Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 27% to 68% by June 2029.

Yearly Target Goals

2024	2025		2026		2027		2028		2029	
Current	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
27%	44%		49%		53%		60%		68%	

Closing the Gaps Student Groups Yearly Targets

	African American	American Indian	Asian	Hispanic	Pacific Islander	White	Two or More Races	EcoDis	Current Special Ed	ESL
2024 (Baseline)	21%	*	*	21%	*	38%	27%	21%	6%	20%
2025 (Target)	28%	*	*	29%	*	48%	38%	29%	12%	25%
2026 (Target)	35%	*	*	38%	*	58%	49%	38%	19%	30%
2027 (Target)	43%	*	*	47%	*	68%	65%	44%	28%	33%
2028 (Target)	50%	*	*	52%	*	73%	70%	49%	32%	38%
2029 (Target)	55%	*	*	57%	*	78%	75%	54%	37%	42%
Final Target	66%	*	*	68%	*	81%	79%	67%	57%	60%

Early Childhood Literacy Progress Measure 1

The percent of K students that score "At Benchmark " or "Above Benchmark" in Reading on mCLASS will increase from 60% to 85% by June 2029.

Yearly Target Goals

2024	2025		2026		2027		2028		2029	
Current	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
60%	65%		70%		75%		80%		85%	

Closing the Gaps Student Groups Yearly Targets

	African American	American Indian	Asian	Hispanic	Pacific Islander	White	Two or More Races	EcoDis	Current Special Ed	ESL
2024 (Baseline)	56%	*	*	57%	*	65%	72%	55%	17%	38%
2025 (Target)	60%	*	*	60%	*	70%	73%	60%	20%	41%
2026 (Target)	65%	*	*	65%	*	75%	75%	65%	23%	44%
2027 (Target)	70%	*	*	70%	*	80%	80%	70%	26%	47%
2028 (Target)	75%	*	*	75%	*	85%	85%	75%	29%	50%
2029 (Target)	80%	*	*	80%	*	90%	90%	80%	32%	53%

Early Childhood Literacy Progress Measure 2

The percent of 1st grade students that score "At Benchmark " or "Above Benchmark" in Reading on mCLASS will increase from 47% to 72% by June 2029.

Yearly Target Goals

2024	2025		2026		2027		2028		2029	
Current	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual

47%	52%		57%		62%		67%		72%	

Closing the Gaps Student Groups Yearly Targets

	African American	American Indian	Asian	Hispanic	Pacific Islander	White	Two or More Races	EcoDis	Current Special Ed	ESL
2024 (Baseline)	54%	*	*	44%	*	44%	31%	39%	21%	50%
2025 (Target)	59%	*	*	49%	*	49%	36%	44%	24%	53%
2026 (Target)	64%	*	*	54%	*	54%	41%	49%	27%	56%
2027 (Target)	69%	*	*	59%	*	59%	46%	54%	30%	59%
2028 (Target)	74%	*	*	64%	*	64%	51%	59%	33%	62%
2029 (Target)	79%	*	*	69%	*	69%	56%	64%	36%	65%

Early Childhood Literacy Progress Measure 3

The percent of 2nd grade students that score "At Benchmark " or "Above Benchmark" in Reading on mCLASS will increase from 55% to 80% by June 2029.

Yearly Target Goals

2024	2025		2026		2027		2028		2029	
Current	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
55%	60%		65%		70%		75%		80%	

Closing the Gaps Student Groups Yearly Targets

	African American	American Indian	Asian	Hispanic	Pacific Islander	White	Two or More Races	EcoDis	Current Special Ed	ESL
2024	**55%**	*	*	**51%**	*	**63%**	**58%**	**54%**	**22%**	**33%**
2025	**60%**	*	*	**56%**	*	**68%**	**63%**	**59%**	**25%**	**36%**
2026	**65%**	*	*	**61%**	*	**73%**	**68%**	**64%**	**28%**	**39%**
2027	**70%**	*	*	**66%**	*	**78%**	**73%**	**69%**	**31%**	**42%**
2028	**75%**	*	*	**71%**	*	**83%**	**78%**	**74%**	**34%**	**45%**
2029	**80%**	*	*	**76%**	*	**88%**	**83%**	**79%**	**37%**	**48%**

Texas Leadership Public Schools is committed to supporting early childhood literacy by requiring all Pre-Kindergarten through 3rd-grade teachers and administrators to complete the Texas Reading Academies. In addition to this requirement, the district administration provides professional development opportunities focused on specific curriculum resources. Teachers participate in monthly district-level Professional Learning Communities (PLCs) with the District Literacy Coach to discuss trends and best practices in literacy instruction.

