

HB 3 and Me **Charlotte ISD**

Denise Yamashita, 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.*

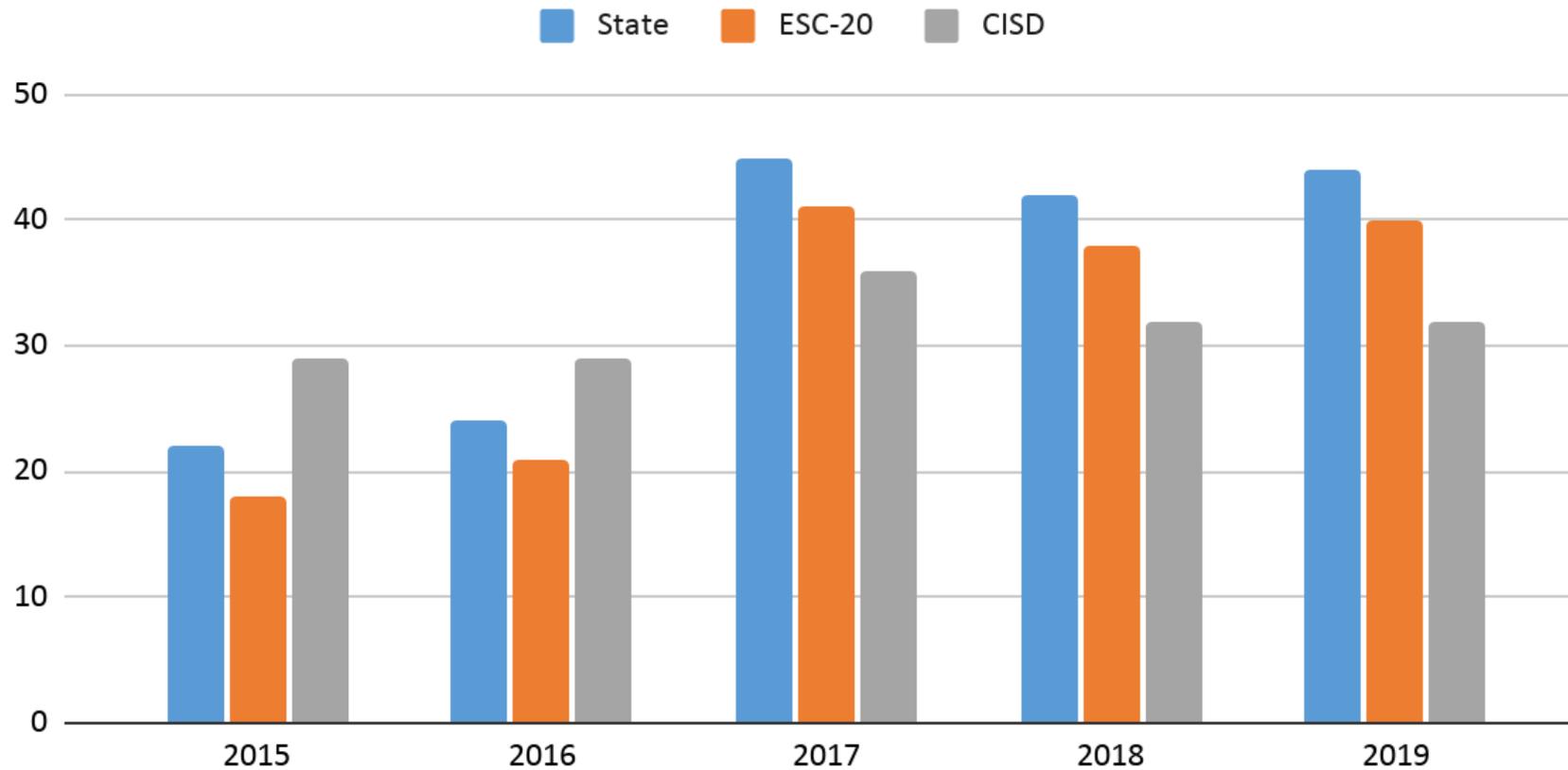
Early childhood plans are required to include:

- *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.*

3rd Grade Reading (Meets Standard)



