



Student Learning Update

November 11, 2024



Overview

Tonight's Student Learning Update will provide data regarding:

- Board Goal: Early Childhood Literacy
- Board Goal: Early Childhood Mathematics
- Board Goal: CCMR Goal



Background Information

- At the September 9th Board Meeting, the LISD School Board approved Board Outcomes Goals for:
 - Early Childhood Reading
 - Early Childhood Math
 - College, Career, Military Readiness
- LISD selected Istation Reading and Math as the instrument for Early Childhood Reading and Math.
- Early Childhood Reading and Math goals included in Elementary School CIPs
- CCMR goals included in High School CIPs

Early Childhood Reading



3rd Grade Reading

Board Outcome Goal- District: 3rd Grade Istation Reading Goal

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level on ISIP or achieve goals set in IEP's in Reading will increase according to targets for each student group as shown in the table below by June 2028.

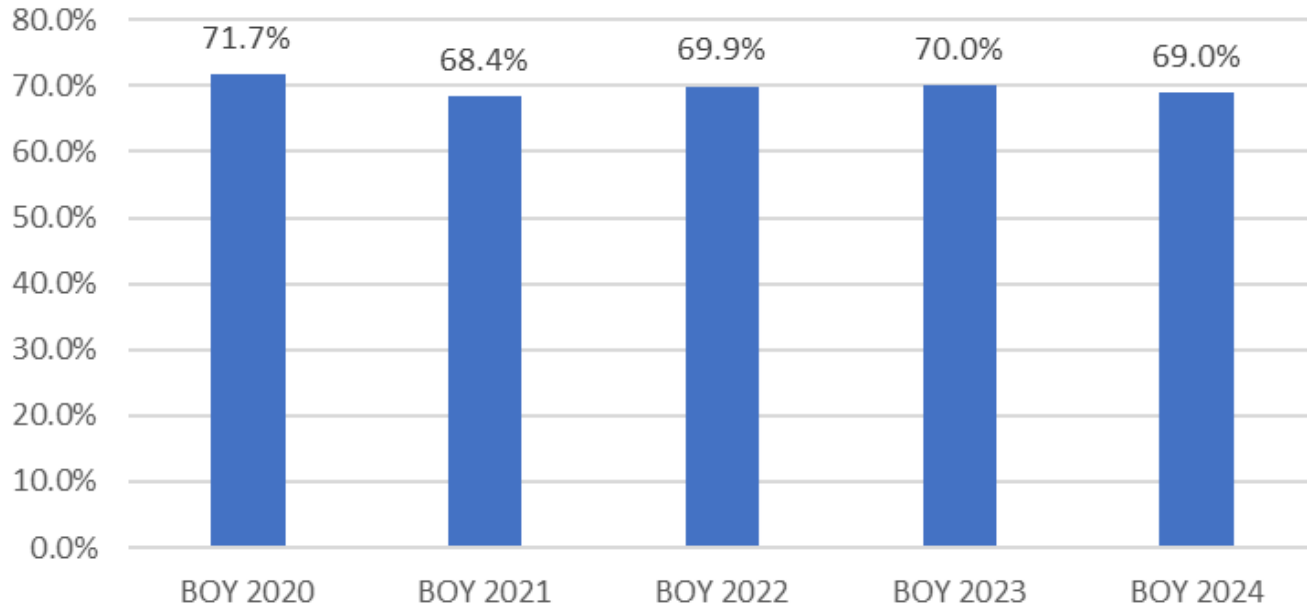
Closing the Gaps Student Groups Yearly Targets

	All Students	AA	As	H	2+	W	Sp. Ed.	Eco. Dis.	EB
2025	78.2%	73.0%	90.1%	78.2%	86.1%	82.1%	78.2%	76.0%	76.0%
BOY	69.0%	54.0%	87.8%	55.6%	73.0%	79.1%	39.7%	52.1%	51.9%
MOY									
EOY									

- 98.2% of 3rd graders completed the Istation Reading assessment during the BOY window.
- IEP data not included in analysis.

