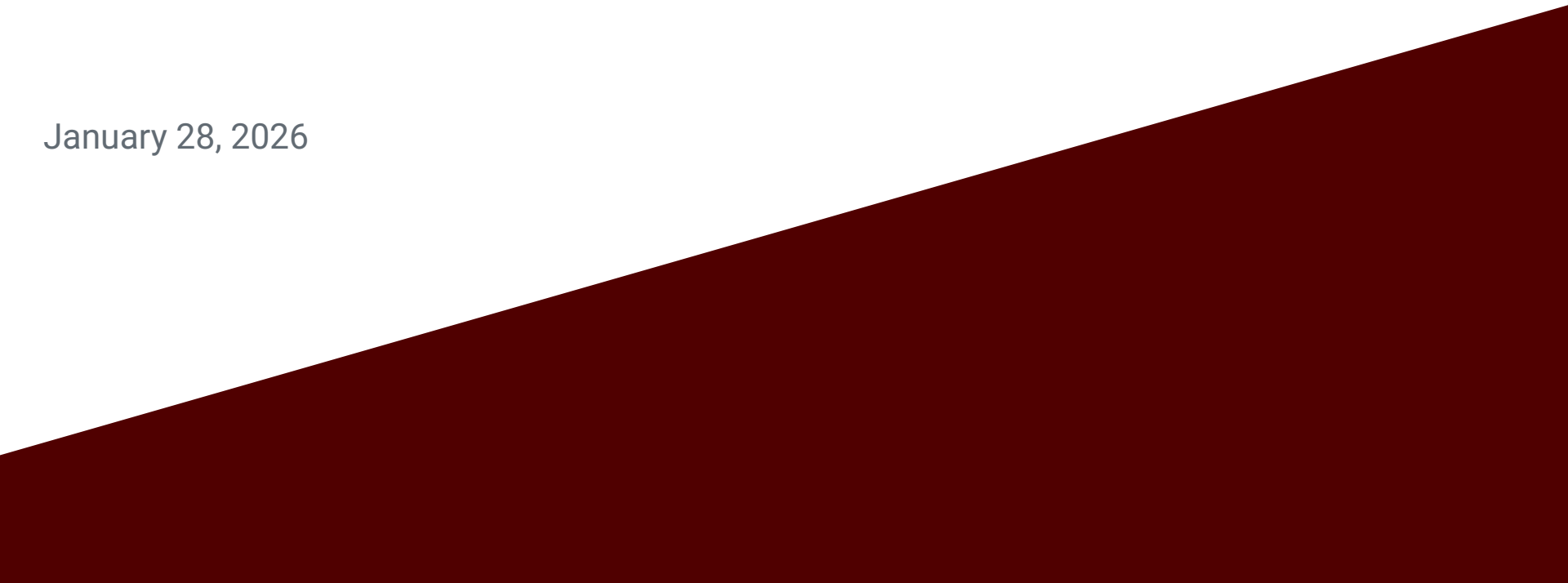


HB 3 School Board Goals Overview

Poteet ISD

January 28, 2026



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.

HB3 Board Goals Requirements

School boards are required to adopt plans in early childhood literacy and math, as well as college, career, and military readiness. All plans are required to include:

- *at least one assigned district-level administrator to submit an annual report to the board on the district's progress;*
- *an annual review by the board at a public meeting;*
- *an annual report posted on district and campus websites; and*
- *specific, quantifiable, annual goals for five years at each campus.*

Early childhood plans are required to include:

- *annual goals for aggregate student growth on 3rd grade math and reading STAAR;*
- *annual targets for students in each group evaluated under closing the gaps domain;*
- *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 targets that may be set for students in bilingual or ESL programs.*

