

Raul Yzaguirre Schools for Success Board Goals Reporting: 2020-2021

September 2021





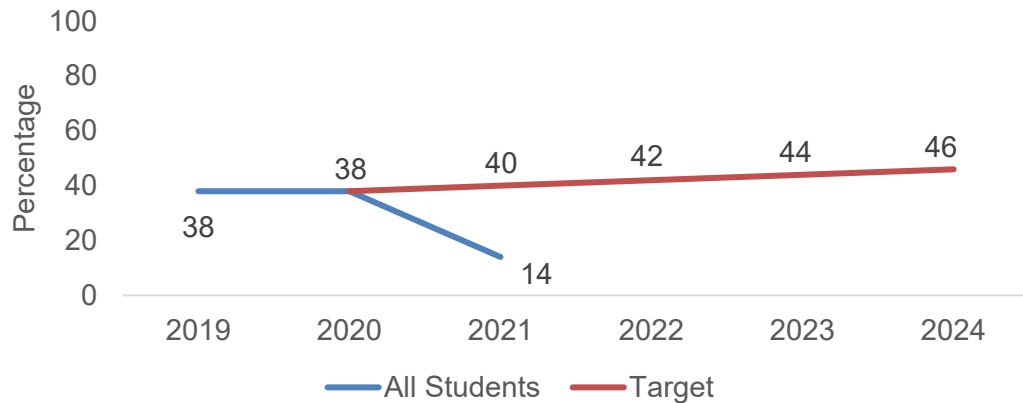
Raul Yzaguirre Schools for Success

Goal Monitoring Report – 2020-2021

Goal 1 Early Childhood Literacy

Goal 1	Evaluation
The percent of 3rd grade students that score Meets Grade Level or above on STAAR Reading will increase from 38% to 46% by June 2024.	Did Not Meet Goal

Grade 3 STAAR Reading at the Meets Grade Level Standard or Above



Data Sources and Notes

- Source: TAPR 2018-2019 used for baseline.
- No STAAR testing was done in 2020 with the closing of schools in March 2020 due to the Covid 19 pandemic.
- Targets were set prior to the Covid 19 pandemic.
- The 2020-2021 school year was implemented with both virtual and in-person learning due to the Covid 19 pandemic.

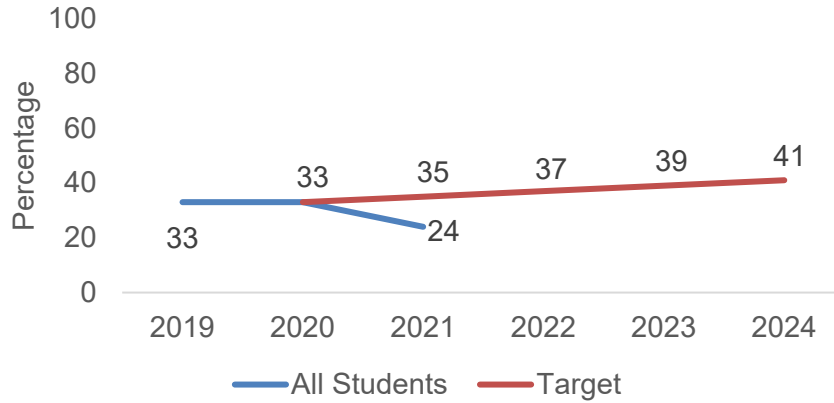


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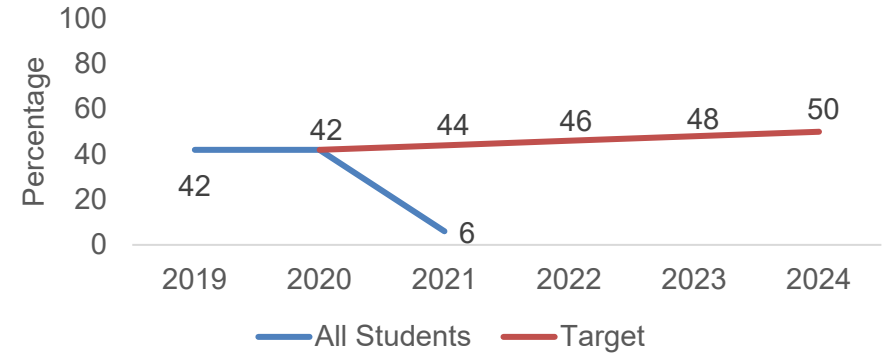
Goal Monitoring Report – 2020-2021

Goal 1 Campus Data

BRYSS Grade 3 STAAR Reading at the Meets Grade Level Standard or Above



Elite Grade 3 STAAR Reading at the Meets Grade Level Standard or Above



Data Sources and Notes

- Source: TAPR 2018-2019 used for baseline.
- No STAAR testing was done in 2020 with the closing of schools in March 2020 due to the Covid 19 pandemic.
- Targets were set prior to the Covid 19 pandemic.
- The 2020-2021 school year was implemented with both virtual and in-person learning due to the Covid 19 pandemic.



Raul Yzaguirre Schools for Success

Goal Monitoring Report – 2020-2021

Goal 1 Early Childhood Literacy District				Goal 1 Early Childhood Literacy BRYSS STEM Preparatory				Goal 1 Early Childhood Literacy Elite STEM Primary			
Closing the Gaps Student Groups Yearly Targets				Closing the Gaps Student Groups Yearly Targets				Closing the Gaps Student Groups Yearly Targets			
	Hispanic	Eco. Disadv.	EL (Curr. & Mon.)		Hispanic	Eco. Disadv.	EL (Curr. & Mon.)		Hispanic	Eco. Disadv.	EL (Curr. & Mon.)
2020 Target	38%	40%	37%	2020 Target	33%	32%	32%	2020 Target	42%	48%	40%
2021 Target	40%	42%	39%	2021 Target	35%	34%	34%	2021 Target	44%	50%	42%
2021 Actual	14%	14%	14%	2021 Actual	24%	25%	25%	2021 Actual	6%	6%	5%
2022 Target	42%	44%	41%	2022 Target	37%	36%	36%	2022 Target	46%	52%	44%
2023 Target	44%	46%	43%	2023 Target	39%	38%	38%	2023 Target	48%	54%	46%
2024 Target	46%	48%	45%	2024 Target	41%	40%	40%	2024 Target	50%	56%	48%



Raul Yzaguirre Schools for Success

Goal Monitoring Report – 2020-2021

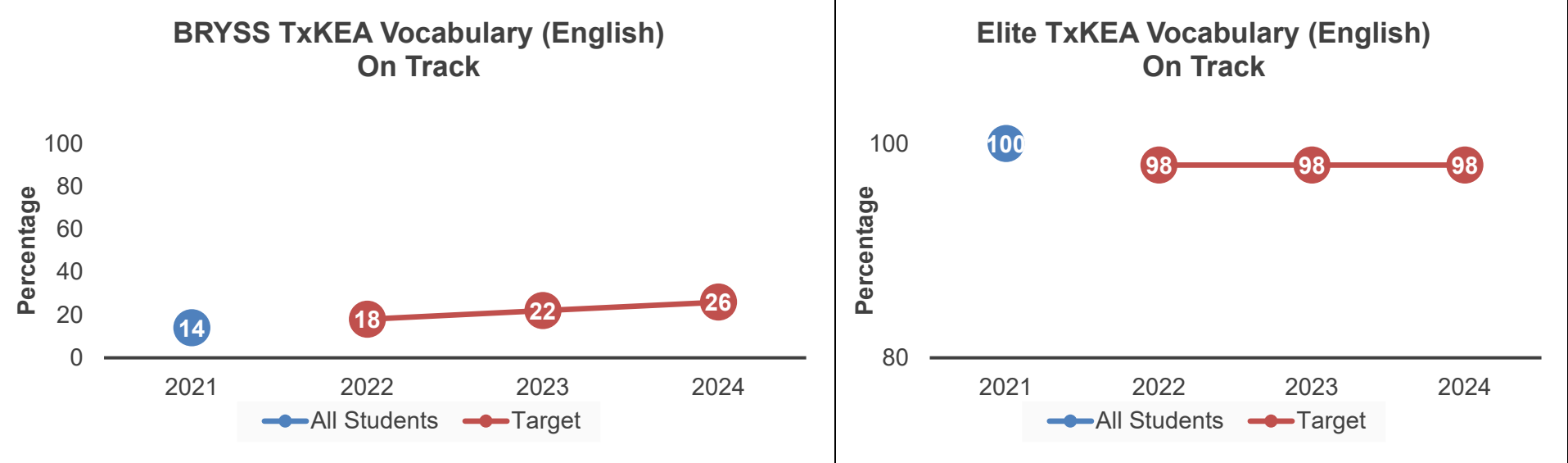
Goal Progress Measure 1.1	Evaluation															
The percent of Kindergarten students that score on grade level or above in TX-KEA Reading (upcoming data available in 2020-2021) will increase from XX to XX.	Baseline 2021															
<p style="text-align: center;">TX-KEA Vocabulary (English) On Track</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>TX-KEA Vocabulary (English) On Track Data</caption> <thead> <tr> <th>Year</th> <th>All Students (%)</th> <th>Target (%)</th> </tr> </thead> <tbody> <tr> <td>2021</td> <td>46</td> <td>-</td> </tr> <tr> <td>2022</td> <td>-</td> <td>47</td> </tr> <tr> <td>2023</td> <td>-</td> <td>48</td> </tr> <tr> <td>2024</td> <td>-</td> <td>49</td> </tr> </tbody> </table>		Year	All Students (%)	Target (%)	2021	46	-	2022	-	47	2023	-	48	2024	-	49
Year	All Students (%)	Target (%)														
2021	46	-														
2022	-	47														
2023	-	48														
2024	-	49														
<p>Data Sources and Notes</p> <ul style="list-style-type: none"> • 2020-2021 was the first year for the administration of the Texas Kindergarten Entry Assessment (TX-KEA) for the district. • The TX-KEA is administered three times a year. These results reflect the End-of-Year testing for English assessments only as they include results from both elementary-level campuses. • The assessment includes multiple constructs. The vocabulary construct, being a foundational skill, is the one represented here. • Students scoring “on-track” are identified as being “on grade level.” 																



