Goal Progress Measure 1.1: FWISD Universal Screener

September 24, 2019
Division of Academics
GOAL 1

Early Literacy

Progress Measure 1.1
The percent of students in grades K-3 reading on or above grade level, as measured by FWISD universal screener/progress monitoring tool, will increase from 27% to 37% by 2019.
Goal Progress Measure #1.1:

Percent of students in grades K-3 reading on or above grade level, as measured by FWISD universal screener/progress monitoring tool, will increase from 27% to 37% by 2019.
Goal Progress Measure #1.1:

Percent of students in grades K-3 reading on or above grade level, as measured by FWISD universal screener/progress monitoring tool, will increase from **27%** to **37%** by **2019**.
Goal Progress Measure #1.1:
Percent of students in grades K-3 reading on or above grade level, as measured by FWISD universal screener/progress monitoring tool, will increase from 27% to 37% by 2019.

2018-19 EOY Percent on Grade Level - Kindergarten
Smarty Ants Level 6 or higher

- All: 30%
- Hispanic: 22%
- African American: 41%
- White: 47%
- ED: 27%
- EL: 10%
- SE: 23%
Goal Progress Measure #1.1:
Percent of students in grades K-3 reading on or above grade level, as measured by FWISD universal screener/progress monitoring tool, will increase from 27% to 37% by 2019.

### 2018-19 EOY Percent on Grade Level - Grade 1

**Smarty Ants Level 10 or higher**

<table>
<thead>
<tr>
<th>Category</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>31%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>21%</td>
</tr>
<tr>
<td>African American</td>
<td>41%</td>
</tr>
<tr>
<td>White</td>
<td>53%</td>
</tr>
<tr>
<td>ED</td>
<td>27%</td>
</tr>
<tr>
<td>EL</td>
<td>11%</td>
</tr>
<tr>
<td>SE</td>
<td>19%</td>
</tr>
</tbody>
</table>
Goal Progress Measure #1.1:
Percent of students in grades K-3 reading on or above grade level, as measured by FWISD universal screener/progress monitoring tool, will increase from 27% to 37% by 2019.

2018-19 EOY Percent on Grade Level -
Grade 2
Lexile >= 420L

- All: 26%
- Hispanic: 23%
- African American: 17%
- White: 50%
- ED: 21%
- EL: 22%
- SE: 9%
Goal Progress Measure #1.1:
Percent of students in grades K-3 reading on or above grade level, as measured by FWISD universal screener/progress monitoring tool, will increase from 27% to 37% by 2019.
Kindergarten – Third Grade Assessment
NWEA MAP Reading Fluency

Sentence Reading

Oral Reading Passage

Foundational Skills

Decoding Words

Listening Comprehension
# NWEA MAP Reading Fluency

### First Grade

<table>
<thead>
<tr>
<th>Grade</th>
<th>Below</th>
<th>Approaching</th>
<th>Meets</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>0</td>
<td>0.7%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>B</td>
<td>0</td>
<td>2.3%</td>
<td>5.9%</td>
<td>5.5%</td>
</tr>
<tr>
<td>M</td>
<td>3.3%</td>
<td>3.1%</td>
<td>7.6%</td>
<td>7.5%</td>
</tr>
<tr>
<td>E</td>
<td>3.3%</td>
<td>1.8%</td>
<td>3.8%</td>
<td>4.7%</td>
</tr>
</tbody>
</table>

### Second Grade

<table>
<thead>
<tr>
<th>Grade</th>
<th>Below</th>
<th>Approaching</th>
<th>Meets</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>0.2%</td>
<td>0.3%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>B</td>
<td>0.7%</td>
<td>7.7%</td>
<td>7.5%</td>
<td>4.9%</td>
</tr>
<tr>
<td>C</td>
<td>2.6%</td>
<td>5.5%</td>
<td>0%</td>
<td>0.5%</td>
</tr>
<tr>
<td>D</td>
<td>5.5%</td>
<td>7.5%</td>
<td>0%</td>
<td>5.8%</td>
</tr>
<tr>
<td>E</td>
<td>7.5%</td>
<td>4.7%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

