



# SOUTH SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

## Agenda Item Summary

Meeting Date: Wednesday, April 17, 2019

Purpose: ☒ Presentation/Report ☐ Recognition ☐ Discussion/ Possible Action

☐ Closed/Executive Session ☐ Work Session ☐ Discussion Only ☐ Consent

From: Amy Shields, Director of Teaching and Learning

Item Title: Report on Goal 3 and Goal Progress Measures 3.1 and 3.2: Percent of students performing at Masters Level in Reading

### Description:

The percent of students who perform at the Masters Grade Level standard for all grades in state reading exams will increase 2.4 percentage points each year from 8% to 20% by 2022.

10.4% by 2018

12.8% by 2019

15.2% by 2020

17.6% by 2021

20% by 2022

### Recommendation:

Report only.

### District Goal/Strategy:

Goal 3 The percent of students who perform at the Masters Grade Level standard for all grades in state reading exams will increase from 9% to 20% by 2022.

Funding Budget Code and Amount:

CFO Approval

N/A

APPROVED BY:

SIGNATURE

DATE

Chief Officer:

4-1-19

Superintendent:

4/12/19

# Goal 3, GPM 3.1, GPM 3.2

## Reading

Amy Shields  
Director of Teaching and Learning

## Goal 3

The percent of students who perform at the Masters Grade Level standard for all grades in state reading exams will increase 2.4 percentage points each year from 8% to 20% by 2022.

12.8% by 2019

15.2% by 2020

17.6% by 2021

20% by 2022



Masters Level  
Performance in  
grades 3-10 in  
2018 was 9%.

## GPM 3.1

The percent of 3rd grade students who perform at Masters Grade Level standard for reading will increase yearly by 2 percentage points from 12% to meet the goal of 20% by 2022.

14% by 2019

16% by 2020

18% by 2021

20 % by 2022

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## GPM 3.2

The percent of 5th grade students who perform at Masters Grade Level standard for reading will increase yearly by 1.5 percentage points from 14% to meet the goal of 20% by 2022.

15.5% by 2019

17% by 2020

18.5% by 2021

20% by 2022

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# Reading Assessment Tools

## Grades K-5

- Istation
  - Online assessment
  - Beginning of Year (October), Middle of Year (February), End of Year (May)
  - Progress monitoring monthly when students log on the first time for that month

## Grades 6-8

- Measures of Academic Progress (MAP)
    - Online assessment
    - Beginning of Year (September), Middle of Year (January), End of Year (March)
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# Elementary Data: Istation



