



Early Childhood  
Literacy; Early  
Childhood Math; and  
College, Career and  
Military Readiness  
Progress Update

September 2021

# Early Childhood and CCMR Board Goals

In alignment with the state's 60x30TX goal, LEAs are required to develop board goals in early childhood literacy, early childhood math, and college, career, and military readiness, so that by 2030:

- Sixty percent of all students meet the state's "Meets Grade Level" standard on third-grade reading and math STAAR assessment.
- Sixty percent of all high school seniors graduate without the need for remediation and achieve (1) an industry-accepted certificate aligned with a living wage job; or (2) enroll in post-secondary education or (3) enlist in the military.

# Early Childhood Literacy and Math

On June 28, 2021, the Texas Education Agency released STAAR results and Commissioner Morath stated:

“As a result of the learning disruptions caused by the COVID-19 pandemic, the number of students not meeting grade level increased from 2019 across all subject areas and grade levels, with English I and English II being the only exceptions.”

“As a subject area, mathematics reflects the largest decline in proficiency across all grade levels.”

“It is also painfully clear that the pandemic had a very negative impact on learning.”

# KISD District Early Childhood Literacy and Math Goals

<b>3<sup>rd</sup> Grade</b>	<b>20-21 Goal</b>	<b>KISD STAAR % at Meets +</b>	<b>Texas STAAR % at Meets +</b>
Reading	41%	34%	38%
Math	50%	24%	30%

On June 28, 2021, Commissioner Morath also stated:

“The data may be disheartening, but with it, our teachers and school leaders are building action plans to support students in the new school year.”



RESET

for  
Success



# The **3** Essentials<sup>+1</sup>



## CURRICULUM

Planning and implementing standards-based, aligned curriculum

High-Quality Curriculum

## INSTRUCTION

Delivering, monitoring, and coaching standards-based, aligned curriculum through the Gradual Release of Responsibility Instructional Model

Effective, Well-Supported Teachers

## ASSESSMENT

Monitoring progress: leaders and teachers monitoring student progress, and students monitoring their own progress

Strong School Leadership & Planning

**P  
L  
C**

What do we expect students to learn?

How will we know they are learning?

How will we respond if they do not learn?

How will we respond when they already know it?

**P  
L  
C**

## Effective Instruction

Positive School Culture



The  
**3** Essentials<sup>+1</sup>



**Clarity**

Influence  
Leader  
Decisions

**Consistency**

Impact  
Teacher  
Actions

**Coherence**

Increase  
Student  
Achievement

# Clarity ~ Consistency ~ Coherence

## Literacy

### Planned

1. Provide professional development from Doug Fisher to administrators on Gradual Release of Responsibility (GRR)
2. Provide literacy professional development for all elementary classroom teachers:
  - Reading Academies (K – 2, ESL, Bilingual, Dyslexia, SPED)
  - Literacy Initiatives (PK3, PK4, 4<sup>th</sup>, and 5<sup>th</sup>)
  - 3<sup>rd</sup> and District Funded Interventionists
3. Revitalize the Literacy Framework
4. Revitalize Next Generation Balanced Literacy (NGBL)
5. Create NGBL One Pagers - Instructional Guides
6. Establish a 120" Literacy block (open and close the instructional loop daily with GRR)
7. Create sample learning progressions for Units 1, 2A and 2B
8. Curriculum Study Sessions
9. Coaching Walks
10. Administrator and teacher PLCs

### Accomplished

- ✓ Provide professional development from Doug Fisher to administrators on Gradual Release of Responsibility (GRR)
- ✓ Provide literacy professional development for all elementary classroom teachers:
  - Reading Academies (K – 2, ESL, Bilingual, Dyslexia, SPED)
  - Literacy Initiatives (PK3, PK4, 4<sup>th</sup>, and 5<sup>th</sup>)
  - 3<sup>rd</sup> and District Funded Interventionists
- ✓ Revitalize the Literacy Framework
- ✓ Revitalize Next Generation Balanced Literacy (NGBL)
- ✓ Create NGBL One Pagers - Instructional Guides
- ✓ Establish a 120" Literacy block (open and close the instructional loop daily GRR)
- ✓ Create sample learning progressions for Units 1, 2A and 2B
  - Curriculum Study Sessions
  - Coaching Walks
  - Administrator and teacher PLCs

# Clarity ~ Consistency ~ Coherence

## Math

### Planned

1. Provide professional development from Eliza Thomas on Guided Math to administrators
2. Provide Guided Math professional development for 3<sup>rd</sup> grade teachers and District Funded Interventionists
3. Finalize Math Framework
4. Create Guided Math One Pager with GRR components
5. Create Guided Math Instructional Moves One Pager for Teachers and Administrators
6. Establish a 90" block of math instruction that opens and closes the instructional loop every day (GRR)
7. Create sample learning progressions for 1<sup>st</sup> – 5<sup>th</sup> grades for Units 1, 2, and 3
8. Curriculum Study Sessions
9. Coaching Walks
10. Administrator and teacher PLCs

