



Board Adopted Goals and Plans

September 19, 2019

Introductions

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Agenda

- Early Childhood and CCMR Plans
 - Requirements for both plans
 - Plan specific requirements
- Plan Components
 - Coordination
 - Developing Goals & Goal Examples
 - Progress Monitoring
 - Posting
- Board Training Requirements
- Next Steps
 - Implementation cycle
 - Available templates

Early Childhood and CCMR Plans

Why This Matters

- In keeping alignment with the state's 60x30TX goal, the School Finance Commission recommended establishing a preK through 12th grade goal of at least 60 percent proficiency at TEA's "Meets" standard at two key "checkpoints" along the state's public preK through 12th grade educational continuum:
 - Sixty percent of all students meeting the state's "Meets" standard at third-grade reading.
 - Sixty percent of all high school seniors graduating without the need for remediation and achieving (1) an industry-accepted certificate aligned with a living wage job; or (2) enrolling in post-secondary education' or (3) enrolling in the military.



The School Finance Commission recommended that each public district or charter network be required to:

- establish locally developed board goal
- annually report their goal progress publicly along with any other board goals that they measure their progress against. These data should be made available at the district and campus level.

Metrics should be disaggregated by various student groups, including family income, native language, ethnicity, gender, and special population

Plan Requirements

HB 3 requires school boards to adopt detailed plans developed by their management teams that achieve goals in two key areas:

- Early childhood literacy and mathematics (EC-LM) proficiency
- College, career, and military readiness (CCMR)



In Statute

Texas Education Code (TEC), Sections 11.185 and 11.186

Plan Requirements for Each

Both EC-LM and CCMR Plans have the requirements to:

- Assign at least one district-level administrator or employee of the regional education service center to oversee the coordination of each plan
- Set specific, quantifiable, annual goals for five years at each campus
- Be reviewed at least annually by the board at a public meeting
- Post annual report on district and campus websites

Specific Plan Requirements

EC-LM

- Annual goals for aggregate student growth on 3rd grade math and reading assessment
- Annual goals for students in each group evaluated under closing the gaps domain (25 or more students in a group)
- Targeted professional development for classroom teachers in kindergarten through 3rd grade for campuses that the board identifies as not meeting the plan's goals and that considers the unique needs of students in bilingual education or special language programs
- Annual goals may be set for students in bilingual or ESL programs

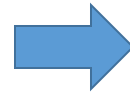
CCMR

- Annual goals for aggregate student growth on CCMR readiness indicators evaluated under the student achievement domain
- Annual goals for students in each group evaluated under closing the gaps domain (25 or more students in a group)

Specific Plan Requirements

EC-LM

Targeted professional development for classroom teachers in kindergarten through 3rd grade for campuses that the board identifies as not meeting the plan's goals and that considers the unique needs of students in bilingual education or special language programs



Reading Academies

HB 3 requires each teacher and principal in kindergarten through 3rd grade to attend Reading Academies by 2021-2022.

See the Sept. 12 HB3 in 30 presentation for detailed information.

Plan Components

Plan Components – Coordination

- School Systems are required to assign at least one district-level administrator or an employee of the regional education service center to oversee the coordination of each plan.
 - Goal Setting
 - Stakeholder Engagement
 - Appropriate Implementation
 - Submit annual report to the board on the district's progress (multiple updates each year is recommended)

➤ Specific, quantifiable, goals (measurable goals)

- Each goal needs to contain a baseline (current state), a target (future state), a population (which students will be impacted), and a deadline (month and year by when the current state will equal the future state).
- Annual targets must be included for each goal in addition to the 5-year deadline target.
- Adopting board outcome goals and progress measures for each goal creates alignment with each plan.



In Statute

Texas Education Code (TEC), Sections 11.185 and 11.186

➤ Goals for EC-LM

- While 3rd grade is the only grade required for HB 3 goal setting, it is best practice that plans include progress measures for PreK-2nd grade to understand growth toward 3rd grade reading proficiency. This also aligns with the HB 3 mandate that districts use integrated assessments for PreK-3rd grade to diagnose reading development and comprehension. See more information on early reading assessments in the November 21 HB 3 in 30 presentation.

➤ Goals for CCMR

- HB 3 offers the opportunity to receive outcome bonuses for students demonstrating college, career, and military readiness. The goals for CCMR should reflect multiple opportunities for students to demonstrate CCMR and keep in mind the requirement for the HB 3 outcomes bonus requires students to continue into postsecondary and the military. See more information on CCMR outcome bonuses in the August 8th HB 3 in 30 presentation.

