



HB3 Board Goals

Early Childhood Literacy & Math and College and Career Military Readiness (CCMR)

HB3 Requirements

School boards are required to adopt plans in:

1. Early Childhood (EC) Literacy & Math (3rd grade STAAR), and
2. College, Career & Military Readiness (CCMR readiness indicators).

All plans must include:

1. 5-year goals, with annual targets
2. Annual report to the board with interim progress monitoring
3. Annual report posted on ILTexas and campus websites
4. Specific, quantifiable, annual goals for five years at each campus
5. Annual targets for student groups evaluated under closing the gaps domain

The Why

In keeping the alignment with the state's 60x30TX goal*, the School Finance Commission recommended establishing a plan and goals so that at least **60%** proficiency.

- **60%** of all students reach the state's "Meets" standard EC Literacy and Math by **2030**
- **60%** of all high school graduating seniors achieve (1) an industry-accepted certificate aligned with a living wage job; or (2) enroll in post-secondary education' or (3) enrolling in the military by **2030**.

*By 2030, at least 550K TX students will complete a higher education program

Sub-Population Focus

Rather than using the variable federal targets which establishes lower bar for certain sub-population, ILTexas has created Board Goals that ensure ALL sub-populations have the same periodic benchmarks and end goal.

1. Research-based programs that have proven effective for all sub-groups (e.g., College Bridge Program, Seidlitz Scaffolding Strategies, Reading Academies, Imagine Math, etc.).
2. Internal systems that target academically struggling students (e.g., Triage, Eagle Academy, Fall Tutoring Program, Option 3, etc.).
3. Charter-wide Equity Training Initiative.

To close the achievement gap, we are closing the opportunity gap!

Board Goal Development

- Review of current data (to determine SMART Goal) against the min. end in mind (60% X 2030)
- Federal Targets (to provide perspective only)
- Goals were set at the higher ‘meets’ level of performance, not the passing ‘approaches’ level of performance.



Did Not Meet Grade Level

Shows a lack of basic understanding of course content — student needs significant support in the coming year.

NOT PASSING



Approaches Grade Level

Shows some knowledge of course content but may be missing critical elements — student may need additional support in the coming year.

PASSING



Meets Grade Level

Shows strong knowledge of course content — student is prepared to progress to the next grade.

PASSING



Masters Grade Level

Shows mastery of the course content — student is on track for college and career readiness.

PASSING

Early Childhood Literacy

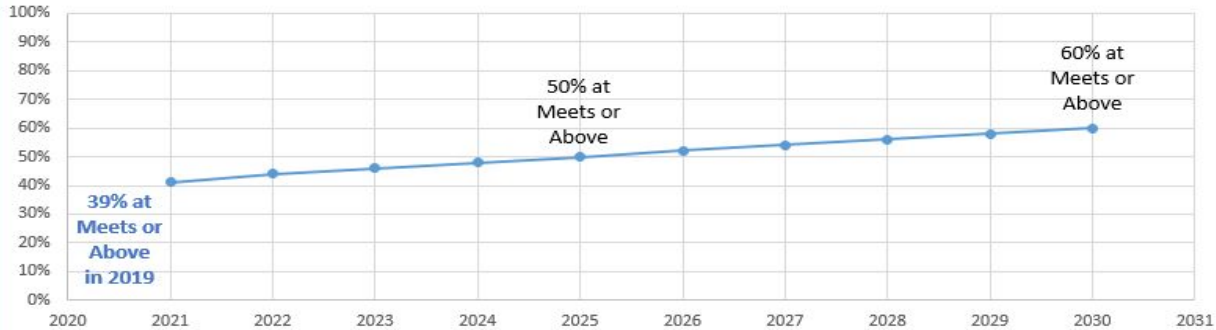
Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score at the Meets Grade Level or above performance level on STAAR Reading will increase from 39% to 50% by June 2025.

Annual Targets for Student Growth (% of Students at MEETS) - All Students

2021	2022	2023	2024	2025
41%	44%	46%	48%	50%
2026	2027	2028	2029	2030
52%	54%	56%	58%	60%

Early Childhood Literacy Growth Goals



3rd Grade 2019 STAAR	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Education	Eco. Dis.	English Learners
ILTexas District	39%	33%	36%	54%	**	64%	**	40%	23%	31%	35%



IStation

Istation is an online research-based curriculum, assessment and intervention program for reading and writing for grades pre-K through 8 in both English and Spanish.

