

Questions are separated into four categories

Goals & Plan Development --- School Boards
Early Childhood Plan Specific --- CCMR Plan Specific

GOALS & PLAN DEVELOPMENT

HOW MANY STUDENT OUTCOME GOALS DO SCHOOL BOARDS NEED TO ADOPT?

At least three: one in early childhood literacy aligned to 3rd grade STAAR results, one in early childhood math aligned to 3rd grade STAAR results, and one in CCMR aligned to graduates that meet readiness requirements.

DOES IT MAKE SENSE TO ASSIGN YOUR SUPERINTENDENT AS THE COORDINATOR OF ONE OR MORE PLANS?

In many cases, yes. The superintendent is ultimately responsible for delivering the plans to the board for adoption, but it may be appropriate for the superintendent to delegate responsibilities of the plan development, facilitation, and coordination to other district level administration and/or Education Service Center staff with knowledge in each specific area.

ARE GOALS SET FOR THE DISTRICT AND EACH CAMPUS?

Yes, goals are set for the district and each campus. This may look different depending on the number of campuses within the district. A single campus district or district with one elementary and/or high school can use the same applicable plan for the district and campus. Districts with multiple elementary and/or high school campuses will use the district goals and progress measures to set appropriate goals and targets on each campus.

WHAT IS THE RECOMMENDED PROCESS?

- (1) School Boards work collaboratively with the superintendent to set five-year district goals on STAAR for 3rd grade math and reading and CCMR for graduates. These five-year district goals need to contain yearly targets and targets for each student group identified under the closing the gaps domain with 25 or more students.
- (2) The superintendent works as/with each plan's coordinator to identify progress measures that are predictive of the district's goals. Progress can be updated and reported to the board multiple times each year.
- (3) Districts create a monitoring calendar for when each progress measure and goal result will be reported to the board.
- (4) Campuses use the district goals and progress measures to set their own yearly and student group targets in order to help the district reach the overall goals and targets.
- (5) Campuses identify actions and targeted professional development in order to accomplish the goals.

THE COMPONENTS OF CCMR AND/OR THE STAAR APPROACHES, MEETS, AND MASTERS THRESHOLDS MAY CHANGE IN A FEW YEARS. HOW COULD THIS IMPACT THE BOARD ADOPTED FIVE-YEAR GOALS?

It is unlikely that the performance thresholds for approaches, meets, and masters will change, barring legislative action. However unlikely it may be, there is still a possibility that changes could happen, or that the components of CCMR could change, before the deadline of districts' five-year goals. If this happens, districts might need to adjust their goals accordingly based on their data and performance. Any adjustments would be limited to locally adopted progress measures and targets.

CAN THE HB 3 PLANS BE ADDED TO THE DISTRICT AND CAMPUS IMPROVEMENT PLANS?

Yes, if the all the requirements within each Early Childhood Plan and CCMR Plan are met.

- (1) The district assigns coordinator, either a district level administrator or an employee of the ESC.
- (2) The school board adopts five-year student outcome goals with annual targets and annual targets for each applicable student group in the closing the gaps domain. Early Childhood Plan goals must be aligned to 3rd grade reading and math STAAR and CCMR plans must be aligned to the Domain I requirements for college, career, and military readiness.
- (3) Districts identify progress measures that can be updated and reported to the board multiple times each year in order to monitor the progression to achieving the goals.
- (4) Districts create a monitoring calendar for when each progress measure and goal result will be reported to the board.
- (5) Campuses use the district goals and progress measures to set their own yearly and student group targets in order to help the district reach the overall goals and targets.
- (6) Campuses identify actions and 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 targeted professional development in order to accomplish the goals.
- (7) Each plan must be posted on the district's and/or campus' website.

Item (1)–(4) could possibly be added to the District Improvement Plan and items (5)–(6) could possibly be added to each Campus' Improvement Plan.

IF WE ARE REQUIRED TO COMPLETE A TARGETED IMPROVEMENT PLAN (TIP) AS A RESULT OF STATE OR FEDERAL ACCOUNTABILITY, CAN ALL OF THESE PLANS BE COMBINED INTO ONE OR DO WE NEED A SEPARATE PLAN FOR ALL OF THESE DIFFERENT REQUIREMENTS?

If the needs assessment and root cause analysis that is driving your goal setting and prioritized focus areas for the TIP are aligned with the Early Childhood or CCMR plans and goals, it could be combined with the TIP, where appropriate. However, the TIP template may not be the best way to capture your Early Childhood and CCMR plans since the TIP template was developed to capture activities and milestones aligned to essential actions in the Effective Schools Framework. We are working to better align requirements and templates in the future.