Frequently Asked Question (FAQ)



Question

When does each plan need to be adopted by the board?



Answer

The 2019-2020 school year serves as year one for plan implementation. Plans should be adopted and posted at least by the end of the current school year. Schools should use the 2019-2020 school year to work through processes to implement each plan.

Frequently Asked Question (FAQ)



Question

Are there student count minimums with setting goals aligned to the closing the gaps domain student groups?



Answer

There is no minimum total student count to set goals for each closing the gaps student group, but It is important to notate that publicly reporting information on student groups represented by less than 25 students could provide identifying information and violate FERPA. It is recommended to not set goals for groups with less that 25 students.

Frequently Asked Question (FAQ)



Question

Does it make sense to assign your superintendent as the coordinator?



Answer

In many cases, Yes. The superintendent is ultimately responsible in delivering the plans to the board for adoption, but it may be appropriate for the superintendent to delegate responsibilities of the plan development, facilitation, and coordination to other district level administration and/or Education Service Center staff with knowledge in each specific area.

Frequently Asked Question (FAQ)



Question

How do these plans align to and effect the superintendent's annual evaluation?



Answer

It is recommended that each plan be aligned to the board outcome goals and use progress measures that are predictive of the goals, as well as, influenceable by the superintendent. In this case, by aligning the superintendent's evaluation to the board outcome goals, the superintendent's evaluation is aligned to each plan.

Frequently Asked Question (FAQ)



Question

What if we have a board governance coach, can they help with coordination?



Answer

A board governance coach can help support the district-level administrator or the employee of the regional education service center (ESC) that has been assigned to coordinate each plan, but the governance coach cannot be assigned as the coordinator of a plan unless they are a district-level administrator or employee of the ESC.

Frequently Asked Question (FAQ)



Question

Does the board do the work to create board outcome goals with annual targets?



Answer

The board works collaboratively with the superintendent to adopt appropriate board outcome goals with annual targets for aggregate student performance and each appropriate student group under the closing the gaps domain.

Goal Examples

EC Literacy Goal Examples

✓ Board Outcome Goal 1: EC Literacy

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 41% to 55% by June 2024.

| Yearly Target Goals | | | | |
|---------------------|------|------|------|------|
| 2020 | 2021 | 2022 | 2023 | 2024 |
| 43% | 46% | 49% | 52% | 55% |

Each Board Goal must include annual targets for all applicable student groups under the closing the gaps domain.

EC Literacy Goal Examples

Board Outcome Goal 1: Closing the Gaps Student Groups Yearly Targets

| | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL | Cont. Enrolled | Non-Cont. Enrolled |
|------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|--------------|---------------------|-----|----------------|--------------------|
| 2020 | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% |
| 2021 | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% |
| 2022 | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% |
| 2023 | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% |
| 2024 | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% |

EC Literacy Progress Measure Examples

✓ Board Outcome Progress Measures: Used in plan development and monitoring

Progress Measure 1.1: The percent of PreK students that score “on track” on the CIRCLE PM literacy diagnostic will increase from 50% to 64% by June 2024.

| Yearly Targets | | | | |
|----------------|------|------|------|------|
| 2020 | 2021 | 2022 | 2023 | 2024 |
| 52% | 54% | 57% | 60% | 64% |

Progress Measure 1.2: The percent of students that score “on track” on TX-KEA will increase from 48% to 62% by June 2024.

| Yearly Targets | | | | |
|----------------|------|------|------|------|
| 2020 | 2021 | 2022 | 2023 | 2024 |
| 50% | 52% | 55% | 58% | 62% |

Progress Measure 1.3: The percent of 1st through 3rd grade students that score “developed” on TPRI/Tejas Lee diagnostic will increase from 48% to 62% by June 2024.

| Yearly Targets | | | | |
|----------------|------|------|------|------|
| 2020 | 2021 | 2022 | 2023 | 2024 |
| 50% | 52% | 55% | 58% | 62% |

✓ Each Campus will use the progress measures to create annual goals and targets for all student groups under the closing the gaps domain.