Raul Yzaguirre Schools for Success

Goal Monitoring Report – 2020-2021

Goal Progress Measure 1.1 Campus Data

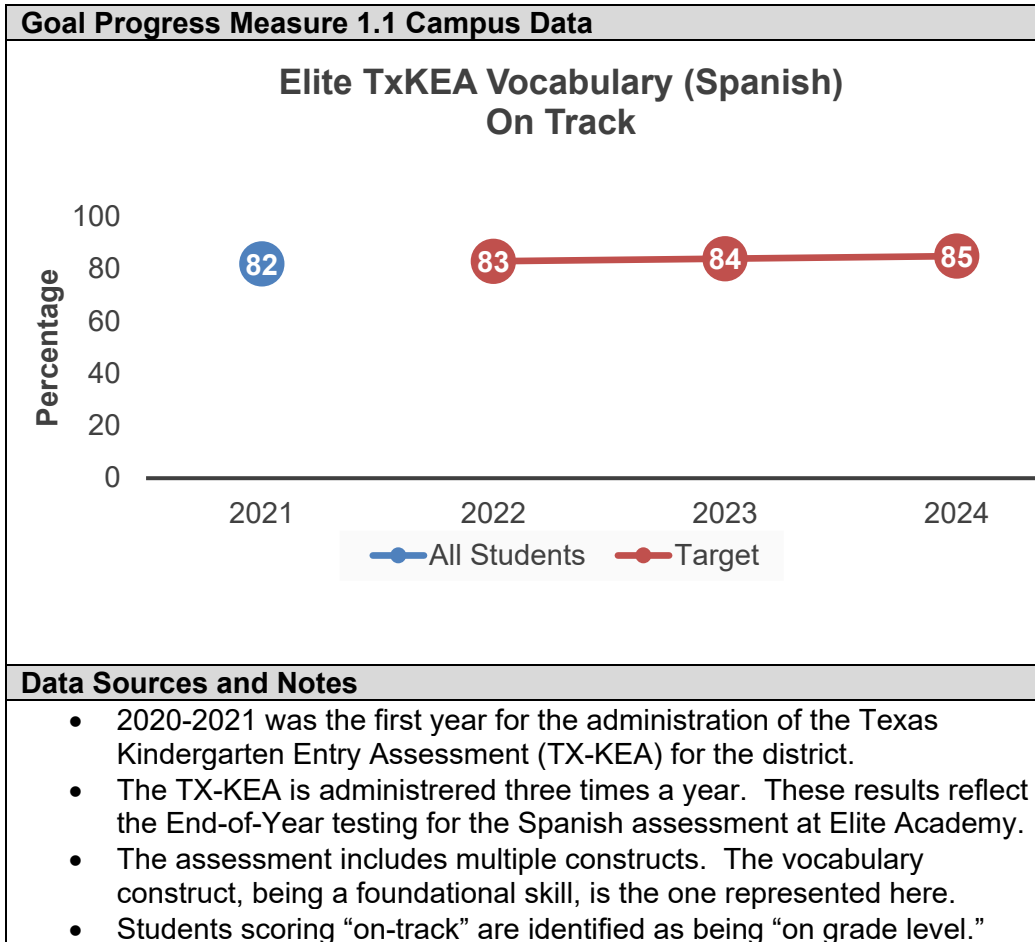


Data Sources and Notes

- 2020-2021 was the first year for the administration of the Texas Kindergarten Entry Assessment (TX-KEA) for the district.
- The TX-KEA is administered three times a year. These results reflect the End-of-Year testing for English assessments. The assessment includes multiple constructs. The vocabulary construct, being a foundational skill, is the one represented here.
- Students scoring “on-track” are identified as being “on grade level.”



Raul Yzaguirre Schools for Success Goal Monitoring Report – 2020-2021





Raul Yzaguirre Schools for Success

Goal Monitoring Report – 2020-2021

Goal Progress Measure 1.1 Kindergarten TxKEA District-English Closing the Gaps Student Groups Yearly Targets				Goal Progress Measure 1.1 Kindergarten TxKEA BRYSS STEM Preparatory-English Closing the Gaps Student Groups Yearly Targets				Goal Progress Measure 1.1 Kindergarten TxKEA Elite STEM Primary-English Closing the Gaps Student Groups Yearly Targets			
	Hispanic	Eco. Disadv.	EL (Curr. & Mon.)		Hispanic	Eco. Disadv.	EL (Curr. & Mon.)		Hispanic	Eco. Disadv.	EL (Curr. & Mon.)
2021 Actual				2021 Actual	14%	14%	0%	2021 Actual			
2022 Target				2022 Target				2022 Target			
2023 Target				2023 Target				2023 Target			
2024 Target				2024 Target				2024 Target			

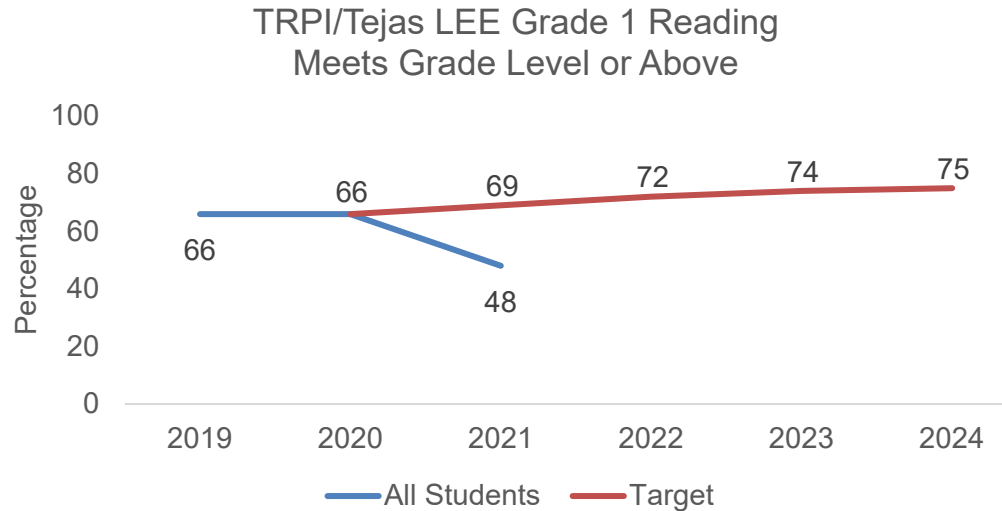
Goal Progress Measure 1.1 Kindergarten TxKEA Elite STEM Primary-Spanish Closing the Gaps Student Groups Yearly Targets			
	Hispanic	Eco. Disadv.	EL (Curr. & Mon.)
2021 Actual			
2022 Target			
2023 Target			
2024 Target			



Raul Yzaguirre Schools for Success

Goal Monitoring Report – 2020-2021

Goal Progress Measure 1.2	Evaluation
The percent of students in Grade 1 that score on grade level on the TPRI-Tejas Lee will increase from 66% to 75% by June 2024.	Did Not Meet Goal



