



HB 3 and Me Tool

Poteet ISD

Sheryl Mills, HB 3 Designee

EDUCATION SERVICE CENTER, REGION 20
Serving the Educational Community

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:

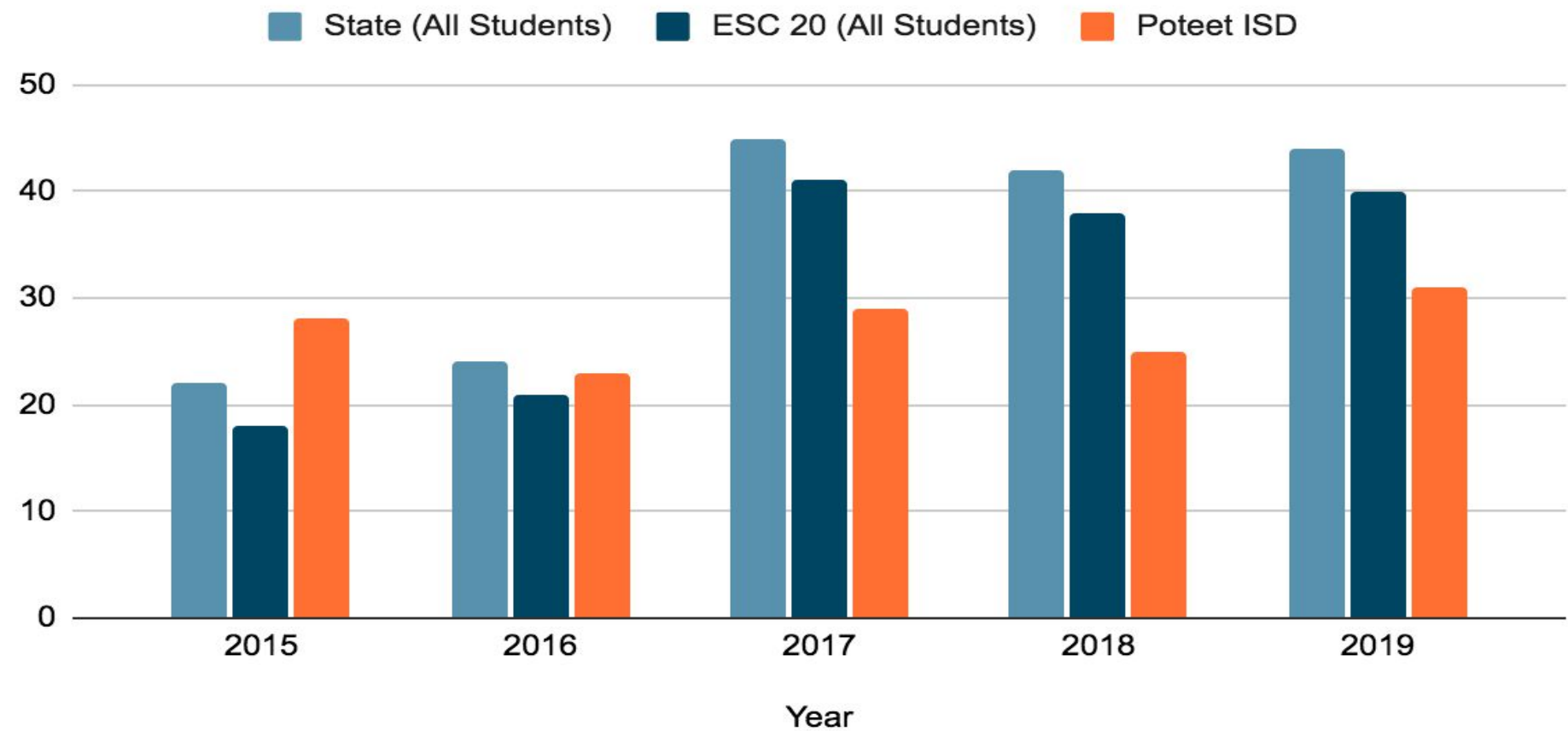
- *annual goals for aggregate student growth on 3rd grade math and reading STAAR;*
- *annual targets for students in each group evaluated under closing the gaps domain;*
- *targeted professional development for classroom teachers in kindergarten through 3rd grade for campuses that the board identifies 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.*

