Student Learning Update

March 17, 2025

Background Information

- At the September 9th Board Meeting, the LISD School Board approved Board Outcomes Goals for:
    - Early Childhood Reading
    - Early Childhood Math
- At the November 11th Board Meeting, staff presented beginning of the year data.
- 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.
- Of note, Istation fulfills the Early Reading Screener required by TEA and is an unfunded mandate costing the district $500,000 annually.

Early Childhood Reading

3rd Grade Reading

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

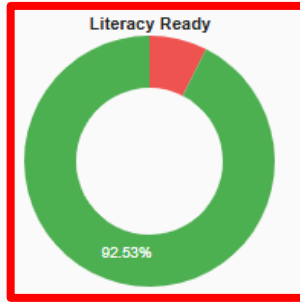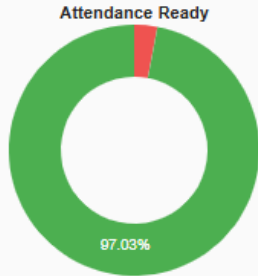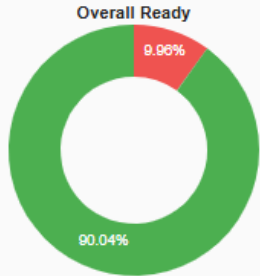| Early Childhood Literacy Board Outcome Goal									
The percent of 3rd grade students that score meets grade level on ISIP or achieve goals set in IEP's in Reading will increase according to targets for each student group as shown in the table below by June 2028.									
Closing the Gaps Student 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	71.6%	57.2%	86.6%	58.4%	77.8%	82.5%	42.3%	55.9%	54.8%

- 97.9% of 3rd graders completed the Istation Reading assessment during the MOY window.
- MOY subset contains students who were in LISD for the BOY window.
- IEP data not included in analysis.

Progress on 3rd Grade Reading Goal

- Campus BOY 3rd Grade Reading Goal - All Students
  - 3 campuses met target (increased from 2 at BOY)
  - 15 campuses within 10% of target
  - 11 campuses within 10% - 20% of target
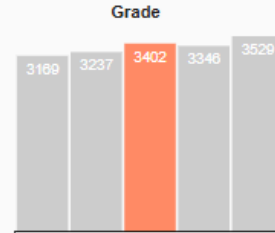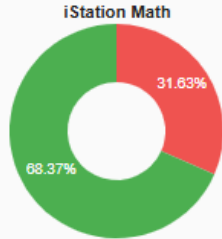 - 11 campuses more than 20% to target (decreased from 16 at BOY)

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

3rd Grade Reading - Edugence Dashboard Feb 2025

Overall Ready — 9.96% / 90.04%

Attendance Ready — 97.03%

Literacy Ready — 92.53%

3,402 Students

iStation Performance — 30.83% / 67.34%

iStation Growth — 8.17% / 84.36%

iStation Math — 31.63% / 68.37%

Grade — 3169, 3237, 3402, 3346, 3529

92.5% of 3rd graders are on grade level or have shown progress
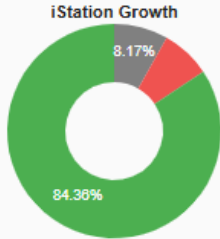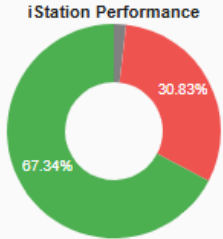
During campus scorecard check-ins, we filter and look at various grade level and student group performance to assist campuses in identifying needs.

Campus Signaling- Long Range Plan Goals

| Performance Objective 1.1 Design and deliver curriculum and instruction that increases teacher efficiency and effectiveness and maximize student learning.							