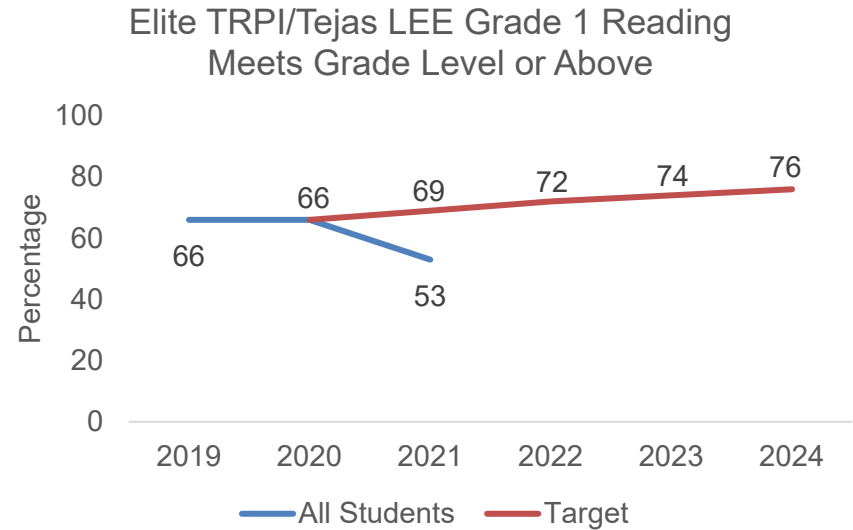
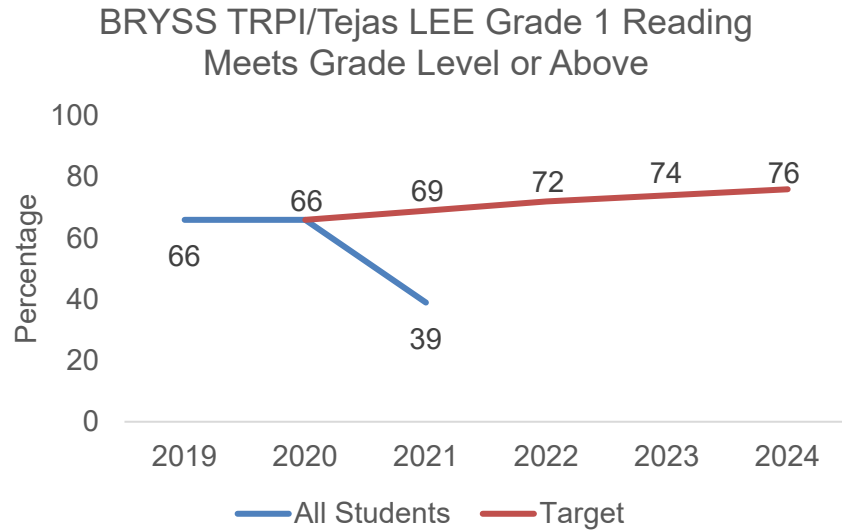
Data Sources and Notes
<ul style="list-style-type: none"> • The 2020 End-of-Year testing was not done in 2020 with the closing of schools in March 2020 due to the Covid 19 pandemic. • Targets were set prior to the Covid 19 pandemic. • The 2020-2021 school year was implemented with both virtual and in-person learning due to the Covid 19 pandemic. • The TPRI and Tejas LEE are administered three times a year. These results reflect the End-of-Year testing with results from both tests combined. • The measure is provided by the Tango platform as an aligned measure to the state's Meets Grade Level standard.



Raul Yzaguirre Schools for Success

Goal Monitoring Report – 2020-2021

Goal Progress Measure 1.2 Campus Data



Data Sources and Notes

- The 2020 End-of-Year testing was not done in 2020 with the closing of schools in March 2020 due to the Covid 19 pandemic.
- Targets were set prior to the Covid 19 pandemic.
- The 2020-2021 school year was implemented with both virtual and in-person learning due to the Covid 19 pandemic.
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Raul Yzaguirre Schools for Success

Goal Monitoring Report – 2020-2021

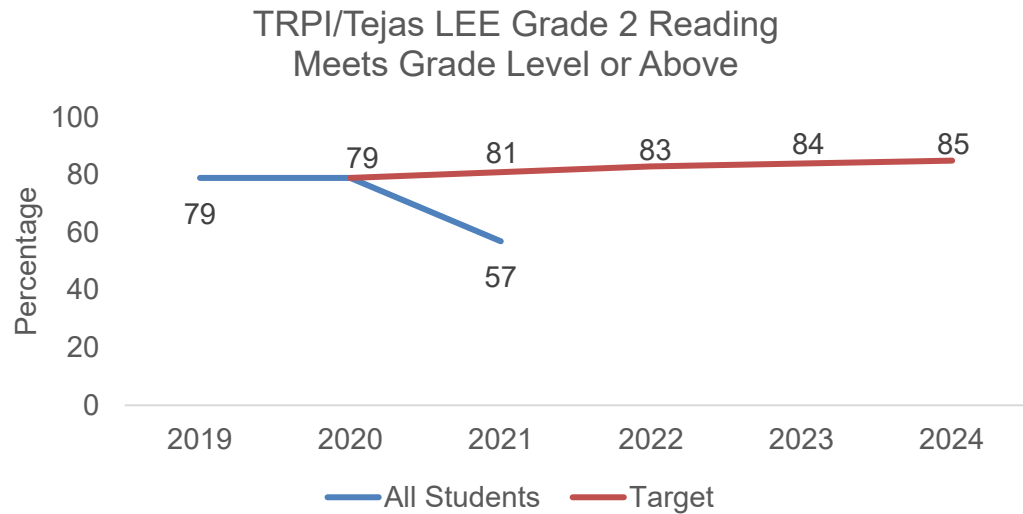
Goal Progress Measure 1.2 Grade 1 TPRI/Tejas Lee District Closing the Gaps Student Groups Yearly Targets				Goal Progress Measure 1.2 Grade 1 TPRI/Tejas Lee BRYSS STEM Preparatory Closing the Gaps Student Groups Yearly Targets				Goal Progress Measure 1.2 Grade 1 TPRI/Tejas Lee Elite STEM Primary Closing the Gaps Student Groups Yearly Targets			
	Hispanic	Eco. Disadv.	EL (Curr. & Mon.)		Hispanic	Eco. Disadv.	EL (Curr. & Mon.)		Hispanic	Eco. Disadv.	EL (Curr. & Mon.)
2020 Target	68%	68%	62%	2020 Target	70%	70%	69%	2020 Target	66%	67%	57%
2021 Target	71%	71%	65%	2021 Target	72%	72%	71%	2021 Target	69%	70%	60%
2021 Actual	48%	48%	48%	2021 Actual	39%	39%	39%	2021 Actual	54%	53%	53%
2022 Target	74%	74%	68%	2022 Target	74%	74%	73%	2022 Target	72%	72%	63%
2023 Target	76%	76%	70%	2023 Target	76%	76%	75%	2023 Target	74%	74%	66%
2024 Target	78%	78%	72%	2024 Target	78%	78%	77%	2024 Target	76%	76%	69%



Raul Yzaguirre Schools for Success

Goal Monitoring Report – 2020-2021

Goal Progress Measure 1.3	Evaluation
The percent of Grade 2 students that score on grade level on TPRI-Tejas Lee Reading will increase from 79% to 85% by June 2024.	Did Not Meet Goal



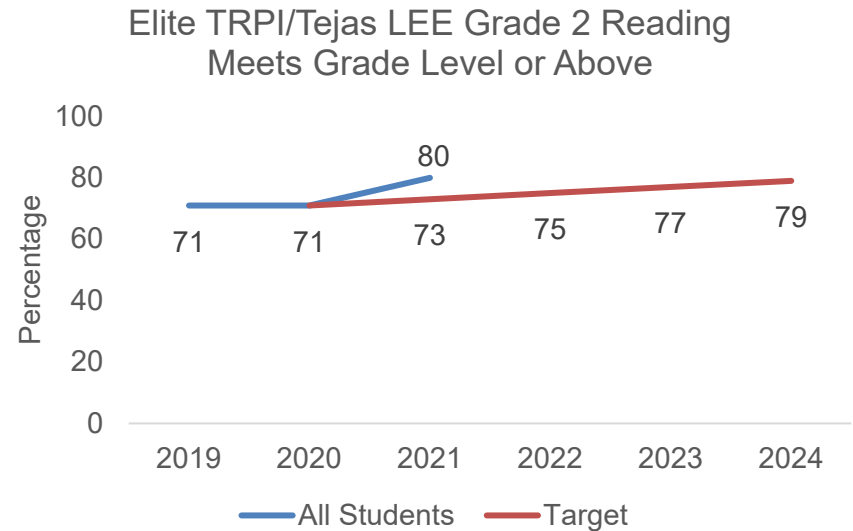
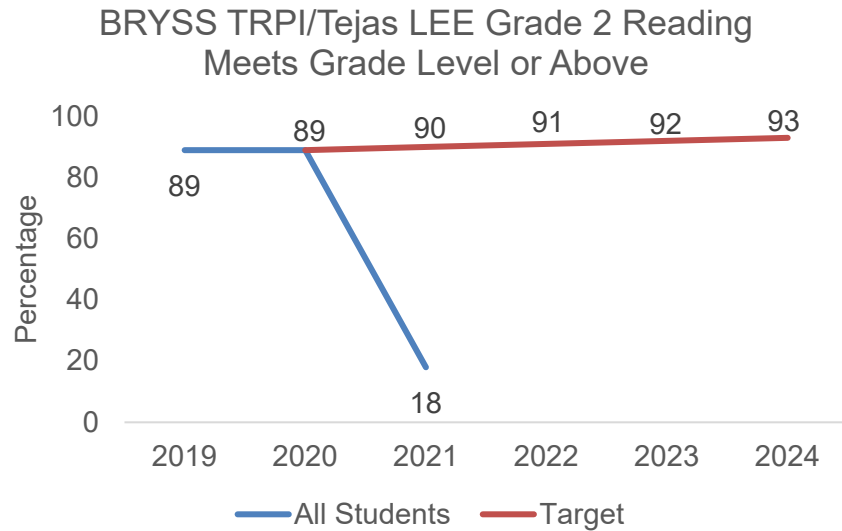
Data Sources and Notes
<ul style="list-style-type: none"> • The 2020 End-of-Year testing was not done in 2020 with the closing of schools in March 2020 due to the Covid 19 pandemic. • Targets were set prior to the Covid 19 pandemic. • The 2020-2021 school year was implemented with both virtual and in-person learning due to the Covid 19 pandemic. • The TPRI and Tejas LEE are administered three times a year. These results reflect the End-of-Year testing with results from both tests combined. • The measure is provided by the Tango platform as an aligned measure to the state's Meets Grade Level standard.