State, Region and LEA data

State (All Students), ESC 20 (All Students) and Poteet ISD



Grade 3 Reading Performance (Meets Grade Level)

	2015	2016	2017	2018	2019
State (All Students)	22	24	45	42	44
ESC-20 (All Students)	18	21	41	38	40
Poteet ISD (All Students)	28	23	29	25	31

Grade 3 Reading STAAR Goals (Meets Grade Level)

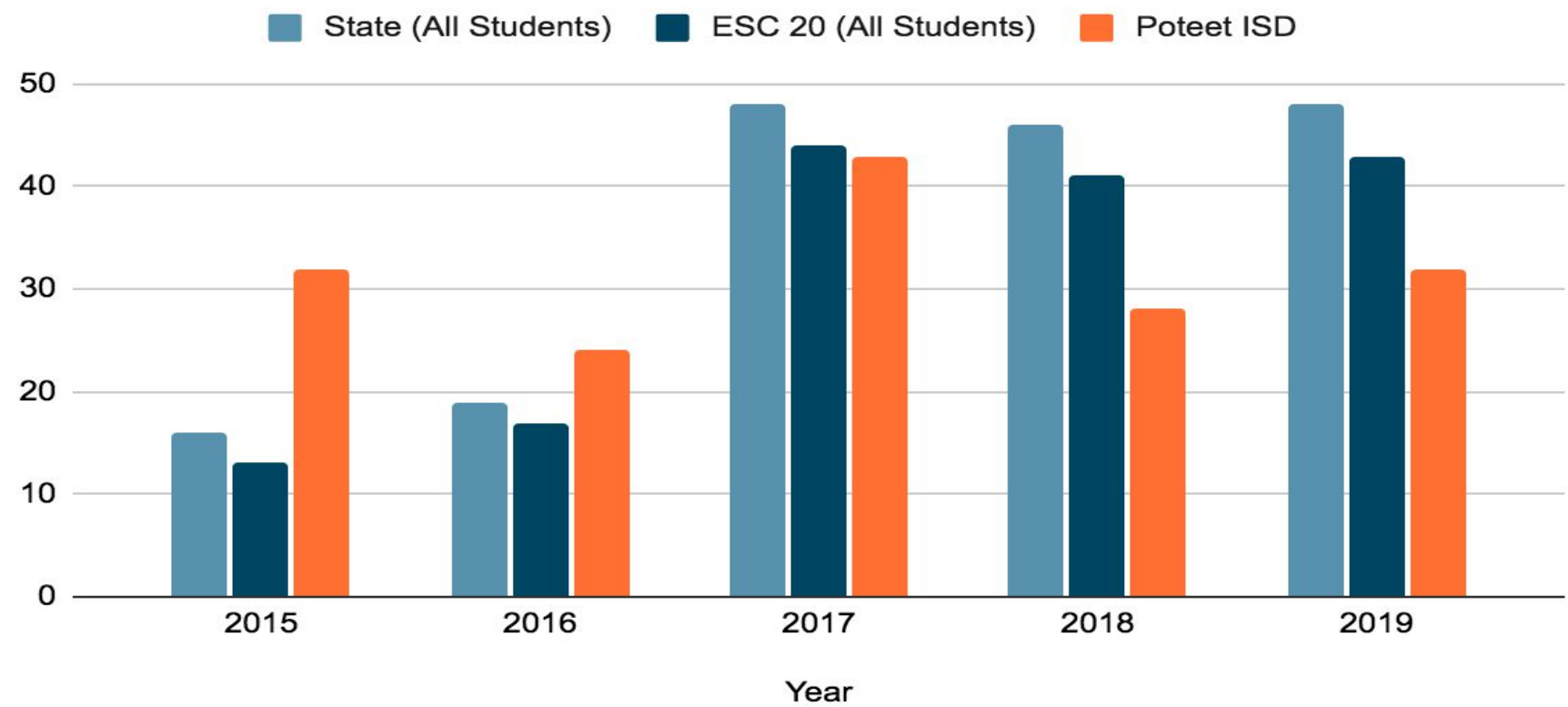
	2020	2021	2022	2023	2024
State (All Students) *2030 Goal is 60%	46	48	50	52	54
ESC-20 (All Students) *2030 Goal is 60%	42	44	46	48	50
Poteet ISD (All Students) *2030 Goal is 60%	40	42	44	46	48