Measurable Outcomes	Target	EOY 23-24	Fall	MOY	District Fall Signal	Campus Fall Signal		
						Stay the Course	Minor Change	Major Change
1.1.3 Increase in reading on TIER 1 in grade 3	78.2%	87%	69.00%	71.60%	Stay the ... ▼	68%	25%	7.5%

Campus Long Range Plan Scorecard Check Ins
- In November, principals looked at their Istation data and determined if adjustments to strategies were needed for the campus to meet the all student and individual student group goals. Campuses signaled on their scorecards.
  - 25% of campuses indicated a **minor** change was needed for reading
  - 7.5% of campuses indicated a **major** change was needed for reading

Reading Middle of the Year Score Distribution

3rd Grade Overall Reading - Score Distribution for January
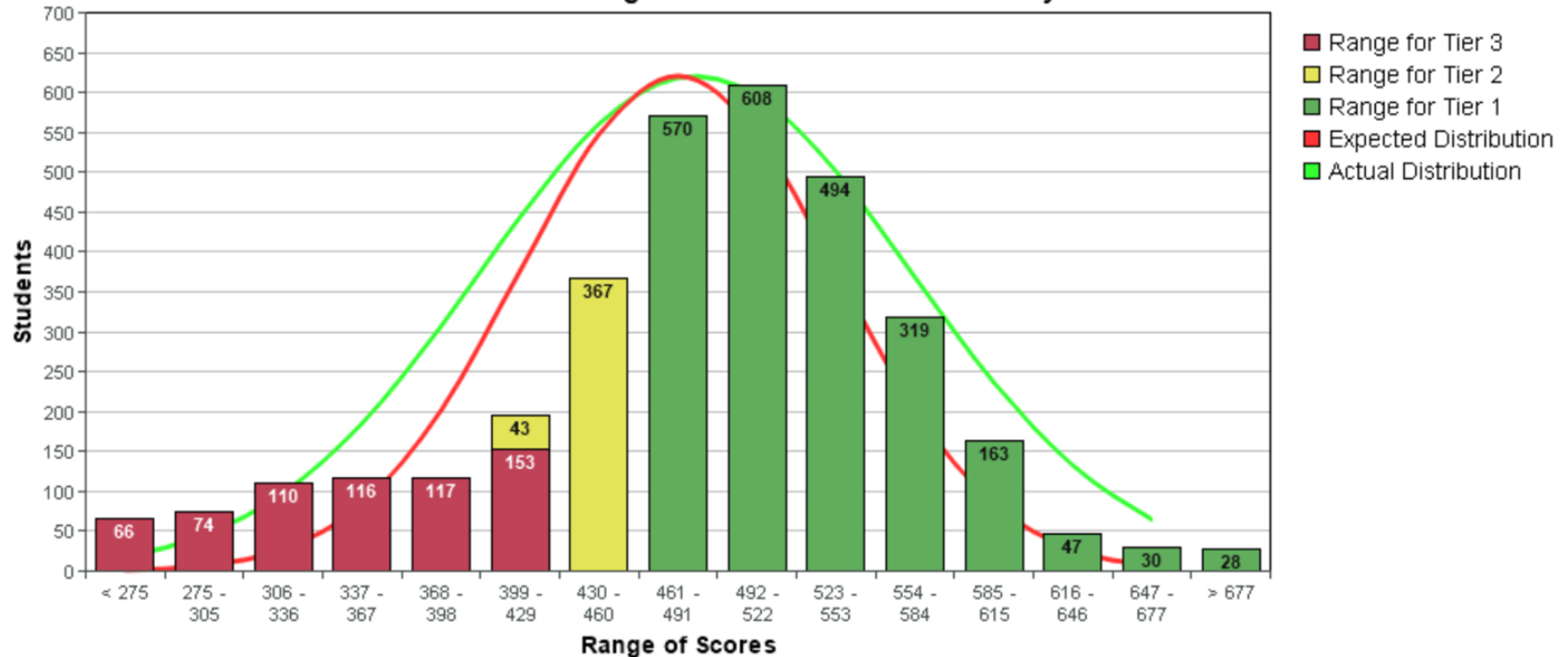
Learning and Teaching Support for Reading

Professional Development and Curriculum Support

- Personalized Coaching and PLC support from LA/SS Content Administrators and Learning Facilitators
  - 1,286 reading coaching sessions logged so far this year
  - Coaching focused on small group differentiated support for students, including foundational skills and comprehension, and support of DIBELS/IDEL implementation
- Campus PLCs to:
  - Analyze the Word Analysis data from the ISIP Assessments to inform encoding and decoding instruction in 3rd-5th grades
  - Rehearsal support for upcoming lessons with feedback alongside instructional coach
  - Track students' mastery of foundational reading and writing skills and design small group lessons accordingly
  - Vertically align K-3rd grade instructional expectations
- Literacy check-ins to focus on individual student report, small grouping strategies and instructional frameworks
- TEA Reading Academies continue with (45 on track for June completion)
- Literacy team created vertical resources to support teachers with instruction reaching a wide variety of needs in classrooms

Early Childhood Math

Istation Math Background

- 2020-21 was the baseline year for LISD to utilize Istation Math as an assessment for student progress.
- 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.
- Reminder: Many of the TEKS on the BOY assessment were not yet taught. This is evident as you see the MOY increase in student performance.
- 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.
- The Istation math assessment is only offered in English.

