

Assessment and Accountability

October 3, 2023



Accountability Overview



Delay in 2023 A-F Academic Accountability



- On September 12, 2023, TEA announced that the ratings will be delayed from the original September 28th release date to sometime in late October or early November.
- Accountability information will be presented after it is received from the state.
- Current public STAAR score data does not include the application of rules specific to accountability.

2023 A-F Accountability System



According to state law, the purpose of A-F accountability is:

- to continuously improve student performance
- eliminating achievement gaps based on race, ethnicity, and socioeconomic status
- to ensure this state is a national leader in preparing students for postsecondary success.

Improve Student
Performance



Eliminate
Achievement Gaps



Prepare Students for
Postsecondary Success



2023 A-F Accountability System



BEST OF Domain I or II: 70% of total rating

Domain I
Student
Achievement

Domain II
School Progress

Domain IIA
Academic Growth

Domain IIB
Relative
Performance

30% of total rating

Domain III
Closing the Gaps

2023 A-F Accountability System Elementary & Middle Schools



Whichever of these a campus does the best in will be 70% of their overall score.

Domain I Student Achievement

- **100% STAAR Performance**
- Average of: Approaches, Meets, and Masters Grade Level Scores

Domain IIA Academic Growth

- **Annual Growth:** Compares current year and prior year STAAR Performance Level using a Transition Table
- **Accelerated Learners:** Awards additional points for moving Accelerated Learners to Approaches Grade Level or higher.

Domain IIB Relative Performance

- Compares STAAR Performance to a campus's economic disadvantaged percentage.

2023 A-F Accountability System Elementary & Middle Schools



This will be 30% of a campus score.

Domain III Academic Achievement Status

- Percent at Meets Grade Level in RLA
- Percent at Meets Grade Level in Math

30%

Domain III Academic Growth Status

- Growth on the transition table in RLA
- Growth on the transition table in Math

50%

Domain III English Language Proficiency

- TELPAS Growth for all Emergent Bilingual students

10%

Domain III Student Success Status

- All subjects STAAR Performance

10%

2023 A-F Accountability System Elementary & Middle Schools



Each Status Receives an Indicator for the following four groups

All Students

Lowest Race/Ethnicity
Group from the Prior
Year

Second Lowest
Race/Ethnicity Group
from the Prior Year

High Focus Group

African American, Hispanic, White, Asian, American
Indian, Pacific Islander, Two or More Races

Super Group

Domain III
Academic
Achievement Status

30%

Domain III
Academic Growth
Status

50%

Domain III
English Language
Proficiency

10%

Domain III
Student Success
Status

10%

2023 A-F Accountability System High Schools



Whichever of these a campus does the best in will be 70% of their overall score.

Domain I Student Achievement

- **40% STAAR Performance**
- **40% College, Career, and Military Readiness**
- **20% State Graduation Rate**

Domain IIA Academic Growth

- **Annual Growth:** Compares current year and prior year STAAR Performance Level using a Transition Table
- **Accelerated Learners:** Awards additional points for moving Accelerated Learners to Approaches Grade Level or higher.

Domain IIB Relative Performance

- Compares the following to the economic disadvantage percentage:
 - **50% STAAR Performance**
 - **50% College, Career, and Military Readiness**

2023 A-F Accountability System High Schools



This will be 30% of a campus score.

Domain III Academic Achievement Status

- Percent at Meets Grade Level in RLA
- Percent at Meets Grade Level in Math

50%

Domain III School Quality Status-Career and College Readiness

- Percent of students achieving a CCMR point

30%

Domain III English Language Proficiency

- TELPAS Growth for all Emergent Bilingual students

10%

Domain III Federal Graduation Rate

- Graduation Rate information without state exclusions

10%

2023 A-F Accountability System High Schools



Each Status Receives an Indicator for the following four groups

All Students

Lowest Race/Ethnicity
Group from the Prior
Year

Second Lowest
Race/Ethnicity Group
from the Prior Year

High Focus Group

African American, Hispanic, White, Asian, American
Indian, Pacific Islander, Two or More Races

Super Group

Domain III
Academic
Achievement Status

50%

Domain III
Academic Growth
Status

30%

Domain III
English Language
Proficiency

10%

Domain III
Student Success
Status

10%

2023 A-F Accountability System Elementary & Middle Schools



The indicator received is based on a 4-Point System

- 4-Points: meets the long term target due to be implemented in 2038
- 3-Points: meets the current target
- 2-Point: makes significant progress towards reaching the 2028 Interim Target
- 1-Point: makes minimal progress

2023 A-F Accountability System

What is the High Focus Super Group?