Raul Yzaguirre Schools for Success

Goal Monitoring Report – 2020-2021

Goal Progress Measure 1.3 Campus Data



Data Sources and Notes

- The 2020 End-of-Year testing was not done in 2020 with the closing of schools in March 2020 due to the Covid 19 pandemic.
- Targets were set prior to the Covid 19 pandemic.
- The 2020-2021 school year was implemented with both virtual and in-person learning due to the Covid 19 pandemic.
- The TPRI and Tejas LEE are administered three times a year. These results reflect the End-of-Year testing with results from both tests combined.
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Raul Yzaguirre Schools for Success

Goal Monitoring Report – 2020-2021

Goal Progress Measure 1.3 Grade 2 TPRI/Tejas Lee District Closing the Gaps Student Groups Yearly Targets				Goal Progress Measure 1.3 Grade 2 TRPI/Tejas Lee BRYSS STEM Preparatory Closing the Gaps Student Groups Yearly Targets				Goal Progress Measure 1.3 Grade 2 TRPI/Tejas Lee Elite STEM Primary Closing the Gaps Student Groups Yearly Targets			
	Hispanic	Eco. Disadv.	EL (Curr. & Mon.)		Hispanic	Eco. Disadv.	EL (Curr. & Mon.)		Hispanic	Eco. Disadv.	EL (Curr. & Mon.)
2020 Target	79%	79%	76%	2020 Target	89%	90%	89%	2020 Target	70%	71%	65%
2021 Target	81%	81%	78%	2021 Target	90%	91%	90%	2021 Target	72%	73%	68%
2021 Actual	56%	55%	57%	2021 Actual	18%	18%	18%	2021 Actual	80%	79%	80%
2022 Target	83%	83%	81%	2022 Target	91%	92%	91%	2022 Target	74%	75%	70%
2023 Target	84%	84%	82%	2023 Target	92%	93%	92%	2023 Target	76%	77%	72%
2024 Target	85%	85%	83%	2024 Target	93%	93%	93%	2024 Target	78%	79%	74%



Raul Yzaguirre Schools for Success

Goal Monitoring Report – 2020-2021

Goal 1 - Superintendent's Response

Staffing

- Teachers in grades K-5 are receiving extra support in the areas of in-person and virtual learning during weekly professional learning communities (PLCs), ongoing professional development, and the New Teacher Academy.
- Major topics of support include engagement, blended learning, student discourse, content, and pedagogy.
- Teachers receive 1:1 coaching and modeling
- Teachers are assigned to work with specific sets of students, either the “Zoomers” or the “Roomers”.

Students

- Student Expectations for Time
- RYSS students' asynchronous and synchronous instructional schedule is 8:00 a.m.—4:00 p.m. Monday thru Friday.
- Approximately 420 minutes per day, including instruction, on-task activities, on-line programs, independent practice, and a minimum of 30 minutes of independent reading
- Engaging students ensures academic work remains at a level of rigor that is comparable to synchronous instruction. This in-person/virtual schedule meets or exceeds the prescribed state-required instructional minutes.
- Instructional Blocks
- Small-Group Instruction & Enrichment: Special Populations, Response to Intervention (RTI), Gifted and Talented (GT), and English Learners (EL)
- College Readiness Hour (SAT Prep, College Tours, Written Essays and Application Process)

Special Populations

- Campus administrators and teachers are reviewing all Individualized Education Plans (IEPs) for special education students (SPED) during grade-level meetings and make recommendations on specific accommodations/ modifications.
- Campus administrators and teacher are holding extra intervention support for students with at least one failing grade every six weeks.
- Teachers are promoting the ongoing use of critical instructional programs, such as Imagine Learning and MyOn.
- Parents will begin to engage more frequently and at deeper levels through the Parent Empowerment Program that is being launched. Parents engaged in this program will also support in the area of SPED and EL advocacy.

Parent Empowerment

- **Assist** in the virtual family orientations delivered by faculty and staff.
- **Facilitate** parent information sessions on synchronous and asynchronous resources and discuss grading and progress monitoring for every student.
- **Participate** in data conferences.



Raul Yzaguirre Schools for Success

Goal Monitoring Report – 2020-2021

Extended Year

- The impact of pandemic and the five days of missed instruction due to the winter storm have created gaps for students across the country, including our RYSS students. Despite these obstacles, we are committed to ensuring the success of all students and to do this we are going to **lengthen the year by 16 days = 128 hours**.
- Students who attend extended-day at RYSS this summer will engage in: High-leverage TEKS instruction in reading and math, Writing across the curriculum, Project-based learning, Hands-on enrichment that includes art, music, and movement, and STEM and robotics.
- *Families will be able to choose in-person or virtual learning for their child.*



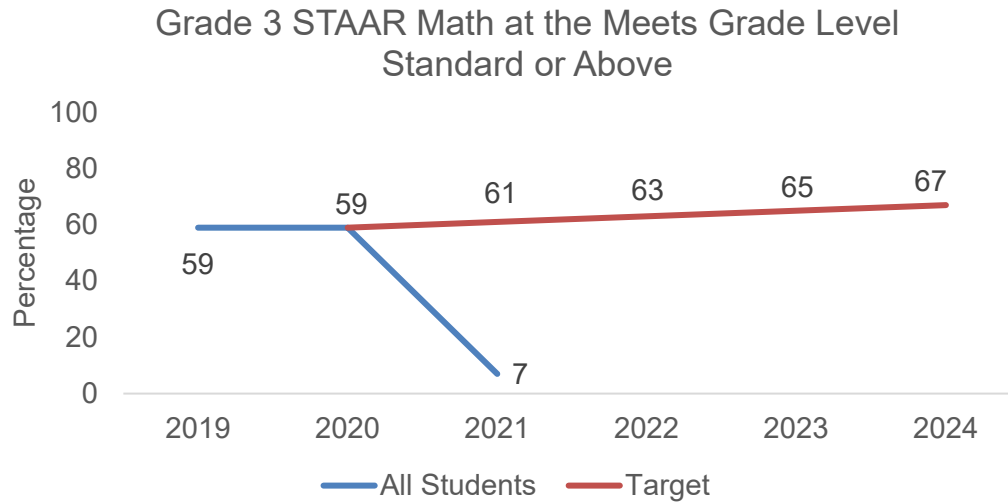
Raul Yzaguirre Schools for Success

Goal Monitoring Report – 2020-2021

Goal 2

Early Childhood Mathematics

Goal 2	Evaluation
The percent of 3rd grade students that score Meets Grade Level or above on STAAR Math will increase from 59% to 67% by June 2024.	Did Not Meet Goal



Data Sources and Notes

- Source: TAPR 2018-2019 used for baseline.
- No STAAR testing was done in 2020 with the closing of schools in March 2020 due to the Covid 19 pandemic.
- Targets were set prior to the Covid 19 pandemic.
- The 2020-2021 school year was implemented with both virtual and in-person learning due to the Covid 19 pandemic.