Closing the Gaps Student Groups Yearly Targets																										
	African American		Hispanic		White		American Indian		Asian		Pacific Islander		Two or More Races		Special Ed		Eco. Disadv.		Special Ed (Former)		EL		Cont. Enrolled		Non-Cont. Enrolled	
2019	*	*	36/115	31%	3/13	23%	*	*	*	*	*	*	*	*	1/6	17%	32/109	29%	*	*	2/11	18%				
2020	*	*	36/115	31%	3/13	23%	*	*	*	*	*	*	*	*	1/6	17%	32/109	29%	*	*	2/11	18%				
2021 (3rd Grade)	1/1	100%	36/95	38%	6/13	46%	*	*	1/1	100%	*	*	*	*	2//15	13%	30/72	41%	*	*	2/7	28%				
2022 (2nd Grade)	1/1	100%	46/112	41%	6/10	60%	*	*	*	*	*	*	*	*	2/11	18%	40/75	53%	*	*	4/12	33%				
2023 (1st Grade)	*	*	40/85	47%	10/16	63%	*	*	*	*	*	*	*	*	3/9	33%	35/58	60%	*	*	3/5	50%				
2024 (Kindergarten)	*	*	55/102	53%	9/12	75%	*	*	*	*	*	*	*	*	4/10	40%	70/119	60%	*	*	6/10	60%				

State, Region and LEA data

State (All Students), ESC 20 (All Students) and Poteet ISD



Grade 3 Math (Meets Grade Level)

	2015	2016	2017	2018	2019
State (All Students)	16	19	48	46	48
ESC-20 (All Students)	13	17	44	41	43
Poteet ISD (All Students)	32	24	43	28	32



Grade 3 Math (Meets Grade Level)

	2020	2021	2022	2023	2024
State (All Students) *2030 Goal is 60%	50	52	54	56	58
ESC-20 (All Students) *2030 Goal is 60%	45	47	49	51	53
Poteet ISD (All Students) *2030 Goal is 60%	40	45	47	49	51



Closing the Gaps Student Groups Yearly Targets																										
	African American		Hispanic		White		American Indian		Asian		Pacific Islander		Two or More Races		Special Ed		Eco. Disadv.		Special Ed (Former)		EL		Cont. Enrolled		Non-Cont. Enrolled	
2019	*	*	39/117	33%	3/13	33%	*	*	*	*	*	*	*	*	1/7	14%	32/111	29%	*	*	3/15	20%				
2020	*	*	39/117	33%	3/13	33%	*	*	*	*	*	*	*	*	1/7	14%	32/111	29%	*	*	3/15	20%				
2021 (3rd Grade)	1/1	100%	35/95	36%	5/13	38%	*	*	1/1	100%	*	*	*	*	3/15	20%	28/72	39%	*	*	2/7	28%				
2022 (2nd Grade)	1/1	100%	45/112	40%	4/10	40%	*	*	*	*	*	*	*	*	3/11	27%	32/75	42%	*	*	4/12	33%				
2023 (1st Grade)	*	*	40/85	47%	8/16	50%	*	*	*	*	*	*	*	*	4/9	44%	30/58	52%	*	*	2/5	40%				
2024 (Kindergarten)	*	*	55/102	54%	7/12	58%	*	*	*	*	*	*	*	*	5/10	50%	70/119	59%	*	*	5/10	50%				