At the beginning of each month students take the nationally normed Istation's Indicators of Progress (ISIP™) which measures each students growth with engaging, computer-adaptive diagnostic and screening programs for pre-K – 8.

Based on their results, learners are seamlessly placed in interactive online instruction. Struggling students are routed through reteach lessons, and teachers are given instant reports to monitor student progress. Each Priority Report directs teachers to specific skills-based, small-group lessons for targeted reading intervention.

If you are interested in reading more about istation - <https://www.istation.com/>

How are we going to get there:

Reading Academies

- Mandate of House Bill 3 - All K-3 teachers be trained in the Science of Teaching Reading
- 60 hour course (12 modules) - pretests, post tests, check points and 3 artifacts
- Teachers must pass with an 80% or higher

2020-21 Participants

All elementary principals, K-5 assistant principals, instructional coaches and 100 teacher volunteers. (16%)

2021-22

All K-1 teachers

2022-23

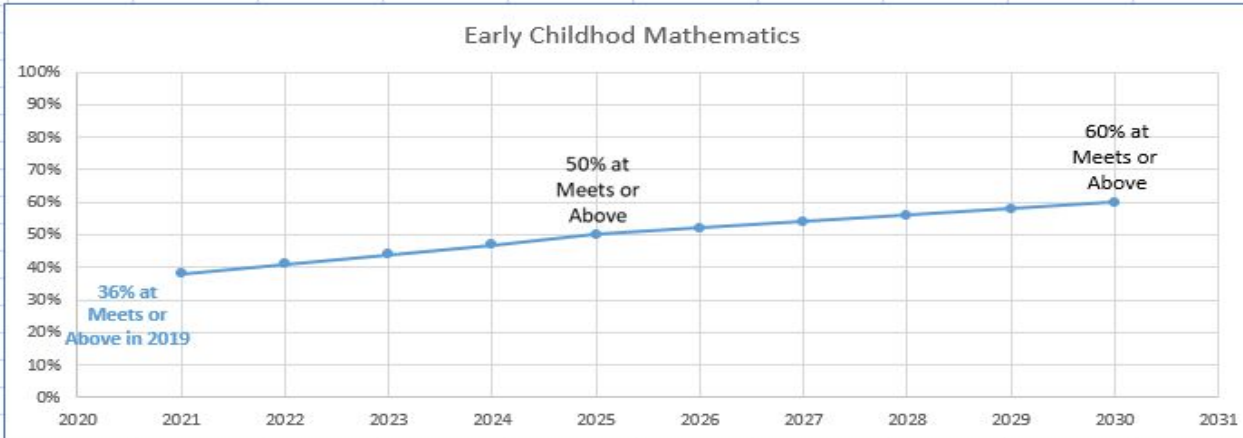
All 2-3 teachers and SPED

Early Childhood Math

Early Childhood Mathematics Board Outcome Goal

The percent of 3rd grade students that score at the Meets Grade Level or above performance level on STAAR Mathematics will increase from 36% to 50% by June 2025.

Annual Targets for Student Growth (% of Students at MEETS) - All Students				
2021	2022	2023	2024	2025
38%	41%	44%	47%	50%
2026	2027	2028	2029	2030
52%	54%	56%	58%	60%



3rd Grade 2019 STAAR	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Education	Eco. Dis.	English Learners
ILTexas District	36%	29%	33%	53%	**	65%	**	40%	20%	30%	35%

How are we going to get there:

- Use of authentic contexts
- Use of multimodal techniques
- Providing rich opportunities for language use
- Scaffolding students development of increasingly abstract thinking

How do we know if they are growing?