The primary phonics curriculum implemented by Texas Leadership for Pre-Kindergarten to 2nd grade is Really Great Reading (RGR). This program emphasizes explicit literacy instruction in five key areas: phonemic awareness, phonics, vocabulary, fluency, and comprehension.

For comprehensive coverage of all literacy components, Texas Leadership has adopted SAVVAS MyView as the primary reading curriculum. This program includes multiple resources and training opportunities for teachers.

As campus needs arise, the district responds proactively to the requests of teachers and leaders, providing additional resources and support from both internal and external sources.

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will be 70% by June 2029.

Yearly Target Goals

2024	2025		2026		2027		2028		2029	
Current	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
22%	**40%**		**50%**		**60%**		**65%**		**70%**	

Closing the Gaps Student Groups Yearly Targets

	African American	American Indian	Asian	Hispanic	Pacific Islander	White	Two or More Races	EcoDis	Current Special Ed	ESL
2024 (Baseline)		*	*		*					
2025 (Target)	**50%**			**50%**		**50%**	**50%**	**50%**	**35%**	**35%**
2026 (Target)	**55%**			**55%**		**55%**	**55%**	**55%**	**40%**	**40%**
2027 (Target)	**60%**			**60%**		**60%**	**60%**	**60%**	**45%**	**45%**
2028 (Target)	**65%**			**65%**		**65%**	**65%**	**65%**	**50%**	**50%**
2029 (Target)	**70%**			**70%**		**70%**	**70%**	**70%**	**55%**	**55%**
Final Target	**63%**			**68%**		**74%**	**72%**	**66%**	**58%**	**66%**

Early Childhood Math Progress Measure 1

The percent of K students that score "At Benchmark " or "Above Benchmark" on IXL Math EOY Diagnostic will be 70% by June 2029

Yearly Target Goals

2024	2025		2026		2027		2028		2029	
Current	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
	50%		**55%**		**60%**		**65%**		**70%**	

Closing the Gaps Student Groups Yearly Targets

	African American	American Indian	Asian	Hispanic	Pacific Islander	White	Two or More Races	EcoDis	Current Special Ed	ESL
2024		*	*		*					
2025	**50%**			**50%**		**50%**	**50%**	**50%**	**35%**	**35%**
2026	**55%**			**55%**		**55%**	**55%**	**55%**	**40%**	**40%**
2027	**60%**			**60%**		**60%**	**60%**	**60%**	**45%**	**45%**
2028	**65%**			**65%**		**65%**	**65%**	**65%**	**50%**	**50%**
2029	**70%**			**70%**		**70%**	**70%**	**70%**	**55%**	**55%**

Early Childhood Math Progress Measure 2

The percent of 1st grade students that score "At Benchmark " or "Above Benchmark"on IXL Math EOY Diagnostic will be 70% by June 2029.

Yearly Target Goals

2024	2025		2026		2027		2028		2029	
Current	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
	50%		**55%**		**60%**		**65%**		**70%**	

Closing the Gaps Student Groups Yearly Targets

	African American	American Indian	Asian	Hispanic	Pacific Islander	White	Two or More Races	EcoDis	Current Special Ed	ESL
2024		*	*		*					
2025	**50%**			**50%**		**50%**	**50%**	**50%**	**35%**	**35%**
2026	**55%**			**55%**		**55%**	**55%**	**55%**	**40%**	**40%**
2027	**60%**			**60%**		**60%**	**60%**	**60%**	**45%**	**45%**
2028	**65%**			**65%**		**65%**	**65%**	**65%**	**50%**	**50%**
2029	**70%**			**70%**		**70%**	**70%**	**70%**	**55%**	**55%**

Early Childhood Math Progress Measure 3

The percent of 2nd grade students that score "At Benchmark " or "Above Benchmark"on IXL Math EOY Diagnostic will be 85% by June 2029.