3rd Grade Reading

BOY Data - All Students Meeting Targets Istation Reading



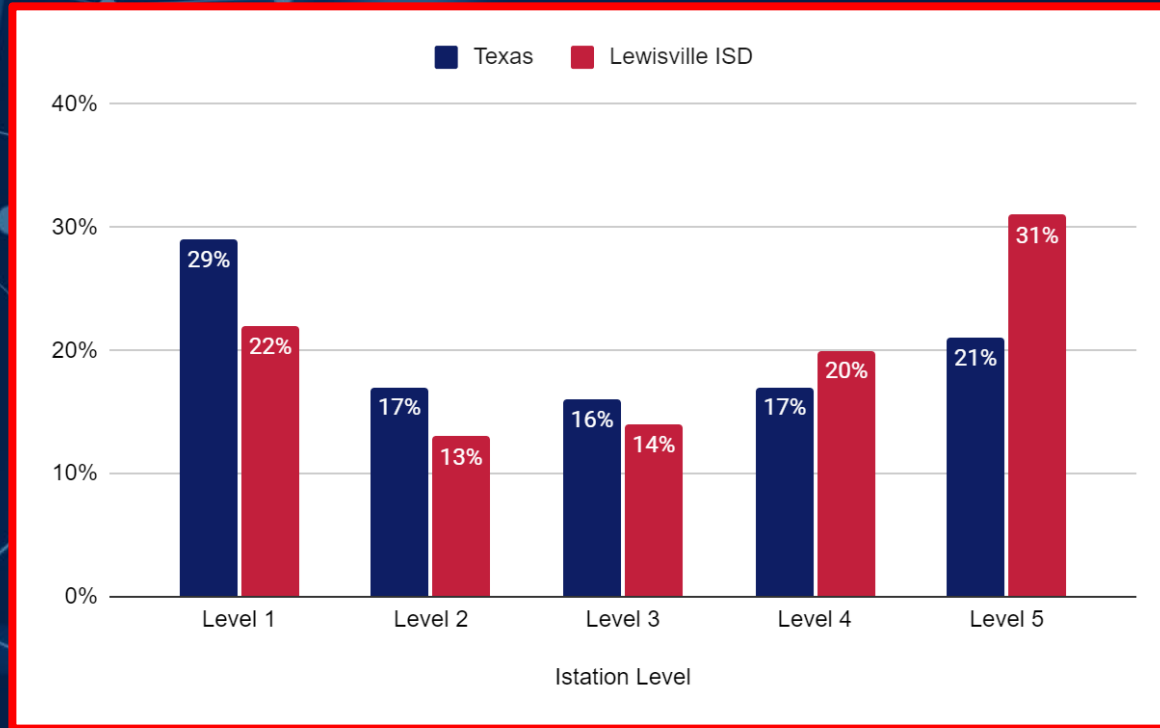


Progress on 3rd Grade Reading Goal

- Campus BOY 3rd Grade Reading Goal - All Students
 - 2 campuses met target
 - 10 campuses within 10% of target
 - 11 campuses within 10 -20% of target
 - 16 campuses more than 20% to target

Additional data on HB 3 BOY campus goals will be provided to the School Board.

Istation Reading BOY Statewide Comparison 3rd Grade



72% of LISD campuses are out-performing the rest of the state's Istation users

Early Childhood Math



Istation Math Background

- Reminder: Many of the TEKS on the BOY assessment have not yet been covered. We expect growth as more content is taught.
- One limitation with assessing math using a product from outside LISD is these products do not follow our scope and sequence, so there is always an alignment concern.
- One strength of Istation Math is that it requires students to utilize different strategies to answer questions. Students typically rely on areas of strength, and this requires them to think differently.
- LISD set the target score for 3rd grade students at 494. With the changes to STAAR, we explored to determine if 494 was still appropriate. 92% of students attaining a 494 on Istation were successful on STAAR.

