

Raul Yzaguirre Schools for Success

Board Goals Reporting:

Goal 1 Progress Monitoring

Goal 3.1 Progress Monitoring

Goal 3.2 Progress Monitoring

December 2021/January 2022



Goal 1—Early Childhood Reading

Goal 1: Early Childhood Reading District Progress Measure 1

- The percent of Kindergarten students that score "On Track" on TX-KEA Vocabulary will increase from 46% to 50% by June 2025.

Goal 1: Early Childhood Reading District Progress Measure 2

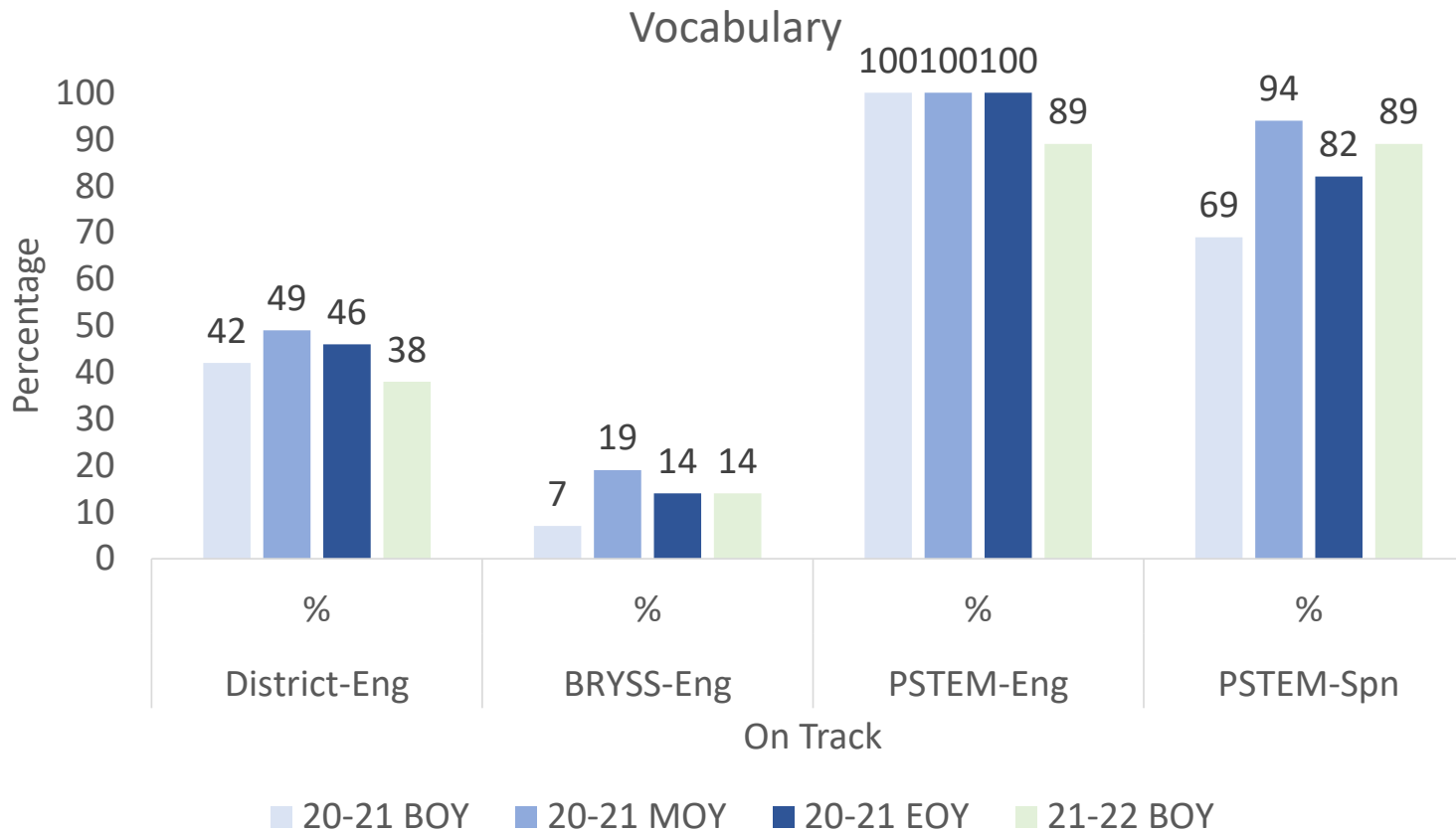
- The percent of students in Grade 1 that score on grade level on the TPRI-Tejas Lee will increase from 48% to 76% by June 2025.