The **High Focus Group** is a non-duplicated group of all students who are:

- Economically disadvantaged
- Emergent bilingual or monitored
- Receives special education services
- Highly Mobile:
 - Foster Care
 - Homeless
 - Migrant

2023 A-F Accountability System

What is a transition table?



A transition table shows the points awarded when comparing a student's prior year STAAR level to the current year STAAR level.

Prior Year* Performance on STAAR	Current Year Performance on STAAR					
	Low Did Not Meet Grade Level	High Did Not Meet Grade Level	Low Approaches Grade Level	High Approaches Grade Level	Meets Grade Level	Masters Grade Level
Low Did Not Meet Grade Level	0	1	1	1	1	1
High Did Not Meet Grade Level	0	1/2	1	1	1	1
Low Approaches Grade Level	0	0	1/2	1	1	1
High Approaches Grade Level	0	0	0	1/2	1	1
Meets Grade Level	0	0	0	0	1	1
Masters Grade Level	0	0	0	0	0	1

2023 A-F Accountability System

How are district ratings calculated?



- A district's rating is calculated by Domain, similar to a campus rating.
 - The best of Domain I, IIA, or IIB will be 70% of the rating.
 - The remaining 30% will come from Domain III.
- The performance of each campus throughout the district is combined using a weighted average.
 - The weight of a campus is based on the enrollment in grades 3-12.
 - In Conroe ISD, the weight of a campus varies from about 0.5% to about 10%.
- If any one campus in the district receives a Domain score of a D or lower, the district will be capped at an 89 in that domain, regardless of the district's actual average.
- If any one campus in the district receives an overall score of a D or lower, the district's overall score will be capped at an 89 regardless of the actual average.

School Improvement Summary



School Improvement Department

Established 4 years ago

- Jeff Fuller, Executive Director
- Hartwell Brown, Director
- Malinda Stewart, Director

Assessment Department

- **Extension of Teaching & Learning Department**
 - Wendy Tisdell, Coordinator of Assessment and Instructional Materials
 - Lauren Helfer, Coordinator of Accountability, Data Analysis, & Performance Reporting
 - Rachel Moore, Assessment Specialist
- **Data Coaches**
 - Lindsey Norton, Elementary Schools Data Coach
 - Meagan Morse, Middle Schools Data Coach
 - Gabriella Williams, High Schools Data Coach

School Improvement Summary



- Without proper monitoring, any school can quickly fall behind.
- Administrators require support to help teachers and themselves through observation and feedback cycles.
- We are more deliberate in our approach to campus needs.
- Data-driven instruction plays a crucial role in student progress.
- Schools need assistance with attendance monitoring and preventing dropouts.
- We must continue to cultivate a pipeline of future administrators.
- It is important to expand our department and collaborate with the assessment department to educate administrators on assessment literacy and the accountability system.
- A solid campus improvement plan that drives a campus goal is imperative.
- Establishing strong systems and routines is essential to a school's success.
- Building relationships with all members of the school community is just as important.

School Improvement Goals



Conroe ISD will achieve an 'A' Rating by specifically targeting:

- Schools identified as needing high support based off of academic and/or other unique needs with a history of low performance or trending in a downward trajectory
- Schools identified as needing medium support based off of academic and/or unique needs but support is not as intensive as campus can move in an upward trend over a short period of time
- Schools identified as needing low support/monitoring are also based off of academic and/or unique needs but have been trending upward and are in a phase of discontinuing support

School Improvement Goals



The Department of School Improvement & Transformational Leadership works in conjunction with the Teaching & Learning Department and the Student Support Services Department. We coordinate efforts between the departments in coaching administrators and providing support in curriculum and instruction, behavior management, growing campus culture, and system development and implementation.