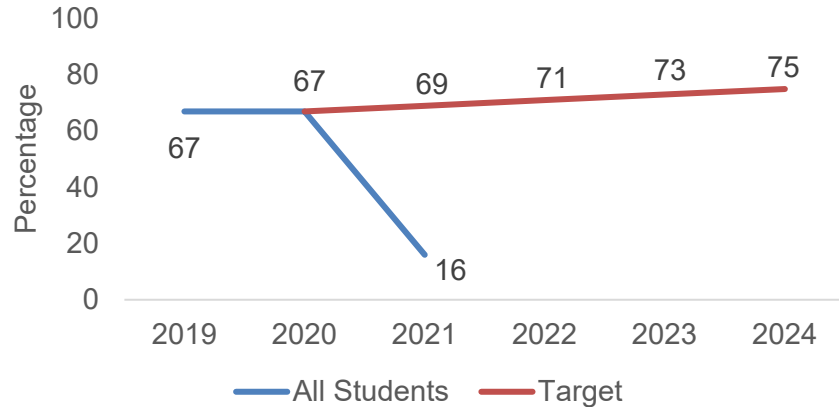


Raul Yzaguirre Schools for Success

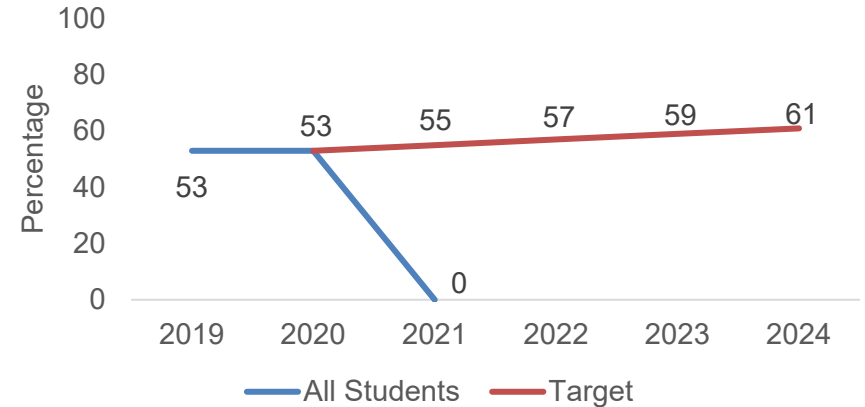
Goal Monitoring Report – 2020-2021

Goal 2 Campus Data

BRYSS Grade 3 STAAR Math at the Meets Grade Level Standard or Above



Elite Grade 3 STAAR Math at the Meets Grade Level Standard or Above



Data Sources and Notes

- Source: TAPR 2018-2019 used for baseline.
- No STAAR testing was done in 2020 with the closing of schools in March 2020 due to the Covid 19 pandemic.
- Targets were set prior to the Covid 19 pandemic.
- The 2020-2021 school year was implemented with both virtual and in-person learning due to the Covid 19 pandemic.



Raul Yzaguirre Schools for Success

Goal Monitoring Report – 2020-2021

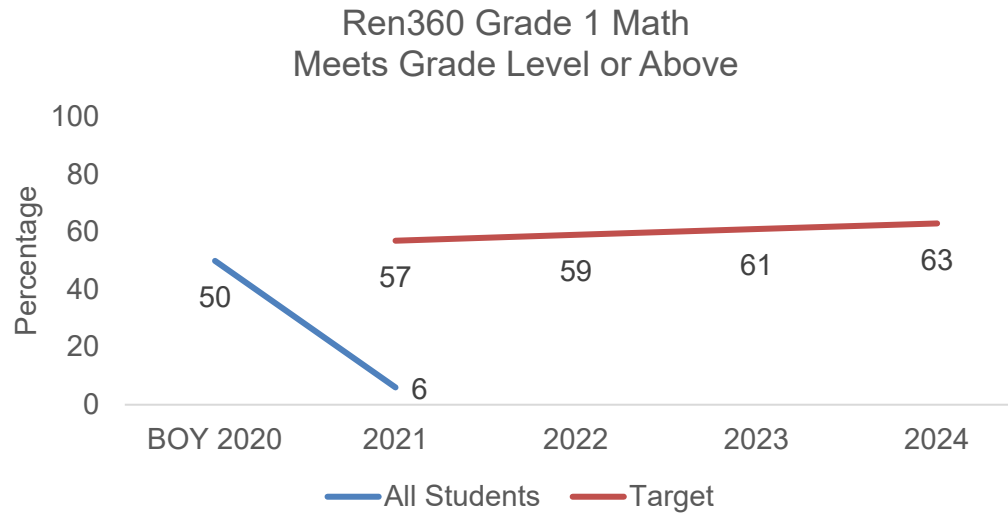
Goal 2 Early Childhood Mathematics District				Goal 2 Early Childhood Mathematics BRYSS STEM Preparatory				Goal 2 Early Childhood Mathematics Elite STEM Primary			
Closing the Gaps Student Groups Yearly Targets				Closing the Gaps Student Groups Yearly Targets				Closing the Gaps Student Groups Yearly Targets			
	Hispanic	Eco. Disadv.	EL (Curr. & Mon.)		Hispanic	Eco. Disadv.	EL (Curr. & Mon.)		Hispanic	Eco. Disadv.	EL (Curr. & Mon.)
2020 Target	59%	62%	61%	2020 Target	67%	68%	68%	2020 Target	53%	57%	56%
2021 Target	61%	64%	63%	2021 Target	69%	70%	70%	2021 Target	55%	59%	58%
2021 Actual	7%	7%	8%	2021 Actual	16%	16%	18%	2021 Actual	0%	0%	0%
2022 Target	63%	66%	65%	2022 Target	71%	72%	72%	2022 Target	57%	61%	60%
2023 Target	65%	68%	67%	2023 Target	73%	74%	74%	2023 Target	59%	63%	62%
2024 Target	67%	70%	69%	2024 Target	75%	76%	76%	2024 Target	61%	65%	64%



Raul Yzaguirre Schools for Success

Goal Monitoring Report – 2020-2021

Goal Progress Measure 2.1	Evaluation
The percent of Grade 1 students that score on grade level on Renaissance 360 will increase from 50% to 63% by June 2024.	Did Not Meet Goal



Data Sources and Notes

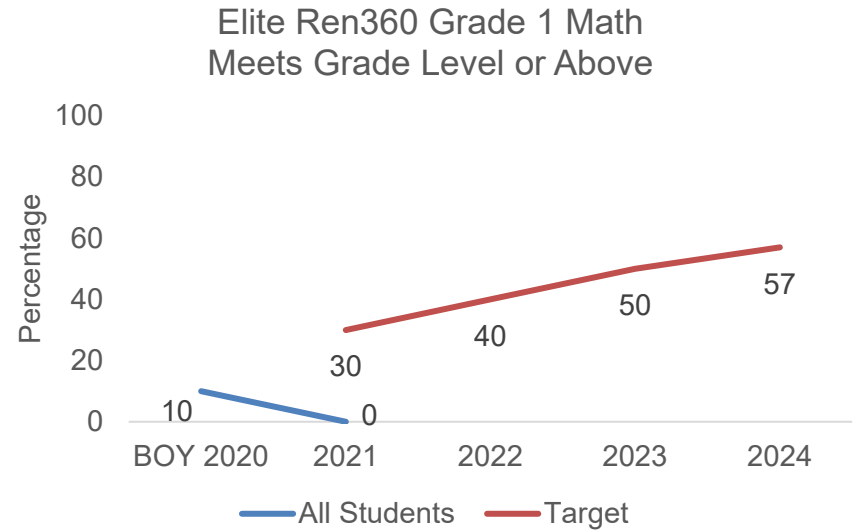
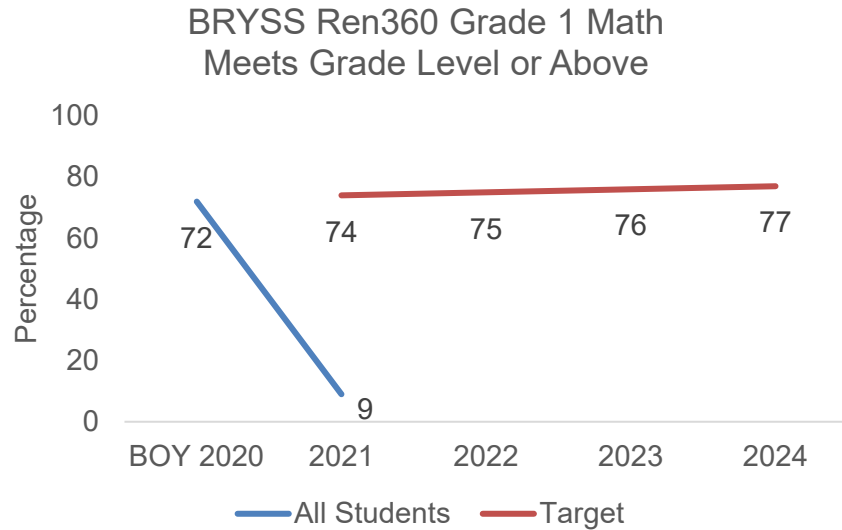
- The 2020-2021 school year was the first year of administration of the Renaissance 360 STAR (Ren360) assessment.
- Targets were set off the BOY assessment results.
- The 2020-2021 school year was implemented with both virtual and in-person learning due to the Covid 19 pandemic, however, the BOY assessments were administered virtually to students while receiving instruction at home for the majority of students.
- The Ren360 assessments are administered three times a year. These results reflect the End-of-Year testing.
- The measure used is provided by the Ren360 platform as an aligned measure to the state's Meets Grade Level standard. While the assessments are given in both English and Spanish, this measure is available for only the English assessments.



