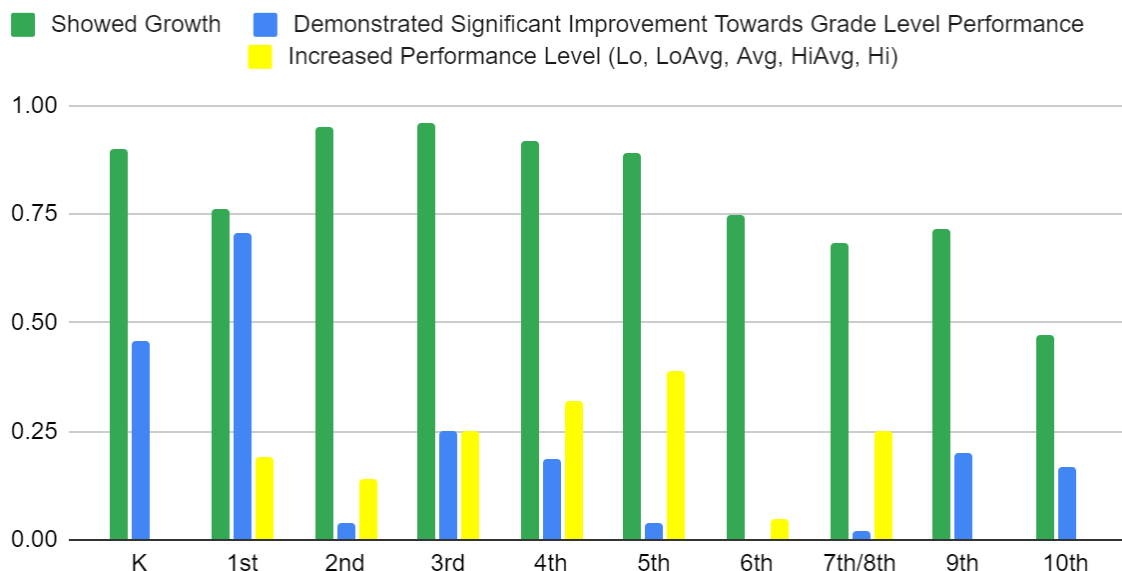


## STUDENT PERFORMANCE GOAL 1: Reading

The percentage of students identified for Tier 3 support in Reading, who —



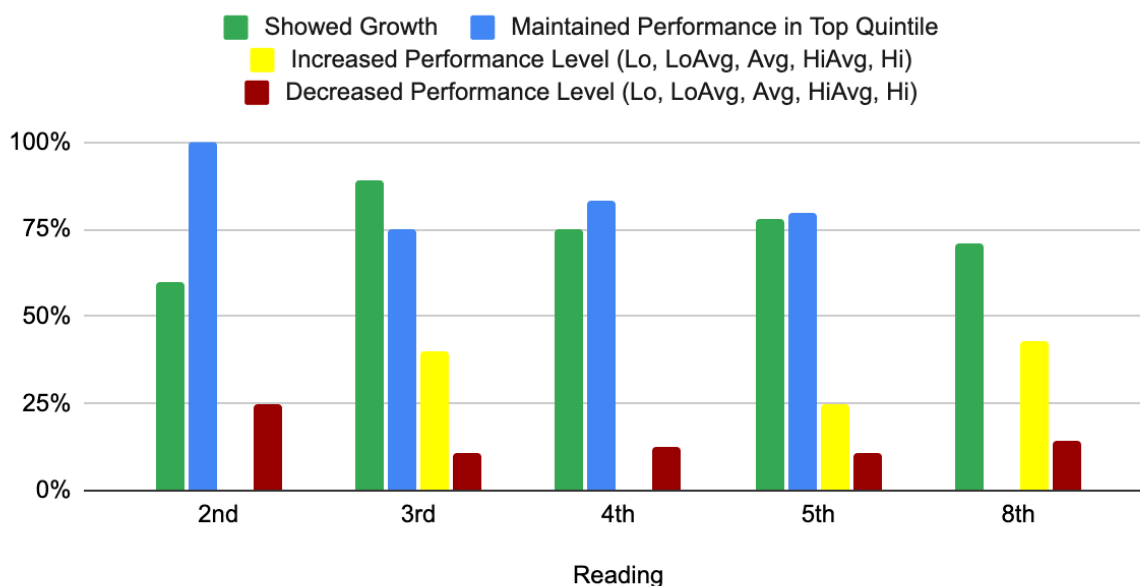
The majority of students identified as needing Tier 3 interventions in reading at the beginning of the year in grades kindergarten through five, and students identified as needing accelerated learning based on their 2021 STAAR scores in grades six through ten have demonstrated growth over the first semester of instruction.