Goal 1: Early Childhood Reading District Progress Measure 3

- The percent of Grade 2 students that score on grade level on TPRI-Tejas Lee will increase from 57% to 85% by June 2025.



Progress Measure 1: Texas Kindergarten Entry Assessment (TxKEA) Percentage on Track, Kindergarten

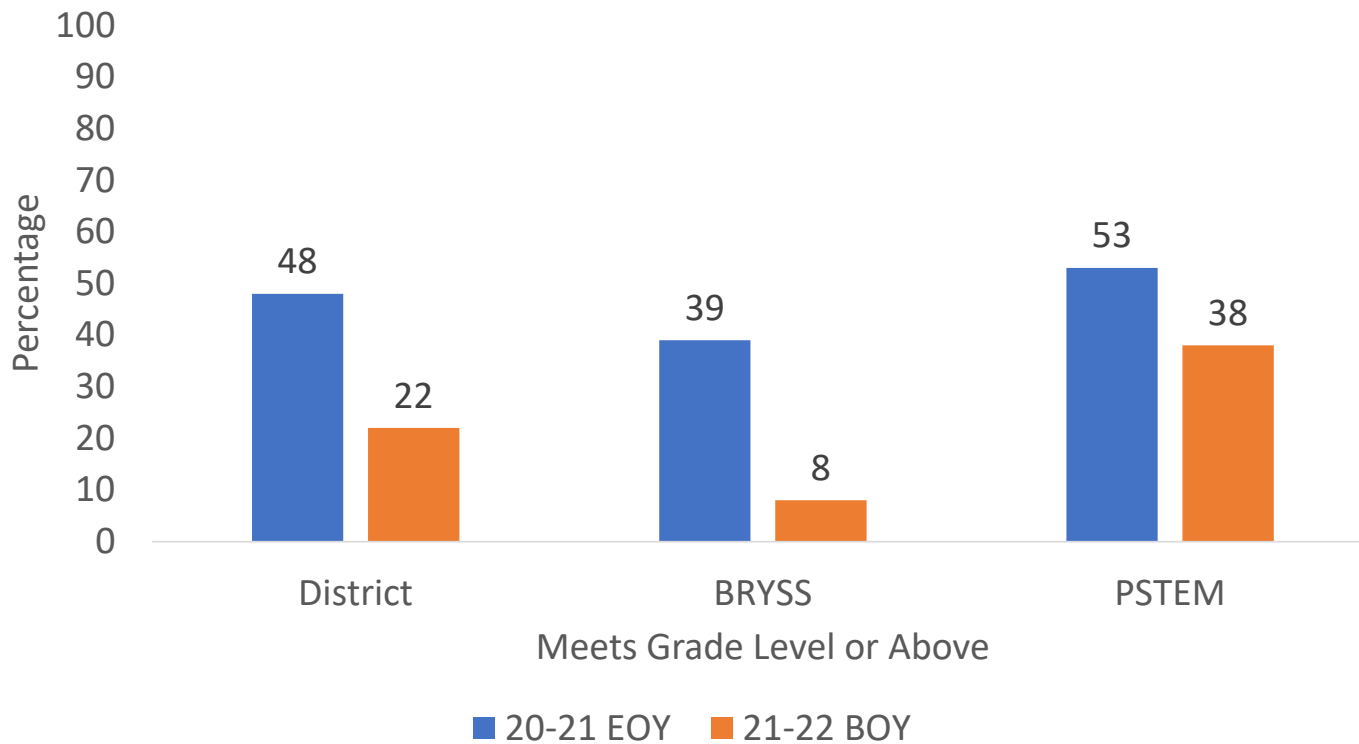


- On the Vocabulary component of the TxKEA, current kindergartners started the 2021-2022 school year the same or higher than last year's kindergartners ended the year at BRYSS and at PSTEM (Spanish testers).
- The majority of the students at PSTEM tested in Spanish.
- All of the kindergarten students at BRYSS tested in English.



