Kindergarten Early Literacy Report

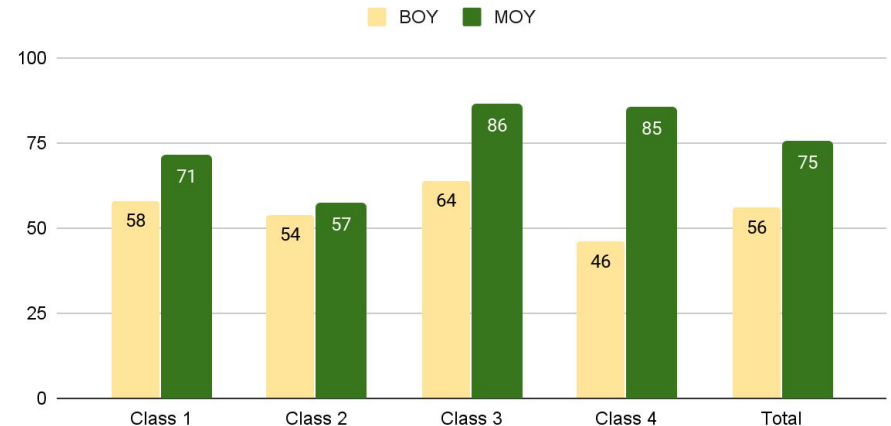| Goal 1: Percent of students performing at the Meets grade level or above on STAAR Reading (Grades 3 - EOC) Current: 62 % I 2023:63% I 2024:64% I 2025:65% I 2026:66% I 2027:67%	Overall Progress

Goal Progress Measure: 1.1 Percent of Kindergarten students on grade level in early literacy.
(2022: 59% 2023:61% 2024:63% 2025:65% 2026:67% 2027:69%)

Kindergarten students were assessed using the Texas Kindergarten Entry Assessment (TX-KEA) through CLI-Engage. The Kindergarten literacy screener includes vocabulary, letter names, and spelling.

Teacher	BOY	MOY
Class 1	46%	79%
Class 2	62%	71%
Class 3	57%	93%
Class 4	69%	100%
Total Percentages	59%	86%

Percent of Kindergarten Students on Grade Level in Early Numeracy

Kindergarten Early Numeracy Report

| Goal 1: Percent of students performing at the Meets grade level or above on STAAR Math (Grades 3 - EOC) **Current: 50 %** I 2023:52% I 2024:54% I 2025:56% I 2026:58% I 2027:60%	Overall Progress

Goal Progress Measure: 2.1 Percent of Kindergarten students on grade level in early numeracy
(Working to establish baseline)

Kindergarten students were assessed using the Texas Kindergarten Entry Assessment (TX-KEA) through CLI-Engage. The math assessment has two parts.

Teacher	BOY	MOY
Class 1	58%	71%
Class 2	54%	57%
Class 3	64%	86%
Class 4	46%	85%
Total Percentages	56%	75%

Percent of Kindergarten Students on Grade Level in Early Numeracy
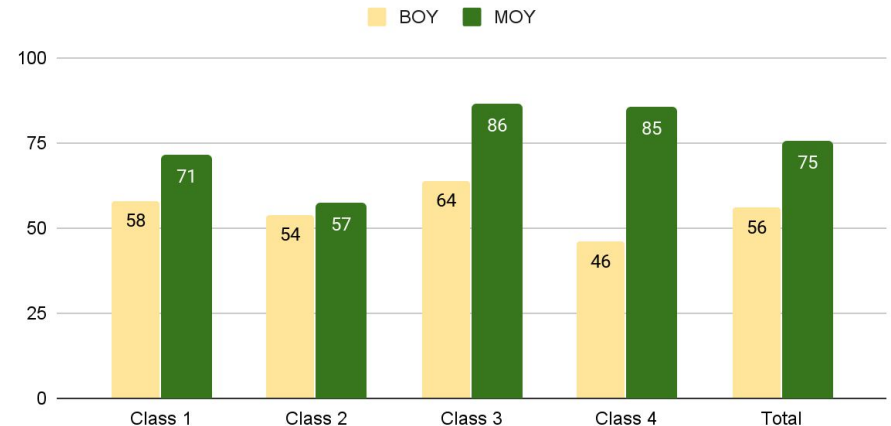
Early Literacy and Numeracy Recommendations

1. Currently there are 59 Kindergarten students. We need to determine which students are emerging below level, proficient at level, or above level.

2. Administrators will meet with Kindergarten teachers during next grade level meeting and ensure they are utilizing data to drive their instruction during the remainder of the school year. They will discuss where students are with letter and sound knowledge, vocabulary, and spelling.

3. Need to review what strategies/resources the teachers with the highest percentages of students on grade level are using for teaching literacy and numeracy.

4. Determine which skills the students mastered and which skills they struggled with and provide reteaching.

5. We will use Kindergarten end of year data as a starting point for next year for our first grade teachers.

T-TESS Update
(Texas Teacher Evaluation & Support System)

District Priority: High Quality Classroom Engagement	Overall Progress

Goal Progress Measure: 1.2 Percent of teachers meeting proficiency on T-TESS

EFES - Walkthroughs/Observations

Month	W	O
September	0	0
October	6	0
November	4	0
December	6	0
January	21	4
February	0	20
March	8	6
Totals	45	30

EFMS - Walkthroughs/Observations

Month	W	O
September	17	0
October	0	4
November	0	17
December	0	0
January	7	0
February	11	0
March	13	2
Totals	48	23

EFHS - Walkthroughs/Observations

Month	W	O
September	0	0
October	5	0
November	6	0
December	8	0
January	13	2
February	2	16
March	15	8
Totals	49	26

EFISD- Walkthroughs/Observations

Month	W	O
September	0	0
October	11	0
November	9	17
December	12	0
January	37	5
February	11	26
March	2	4
Totals	142	79

Teacher Totals:

Elementary - 29

Middle School - 23

High School - 27

T-TESS Recommendations

1. Collaborate with administrators to create Observation Calendar
   a. Walkthroughs will start earlier - August/ September
   b. Administrators will visit classrooms weekly and have a set number of walkthroughs per observation calendar per month.
   c. Observation calendar will contain formal observation and pre-conference dates for teachers.

2. Provide appraisers with T-TESS training
   a. Establish clear expectations for walkthroughs/observations
   b. Observe a lesson together, score it, and compare observations.

3. Identify the performance level of teachers: Distinguished, Accomplished, Proficient, Developing, and Improvement Needed
   a. Provide teachers scoring at developing or improvement needed with resources to help them improve.