile Ranking From BOY Assessment in Reading - Students with Disabilities

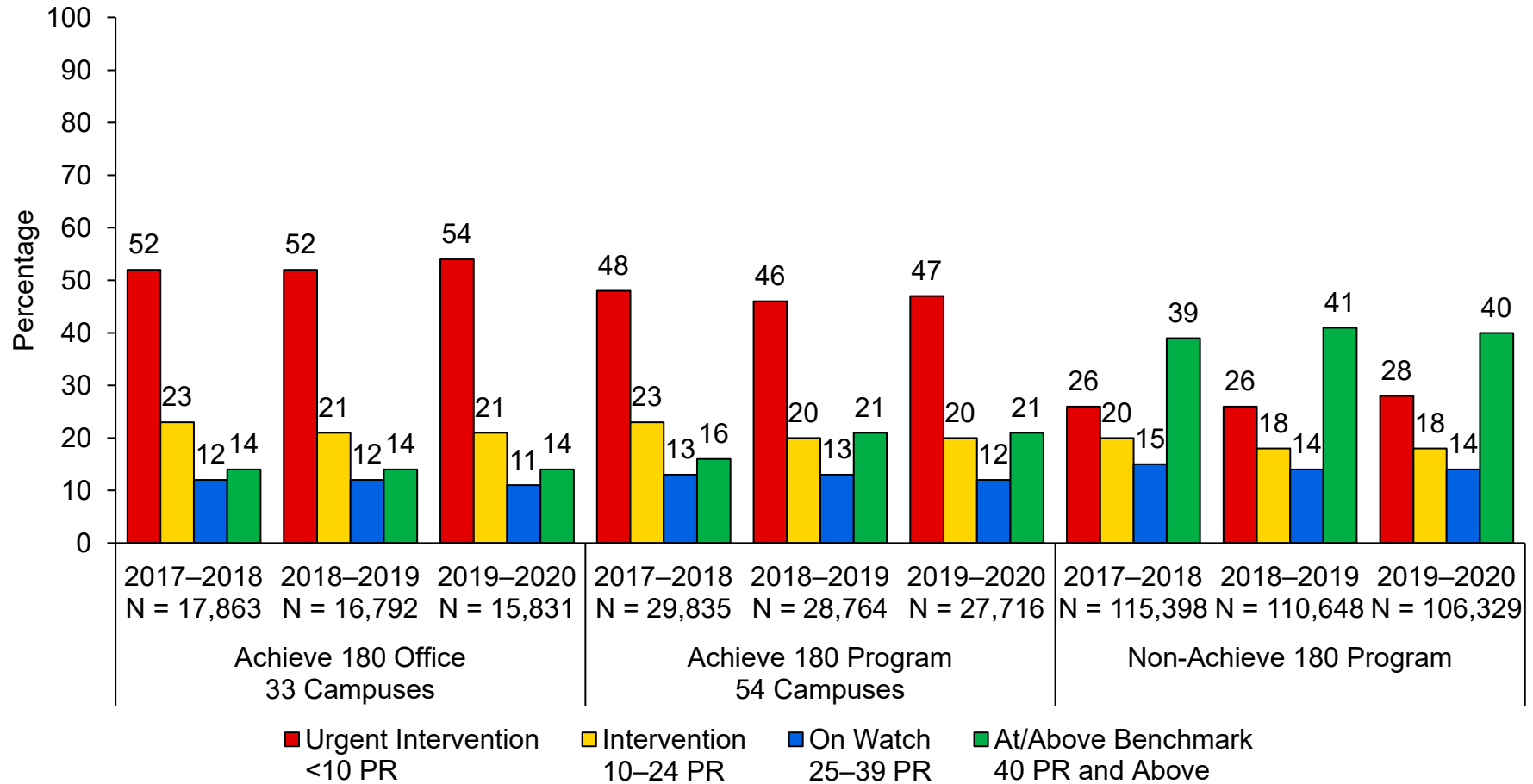


Formal Progress Monitoring (N = 5,524)	MOY Monitoring (N = 7,064)	EOY Monitoring (N = 5,883)	Formal Progress Monitoring (N = 5,098)	MOY Monitoring (N = 6,471)	EOY Monitoring (N = 5,831)	Formal Progress Monitoring (N =)	MOY Monitoring (N =)	EOY Monitoring (N =)	Formal Progress Monitoring (N =)	MOY Monitoring (N =)	EOY Monitoring (N =)
2017-2018			2018-2019			2019-2020			2020-2021		