Progress Measure 2: Grade 1 TPRI Early Reading Assessment (TPRI) Percentage at or Above Meets Grade Level Standard

Grade 1

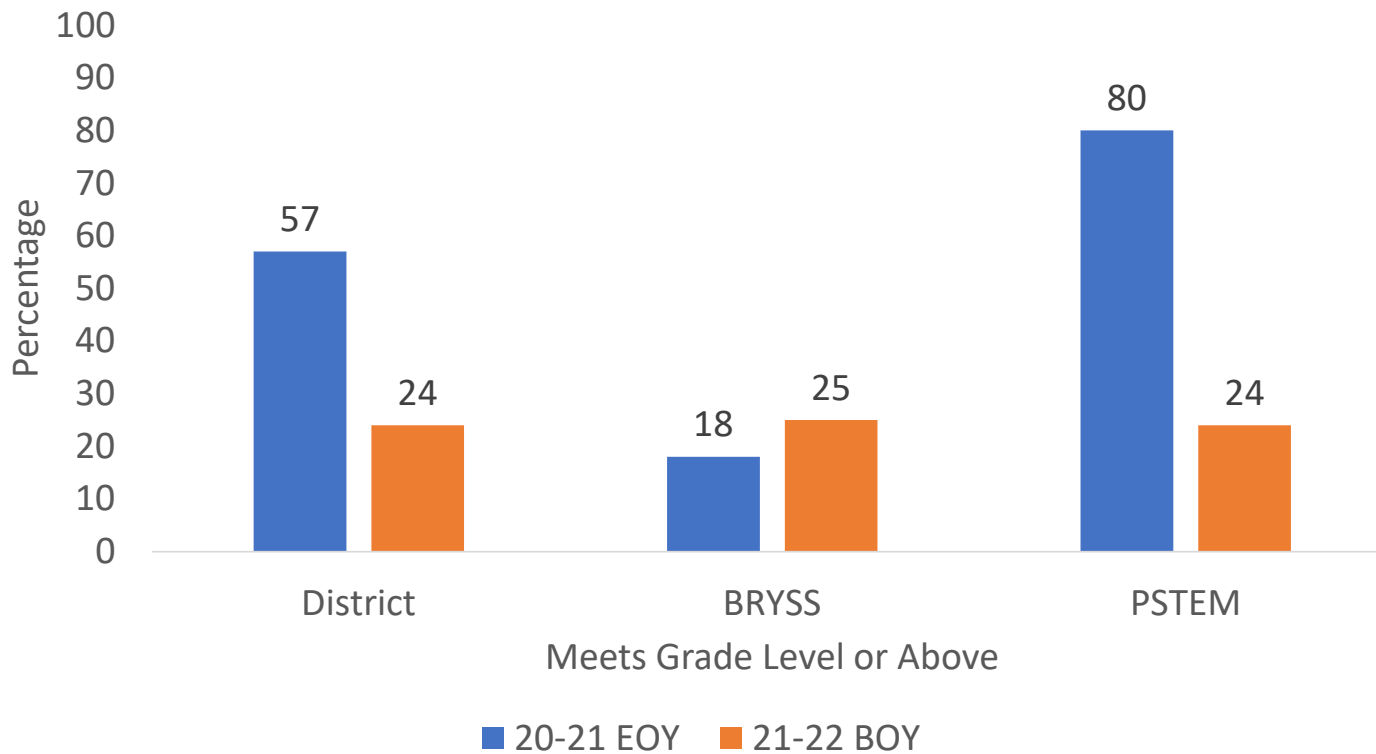


- 75% of BRYSS students tested on the English TPRI, while 95% of PSTEM students tested on the Spanish Tejas LEE.
- As expected, current first grade students are starting the year lower than last year's first grade students ended the year.
- Middle of Year (MOY) results will give us a good measure of growth for this year's students.



Progress Measure 3: Grade 2 TPRI Early Reading Assessment (TPRI) Percentage at or Above Meets Grade Level Standard

Grade 2



- 89% of BRYSS students tested on the English TPRI, while 98% of PSTEM students tested on the Spanish Tejas LEE.
- Current second grade students at BRYSS are starting the year performing higher than last year's second grade students ended the year.
- Middle of Year (MOY) results will give us a good measure of growth for this year's students.