### Accomplished

- ✓ Provide professional development from Eliza Thomas on Guided Math to administrators
- ✓ Provide Guided Math professional development for 3<sup>rd</sup> grade teachers and District Funded Interventionists
- ✓ Finalize Math Framework
- ✓ Create Guided Math One Pager with GRR components
- ✓ Create Guided Math Instructional Moves One Pager for Teachers and Administrators
- ✓ Establish a 90" block of math instruction that opens and closes the instructional loop every day (GRR)
- ✓ Create sample learning progressions for 1<sup>st</sup> – 5<sup>th</sup> grades for Units 1, 2, and 3
  - Curriculum Study Sessions
  - Coaching Walks
  - Administrator and teacher PLCs

# Proposed Early Childhood Literacy Goals

## KISD Early Childhood Literacy Board Outcome Goal

The percentage of 3rd grade students that score "Meets Grade Level" or above on STAAR Reading will increase from 34% to 48% by June 2026.

### Yearly Target Goals

2021 (Goal)

2021

2022

2023

2024

2025

2026

41%

34%

37%

40%

43%

46%

48%

### Closing the Gaps Student Groups Yearly Targets

African American

Hispanic

White

American Indian

Asian

Pacific Islander

Two or More Races

Special Ed

Special Ed (Former)

Eco. Disadv.

EL

Cont. Enrolled

Non-Cont. Enrolled

2020-2021 Goal

31%

39%

54%

41%

62%

50%

44%

24%

40%

34%

34%

41%

41%

2021

28%

31%

48%

23%

43%

27%

36%

11%

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28%

25%

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2022

32%

34%

50%

27%

45%

31%

39%

16%

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32%

29%

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2023

35%

37%

52%

31%

48%

34%

42%

22%

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35%

33%

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2024

39%

41%

54%

35%

50%

38%

44%

27%

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39%

37%

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2025

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44%

56%

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52%

42%

47%

33%

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41%

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2026

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58%

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2028

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2029

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56%

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2030

60%

60%

66%

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64%

60%

61%

60%

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60%

60%

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# Proposed Early Childhood Math Goals

## Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score "Meets Grade Level" or above on STAAR Math will increase from 24% to 44% by June 2026.

### Yearly Target Goals

**2021 (Goal)**

**2021**

**2022**

**2023**

**2024**

**2025**

**2026**

50%

24%

28%

32%

36%

40%

44%

### Closing the Gaps Student Groups Yearly Targets

African American

Hispanic

White

American Indian

Asian

Pacific Islander

Two or More Races

Special Ed

Special Ed (Former)

Eco. Disadv.

EL

Cont. Enrolled

Non-Cont. Enrolled

**2020-2021 Goal**

**40%**

**48%**

**65%**

**53%**

**73%**

**52%**

**53%**

**33%**

**53%**

**45%**

**43%**

**52%**

**48%**

2021

16%

21%

39%

31%

44%

20%

22%

7%

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20%

20%

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2022

21%

26%

42%

34%

47%

25%

27%

13%

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24%

24%

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2023

26%

30%

45%

37%

50%

29%

31%

19%

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29%

29%

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2024

31%

35%

48%

41%

53%

34%

36%

25%

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33%

33%

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2025

36%

39%

51%

44%

56%

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41%

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38%

38%

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2026

40%

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54%

47%

60%

43%

45%

36%

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2027

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2029

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63%

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59%

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2030

60%

62%

66%

60%

72%

62%

64%

60%

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60%

60%

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# The Three Big Things

## CURRICULAR EXPECTATIONS

Planning and implementing standards-based, aligned curriculum

1. Unit Planning Process
2. Effective use of Bridge Days
3. Unit Learning Progressions

## CLARITY

Unit Learning Progression charts for **grades K-5 in ELAR and math** need to be uploaded into your specific campus Schoology course folder NLT **one** day before the unit begins.

## INSTRUCTIONAL EXPECTATIONS

Delivering, monitoring, and coaching standards-based, aligned curriculum through the Gradual Release of Responsibility Instructional Model

1. 120" Literacy Block (NGBL)
2. 90" Math Block\*
3. Coaching Walks & Walkthroughs

## CONSISTENCY

Please submit your **master schedule** to your Executive Director if you have not already done so.

