

# House Bill 3 Early Literacy, Math, and CCMR Goals

**Board Meeting - November 8, 2021**

# Agenda

**Background  
Information**

**Current State**

**Early Literacy and  
Math Goals**

**College, Career, and  
Military Readiness  
Goals**



The four goals in the 60x30TX Plan are essential to the future prosperity of Texas.



## THE OVERARCHING GOAL: 60x30

At least 60 percent of Texans ages 25-34 will have a certificate or degree.

- *Supports the economic future of the state*



## THE SECOND GOAL: COMPLETION

At least 550,000 students in 2030 will complete a certificate, associate, bachelor's, or master's from an institution of higher education in Texas.

- *Requires large increases among targeted groups*



## THE THIRD GOAL: MARKETABLE SKILLS

All graduates from Texas public institutions of higher education will have completed programs with identified marketable skills.

- *Emphasizes the value of higher education in the workforce*



## THE FOURTH GOAL: STUDENT DEBT

Undergraduate student loan debt will not exceed 60 percent of first-year wages for graduates of Texas public institutions.

- *Helps students graduate with manageable debt*

# House Bill 3

86th Texas Legislature



## HB 3 Bill Summary

House Bill 3 (HB 3), a sweeping and historic school finance bill, was passed by the 86th Texas Legislature in 2019 and signed by Governor Greg Abbott. The bill can be broken down into four major policy areas:



Supports Teachers and Rewards  
Teacher Excellence



Focuses on Learning and Improving  
Student Outcomes



Increases Funding and Equity



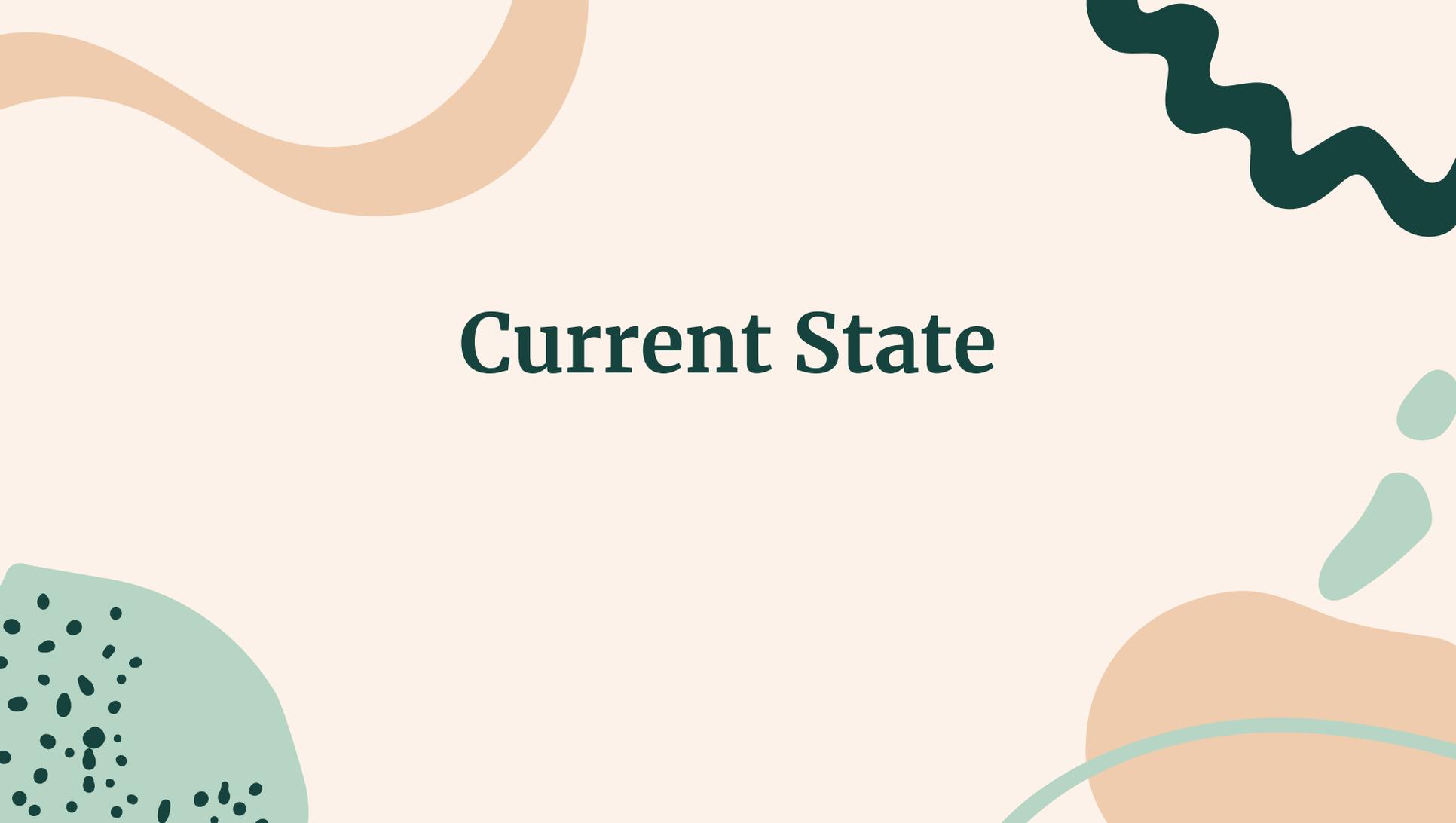
Reduces and Reforms Property Taxes  
and Recapture

# Why

In keeping alignment with the state's 60x30 TX goals, we continue to focus on early childhood and college, career and military readiness (CCMR) goals, which support the **Pre-K through 12<sup>th</sup>** grade educational continuum:

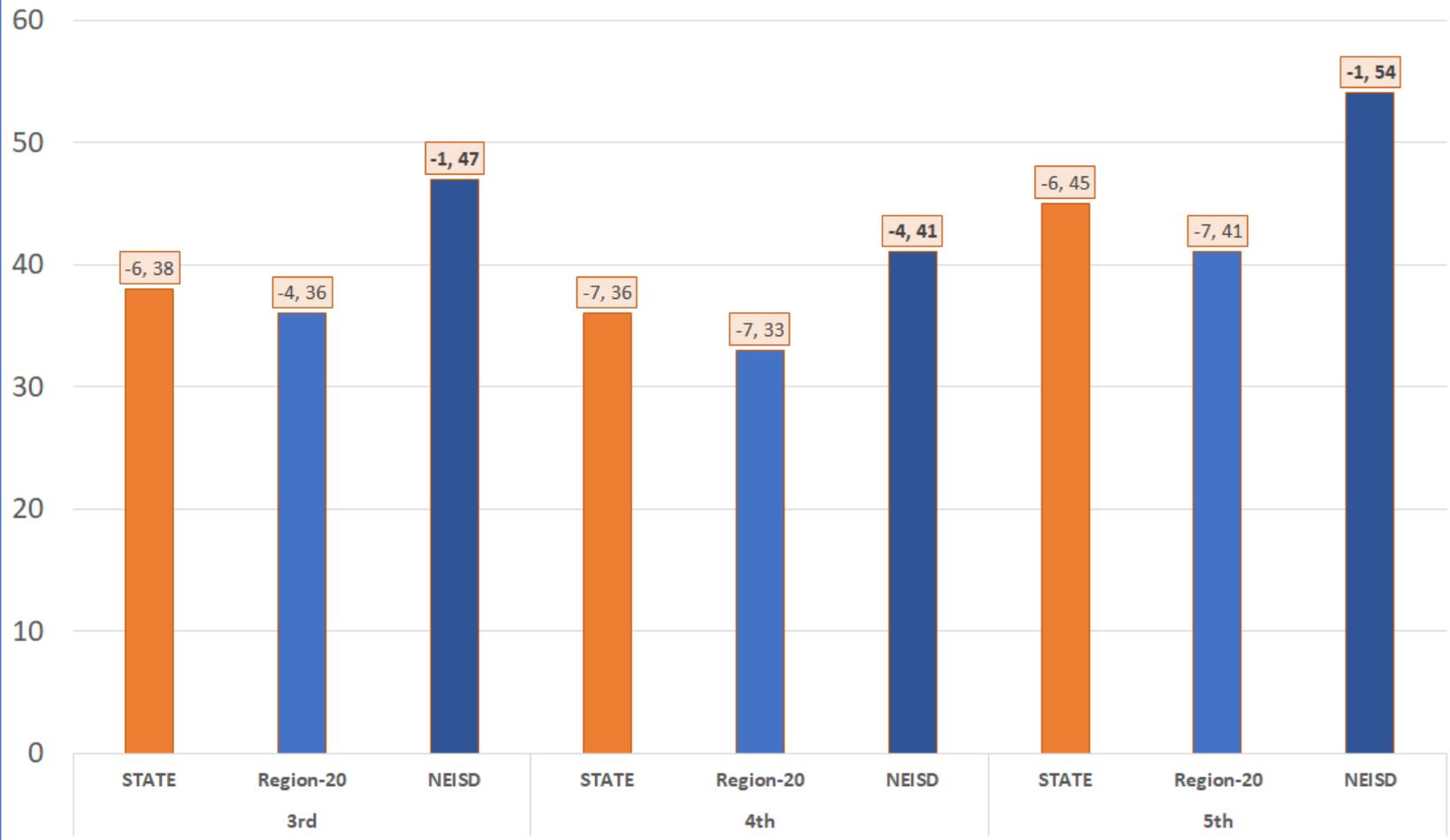
- ✓ Sixty percent of all students reach the state's **"Meets"** standard at third-grade reading and math.
- ✓ 60% of all high school seniors graduate CCMR ready