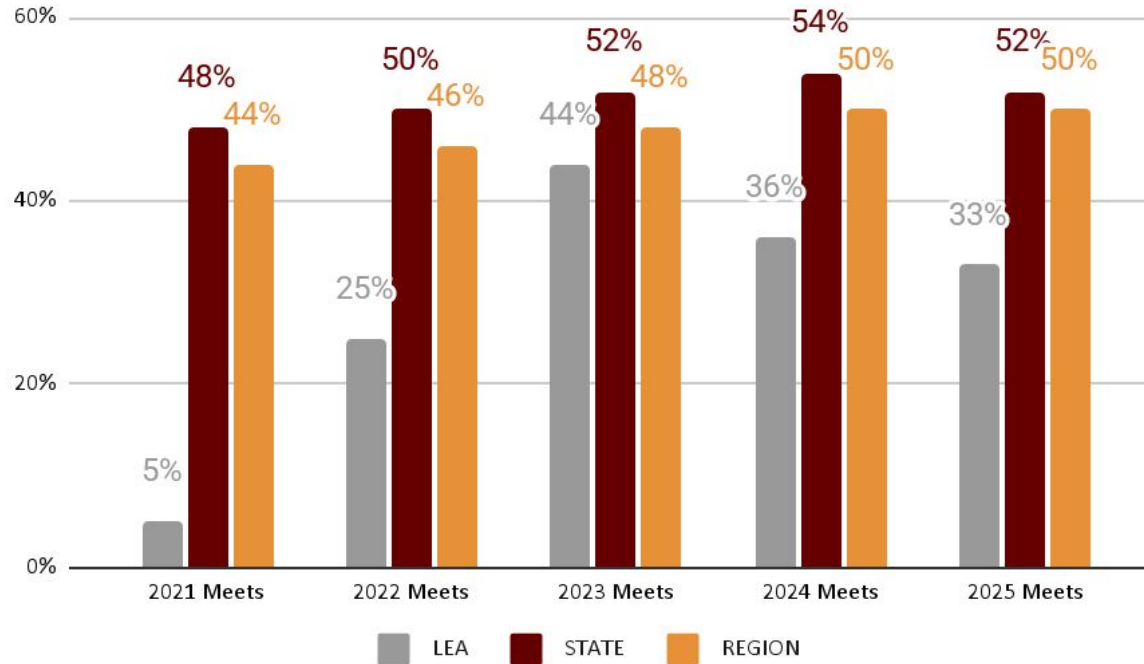
College, career, and military readiness plans are required to include:

- *annual goals for aggregate student growth on CCMR readiness indicators evaluated under the student achievement domain; and*
- *annual targets for students in each group evaluated under closing the gaps domain.*

Poteet ISD 2021-2025 STAAR Reading Performance

State, Region, and LEA data

Grade 3 Reading STAAR Goals (Meets Grade Level)



Progress Toward Board-adopted HB 3 Reading Goals

Grade 3 Reading STAAR Performance (Meets Grade Level)

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Region (All Students) * 2030 Goal is 60%	36	49	47	46	50	53	55	57	59	60
Poteet ISD (All Students) * 2030 Goal is 60%	25	25	44	36	33	40	48	50	55	60

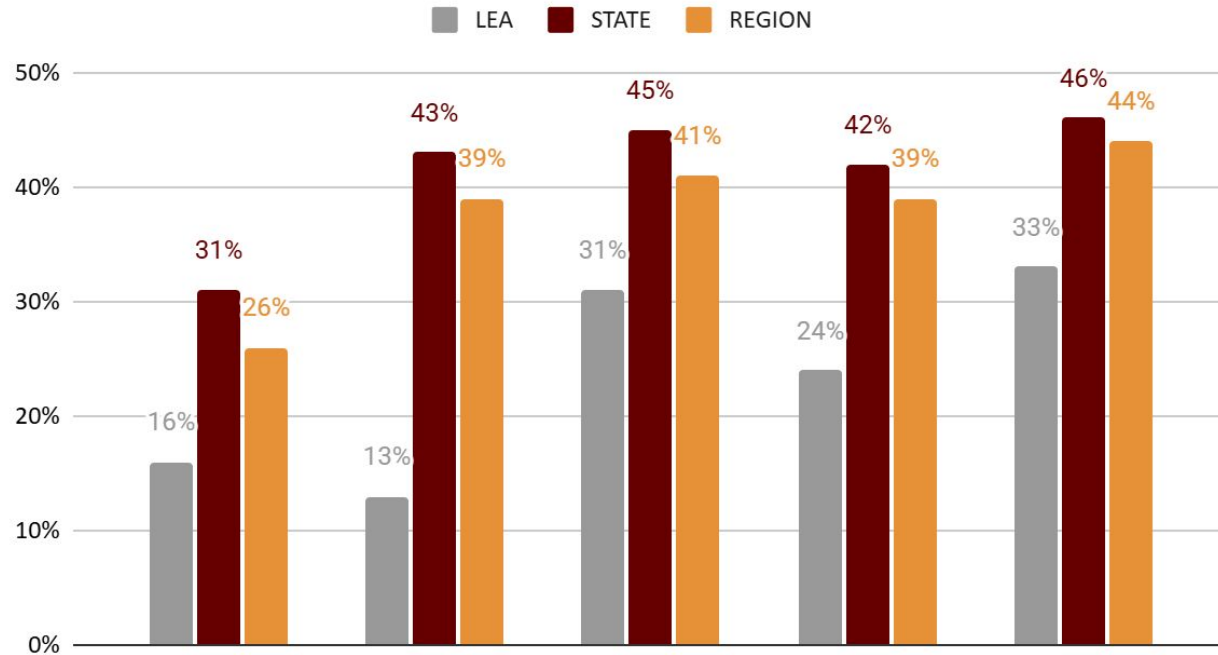
Reading 2021-2025 Yearly Targets (Closing the Gaps)

