



LEARN
Leadership | Emotional Support | Accelerate | Recovery | No Excuses

EPISD

Academics Committee Meeting

September 2021

EL PASO INDEPENDENT
SCHOOL DISTRICT



Beginning of Year (BOY) Assessments



Beginning of Year (BOY) Assessments

Texas Education Agency- BOY Assessment



Purpose:

To identify students in need of
Accelerated Instruction (AI)

EPISD- BOY Diagnostics



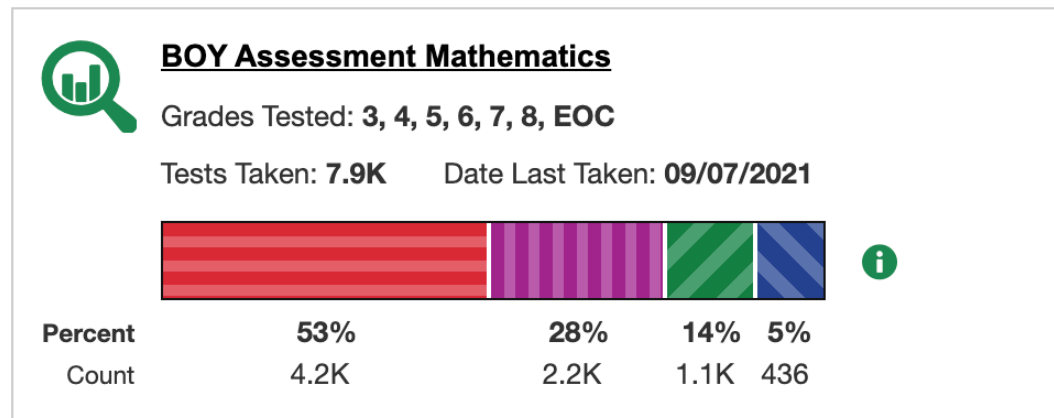
Purpose:

To identify students' learning
gaps to support instructional
planning



Beginning of Year (BOY) Assessments

Texas Education Agency- BOY Completion in Math



Did Not Meet Math
STAAR 2021

7,689 tests

+

Did Not Meet Math
STAAR BOY

4,171 tests

=

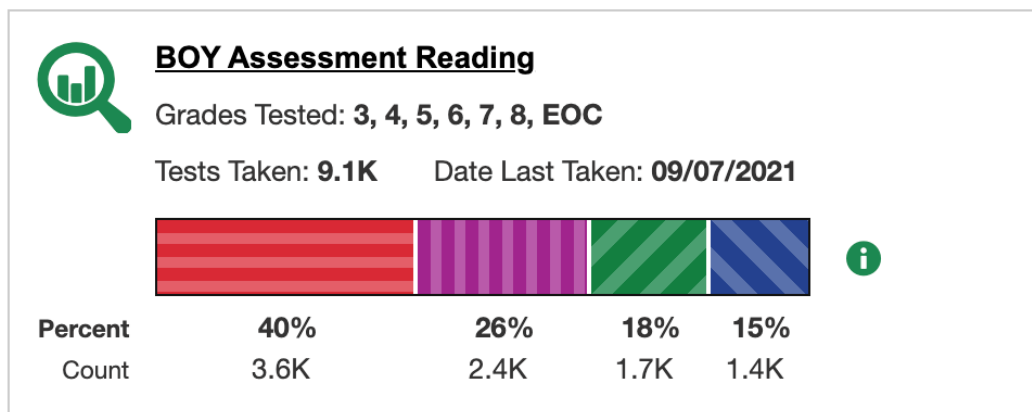
Total requiring 30 hours of
Accelerated Instruction