# Current State

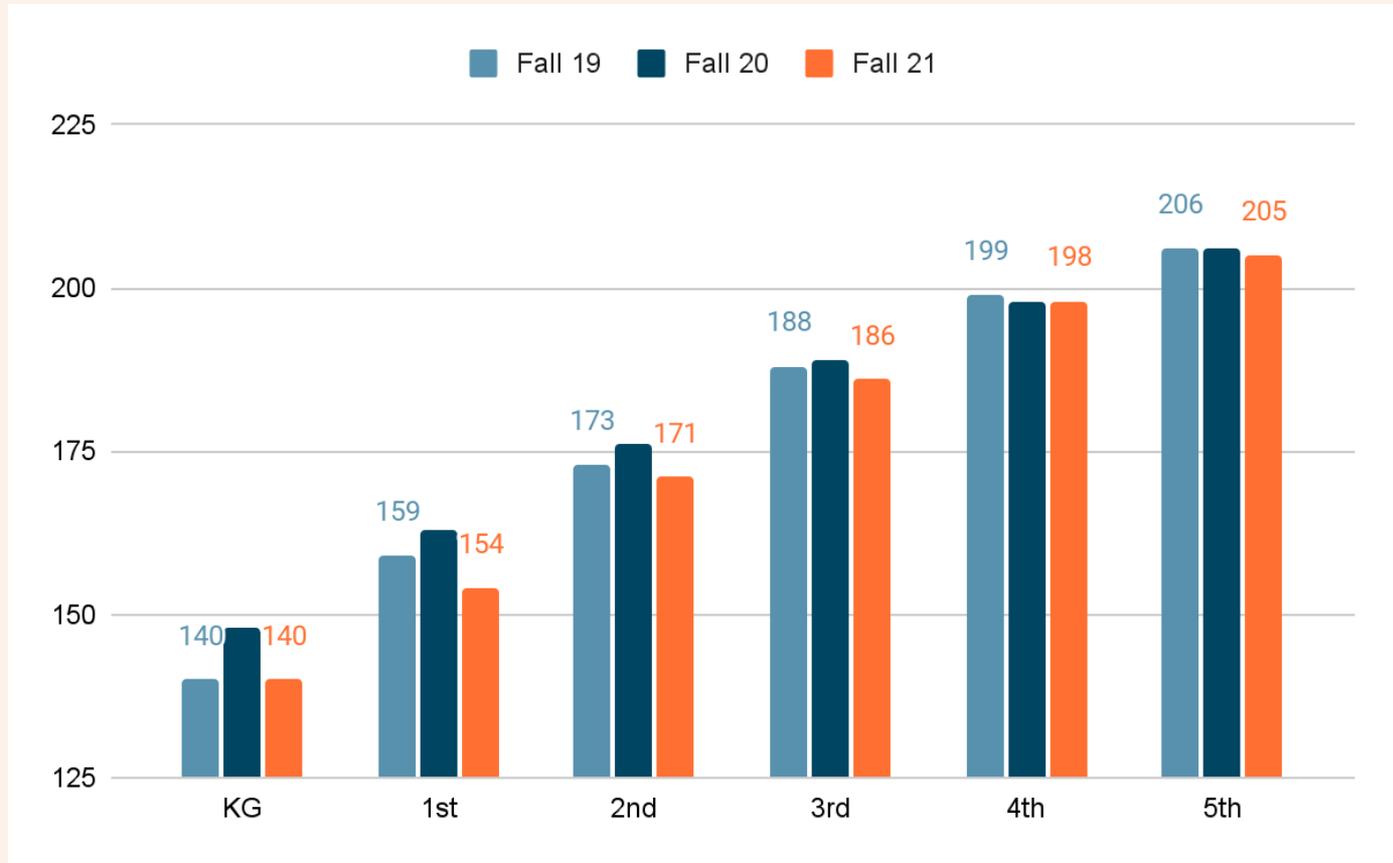
### Elementary Meets Grade Level STAAR Reading Performance 2021



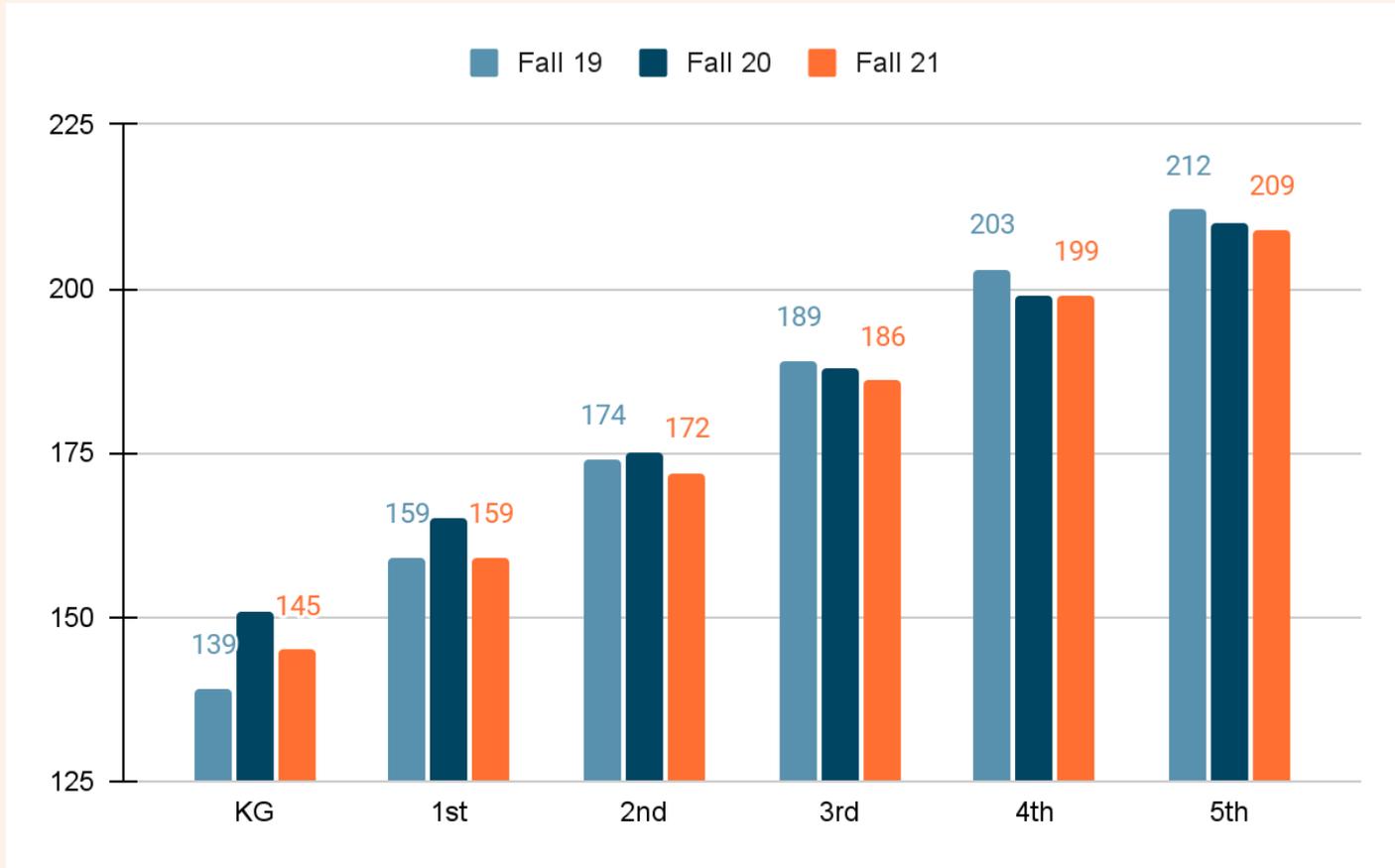
## Elementary Meets Grade Level STAAR Mathematics Performance 2021



# Reading Fall to Fall MAP Comparison



# Math Fall to Fall MAP Comparison





# Early Literacy and Math Goals

# Early Literacy and Math

- Established 3rd grade reading and math goals for the district, campus, and by student group at the Meets level
- Established annual goals for students in each student group evaluated under closing the gaps Domain 3 at the Meets level
- A targeted Professional Development plan aligned to DIIP

## SMART Goal

**S** - Specific

**M** - Measurable

**A** - Attainable

**R** - Results Oriented

**T** - Time Bound



## 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 46% (STAAR 2021) to 55% by June 2024.

### Yearly Target Goals

2018	2019	2020**	2021 Goal	2021 Score	2022	2023	2024
46%	50%	** Not Rated	53%	46%	49%	52%	55%

Score exceeded goal

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled	Eco. Disadv.	EL (Current & Mon.)
2018	27%	39%	64%	50%	60%	50%	53%	25%	33%	48%	41%	30%	36%
2019	33%	45%	62%	17%	70%	*	55%	24%	43%	52%	44%	36%	47%
2020**	**	**	**	**	**		**	**	**	**	**	**	**
2021 Goal	36%	48%	65%	20%	73%		58%	27%	46%	55%	47%	39%	50%
2021 Score	33%	40%	62%	*	69%	*	57%	19%		48%	42%	33%	38%
2022	39%	46%	65%		72%		60%	25%		51%	45%	39%	44%
2023	45%	52%	68%		75%		63%	31%		54%	48%	45%	50%
2024	51%	58%	71%		78%		66%	37%		57%	51%	51%	56%

\*\* Indicates results are masked due to small numbers to protect student confidentiality. When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.

\*\* Not Rated: Declared State of Disaster



## Early Childhood Literacy Progress Measure 1

The percent of PreK students that score “on track” in Phonological Awareness on Wave 3 of the CIRCLE literacy diagnostic will increase from 76% (Wave 3 2021) to 84% by June 2024.

### Yearly Target Goals

2019	2020**	2021-Goal	2021-Score	2022	2023	2024
74%	** Not Rated	76%	76%	80%	82%	84%

Score exceeded goal

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled	Eco. Disadv.	EL (Current & Mon.)
2019	64%	75%	72%	*	70%	*	84%	42%				72%	80%
2020**	**	**	**	**	**	**	**	**				**	**
2021 Goal	66%	77%	74%		72%		86%	44%				74%	82%
2021 Score	78%	75%	78%	*	75%	*	83%	75%				76%	71%
2022	82%	80%	80%		79%		85%	80%				80%	76%
2023	84%	82%	82%		81%		87%	82%				82%	81%
2024	86%	84%	84%		83%		89%	84%				84%	83%

\*\* Not Rated: Declared State of Disaster

\* Less than 12 students



## Early Childhood Literacy Progress Measure 2

The percent of Kinder students that met or exceeded their growth goal on MAP Reading will increase from 27% (EOY-2021) to 57% by June 2024.

### Yearly Target Goals

MOY-2020	2020**	2021 Goal	2021 Score	2022	2023	2024
44%	** Not Rated	45%	27%	37%	47%	57%

Score exceeded goal

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled	Eco. Disadv.	EL (Current & Mon.)
MOY-20	42%	39%	51%	*	53%	*	54%	37%				38%	36%
2020**	**	**	**	**	**	**	**	**				**	**
2021 Goal	44%	41%	53%		55%		56%	39%				40%	38%
2021 Score	24%	24%	35%	*	51%	*	27%	23%				24%	
2022	37%	37%	38%		54%		30%	36%				37%	
2023	50%	50%	41%		57%		33%	49%				50%	
2024	63%	63%	44%		60%		36%	62%				63%	

\*\* Not Rated: Declared State of Disaster

\* Less than 12 students



## Early Childhood Literacy Progress Measure 3

The percent of 1st – 3rd grade students that met or exceeded their growth goal on MAP Reading will increase from 47% (EOY-2021) to 53% by June 2024.