Goal Monitoring Report: October 2019

Goal Progress Measure 3.1 Achieve 180 Data

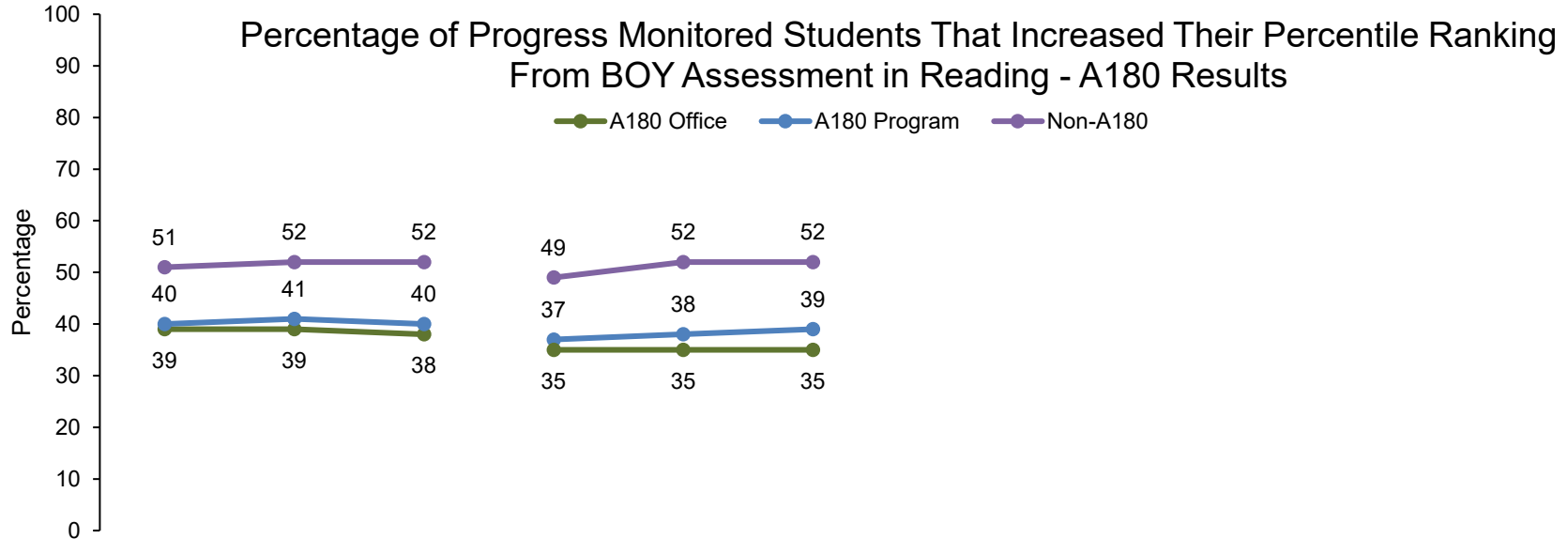
Universal Screener BOY Performance Level Achieve 180* Reading Results