3rd Grade Math

Board Outcome Goal- District: 3rd Grade Istation Math Goal

Early Childhood Math Board Outcome Goal- Istation Math

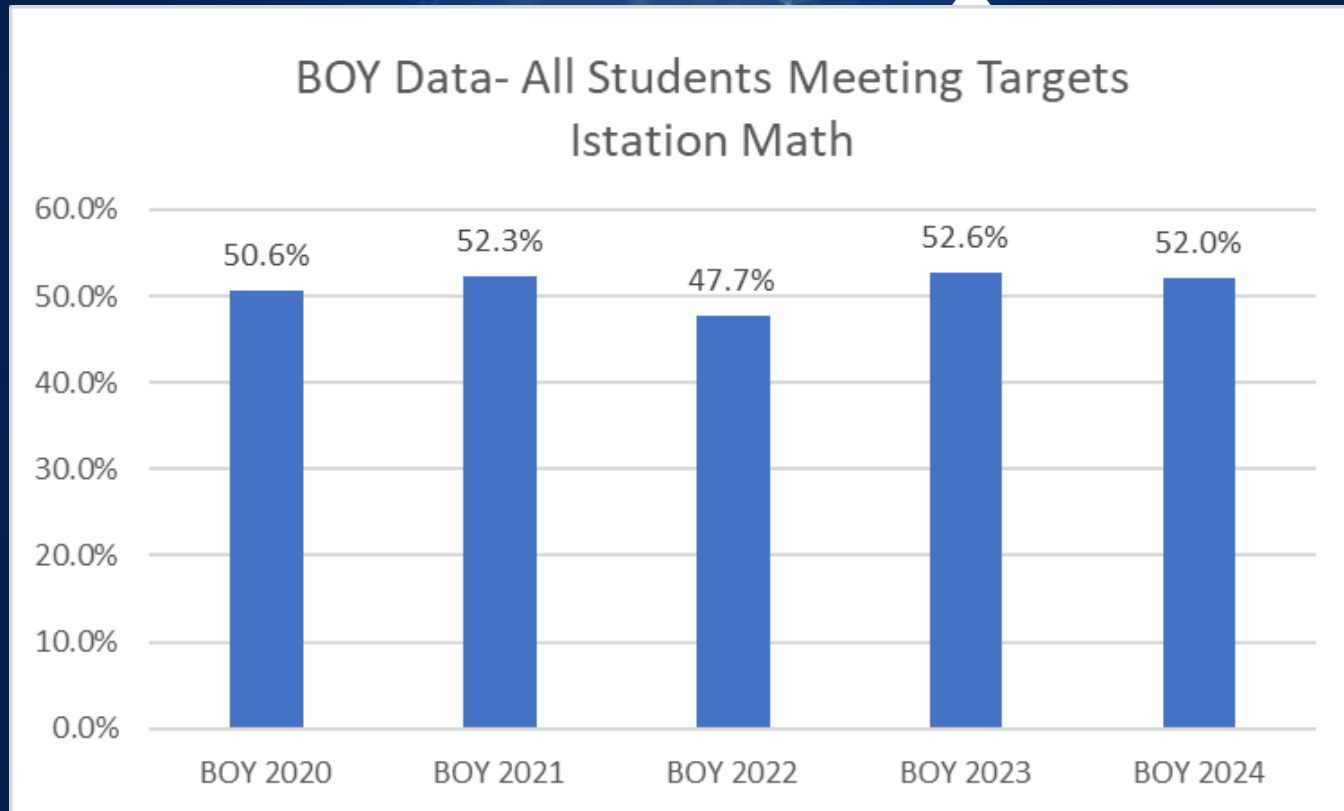
The percent of 3rd grade students that score 494 or higher on Istation Math or achieve goals set in IEP's in mathematics will increase according to targets for each student group as shown in the table below by June 2028.