### Yearly Target Goals

MOY-2020	2020**	2021 Goal	2021^ Score	2022	2023	2024
43%	** Not Rated	45%	47%	49%	51%	53%

Score exceeded goal

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled	Eco. Disadv.	EL (Current & Mon.)
MOY-20	37%	42%	48%	42%	45%	27%	46%	32%				40%	42%
2020**	**	**	**	**	**	**	**	**				**	**
2021 Goal	39%	44%	50%	44%	47%	29%	48%	34%				42%	44%
2021^ Score	44%	44%	54%	59%	46%	25%	49%	41%				43%	39%
2022	49%	49%	56%	64%	50%	27%	51%	46%				48%	41%
2023	54%	54%	58%	69%	53%	29%	53%	51%				53%	44%
2024	59%	59%	60%	74%	57%	31%	55%	56%				58%	46%

\*\* Not Rated: Declared State of Disaster

^ 2021 Growth Grade 1 MOY to EOY all other grades BOY to EOY

\* Less than 12 students



## EC Literacy Targeted Professional Development Plan

All kindergarten through 3rd grade teachers and campus administrators will complete Reading Academies over the next two years that focus on the science of teaching reading and best practices in literacy instruction.

Professional learning will focus on the following components:

- explicit and systematic instruction of phonological awareness including Superkids PA, Heggerty PA, and Bridge the Gap.
- explicit and systematic instruction of sound-symbol correspondence, syllable types, and meaningful word parts including implementation of Superkids Foundational Skills, From Phonics to Reading, Estrellita, Lunita, and Escalera.
- a focus on vocabulary acquisition and instructional strategies.
- focus on listening comprehension through read alouds of complex text using the Ramped-Up read Aloud.
- scaffolding Reading comprehension of on grade level text through specific before, during and after Reading strategies.
- supporting implementation of Writing Units of Study and reader response, as well as integrating Patterns of Power and Patterns of Wonder for teaching grammar and conventions.

Provide professional learning focused on the analysis of MAP reports in order to assist teachers disaggregate reading data and use the results to make instructional decisions that will enhance student growth and support student goal setting.



## Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 34% (STAAR 2021) to 46% by June 2024.

### Yearly Target Goals

2018	2019	2020**	2021 Goal	2021 Score	2022	2023	2024
46%	51%	** Not Rated	54%	34%	39%	44%	<b>46%</b>

Score exceeded goal

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled	Eco. Disadv.	EL (Current & Mon.)
2018	26%	41%	61%	38%	70%	50%	54%	28%	39%	48%	40%	30%	38%
2019	30%	44%	68%	33%	82%	*	59%	29%	50%	54%	43%	36%	43%
2020**	**	**	**	**	**		**	**	**	**	**	**	**
2021 Goal	33%	47%	71%	36%	85%		62%	32%	53%	57%	46%	39%	46%
2021 Score	19%	27%	51%	*	67%	*	43%	14%		36%	28%	22%	30%
2022	27%	35%	56%		72%		48%	22%		41%	33%	30%	35%
2023	35%	43%	61%		77%		53%	30%		46%	38%	38%	40%
2024	<b>43%</b>	<b>51%</b>	<b>66%</b>		<b>82%</b>		<b>58%</b>	<b>38%</b>		<b>51%</b>	<b>43%</b>	<b>46%</b>	<b>45%</b>

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\*\* Not Rated: Declared State of Disaster



## Early Childhood Math Progress Measure 1

The percent of PreK students that score “on track” in Math on Wave 3 of the CIRCLE math diagnostic will increase from 80% (Wave 3 2021) to 86% by June 2024.

### Yearly Target Goals

2019	2020**	2021-Goal	2021-Score	2022	2023	2024
78%	** Not Rated	80%	80%	82%	84%	86%

Score exceeded goal

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled	Eco. Disadv.	EL (Current & Mon.)
2019	77%	77%	74%	*	86%	*	81%	51%				76%	81%
2020**	**	**	**	**	**	**	**	**				**	**
2021 Goal	79%	79%	76%		88%		83%	53%				78%	83%
2021 Score	82%	79%	83%	*	78%	*	85%	80%				81%	77%
2022	84%	81%	85%		83%		87%	82%				83%	79%
2023	86%	83%	87%		88%		89%	84%				85%	81%
2024	88%	85%	89%		90%		91%	86%				87%	83%

\*\* Not Rated: Declared State of Disaster

\* Less than 12 students



## Early Childhood Math Progress Measure 2

The percent of Kinder students that met or exceeded their growth goal on MAP Math will increase from 27% (EOY-2021) to 51% by June 2024.

### Yearly Target Goals

MOY-2020	2020**	2021 Goal	2021 Score	2022	2023	2024
47%	** Not Rated	49%	27%	38%	49%	51%

Score exceeded goal

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled	Eco. Disadv.	EL (Current & Mon.)
MOY-20	43%	45%	52%	*	44%	*	57%	38%				43%	45%
2020**	**	**	**	**	**	**	**	**				**	**
2021 Goal	45%	47%	54%		46%		59%	40%				45%	47%
2021 Score	19%	27%	30%	*	32%	*	31%	22%				26%	
2022	33%	41%	41%		43%		42%	36%				40%	
2023	47%	55%	52%		54%		53%	50%				54%	
2024	61%	69%	63%		65%		64%	64%				68%	

\*\* Not Rated: Declared State of Disaster

\* Less than 12 students



## Early Childhood Math Progress Measure 3

The percent of 1st – 3rd grade students that met or exceeded their growth goal on MAP math will increase from 47% to 55% by June 2024.

### Yearly Target Goals

MOY-2020	2020**	2021 Goal	2021^ Score	2022	2023	2024
47%	** Not Rated	49%	49%	51%	53%	55%

Score exceeded goal

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled	Eco. Disadv.	EL (Current & Mon.)
MOY-20	39%	47%	49%	63%	47%	47%	48%	41%				45%	49%
2020**	**	**	**	**	**	**	**	**				**	**
2021 Goal	41%	49%	51%	65%	49%	49%	50%	43%				47%	51%
2021^ Score	40%	47%	58%	60%	48%	*	50%	42%				44%	46%
2022	45%	52%	60%	65%	50%		52%	47%				49%	48%
2023	50%	57%	62%	70%	52%		54%	52%				54%	50%
2024	55%	62%	64%	75%	54%		56%	57%				59%	52%

\*\* Not Rated: Declared State of Disaster

^ MOY 2021 Grade 2 and Grade 3 data only

\* Less than 12 students

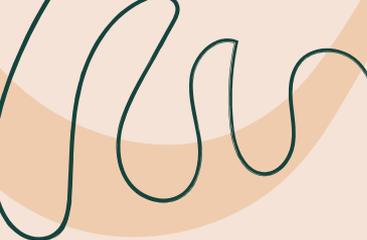


## EC Math Targeted Professional Development Plan

Increase teacher clarity to ensure student achievement in mathematics by providing professional learning and coaching on:

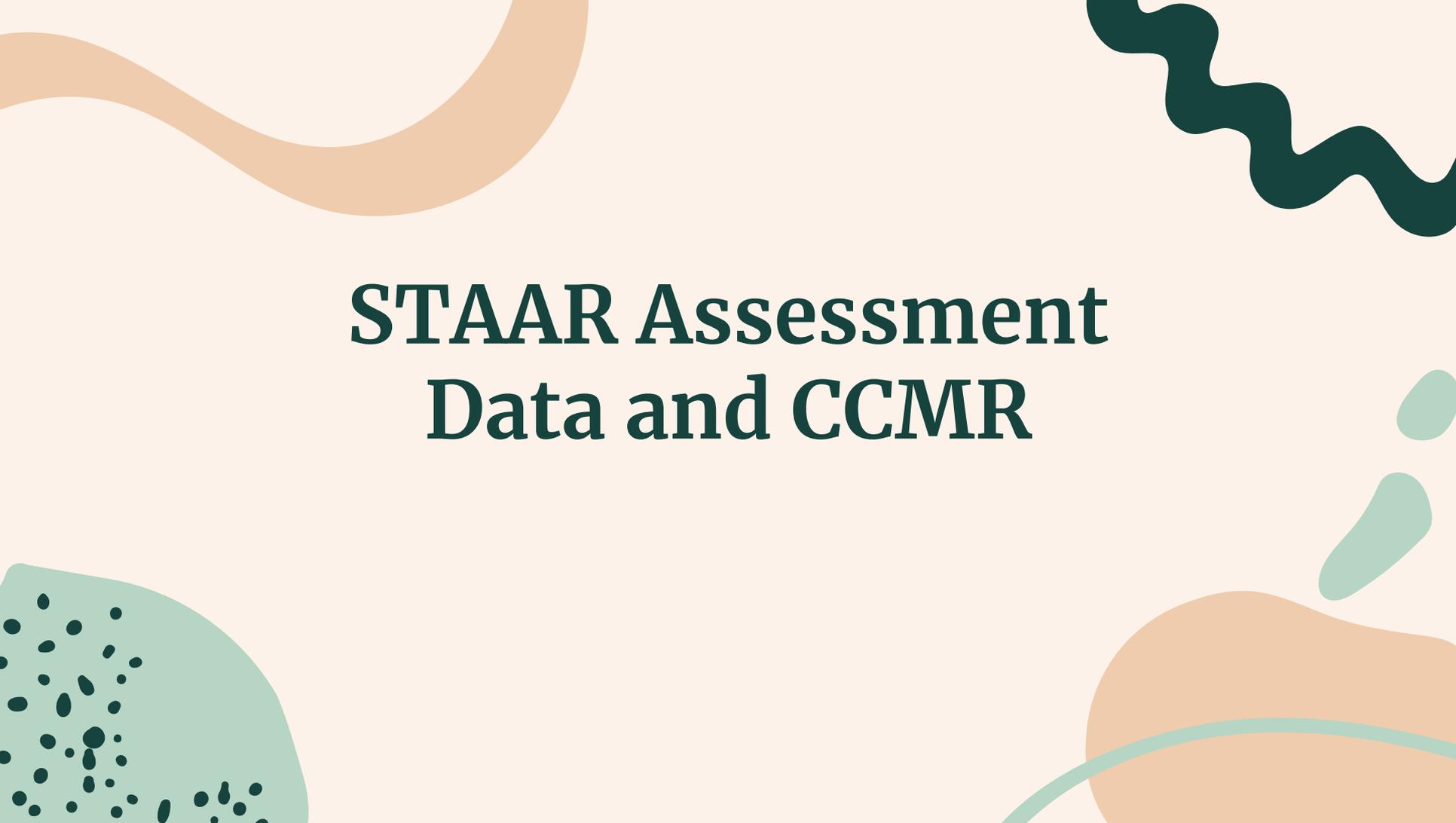
- Supporting teachers to develop students' conceptual understanding, computational fluency, use of a variety of problem-solving strategies and analysis of mathematical representations
- Math Academies for 4th and 5th grade
- Delivering instruction through guided math groups, which allows for differentiation and data-driven flexible grouping
- Developing independent and collaborative tasks, such as workstations, hands-on activities, real-world application, and problem solving in order to provide students the opportunity to practice, apply, and master grade level mathematical skills
- Promoting mathematical discourse and written communication in order for students to justify responses and explain their mathematical reasoning
- Planning for instruction by using the district curriculum framework, with a focus on teaching for understanding
- Utilizing research-based best practices and high-yield instructional strategies

Provide professional learning focused on the analysis of MAP and Circle reports in order to assist teachers disaggregate math data and use the results to make instructional decisions that will enhance student growth and support student goal setting.