*Achieve 180 results calculated using 2019-2020 campuses

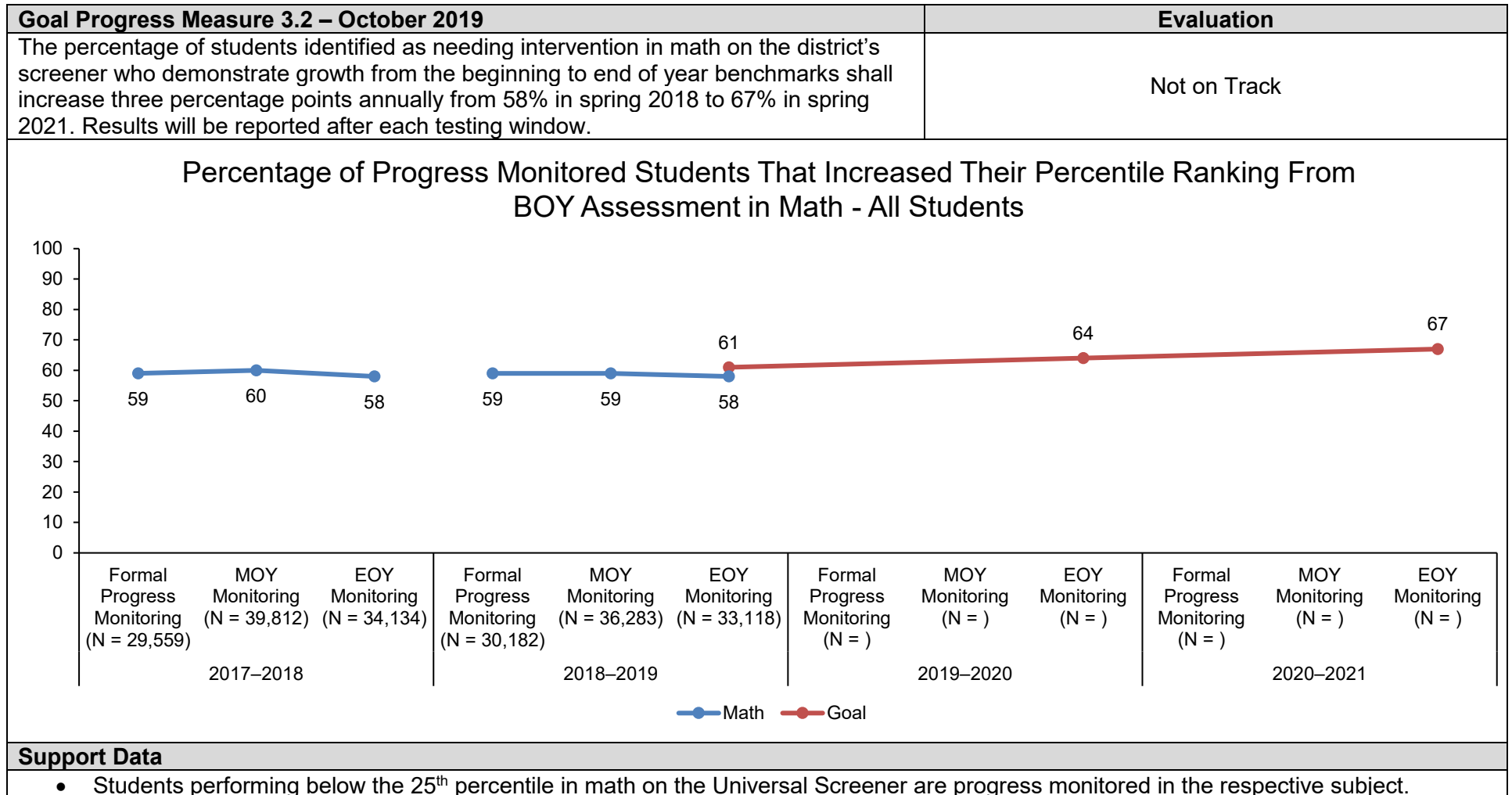
Goal Monitoring Report: October 2019

Goal Progress Measure 3.1 Achieve 180 Data (Cont.)



