



# **HB 3 Goals Annual Progress Report**

## **Early Childhood Literacy & Math Goals**

### **CCMR Goals**

**November 2024**

# HB 3: Board Outcome Goals



House Bill 3 (HB3) amended Texas Education Code (TEC) to include requirements for districts to adopt plans which target **Early Childhood (EC) Literacy** and **Early Childhood Math Proficiency** as well as plans for **College, Career, and Military Readiness (CCMR)**.

- Plan is based establishing Pre K through 12th grade goals with **checkpoints in 3rd grade and high school graduation.**
- Plan includes **target annual goals** and **professional development.**
- Plan is to be **reviewed annually by the School Board.**

# Board Outcome Goals



## Early Childhood Literacy & Progress Measures

# Early Childhood Literacy Board Outcome Goal



## Early Childhood Literacy Board Outcome Goal

The percent of 3<sup>rd</sup> grade students that score meets grade level or above on STAAR Reading will increase from 40% to 60% by June 2030.

### Yearly Targets

2024	2025	2026	2027	2028	2029	2030
Target: 42 Actual: 36	40	44	48	52	56	60

### Closing the Gaps Student Groups

	African American	Hispanic	White	Two or More Races	Special Education	Economically Disadvantaged	Emergent Bilingual
<b>2024</b>	Target: 42 Actual: 15	Target: 42 Actual: 43	Target: 42 Actual: 40	Target: 42 Actual: 21	Target: 42 Actual: 17	Target: 42 Actual: 33	Target: 42 Actual: 49

# Early Childhood Literacy Progress Measures



## Early Childhood Literacy Progress Measure 1

The percent of PreK students that score on grade level or above in Reading on CLI Engage will increase from 74% to 94% by June 2030.

### Yearly Targets

2024	2025	2026	2027	2028	2029	2030
Target: 94 Actual: 70	74	78	82	86	90	94

### Closing the Gaps Student Groups

	African American	Hispanic	White	Two or More Races	Special Education	Emergent Bilingual
<b>2024</b>	Target: 94 Actual: 72	Target: 94 Actual: 25	Target: 94 Actual: 79	Target: 94 Actual: 100	Target: 94 Actual: 61	Target: 94 Actual: 82

# Early Childhood Literacy Progress Measures



## Early Childhood Literacy Progress Measure 2

The percent of K students that score on grade level or above in Reading on MAP Growth Reading will increase from 45% to 65% by June 2030.

### Yearly Targets

2024	2025	2026	2027	2028	2029	2030
Target: 67 Actual: 41	45	49	53	57	61	65

### Closing the Gaps Student Groups

	African American	Hispanic	White	Two or More Races	Special Education	Economically Disadvantaged	Emergent Bilingual
<b>2024</b>	Target: 67 Actual: 44	Target: 67 Actual: 36	Target: 67 Actual: 42	Target: 67 Actual: 55	Target: 67 Actual: -	Target: 67 Actual: -	Target: 67 Actual: -

# Early Childhood Literacy Progress Measures



## Early Childhood Literacy Progress Measure 3

The percent of 1<sup>st</sup> through 3<sup>rd</sup> grade students that score on grade level or above in Reading on MAP Growth Reading will increase from 28% to 48% by June 2030.

### Yearly Targets

2024	2025	2026	2027	2028	2029	2030
Target: 61 Actual: 24	28	32	36	40	44	48

### Closing the Gaps Student Groups

	African American	Hispanic	White	Two or More Races	Special Education	Economically Disadvantaged	Emergent Bilingual
<b>2024</b>	Target: 61 Actual: 21	Target: 61 Actual: 22	Target: 61 Actual: 35	Target: 61 Actual: 27	Target: 61 Actual: -	Target: 61 Actual: -	Target: 61 Actual: -

# EC Literacy Targeted Professional Development Plan



GISD's targeted professional development plan for all classroom teachers in kindergarten through third grade and campus administrators requires their attendance in the Texas Reading Academies.

In addition to the Texas Reading Academies professional development opportunity, the curriculum department in collaboration with Foundations in Teaching Early Literacy Program will offer topic specific or job-embedded professional development sessions throughout the year targeting explicit literacy instruction with a focus on five priority areas:

- phonics/foundational skills
- reading/ comprehension
- writing/grammar
- small group instruction/centers
- weekly running records.

All K-2 RLA teachers will receive weekly support from the RLA Coordinator. Teachers will also participate in a coaching session from our Early Literacy Consultant once per quarter addressing lesson facilitation, pedagogical practices, professional learning communities and high quality language instruction.