Principal Meetings

- Legal/ Policy
- Campus Culture Connection
- Learning Time
- Division Breakouts

School Improvement Goals



We have offered multiple trainings this year addressing:

- Observation feedback cycles
- Campus Improvement Plan comprehensive needs assessment and root cause analysis along with goal setting and strategy implementation
- Data analysis with focus on progress monitoring and strategy groups
- Data Driven Instruction and reteaching misconceptions
- Utilizing Problem Solving Teams to address academic, behavior, attendance and dropout issues

School Improvement Goals



High Support

- Required data monitoring
- Data dashboard
 - Literacy & math assessments
 - District Common Formative Assessments
 - Campus Assessments
 - Interim Assessments
- School Improvement Director and Data Coach Weekly
- Data Meetings with key stakeholders
 - Assistant Superintendent of Schools
 - Teaching & Learning Asst. Supt. and/or Director
 - School Improvement Director
 - Special Education Coordinator
 - Content Coordinator
 - Accountability Coordinator and/or data coach
 - Campus Team

School Improvement Goals



Medium Support

- Required data monitoring
- Data dashboard
 - District Common Formative Assessments
 - Interim Assessments
- School Improvement Director and Data Coach Bi-Monthly
- Data Meetings with key stakeholders
 - Director of Elementary Education
 - School Improvement Director
 - Data Coach
 - Campus Team

School Improvement Goals



Low Support

- Required data monitoring
- Data dashboard
 - District Common Formative Assessments
 - Interim Assessments
- School Improvement Director and Data Coach Quarterly
- Data Meetings with key stakeholders
 - School Improvement Director
 - Data Coach
 - Campus Team

Teaching & Learning Next Steps - Emergent Bilingual



- Purchased Summit K12 - 26 campuses
 - 18 Elementary Schools
 - 3 Intermediate Schools
 - 2 Junior High Schools
 - 3 High Schools
- Purchased Imagine Learning for all Two-Way Dual Language campuses
- Additional Professional Learning Opportunities added:
 - Boosting Literacy for Secondary Emergent Bilingual Students
 - Guided Reading in the Bilingual Classroom
 - Bridging Language: Translanguaging and Crosslinguistic Strategies for the Bilingual Classroom in all Content Areas
 - Content, Language & Literacy Integration Framework (CLIFF)

Teaching & Learning Next Steps - All Grades



- Math & Literacy Coaches on all campuses
- Instructional Coaches (ICs) Symposium includes the following professional learning opportunities:
 - Instructional Materials Selection (EFA Local & Instructional Materials Allotment)
 - Review of the Classroom Management Framework STOIC (Structure, Teacher, Observe, Interact, and Correct)
 - Campus Coach Cohorts for Collaborative Work
 - Campus Embedded Professional Learning through Lab Sites
 - Curriculum Map Updates and Connections to Instruction
 - Campus Data Dashboard Overview
 - Crafting Your Message: Tips and Tricks for Presentations
 - Big Picture Planning Trainer of Trainers

STAAR Scores



Elementary Scores

Grade 3 Reading Language Arts-English



	% Approaches	% Meets	% Masters
2023 Conroe ISD	86	63	28
2023 State	77	50	20
2022 Conroe ISD	84	63	42
2022 State	77	52	31

Grade 3 Reading Language Arts-Spanish



	# of Tests	% Approaches	% Meets	% Masters
2023 Conroe ISD	395	55	24	11
2023 State	30,213	54	26	14
2022 Conroe ISD	334	59	24	14
2022 State	29,750	55	24	14

Grade 3 Math-English



	% Approaches	% Meets	% Masters
2023 Conroe ISD	84	60	31
2023 State	72	43	19
2022 Conroe ISD	82	58	35
2022 State	70	42	21

Grade 3 Math-Spanish



	# of tests	% Approaches	% Meets	% Masters
2023 Conroe ISD	351	66	26	6
2023 State	16,454	57	23	6
2022 Conroe ISD	283	65	30	13
2022 State	15,517	56	26	10