DOES EACH BOARD GOAL NEED THREE PROGRESS MEASURES AS SHOWN ON THE TEMPLATES?

The number of appropriate progress measures varies. Each goal needs to have one to three progress measures that are predictive of the goal, can be updated multiple times each year to track progress, and influenceable by the superintendent.

HOW WILL REPORTING ON THE PROGRESS OF EACH PLAN WORK IN OUR VERY TINY DISTRICT WITH SMALL STUDENT NUMBERS?

Goals can be set for any student group no matter the size and numbers, but the actual results or percentages of student's performance cannot be made public for student groups with less than 25 and the all student group with less than 10. Districts must make sure these minimum numbers are met when reporting student results, such as 3rd grade STAAR results, in order to not violate FERPA by publishing information that can identify individual students. Districts with small numbers can combine results of grade levels when reports are made public. For example, districts with small numbers could create progress measures that spans multiple grade levels to meet the minimum requirement of at least 10 students, such as the percent of 1st–3rd grade students that are on grade level in math or reading.

ARE THERE TEMPLATES AVAILABLE TO HELP WITH THIS PROCESS AND MEETING ALL THE GOALS SETTING REQUIREMENTS?

Yes, templates are available on the HB 3 website to help with each early childhood and CCMR plans: <https://tea.texas.gov/about-tea/government-relations-and-legal/government-relations/hb-3-30-video-series>.

Templates include five tools:

- District goals, including yearly and student group targets
- District progress measures, including yearly and student group targets
- Campus plans, including goals and progress measures with yearly and student group targets
- Board monitoring calendars
- Board monitoring reports

SCHOOL BOARDS

DO HB 3 BOARD ADOPTED GOALS AND PLANS APPLY TO CHARTER SCHOOLS?

Yes, HB 3 board adopted plans in early childhood reading and math and plans in college, career, and military readiness are to be adopted by all public schools.

WHAT IS THE ROLE OF THE BOARD IN CAMPUS PLAN DEVELOPMENT?

The board works collaboratively with the superintendent to adopt appropriate five-year student outcome goals with annual targets for aggregate student performance and each appropriate student group under the closing the gaps domain. School boards will also work with the superintendent to approve a monitoring calendar to communicate when each plan's progress will be reported to the board in a public meeting. The superintendent will work collaboratively with campuses to develop a recommendation for each plan to be presented to the board for adoption. The board reviews and ultimately votes to adopt each plan.

WHAT IF WE HAVE A BOARD GOVERNANCE COACH, CAN THEY HELP WITH COORDINATING EACH PLAN?

A board governance coach can help support the district-level administrator or the employee of the regional education service center (ESC) that has been assigned to coordinate each plan, but the governance coach cannot be assigned as the coordinator of a plan unless they are a district-level administrator or employee of the ESC.

HOW OFTEN DOES THE BOARD RECEIVE A PROGRESS UPDATE ON EACH PLAN AND WHAT NEEDS TO BE INCLUDED IN THE PROGRESS MONITORING REPORTS?

Each board goal within each plan is required to be reported on in a public meeting at least once per year, but in order to monitor the progress towards achieving the goal it is recommended to deliver a progress monitoring report on each goal at least four times per year using a progress measure identified within each plan. The specific schedule for delivering each progress to the board will be identified on the board monitoring calendar. A progress monitoring report delivered to the board should include, at a minimum, the following:

- (1) The district outcome goal and the progress measure being monitored in the report
- (2) Data showing the overall progress for the district towards the yearly target
- (3) Data showing the overall progress of each applicable student group towards each group's yearly target
- (4) Information showing each applicable campus' overall progress
- (5) The superintendent's interpretation of performance and documentation that evidences the superintendent's interpretation and describes any needed next steps

WHEN DOES EACH PLAN NEED TO BE ADOPTED BY THE BOARD?

The 2019–2020 school year serves as year one for plan implementation. Plans should be adopted and posted at least by the end of the current school year. Schools should use the 2019–2020 school year to work through processes to implement each plan.

HOW DO THESE PLANS ALIGN TO AND AFFECT THE SUPERINTENDENT'S ANNUAL EVALUATION?

It is recommended that each plan be aligned to the board outcome goals and use progress measures that are predictive of the goals, as well as, influenceable by the superintendent. In this case, by aligning the superintendent's evaluation to the board outcome goals, the superintendent's evaluation is aligned to each plan.

WHEN WILL THE NEW EISO TRAINING THAT INCLUDES TRAINING ON HB 3 BOARD ADOPTED GOALS AND PLANS NEED TO BE RECEIVED BY BOARD MEMBERS?

