

# HOUSE BILL 3

## BOARD ADOPTED GOALS AND PLANS

LEGAL POLICY EA – INSTRUCTIONAL GOALS AND OBJECTIVES



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PROMOTING EXCELLENCE • CREATING THE FUTURE

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# House Bill 3 Board Adopted Goals Committee

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# State Strategic Priorities

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Recruit,  
support and  
retain teachers  
and principals



Build a  
foundation of  
reading and  
mathematics



Connect high  
school to  
**college** and  
**career**  
**(CCMR)**



Improve  
low-performing  
schools

# EARLY CHILDHOOD AND CCMR PLANS

## Why This Matters

In keeping alignment with the state's 60x30TX goal, the School Finance Commission recommended establishing a Pre-K through 12th grade goal of at least 60 percent proficiency at TEA's "Meets" standard at two key "checkpoints" along the state's public Pre-K through 12th grade educational continuum by the year 2030.



- 60% of all students meeting the state's "Meets" standard at third-grade reading.
- 60% 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.

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# HB 3 Requirements

Both EC-LM and CCMR Plans have the requirement to assign at least one district-level administrator to oversee the coordination of each plan.

School boards are required to adopt plans in:

- 1) early childhood literacy and math (3rd grade STAAR), and
- 2) college, career, and military readiness (CCMR readiness indicators).

All plans are must include:

- 5-year goals, with annual targets
- annual report to the board with interim progress monitoring
- annual report posted on district and campus websites
- specific, quantifiable, annual goals for five years at each campus
- annual targets for students in each group evaluated under closing the gaps domain, the district and campus level

# SPECIFIC PLAN REQUIREMENTS

## EC-Literacy & Math

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.



**Texas Reading Academies**  
**Content Overview**  
A House Bill 3 (HB 3) Initiative from the 86th Legislative Session

**HB 3 Statute Includes** All kindergarten through third-grade teachers and principals must begin the Texas Reading Academies training before the 2022-2023 school year.

**Goal** To increase teacher knowledge and implementation of evidence-based practices to positively impact student literacy achievement.

**Learning Paths** Once enrolled in the Texas Reading Academies, participants may access one of three paths appropriate to their learning needs.

- General and special education teachers (English Language Arts)
- Bilingual general education and bilingual special education teachers (Biliteracy)
- Administrators

**Texas Reading Academies — Steeped in the Science of Teaching Reading (STR)**

**STR** A term that describes educator application of evidence-based reading methods that best support development of skilled reading.

**Texas Reading Academies Content** This content is currently in development; topics may change.

- Introduction, Overview, Scope, and Sequence
- Science of Teaching Reading
- Establishing a Literacy Community
- Using Assessment Data to Inform Instruction
- Oral Language (English and Spanish)
- Phonological Awareness (English and Spanish)
- Alphabet Knowledge, Print Concepts, and Handwriting
- Decoding, Encoding, and Word Study (English and Spanish)
- Reading Fluency
- Reading Comprehension
- Composition (English and Spanish)
- Tiered Supports and Reading Difficulties

**Curriculum Includes Embedded Supports for All Learners**

- English Learners
- Students with Dyslexia
- Students with Other Reading Difficulties
- Students with Special Education Services

Educators will apply knowledge of the STR across teaching contexts to improve reading outcomes for all learners.

**Texas Reading Academies** Questions? Email: [Reading@tea.texas.gov](mailto:Reading@tea.texas.gov) Visit: <https://tea.texas.gov/reading> 1/2022



# SPECIFIC PLAN REQUIREMENTS

## EC-Literacy & Math

- 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 and 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)

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# PLAN COMPONENTS - DEVELOPING GOALS

## Specific, quantifiable, and 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).
- Adopting board outcome goals and progress measures for each goal creates alignment with each plan.



# How We Identified Proposed Goals & Targets

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Goals and annual targets were identified based on the following criteria:

1

Historical trend analysis (district, state, demographics)

2

Anticipating accelerated quality improvements due to district initiatives

3

Equity value judgements – reducing gaps with state and among student groups



# PLAN COMPONENTS - DEVELOPING GOALS

## Goals for EC-Literacy & Math

- 3rd grade is the only grade required for HB 3 goal setting
- best practice plans include progress measures for Pre-K - 2nd grade to understand growth toward 3rd grade reading proficiency.
  - This also aligns with the HB 3 mandate that districts use integrated assessments for Pre-K-3rd grade to diagnose reading development and comprehension.

# PLAN COMPONENTS - DEVELOPING GOALS

## 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.

# Texas Workforce Credentials

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## Certificates

A **certificate** is a formal award **granted by an institution of higher education (IHE)** certifying the **satisfactory completion of a higher education program**. Upon completion, a certificate is valid without further action on the individual's part. They are usually awarded in workforce education areas by public and private two-year institutions. In Texas, certificates can have different levels, often based on the number of hours required by the program.

Certificate	Program Hours	
	Min	Max
Level I	15	42
Level II	30	51

### Examples of Certificates

- Level I Certificate in Business Administration
- Level II Certificate in Heating, Air Conditioning and Refrigeration
- Level I Manufacturing Technology Certificate
- Level II Accounting Clerk Certificate
- Advanced Technical Certificate in Diagnostic Medical Sonography
- Child Development Enhanced Skills Certificate
- Beginning Bookkeeping Occupational Skills Award

# Texas Workforce Credentials

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## Industry Certifications

A **certification** is a validation that an individual possesses certain skills, usually **related to an occupation and measured against a set of accepted standards**. An occupation may have multiple certifications, with different levels of expertise. An individual earns a certification by **successfully passing a test or battery of tests**.

Certifications are **not administered by an institution of higher education**; instead, certifications are administered by a certification body, usually an organization such as a trade association or industry-approved testing entity.

### Examples of Industry Certifications

- Certified Plumbing Level I
- Certified Welder (CW)
- Certified International Information Systems Security Professional (CISSP)
- Certified Public Accountant (CPA)
- Project Management Professional (PMP)
- Certified Logistics Technician (CLT)
- Certified Medical Assistant (CMA)
- Certified Masonry Level I

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# 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.

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# Website Posting Requirements

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's plan with their specific targets for each progress measures
  - Applicable Closing the Gaps student groups' annual targets
- Each campus's school actions and implementation steps
- Monitoring Calendar
- Annual/Interim updates reported to the Board