Grade 4 Reading Language Arts-English



	% Approaches	% Meets	% Masters
2023 Conroe ISD	86	61	31
2023 State	78	47	21
2022 Conroe ISD	86	67	40
2022 State	77	54	29

Grade 4 Reading Language Arts-Spanish



	# of tests	% Approaches	% Meets	% Masters
2023 Conroe ISD	323	55	34	15
2023 State	21,694	51	31	13
2022 Conroe ISD	319	50	30	16
2022 State	21,904	49	29	15

Grade 4 Math-English



	% Approaches	% Meets	% Masters
2023 Conroe ISD	83	65	37
2023 State	70	47	22
2022 Conroe ISD	83	59	37
2022 State	69	41	23

Grade 4 Math-Spanish



	# of tests	% Approaches	% Meets	% Masters
2023 Conroe ISD	270	59	32	10
2023 State	11,497	47	22	7
2022 Conroe ISD	239	46	17	6
2022 State	10,287	45	18	8

Teaching & Learning Next Steps - Elementary



- Reading Language Arts Updates
 - Systematic Rollout of the *Benchmark Phonics* Resource in Grades K-4
 - Substantial Investment in Elementary Literacy Resources to Create Equity Across Campuses
 - In-Person Reading Academy Training
 - A Yearlong Approach to Targeted Test Preparation
 - Development of a District-Wide Common Assessment Bank
- Mathematics Updates
 - Grade Level Specific Student Expectation Unpacking
 - K-2 Mathematics Standards Based Reporting
 - Guided Math: Tiering Small Group Professional
 - Math Review Trainer of Trainers
 - Fact Fluency Trainer of Trainers

Elementary Summary



- Staffing:
 - Hiring early at a 22:1 projected ratio makes a difference.
 - The practice of allocating 2 campus instructional coaches allows Title I campuses to make critical decisions that have a daily impact on their campus such as hiring behavior support, interventionists, etc.
 - Additional staffing to support elementary campuses has helped administrators reallocate their time.
 - Supporting universities, especially the yearlong residents from Sam Houston State University, has helped with recruiting and training simultaneously.

Elementary Summary



- Intervention & Enrichment:
 - Domain IIA has an intentional focus on individual student growth for all students which needs to be the main focus of each campus.
 - All students need intervention but the intensity & frequency may differ.
 - All campuses need to track individual progress of all students and have a systematic approach to address gaps in learning.
 - Students of all ages should be tracking their learning goals and be able to identify what learning goals they have reached.
 - When our campuses focus on individual student growth, STAAR assessment data will reflect that growth, but more importantly, students will have a stronger mastery of essential standards and skills.

Elementary Goals



- To increase the percentage of students in each grade level and content area by 5% points in the meets expectations level.
- To increase the percentage of students in each grade level and each content area by 3% points in the masters expectations level.
- To increase the number of elementary campuses using the Domain IIA score as the dominant score in the Accountability System (number to be determined when TEA releases the final 2023 scores).
- Continue to provide feedback and assist campuses with Problem Solving Teams to ensure that each of our campuses are conducting meetings that effectively address the individual needs of struggling students, both for behavioral and academic needs.
- Increase the level of support given to elementary principals and their campuses in order to monitor and provide feedback on instructional plans and relevant data.
- Continue to provide professional development for our campus leaders that focuses on their specific leadership goals.

STAAR Scores



Middle Schools

Grade 5 Reading Language Arts-English



	% Approaches	% Meets	% Masters
2023 Conroe ISD	86	66	39
2023 State	81	56	28
2022 Conroe ISD	85	65	46
2022 State	80	57	37

Grade 5 Reading Language Arts-Spanish



	# of tests	% Approaches	% Meets	% Masters
2023 Conroe ISD	171	57	31	7
2023 State	15,991	62	33	14
2022 Conroe ISD	158	57	27	11
2022 State	16,181	64	33	13

Grade 5 Math-English



	% Approaches	% Meets	% Masters
2023 Conroe ISD	87	63	33
2023 State	79	50	21
2022 Conroe ISD	84	59	36
2022 State	76	47	24

Grade 5 Math-Spanish



	# of tests	% Approaches	% Meets	% Masters
2023 Conroe ISD	149	60	19	5
2023 State	8,483	57	23	5
2022 Conroe ISD	142	45	13	4
2022 State	7,465	49	20	7