District Response to Data: Reading Strategies

- 120 min Reading block expanded from 90 min. the previous year
- Continuous PD offerings for teachers in using Pearson: My View, Mi Vision
- Fundamental Daily review: Phonics, Convention, High Frequency Words
- Small group interventions (Teacher Assistants providing support)
- Weekly High Frequency Word (HFW) assessment
- Reading Record Inventory every three weeks
- Writing across all contents



Goal 3—College, Career, and Military Readiness

Goal 3: CCMR District Progress Measure 1

- The percent of CCMR students that meet criterion on an AP examination will increase from 32% to 40% by August 2024.

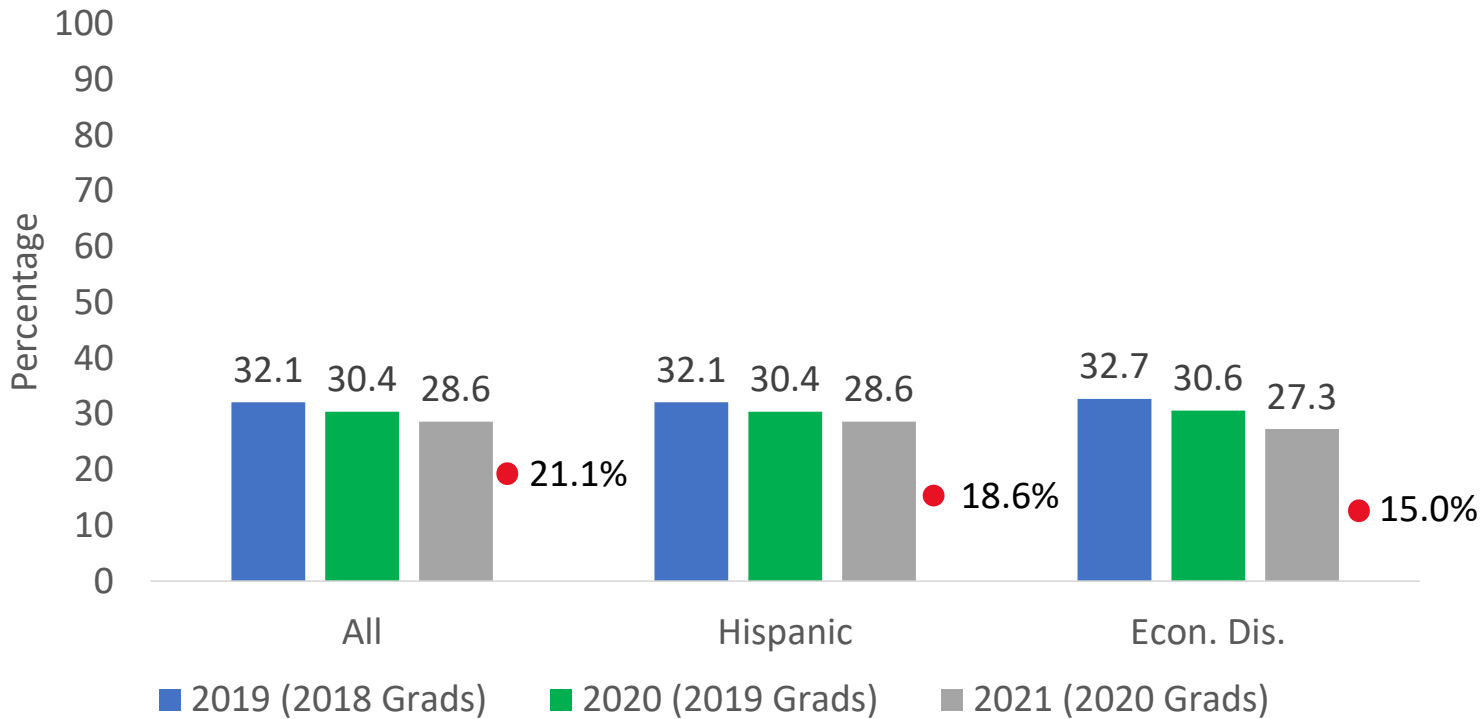
Goal 3: CCMR District Progress Measure 2

- The percent of CCMR students that meet the threshold for passing dual credit courses will increase from 17% to 29% by August 2024.