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	71.3%	51.3%	88.6%	52.9%	79.3%	88.0%	51.1%	49.5%	48.5%

- 96.4% of 3rd graders completed the Istation math assessment during the MOY window.
- IEP data not included in analysis

Progress on 3rd Grade Math Targets

- Campus MOY 3rd Grade Math Goal - All Students
  - 5 campuses met target (increased from 0 at BOY)
  - 7 campuses within 10% of target
  - 16 campuses within 10% - 20% of target
  - 12 campuses more than 20% to target (decreased from 28 at BOY)

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

Campus Signaling- Long Range Plan Goals

Performance Objective 1.1 Design and deliver curriculum and instruction that increases teacher efficiency and effectiveness and maximize student learning.						Campus Fall Signal		
Measurable Outcomes	Target	EOY 23-24	Fall	MOY	District Fall Signal	Stay the Course	Minor Change	Major Change
1.1.4 Increase in math in grade 3 (494 target)	76.2%	86.7%	52.00%	71.30%	Stay the ... ▼	45%	40%	15%

Campus Long Range Plan Scorecard Check Ins
- In November, principals looked at their Istation data and determined if adjustments to strategies were needed for the campus to meet the all student and individual student group goals. Campuses signaled on their scorecards.
  - 40% of campuses indicated a **minor** change was needed for math
  - 15% of campuses indicated a **major** change was needed for math

Math Middle of the Year Score Distribution

3rd Grade Overall Math - Score Distribution for January
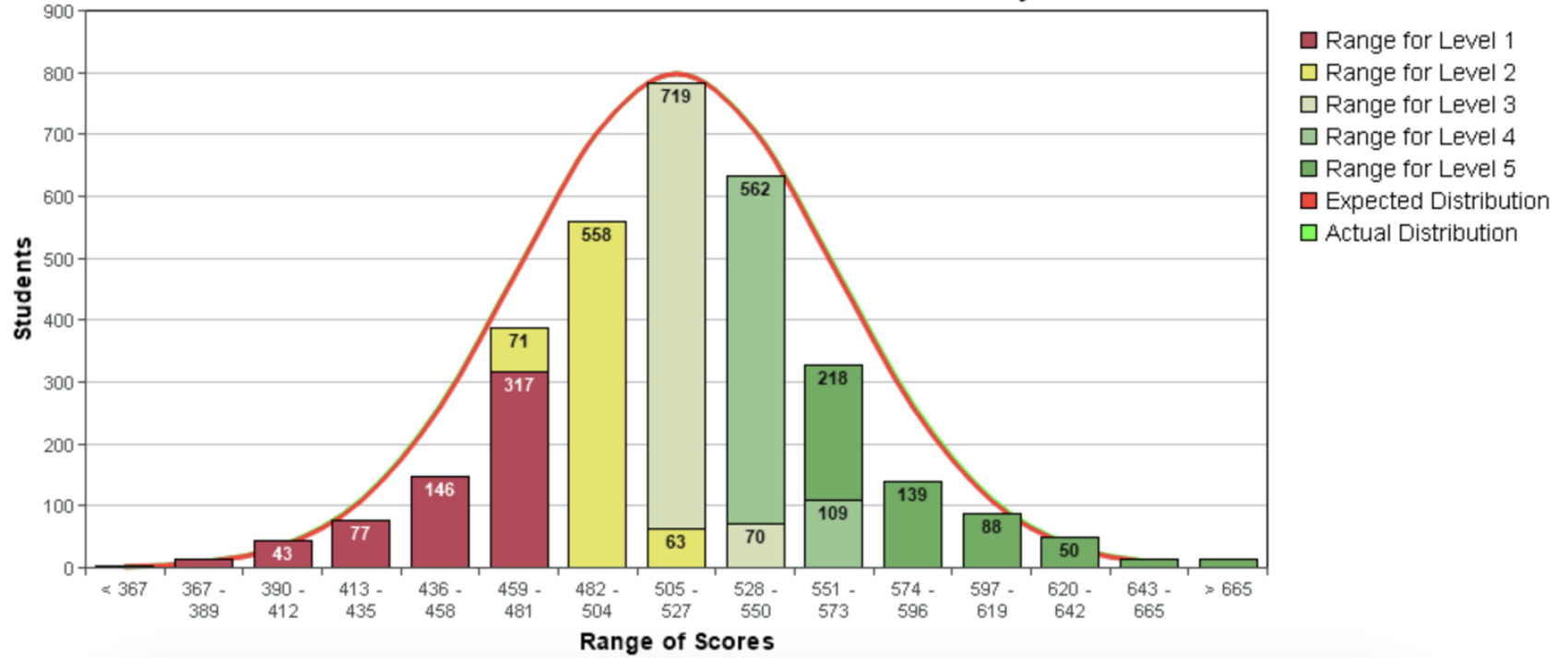
Learning and Teaching Support for Math