Raul Yzaguirre Schools for Success

Goal Monitoring Report – 2020-2021

Goal Progress Measure 2.1 Campus Data



Data Sources and Notes

- The 2020-2021 school year was the first year of administration of the Renaissance 360 STAR (Ren360) assessment.
- Targets were set off the BOY assessment results.
- The 2020-2021 school year was implemented with both virtual and in-person learning due to the Covid 19 pandemic, however, the BOY assessments were administered virtually to students while receiving instruction at home for the majority of students.
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Raul Yzaguirre Schools for Success

Goal Monitoring Report – 2020-2021

Goal Progress Measure 2.1 Grade 1 Renaissance 360 Math District Closing the Gaps Student Groups Yearly Targets				Goal Progress Measure 2.1 Grade 1 Renaissance 360 Math BRYSS STEM Preparatory Closing the Gaps Student Groups Yearly Targets				Goal Progress Measure 2.1 Grade 1 Renaissance 360 Math Elite STEM Primary Closing the Gaps Student Groups Yearly Targets			
	Hispanic	Eco. Disadv.	EL (Curr. & Mon.)		Hispanic	Eco. Disadv.	EL (Curr. & Mon.)		Hispanic	Eco. Disadv.	EL (Curr. & Mon.)
2021 Target	57%	56%	68%	2021 Target	74%	73%	71%	2021 Target	30%	30%	25%
2021 Actual	6%	6%	10%	2021 Actual	9%	9%	10%	2021 Actual	0%	0%	--
2022 Target	60%	59%	69%	2022 Target	75%	74%	72%	2022 Target	40%	40%	35%
2023 Target	63%	62%	70%	2023 Target	76%	75%	73%	2023 Target	50%	50%	45%
2024 Target	66%	65%	71%	2024 Target	77%	76%	74%	2024 Target	57%	57%	50%



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Goal Monitoring Report – 2020-2021

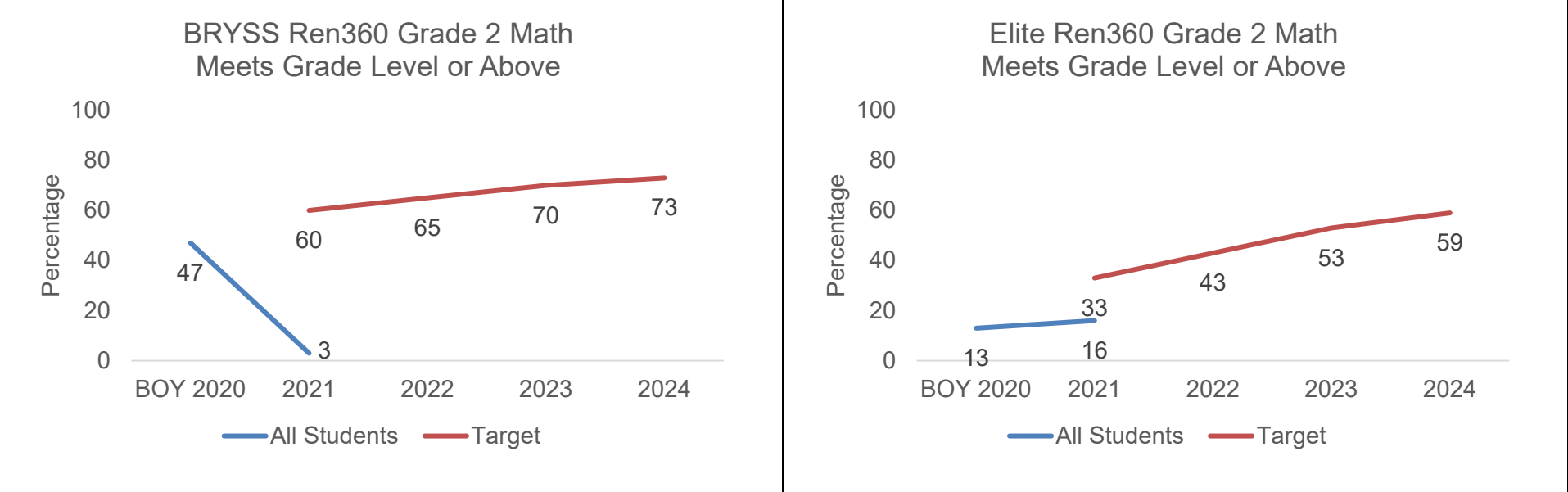
Goal Progress Measure 2.2	Evaluation																		
The percent of Grade 2 students that score on grade level on Renaissance 360 will increase from 26% to 65% by June 2024.	Did Not Meet Goal																		
<p style="text-align: center;">Ren360 Grade 2 Math Meets Grade Level or Above</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Ren360 Grade 2 Math Meets Grade Level or Above</caption> <thead> <tr> <th>Year</th> <th>All Students (%)</th> <th>Target (%)</th> </tr> </thead> <tbody> <tr> <td>BOY 2020</td> <td>26</td> <td>-</td> </tr> <tr> <td>2021</td> <td>10</td> <td>45</td> </tr> <tr> <td>2022</td> <td>-</td> <td>55</td> </tr> <tr> <td>2023</td> <td>-</td> <td>60</td> </tr> <tr> <td>2024</td> <td>-</td> <td>65</td> </tr> </tbody> </table>		Year	All Students (%)	Target (%)	BOY 2020	26	-	2021	10	45	2022	-	55	2023	-	60	2024	-	65
Year	All Students (%)	Target (%)																	
BOY 2020	26	-																	
2021	10	45																	
2022	-	55																	
2023	-	60																	
2024	-	65																	
Data Sources and Notes																			
<ul style="list-style-type: none"> • The 2020-2021 school year was the first year of administration of the Renaissance 360 STAR (Ren360) assessment. • Targets were set off the BOY assessment results. • The 2020-2021 school year was implemented with both virtual and in-person learning due to the Covid 19 pandemic, however, the BOY assessments were administered virtually to students while receiving instruction at home for the majority of students. • The Ren360 assessments are administered three times a year. These results reflect the End-of-Year testing. • The measure used is provided by the Ren360 platform as an aligned measure to the state's Meets Grade Level standard. While the assessments are given in both English and Spanish, this measure is available for only the English assessments. 																			



Raul Yzaguirre Schools for Success

Goal Monitoring Report – 2020-2021

Goal Progress Measure 2.2 Campus Data



Data Sources and Notes

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Raul Yzaguirre Schools for Success

Goal Monitoring Report – 2020-2021

Goal Progress Measure 2.2 Grade 2 Renaissance 360 Math District Closing the Gaps Student Groups Yearly Targets				Goal Progress Measure 2.2 Grade 2 Renaissance 360 Math BRYSS STEM Preparatory Closing the Gaps Student Groups Yearly Targets				Goal Progress Measure 2.2 Grade 2 Renaissance 360 Math Elite STEM Primary Closing the Gaps Student Groups Yearly Targets			
	Hispanic	Eco. Disadv.	EL (Curr. & Mon.)		Hispanic	Eco. Disadv.	EL (Curr. & Mon.)		Hispanic	Eco. Disadv.	EL (Curr. & Mon.)
2021 Target	45%	44%	43%	2021 Target	60%	60%	58%	2021 Target	33%	33%	33%
2021 Actual	10%	10%	11%	2021 Actual	3%	3%	4%	2021 Actual	16%	17%	17%
2022 Target	55%	54%	53%	2022 Target	65%	65%	63%	2022 Target	43%	43%	43%
2023 Target	60%	59%	58%	2023 Target	70%	70%	68%	2023 Target	53%	53%	53%
2024 Target	65%	64%	63%	2024 Target	73%	73%	71%	2024 Target	59%	59%	59%



Raul Yzaguirre Schools for Success

Goal Monitoring Report – 2020-2021

Goal 2 - Superintendent's Response

Math Curriculum

- We will create a District-wide Math Sequence & Primary Source in Houston.
 - K- 5 (Eureka Math)
 - 6-12 (Carnegie Learning)
- BRYSS Primary Sources
 - STEM Scopes Math

Math Priorities (Will be focused on first instruction and during HB4545 interventions)

