



Academic Board Goal Updates

March 25, 2021

GOAL 1
THRIVING
STUDENTS

Academic Board Goals



Goal 1 Increase the percentage of 3rd grade African American students meeting standard on STAAR Reading from 28% to 48% by June 2025.

Goal 2 Increase the percentage of 3rd grade students meeting standard on STAAR Math from 45% to 60% by June 2025.

Goal 3 Increase the percentage of 5th grade students meeting standard on STAAR Reading from 42% to 57% by June 2025.

Goal 4 Increase the percentage of 8th grade students meeting standard on STAAR math from 37% to 58% by June 2025.

Goal Monitoring (2021)



| | Mid-Year Performance | Mid-Year Growth | End-of-Year Performance | End-of-Year Growth |
|-------------------------------|----------------------|---|-------------------------|------------------------|
| 3 rd Grade Reading | Winter Benchmark | NWEA MAP Testing (beginning-of-year to middle-of-year) | STAAR | |
| 3 rd Grade Math | | | | |
| 5 th Grade Reading | | | | STAAR Progress Measure |
| 8 th Grade Math | | | | |

Goal Monitoring (2021)



| | Mid-Year Performance | Mid-Year Growth | End-of-Year Performance | End-of-Year Growth |
|-------------------------------|----------------------|---|-------------------------|------------------------|
| 3 rd Grade Reading | Winter Benchmark | NWEA MAP Testing (beginning-of-year to middle-of-year) | STAAR | |
| 3 rd Grade Math | | | | |
| 5 th Grade Reading | | | | STAAR Progress Measure |
| 8 th Grade Math | | | | |

On average, students have lost the equivalent of **3 months of learning in mathematics** and **1 ½ months of learning in reading.**

(National i-Ready dataset / McKinsey analysis)

On BOY MAP Reading, students in grades 3-8 performed **similarly** to their peers in fall of 2020 compared to fall of 2019, but **in math they scored 5-10 percentile points lower.**

(NWEA MAP dataset / 74Million analysis)

25% of students missing from 2020 BOY MAP testing who were present in 2019

The discrepancy between math and reading outcomes was not unexpected. Parents and caregivers are often better able to support their children in reading—whether by suggesting new books to read together, starting a bedtime story tradition or something similar—than in math, where many adults have long forgotten not only what the rules and concepts are but how to explain them.

However, because math is learned sequentially—a student must understand one concept to be able to learn the next—it will create an “acute challenge” for schools when students resume in-person learning, he added.

(Edsurge – Chris Minnich, CEO of NWEA)

| Performance | | | | |
|---------------|---------------------------|---------------|---------------------------|--------------------|
| STAAR 2019 | Winter Benchmark 19-20 | STAAR 2020 | Winter Benchmark 20-21 | STAAR Goal 2021 |

3rd Grade Reading



Goal 1 Increase the percentage of 3rd grade African American students meeting standard on STAAR Reading from 28% to 48% by June 2025.

| Performance | | | | |
|---------------|---------------------------|---------------|---------------------------|--------------------|
| STAAR 2019 | Winter Benchmark 19-20 | STAAR 2020 | Winter Benchmark 20-21 | STAAR Goal 2021 |

3rd Grade Math



Goal 2 Increase the percentage of 3rd grade students meeting standard on STAAR Math from 45% to 60% by June 2025.

| Performance | | | | |
|---------------|---------------------------|---------------|---------------------------|--------------------|
| STAAR 2019 | Winter Benchmark 19-20 | STAAR 2020 | Winter Benchmark 20-21 | STAAR Goal 2021 |

5th Grade Reading



Goal 3 Increase the percentage of 5th grade students meeting standard on STAAR Reading from 42% to 57% by June 2025.

| Performance | | | | |
|---------------|---------------------------|---------------|---------------------------|--------------------|
| STAAR 2019 | Winter Benchmark 19-20 | STAAR 2020 | Winter Benchmark 20-21 | STAAR Goal 2021 |

Goal 4 Increase the percentage of 8th grade students meeting standard on STAAR math from 37% to 58% by June 2025.

| Performance | | | | |
|---------------|---------------------------|---------------|---------------------------|--------------------|
| STAAR 2019 | Winter Benchmark 19-20 | STAAR 2020 | Winter Benchmark 20-21 | STAAR Goal 2021 |

How have we responded?



- In-school intervention
- Out-of-school intervention
- Saturday school
- Targeted summer school
- External partnerships

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