
Goal 2 Update - Academic Progress Report

BELTON ISD BOARD OF TRUSTEES

Regular Board Meeting

February 2, 2026



Purpose



Provide a mid-year academic progress update.

Assessments

Star Renaissance

Renaissance
See Every Student.

- Administered 3 times per year
- Measures student performance based on skills aligned to standards, monitors growth overtime, and identifies needs for intervention
- Provides prediction scores for STAAR

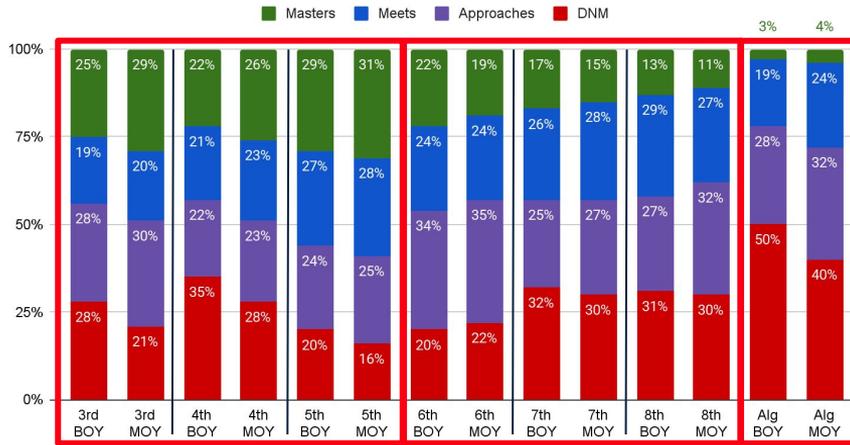
District Benchmark



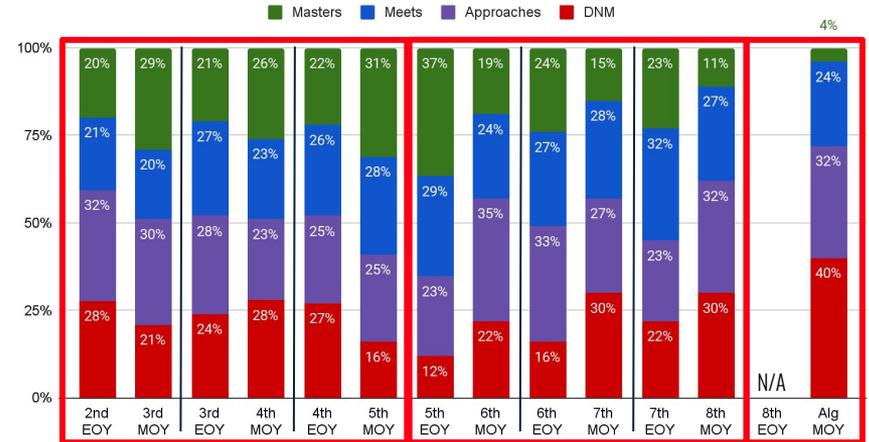
- Administered 2 times per year
- Snapshot to measure TEKS mastery based on scope & sequence
- Provides information for classroom and curriculum adjustments

Math Renaissance

2025-2026 Math
BOY to MOY STAR Renaissance



2025-2026 Math Cohort Data
EOY to MOY Star Math



Highlights

- Masters in elementary cohort grew across all grade levels
- 5th grade demonstrates strong gains
- Algebra I showed significant improvement in DNM

Areas of Focus

- 4th grade cohort increase in DNM
- DNM rates remain elevated in middle school
- Movement from Approaches to Meets is inconsistent

Math



49%

Of students are projected at Meets and above in 3rd grade.
Projection exceeds the **HB3 Goal of 40%**