Average Quantile Growth

Min - 25Q

Q1 - 42

Med - 50 (Mean - 51)

Q3 - 63

Max - 73

For more information:

<https://www.imaginelearning.com/>

Kindergarten - Grade 2

TEKS - based Rapid Task Assessments

Grade 2 - Grade 8

MAP Testing

Grade 3 - 12

ECA Testing

College Ready 74% of all graduates will meet the criteria for COLLEGE READY by 2024

- **Meet Texas Success Initiative (TSI) Criteria in ELA/Reading and Mathematics**
(does not have to meet both on same assessment)

TSIA		SAT		ACT		College Prep Course
>= 351 on Reading	or	>=480 on the Evidence-Based Reading and Writing (EBRW)	or	>=19 on English and >= 23 Composite	or	Complete and earn credit for ELA college prep course
>= 350 on Mathematics	or	>=530 on Mathematics	or	>=19 on Mathematics and >=23 Composite	or	Complete and earn credit for Mathematics college prep course

- **Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination**
 - AP test score of 3+
- **Earn Dual Course Credits**
 - ELAR – 3 credit hours earned
 - Mathematics – 3 credit hours earned
 - Other Subjects – combined 9 credit hours earned

Career or Military Ready

15% of all graduates will meet the criteria for CAREER or MILITARY READY by 2024

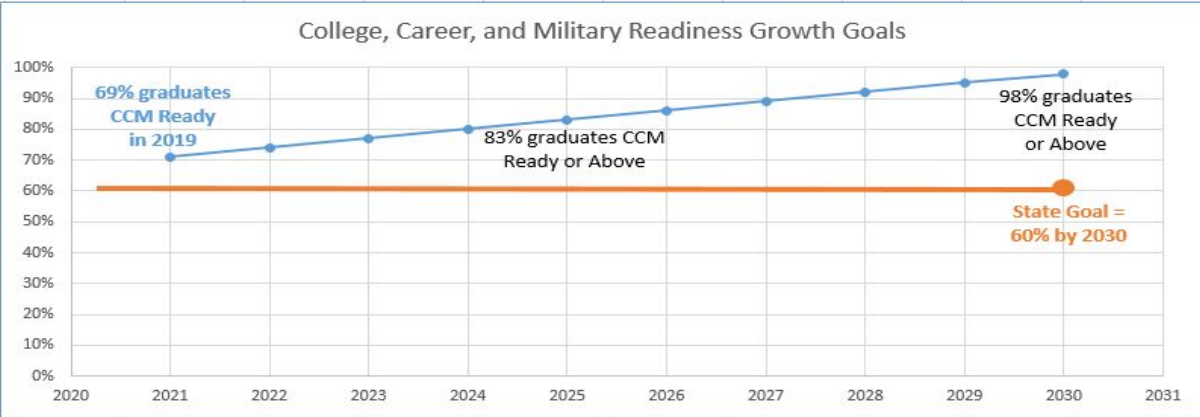
- Enlist in the Armed Forces
- Earn an Associate's Degree
- Earn an Industry-Based Certification
- CTE Coherent Sequence Coursework **Aligned with Industry-Based Certifications**
(earn .5 pts – 2020 last year)
- Graduate Under an Advanced Degree Plan and be Identified as a Current Special Education Student
 - Recommended High School Plan (RHSP)
 - Distinguished Achievement Plan (DAP)
 - Foundation High School Plan with an Endorsement (FHSP-E)
 - Foundation High School Plan with a Distinguished Level of Achievement (FHSP-DLA)
- Graduate with Completed Individualized Education Program (IEP) and Workforce Readiness
 - Graduation type code of 04, 05, 54, or 55

College Career Military Readiness (CCMR)

CCMR Board Outcome Goal

The percent of high school graduates that are College, Career, and/or Military ready will increase from 69% to 83% by June 2025.

Annual Targets for Student Growth (% of Students CCM Ready) - All Students				
2021	2022	2023	2024	2025
71%	74%	77%	80%	83%
2026	2027	2028	2029	2030
86%	89%	92%	95%	98%



CCMR 2019 Accountability Rating	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Education	Eco. Dis.	English Learners
ILTexas District	69%	43%	77%	59%	**	89%	**	70%	90%	66%	59%

How are we going to get there

- *College Advising (Academic Success Program)
- *College Preparatory Courses (and corresponding professional development)
- *Remedial courses for students not yet college ready or on track to be college ready
- *SAT prep
- *Leadership Class

Progress Monitoring

We will:

- review the progress of Early Learning & CCMR plan/goals at least annually at a public meeting
- follow the monitoring calendar and a multi-year schedule that describes the months during which interim updates on goals and plan progress measures are reported to the board.