Department of ACAdemic Services

Kim Neill, Director of Academic Services
Courtney Boswell, Coordinator of Special Programs and Assessment
Dr. Roy Watts, Coordinator of Special Education/Diagnostician
August 2021

Build teacher capacity to design and deliver rigorous instruction
that enables all students to realize ACA Ends Policy Student Outcomes.

High Level of Academic Instruction

HB3: Early Literacy Goals and Strategies Update:

a. Spring 2021 STAAR Performance Data has been added and action plan steps have been evaluated.
b. Spring data indicates
    i.   On Target: 1 indicator
    ii. Within 5 Percentage Points of Target: 3 indicators
    iii. More than 5 Percentage Points from Target: 12 indicators
c. See attached Progress Monitoring Data Report

Instructional Materials Update

- All consumable materials have arrived with the exception of Grade 7 Texas Connections (Perfection Learning) for ELAR and Grades 3-5 Daily TEKS Review (SAVVAS Envision) for Math.
- The SOAR Executive Function and Study Skills Curriculum Resource for the MIddle School Seminar course has been shipped. It is expected this week or early next week; training will follow.
- Our current Mathematics Adoption ends in the Spring of 2022. The Director of Academic Services and District Math Instructional Specialist will facilitate teacher preview and evaluation of materials in order to make a selection for 2022-2023 that will support all grade levels in teaching to our ACA curriculum mastery expectations and that will align to our Algebra I readiness focus.

Assessment: STAAR Scores Comparison Data

At this time, we are able to access comparison data from the state and region.

Reading-All Students	State % Meets	Region % Meets	ACA % Meets
Grade 3	38	41	54
Grade 4	36	38	52
Grade 5	45	47	61
Grade 6	31	33	42
Grade 7	44	47	67
Grade 8	45	36	66

STAAR - Reading - Meets - %
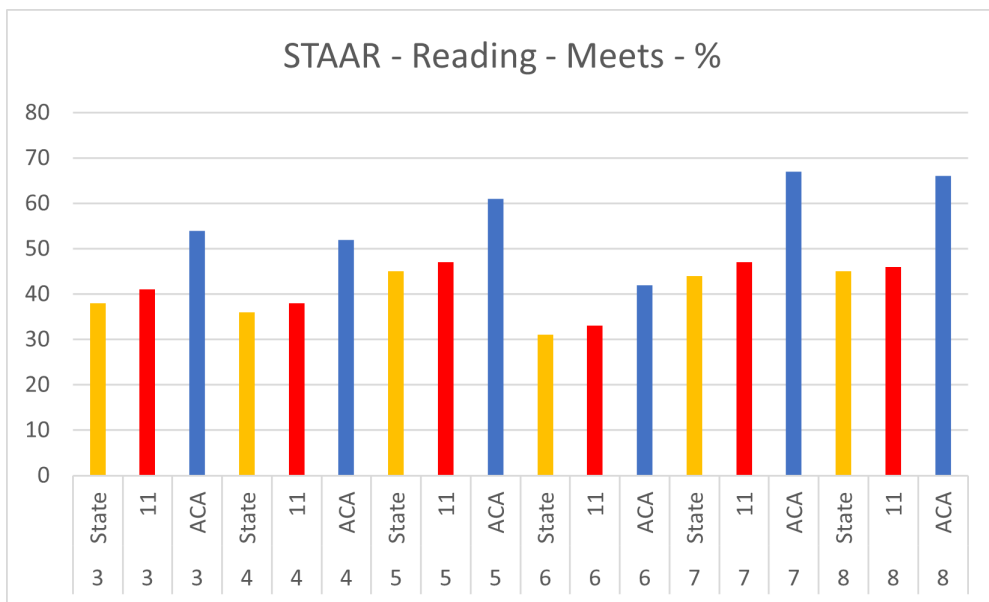
Math-All Students	State % Meets	Region % Meets	ACA % Meets
Grade 3	30	32	45
Grade 4	35	37	54
Grade 5	43	44	52
Grade 6	34	38	39
Grade 7	25	26	38
Grade 8	35	35	25