Instructional resources provide to teacher with training will include:

- Jennifer Serravallo Reading Strategies 2.0
- Jennifer Serravallo Reading Strategies Spanish Literacy Skills
- HMH: Into Reading
- Read 180 (3rd SPED)
- Reading A to Z



# Board Outcome Goals



## Early Childhood Math & Progress Measures

# Early Childhood Math Board Outcome Goal



## Early Childhood Math Board Outcome Goal

The percent of 3<sup>rd</sup> grade students that score meets grade level or above on STAAR Math will increase from 33% to 53% by June 2030.

### Yearly Targets

2024	2025	2026	2027	2028	2029	2030
Target: 44 Actual: 29	33	37	41	45	49	53

### Closing the Gaps Student Groups

	African American	Hispanic	White	Two or More Races	Special Education	Economically Disadvantaged	Emergent Bilingual
<b>2024</b>	Target: 44 Actual: 11	Target: 44 Actual: 34	Target: 44 Actual: 30	Target: 44 Actual: 21	Target: 44 Actual: 13	Target: 44 Actual: 27	Target: 44 Actual: 35

# Early Childhood Math Progress Measures



## Early Childhood Math Progress Measure 1

The percent of PreK students that score on grade level or above in Math on CLI Engage will increase from 93% to 100% by June 2030.

### Yearly Targets

2024	2025	2026	2027	2028	2029	2030
Target: 95 Actual: 89	93	97	100	100	100	100

### Closing the Gaps Student Groups

	African American	Hispanic	White	Two or More Races	Special Education	Economically Disadvantaged	Emergent Bilingual
<b>2024</b>	Target: 95 Actual: 93	Target: 95 Actual: 50	Target: 95 Actual: 90	Target: 95 Actual: 100	Target: 95 Actual: 93	Target: 95 Actual: 92	Target: 95 Actual: 98

# Early Childhood Math Progress Measures



## Early Childhood Math Progress Measure 2

The percent of K students that score on grade level or above in Math on MAP Growth Math will increase from 45% to 65% by June 2030.

### Yearly Targets

2024	2025	2026	2027	2028	2029	2030
Target: 81 Actual: 41	45	49	53	57	61	65

### Closing the Gaps Student Groups

	African American	Hispanic	White	Two or More Races	Special Education	Economically Disadvantaged	Emergent Bilingual
<b>2024</b>	Target: 81 Actual: 40	Target: 81 Actual: 40	Target: 81 Actual: 42	Target: 81 Actual: 55	Target: 81 Actual: -	Target: 81 Actual: -	Target: 81 Actual: -

# Early Childhood Math Progress Measures



## Early Childhood Math Progress Measure 3

The percent of 1<sup>st</sup> through 3<sup>rd</sup> grade students that score on grade level or above in Math on MAP Growth Math will increase from 32% to 52% by June 2030.

### Yearly Targets

2024	2025	2026	2027	2028	2029	2030
Target: 55 Actual: 28	32	36	40	44	48	52

### Closing the Gaps Student Groups

	African American	Hispanic	White	Two or More Races	Special Education	Economically Disadvantaged	Emergent Bilingual
<b>2024</b>	Target: 55 Actual: 18	Target: 55 Actual: 28	Target: 55 Actual: 34	Target: 55 Actual: 29	Target: 55 Actual: -	Target: 55 Actual: -	Target: 55 Actual: -

# EC Math Targeted Professional Development Plan



In addition to the state-sponsored mathematics academies, the curriculum department will offer topic specific or job-embedded professional development sessions throughout the year targeting explicit mathematics instruction in four areas:

- A. Numerical Representations and Relationships
- B. Computations and Algebraic Relationship
- C. Geometry and Measurement
- D. Data analysis and Personal Financial Literacy

1. Professional development opportunities will be provided to Pre-K through third grade teachers to enhance student performance and meet state targets for EC students. Campus teachers will be encouraged to participate in the Region 10 Mathematics Academy (K-5th grades).

2. Professional development activities addressing numerical representations and relationships will support student demonstration of understanding how to represent and manipulate numbers and expressions. Algebraic relationships require students to perform operations and represent algebraic relationships by analyzing and creating patterns.

3. Geometry and measurement professional development sessions will provide strategies for students to target attributes of two-dimensional shapes and to develop generalizations about their properties. Teachers will have a better understanding of the process standards as they relate to students selecting appropriate units, strategies and tools to solve problems.