49%

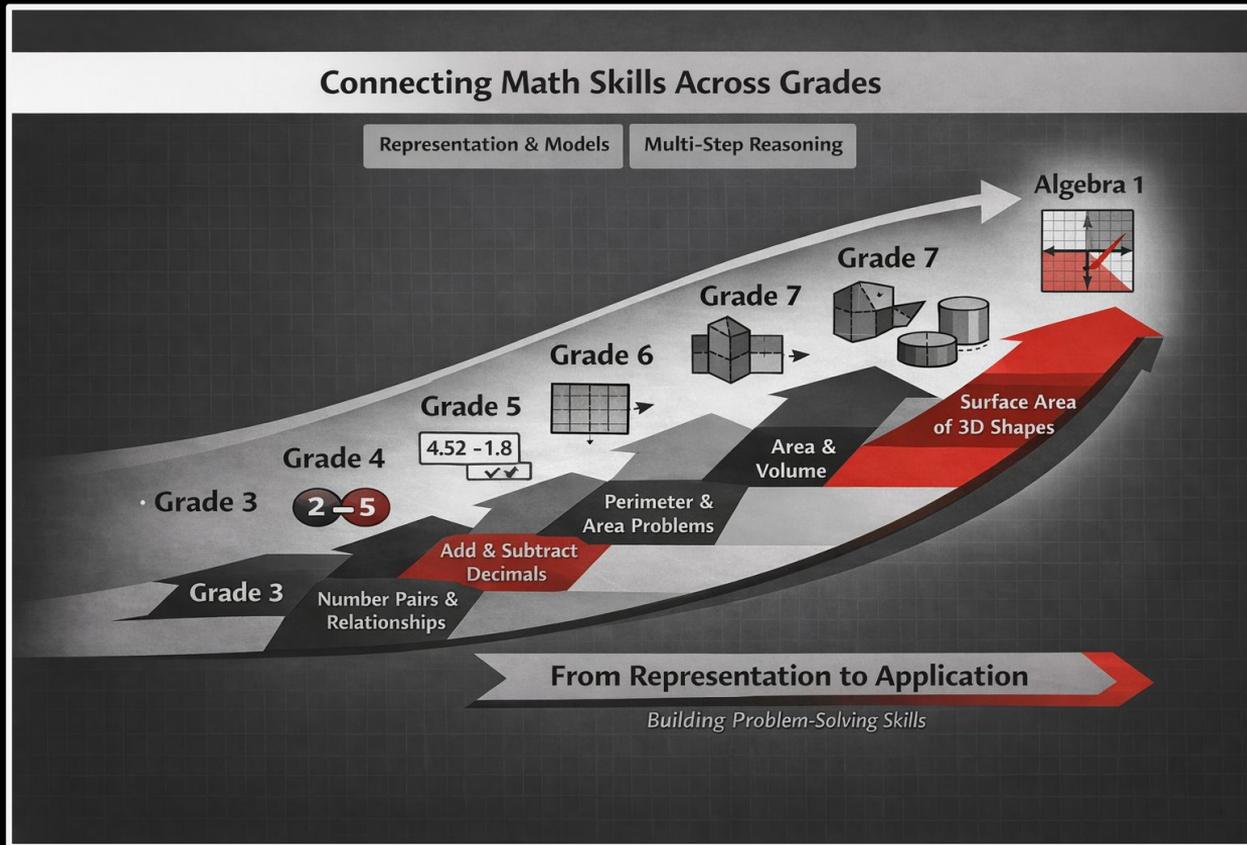
Of students in grade 3-Alg are at a minimum 50% growth.
Progressing and tracking to meet 50% Goal.



100%

Of student cohorts in grades 3-5 demonstrate growth in Masters level performance.