****This is the table which populates the chart

| | Grade 3 Reading (Meets Grade Level) | | | | |
|-----------------------|-------------------------------------|------|------|------|------|
| | 2015 | 2016 | 2017 | 2018 | 2019 |
| State (All Students) | 22 | 24 | 45 | 42 | 44 |
| ESC-20 (All Students) | 28 | 21 | 41 | 38 | 40 |
| CISD (All Students) | 29 | 29 | 36 | 32 | 32 |

| | Grade 3 Reading (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 |
| CISD *2030 Goal is 60% | 32 | 35 | 38 | 41 | 44 |

Reading 2019-2024 Yearly Targets



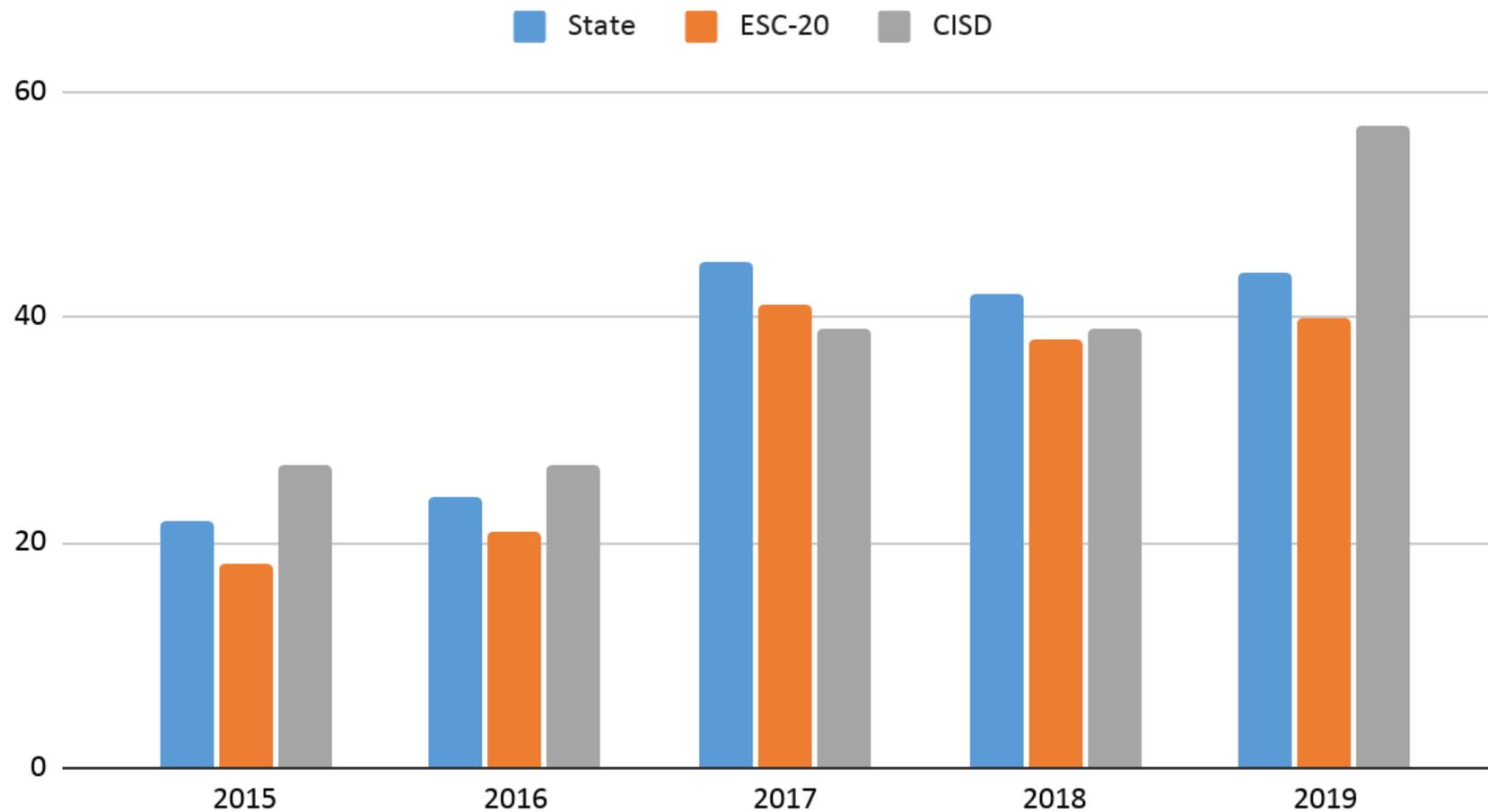
Yearly Target Goals

| 2020 | 2021 | 2022 | 2024 | 2025 |
|------|------|------|------|------|
| 32% | 35% | 38% | 41% | 44% |