EC Literacy Plan Examples

✓ Campus Plan: Progress Measure 1.1

The percent of PreK students that score “on track” on the CIRCLE PM literacy diagnostic will increase from 51% to 70% by June 2024.

| Yearly Target Goals | | | | |
|---------------------|------|------|------|------|
| 2020 | 2021 | 2022 | 2023 | 2024 |
| 53% | 56% | 60% | 65% | 70% |

| Board Outcome Goal 1: Closing the Gaps Student Groups Yearly Targets | | | | | | | | | | | | | |
|--|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|--------------|---------------------|-----|----------------|--------------------|
| | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL | Cont. Enrolled | Non-Cont. Enrolled |
| 2020 | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% |
| 2021 | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% |
| 2022 | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% |
| 2023 | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% |
| 2024 | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% |

EC Literacy Plan Examples

✓ Campus Plan: Progress Measure 1.2

The percent of K students that score “on track” on TX-KEA will increase from 62% to 76% by June 2024.

| Yearly Target Goals | | | | |
|---------------------|------|------|------|------|
| 2020 | 2021 | 2022 | 2023 | 2024 |
| 64% | 66% | 69% | 72% | 76% |

| Board Outcome Goal 1: Closing the Gaps Student Groups Yearly Targets | | | | | | | | | | | | | |
|--|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|--------------|---------------------|-----|----------------|--------------------|
| | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL | Cont. Enrolled | Non-Cont. Enrolled |
| 2020 | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% |
| 2021 | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% |
| 2022 | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% |
| 2023 | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% |
| 2024 | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% |

EC Literacy Plan Examples

✓ Campus Plan: Progress Measure 1.3

The percent of 1st through 3rd grade students that score “developed” on TPRI/Tejas Lee diagnostic will increase from 58% to 72% by June 2024.

| Yearly Target Goals | | | | |
|---------------------|------|------|------|------|
| 2020 | 2021 | 2022 | 2023 | 2024 |
| 60% | 62% | 65% | 68% | 72% |

| Board Outcome Goal 1: Closing the Gaps Student Groups Yearly Targets | | | | | | | | | | | | | |
|--|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|--------------|---------------------|-----|----------------|--------------------|
| | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL | Cont. Enrolled | Non-Cont. Enrolled |
| 2020 | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% |
| 2021 | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% |
| 2022 | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% |
| 2023 | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% |
| 2024 | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% |

EC Math Goal Examples

✓ Board Outcome Goal 2: EC Math

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 46% to 58% by June 2024.

| Yearly Target Goals | | | | |
|---------------------|------|------|------|------|
| 2020 | 2021 | 2022 | 2023 | 2024 |
| 48% | 50% | 52% | 55% | 58% |

Each Board Goal must include annual targets for all applicable student groups under the closing the gaps domain.

EC Math Goal Examples

Board Outcome Goal 2: Closing the Gaps Student Groups Yearly Targets

| | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL | Cont. Enrolled | Non-Cont. Enrolled |
|------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|--------------|---------------------|-----|----------------|--------------------|
| 2020 | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% |
| 2021 | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% |
| 2022 | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% |
| 2023 | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% |
| 2024 | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% |

EC Math Progress Measure Examples

✓ Board Outcome Progress Measures: Used in plan development and monitoring

Progress Measure 1.1: The percent of PreK students that score “on track” on the CIRCLE PM math diagnostic will increase from 55% to 70% by June 2024.

| Yearly Targets | | | | |
|----------------|------|------|------|------|
| 2020 | 2021 | 2022 | 2023 | 2024 |
| 57% | 60% | 64% | 67% | 70% |

Progress Measure 1.2: The percent of students that score “on track” on TX-KEA math diagnostic will increase from 54% to 68% by June 2024.

| Yearly Targets | | | | |
|----------------|------|------|------|------|
| 2020 | 2021 | 2022 | 2023 | 2024 |
| 56% | 58% | 61% | 64% | 68% |

Progress Measure 1.3: The percent of 1st through 2nd grade students that score “on track” on TEMI-O 2.0 diagnostic will increase from 53% to 67% by June 2024.

| Yearly Targets | | | | |
|----------------|------|------|------|------|
| 2020 | 2021 | 2022 | 2023 | 2024 |
| 55% | 58% | 61% | 64% | 67% |

✓ Each Campus will use the progress measures to create annual goals and targets for all student groups under the closing the gaps domain.

EC Math Plan Examples

✓ Campus Plan: Progress Measure 2.1

The percent of PreK students that score “on track” on the CIRCLE PM math diagnostic will increase from 51% to 65% by June 2024.

| Yearly Target Goals | | | | |
|---------------------|------|------|------|------|
| 2020 | 2021 | 2022 | 2023 | 2024 |
| 53% | 55% | 58% | 61% | 65% |

| Board Outcome Goal 1: Closing the Gaps Student Groups Yearly Targets | | | | | | | | | | | | | |
|--|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|--------------|---------------------|-----|----------------|--------------------|
| | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL | Cont. Enrolled | Non-Cont. Enrolled |
| 2020 | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% |
| 2021 | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% |
| 2022 | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% |
| 2023 | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% |
| 2024 | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% |