College
Ready



Career
Ready



Military
Ready



CCMR
in Accountability

Meets Texas Success Initiative (TSI) Criteria
or
Earns dual course credits
or
Meets criteria on AP/IB exams
or
Earns an associate degree
or
Qualifies for OnRamps course credits

Earns an Industry-based certification (IBC)
or
Graduates with completed IEP
and workforce readiness
or
Graduates with an advanced degree plan
and received special education services
or
Earns a level I or level II certificate

Enlists in the U.S. Armed Forces
(Not Applicable—Temporarily Suspended)

CCMR in
Outcomes Bonuses

Meets TSI Criteria
(college prep courses not applicable)

AND

Enrolls at a postsecondary educational institution
immediately following high school
or
Earns an associate degree

Meets TSI Criteria
(college prep courses not applicable)

AND

Earns an IBC
or
Earns a level I or level II certificate

Enlists in the U.S. Armed Forces
(Not Applicable—Temporarily Suspended)

As part of House Bill 3, the agency shall annually award districts CCMR Outcomes Bonus (CCMR OB) funding, which is based on the number of annual graduates who demonstrate CCMR in excess of a threshold for three cohorts

- 11% of annual graduates who are educationally disadvantaged
- 24% of annual graduates who are not educationally disadvantaged
- 0% of annual graduates who are enrolled in a special education program regardless of whether the annual graduates are educationally disadvantaged

CCMR Tracker and Data Used to Predict CCMR Outcomes Bonuses

****More data to be released in the spring***

	2018	2019
State (All Students)	TBD	TBD
ESC-20 (All Students)	TBD	TBD
Poteet ISD (All Students)	39/123 (32%)	27/132 (20%)

CCMR Bonus Outcomes

2020 2021 2022 2023 2024

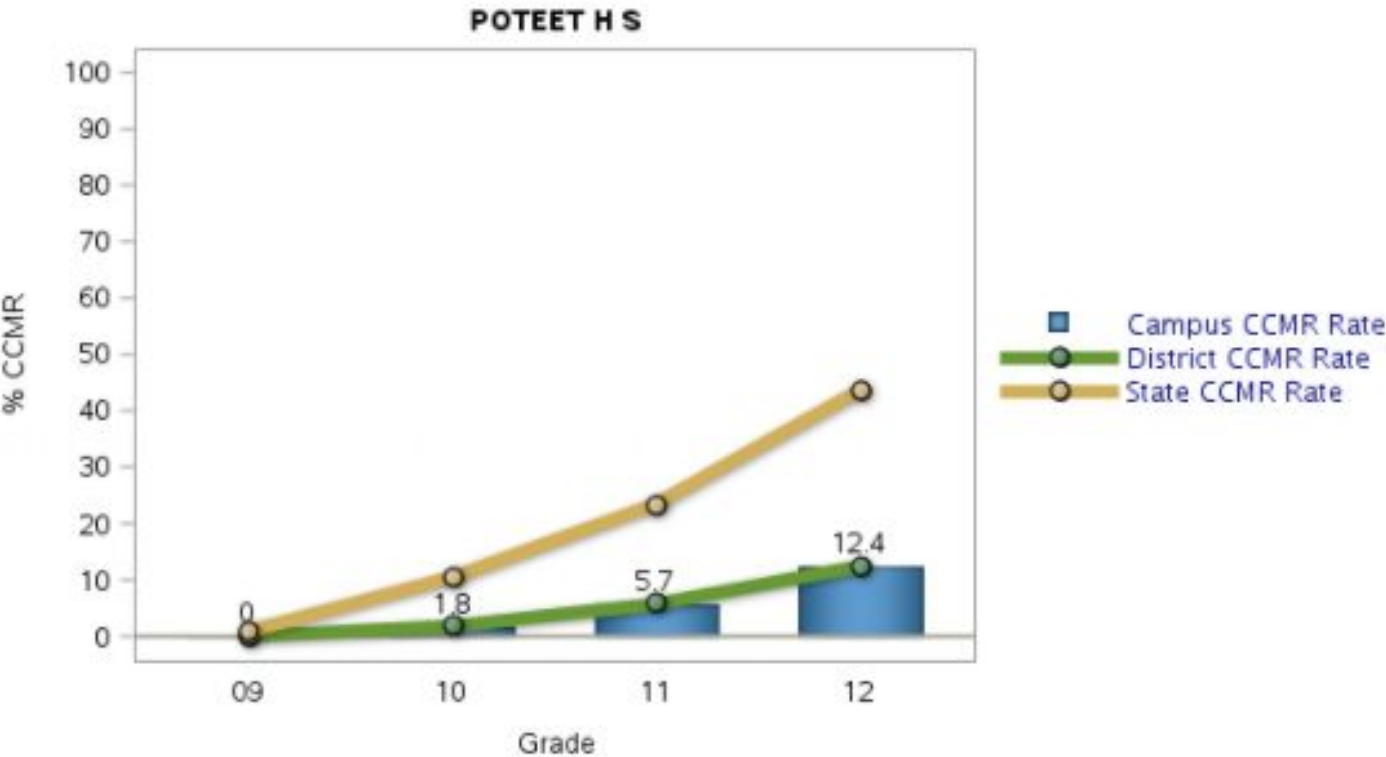
State (All Students)