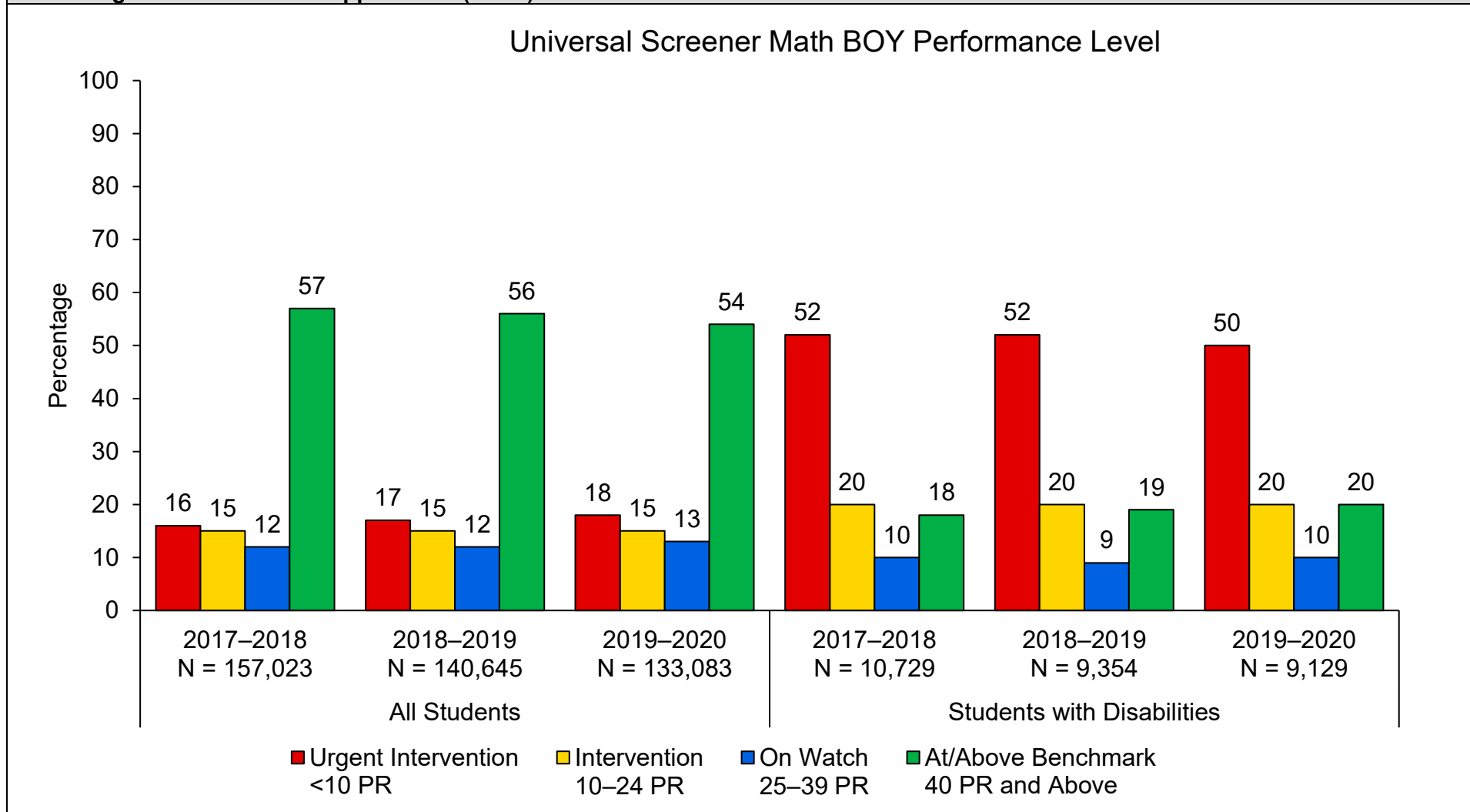
	2017-2018			2018-2019			2019-2020			2020-2021		
N Tested	FPM	MOY	EOY	FPM	MOY	EOY	FPM	MOY	EOY	FPM	MOY	EOY
A180 Office 33 Campuses	7,975	10,979	9,260	9,872	9,845	8,609						
A180 Program 54 Campuses	12,686	18,034	15,424	13,202	15,352	13,382						
Non-A180	36,403	45,499	37,399	33,525	41,891	38,675						