EC Math Goal Examples

✓ Campus Plan: Progress Measure 2.2

The percent of K students that score on “on track” on TX-KEA math diagnostic will increase from 62% to 76% by June 2024.

| Yearly Target Goals | | | | |
|---------------------|------|------|------|------|
| 2020 | 2021 | 2022 | 2023 | 2024 |
| 64% | 66% | 69% | 72% | 76% |

| Board Outcome Goal 1: Closing the Gaps Student Groups Yearly Targets | | | | | | | | | | | | | |
|--|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|--------------|---------------------|-----|----------------|--------------------|
| | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL | Cont. Enrolled | Non-Cont. Enrolled |
| 2020 | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% |
| 2021 | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% |
| 2022 | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% |
| 2023 | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% |
| 2024 | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% |

EC Math Goal Examples

✓ Campus Plan: Progress Measure 2.3

The percent of 1st through 2nd grade students that score on “on track” on the TEMI-O 2.0 diagnostic will increase from 62% to 76% by June 2024.

| Yearly Target Goals | | | | |
|---------------------|------|------|------|------|
| 2020 | 2021 | 2022 | 2023 | 2024 |
| 64% | 66% | 69% | 72% | 76% |

| Board Outcome Goal 1: Closing the Gaps Student Groups Yearly Targets | | | | | | | | | | | | | |
|--|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|--------------|---------------------|-----|----------------|--------------------|
| | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL | Cont. Enrolled | Non-Cont. Enrolled |
| 2020 | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% |
| 2021 | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% |
| 2022 | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% |
| 2023 | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% |
| 2024 | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% |

CCMR Goal Examples

✓ Board Outcome Goal 3: CCMR

The percentage of graduates that meet the criteria for CCMR Outcomes Bonuses will increase from 42% to 57.5% by August 2024.

| Yearly Target Goals | | | | |
|---------------------|------|-------|------|-------|
| 2020 | 2021 | 2022 | 2023 | 2024 |
| 43.5% | 48% | 52.5% | 55% | 57.5% |

Each Board Goal must include annual targets for all applicable student groups under the closing the gaps domain.

CCMR Goal Examples

Board Outcome Goal 3: Closing the Gaps Student Groups Yearly Targets

| | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL | Cont. Enrolled | Non-Cont. Enrolled |
|------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|--------------|---------------------|-----|----------------|--------------------|
| 2020 | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% |
| 2021 | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% |
| 2022 | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% |
| 2023 | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% |
| 2024 | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% |

CCMR Progress Measure Examples

✓ Board Outcome Progress Measures: Used in plan development and monitoring

Progress Measure 3.1: The percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for college ready will increase from 37% to 45% by August 2024.

| Yearly Targets | | | | |
|----------------|------|------|------|------|
| 2020 | 2021 | 2022 | 2023 | 2024 |
| 39% | 41% | 43% | 44% | 45% |

Progress Measure 3.2: The percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for career ready will increase from 10% to 18% by August 2024.

| Yearly Targets | | | | |
|----------------|------|------|------|------|
| 2020 | 2021 | 2022 | 2023 | 2024 |
| 12% | 14% | 16% | 17% | 18% |

Progress Measure 3.3: The percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for military ready will increase from 2% to 4.5% by August 2024.

| Yearly Targets | | | | |
|----------------|------|------|------|------|
| 2020 | 2021 | 2022 | 2023 | 2024 |
| 2.5% | 3% | 3.5% | 4% | 4.5% |

✓ Each Campus will use the progress measures to create annual goals and targets for all student groups under the closing the gaps domain.

CCMR Plan Examples

✓ Campus Plan: Progress Measure 3.1

The percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for college ready will increase from 35% to 45% by August 2024

| Yearly Target Goals | | | | |
|---------------------|------|------|------|------|
| 2020 | 2021 | 2022 | 2023 | 2024 |
| 37% | 39% | 41% | 43% | 45% |

| Board Outcome Goal 3: Closing the Gaps Student Groups Yearly Targets | | | | | | | | | | | | | |
|--|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|--------------|---------------------|-----|----------------|--------------------|
| | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL | Cont. Enrolled | Non-Cont. Enrolled |
| 2020 | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% |
| 2021 | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% |
| 2022 | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% |
| 2023 | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% |
| 2024 | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% |