# Tiers

Tier 1: On track to meet grade level expectations

Tier 2: At some risk of not meeting grade level expectations

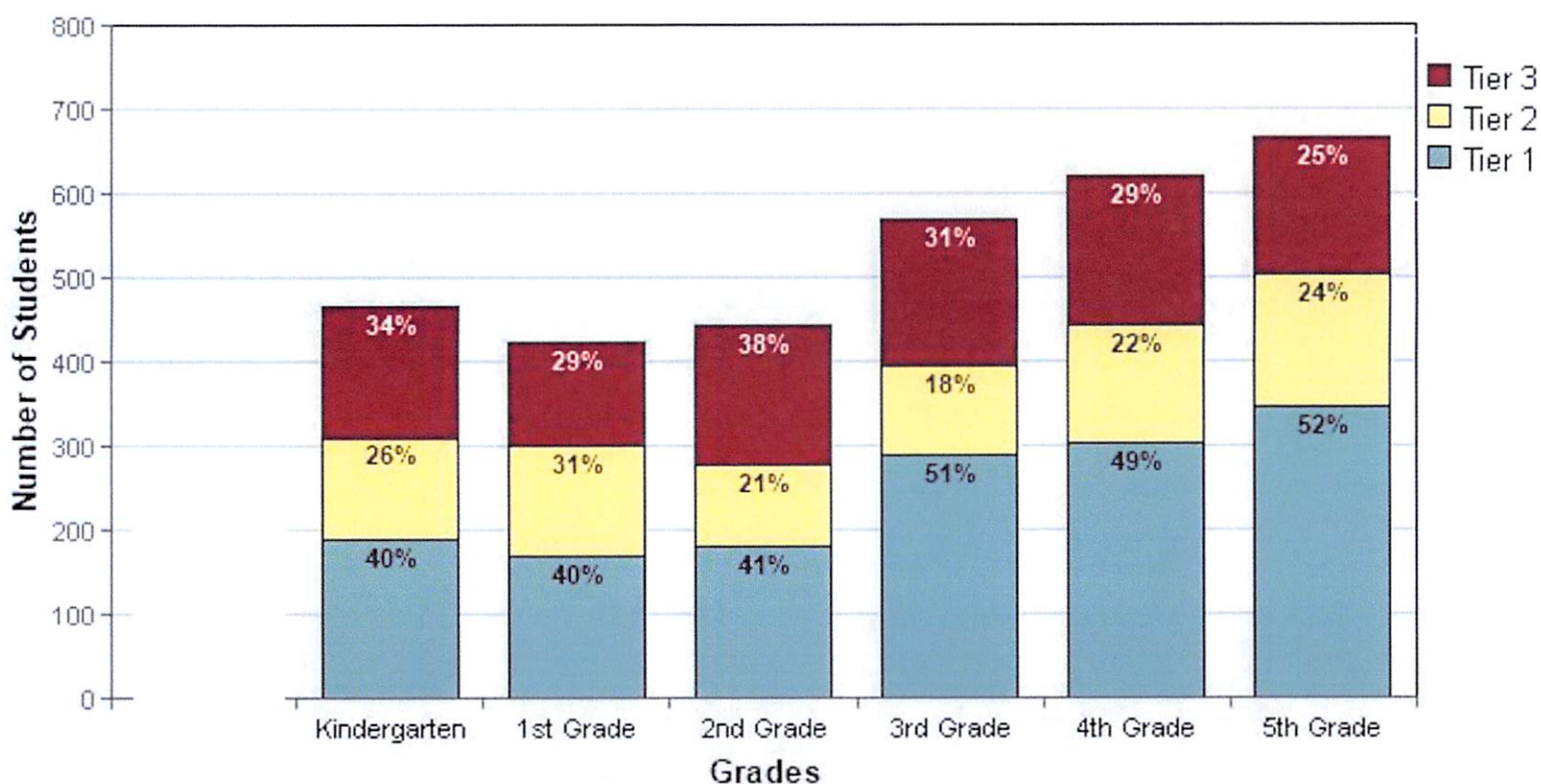
Tier 3: At significant risk of not meeting grade level expectations