- **Establish mathematics goals to focus on learning.** Effective teaching establishes clear goals for the mathematics that students are learning, situates goals within learning progressions, and uses the goals to guide instructional decisions.
- **Implement tasks that promote reasoning and problem-solving.** Effective mathematics teaching engages students in solving and discussing tasks that promote mathematical reasoning and problem solving and allow multiple entry points and varied solution strategies.
- **Use and connect mathematical representations.** Effective teaching of mathematics engages students in making connections among mathematical representations to deepen understanding of mathematics concepts and procedures and as tools for problem-solving.
- **Facilitate meaningful mathematical discourse.** Effective mathematics teaching facilitates discourse among students to build a shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments.
- **Pose purposeful questions.** Effective mathematics teaching uses purposeful questions to assess and advance students' reasoning and sense-making about important mathematical ideas and relationships.
- **Build procedural fluency from conceptual understanding.** Effective teaching of mathematics builds fluency with procedures on a foundation of conceptual understanding so that students, over time, become skillful in using procedures flexibly as they solve contextual and mathematical problems.
- **Support productive struggle in learning mathematics.** Effective mathematics teaching consistently provides students, individually and collectively, with opportunities and supports to engage in productive struggle as they grapple with mathematical ideas and relationships.
- **Elicit and use evidence of student thinking.** Effective teaching of mathematics uses evidence of student thinking to assess progress toward mathematical understanding and to adjust instruction continually in ways that support and extend learning

Math Curriculum Data Touch Points

- Use DMAC systems for internal assessments for progress monitoring
- Interim STAAR Assessments Grades 3-4 three times a year (December, January, and March)
- HB4545 Data logs
- Imagine Learning
- Report Cards
- Incorporation of writing in Math (define, defend, and present)



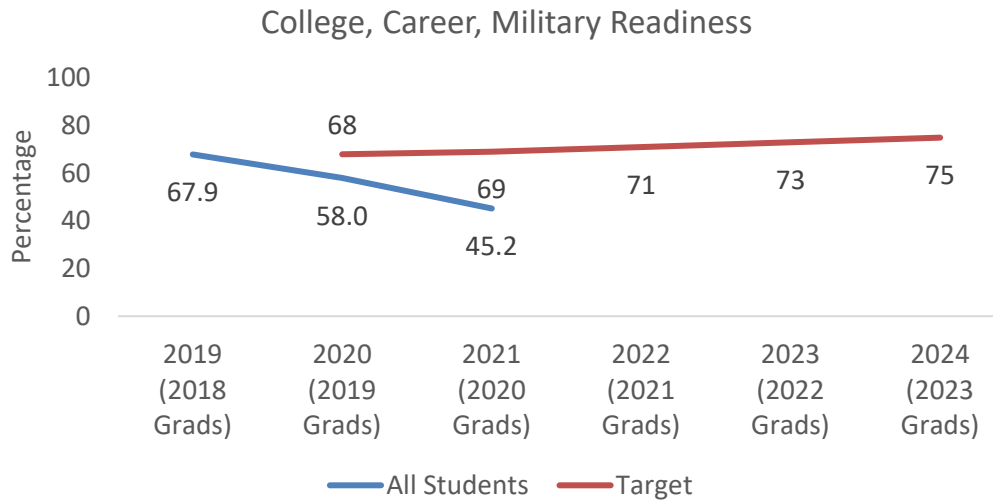
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Goal Monitoring Report – 2020-2021

Goal 3

College, Career, and Military Readiness

Goal 3	Evaluation
The percent of graduates that meet College, Career and Military (CCMR)* criteria will increase from 68% to 75% by July 2024.	Did Not Meet Goal



Support Data

- *Domain 1 State Accountability Calculation; one-year lagging indicator. Source: State accountability data labels.
- **Data for the 2018 and 2019 graduates include points for Career and Technical Education courses while data for 2020 graduates do not.**
- Houston T-STEM and Early College High School data are the same as the district.



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Goal Monitoring Report – 2020-2021

Goal 3 College, Career, and Military Readiness District				Goal 3 College, Career, and Military Readiness Houston T-STEM and Early College High School			
Closing the Gaps Student Groups Yearly Targets				Closing the Gaps Student Groups Yearly Targets			
	Hispanic	Eco. Disadv.	EL		Hispanic	Eco. Disadv.	EL
2020 (Class of 2019) Target	68%	69%	xx%	2020 (Class of 2019) Target	68%	69%	xx%
2020 (Class of 2019) Actual	58.0%	57.1%		2020 (Class of 2019) Actual	58.0%	57.1%	
2021 (Class of 2020) Target	69%	70%	xx%	2021 (Class of 2020) Target	69%	70%	xx%
2021 (Class of 2020) Actual	45.2%	44.1%	34.5%	2021 (Class of 2020) Actual	45.2%	44.1%	34.5%
2022 (Class of 2021) Target	71%	72%	xx%	2022 (Class of 2021) Target	71%	72%	xx%
2023 (Class of 2022) Target	73%	74%	xx%	2023 (Class of 2022) Target	73%	74%	xx%
2024 (Class of 2023) Target	75%	76%	xx%	2024 (Class of 2023) Target	75%	76%	xx%

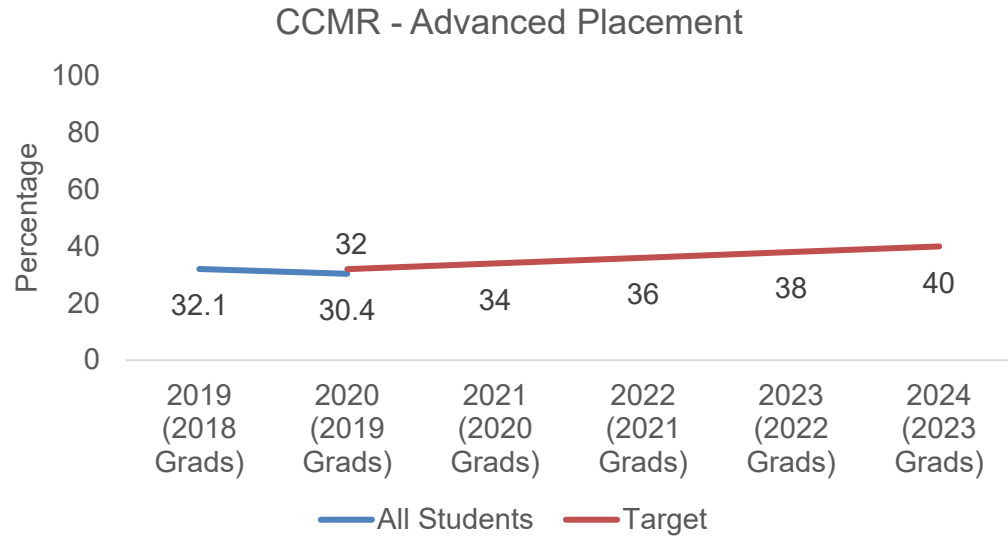
*Prior years did not have enough ELL students in the group to report the rate.



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Goal Monitoring Report – 2020-2021

Goal Progress Measure 3.1	Evaluation
The percent of CCMR students that meet criterion on an AP examination will increase from 32% to 40% by August 2024.	Did Not Meet Goal



Support Data
<ul style="list-style-type: none"> • Source: TEA CCMR report for annual graduates and TAPR. Baseline for class of 2018; lagging indicator. • Criterion is a score of 3 or higher on any Advanced Placement (AP) exam taken within four years of graduating from high school. • Houston T-STEM and Early College High School data are the same as the district. • 2021 data will be updated with released of TAPR in November.



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Goal Monitoring Report – 2020-2021