CCMR Plan Examples

✓ Campus Plan: Progress Measure 3.2

The percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for career ready will increase from 15% to 25% by August 2024

| Yearly Target Goals | | | | |
|---------------------|------|------|------|------|
| 2020 | 2021 | 2022 | 2023 | 2024 |
| 17% | 19% | 21% | 23% | 25% |

| Board Outcome Goal 3: Closing the Gaps Student Groups Yearly Targets | | | | | | | | | | | | | |
|--|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|--------------|---------------------|-----|----------------|--------------------|
| | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL | Cont. Enrolled | Non-Cont. Enrolled |
| 2020 | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% |
| 2021 | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% |
| 2022 | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% |
| 2023 | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% |
| 2024 | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% |

CCMR Plan Examples

✓ Campus Plan: Progress Measure 3.3

The percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for military ready will increase from 1% to 3% by August 2024

| Yearly Target Goals | | | | |
|---------------------|------|------|------|------|
| 2020 | 2021 | 2022 | 2023 | 2024 |
| 1% | 1.5% | 2% | 2.5% | 3% |

| Board Outcome Goal 1: Closing the Gaps Student Groups Yearly Targets | | | | | | | | | | | | | |
|--|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|--------------|---------------------|-----|----------------|--------------------|
| | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL | Cont. Enrolled | Non-Cont. Enrolled |
| 2020 | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% |
| 2021 | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% |
| 2022 | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% |
| 2023 | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% |
| 2024 | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% |

Frequently Asked Question (FAQ)



Question

How many board outcome goals do school boards need to adopt?



Answer

At least three. One in early childhood literacy aligned to 3rd grade STAAR results, one in early childhood math aligned to 3rd grade STAAR results, and one in CCMR aligned to graduates that meet readiness requirements.

Frequently Asked Question (FAQ)



Question

What is the role of the board in campus plan development?



Answer

The board reviews and ultimately votes to adopt each plan. The superintendent will work collaboratively with campuses to develop a recommendation for each plan to be presented to the board for adoption.

Progress Monitoring

Monitoring Each Plan

- School boards must review the progress of each plan at least annually at a public meeting.
 - Adopt a monitoring calendar, A multi-year schedule that describes the months during which interim updates on goals and plan progress measures are reported to the board.
 - Receive annual/interim updates reported to the board that contain (1) the board outcome goal and progress measure being monitored, (2) data, once available, showing previous reporting periods, the current reporting period, and the annual and 5 year deadline targets, (3) the superintendent's evaluation of performance for the district and each applicable campus, and (4) supporting documentation that evidences the evaluation and describes any needed next steps.

Monitoring Calendar

School Board Monitoring Calendar

| Month | Goal / Progress Measure | Evaluations / Other Business | Trainings |
|-----------|--|--|---------------------------------|
| August | Goal 3: Progress Measure 3.1 | Board Quarterly Evaluation | |
| September | Goal 1: Progress Measure 1.1 Goal 2: Progress Measure 2.1 | Summative Superintendent Evaluation TAPR Report | |
| October | Goal 1: Progress Measure 1.2 | | Digital Safety & Security |
| November | Goal 2: Progress Measure 2.2 | Board Quarterly Evaluation | |
| December | Goal 3: Progress Measure 3.2 | | |
| January | Goal 1: Progress Measure 1.1 & 1.2 Goal 3: Progress Measure 3.2 | | |
| February | Goal 2: Progress Measure 2.1 & 2.2 | Board Quarterly Evaluation | |
| March | | Mid-year Superintendent Evaluation | |
| April | Goal 3: Progress Measure 3.2 | | |
| May | Goal 1: Progress Measure 1.1 & 1.2 | Board Quarterly Evaluation | |
| June | Goal 2: Progress Measure 2.1 & 2.2 Goal 3: Progress Measure 3.3 | Budget Adoption Tax Rate Hearing | Human Trafficking / Child Abuse |
| July | | | EISO / Teambuilding |

Progress Monitoring Reports

Board Progress Monitoring Report

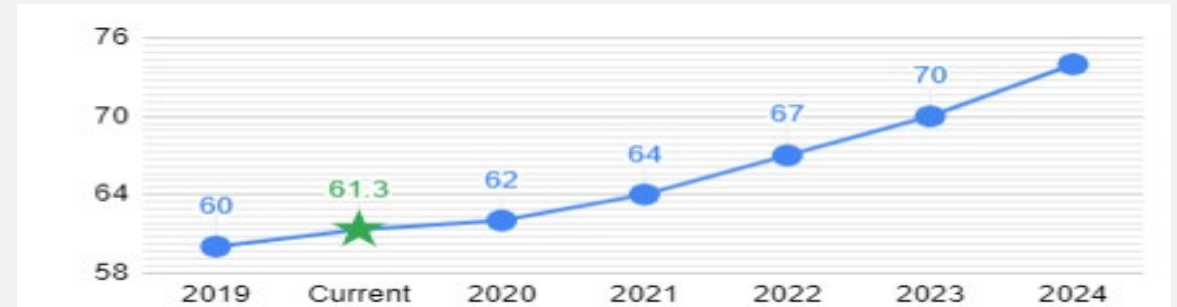
Goal 1: The score of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 43% to 55% by June 2024.

