

Board Outcome Goal #1 Overview Report

Board Outcome Goal Being Monitored: Goal #1 Increase the percent of 3rd grade students that score meets grade level or above on STAAR Reading from 43% (2019) to 65% by August 2025.

Overall Evaluation Slightly Off Track

Progress Measure

Increase the percent of 3rd grade students that score meets grade level or above on STAAR Reading from 43% (2019) to 65% by August 2025.

Progress Monitoring Report Goal #1

	GOAL 1	Reading	from	43% (2019) t	o 65%	by Augu	st 202	5.						
	TARGETS	ALL		AA	A	H	w		ED		SE	EL	CE		NCE
	Baseline STAAR 2019	43%					53%		38%				46%		
,	Aug-21	45%	59%				55%	56%	40%	43%			48%	65%	
	Aug-22	59%	53%				57%	63%	42%	39%			59%	57%	
	Aug-23	61%					60%		44%				61%		
	Aug-24	63%					63%		47%				63%		
	Aug-25	65%					66%		50%				65%		

	Prog	ress	Mor	itori	ng R	eport	Go	al #1	3 rd	Grad	e Rea	ading		
TARGETS	ALL		AA	A	н	w		ED		SE	EL	CE		
Aug-22	59%	53%				57%	63%	42%	39%			59%	57%	

Campus Evaluation

The overall reading percentages were slightly below the revised targets except for the white student population, which was above the target. The targets were reset in April 2022. The original targets were met in reading, except for the Economically Disadvantage population which didn't change. 3rd grade reading had a different teacher in 2022-2023. This 3rd grade student group was in 1st grade during the pandemic shutdown and missed the second semester of reading instruction, which is critical to building a strong foundation in comprehension. The state average for 3rd grade reading was 52% (on grade-level). FES was 53%.

Overall Evaluation Slightly Off Track

Plans Moving Forward

Two certified teachers working with reading intervention students daily and monitoring performance data

Professional development to all PK-5 reading teachers (Region 7 Patsy Ramirez) in August on small group reading strategies. She will follow-up with teachers 9/26/22 and has offered one-on-one help to any teachers throughout the year.

Teachers worked in content area teams in August to determine the highly tested TEKS and student expectations of those TEKS at each grade level. FES is continuing to dedicate time for teachers at each six weeks workday to work on this.

PLC time every day for thirty minutes to collaborate, look at student data, and plan.

Disaggregating six weeks formative assessment data by student groups and populations to ensure we are addressing all learner needs.

Changes to the dyslexia program - curriculum and teacher

Changes to the Emergent Bilingual's services and teacher

All K-3 reading teachers will have completed the reading academy, learning best practices and implentation in the science of teaching reading by the end of 2022-2023.



Board Outcome Goal #2 Overview Report

Board Outcome Goal Being Monitored: Goal #2 Increase the percent of 3rd grade students that score meets grade level or above on STAAR Math from 49% (2019) to 65% by August 2025.

Overall Evaluation

Progress Monitoring Report Goal #2

Progress Measure Increase the percent of 3rd grade students that score meets grade level or above on STAAR

	Math from 49% (2019) to 65% by August 2025.													
TARGETS	ALL		AA	А	н	w		ED		SE	EL	CE		NCE
Baseline STAAR 2019	49%					56%		44%				49%		
Aug-21	51%	61%				58%	66%	46%	39%			51%	58%	
Aug-22	59%	40%				60%	47%	44%	31%			59%	41%	
Aug-23	61%					62%		46%				61%		
Aug-24	63%					64%		48%				63%		
Aug-25	65%					66%		50%				65%		

Progress Monitoring Report Goal #2 3rd Grade Math ALL AA Α н w ED **TARGETS** CE 59% 40% 60% 47% 44% 31% 59% 41% Aug-22

Campus Evaluation

The overall math percentages were below the revised targets in all areas. The targets were reset in April 2022. Even though the original targets were not met, they were closer to the target. This 3rd grade student group was in 1st grade during the pandemic shutdown and missed the second semester of math instruction, which is critical to building a solid foundation. The state average in 3rd grade math on-grade level was 42%.