RYSS Goal 3 Progress Measure 1 Percentage of Graduates Scoring a 3 or Higher on Advanced Placement Exams

CCMR - Advanced Placement



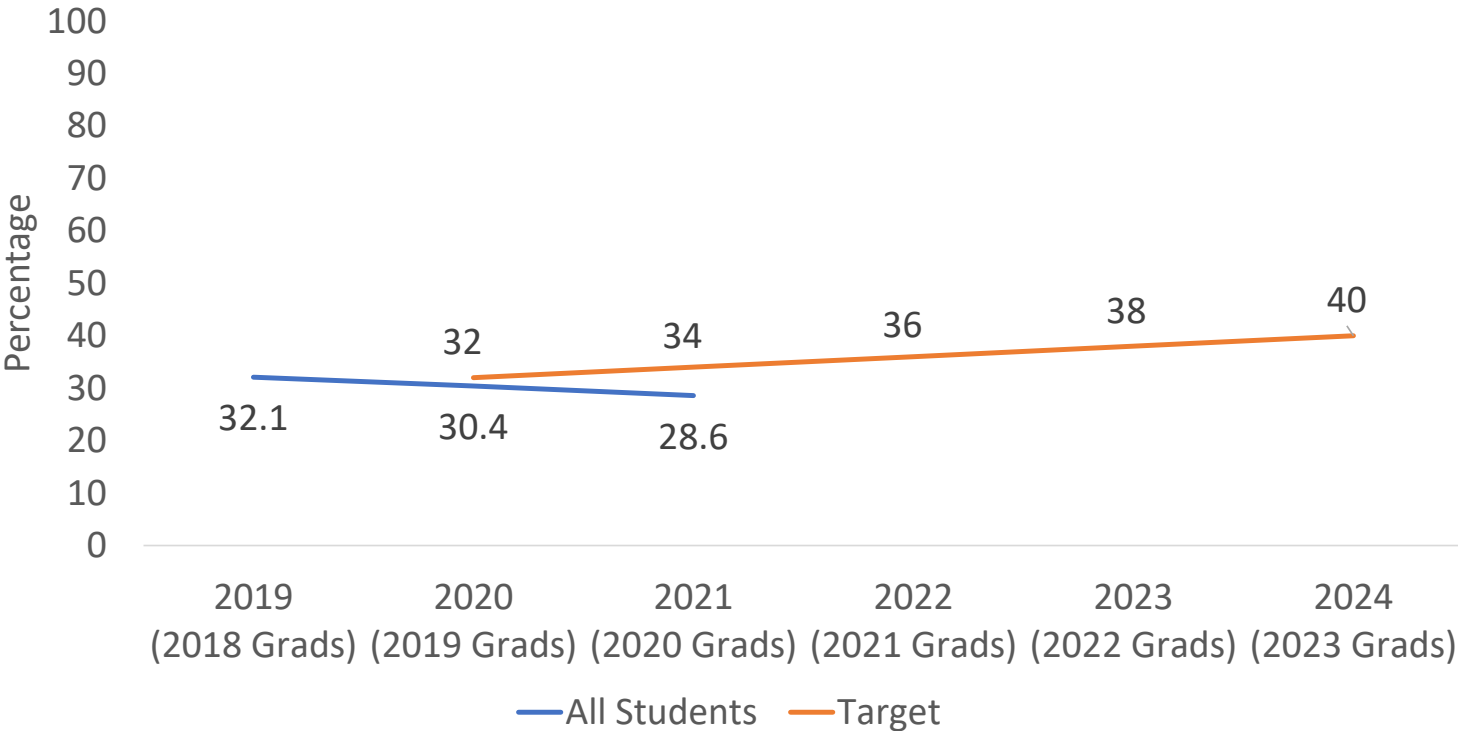
- Slight decrease for the 2020 graduates scoring a 3 or higher on any Advanced Placement exam than for 2019 graduates.
- RYSS 2020 graduates exceeded the state rates of 21.1%, 18.6%, and 15.1%.
- Class of 2021 results will be available summer 2022.