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 | * | * | 6/24 | 25% | /4 | | * | * | * | * | * | * | * | * | * | * | 6/24 | 25% | * | * | * | * | | | | |
| 2020 | * | * | 6/24 | 25% | /4 | | * | * | * | * | * | * | * | * | * | * | 6/24 | 25% | * | * | * | * | | | | |
| 2021 (3rd Grade) | | | 7/19 | 36% | 2/4 | 50% | | | | | | | | | 1/3 | 33% | 6/19 | 31% | | | 1/2 | 50% | | | | |
| 2022 (2nd Grade) | | | 10/26 | 38% | 1/2 | 50% | | | | | | | 1/1 | 100% | 2/4 | 50% | 7/18 | 38% | | | 1/1 | 100% | | | | |
| 2023 (1st Grade) | | | 13/28 | 46% | 2/5 | 40% | | | | | | | 1/1 | 100% | 1/2 | 50% | 11/24 | 46% | | | 1/1 | 100% | | | | |
| 2024 (Kindergarten) | | | 14/25 | 56% | 2/2 | 100% | | | | | | | | | 2/3 | 66% | 9/18 | 50% | | | 1/1 | 100% | | | | |

3rd Grade Math (Meets Standard)



| | 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 |
| CISD | 27 | 27 | 39 | 39 | 57 |

| | 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 |
| CISD *2030 Goal is 60% | 57 | 59 | 61 | 63 | 65 |

Math 2019-2024 Yearly Targets



Yearly Target Goals

| 2020 | 2021 | 2022 | 2023 | 2024 |
|------|------|------|------|------|
| 57% | 59% | 61% | 63% | 65% |

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 | * | * | 14/28 | 50% | | | * | * | * | * | * | * | * | * | * | * | 14/28 | 50% | * | * | * | * | | | | |
| 2020 | * | * | 14/28 | 50% | | | * | * | * | * | * | * | * | * | * | * | 14/28 | 50% | * | * | * | * | | | | |
| 2021 (3rd Grade) | | | 12/19 | 63% | 3/4 | 75% | | | | | | | | | 1/3 | 33% | 12/19 | 63% | | | 1/2 | 50% | | | | |
| 2022 (2nd Grade) | | | 16/26 | 62% | 1/2 | 50% | | | | | | | 1/1 | 100% | 2/4 | 50% | 12/18 | 67% | | | 1/1 | 100% | | | | |
| 2023 (1st Grade) | | | 18/28 | 64% | 2/5 | 40% | | | | | | | 1/1 | 100% | 1/2 | 50% | 15/24 | 63% | | | 1/1 | 100% | | | | |
| 2024 (Kindergarten) | | | 17/25 | 68% | 2/2 | 100% | | | | | | | | | 2/3 | 66% | 12/18 | 66% | | | 1/1 | 100% | | | | |