Closing the Gaps Student Groups Yearly Targets

	All Students	AA	As	H	2+	W	Spec. Ed.	Eco. Dis.	EB
2025	76.2%	75.0%	87.1%	75.5%	76.2%	83.1%	72.0%	74.0%	72.0%
BOY	52.0%	27.4%	76.0%	31.9%	56.3%	70.0%	31.3%	28.2%	28.1%
MOY									
EOY									

- 96.8% of 3rd graders completed the Istation Math assessment during the BOY window.
- IEP data not included in analysis.

3rd Grade Math





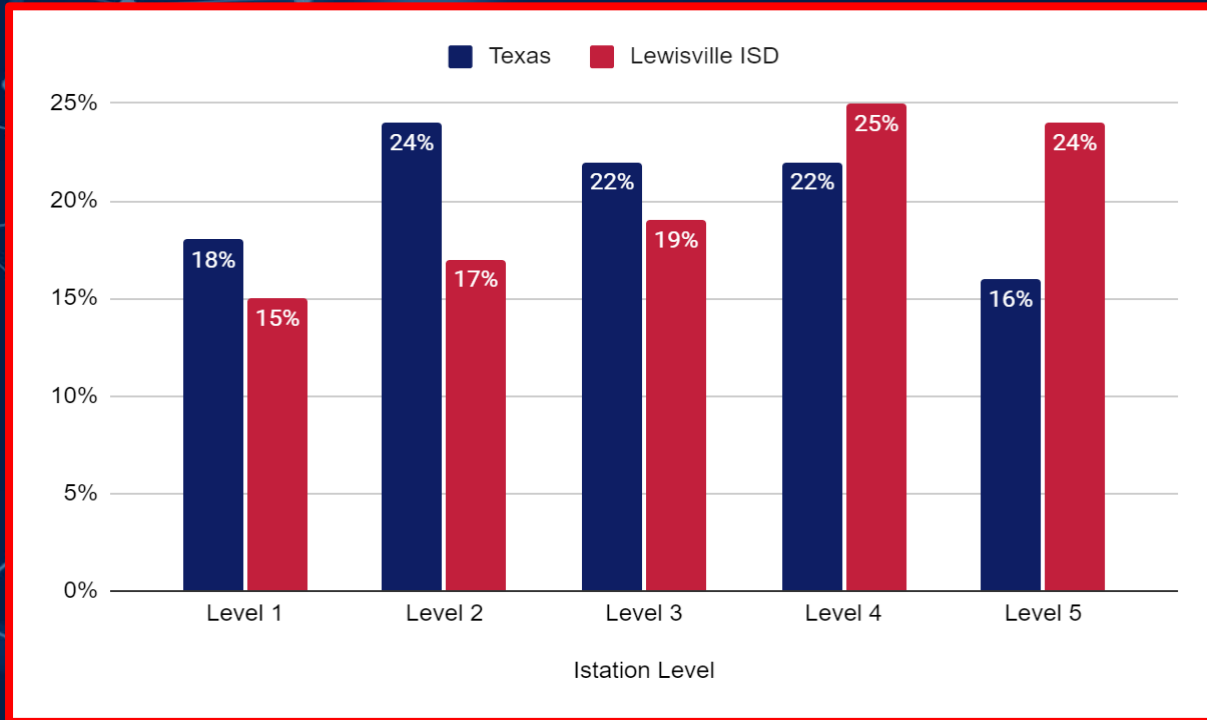
Progress on 3rd Grade Math Goal

Campus BOY 3rd Grade Math Goal - All Students

- 0 campus met target
- 2 campuses within 15% of target
- 9 campuses within 16% - 25% of target
- 28 campuses more than 25% to target

Additional data on HB 3 BOY campus goals will be provided to the School Board.