Math Benchmark

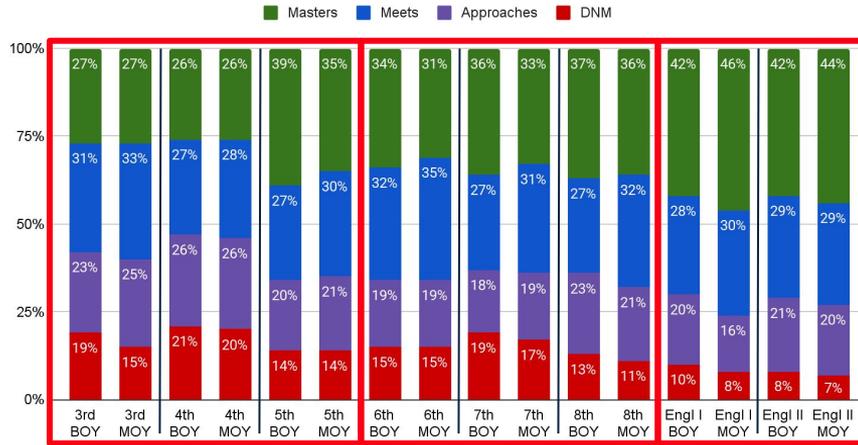


Priority Standard Focus

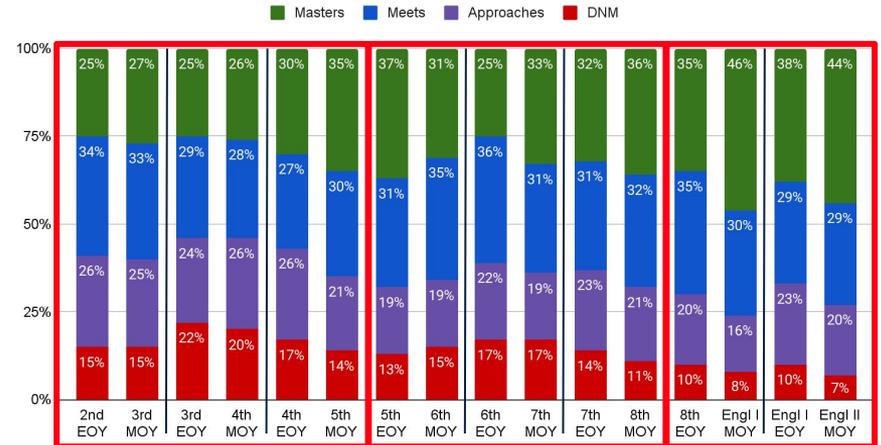
3.5(E)
4.4(A)
5.4(H)
6.8(D)
7.9(C)
8.7(B)
Al.3(D)

Reading

2025-2026 Reading
BOY to MOY Star Renaissance



2025-2026 Reading Cohort Data
EOY to MOY Star Reading



Highlights

- Masters in elementary cohort grew across all grade levels
- Reading performance shows positive outcomes across most grade levels
- Cohort data indicates students are maintaining or improving performance from prior year to current year, with cohort growth in 7th and 8th grade

Areas of Focus

- Minimal growth in 4th and 6th grade
- A significant proportion of students remain in the Approaches band

Reading



60%

Of students are projected at Meets and above in 3rd grade.
Projection significantly exceeds the **HB3 Goal of 52%**



51%

Of students in grade 3-Ell are at a minimum 50% growth.
Exceeds the 50% Goal.

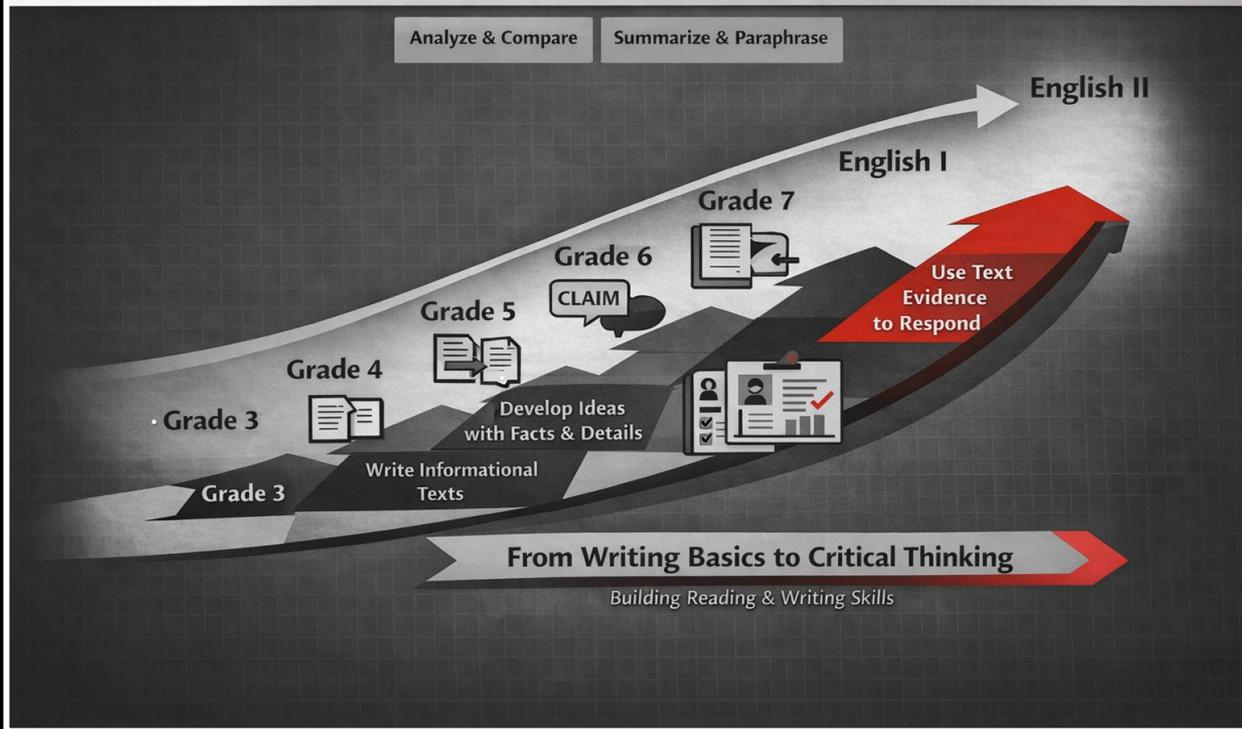


100%

Of student cohorts in grades 3-5 demonstrate growth in Masters level performance.