Grade 5 Science-English



	% Approaches	% Meets	% Masters
2023 Conroe ISD	76	49	26
2023 State	64	34	15
2022 Conroe ISD	78	53	28
2022 State	66	37	17

Grade 5 Science-Spanish



	# of tests	% Approaches	% Meets	% Masters
2023 Conroe ISD	142	30	5	1
2023 State	9,775	33	9	2
2022 Conroe ISD	144	30	11	1
2022 State	8,978	33	11	3

Grade 6 Reading Language Arts



	% Approaches	% Meets	% Masters
2023 Conroe ISD	85	65	35
2023 State	75	50	21
2022 Conroe ISD	79	56	35
2022 State	69	42	22

Grade 6 Math



	% Approaches	% Meets	% Masters
2023 Conroe ISD	85	58	33
2023 State	74	37	15
2022 Conroe ISD	85	59	34
2022 State	72	37	15

Teaching & Learning Next Steps - Intermediate



- Reading Language Arts
 - Systematic Rollout of the *Benchmark Phonics* Resource in Grade 5
 - A Yearlong Approach to Targeted Test Preparation
 - Development of a District-Wide Common Assessment Bank
- Mathematics
 - Grade Level Specific Student Expectation Unpacking
 - Guided Math: Tiering Small Group
 - Math Review Trainer of Trainers
 - Fact Fluency Trainer of Trainers
- Science
 - Big picture planning with grade-level teams to guarantee curriculum alignment.
 - Using data dashboard for targeted intervention
 - Science best practices - 5Es lessons, Small groups(Anchor activities), Science Success, Interactive word walls
 - Content leadership training on **3-D Learning** (*New TEKS, Science & Engineering Practices & Recurring Themes & Concepts*)

Intermediate Summary



- Intervention & Enrichment:
 - Domain IIA has an intentional focus on individual student growth for all students which needs to be the main focus of each campus.
 - All students need intervention but the intensity & frequency may differ.
 - All campuses need to track individual progress of all students and have a systematic approach to address gaps in learning.
 - Students of all ages should be tracking their learning goals and be able to identify the learning goals they have reached.
 - As we meet with each campus in CISD and listen to their plan for student growth on an individual basis, it is exciting to see the impact of instructional coaches on each campus and the overall knowledge level of the entire leadership teams.

Intermediate Summary



- Refocus on the processes of Professional Learning Communities (PLC)
 - Philosophy is that entire campus participates in educating children
 - Teacher teams meet to study student data from assessments
 - Decisions are made for next steps based on this data
 - What should the students who demonstrated mastery do next?
 - How should reteaching occur for those students who did not master the concept?
 - Develop the next assessment, decide as a team what mastery will look like for the next set of concepts in order to create the lesson plans for that unit

Intermediate Summary



- Instructional Coach positions
- Schoolwide Behavior and Procedures (Foundations Team)
 - Prioritize procedures that have been put in place previously
 - Observation/Feedback on these policies
 - Foundations Team meets to discuss areas for growth then retrain staff at faculty meetings

Intermediate Goals



- To increase the number of campuses using the Domain IIA score as the dominant score in the Accountability System (number to be determined when TEA releases the final 2023 scores).
- To fully implement the PLC process in each academic team and incorporate student growth concepts into planning.
- Better utilize the campus Foundations Teams by increasing data collection and observation of Foundations procedures, sharing this data with the staff, and adjusting training at faculty meetings as necessary.

Grade 7 Reading Language Arts



	% Approaches	% Meets	% Masters
2023 Conroe ISD	84	63	37
2023 State	77	52	26
2022 Conroe ISD	85	63	46
2022 State	78	54	37

Grade 7 Math



	% Approaches	% Meets	% Masters
2023 Conroe ISD	62	34	6
2023 State	61	35	10
2022 Conroe ISD	64	28	7
2022 State	59	29	12

Grade 8 Reading Language Arts



	% Approaches	% Meets	% Masters
2023 Conroe ISD	88	68	39
2023 State	82	56	27
2022 Conroe ISD	85	63	44
2022 State	82	56	37