STAAR - Mathematics - Meets - %
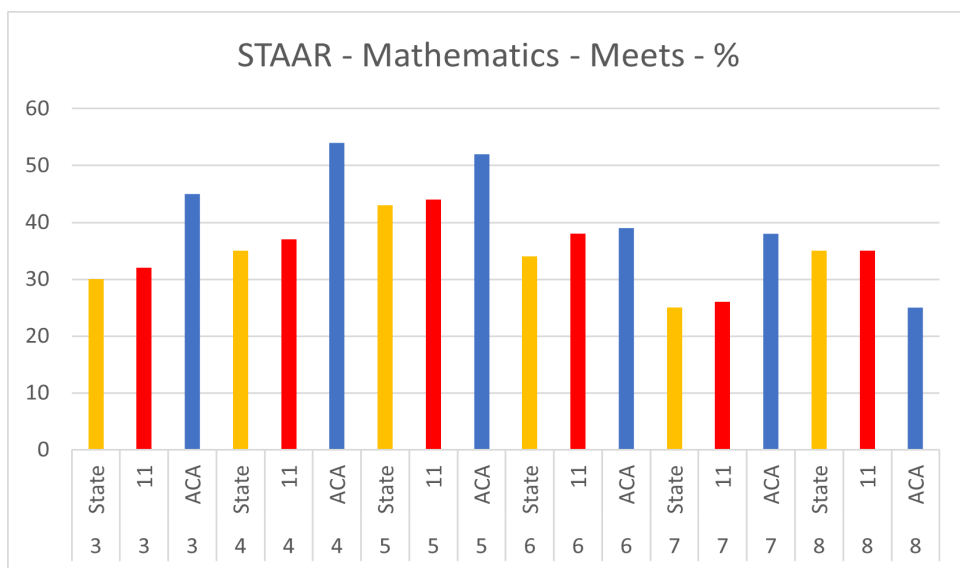
Writing-All Students	State % Meets	Region % Meets	ACA % Meets
Grade 4	26	28	48
Grade 7	32	36	61

Science- All Students	State % Meets	Region % Meets	ACA % Meets
Grade 5	61	63	78
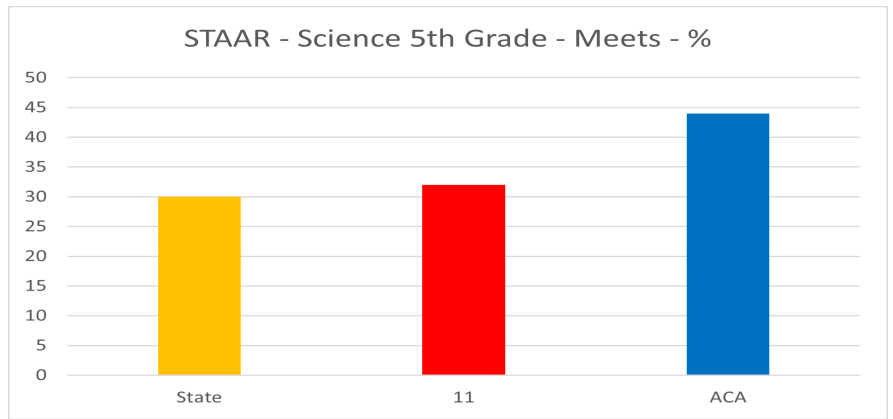
Social Studies- All Students	State % Meets	Region % Meets	ACA % Meets
Grade 8	56	59	76

Grade 8 EoC Exams	State % Meets	ACA % Meets
Algebra I	41	53
Biology I	54	72

STAAR - Science 5th Grade - Meets - %

HB3 Goal 1: Increase the percentage of students reading at grade level.