Yearly Target Goals

2024	**2025**		**2026**		**2027**		**2028**		**2029**	
Current	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
	65%		**70%**		**75%**		**80%**		**85%**	

Closing the Gaps Student Groups Yearly Targets

	African American	American Indian	Asian	Hispanic	Pacific Islander	White	Two or More Races	EcoDis	Current Special Ed	ESL
2024		*	*		*					
2025	**65%**			**65%**		**65%**	**65%**	**65%**	**35%**	**35%**

2026	**70%**			**70%**		**70%**	**70%**	**70%**	**40%**	**40%**
2027	**75%**			**75%**		**75%**	**75%**	**75%**	**45%**	**45%**
2028	**80%**			**80%**		**80%**	**80%**	**80%**	**50%**	**50%**
2029	**85%**			**85%**		**85%**	**85%**	**85%**	**55%**	**55%**

Additionally, Texas Leadership has partnered with GreatMinds to train campus leaders using their Instructional Strategies Toolkit, ensuring that these leaders can effectively evaluate classroom instruction. Multiple Directors of Teaching and Learning have also received training to support campus leadership in assessing classroom lessons and identifying specific needs at their campus.

Teachers plan their mathematics instruction on their campus with their campus teams. In addition, teachers have the opportunity to connect and collaborate across campuses through district PLCs.

For early childhood mathematics, Texas Leadership Public Schools implements Eureka Math TEKS Edition (Bluebonnet Learning SY 25 and beyond). Teachers have various opportunities throughout the year to enhance their understanding of the curriculum and its components through in-person and virtual training sessions. The district has contracted with GreatMinds to deliver professional development focused on trends observed in classrooms.

CCMR Board Outcome Goal

The percentage of graduates that meet the criteria for CCMR will increase from 70% to 97% by August 2030.

Yearly Target Goals

2024	2025	2026	2027	2028	2029
85%	87%	89%	91%	94%	100%

Closing the Gaps Student Groups Yearly Targets

	African American	American Indian	Asian	Hispanic	Pacific Islander	White	Two or More Races	EcoDis	Current Special Ed
2023 Graduates	54%	67%	79%	*	100%	*	100%		70.0%
2025									
2026									
2027									
2028									
2029									
Interim Target #1									
Interim Target #2									

Final Target									

The percent of CCMR students that meet the threshold for CCMR Outcomes Bonus will increase from 18% to 45% by August 2030.

Yearly Target Goals

2024	2025	2026	2027	2028	2029
18%	23%	28%	33%	38%	50%

Closing the Gaps Student Groups Yearly Targets

	African American	American Indian	Asian	Hispanic	Pacific Islander	White	Two or More Races	EcoDis	Current Special Ed
2023 Graduates	3.13%		50.00%	10.00%	100.00%	35.00%	40.00%	15.00%	
2025									
2026									
2027									
2028									
2029									

To achieve 97% in progress measure 1 by 2029, the campus will continue to test all junior students not in dual-credit classes with the TSIA2 Math/Reading assessments; any students who do not score high enough on the TSI exam will be placed in a College Preparatory class for Math and/or Reading during their senior year depending on their respective scores.
To achieve 45% in progress measure 2 by 2029, the campus will continue scheduling students according to CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications that align with students' interests,
offer opportunities for armed forces recruiters to speak to junior/senior classes each school year, and host military signing days/ceremonies during spring semesters to feature students going into the armed forces post high school and encourage consideration by other students.

Other goals to help increase CCMR performance by 2029 include:
Continue offering Dual-Credit courses to juniors and seniors with the goal of increasing the number of students taking dual-credit courses.
Dialogue with students at end of Freshman year/beginning of Sophomore year with goal of developing detailed plan for postsecondary goals; this dialogue would become part of the student portfolio in Naviance.
Students in 7th grade will take one semester College and Career exploration class to help them explore and plan for their high school courses and beyond.