Closing the Gaps Student Groups Yearly Targets											
	African American	Hispanic Target 39%	White Target 59%	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed Target 26%	Eco Disadv. Target 35%	Special Ed (Former)	EB Target 37%
2021		24%	30%					14%	16%		17%
2022		22%	60%					13%	21%		9%
2023		45%	38%					23%	36%		40%
2024		38%	17%					23%	31%		28%
2025		34%	29%					3%	32%		41%

Poteet ISD 2021-2025 STAAR Math Performance

State, Region, and LEA data

Grade 3 Math STAAR Goals (Meets Grade Level)



Progress Toward Board-adopted HB 3 Math Goals

Grade 3 Math STAAR Performance (Meets Grade Level)

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Region (All Students) <i>* 2030 Goal is 60%</i>	26	39	41	39	44	46	48	52	56	60
Poteet ISD (All Students) <i>* 2030 Goal is 60%</i>	16	13	31	24	31	40	48	50	55	60

Math 2021-2025 Yearly Targets (Closing the Gaps)

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic Target 44%	White Target 60%	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed Target 29%	Eco Disadv. Target 40%	Special Ed (Former)	EB Target 45%
2021		14%	30%					14%	14%		33%
2022		10%	40%					7%	21%		9%
2023		31%	31%					30%	28%		40%
2024		25%	8%					17%	20%		28%
2025		31%	43%					7%	29%		56%

Professional Development & Strategic Initiatives

Improving STAAR Accountability & Student Outcomes

Core Instruction

- HQIM Adoption: Implemented High-Quality Instructional Materials to ensure rigorous, grade-level alignment across all classrooms.
- Strategic Alignment: Conduct weekly PLCs in partnership with ESC-20 to bridge the gap between curriculum delivery and STAAR assessment standards

Data-Driven Instruction

- Benchmarks: NWEA Map Testing & Unit Assessments
- Daily Pulses: Analysis of Exit Tickets and Walkthrough Data to ensure instructional high-fidelity.
- Data Trackers: Tracking growth through Zearn, IXL, and NWEA

Accelerated Learning: WIN (*What I Need*) 30-30-30 Accelerated Learning

- Papaya Tutoring (Reading, Math): Real-life virtual tutors providing 45 minutes of daily, high-dosage instruction (144 students)
- Zearn (Math): Goal is to complete at least three grade level digital lessons weekly
- IXL (Reading): Goal is to complete 2 skills proficiency weekly
- Amira Learning: Goal is 30 minutes weekly (EB students)

Special Education: Professional Development

- IEP Development/Coaching
- Co-Teach Training for General & Special Education
- Inclusion Support



Progress Toward Board-adopted HB 3 Goals (CCMR)