Students in K through 5th grade are served by an interventionist who sees them for about 120 minutes a week for targeted support. Students in grades six through eight participate in a reading support class that utilizes the READ 180 reading curriculum model. This class is part of the student's daily schedule. The students who have "demonstrated significant improvement toward grade level performance" are no longer served through pull-out intervention or the READ 180 class.

Students in grades nine and ten receive accelerated instruction for about sixty minutes a week in reading. The students who have "demonstrated significant improvement toward grade level performance" have met the passing standard on the most recent STAAR administration.

The goal for most students served by Tier 3 interventions is to gather foundational skills that prevent them from fully accessing grade level content. For most students with lower achievement in reading, this is due to missing skills in phonics, phonemic awareness, grammar, vocabulary, fluency, and reading comprehension. The more opportunities a student has had to develop these skills, the greater the potential for the gaps. This is why there is a higher percentage of students in early grades that demonstrated growth toward grade level performance. In other words, the lower the grade, the fewer skills there are to recover.

The percentage of students identified as GT and served by a full-time teacher, who —

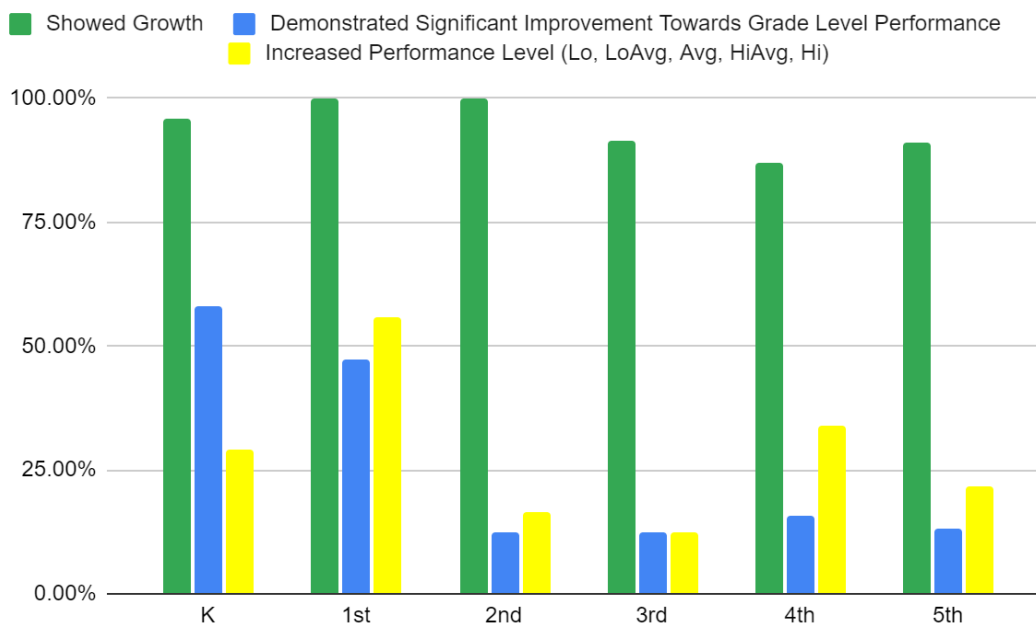


The majority of students identified as Gifted/Talented in grades two through five and grade eight have shown growth in reading since the beginning of the year. GT students at the elementary school receive targeted and enriched instruction by a certified GT teacher for one full day each week, by grade level. GT students in 8th grade receive targeted and enriched instruction in a daily class that is taught by a certified GT teacher.

Most of the students identified as GT performed in the top quintile of performance categories at the beginning of year screening and maintained that performance through the middle of the year screening. Several students increased their performance and moved up a quintile ranking, for example, from HiAverage to Hi, or from Average to HiAverage. A few students did go down a percentile ranking, but these cases are mostly by a point or two on the RIT scale. In those cases where a student's RIT or percentile ranking dropped dramatically, the teacher compares that student's RIT score to their class performance and grades to determine if further evaluation is needed.

## STUDENT PERFORMANCE GOAL 2: Math

The percentage of students identified for Tier 3 support in Math, who —



The percentage of students identified as GT and served by a full-time teacher, who —