Overall Goal Evaluation:

On Track

Goal Progress Measure 1.2: The percent of K students that score on “on track” on TX-KEA will increase from 54% to 68% by June 2024.

This section describes the current status of the progress measure providing graphable data in comparison to the yearly targets and a break down of data showing the progress of each student group represented in the closing the gaps domain.



Board Outcome Goal 2: Closing the Gaps Student Groups Yearly Targets

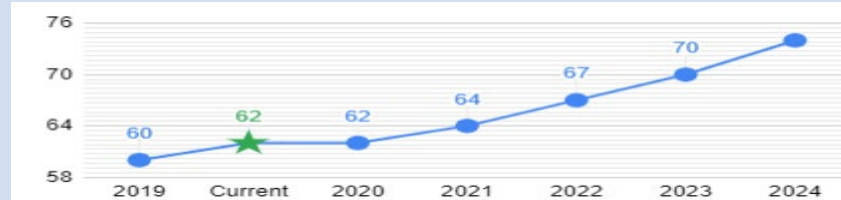
| | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL | Cont. Enrolled | Non-Cont. Enrolled |
|---------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|--------------|---------------------|-----|----------------|--------------------|
| 2020 | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% |
| Current | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% |

Progress Monitoring Reports

Campus Information:

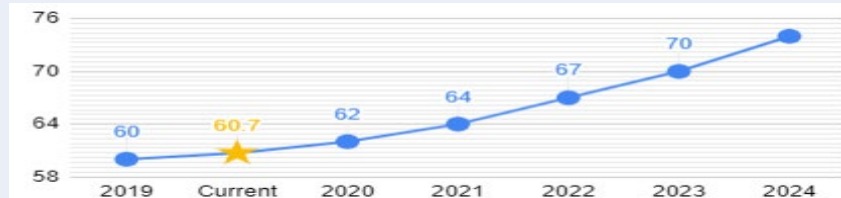
This section of the report will highlight the overall progress of each campus.

Elementary Campus 1:



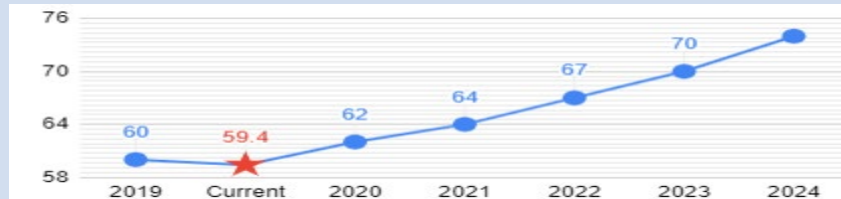
On Track

Elementary Campus 2:



Slightly Off Track

Elementary Campus 3:



Off Track

Supporting Documentation / Adjustments / Future:

This is the section of the report that the superintendent provides the board with additional documentation to support possible adjustments and/or needs and lays out the future.

The following components should be visible on the school's website for each plan:

- 5-year board outcome goals
 - Annual targets
 - Applicable closing the gaps student groups annual targets
 - Progress measures that are predictive of the goal with annual targets
- Each campus' plan with their specific targets for each progress measures
 - Applicable Closing the gaps student groups annual targets
- Each Campus' school actions and implementation steps
- Monitoring Calendar
- Annual/Interim updates reported to the board

Board Training Requirements

Evaluating the Improvement of Student Outcomes (EISO) Training:

- Required by SB 1566 every two years.
- Must be delivered by an Authorized Provider.
- State Board of Education (SBOE) Rule 19 TAC 61.
 - Proposed rule updates (earliest adoption in January 2020)
 - EISO training updates include training on HB 3 board adopted plans and goals

Frequently Asked Question (FAQ)



Question

When will the new EISO Training need to be received by board members?



Answer

The new EISO Training that includes guidance on HB 3 board goals and plans will be made available in early 2020. Board members are required to complete EISO training every two years.

Frequently Asked Question (FAQ)



Question

Will the EISO Training still count as Team building training credit?



Answer

The anticipated rule updates will continue to allow the EISO training to also count as teambuilding credit as long as all board members and the superintendent are present for the entirety of the training.