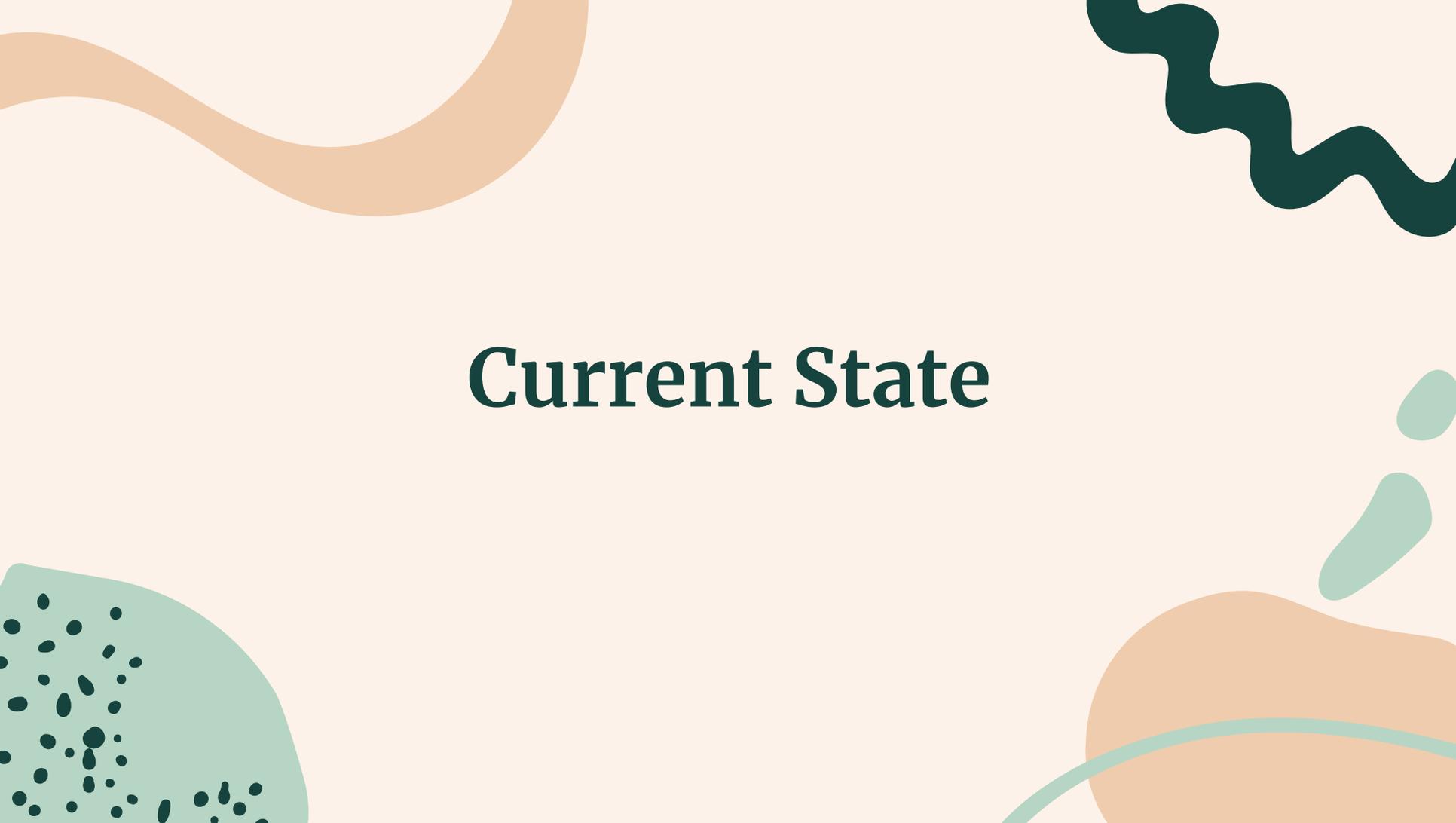


# Early Literacy and Math Action Plan

- Intentional progress monitoring through campus walks
  - Layered support to help meet the needs of all student groups
  - Professional learning aligned to data and instructional practices
  - Using data to meet the needs of our students through Multi-tiered systems of support (MTSS)
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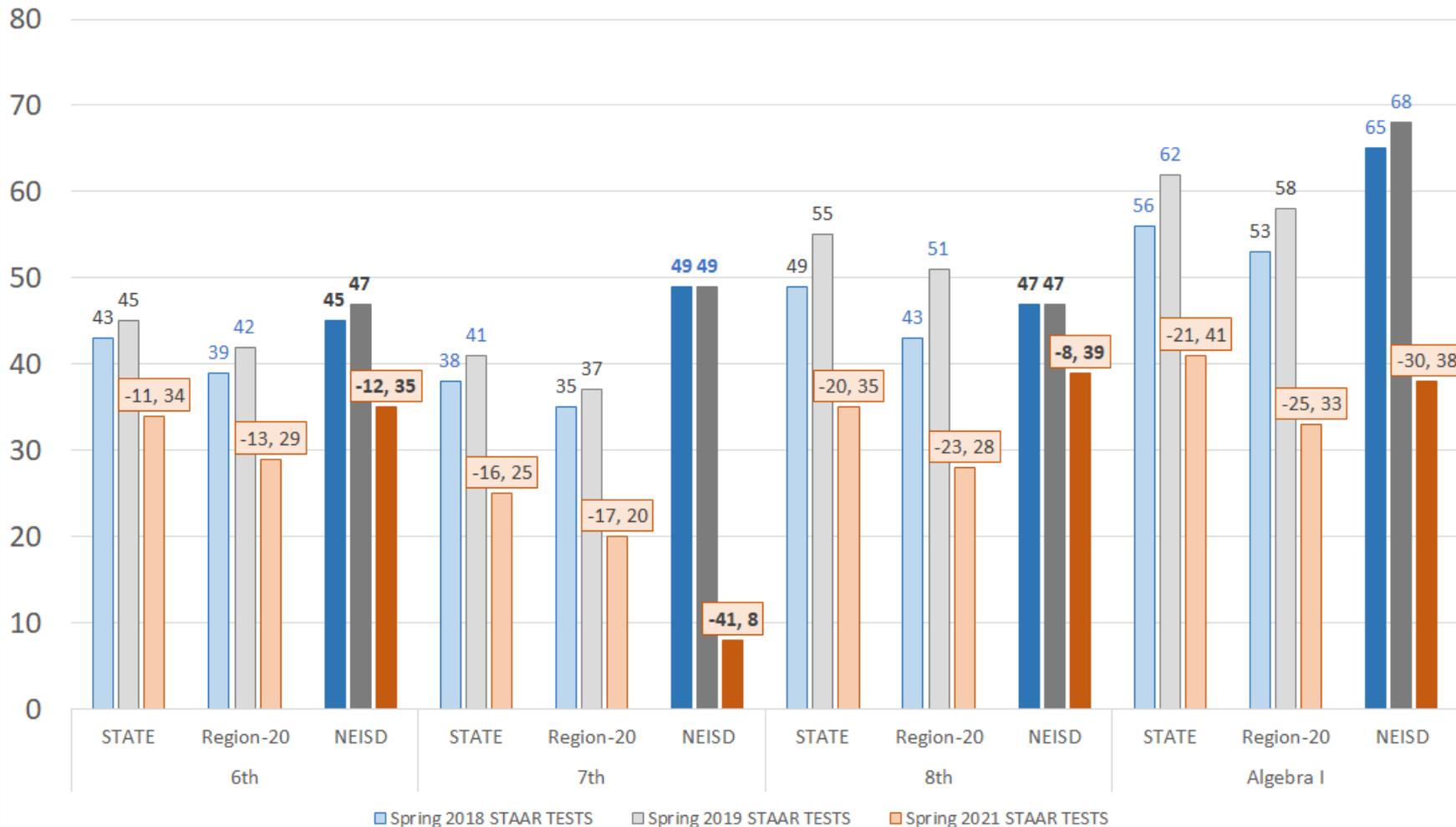