## Kindergarten

<table>
<thead>
<tr>
<th>Grade</th>
<th>Below</th>
<th>Approaching</th>
<th>Meets</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>B</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>C</td>
<td>0.7%</td>
<td>2.3%</td>
<td>5.9%</td>
<td>5.5%</td>
</tr>
<tr>
<td>D</td>
<td>1.7%</td>
<td>2.5%</td>
<td>3.7%</td>
<td>2.6%</td>
</tr>
</tbody>
</table>

### Words Correct Per Minute

<table>
<thead>
<tr>
<th>2018-19</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Students</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Overall Reading</td>
<td>51%</td>
<td>56%</td>
<td>72%</td>
<td>69%</td>
</tr>
<tr>
<td>Foundational Skills</td>
<td>49%</td>
<td>44%</td>
<td>28%</td>
<td>31%</td>
</tr>
</tbody>
</table>
# NWEA MAP Reading Fluency

<table>
<thead>
<tr>
<th>STUDENTS:</th>
<th>GRADE</th>
<th>FOUNDA TIONAL SKILLS</th>
<th>SENTENCE READING FLUENCY</th>
<th>ORAL READING RATE</th>
<th>ORAL READING ACCURACY</th>
<th>LITERAL COMPREHENSION</th>
<th>INSTRUCTIONAL READING LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gorbert, Tucker</td>
<td>2</td>
<td>LISTENING COMPREHENSION</td>
<td>M 29/29</td>
<td>E 140+</td>
<td>E 99%</td>
<td>M</td>
<td>E &gt; 500L</td>
</tr>
<tr>
<td>Ruggiero, Bruce</td>
<td>2</td>
<td>PICTURE VOCABULARY</td>
<td>M 23/23</td>
<td>E 90</td>
<td>A 95%</td>
<td>E</td>
<td>E 500L</td>
</tr>
<tr>
<td>Carlig, Tanya</td>
<td>2</td>
<td>PHONOLICAL AWARENESS</td>
<td>A 15/20</td>
<td>E 89</td>
<td>B 77%</td>
<td>B</td>
<td>E &gt; 200L</td>
</tr>
<tr>
<td>Orlich, Estelle</td>
<td>2</td>
<td>PHONICS/WORD RECOGNITION</td>
<td>M 25/27</td>
<td>E 85</td>
<td>M 95%</td>
<td>E</td>
<td>E 500L</td>
</tr>
<tr>
<td>Franky, Donna</td>
<td>2</td>
<td></td>
<td>M 17/17</td>
<td>M 76</td>
<td>M 100%</td>
<td>M</td>
<td>E 520L</td>
</tr>
<tr>
<td>Lewis, Islam</td>
<td>2</td>
<td></td>
<td>M 18/20</td>
<td>M 74</td>
<td>A 93%</td>
<td>A</td>
<td>E 400L</td>
</tr>
<tr>
<td>Gaiser, Shaun</td>
<td>2</td>
<td></td>
<td>M 25/25</td>
<td>M 74</td>
<td>A 94%</td>
<td>M</td>
<td>M 470L</td>
</tr>
<tr>
<td>Kevin, Kenneth</td>
<td>2</td>
<td></td>
<td>A 14/18</td>
<td>M 49</td>
<td>M 99%</td>
<td>A</td>
<td>M 470L</td>
</tr>
<tr>
<td>Funtebihove, Rainbow</td>
<td>2</td>
<td></td>
<td>M 18/13</td>
<td>M 46</td>
<td>M 96%</td>
<td>M</td>
<td>M &gt; 400L</td>
</tr>
<tr>
<td>Helmond, Melanie</td>
<td>2</td>
<td></td>
<td>M 16/17</td>
<td>A 37</td>
<td>B 89%</td>
<td>A</td>
<td>A 220L</td>
</tr>
<tr>
<td>Nahn, Martin</td>
<td>2</td>
<td></td>
<td>A 12/20</td>
<td>A 33</td>
<td>B 71%</td>
<td>B</td>
<td>B &gt; 200L</td>
</tr>
<tr>
<td>Lanham, Blanca</td>
<td>2</td>
<td>Phonemic Manipulation</td>
<td>M 87%</td>
<td>A 100%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Decodable One-syllable Decodable Only</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Student Report