Goal Monitoring Report: October 2019



Goal Monitoring Report: October 2019

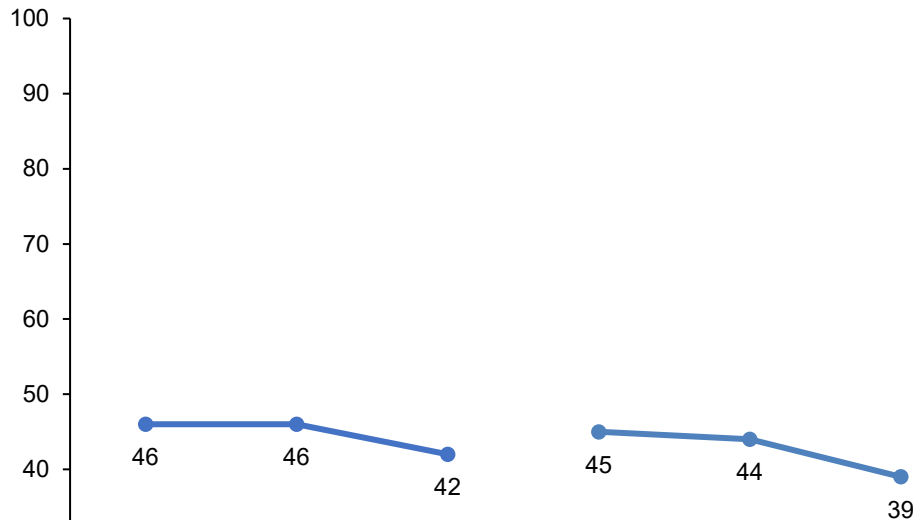
Goal Progress Measure 3.2 Support Data (Cont.)



Goal Monitoring Report: October 2019

Goal Progress Measure 3.2 Support Data (Cont.)

Percentage of Progress Monitored Students That Increased Their Percentile Ranking From BOY Assessment in Math - Students with Disabilities