Istation Math Statewide Comparison 3rd Grade



62% of LISD campuses are out-performing the rest of the state's Istation users

Learning and Teaching Support

Instructional Coaching for Teachers:

- Launched a change in our service model for Learning Facilitators offering concentrated support for campuses
- Having more consecutive coaching days on a campus allows for deeper coaching and greater teacher support
- 1,548 coaching sessions logged so far this year (up from 840 sessions last year)

4 Campuses	Four week cycle of service	4 days with a M/S Learning Facilitator 4 days with a LA/SS Learning Facilitator
6 Campuses	Three week cycle of service	4 days with a M/S Learning Facilitator 4 days with a LA/SS Learning Facilitator
9 Campuses	Three week cycle of service	2 days with a M/S Learning Facilitator 2 days with a LA/SS Learning Facilitator
20 Campuses	Three week cycle of service	1 day with a M/S Learning Facilitator 1 day with a LA/SS Learning Facilitator

Learning and Teaching Support

Professional Learning:

- Trained and implemented DIBELS/IDEL assessments, based on Reading Academy research, to better guide small group foundational skills instruction for teachers and principals. As teachers are implementing this quick but powerful assessment, and using that data to drive small group intervention, we expect to see improvements in reading skills over time.
- Professional learning for math instruction focuses on intentional problem solving, the CRA progression, and small group differentiated support for students.

Administrative Support:

- Series of three meetings set with select campus administrators focused on studying and monitoring our HB3 student groups to ensure we are making strides with all students to close achievement gaps.
- Content Administrators are conducting walkthroughs with Campus Administrators to look for implementation of high yield instructional strategies.
- Professional Learning provided for campus administrators over the 5 principles of the ONE Vision Framework continue.



CCMR



CCMR Class of 2025

	All	AA	As	H	2+	W	Sp. Ed.	Eco. Dis	EB
Seniors Meeting TEA Criteria**	44.0%	16.4%	77.3%	24.1%	46.5%	54.1%	9.8%	21.7%	15.8%
Seniors Engaged in CCMR (Board Goal)**	67.6%	55.7%	87.5%	59.3%	61.9%	70.2%	33.7%	60.8%	61.6%

**Data estimates. Class of 2025 data is still in progress- all indicators are incomplete at this time.

Readiness Data (Local Accountability)

Local accountability utilizes research-based indicators of CCMR. Indicators are selected for each grade level, so staff can monitor progress.

	All	AA	As	H	2+	W	Sp. Ed.	Eco. Dis	EB
Seniors	95.6%	94.4%	97.5%	94.2%	95.5%	96.4%	87.4%	92.3%	91.7%
Juniors	93.3%	88.8%	97.3%	90.6%	94.2%	95.0%	87.7%	89.1%	88.9%
Sophomores	89.3%	86.2%	96.5%	82.4%	90.2%	93.5%	78.5%	82.1%	78.2%
Freshman	Will be able to provide this data in the spring.								

Focus Areas for 24-25

- College Prep Math & English offered 24-25
- CTE Personal Graduation Plan at Career Centers
- 9th Grade Campus Personal Graduation Plans to include CCMR student goals
- Adding Industry-Based Certifications at main HS campuses (ex. Food Science, Entrepreneurship, Marketing)
- Aligning/advising campuses on CTE program offerings with CTE completer opportunities

Status of Focus Areas for 2024-25	2023-24	2024-25
College Prep Math Student Participants	675	766
College Prep English Student Participants	55	204
Dual Credit Student Participants	1686	1873

CCMR Updates

- *LISD CCMR goals are about student engagement in an offering vs. state accountability which requires students to complete paths regardless of desire to continue in a course of study. State system serves to penalize for exploring new interests*
- Fall CCMR campus leadership meetings held to analyze data and discuss the following:
 - College and Career Readiness data as of now
 - Campus Next Steps (Short and Long Term)
- TSI testing implementation as part of course completion for English 3 and Algebra 2
- Career Explorations Elective course pilot in middle school with expansion in 25-26
- TECC Tours to 8th grade



Future Student Learning Updates

- March: Update on MOY Board Goals
- June: Update on EOY Board Goals

Questions