Professional Development and Curriculum Support

- Personalized Coaching and PLC Support from Math Content Administrator and Learning Facilitators:
    - 1,581 math coaching sessions logged in the first semester
- Facilitate Campus PLCs that:
    - Analyze % mastery of essential math TEKS
    - Determine instructional implications and plan for reteach opportunities
    - Develop targeted small group tasks aligned to instructional need
    - Develop progress monitoring tools to ensure mastery is obtained
- Ongoing Professional Learning:
    - Support with maximizing instructional time to provide targeted, effective small group intervention opportunities that lead to mastery of essential math standards
    - Support with utilizing district assessments as Common Formative Assessments
    - Support with progress monitoring students until mastery is obtained

Learning and Teaching Administrative Support

- Session 2 of 3 PLCs with 18 high-priority campus administrators have taken place. These sessions focus on studying and monitoring our HB3 student groups to ensure we are making strides to close achievement gaps.
- Content and Program Administrators are conducting walkthroughs with Campus Administrators to look for implementation of high yield instructional strategies.
- Professional Learning provided for campus administrators over the five principles of the ONE Vision Framework continue.
- Content Administrators, Program Administrators, and Learning Facilitators provided 21 unique professional learning sessions across the district on the February professional learning day.

Learning and Teaching Support

Instructional Coaching for Teachers:
- Recall: 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
- 4,042 coaching sessions logged so far this year, 2,867 focused on math and reading

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

CCMR

College Ready Exam Participation Counts

	SAT	ACT	TSI- Read	TSI-Math
LHS	326	155	602	446
MHS	240	184	220	335
TCHS	173	158	276	204
HHS	416	275	182	475
FMHS	123	171	347	432

CCMR Class of 2025

	All	AA	As	H	2+	W	Sp. Ed.	Eco. Dis	EB
Seniors Meeting TEA Criteria**	49%	21%	81%	30%	51%	60%	11%	27%	20%
BOY Data	44%	16%	77%	24%	47%	54%	10%	22%	16%
Seniors Engaged in CCMR (Board Goal)**	80%	76%	94%	75%	74%	81%	44%	75%	77%
BOY Data	68%	56%	88%	59%	62%	70%	34%	61%	62%

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

All areas have increased from the BOY data set and should continue to increase as several indicators are linked to graduation, certifications, course completion, etc. that are in progress.

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	96.2%	95%	98%	94%	98%	97%	88%	93%	91%
Juniors	94.3%	90%	98%	91%	94%	97%	88%	89%	90%
Sophomores	92.5%	89%	97%	88%	90%	96%	86%	86%	85%
Freshman	93.6%	89%	98%	90%	95%	96%	88%	88%	88%

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*
- Continued 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)
  - Course offerings and enrollments for 25-26 focused on CCMR (College Prep, CTE Programs of Study)
- 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 (current enrollment = 383 students across 4 campuses)
- TECC Tours to 8th grade have been positively received
- Updated 9th grade PGP meetings to incorporate CCMR language

Future Student Learning Updates

- June: Update on EOY Board Goals