11,860



Beginning of Year (BOY) Assessments

Texas Education Agency- BOY Completion in Reading



Did Not Meet Reading
STAAR 2021

7,110 tests

+

Did Not Meet Reading
STAAR BOY

3,651 tests

=

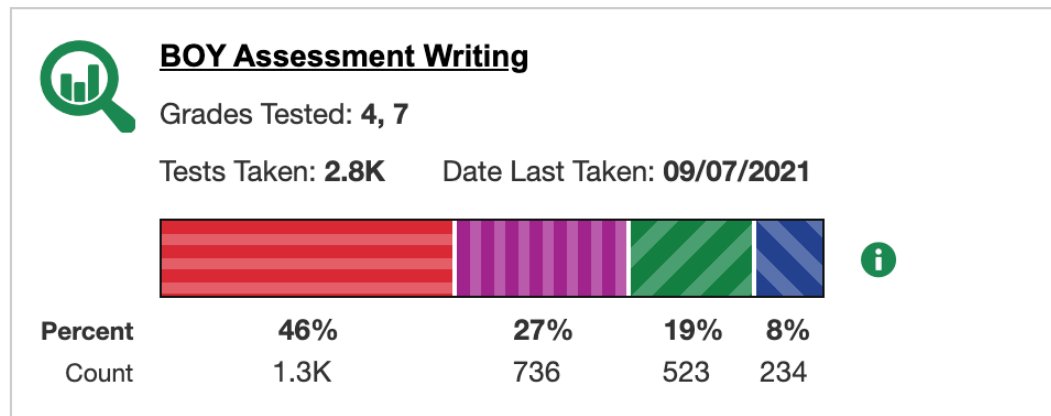
Total requiring 30 hours of
Accelerated Instruction

10,761



Beginning of Year (BOY) Assessments

Texas Education Agency- BOY Completion in Writing



Did Not Meet Writing
STAAR 2021
2,007 tests

+

Did Not Meet Writing
STAAR BOY
1,284 tests

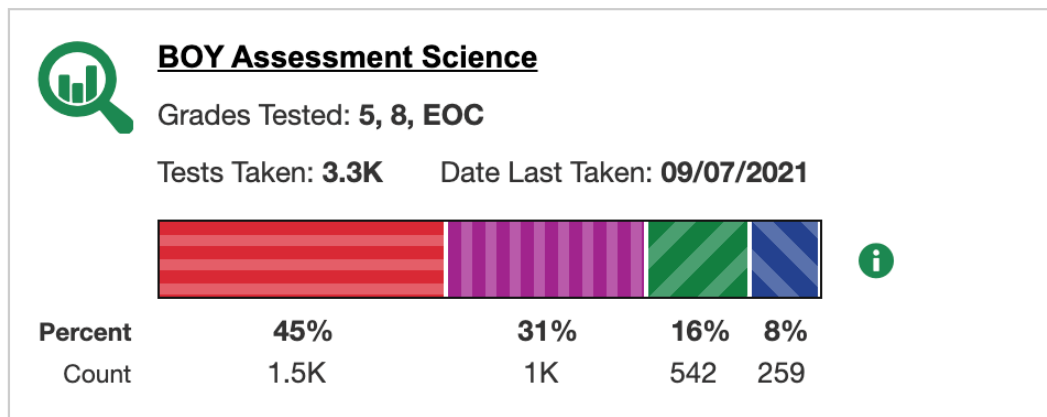
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Total requiring 30 hours of
Accelerated Instruction
3,291



Beginning of Year (BOY) Assessments

Texas Education Agency- BOY Completion in Science



Did Not Meet Science
STAAR 2021

1,749 tests

+

Did Not Meet Science
STAAR BOY

1,499 tests

=

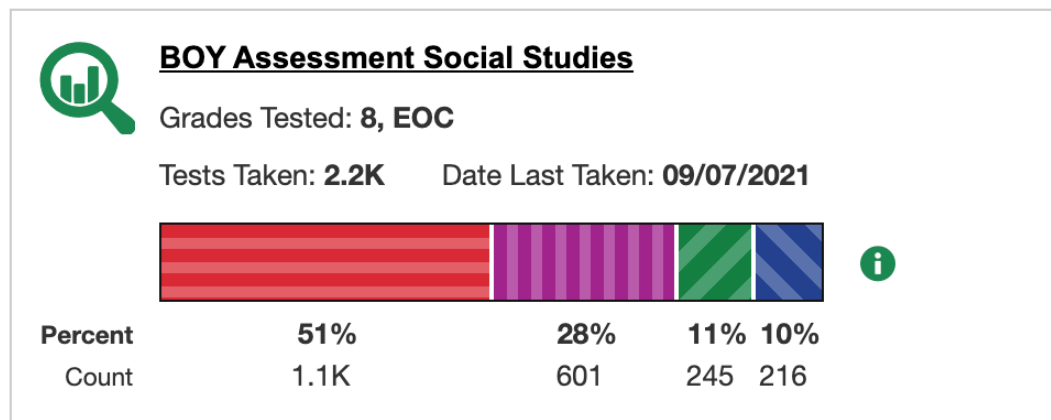
Total requiring 30 hours of
Accelerated Instruction