## ASSESSMENT EXPECTATIONS

Monitoring progress: leaders and teachers monitoring student progress, and students monitoring their own progress

1. CUA Protocol
2. Interventions and/or Remediation
3. 60" Intervention Block (specifics for various professionals)

## COHERENCE

A completed CUA data protocol sheet for each unit assessment in **grades 2-5 for ELAR and math** need to be uploaded into your specific campus Schoology course folder NLT than **10** school days after the "test date" on the pacing calendar.



Look for your campus folder in Schoology under **Courses** and follow the directions for how to name the documents that are added. (→)

Unit \_\_\_ ULP

Unit \_\_\_ Data Protocol



# College, Career, and Military Readiness

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## College, Career & Military Readiness

CCMR Data is reported by TEA the following year. For example:  
The 2019-2020 TAPR reports CCMR data for the Class of 2019.

This TAPR was released by TEA in January 2021.

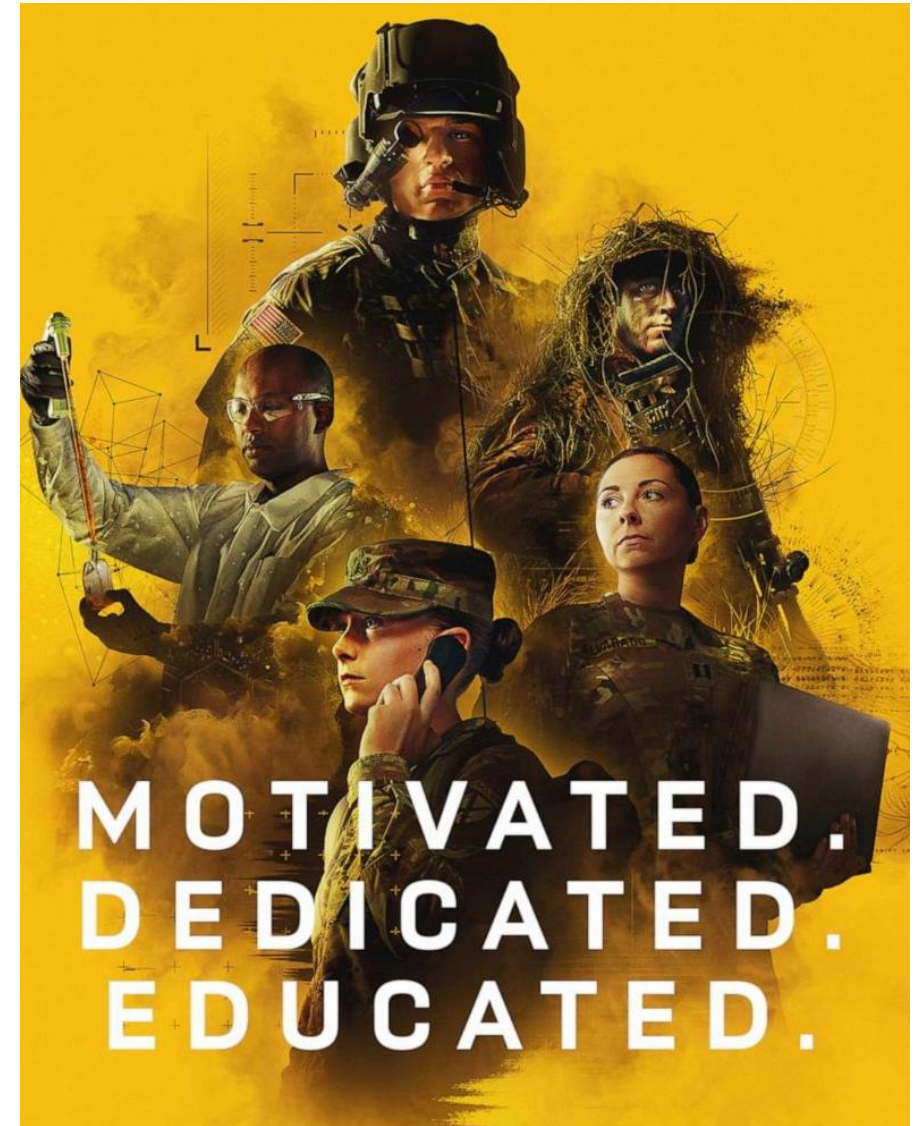
The Class of 2020 CCMR data will be reported on the 2020-2021 TAPR and is expected from TEA by January 2022.

Our *current senior class* will be reported on the 2022-2023 TAPR and should be released by TEA by January 2024.



# Military Enlistment Data

School districts are encouraged to continue to collect and enter military enlistment data; however, the 2021 Accountability Manual indicates that military enlistment data will not be included in CCMR data for the Class of 2020.