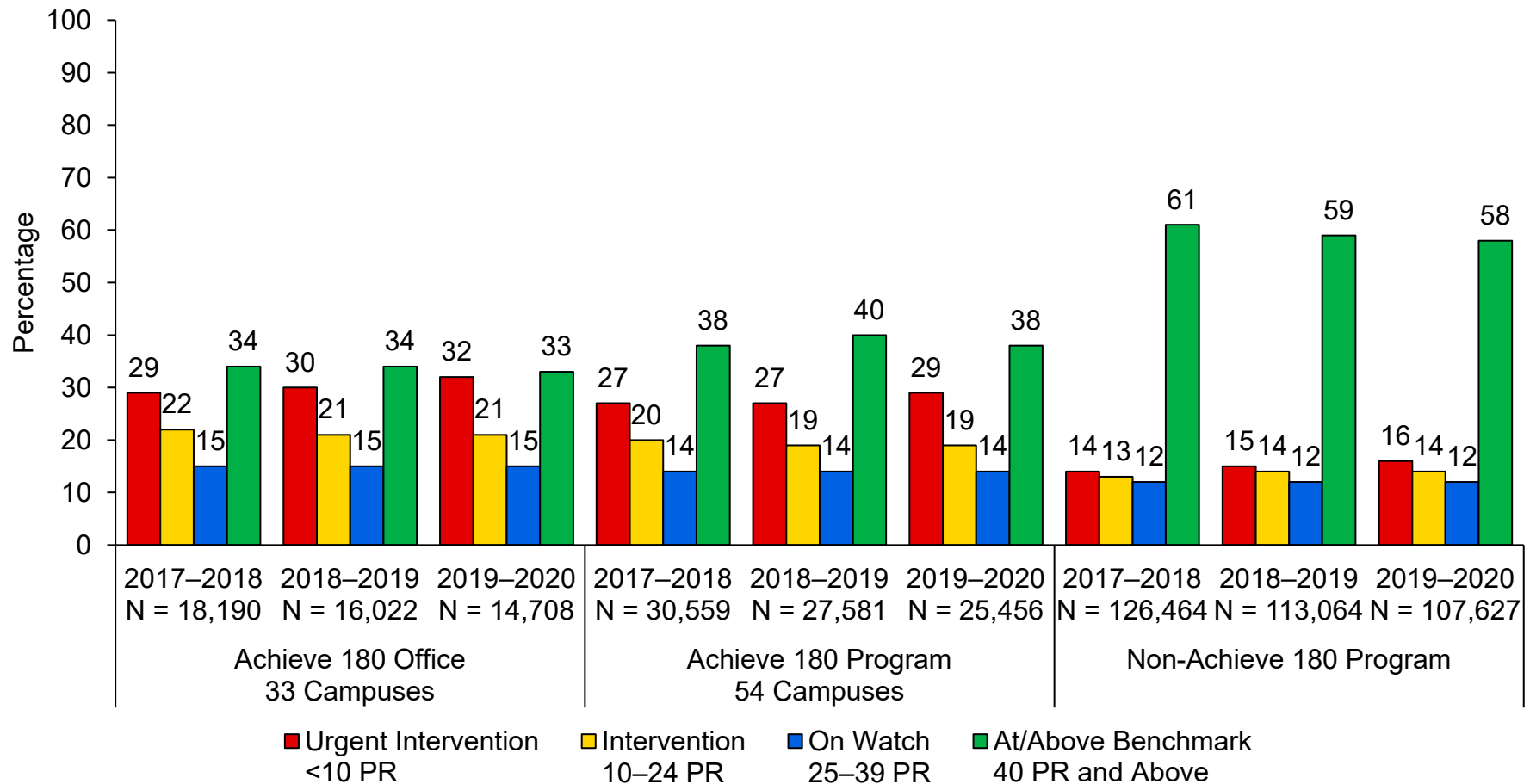


Formal Progress Monitoring (N = 4,676)	MOY Monitoring (N = 6,211)	EOY Monitoring (N = 5,418)	Formal Progress Monitoring (N = 4,218)	MOY Monitoring (N = 5,283)	EOY Monitoring (N = 4,866)	Formal Progress Monitoring (N =)	MOY Monitoring (N =)	EOY Monitoring (N =)	Formal Progress Monitoring (N =)	MOY Monitoring (N =)	EOY Monitoring (N =)
2017-2018			2018-2019			2019-2020			2020-2021		

Goal Monitoring Report: October 2019

Goal Progress Measure 3.2 Achieve 180 Data (Cont.)

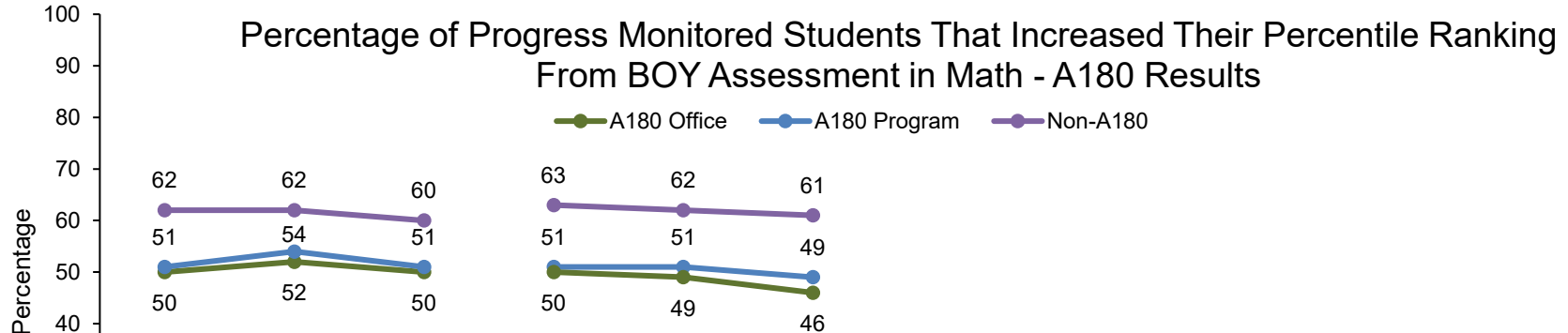
Universal Screener BOY Performance Level Achieve 180* Math Results