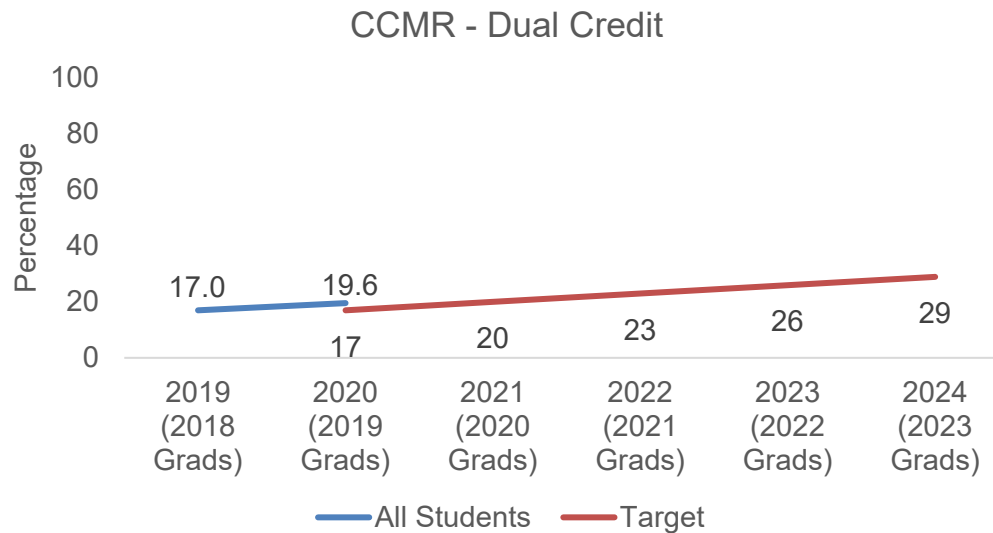
Goal Progress Measure 3.1 Advanced Placement District				Goal Progress Measure 3.1 Advanced Placement Houston T-STEM and Early College High School			
Closing the Gaps Student Groups Yearly Targets				Closing the Gaps Student Groups Yearly Targets			
	Hispanic	Eco. Disadv.	EL		Hispanic	Eco. Disadv.	EL
2020 (Class of 2019) Target	32%	32%	xx%	2020 (Class of 2019) Target	32%	32%	xx%
2020 (Class of 2019) Actual	30.4%	30.6%		2020 (Class of 2019) Actual	30.4%	30.6%	
2021 (Class of 2020) Target	34%	34%	xx%	2021 (Class of 2020) Target	34%	34%	xx%
2022 (Class of 2021) Target	36%	36%	xx%	2022 (Class of 2021) Target	36%	36%	xx%
2023 (Class of 2022) Target	38%	38%	xx%	2023 (Class of 2022) Target	38%	38%	xx%
2024 (Class of 2023) Target	40%	40%	xx%	2024 (Class of 2023) Target	40%	40%	xx%



Raul Yzaguirre Schools for Success

Goal Monitoring Report – 2020-2021

Goal Progress Measure 3.2	Evaluation
The percent of CCMR students that meet the threshold for passing dual credit courses will increase from 17% to 29% by August 2024.	Met Goal



Support Data
<ul style="list-style-type: none"> • Source: TEA CCMR report for annual graduates and TAPR. Baseline for class of 2018; lagging indicator. • Students who earn three college credits in mathematics or English Language Arts or nine college credits in any other content area within four years of graduating from high school meet the state’s threshold. • Houston T-STEM and Early College High School data are the same as the district. • 2021 data will be updated with released of TAPR in November.



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Goal Monitoring Report – 2020-2021

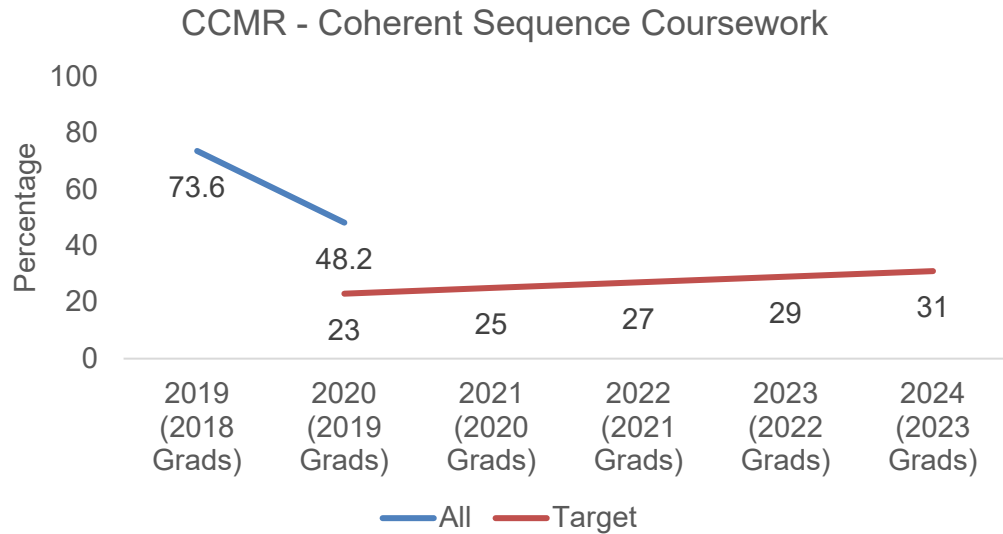
Goal Progress Measure 3.2 Dual Credit District Closing the Gaps Student Groups Yearly Targets				Goal Progress Measure 3.2 Dual Credit Houston T-STEM and Early College High School Closing the Gaps Student Groups Yearly Targets			
	Hispanic	Eco. Disadv.	EL		Hispanic	Eco. Disadv.	EL
2020 (Class of 2019) Target	17%	17%	xx%	2020 (Class of 2019) Target	17%	17%	xx%
2020 (Class of 2019) Actual	19.6%	20.4%		2020 (Class of 2019) Actual	19.6%	20.4%	
2021 (Class of 2020) Target	20%	20%	xx%	2021 (Class of 2020) Target	20%	20%	xx%
2022 (Class of 2021) Target	23%	23%	xx%	2022 (Class of 2021) Target	23%	23%	xx%
2023 (Class of 2022) Target	26%	26%	xx%	2023 (Class of 2022) Target	26%	26%	xx%
2024 (Class of 2023) Target	29%	29%	xx%	2024 (Class of 2023) Target	29%	29%	xx%



Raul Yzaguirre Schools for Success

Goal Monitoring Report – 2020-2021

Goal Progress Measure 3.3	Evaluation
The percent of CCMR students that complete a CTE coherent sequence of coursework aligned with industry certification will increase from 23% to 31% by August 2024.	Met Goal



Support Data
<ul style="list-style-type: none"> • Source: TAPR report for annual graduates. Baseline for class of 2018; lagging indicator. • Houston T-STEM and Early College High School data are the same as the district. • 2021 data will be updated with released of TAPR in November.



Raul Yzaguirre Schools for Success

Goal Monitoring Report – 2020-2021

Goal Progress Measure 3.3 CTE District				Goal Progress Measure 3.3 CTE Houston T-STEM and Early College High School			
Closing the Gaps Student Groups Yearly Targets				Closing the Gaps Student Groups Yearly Targets			
	Hispanic	Eco. Disadv.	EL		Hispanic	Eco. Disadv.	EL
2020 (Class of 2019) Target	23%	23%	xx%	2020 (Class of 2019) Target	23%	23%	xx%
2020 (Class of 2019) Actual	48.2%	46.9%		2020 (Class of 2019) Actual	48.2%	46.9%	
2021 (Class of 2020) Target	25%	25%	xx%	2021 (Class of 2020) Target	25%	25%	xx%
2022 (Class of 2021) Target	27%	27%	xx%	2022 (Class of 2021) Target	27%	27%	xx%
2023 (Class of 2022) Target	29%	29%	xx%	2023 (Class of 2022) Target	29%	29%	xx%
2024 (Class of 2023) Target	31%	31%	xx%	2024 (Class of 2023) Target	31%	31%	xx%



Raul Yzaguirre Schools for Success

Goal Monitoring Report – 2020-2021

Goal 3 - Superintendent's Response

Strategies implemented during the 2020-2021 school year to impact upcoming CCMR indicators included the following:

- Increased the number of students receiving dual credit with HCC.
- P-Tech/dual credit has increased the number of course offerings by 6 new classes.
- Increased the Advanced Placement (AP) Spanish-language exams by 30 students.
- Increased the AP exam participation.
- Increased number of students receiving industry-based certification credit.
- Senior conferences were conducted for all seniors by the counselor and the senior teachers to ensure all seniors were in the appropriate pathways in September and in January.
- Two students enlisted into the military.
- P-TECH Pharmacy Tech program was approved by the State CTE program in a partnership with Houston Community College. It will be starting in the fall 2021 and will include dual credit and industry-based certification. 25 students will be enrolled in the new program.
- 100% of 11th and 12th grade students took the SAT in the fall 2020 and received financial reimbursement for testing costs (state funding).



Raul Yzaguirre Schools for Success

Goal Monitoring Report – 2020-2021

Board Goals Summary

Goal	Measure	Score	Target	Evaluation
Goal 1	Early Childhood Literacy (Grade 3 Reading)	14	40	Did Not Meet
GPM 1.1	Kindergarten TxKEA Reading	46	--	Baseline
GPM 1.2	Grade 1 TPRI/Tejas LEE	48	69	Did Not Meet
GPM 1.3	Grade 2 TPRI/Tejas LEE	57	81	Did Not Meet
Goal 2	Early Childhood Literacy (Grade 3 Math)	7	61	Did Not Meet
GPM 2.1	Grade 1 Renaissance 360 Math	6	57	Did Not Meet
GPM 2.2	Grade 2 Renaissance 360 Math	10	45	Did Not Meet
Goal 3	College, Career, and Military Readiness	45	69	Did Not Meet
GPM 3.1	CCMR-Advanced Placement Exams	30.4	32	Did Not Meet
GPM 3.2	CCMR-Dual Credit	19.6	17	Met
GPM 3.3	CCMR-CTE Coherent Sequence	48.2	23	Met