# **STAAR Assessment Data and CCMR**

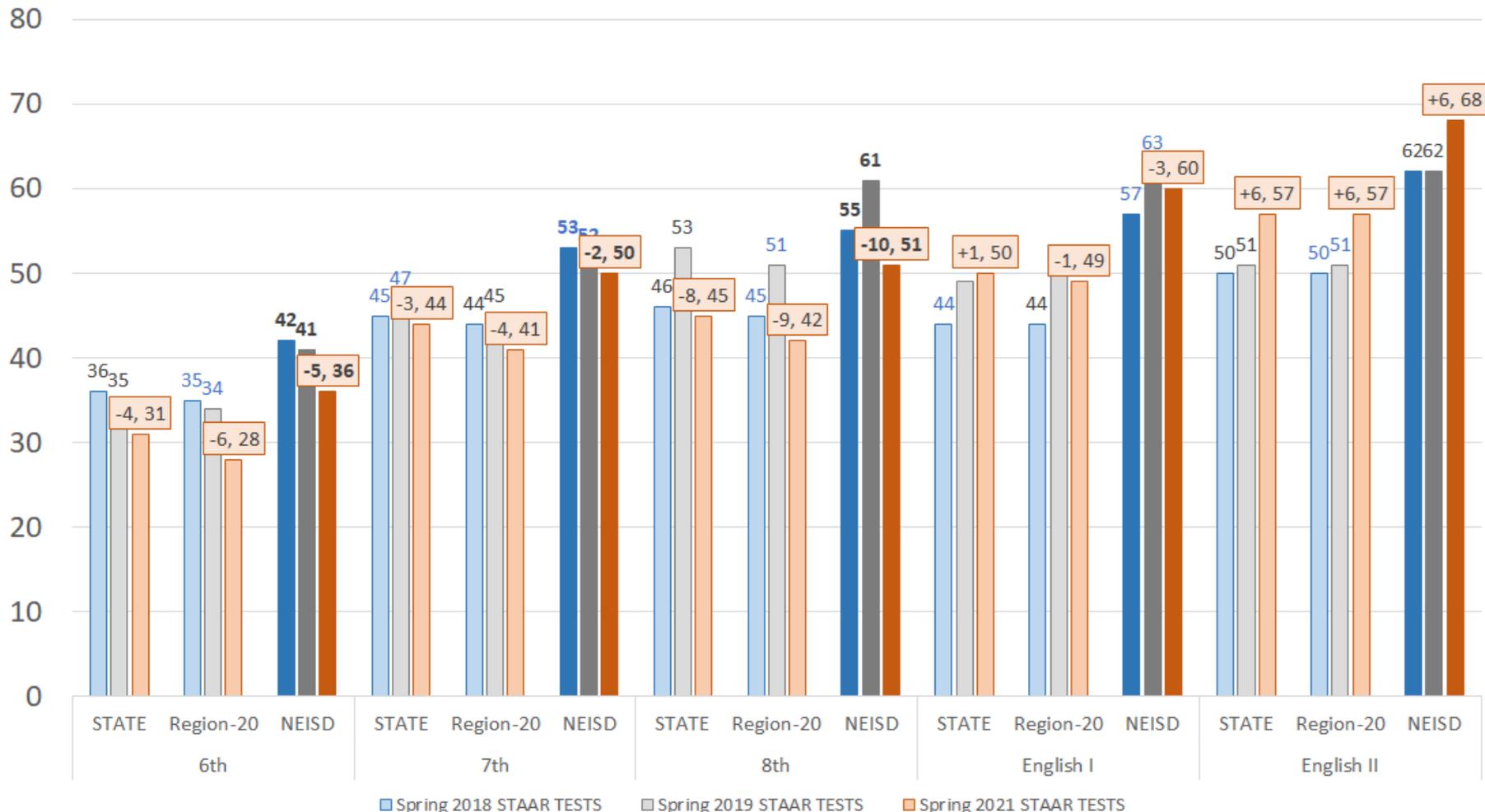


# Current State

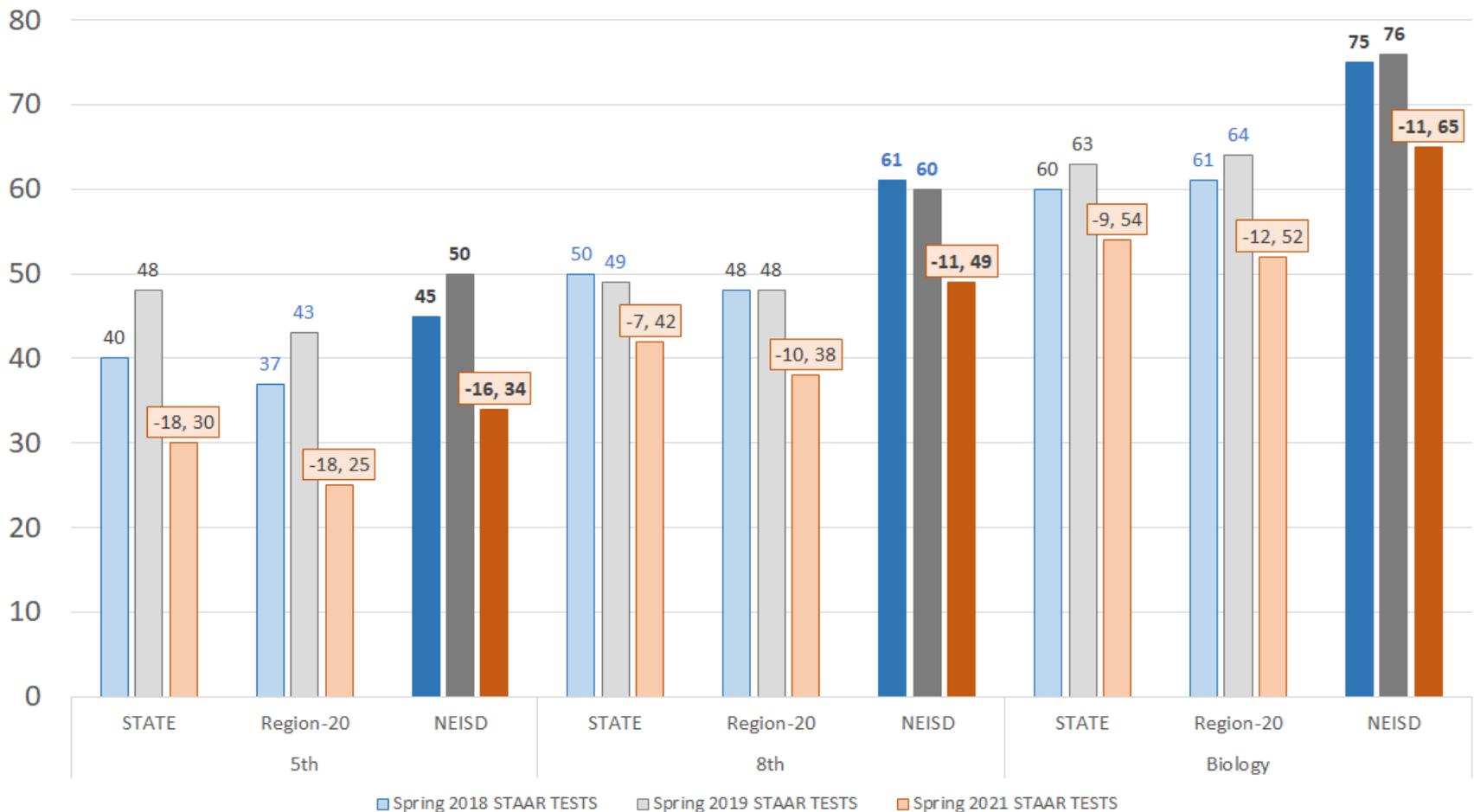
## Secondary Meets Grade Level STAAR Mathematics Performance 2018, 2019, and 2021



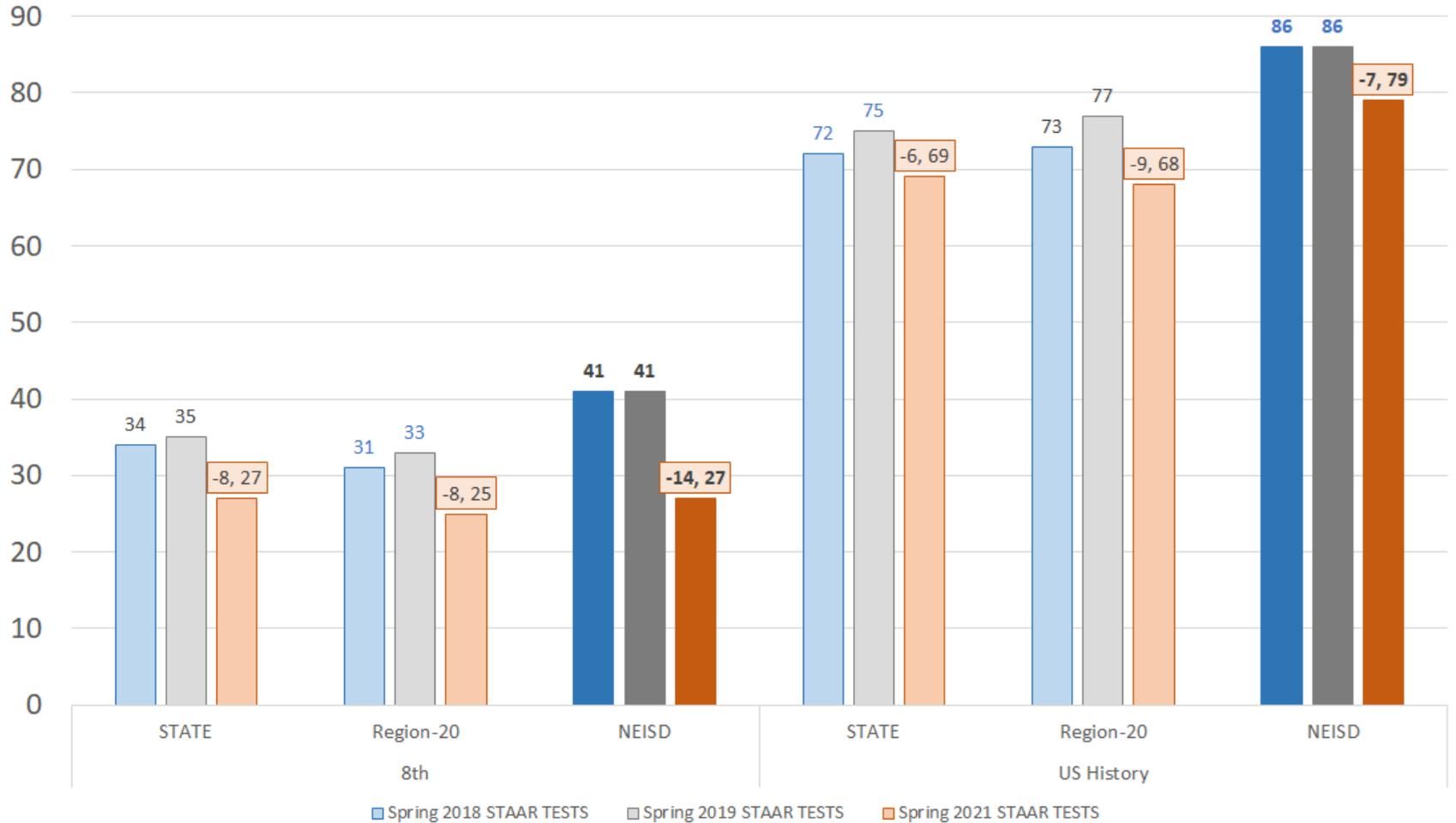
## Secondary Meets Grade Level STAAR Reading Performance 2018, 2019, and 2021