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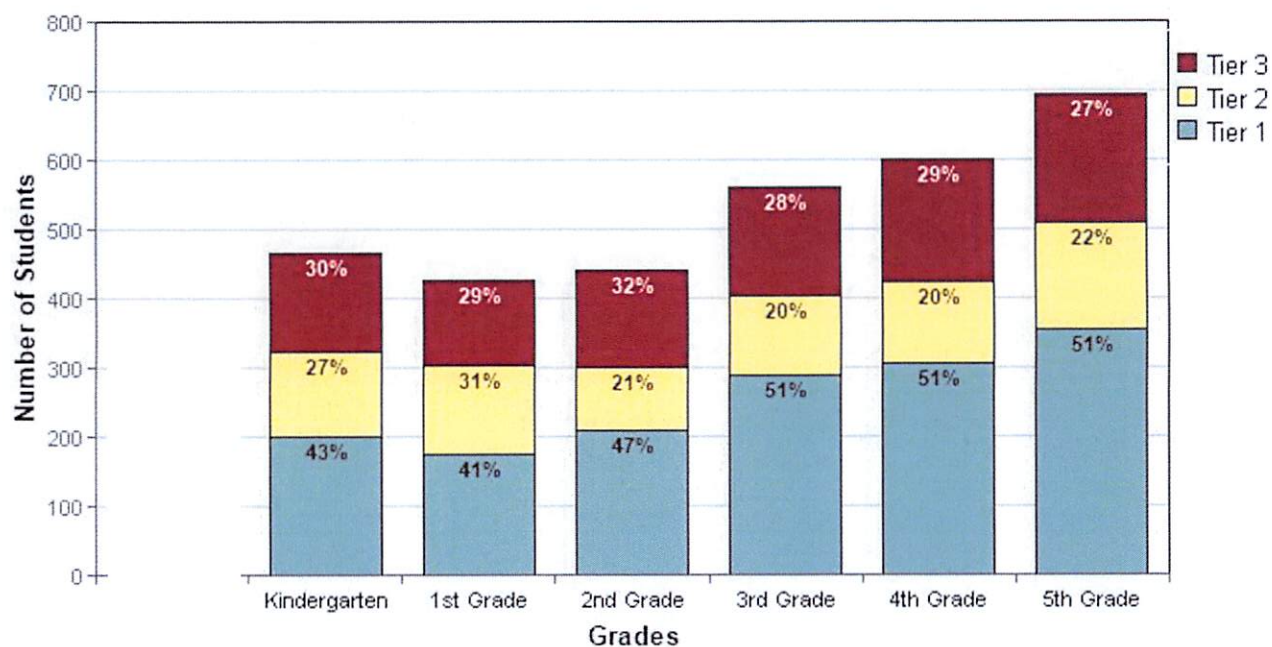
# Beginning of Year Istation Grades K-5 ENGLISH

All Grades - October 2018



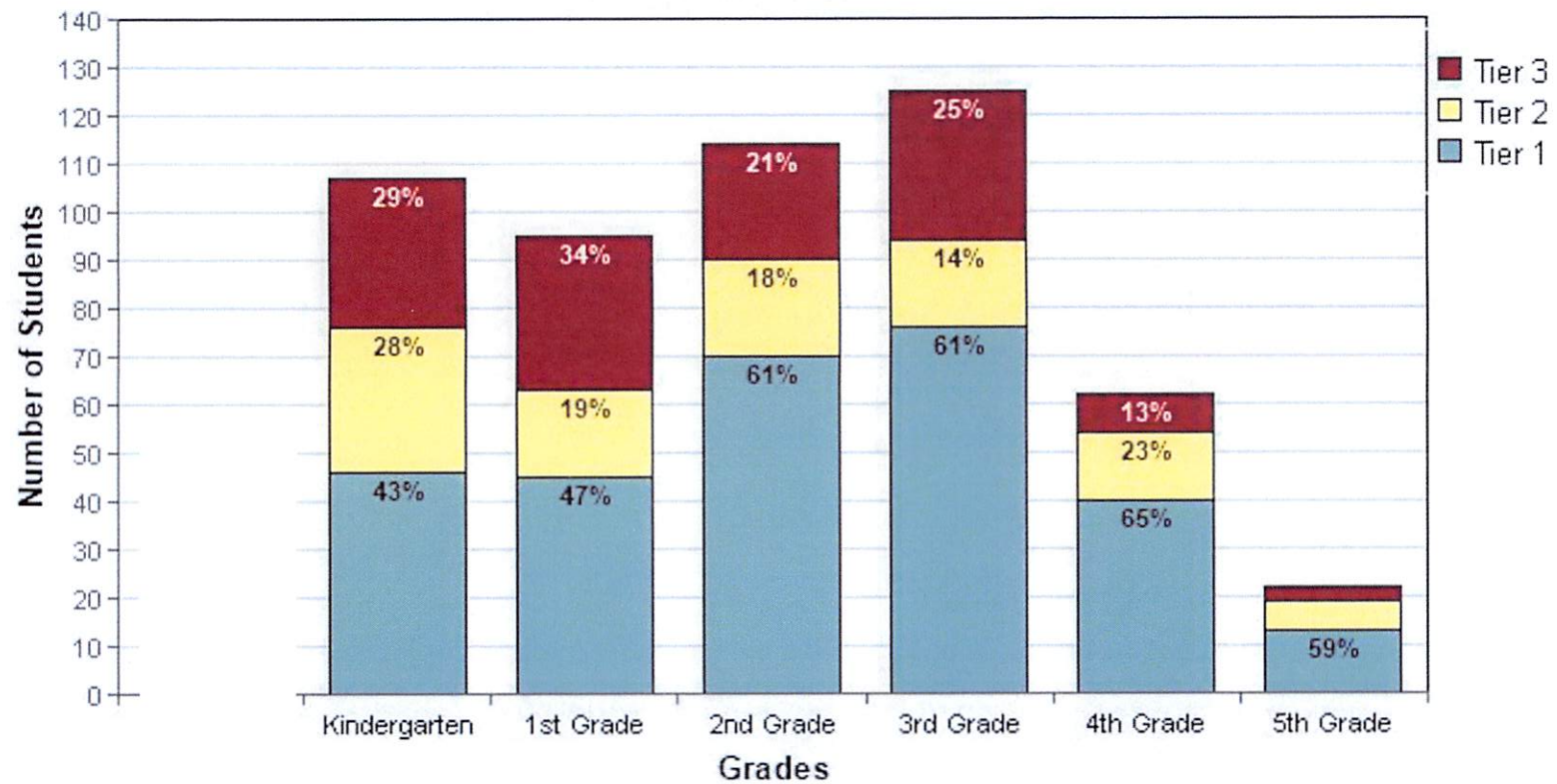
# Middle of Year Istation Grades K-5 ENGLISH