The percentage of 3rd Grade students reading at grade level or above, as measured by Meets Standard or better on the STAAR Reading assessment, will increase from the baseline of 62% to 70% as reported on the August 2024 TAPR.

Performance Data

	2020	2021	2022	2023	2024
Annual Target	2019: 62%; 2020 No Administration	62%	64%	67%	70%
Actual Performance	No Administration	54%	XX%	XX%	XX%

Action Plan

Strategy	Status	Proposed Next Action
All teachers in Grades K-3 will participate in the Texas Reading Academy in one of the three years offered and successfully complete the course with a score of 80% or higher on all required assessments and performance tasks.	on target	continue: K-1 this year with some late new hires participating with non ELAR 2-3 teachers in 2022-2023
All ELAR teachers in Grades K-3 receive training on implementation of the Fountas and Pinnell Benchmark Assessment Kit and will be expected to evaluate student reading behaviors according to defined progress monitoring guidelines by Fall 2022.	on target	continue; include Reading Interventionists at Primary and Intermediate in training
DAS, Campus Administration, and ELAR teachers (K-3) will define and revise the systematic sequence of Phonics Instruction, identify needed curriculum, and define explicity instruction protocols for implementation in the 2022-2023 school year.	on target	continue
ELAR teachers in Grades 2 and 3 who completed Reading Academy in 2021 will receive instructional coaching in the 21-22 school year.	not yet started	define actionable timeline
DAS, in conjunction with Campus Administration and ELAR teachers, will evaluate current curriculum and instructional materials to ensure alignment with the Science of Teaching Reading standards.	in progress, Grade 1	continue
ASH Staff and Campus Admin refine and define RTI protocols, including defining Instruction and Intervention materials, cut points, progress monitoring tools, and strategies for acceleration.	in progress	define actionable timelines for job-embedded and after hours professional development
Kindergarten teachers will receive training in TX-KEA, the required Kindergarten Readiness Assessment and will begin implementation in Fall 2021.	on target with revision: Amplify instead of TX-KEA because it serves as Dyslexia screener for K, 1 as well; uniform instrument across K-1	continue
Early Reading Instrument to fulfill Dyslexia screener requirements will be selected and implemented in Fall 2021.	on target	continue
Campus Leadership and teachers will receive training in how to leverage MAP data to set goals for students that close gaps and in how to design, implement, and monitor effective intervention and acceleration.	not yet started	define actionable timeline

HB3 Goal 1a-j: Increase the percentage of specific subpopulation

The percentage of each subpopulation of students reading at grade level or above, as measured by Meets Standard or better on STAAR, will increase from its baseline to 70% or better as reported on August 2024 TAPR.

Performance Data

Subpopulation	Baseline as reported on August 2019 TAPR; 2020 No Administration	2021 Target	2021 Actual	2022 Target	2022 Actual	2023 Target	2023 Actual	2024 Target	2024 Actual
African American	48%	48%	36%	55%		63%		70%	
Hispanic	49%	49%	36%	56%		63%		70%	
White	74%	74%	71%	76%		79%		82%	
Asian	73%	73%	64%	73%		73%		78%	
Two or More Races	50%	50%	50%	57%		63%		70%	
Special Education (Current)	*	*	0%	*		*		*	
Continuously Enrolled	63%	63%		66%		68%		71%	
Non-continuously enrolled	56%	56%		61%		65%		70%	
Economically Disadvantaged	39%	39%	37%	49%		60%		70%	
EL (Current and Monitored)	44%	44%	36%	53%		61%		70%	

Action Plan

Strategy	Status	Proposed Next Action
All K-3 Teachers and Campus Administrators will receive taraining in research-based and evidence-based practices for designing, implementing, and monitoring English lanaguage proficiency instruction.	in progress	complete Needs Assessment
Summit K12 English Language support will be implementedi in 2020-2021 school year.	on target	Continue in Grades 3-8 for 21-22
Student MAP data will be disaggregated by subpopulation beginning in 2021 to support progress mointoring and analysis of subpopulation performance.	on target	continue
Director of Academic Services will provide access to training in culturally responsive teaching (Z. Hammond) for all K-3 Teachers and Campus Administrators.	not yet started	re-evaluate
Utilize Family Engagement funds to create Academic Parent Teacher Teams to engage parents of lower-performing eligible students.	not yet started	define actionable timeline

HB3 Goal 2: Increase the percentage of students appying mathematics at grade level.