ESC-20 (All Students)

Poteet ISD (All Students)

*On the previous slide, you documented your 5 year historical data. Here, you'll document your 5 year targets.

TEXAS EDUCATION AGENCY
2019-20 College, Career, and Military Readiness Tracker
Grades 9 – 12 as of Fall 2019 Enrollment
August 17, 2020
POTEET ISD



CCMR 2020-2024 Yearly Goals and Closing the Gaps Targets



Yearly Target Goals

2020		2021		2022		2023		2024	
12/106 2020 Graduates	9%	6/105 2021 Graduates	6%	130/440	15%	145/440	30%	160/440	45%
21/440 Y20-Y24 Students	5%	8/440 Y21-Y24 Students	2%						

Closing the Gaps Student Groups Yearly Targets

	African American		Hispanic		White		American Indian		Asian		Pacific Islander		Two or More Races		Special Ed		Eco. Disadv.		Special Ed (Former)		EL		Cont. Enrolled		Non-Cont. Enrolled	
2020	0/2	0%	15/366	4%	6/67	9%	*	*	0/2	0%	*	*	0/2	0%	0/57	0%	9/321	3%	*	*	0/25	0%				
2021	*	*	20/366	%	8/67	21%	*	*	1/2	50%	*	*	1/2	50%	2/57	3%	15/321	13%	*	*	3/25	8%				
2022	*	*	30/366	%	12/67	32%	*	*	2/2	100%	*	*	2/2	100%	5/57	6%	30/321	14%	*	*	6/25	17%				
2023	*	*	40/366	%	20/67	42%	*	*	2/2	100%	*	*	2/2	100%	10/57	9%	40/321	15%	*	*	8/25	26%				
2024	*	*	50/366	%	30/67	53%	*	*	2/2	100%	*	*	2/2	100%	14/57	13%	50/321	17%	*	*	10/25	34%				

- The HB3 Board Goals/Plan shall be approved by the Board no later than January 31, 2021.
- School boards must review the progress of each plan at least annually at a public meeting.
- It is recommended that interim update reports contain (1) the goal being monitored, (2) data showing the previous three reporting periods, the current reporting period, and the annual and deadline targets, (3) the superintendent's evaluation of performance, and (4) supporting documentation that evidences the evaluation and describes any needed next steps.