3,248



Beginning of Year (BOY) Assessments

Texas Education Agency- BOY Completion in Social Studies



Did Not Meet Social Studies
STAAR 2021

1,133 tests

+

Did Not Meet Social Studies
STAAR BOY

1,106 tests

=

Total requiring 30 hours of
Accelerated Instruction

2,239



EPISD BOY Diagnostics- Elementary



Component	Reading	Math
Diagnostic	iStation	STEMScopes*
Purpose	<ul style="list-style-type: none">To identify adaptive path for studentsTo have a baseline to monitor students' growth	<ul style="list-style-type: none">To have a baseline to monitor students' growth in quantile measures
Data Summary	<ul style="list-style-type: none">Students in Tier 1 are significantly lower in grades K-2Tier 1 results range from 28% to 58%	<ul style="list-style-type: none">Students in Tier 1 are significantly lower in grades 3 and 4
Implications	<ul style="list-style-type: none">Focus on vocabulary, word analysis, and reading comprehension	<ul style="list-style-type: none">Focus on foundational mathematics to move towards conceptual understanding using concrete and pictorial models



* ST Math will serve as the adaptive intervention resource for K-5 Mathematics

Accelerated Instruction: High Impact Tutoring

- Number of students/hours
- Staffing of campus tutors
- Temporary high impact instructors

Subject	# of Tests at the Did Not Meet Standard	Total Hours of AI Required
Math	11,860	355,800
Reading	10,761	322,830
Writing	3,291	98,730
Science	3,248	97,440
Social Studies	2,239	67,170
Total	31,399	941,970



EPISD BOY Diagnostics- Elementary Reading

Grade Level	Students in Tier 1 (BOY Fall 2019)	Students in Tier 1 (BOY Fall 2021)	Difference
1 st	39%	28%	-11%
2 nd	54%	42%	-12%
3 rd	59%	52%	-7%
4 th	61%	58%	-3%
5 th	68%	58%	-10%

EPISD BOY Diagnostics- Elementary Mathematics

Grade Level	Students in Tier 1 (BOY Fall 2019)	Students in Tier 1 (BOY Fall 2021)	Difference
2 nd	63%	57%	-6%
3 rd	70%	55%	-15%
4 th	49%	33%	-16%
5 th	61%	54%	-7%

EPISD BOY Diagnostics- Secondary



Component	Reading	Math
Diagnostic	1) myON → All students in grades 6-8 2) HMH → All students in grades 9-12 3) iLit → Did Not Meet STAAR (6 th -12 th) 4) TMSFA → Did Not Meet STAAR (7 th)	1) IXL → All Students
Purpose	1) Measures students' growth in reading levels 2) Measures students' growth in reading levels 3) Measures students' vocabulary, sentence/listening/ passage composition 4) Measures students' decoding, fluency, and comprehension skills (TEA Required)	<ul style="list-style-type: none"> To have a baseline to monitor students' growth and have an adaptive pathway for each student based on their needs