Reading

Connecting Reading & Writing Skills Across Grades



Priority Standard Focus

3.12(B)
4.7(B)
5.9(Ei)
6.10(Bii)
7.6(D)
8.6(C)
EI.9(Bii)
EII.8(A)

Strategic Response

Celebrate and Replicate

Math:

- Systems closing DNM gap
- Consistent problem solving model

Capture campus practices yielding highest systemic success:

- PLC Cycles
- Intervention Scheduling
- Progress Monitoring

Prioritize Action

Rigor Checks:

- Evaluate enrichment and extension for high achieving students

Accelerate literacy intervention:

- Reduction of DNM

Ensure focus on specific student movement:

- Approaches to Meets

Target Support

Grade level support in concentrated areas:

- ID of highest yield target standards specific to campus
- Prescriptive Tier 1 and Intervention plans
- Emphasis on high yield strategies for special populations

Detailed identification of students for specific intervention

Questions



Math

Grade	Benchmark Data Lowest Achieving Priority Standard
3rd	3.5(E) - Represent real world relationships using number pairs and verbal descriptions
4th	4.4(A) - add and subtract whole numbers and decimals to the hundredths place using the standard algorithm
5th	5.4(H) - represent and solve problems related to perimeter and/or area and related to volume
6th	6.8(D) - determine solutions for problems involving the area of rectangles, parallelograms, trapezoids, and triangles and volume of right rectangular prisms where dimensions are positive rational numbers.
7th	7.9(C) - determine the area of composite figures containing combinations of rectangles, squares, parallelograms, trapezoids, triangles, semicircles, and quarter circles.
8th	8.7(B) - Use previous knowledge of surface area to make connections to the formulas for lateral and total surface area and determine solutions for problems involving rectangular prisms, triangular prisms, and cylinders.
Alg 1	A1.3(D) - graph the solution set of linear inequalities in two variables on the coordinate plane

Math

Grade	Benchmark Data Lowest Achieving Priority Standard
3rd	Students use pairs of numbers and words to show how two things are related in real-life situations.
4th	Students add and subtract whole numbers and decimals (to the hundredths place) using the standard method.
5th	Students model and solve real-world problems involving perimeter, area, and volume.
6th	Students solve problems involving the area of rectangles, parallelograms, trapezoids, and triangles, and the volume of rectangular prisms using positive rational numbers.
7th	Students find the area of complex shapes made from multiple simpler shapes.
8th	Students use surface area formulas to solve problems with different 3D shapes.
Alg 1	Students graph the solutions to linear inequalities with two variables on a coordinate plane.

Reading

Grade	Benchmark Data Lowest Achieving Priority Standard
3rd	3.12(B) - compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft
4th	4.7(B) - write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;
5th	5.9(Ei) - recognize characteristics and structures of argumentative text by: (i) identifying the claim
6th	6.10(Bii) - develop drafts into a focused, structured, and coherent piece of writing by: developing an engaging idea reflecting depth of thought with specific facts and details
7th	7.6(D) - paraphrase and summarize texts in ways that maintain meaning and logical order
8th	8.6(C) - use text evidence to support an appropriate response
Engl I	EI.9(Bii) - develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by: developing an engaging idea reflecting depth of thought with specific details, examples, and commentary
Engl II	EII.8(A) - analyze the author's purpose, audience, and message within a text

Reading

Grade	Priority Standard Lowest Achieving Priority Standard
3rd	Students write informational texts that clearly explain a topic using a central idea and appropriate structure.
4th	Students write responses that show they understand what they read, including comparing ideas across different texts.
5th	Students recognize the parts of an argumentative text by identifying the author's claim.
6th	Students improve their writing by developing strong ideas and supporting them with specific facts and details.
7th	Students restate and summarize texts while keeping the original meaning and order.
8th	Students use evidence from the text to support their answers.
Engl I	Students improve their writing in both timed and open-ended settings by developing strong ideas supported with details, examples, and commentary.
Engl II	Students analyze why the author wrote the text, who it is written for, and the message the author is trying to communicate.

Response Plan

Campus Response



Analyze Data to Target Standards



Focus on Special Populations & High Yield Strategies



Implement Strategy Plans & Walkthroughs



Identify Students for Targeted Intervention

District Response



Review Data 1:1 with Principals



Committee Data Reviews



Detailed Analysis & Prescriptive Response



Campus Tours with Content Experts