4. Providing professional development opportunities for teachers in the area of data analysis and personal financial literacy will assist students with understanding how to represent and analyze data and how to describe and apply personal financial concepts such as spending, saving, goods and services and budgets.

Additional professional development opportunities through Region 10 for the school year of 2024-2025 are:

- Diving into Math *Reasoning, Problem Solving, and Best Practices*
- Building Thinking Classrooms
- Look Who's Talking
- Why am I writing? This is math class.
- Making Math Magical in Pre-K

# Board Outcome Goals



**College, Career and Military Readiness  
(CCMR)**

# College, Career and Military Readiness (CCMR)



- Annuals goals for students in **each group evaluated under Domain 3** - Closing the Gaps, in the state accountability system.
- Measure: **Student performance at or above grade level** on STAAR EOC Assessments
- Annual goals for **aggregate student growth on College, Career, and Military Readiness indicators evaluated under Domain 1** - Student Achievement, in the state accountability system.
- Measure: **CCMR Readiness** Indicators



# CCMR Board Outcome Goal



## CCMR Board Outcome Goal

The percent of graduates that meet the criteria for CCMR (Closing the Gaps) will increase from 65% to 90% in the All Students Category by August 2030 (Target based on ESSA Federal Accountability Goals for 2022-2023 through 2026-2032).

### Yearly Targets

2024	2025	2026	2027	2028	2029	2030
Target: 55 Actual: 58	65	70	75	80	85	90

### Closing the Gaps Student Groups

	African American	Hispanic	White	Two or More Races	Special Education	Economically Disadvantaged	Emergent Bilingual
<b>2024</b>	Target: 55 Actual: 42	Target: 55 Actual: 57	Target: 66 Actual: 67	Target: 55 Actual: 63	Target: 55 Actual: 66	Target: 55 Actual: 52	Target: 55 Actual: 48

# CCMR Progress Measures



## CCMR Progress Measure 1

The percent of CCMR students that meet the threshold for CCMR Outcome Bonus for college ready will increase from 20% to 45% by August 2030.

### Yearly Targets

2024	2025	2026	2027	2028	2029	2030
Target: 30 Actual: 11	20	25	30	35	40	45

### Closing the Gaps Student Groups

	African American	Hispanic	White	Special Education	Economically Disadvantaged	Emergent Bilingual
<b>2024</b>	Target: 30 Actual: 3	Target: 30 Actual: 10	Target: 30 Actual: 16	Target: 30 Actual: 0	Target: 30 Actual: 9	Target: 30 Actual: 3

# CCMR Progress Measures



## CCMR Progress Measure 2

The percent of CCMR students that meet the threshold for CCMR Outcome Bonus for career ready will increase from 0% to 40% by August 2030.

### Yearly Targets

2024	2025	2026	2027	2028	2029	2030
Target: 23 Actual: 7	15	20	25	30	35	40

### Closing the Gaps Student Groups

	African American	Hispanic	White	Special Education	Economically Disadvantaged	Emergent Bilingual
<b>2024</b>	Target: 23 Actual: 2	Target: 23 Actual: 6	Target: 23 Actual: 11	Target: 23 Actual: 0	Target: 23 Actual: 6	Target: 23 Actual: 4

# CCMR Targeted Professional Development Plan



Graduates have all 4 years in high school to meet at least one of the indicators and many of them achieve more than one. Working with our high school principals, we identified the following measures: College ready for TSI (Texas Success Initiative) that includes SAT, AP exams, Dual Credit, Associate Degree ; earning industry-based certifications ; and completing a coherent sequence of courses aligned to industry-based certification. CCMR professional development will include:

1. All secondary teachers and guidance counselors understanding the criteria used in determining the district's CCMR rating.
2. 8th – 12th grade CTE teachers and guidance counselors receiving training on the industry-based certifications as they relate to career pathways.
3. All CTE teachers will receive training on curriculum design and development
4. CTE teachers will take part in learning about assessment, data analysis, and tracking measures to ensure CCMR is achieved.
5. Increase the opportunities for students to participate in TSIA 2 testing

GISD will partner with Region 10 to participate in the CTE Instructional Framework. This partnership will equip our CTE program with the skills and tools necessary to empower our teachers to align CTE curriculum and instruction with the unique needs of our students and communities. This partnership will provide the following:

- a comprehensive diagnostic CTE curriculum
- 1:1 coaching support focused on increase student outcomes
- 5 year customized plan
- Monthly CTE training and development
- On demand access to R10 CTE program experts



**Questions?**