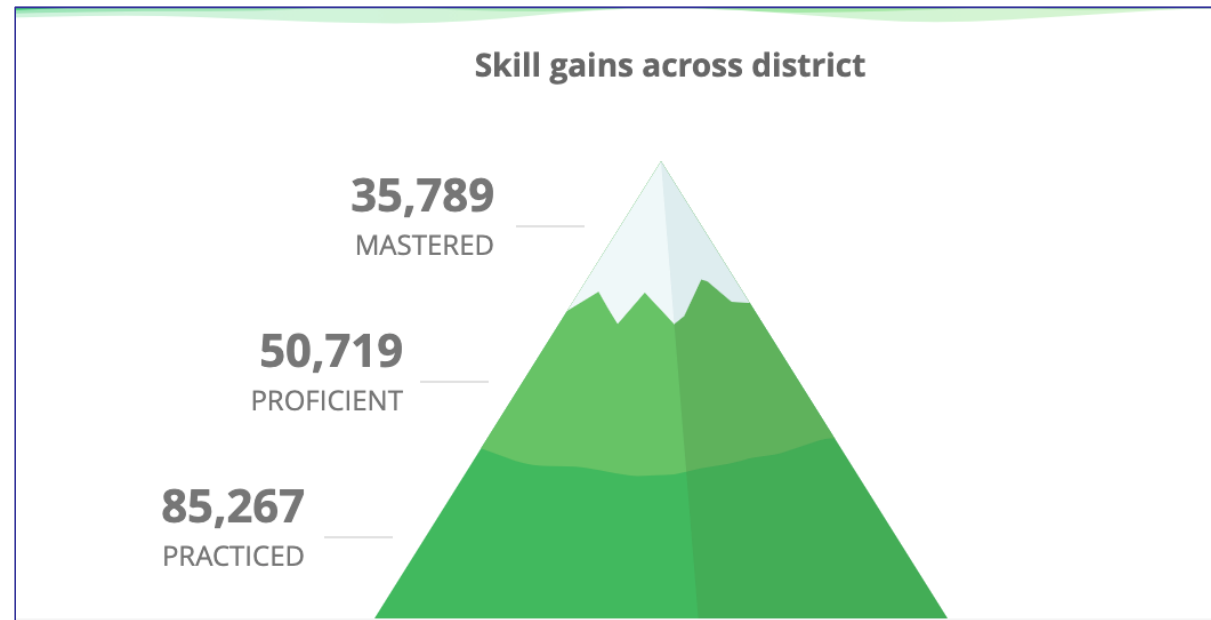


EPISD BOY Diagnostic- Secondary



- Testing still in progress

Mathematics- IXL

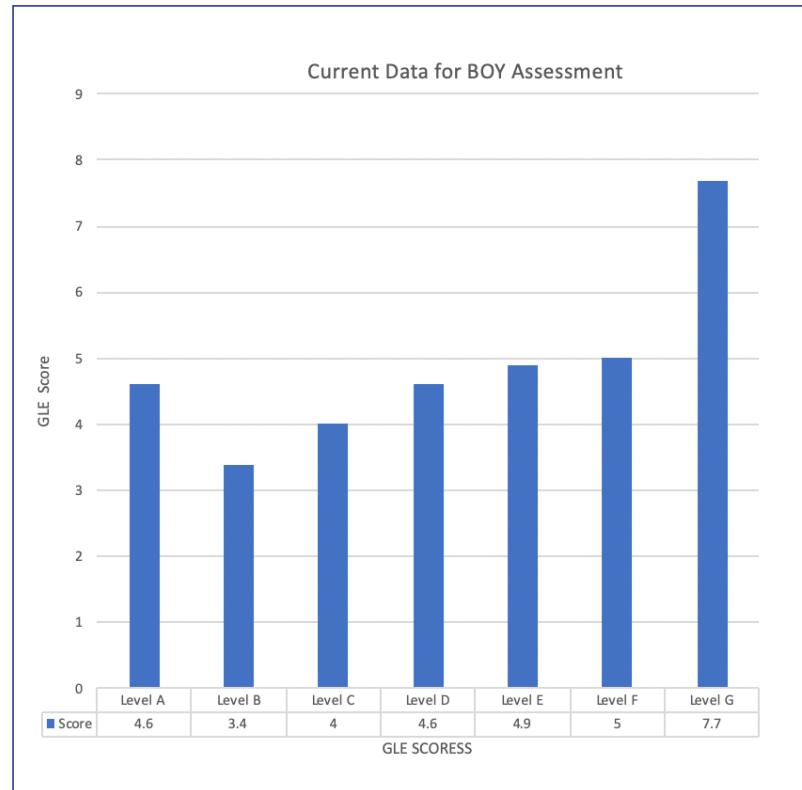


EPISD BOY Diagnostic- Secondary



Testing Still
in Progress

Reading- iLit



Looking Ahead

- Next steps in identifying students' learning gaps
- Alignment to HB4545 requirements
- Student growth from Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY)