Grade 8 Math



	% Approaches	% Meets	% Masters
2023 Conroe ISD	88	65	33
2023 State	74	44	16
2022 Conroe ISD	85	63	28
2022 State	70	38	13

Grade 8 Science



	% Approaches	% Meets	% Masters
2023 Conroe ISD	85	63	30
2023 State	72	45	16
2022 Conroe ISD	84	61	39
2022 State	73	43	22

Grade 8 Social Studies



	% Approaches	% Meets	% Masters
2023 Conroe ISD	73	45	28
2023 State	60	31	15
2022 Conroe ISD	72	45	31
2022 State	59	29	17

Teaching & Learning Next Steps - Jr. High



- Reading Language Arts
 - New Curriculum Maps include increased emphasis on informational texts & cross-text synthesis
 - Quarterly summative assessment exemplars using 2023 STAAR/EOC released items
 - “Thin-slicing” reviews with quarterly Extended Constructed Responses (ECRs)
 - Campus individual team analysis of STAAR ECRs and rubric calibration
- Mathematics
 - Content and planning reboot for all 7th and 8th grade math teachers
 - Components Included: Objectives - the Why of the Lesson, Prior-Knowledge Activities, Academic Language Vocabulary as Part of Instruction, Lower- and Higher-Level-Cognitive-Demand Mathematical Task Balance, Whole-Group Discourse and Small-Group Discourse Balance, and Lesson Closure for Evidence of Learning

Teaching & Learning Next Steps - Jr. High



- Science
 - Big picture planning with grade-level teams to guarantee curriculum alignment
 - Content leadership training on **3-D Learning** (*New TEKS, Science & Engineering Practices & Recurring Themes & Concepts*)
 - Professional learning focusing of Science best practices - 5Es lesson, Small groups(Anchor activities), and Science Success
- Social Studies Updates
 - Addition of a new Social Studies coach focused on JH Social Studies (SS).
 - Big picture planning and alignment of 4th-7th grade SS to ensure students are entering 8th grade with required skills for STAAR
 - Aligning all campus-based assessments to STAAR format (new item types and processing skills)
 - New instructional framework focused on backwards design and skill development

Junior High Summary



- Refocus on the processes of Professional Learning Communities (PLC)
 - Philosophy is that entire campus participates in educating children
 - Teacher teams meet to study data from assessments
 - Decisions are made for next steps based on this data
 - What should the students who demonstrated mastery do next?
 - How should reteaching occur for those students who did not master the concept?
 - Develop the next assessment, decide as a team what mastery will look like for the next set of concepts

Junior High Summary



- Intervention & Enrichment:
 - Domain IIA has an intentional focus on individual student growth for all students that needs to be the main focus of each campus.
 - All students need intervention but the intensity & frequency may differ.
 - All campuses need to track individual progress of all students and have a systematic approach to address gaps in learning.
 - Students of all ages should be tracking their learning goals and be able to identify what learning goals they have reached.
 - When our campuses focus on individual student growth, STAAR assessment data will reflect that growth, but more importantly, students will have a stronger mastery of essential standards and skills.

Junior High Summary



- New Associate Principal position
- Instructional Coach positions
- Schoolwide Behavior and Procedures (Foundations Team)
 - Communicate with parents and community at a level that leaves no information gaps
 - Prioritize procedures that have been put in place previously
 - Share these procedures in a detailed manner with all staff
 - Observation/Feedback on these policies
 - Foundations Team meets to discuss areas for growth then retrain staff at faculty meetings

Junior High Goals



- To increase the number of campuses using the Domain IIA score as the dominant score in the Accountability System (number to be determined when TEA releases the final 2023 scores).
- To fully implement the PLC process in each STAAR tested team.
- Better utilize the campus Foundations Teams by increasing data collection and observation of Foundations procedures, sharing this data with the staff, and adjusting training at faculty meetings as necessary. This, in turn, will decrease unwanted behaviors in the school.