Frequently Asked Question (FAQ)



Question

How do I engage with an Authorized Board Trainer to provide EISO Training?



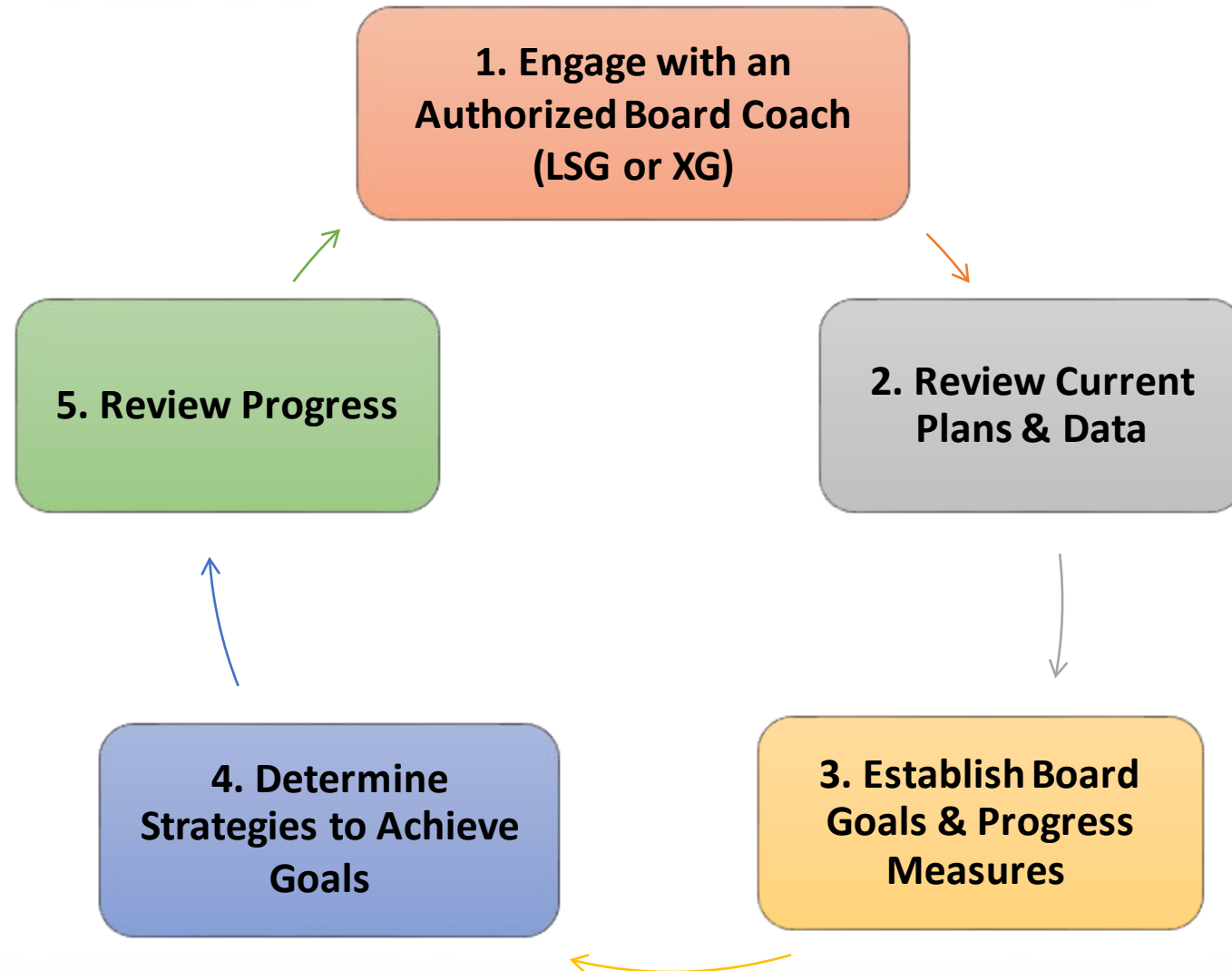
Answer

The list of Authorized Board Trainers with contact information is available on the TEA website at:

http://tea4avcastro.tea.state.tx.us/school_board/providers.html

Next Steps

Next Steps – Implementation Cycle



Available Templates on the TEA Website: www.tea.Texas.gov/HB3

- Board outcome goals with annual targets
 - Closing the gaps student group targets
- Progress Measures
- Campus Plans
 - Using progress measure
 - Closing the gaps student group targets
- Monitoring Calendar
- Monitoring Report

House Bill 3 Resources

Stay tuned for the most up-to-date information from TEA on the implementation of House Bill 3