The percentage of 3rd Grade students applying mathematics at grade level or above, as measured by Meets Standard or better on the STAAR Mathematics Assessment, will increase from the baseline of 70% to 78% as reported on the August 2024 TAPR.

Performance Data

	2020	2021	2022	2023	2024
Target	2019 Baseline: 70%; 2020 No Administration	70%	72%	75%	78%
Actual		45%			

Action Plan

Strategy	Status	Proposed Next Action
All teachers in Grades K-3 will participate in an ACA-developed Math Academy to build knowledge and skill in designing, implementing, and evaluating the effectiveness of their instruction in the five strands of mathematical proficiency. This will be developed in 2020-2021 and implemented in 2021-2022 (Grades 2 and 3), 2022-2023 (Grades K and 1). Coaching will be embedded througout the 2021-2024 school years.	in progress	define actionable timeline; continue with coaching in Grade 2 already established
DAS, in conjunction with Campus Administration and Math teachers, will evaluate current curriculum and instructional materials to ensure alignment with the STAAR Proficiency Standards for Masters Level Performance.	on target	YAGs revised to 61st Percentile Entry Point and structured to reflect K-Algebra I sequence; continue with product review for both support this year and for curriculum resource selection in the Spring for 2022-2023
ASH Staff and Campus Admin refine and define RTI protocols, including defining Instruction and Intervention materials, cut points, progress monitoring tools, and strategies for acceleration.	in progress	continue
Campus Leadership and teachers will receive training in how to leverage MAP data to set goals for students that close gaps and in how to design, implement, and monitor effective intervention and acceleration.	in progress	continue
DAS will provide access to training in culturally responsive teaching for all K-3 Teachers and Campus Administrators.	not yet started	re-evaluate
Utilize Family Engagement funds to create Academic Parent Teacher Teams to	not yet started	define actionable timeline

HB3 Goal 2a-j: Increase the percentage of specific subpopulation students applying mathematics at grade level

The percentage of each subpopulation of students applying mathematics at grade level or above, as measured by Meets Standard or better on STAAR, will increase from its baseline of 70% to 78% or better as reported on August 2024 TAPR.

Performance Data

Subpopulation	Baseline as reported on August 2019 TAPR; 2020 No Administration	2021		2022		2023		2024	
		Target	Actual	Target	Actual	Target	Actual	Target	Actual
African American	55%	55%	33%	55%		63%		70%	
Hispanic	68%	68%	41%	56%		63%		70%	
White	77%	77%	52%	76%		79%		82%	
Asian	91%	91%	64%	73%		73%		78%	
Two or More Races	57%	57%	20%	57%		63%		70%	
Special Education (Current)	*	*	0%	*		*		*	
Continuously Enrolled	71%	71%		66%		68%		71%	
Non-continuously enrolled	64%	64%		61%		65%		70%	
Economically Disadvantaged	55%	55%	42%	49%		60%		70%	
EL (Current and Monitored)	67%	67%	64%	53%		61%		70%	

Action Plan

Strategy	Status	Proposed Next Action
All K-3 Teachers and Campus Administrators will receive taraining in research-based and evidence-based practices for designing, implementing, and monitoring English lanaguage proficiency instruction.	in progress	complete Needs Assessment
Summit K12 English Language support will be implementedi in 2020-2021 school year.	on target	Continue in Grades 3-8 for 21-22
Student MAP data will be disaggregated by subpopulation beginning in 2021 to support progress mointoring and analysis of subpopulation performance.	on target	continue