CCMR Accountability

College Ready

Meets Texas Success Initiative Criteria; **OR**

Earns dual course credits; **OR**

Meets criteria on AP/IB exams; **OR**

Earns an associate degree; **OR**

Qualifies for OnRamps course credits

Career Ready

Earns an industry-based certification; **OR**

Graduates with completed IEP and workforce readiness; **OR**

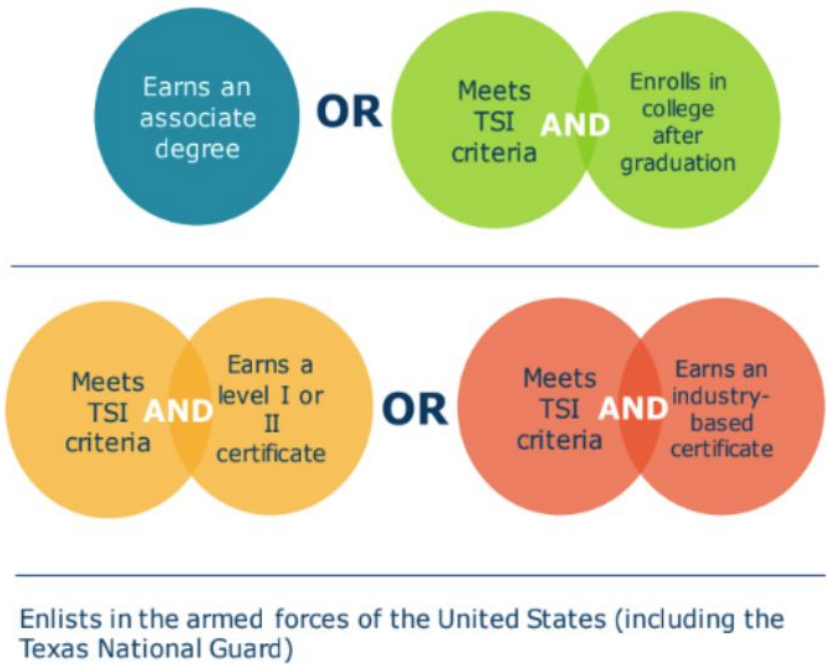
Graduates with an advanced degree plan and received special education services; **OR**

Military Ready

Earns a level I or level II certificate

Enlists in the U.S. Armed Forces in the armed forces of the United States (including the Texas National Guard)

CCMR Outcomes Bonuses



RGV FOCUS
a collaboration with Educate Texas



HB 3 CCMR Outcome Bonus Funding

College, Career, & Military Readiness Outcome Bonus Funds were made with the goal of rewarding districts with additional funding for each graduate meeting a higher standard of College, Career, Military (CCM) readiness

Bonuses are paid to district for:

- Economically Disadvantaged: **\$5,000** for each CCM-Ready 'economically disadvantaged' annual graduate above the threshold (11% of graduates).
- Non-Economically Disadvantaged: **\$3,000** for each CCM-Ready 'non-economically disadvantaged' annual graduate above the threshold (24% of graduates).
- Special Education: **\$2,000** for each CCM-Ready annual graduate enrolled in Special Education, regardless of economically-disadvantaged status.

CCMR Outcome Bonus - **2024** Annual Graduate Early Counts

Demographic Indicator	Annual Graduates	Threshold %	Threshold # (% x Grads)	District Grads Meeting Criteria	District Grads Above Threshold	CCMR Outcome Bonus
Economically Disadvantaged	94	11%	$11\% \times 94 = 10$	22	$22 - 10 = 12$	$\$5000 \times 12 = \$60,000$
Non-Economically Disadvantaged	36	24%	$24\% \times 36 = 8$	11	$11 - 8 = 3$	$\$3,000 \times 3 = \$9,000$
Special Education (Included in the eco-dis categories)	18	0%	$0\% \times 18 = 0$	1	$1 - 0 = 1$	$\$2,000 \times 1 = \$2,000$
Total				34	16	\$71.000

HB 3 provided new funding for districts to support academic and postsecondary outcomes for students, The purpose of CCMR Outcome Bonus funding is to reward school system for not only preparing students for college, career, and the military, but for students taking the next step in their career planning by enrolling in postsecondary institutions, completing a credential and/or enlisting in the military.

For questions or more information, contact:

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