Section 11.159 of the Texas Education Code requires school board members in the state to complete a training Evaluating and Improving Student Outcomes (EISO) every two years. The content of the EISO Training is being updated to include guidance on HB 3 board goals and plans and will be made available in early 2020. Board members are required to complete EISO training every two years, so board members will need to complete the training within two years of the prior training – which for most board members will be September 1, 2020.

WILL THE EISO TRAINING CONTINUE TO COUNT AS TEAM BUILDING TRAINING CREDIT?

The anticipated rule updates will continue to allow the EISO training to also count as teambuilding credit as long as all board members and the superintendent are present for the entirety of the training.

HOW DO I ENGAGE WITH AN AUTHORIZED BOARD TRAINER TO PROVIDE EISO TRAINING?

The list of Authorized Board Trainers with contact information is available on the TEA website at: http://tea4avcastro.tea.state.tx.us/school_board/providers.html

EARLY CHILDHOOD PLAN SPECIFIC

IS THERE A RECOMMENDED DATA SOURCE FOR 3RD GRADE STAAR RESULTS AT THE MEETS LEVEL?

For individual assessment outcomes please use the Analytic Portal at www.texasassessment.gov. For results associated with accountability and student groupings, use the reports and downloads available in the TAPR System that were made available in October when accountability performance data was released.

IS THERE A LIST OF EARLY CHILDHOOD INSTRUMENTS FOR MATH AND READING THAT DISTRICTS CAN CHOOSE FROM?

For Reading, updated information will be made available in the November 21 [HB 3 in 30](#) video regarding K–2 diagnostics. For now, districts should continue to refer to the two lists below or use an instrument adopted by the local district committee.

2017–2021 Commissioner’s List of Approved Pre-K and K Reading Assessment Instruments

- [Prekindergarten \(Pre-K, accessible version\)](#)
- [Kindergarten \(Kindergarten, accessible version\)](#)

Grades 1 and 2

[2014–2018 commissioner's list of reading instruments](#)

Currently, there is not a requirement to produce a list of approved instruments for early childhood math, however, the PK and K list does include mathematic diagnostics as an option.

FORMER SPECIAL EDUCATION AND CONTINUOUSLY/NON-CONTINUOUSLY ENROLLED STUDENT GROUPS ARE NOT DEFINED FOR STUDENTS IN GRADES PRE-K–2, ARE THEY OMITTED FROM THE STUDENT GROUP TARGETS WHEN CREATING PROGRESS MEASURES FOR THESE GRADE LEVELS?

Yes, omit the closing the gaps student groups that do not apply to Early Childhood grades Prek-2 (former special education and continuously/non-continuously enrolled) or any groups that fall under the rule of having 25 students represented.

WHAT IS MEANT BY TARGETED PROFESSIONAL DEVELOPMENT WITHIN EC PLANS?

It is recommended to include professional development activities for teachers and staff within the actions identified by each campus to meet the campus and district goals and targets. Targeted professional development is a requirement for classroom teachers in kindergarten through 3rd grade for campuses that the board identifies as not meeting the plan’s goals. The targeted professional development must consider the unique needs of students in bilingual education or special language programs.

One recommendation would be for boards to satisfy this requirement at least in part by writing into their local plans participation in the Reading Academies that is otherwise required by HB 3 for kindergarten through 3rd grade teachers and principals.

CCMR PLAN SPECIFIC

SINCE THE BOARDS GOALS MUST FOCUS ON CCMR FOR GRADUATES, HOW DOES THAT WORK WHEN THE CLOSING-THE-GAPS DOMAIN LOOKS AT ALL 12TH GRADERS RATHER THAN JUST GRADUATES?

There are two calculations used for state accountability related to CCMR. One is used in the Student Achievement domain and is based on annual graduates. The other is used in Closing the Gaps and includes annual graduates plus 12th graders who did not graduate (this is a federal requirement.) CCMR plans are based on the criteria in Student Achievement, therefore, the CCMR goal is focused on annual graduates. The CCMR goal should be a five-year goal with overall yearly targets and yearly targets for each applicable student group under the closing the gaps domain.

WHERE DO WE FIND STUDENT DATA ON THE CCMR OUTCOME BONUSES?

Currently there is no student achievement data on the CCMR student outcome bonuses, but data on the CCMR student outcome bonuses will begin to be reported in TAPR soon.

CAN PROGRESS MEASURES OTHER THAN THE STUDENT OUTCOME BONUSES BE USED?

Yes, if the recommended student outcome bonus criteria are not appropriate progress measures for your situation, district and campuses can use other predictive progress measures that are influenceable by the superintendent. Examples could be: ACT/SAT/TSIA results, the number of industry certifications earned, college credit earned, dual credit student GPA, etc.