Overall Evaluation Off Track

Plans Moving Forward

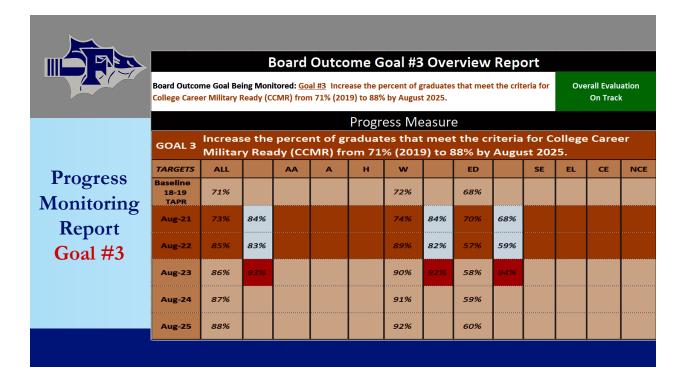
A certified teacher and teacher in the making that are dedicated to math interventions with K-5 students daily (previously math interventions were not a focus in K-1) Our math interventionist is starting a 3rd grade math club two mornings each week to work with students to become fluent with multiplication facts (earn colored belts as they progress) Continue with PLC's to collarborate, look at student data, and plan

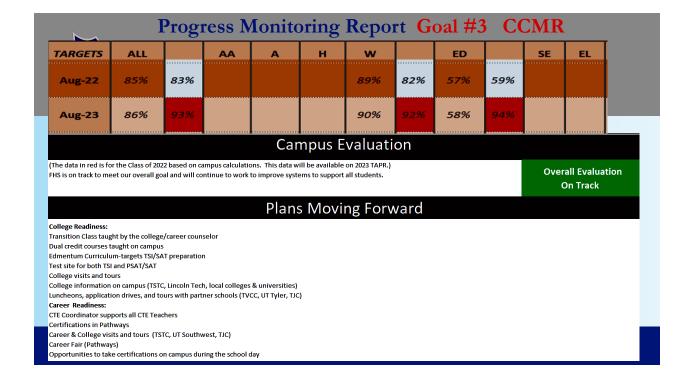
Made teaching position adjustments to strengthen math at the lower levels (K-2)

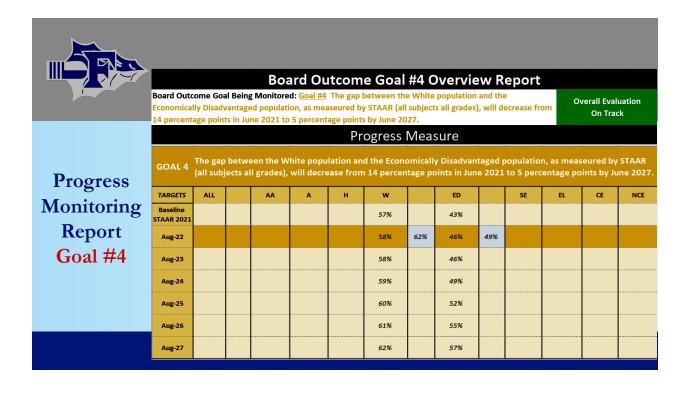
 $Disaggregated six\ weeks formative\ assessment\ data\ by\ student\ groups\ and\ populations\ to\ ensure\ we\ are\ addressing\ all\ student\ needs$

Content area professional development

Implemented Get More Math for grades 3-5, a highly recommended, student loved, online learning platform that students can work on at school or at home







TARGETS	ALL		AA	Α	н	w		ED		SE	EL	CE
Baseline STAAR 2021						57%		43%				
Aug-22						58%	62%	46%	49%			
	-			Dist	rict/Ca	ampus E	valua	ntion				
opulation) and 4 economically disa		•	0 "	centage.		loving F			pulation) and	1 50%	On Track	
dentify students Monitor data each lave registrar che mergent Bilingua MAC training thr	i six weeks and the ck new enrolling al training (twice oughout the ye	identify s ng studen e this yea ear More Mat	students who no its for data grou ar) th, Loman, Study	eed extra help ps and notify ca y Sync, and inte	mpuses ractive science				so scored ap	proaches		