# KISD District College, Career & Military Readiness Goal

<b>Class of 2021 Goal</b>	<b>Class of 2021 CCMR (Unofficial)</b>	<b>Class of 2022 Goal</b>	<b>Class of 2022 Current CCMR</b>
55%	52%	54%	32% (Special Education not yet included)

## CCMR Board Outcome Goal

**The percentage of graduates that meet the criteria for CCMR will increase from 47% to 64% by August 2030.**

### Yearly Target Goals for Killeen ISD

Class of	2020 (Unofficial)	2021 (Unofficial)	2022	2023	2024	2025	2026	2027	2028	2029
Reporting Year	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
	47%	52%	54%	56%	58%	60%	61%	62%	63%	64%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	EL
Class of 2020 (Unofficial)	41%	49%	55%	**	63%	41%	48%	69%	41%	31%
Class of 2021 (Unofficial)	40%	51%	56%	**	76%	**	52%	83%	40%	29%
Class of 2022	44%	53%	57%	50%	77%	50%	54%	83%	44%	35%
Class of 2023	48%	55%	58%	52%	78%	52%	56%	84%	48%	40%
Class of 2024	52%	57%	59%	54%	79%	54%	58%	85%	52%	45%
Class of 2025	56%	59%	60%	56%	80%	56%	60%	86%	56%	50%
Class of 2026	58%	61%	61%	58%	81%	58%	61%	87%	58%	54%
Class of 2027	60%	62%	62%	60%	82%	60%	62%	88%	60%	58%
Class of 2028	62%	63%	63%	62%	83%	62%	63%	89%	62%	61%
Class of 2029	64%	64%	64%	64%	84%	64%	64%	90%	64%	64%

# Clarity ~ Consistency ~ Coherence

## CCMR

### Planned

1. Provide a scope and sequence for CCMR learning in all middle and high schools
2. Provide CCMR data and CCMR strategies for all high school teams:
  - Principal & Assistant Principal Academy
  - Monthly CCMR progress reporting with Instructional Leadership
  - Monthly progress reporting for high school teams (Principals, Aps, Counselors)
3. Incorporate CCMR testing opportunities during the school day and at no cost to students
  - School-Day SAT (October for seniors and March for juniors)
  - TSIA testing (Ongoing for grades 9-12)
  - ASVAB testing (Ongoing for grades 10-12)
4. CCMR Student Checklist
  - Counselors distributing to all students
  - Welcome kit for new students
5. Student Readiness Training for staff and community stakeholders
  - Counselors, administrators, teachers
  - Community youth organizations
6. Instructional Support
  - SAT Boot Camp
  - College Prep courses in math and reading
  - TSIA Tutoring & Testing in English & Math classes

### Accomplished

- ✓ Provide a scope and sequence for CCMR learning in all middle and high schools
- ✓ Provide CCMR data and CCMR strategies for all high school teams:
  - Principal & Assistant Principal Academy
  - Monthly CCMR progress reporting with Instructional Leadership
  - Monthly progress reporting for high school teams (Principals, Aps, Counselors)
- ✓ Incorporate CCMR testing opportunities during the school day and at no cost to students
  - School-Day SAT (October for seniors and March for juniors)
  - TSIA testing (Ongoing for grades 9-12)
  - ASVAB testing (Ongoing for grades 10-12)
- ✓ CCMR Student Checklist
  - Counselors distributing to all students
  - Welcome kit for new students
5. Student Readiness Training for staff and community stakeholders
  - Counselors, administrators, teachers
  - Community organizations including youth programs
6. Instructional Support
  - SAT Boot Camp
  - College Prep courses in math and reading
  - TSIA Tutoring & Testing in English & Math classes

# Progress Monitoring Calendar

## School Board Monitoring Calendar 2021-2022 School Year

Month	Goal / Progress Measure	Evaluations / Other Business	Trainings
September	Set Board Goals based on STAAR data	Board Adopts Goals: 3rd Grade Literacy 3rd Grade Mathematics College, Career, & Military Readiness*	
November	Progress Monitoring	Report the beginning of the year NWEA MAP reading data for kindergarten through 3rd grade	<ul style="list-style-type: none"> <li>Determine what focused interventions need to be implemented and which campuses to target.</li> </ul>
		Report the beginning of the year NWEA MAP math data for kindergarten through 3rd grade	
		Report the beginning of the year CCMR data for high school students	
March	Progress Monitoring	Report the middle of the year NWEA MAP reading data for kindergarten through 3rd grade	<ul style="list-style-type: none"> <li>Determine if the focused interventions have made a difference and adjust as necessary.</li> <li>Determine if additional campuses need targeted interventions.</li> </ul>
		Report the middle of the year NWEA MAP math data for kindergarten through 3rd grade	
		Report the beginning of the year CCMR data for high school students	
September	Set Board Goals based on STAAR data	Board Adopts Goals: 3rd Grade Literacy 3rd Grade Mathematics College, Career, & Military Readiness*	



**THANK YOU**