## Adaptive Oral Reading (Sample)

### Performance Results, Oral Reading (07/19/2018)

**Donna Franky - 2nd grade**

<table>
<thead>
<tr>
<th>Component</th>
<th>Result</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Words Correct Per Minute</strong></td>
<td><strong>M</strong></td>
<td>Meets grade level expectation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Donna meets grade level expectation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fall expectation: 50 wpm in 2nd grade text</td>
</tr>
<tr>
<td><strong>Instructional Reading Level</strong></td>
<td><strong>E</strong></td>
<td>Exceeds grade level expectation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Donna reads at an instructional level between 47L and 57L.</td>
</tr>
<tr>
<td><strong>Profile &amp; Next Steps</strong></td>
<td></td>
<td>Donna reads with good rate, strong accuracy, and understanding. Building upon solid reading</td>
</tr>
</tbody>
</table>
### Student Report

#### Foundational Skills (Sample)

**Performance Results, Foundational Skills (07/19/2018)**

**Bianca Lanham - 2nd grade**

<table>
<thead>
<tr>
<th>Decoding</th>
<th>Language Comprehension</th>
<th>Profile &amp; Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>M</td>
<td></td>
</tr>
<tr>
<td>Approaching grade level expectation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Phonological Awareness:</strong> Bianca is working at the Phonemic Manipulation level (5).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approaching grade level expectation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Phonics/Word Recognition:</strong> Bianca is working at the Decodable: One-syllable level (4).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meets grade level expectation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Listening Comprehension:</strong> Bianca understood 87% of complex oral sentences.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meets grade level expectation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Picture Vocabulary:</strong> Bianca matched pictures to 100% of oral vocabulary words.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Bianca has solid language comprehension and solid awareness of phonemes. He/she can decode many one-syllable words.

*Playing with phonics patterns and phonemes*
Curricular Response to Data

Simple • Clear • Supportive
Professional Learning

PRE-K – GRADE 1

Literacy Components
- Phonological Awareness
- Phonics
- Comprehension
- Vocabulary
- Oral Reading Fluency
- Authentic Writing

Alignment of Resources
- Fort Worth ISD Curriculum
- Neuhaus/Estrellita
- New Literacy Adoption
Teacher Voice
August 13-14

Early Learning
Quality of Sessions

- 1083 responses
Curriculum Integration

Cross-Curricular Connections to Literacy

• Creates authentic opportunities to apply concepts learned
• Promotes skills that are transferable across all content

Examples:

Literacy and Math
• Sorting objects that begin with a specific sound

Literacy and Science
• Observing seeds in cup, journaling observations through drawing and labeling the changes in the seeds

Literacy and Social Studies
• Researching customs from different regions; selecting a region and designing a poster showcasing the customs
Integrated Instructional Practices
Pre-Kindergarten through First Grade

Whole Group Instruction

Learning Stations or Centers (Independent)

Small Group Instruction

Individualized Instruction

Whole Group Instruction

Learning Stations or Centers (Independent)

Small Group Instruction

Individualized Instruction
**Unit 2C: Author’s Purpose & Craft: Examining Purpose and Language**

- **Number of Days:** 14
- **Assessment Day(s):** 1 (District IA October 28 - November 1 Informational)

- **October 21, 2019 – November 8, 2019**
  **Concept/Topic:**
  - Reading Focus: Spotlight on Informational Text
  - Cross Genres: Realistic Fiction, Persuasive Texts
  - U2 - WK3 Wolf Island (3 days)
  - U2 - WK4 Welcome Back, Wolves! And Wolves Don’t Belong in Yellowstone (4 days)
  - U2 - WK5 Nature’s Patchwork (3 days)
  - Achieve 3000 (3 days)

  **Story Time Novels:**
  - Exploring Ecosystem with Max Axion, Super Scientist or The Truth About Bats

- **Writing Focus:** Informational / STAAR
- **Pearson:** Develop Structure (3 days)
- **Pearson:** Writer’s Craft (4 days)
- **Pearson:** Publish, Celebrate, and Assess (3 days)