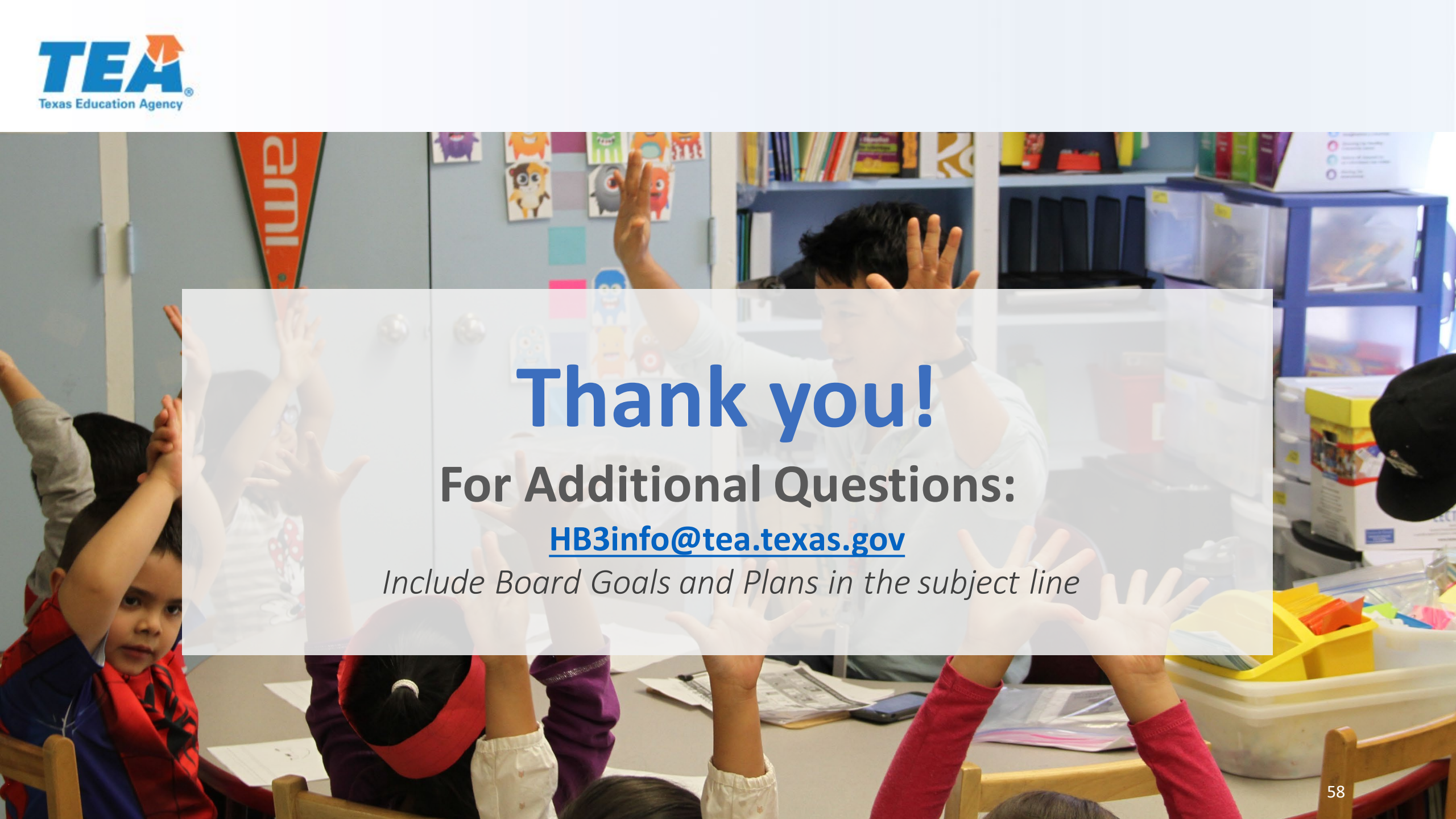
tea.texas.gov/HB3

Visit tea.texas.gov/HB3 for the most up-to-date information



HB3info@tea.texas.gov

Email HB3info@tea.texas.gov with any questions

A photograph of a classroom scene. A teacher, a man with dark hair wearing a light blue shirt, is standing and smiling, with both hands raised in the air. Several young students are seated at a table in the foreground, also with their hands raised. The classroom background includes blue shelves with books and supplies, a bulletin board with colorful drawings, and a red pennant hanging on the wall. A semi-transparent white box is overlaid in the center of the image, containing the text.

Thank you!
For Additional Questions:
HB3info@tea.texas.gov
Include Board Goals and Plans in the subject line