STAAR Scores



High Schools

English I EOC-Spring 2023 Administration



	% Approaches	% Meets	% Masters
2023 Conroe ISD	79	65	21
2023 State	71	54	14
2022 Conroe ISD	72	59	18
2022 State	63	48	11

English II EOC-Spring 2023 Administration



	% Approaches	% Meets	% Masters
2023 Conroe ISD	81	65	13
2023 State	74	56	9
2022 Conroe ISD	78	67	13
2022 State	71	57	9

Algebra I EOC-Spring 2023 Administration



	% Approaches	% Meets	% Masters
2023 Conroe ISD	84	55	35
2023 State	78	45	24
2022 Conroe ISD	78	52	38
2022 State	74	46	30

Biology EOC-Spring 2023 Administration



	% Approaches	% Meets	% Masters
2023 Conroe ISD	94	72	37
2023 State	89	57	22
2022 Conroe ISD	89	71	35
2022 State	82	57	23

US History EOC-Spring 2023 Administration



	% Approaches	% Meets	% Masters
2023 Conroe ISD	98	84	57
2023 State	95	71	39
2022 Conroe ISD	95	84	62
2022 State	89	71	44

Teaching & Learning Next Steps - High Schools



- Reading Language Arts:
 - New Curriculum Maps include Increased emphasis on informational texts & cross-text synthesis
 - Quarterly summative assessment exemplars using 2023 STAAR/EOC/PSAT released items
 - “Thin-slicing” reviews with quarterly Extended Constructed Responses (ECRs)
 - Campus individual team analysis of STAAR ECRs and rubric calibration
 - PSAT prep unit developed & shared with teams
- Mathematics:
 - Content and planning reboot for all Algebra 1 math teachers
 - Components Included: Objectives - the Why of the Lesson, Prior-Knowledge Activities, Academic Language Vocabulary as Part of Instruction, Lower- and Higher-Level-Cognitive-Demand Mathematical Task Balance, Whole-Group Discourse and Small-Group Discourse Balance, and Lesson Closure for Evidence of Learning

Teaching & Learning Next Steps - High Schools



- Mathematics (continued):
 - TSIA daily math reviews for 10-week implementation with juniors and seniors
 - SAT exemplars and practice items in junior and senior curriculum maps
- Science
 - Content leadership training on **3-D Learning** (*New TEKS, Science & Engineering Practices & Recurring Themes & Concepts*)
 - Professional learning focusing on science best practices - 5Es lesson, Small groups (Anchor activities), and Science Success
- Social Studies
 - Dedicated instructional coach to work with High School only
 - Big picture planning and alignment of 9th-10th grade SS to ensure students are entering 11th grade with required skills for STAAR
 - Aligning all campus-based assessments to STAAR format (new item types and processing skills)
 - New instructional model focused on backwards design and skill development

High School Summary



- Staffing:
 - The practice of allocating two campus instructional coaches (mainly in Language Arts and Mathematics) at all high schools grades 9-12 or 10-12 will assist campuses.
 - The practice of allocating one campus instructional coach at each Ninth Grade Campus will assist freshmen.
 - Supporting universities, especially the yearlong residents from Sam Houston State University, has helped with recruiting and training simultaneously.

High School Summary



- Intervention & Enrichment:
 - Summer Lead4Ward Training on improving Tier 1 Best Practices
 - Data Dive Academic Accountability Meetings
 - Common Formative Assessments (CFA) Academic Meetings
 - College, Career, or Military Ready (CCMR) Campus Meetings
 - The District Advanced Placement (AP) Professional Learning Conference on November 7
 - Tracking individual student growth within classrooms
 - When our campuses focus on individual student growth, STAAR assessment and other academic data, these initiatives will result in academic growth, but more importantly, students will have a stronger mastery of essential standards and skills.

High School Goals



- To increase the percentage of students in Algebra 1, Biology, English 1, English 2, and U.S. History by 5% points in meets expectations level.
- To increase the percentage of students in Algebra 1, Biology, English 1, English 2, and U.S. History by 3% points in masters expectations level.
- To increase CTE Programs of Study Completers from 25% to 37%.
- To increase the percentage of graduates that are College, Career, or Military Ready (CCMR) from 65% to 69%.
- To maintain a Drop Out rate less than 2% for all secondary students.

Data Source



- All data from <https://txreports.emetric.net/>