All Grades - February 2019



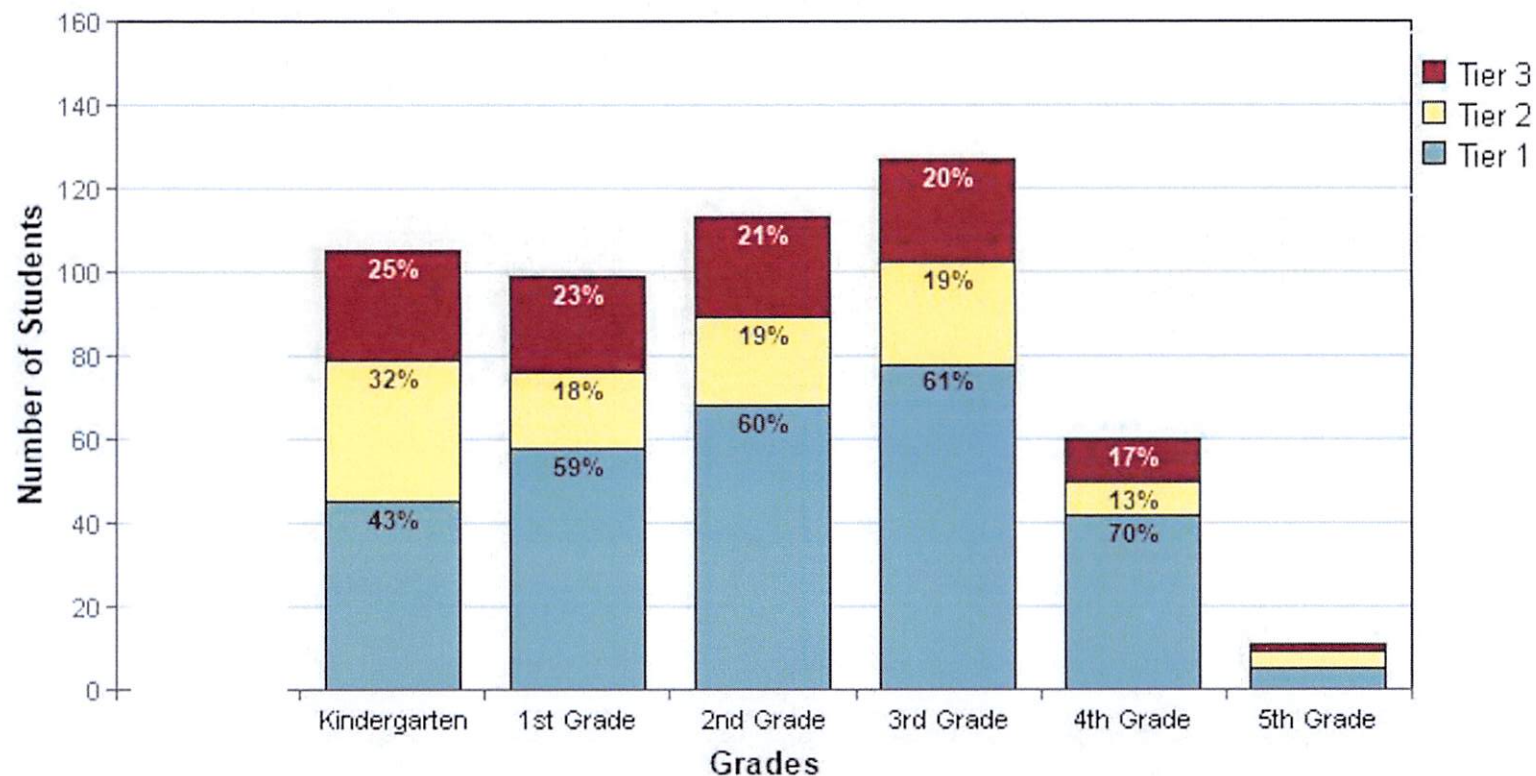
# Beginning of Year Istation Grades K-5 SPANISH