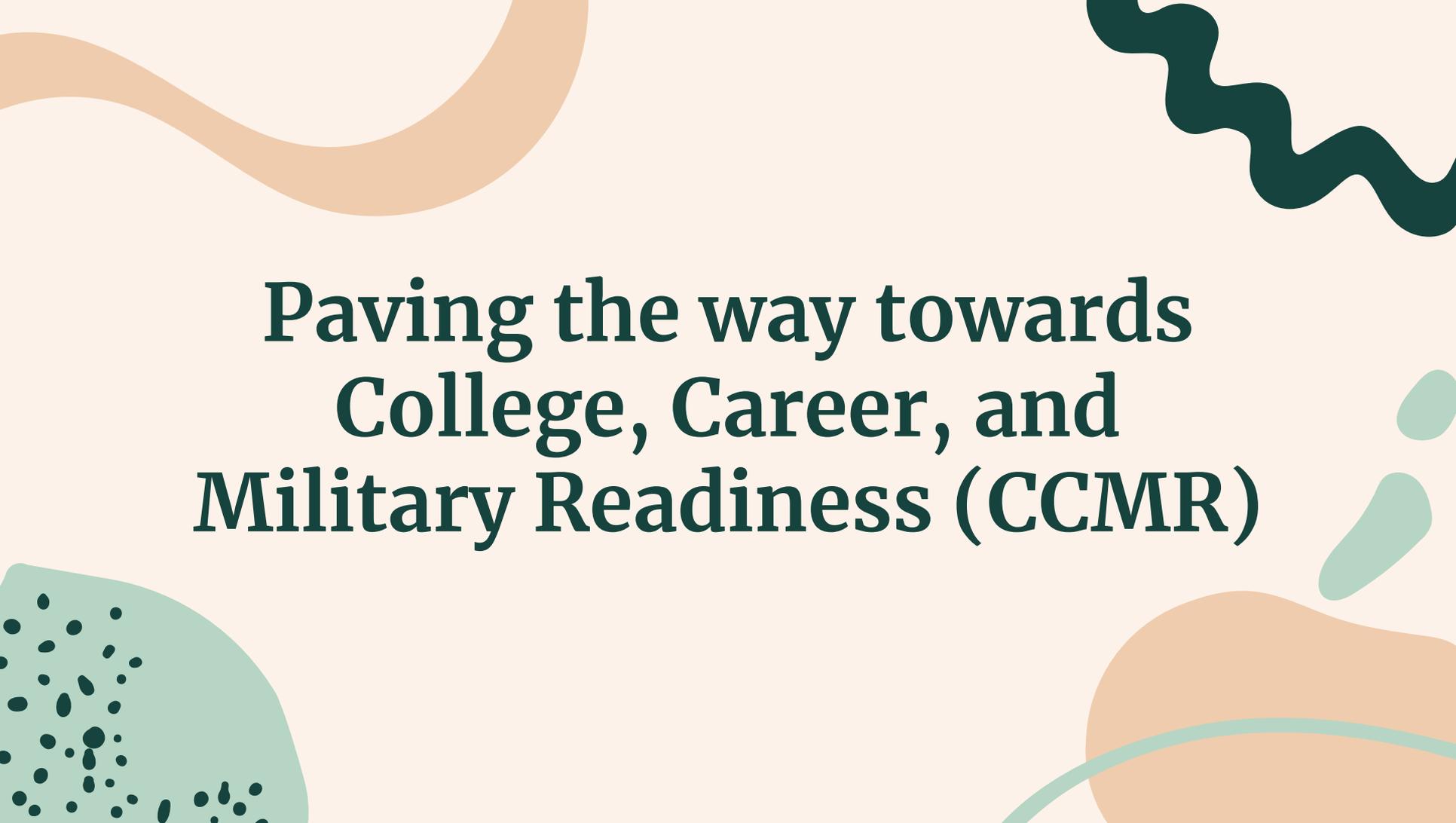


## Meets Grade Level STAAR Science Performance 2018, 2019, and 2021



## Meets Grade Level STAAR Social Studies Performance 2018, 2019, and 2021





**Paving the way towards  
College, Career, and  
Military Readiness (CCMR)**

# What is CCMR?

## ***College Ready***

- Meet Texas Success Initiative (TSIA/ TSIA 2.0) Criteria in ELA/Reading and Mathematics
- Earn Dual Course Credits. A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject.
- Meet Criteria on Advanced Placement (AP) - 3 or higher
- Earn an Associate Degree
- Complete an OnRamps Dual Enrollment Course. A graduate completing an OnRamps dual enrollment course and qualifying for at least three hours of university or college credit in any subject area.

## ***Career Ready***

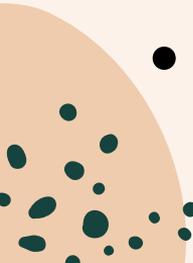
- Earn an Industry-Based Certification
- Graduate with Completed Individualized Education Program (IEP) and Workforce Readiness. A graduate receiving a graduation type code of 04, 05, 54, or 55, which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services.
- Graduate Under an Advanced Diploma Plan and be Identified as a Current Special Education Student.
- Earn a Level I or Level II Certificate. A graduate earning a level I or level II certificate in any workforce education area.

## ***Military Ready***

- ASVAB
- \*Enlist in the Armed Forces. A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, or Marines. (Pending further information)



# Measuring College, Career, and Military Readiness

- Annual goals for aggregate student growth on CCMR readiness indicators evaluated under the student achievement domain
  - Established annual goals for students in each group evaluated under closing the gaps Domain 3 (25 or more students in a group)
  - Creating and maintaining a targeted Professional Development plan aligned to DIIP
- 

# CCMR SMART Goals

- Established annual smart goals for the district, campus, and by student group
- Established annual smart goals for students in each group evaluated in Domain 3
- Created and maintaining CCMR targeted Professional Development Plan