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

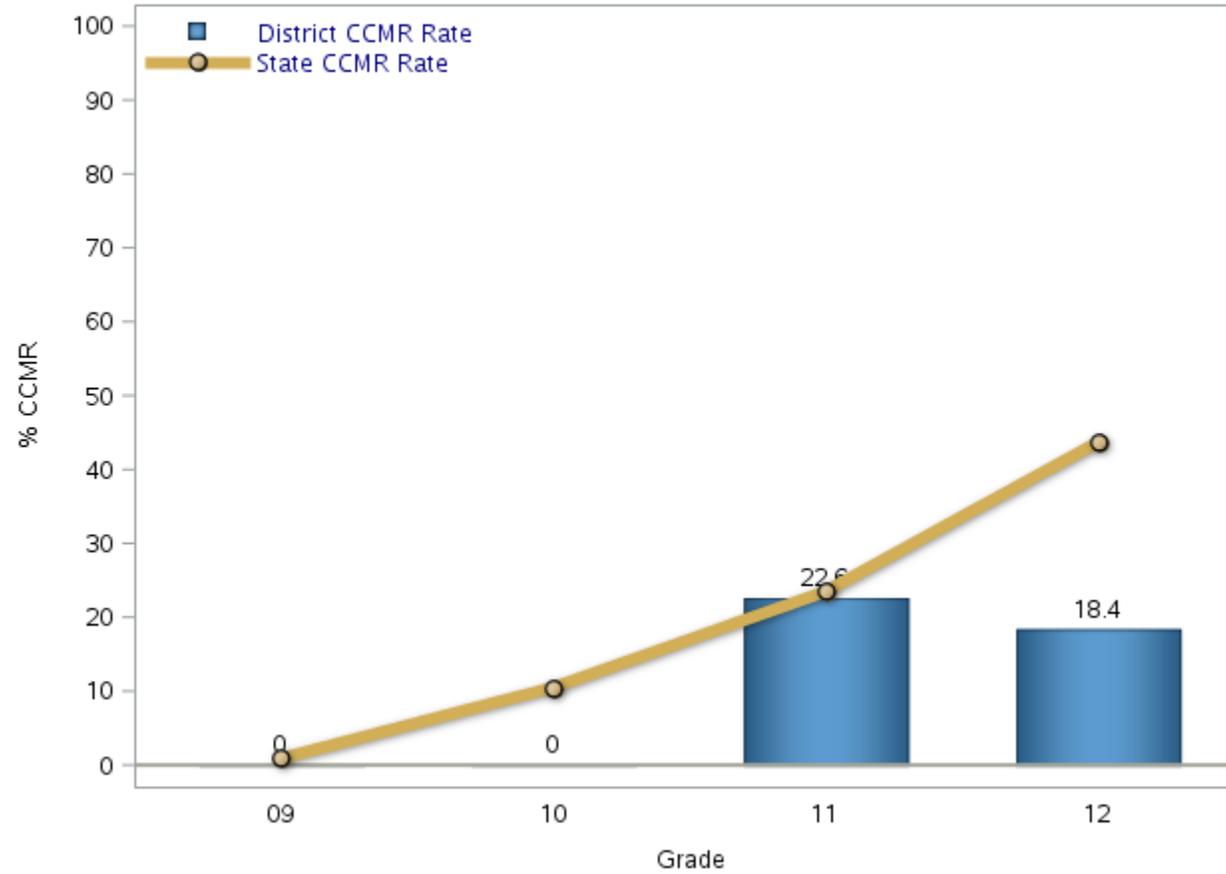
Enlists in the U.S. Armed Forces
(Not Applicable—Temporarily Suspended)

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 Bonus Outcomes <i>*More data to be released in the spring</i> | | |
|---|----------|----------|
| | 2018 | 2019 |
| State (All Students) | TBD | TBD |
| ESC-20 (All Students) | TBD | TBD |
| CISD (All Students) | 3/43(7%) | 4/43(9%) |

CHARLOTTE ISD



CCMR 2020-2024 Yearly Goals and Closing the Gaps Targets



| Yearly Target Goals | | | | | | | | | |
|---------------------|-----|---------------------|-----|----------------------|-----|----------------------|-----|----------------------|-----|
| 2020 | | 2021 | | 2022 | | 2023 | | 2024 | |
| 7/38 2020 Graduates | 18% | 7/31 2021 Graduates | 22% | 11/37 2022 Graduates | 30% | 12/29 2023 Graduates | 41% | 14/34 2024 Graduates | 42% |

| 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 | * | * | 7/17 | | 0/4 | 0% | * | * | * | * | * | * | | | 0/7 | 0% | 5/14 | | | | 0/1 | 0% | * | * | * | * |
| 2021 | * | * | 6/23 | 26% | 1/2 | 50% | | | | | | | | | 0/5 | 0% | 5/31 | 16% | | | 1/1 | 100% | | | | |
| 2022 | * | * | 10/36 | 28% | 2/4 | 50% | | | | | | | | | 1/3 | 33% | 9/38 | 25% | | | | | | | | |
| 2023 | * | * | 12/28 | 42% | 2/4 | 50% | | | | | | | | | 1/2 | 50% | 14/37 | 39% | | | | | | | | |
| 2024 | * | * | 14/29 | 48% | 2/4 | 50% | | | | | | | | | 1/2 | 50% | 12/28 | 43% | | | 1/2 | 50% | | | | |

- 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.