All Grades - October 2018



# Middle of Year Istation Grades K-5 SPANISH

All Grades - February 2019





Beginning of Year:  
Percentage of Students in Each  
Tier by Campus

Campus	K-5 Students Tested	Tier 1	Tier 2	Tier 3
Armstrong ES	244	160	67	107
Benavidez ES	576	273	138	165
Carrillo ES	370	141	92	137
Five Palms ES	342	153	77	112
Hutchins ES	405	222	81	102
Kindred ES	304	120	77	107
Madla ES	390	198	89	103
Palo Alto ES	412	226	91	95
Price ES	336	218	107	115

Middle of Year:  
Percentage of Students in Each  
Tier by Campus

Campus	K-5 Students Tested	Tier 1	Tier 2	Tier 3
Armstrong ES	333	158	83	92
Benavidez ES	578	265	138	175
Carrillo ES	387	143	92	152
Five Palms ES	420	227	91	102
Hutchins ES	398	215	86	97
Kindred ES	320	147	79	94
Madla ES	395	184	98	113
Palo Alto ES	429	272	75	82
Price ES	440	213	100	127

## Response to Data--Elementary

- Teachers in grades K-3 are providing guided reading on students' instructional reading level daily to Tier 3 students and those students are being progress monitored weekly.
  - Reading teachers, paraprofessionals, and additional staff are trained to provide additional intervention to Tier 3 students using the Leveled Literacy Intervention kits.
  - Students are on their customized Istation pathway weekly for their required amount of time:
    - Tier 1 = 30 minutes
    - Tier 2 = 60 minutes
    - Tier 3 = 90 minutes
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## STAAR Performance Predictor

	Approaches	Meets	Masters
Grade 3	50%	6%	1%
Grade 4	38%	7%	1%
Grade 5	65%	11%	1%

\*\*\*\* After 6 weeks of instruction

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## STAAR Performance Predictor

	Approaches	Meets	Masters
Grade 3	58%	13%	2%
Grade 4	52%	11%	2%
Grade 5	67%	15%	1%

\*\*\*\* After 22 weeks of instruction

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## **GPM 3.1 and 3.2**

	Focus	Performance Level	2018 STAAR	2019 Target	BOY Istation Performance Prediction
GPM 3.1	Grade 3	Masters	12.23%	14%	1%
GPM 3.2	Grade 5	Masters	14.23%	15.5%	1%