*Achieve 180 results calculated using 2019-2020 campuses

Goal Monitoring Report: October 2019

Goal Progress Measure 3.2 Achieve 180 Data (Cont.)



	2017-2018			2018-2019			2019-2020			2020-2021		
N Tested	FPM	MOY	EOY	FPM	MOY	EOY	FPM	MOY	EOY	FPM	MOY	EOY
A180 Office 33 Campuses	5,056	7,466	6,327	6,265	6,407	5,651						
A180 Program 54 Campuses	7,750	11,778	10,125	8,923	9,657	8,741						
Non-A180	21,809	28,034	24,009	21,259	26,626	24,377						

Goal Monitoring Report: October 2019

Goal 3 - Superintendent's Response

Students that were identified as "Intervention" or "Urgent Intervention" on the reading screener will receive targeted support designed to address specific skill deficits prior to progress monitoring. This could include additional reading instruction through an interventionist or other campus-based support.

- Secondary Reading Intervention teachers received training August 2018 – October 2018 to implement Read to Achieve. Read to Achieve is a targeted intervention program designed to address literacy and comprehension skills for students enrolled in Strategic Reading and Writing (SRW) courses.
- Elementary Reading Specialists and Second Tier Leaders received Literacy Block Training-Part 1 in September focused on breaking apart the literacy block with an emphasis on differentiation and small group interventions. The training is ongoing through the month of November.
- As a result of Achieve 180 Community of Practice Walks along with Instructional Rounds held in other regions of the district, Elementary and Secondary Curriculum will use both the qualitative and quantitative data collected to provide campus specific needs and resources. This might include professional development, the development of curriculum to specifically address the needs of struggling administrators, teachers, and students as well as work in professional learning communities.
- Through collaboration with the Multilingual and the Interventions Office, Elementary and Secondary Curriculum and Development will work to support campuses with using the Imagine Language and Literacy resource with fidelity. This includes actively working with the partner/vendor to ensure that resources, reports, etc. are specific to the needs of both elementary and secondary campuses. Furthermore, this collaboration will ensure that there is active monitoring of Intervention and Urgent Intervention, (Tier 3 Students) and English Language Learners on Imagine Language and Literacy. Students should spend 90 minutes per week on the program.
- The Office of Special Education Services (OSES) Program Specialists work with campuses to ensure students with disabilities (SWDs) are accessing all available campus-based interventions and supports in addition to services outlined in the IEP.
- OSES Teacher Development Specialists (TDS's) will be available to improve instructional capacity for special education teachers through professional development, modeling, real-time coaching, and consultation.
- Special Populations cross functional teams will review data by student groups after each assessment window. Support to campuses will be differentiated and targeted based on student performance.
- The Interventions department has provided targeted training around using Renaissance results to develop small group instruction and individualized student learning pathways.
- The Interventions department continues to provide training to Secondary Reading Intervention teachers to implement Read to Achieve. Read to Achieve is a targeted intervention program designed to address literacy and comprehension skills for students enrolled in Strategic Reading and Writing (SRW) courses.
- The Interventions department provides targeted training for elementary reading intervention teachers around embedded support for decoding, fluency, and phonemic awareness.

Goal Monitoring Report: October 2019

Goal 3 - Superintendent's Response (Cont.)

- The Interventions team provided training to math teachers to model the development of customized pathways for learning via the Imagine Math platform.
- Interventions department staff works closely with campus-based IAT Liaisons to ensure that quality progress monitoring is occurring for all Intervention and Urgent Intervention students to ensure that they are progressing throughout the year.