## Each CCMR SMART Goal

**S** - Specific

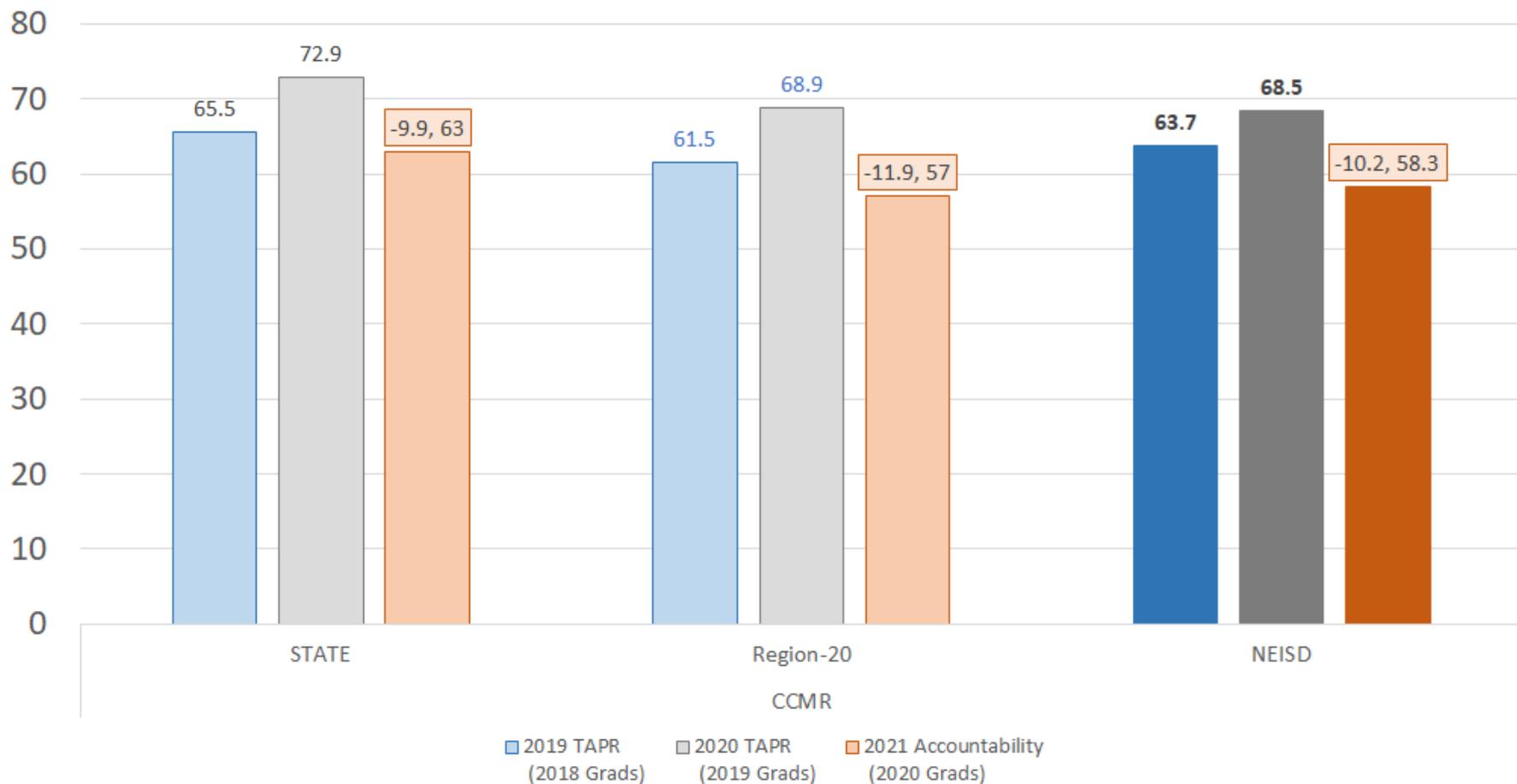
**M** - Measurable

**A** - Attainable

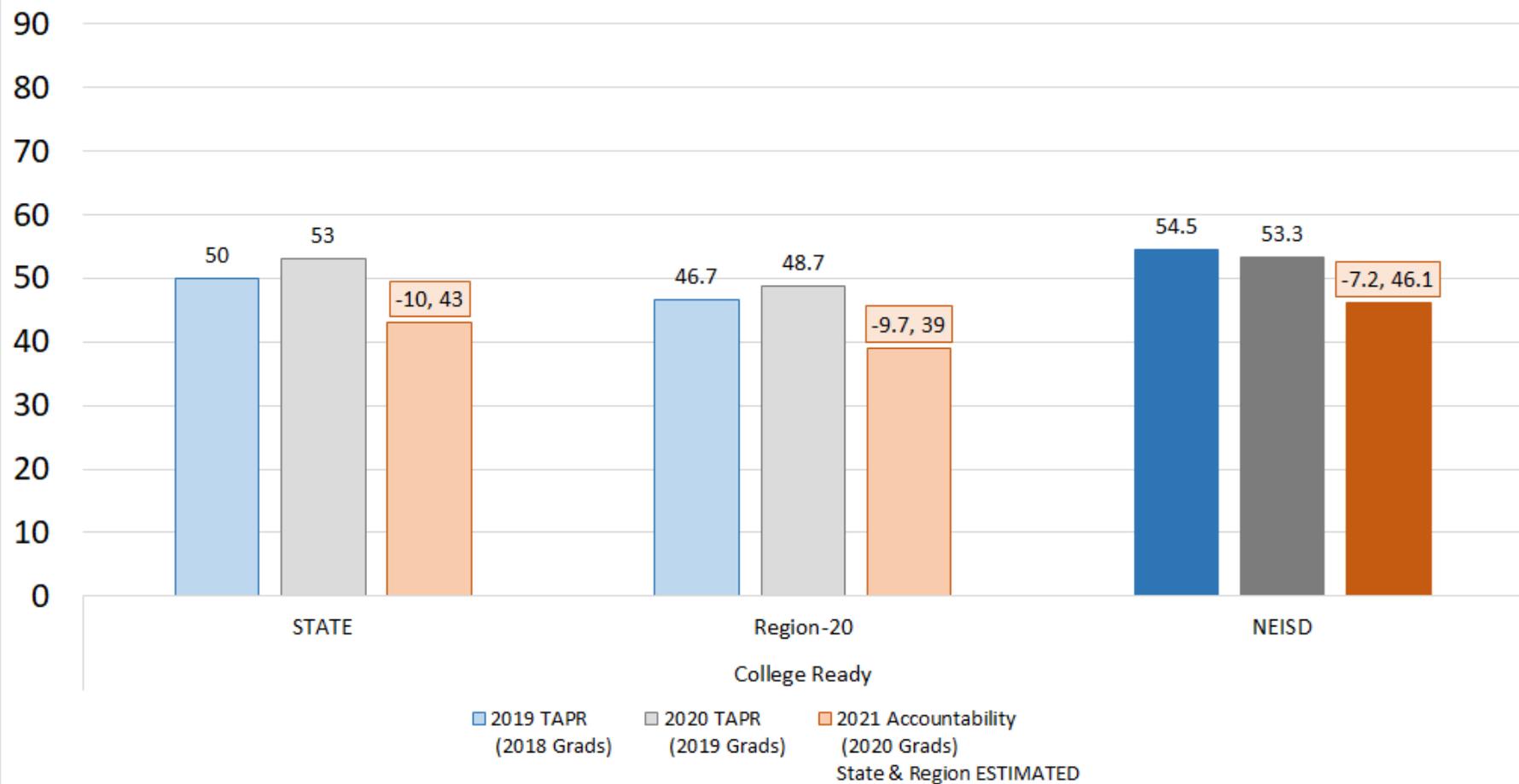
**R** - Results Oriented

**T** - Time Bound

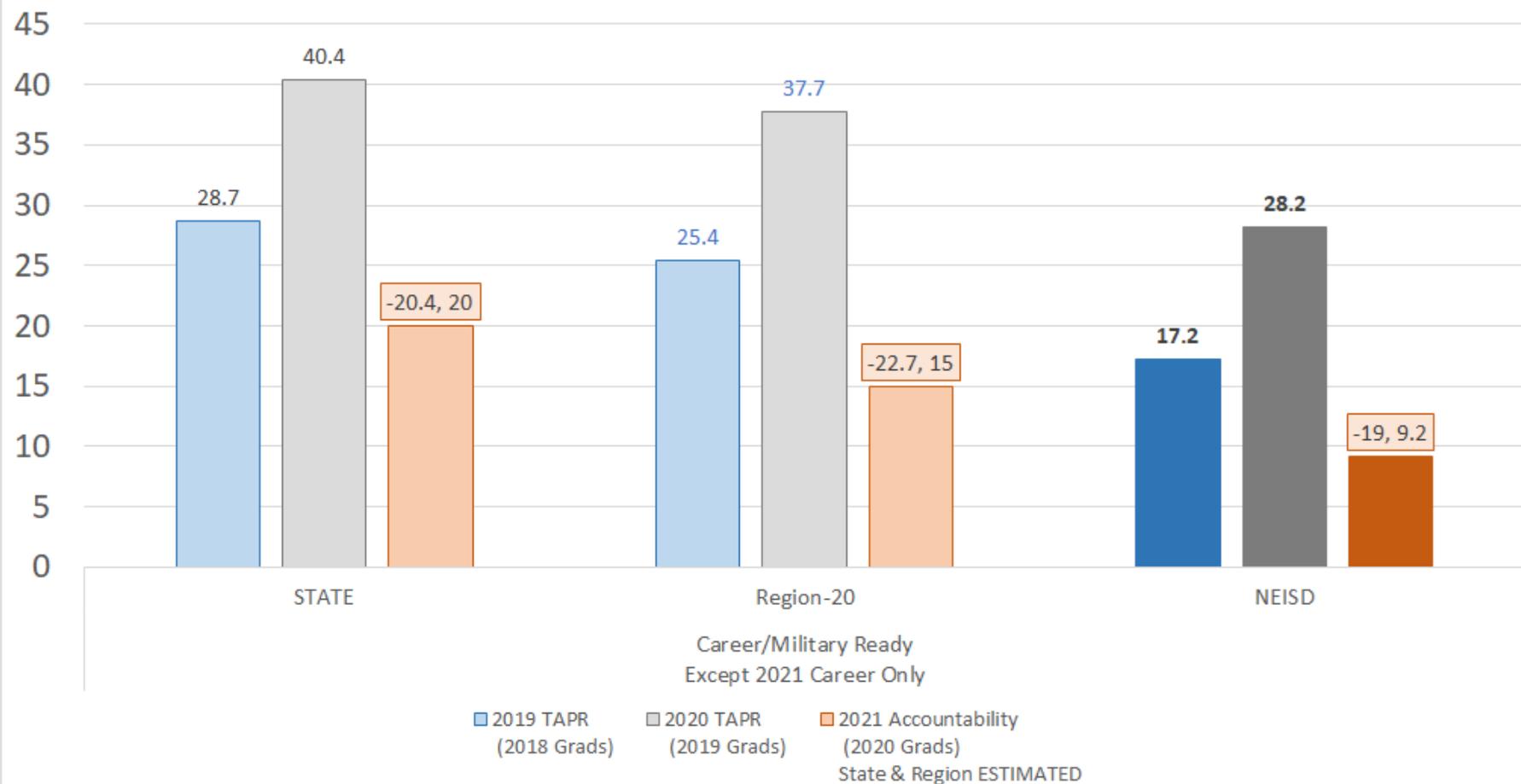
## CCMR 2018, 2019, and 2020 Graduates



## College Ready 2018, 2019, and 2020 Graduates



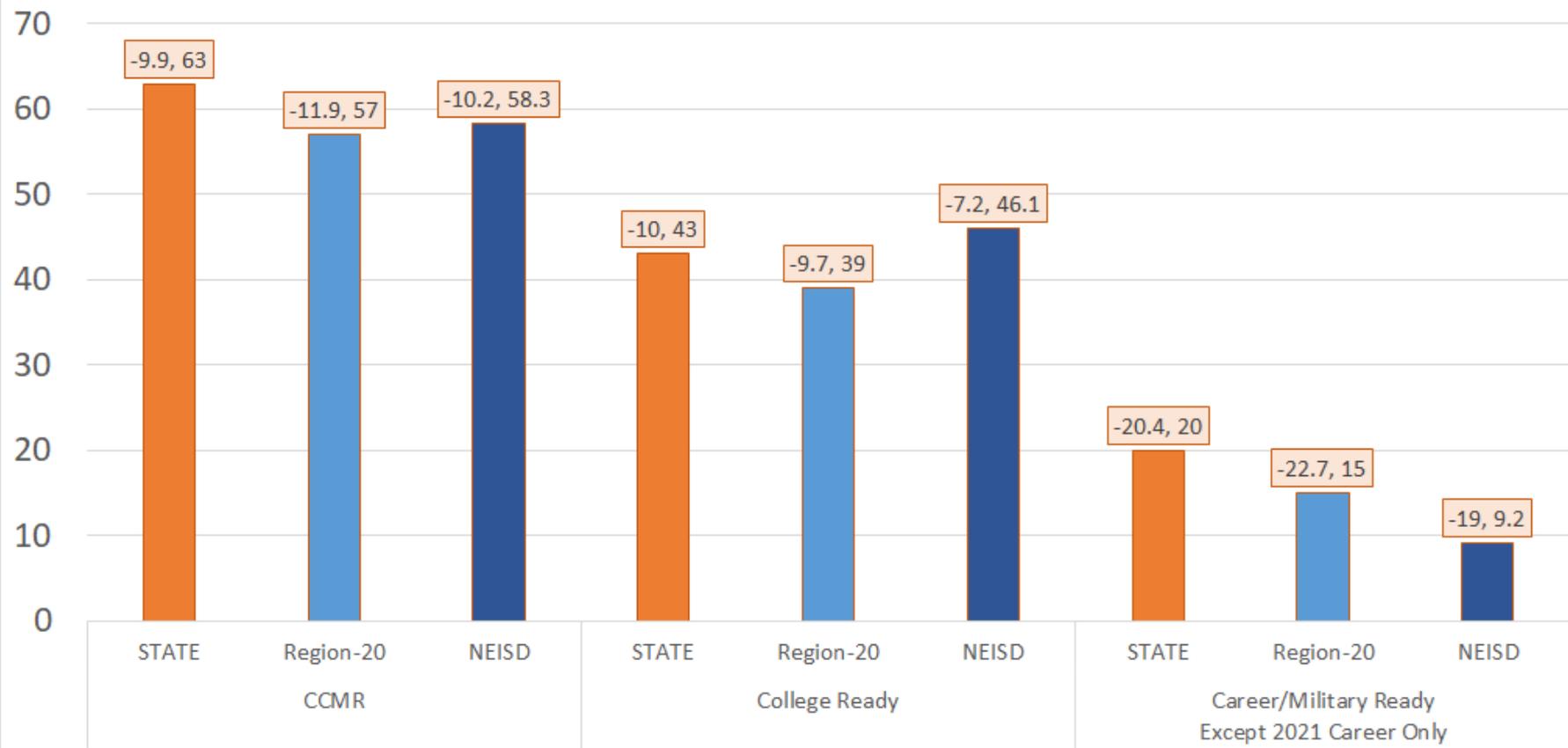
## Career Ready 2018, 2019, and 2020 Graduates



# CCMR Indicators for Graduates

2021 Accountability (2020 Grads)

State & Region ESTIMATED





## CCMR Board Outcome Goal

The percentage of annual graduates that meet the criteria for CCMR will increase from 58.3% (2021 Estimate) to 69.3% by August 2024.