**\*\*\*\* After 6 weeks of instruction**

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## **GPM 3.1 and 3.2**

	Focus	Performance Level	2018 STAAR	2019 Target	BOY Istation Performance Prediction	MOY Istation Performance Prediction
<b>GPM 3.1</b>	<b>Grade 3</b>	<b>Masters</b>	<b>12.23%</b>	<b>14%</b>	<b>1%</b>	<b>2%</b>
<b>GPM 3.2</b>	<b>Grade 5</b>	<b>Masters</b>	<b>14.23%</b>	<b>15.5%</b>	<b>1%</b>	<b>1%</b>

**\*\*\*\* After 22 weeks of instruction**

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# Middle School Data: Measures of Academic Progress (MAP)



## **MAP Reading STAAR Performance Predictor**

### **District**

	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
<b>Grade 6</b>	<b>58%</b>	<b>21%</b>	<b>4%</b>
<b>Grade 7</b>	<b>61%</b>	<b>19%</b>	<b>4%</b>
<b>Grade 8</b>	<b>73%</b>	<b>27%</b>	<b>8%</b>

**\*\*\*\* After 4 weeks of instruction**

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# MAP Reading STAAR Performance Predictor

## District

	Approaches	Meets	Masters
Grade 6	51%	15%	3%
Grade 7	53%	17%	4%
Grade 8	70%	24%	8%

\*\*\*\* After 20 weeks of instruction

	Increase
	Decrease
	No change

## MAP Reading STAAR Performance Predictor

### Dwight MS

	Approaches	Meets	Masters
Grade 6	61%	25%	4%
Grade 7	57%	20%	4%
Grade 8	71%	24%	9%

\*\*\*\* After 4 weeks of instruction

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## MAP Reading STAAR Performance Predictor

### Dwight MS

	Approaches	Meets	Masters
Grade 6	59%	16%	2%
Grade 7	56%	25%	5%
Grade 8	64%	19%	8%

\*\*\*\* After 20 weeks of instruction

	Increase
	Decrease
	No change



## **MAP Reading STAAR Performance Predictor**

### **Shepard MS**

	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
<b>Grade 6</b>	<b>61%</b>	<b>19%</b>	<b>6%</b>
<b>Grade 7</b>	<b>60%</b>	<b>14%</b>	<b>2%</b>
<b>Grade 8</b>	<b>70%</b>	<b>27%</b>	<b>5%</b>

**\*\*\*\* After 4 weeks of instruction**

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## MAP Reading STAAR Performance Predictor

### Shepard MS

	Approaches	Meets	Masters
Grade 6	49%	15%	5%
Grade 7	57%	15%	3%
Grade 8	75%	25%	6%

\*\*\*\* After 20 weeks of instruction

	Increase
	Decrease
	No change

## **MAP Reading STAAR Performance Predictor**

### **Zamora MS**

	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
<b>Grade 6</b>	<b>52%</b>	<b>19%</b>	<b>3%</b>
<b>Grade 7</b>	<b>64%</b>	<b>23%</b>	<b>5%</b>
<b>Grade 8</b>	<b>77%</b>	<b>28%</b>	<b>9%</b>

**\*\*\*\* After 4 weeks of instruction**

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## MAP Reading STAAR Performance Predictor

### Zamora MS

	Approaches	Meets	Masters
Grade 6	47%	15%	2%
Grade 7	65%	13%	5%
Grade 8	70%	27%	9%

\*\*\*\* After 20 weeks of instruction

	Increase
	Decrease
	No change



# Middle School Reading Support

- All three campuses are using Exact Path, an online customized pathway created from each student's MAP data, to intervene or accelerate students.
  - Dwight MS has two 6th grade reading intervention classes where students are receiving a combination of face to face and customized online interventions.
  - Shepard MS has reading intervention classes for each grade level where teachers are using Scholastic Short Reads to conduct small group instruction during class. Shepard also has small group pullouts.
  - Zamora MS has a reading intervention class for each grade level where students are receiving a combination of face to face and customized online interventions.
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