RYSS Goal 3 Progress Measure 1

Percentage of Graduates Scoring a 3 or Higher on Advanced Placement Exams

CCMR - Advanced Placement

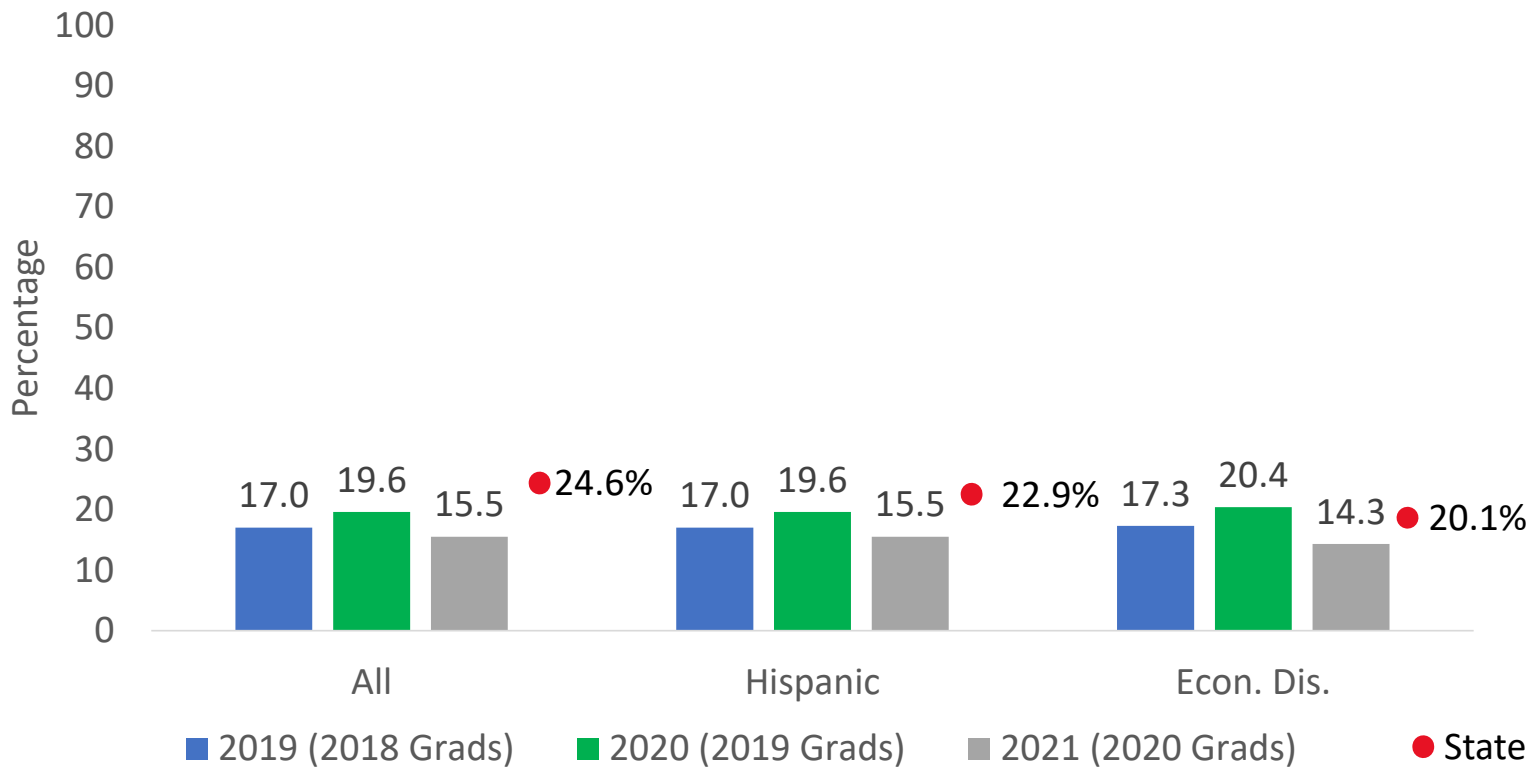


- Did not meet 2021 target for 2020 graduates.



RYSS Goal 3 Progress Measure 2 Percentage of Graduates Earning Dual Credit (College Credit While in High School)