- **UOS:** Boxes and Bullets, Bend II Lessons 8-11, 13

- **Unit 2C:** 3.1A, 3.2A, 3.2D, 3.2Aii, 3.2Aiii, 3.2B, 3.2Bi, 3.2Biv, 3.2Bv, 3.2D; 3.3B, 3.3D; 3.6B, 3.6D, 3.6E, 3.6F, 3.6G, 3.6H, 3.6I; 3.7C, 3.7E, 3.7F, 3.7G; 3.8, 3.9DIII, 3.9DIii, 3.9DIii; 3.9E, 3.10A, 3.10B, 3.10D, 3.10F; 3.11A, 3.11B, 3.11Bii, 3.11C, 3.11D, 3.11Dii, 3.11Div, 3.11Dv, 3.11Dvi, 3.11Dx, 3.11Dxi, 3.11E, 3.12B

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**Unit 3A: Fiction! Exploring Literary Elements**

- **Number of Days:** 15
- **Assessment Day(s):** 1 (Teacher Created)
- **Dates:** November 11, 2019 – December 6, 2019

- **Concept/Topic:**
  - Reading Focus: Spotlight on Historical Fiction
  - U3 – WK1 Below Deck: A Titanic Story (4 days)
  - U3 – WK2 Grandaddy’s Turn: A Journey to the Ballot Box (4 days)
  - U3 – WK3 from Little House on the Prairie and By the Shores of Silver Lake (3 days)
  - Achieve 3000 (3 days)

- **Story Time Novels:**
  - The Tale of Despereaux: Being the Story of a Mouse, a Princess, Some Soup, and a Spool of Thread

- **Writing Focus:** Informational / Research
- **Pearson:** Introduce and Immers (4 days)
- **Pearson:** Develop Elements (4 days)
- **Pearson:** Develop Structure (3 days)

- **UOS:** The Art of Informational Writing, Bend I Lessons 1-5

- **Unit 3A:** 3.1A, 3.1C, 3.2A, 3.2Aii, 3.2Av, 3.2B, 3.2Bvii, 3.2Bv, 3.2D; 3.3A, 3.3B, 3.3C, 3.3D; 3.6A, 3.6B, 3.6C, 3.6D, 3.6E, 3.6F, 3.6G, 3.6H; 3.7A, 3.7B, 3.7C, 3.7D, 3.7E, 3.7G; 3.8A, 3.8B, 3.8C, 3.8D; 3.10A, 3.10B, 3.10C, 3.10G, 3.10D, 3.10E, 3.10F; 3.11A, 3.11B, 3.11Bi, 3.11Bi, 3.11C, 3.11D, 3.11Dii, 3.11Div, 3.11Dv, 3.11Dvi, 3.11Dvii, 3.11Dx, 3.11Dxi, 3.11E, 3.12B

---

**redesigned**

**SCOPE & SEQUENCE**
<table>
<thead>
<tr>
<th>ELA.3.3.B (Grade 3)</th>
<th>Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.2.3.B (Grade 2)</td>
<td>Use context within and beyond a sentence to determine the meaning of unfamiliar words</td>
</tr>
<tr>
<td>ELA.1.3.B (Grade 1)</td>
<td>Using illustrations and texts, the student is able to read or hear to learn or clarify word meanings</td>
</tr>
<tr>
<td>ELA.K.3.B (Kindergarten)</td>
<td>Using illustrations and texts, the student is able to read or hear to learn or clarify word meanings</td>
</tr>
<tr>
<td>II.D.4 (Pre-K)</td>
<td>Child uses a large speaking vocabulary, adding several new words daily.</td>
</tr>
</tbody>
</table>

**VERTICAL ALIGNMENT of Essential Skills**
The student is expected to use context within a sentence to determine the meaning of unfamiliar words and multiple-meaning words. Beyond a sentence, they should use context to determine the meaning of unfamiliar words and multiple-meaning words.
Professional Learning

GRADES 2-3

- Core Reading Skills
  - Phonological Awareness
  - Phonics
  - Vocabulary
  - Fluency
  - Comprehension

- Support for Priority Campuses

- Achieve3000 Model Lessons
Elementary Leadership
Literacy Support Focus

• Literacy Quick-Start Guide
• Literacy Implementation Plan
  • 25 campuses selected based on Accountability & SPF
  • Achieve3000 support embedded
• Campus CIP plans embedded with Board Goals
• Executive Director campus visits
  • 80% of schedule at campuses
  • MAP fluency progress monitoring
Next Steps

For Supporting Early Literacy in Fort Worth ISD

- Aligned Literacy Vision
- Engaged Literacy Strategy
- Literacy Academies
- Aligned Coaching Model