### Yearly Target Goals

2018 <sup>^</sup> (2017 Grads)	2019 (2018 Grads)	2020 <sup>**</sup> (2019 Grads)	2021 (2020 Grads)		2022 Goal (2021 Grads)	2023 Goal (2022 Grads)	2024 Goal (2023 Grads)
54.8%	63.7%	** Not Rated	68.5%	65% 58.3%	63%	67%	69%
2018 TAPR	2019 TAPR		2020 TAPR	GOAL 2021 Estimate			
			Score exceeded goal				

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	EL (Current & Mon.)
2018 TAPR <sup>^</sup> (2017 Grads)	35.7%	48.5%	67.7%	53.3%	77.1%	52.9%	60.3%	14.2%	37.2%	20.6%
2019 TAPR (2018 Grads)	45.3%	58.4%	74.8%	78.6%	86.7%	55.6%	68.4%	43.7%	50.4%	31.8%
2020 <sup>**</sup> (2019 Grads)	**	**	**	**	**	**	**	**	**	**
2020 TAPR (Actual)	52.2%	63.8%	76.6%	54.2%	85.1%	91.7%	74.7%	73.8%	55.5%	36.5%
2021 Goal (2020 Grads)	47%	60%	76%	80%	88%	57%	70%	45%	52%	33%
2021 Estimate (Pending)	37.3%	50.4%	75.1%	*	85.9%	*	61.4%	69.6%	42.2%	40.3%
2022 Goal (2021 Grads)	43%	56%	77%		88%		67%	76%	49%	45%
2023 Goal (2022 Grads)	48%	61%	78%		90%		72%	82%	54%	49%
2024 Goal (2023 Grads)	50%	63%	80%		92%		74%	84%	56%	51%

\*\* Not Rated: Declared State of Disaster

\*\* Indicates results are masked due to small numbers to protect student confidentiality. When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.



## CCMR Progress Measure 1

The percent of annual graduates that are considered College Ready  
will increase from 46.1% (2021 Estimate) to 57% by June 2024

<sup>^</sup> Starting in 2019 with 2018 graduates the best result was used for SAT/ACT rather than the most recent. Therefore, the 2018 results (2017 Grads) may not be comparable.

### Yearly Target Goals

2018 <sup>^</sup> (2017 Grads)	2019 (2018 Grads)	2020** (2019 Grads)	2021 (2020 Grads)	2022 (2021 Grads)	2023 Goal (2022 Grads)	2024 Goal (2023 Grads)		
51.3%	54.5%	** Not Rated	53.3%	58%	46.1%	50%	53%	<b>57%</b>
2018 TAPR	2019 TAPR		2020 TAPR	GOAL	2021 Estimate			

Score exceeded goal

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	EL (Current & Mon.)
2018 TAPR <sup>^</sup> (2017 Grads)	31.9%	44.2%	65.4%	46.7%	74.9%	47.1%	57.9%	6.3%	32.2%	16.1%
2019 TAPR (2018 Grads)	33.8%	47.3%	68.9%	78.6%	82.5%	55.6%	61.8%	9.6%	36.9%	23.5%
2020** (2019 Grads)	**	**	**	**	**	**	**	**	**	**
2020 TAPR (Actual)	32.4%	45.6%	68.8%	41.7%	80.2%	66.7%	60.4%	6.6%	35.3%	19.6%
2021 Goal (2020 Grads)	37%	50%	72%	82%	86%	59%	65%	13%	40%	27%
2021 Estimate (Pending)	23.2%	36.3%	67.2%	*	78.0%	*	52.3%	5.4%	26.3%	20.0%
2022 Goal (2021 Grads)	28%	40%	69%		81%		58%	9%	30%	24%
2023 Goal (2022 Grads)	33%	44%	70%		83%		63%	12%	33%	27%
2024 Goal (2023 Grads)	35%	46%	72%		85%		65%	14%	35%	29%

\*\* Indicates results are masked due to small numbers to protect student confidentiality. When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.

\*\* Not Rated: Declared State of Disaster



## CCMR Progress Measure 2

The percent of annual graduates that are considered Career Ready  
will increase from 9.2% (2021 Estimate) to 20% by June 2024

### Yearly Target Goals

2018 (2017 Grads)	2019 (2018 Grads)	2020** (2019 Grads)	2021 (2020 Grads)	2022 (2021 Grads)	2023 Goal (2022 Grads)	2024 Goal (2023 Grads)		
6.5%	17.2%	** Not Rated	28.2%	18%	9.2%	14%	18%	20%
2018 TAPR	2019 TAPR		2020 TAPR	GOAL	2021 Estimate			

Score exceeded goal

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	EL (Current & Mon.)
2018 (2017 Grads)	5.4%	7.0%	5.8%	10.0%	8.0%	11.8%	4.4%	9.0%	8.2%	5.5%
2019 (2018 Grads)	17.1%	18.8%	14.6%	3.6%	17.1%	11.1%	15.8%	41.6%	20.3%	11.0%
2020** Goal (2019 Grads)	**	**	**	**	**	**	**	**	**	**
2020 TAPR (2019 Grads)	28.5%	30.3%	24.1%	16.7%	26.1%	50.0%	27.9%	73.3%	30.6%	19.3%
2021 Goal (2020 Grads)	18%	20%	16%	5%	18%	12%	17%	43%	21%	12%
2021 Estimate (Pending)	11.2%	9.6%	7.7%	*	10.7%	*	8.5%	69.0%	11.4%	7.2%
2022 Goal (2021 Grads)	15%	15%	12%		15%		13%	74%	16%	10%
2023 Goal (2022 Grads)	18%	21%	16%		19%		18%	78%	21%	13%
2024 Goal (2023 Grads)	20%	23%	18%		21%		20%	80%	23%	15%

\*\* Indicates results are masked due to small numbers to protect student confidentiality. When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.

\*\* Not Rated: Declared State of Disaster



## CCMR Progress Measure 3

The percent of annual graduates who have taken the Texas Success Initiative Assessment (TSIA) will increase from 38% (2021 Estimate) to 53% by June 2024

### Yearly Target Goals

2018 (2017 Grads)	2019 (2018 Grads)	2020** (2019 Grads)	2021 (2020 Grads)	2022 (2021 Grads)	2023 Goal (2022 Grads)	2024 Goal (2023 Grads)
41.2%	43.5%	** Not Rated	44.8%	47%	43%	48%
2018 TAPR	2019 TAPR	2020 TAPR	GOAL	2021 Estimate		
				Score exceeded goal		<b>53%</b>

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	EL (Current & Mon.)
2018 (2017 Grads)	39.3%	42.6%	38.3%	40.0%	44.6%	41.2%	46.0%	29.9%	42.2%	36.8%
2019 (2018 Grads)	44.4%	44.9%	40.4%	92.9%	45.0%	55.6%	36.8%	41.7%	44.4%	55.0%
2020** (2019 Grads)	**	**	**	**	**	**	**	**	**	**
2020 TAPR (2019 Grads)	42.5%	47.8%	39.7%	33.3%	43.7%	66.7%	37.0%	33.7%	46.3%	43.7%
2021 Goal (2020 Grads)	47%	48%	43%	96%	48%	59%	40%	45%	47%	58%
2021 Estimate (Pending)	35.9%	41.2%	33.4%	*	31.7%	*	32.7%	29.9%	38.9%	39.7%
2022 Goal (2021 Grads)	42%	45%	38%		40%		36%	39%	43%	51%
2023 Goal (2022 Grads)	48%	49%	43%		48%		40%	49%	48%	62%
2024 Goal (2023 Grads)	50%	51%	45%		50%		42%	51%	50%	64%

\*\* Indicates results are masked due to small numbers to protect student confidentiality. When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.

\*\* Not Rated: Declared State of Disaster

## **CCMR Targeted Professional Development Plan**

### **CCMR**

- Provide professional learning opportunities on how to monitor student learning in AP, OnRamps, CTE, and Dual Credit courses through learning targets, success criteria, and formative assessments
- Monitor CCMR goals throughout the school year by utilizing OnPoint data and the CCMR Specialist
- Provide Special Education specific training for general education CTE teachers and Special Ed Campus Coordinators
- Leverage AVID strategies

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### **College Readiness**

- Provide professional learning opportunities on "AP Classroom" resources provided by College Board and monitor the usage
- Utilize AP Funds available for teachers attending AP Summer Institutes
- Provide resources that help students prepare for SAT School Day within the 11th grade math and English curriculum
- Attend professional learning opportunities for OnRamps
- Provide opportunities for AP teachers to collaborate across the district in order to increase student outcomes
- Increase and retain enrollment in AP, OnRamps, and Dual Credit courses
- Promote and provide TSI assessment opportunities
- Increase access and enrollment in College Transitions courses

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### **Career/Military Readiness**

- Promote ASVAB assessment offerings
- Utilize title funds available for teacher certification for CTE areas
- Promote, monitor, and retain enrollment in CTE courses
- Promote and monitor CTE coherent sequence completion
- Promote and monitor Industry Based Certification completion

# CCMR Action Plan

- Develop a coherent monitoring system that includes all campus leadership teams
- Intentional progress monitoring of the Campus - wide CCMR goals by area, per student group and connect with District CCMR goals
- Layered support options to help meet the needs of all student groups
- Provide district - led training and work sessions to help campuses tailor a plan that meets their needs
- **BOY, MOY, and EOY** data review sessions for appropriate planning and implementation of campus plans
- **SUPPORT** (C&I, Learning Support Services, Campus Administration)



**Questions?**