CCMR - Dual Credit

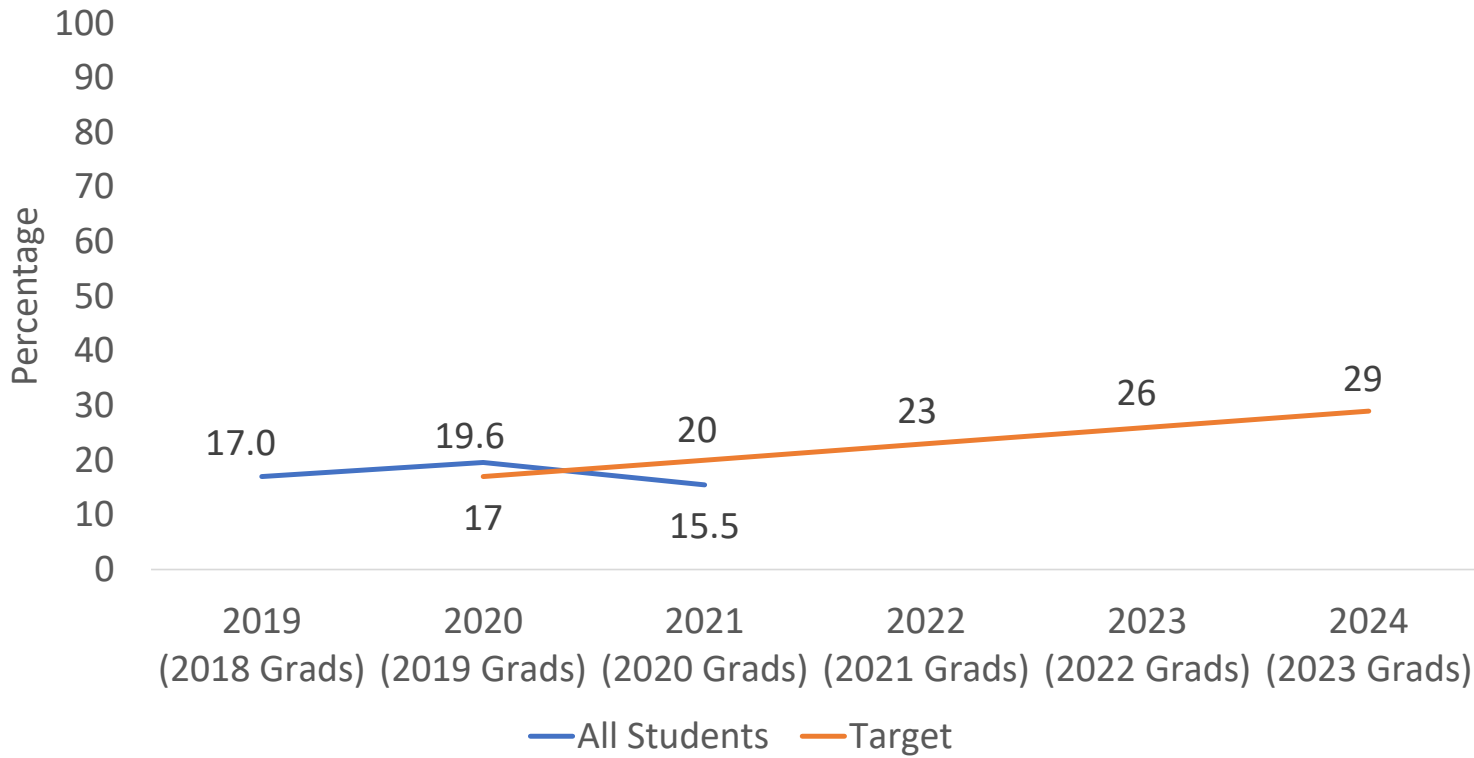


- Decreases are shown for the 2020 graduates compared to the 2019 graduates earning dual credit.
- The dual credit rates for the RYSS 2020 graduates were lower than the state rates 2020.
- Class of 2021 results will be available summer 2022.



RYSS Goal 3 Progress Measure 2 Percentage of Graduates Earning Dual Credit (College Credit While in High School)

CCMR - Dual Credit



- Did not meet 2021 target for 2020 graduates.



District Response to Data: Advanced Placement Strategies

For the current seniors, T-STEM has increased the total number of students enrolled in AP courses to 75. This is an increase from 68 students in 2020-2021.

- Student conferencing with academic counselor on educational pathway every six weeks
- AP assistance throughout Early College Master Schedule
- College Board© accounts with Individual Module support for students
- One to one tutorial sessions using Khan Academy



District Response to Data: Dual Credit Strategies

- ECHS T- STEM Counselor meets with the HCC coordinator **to conference with students on eligibility for Dual Credit classes** and that students are aware of the programs.
- ECHS T- STEM Admin will provide our students with an **HCC Dual Credit Lab**, ensuring students have the necessary course materials enrolling students in the ENROC program to become TSI-ready.
- ECHS T- STEM Admin and HCC Coordinator **collaborate with parents through student dual credit meetings** to educate on waivers, consent and commitment forms, and applications.
- ECHS T-STEM Counselor and Dual Credit Coordinator established a **pathway for Dual Credit classes** which aligns with High School courses

