Argyle ISD

HB 3 Literacy & Math Goals
and
HB 120 CCMR Plan

November 16, 2026

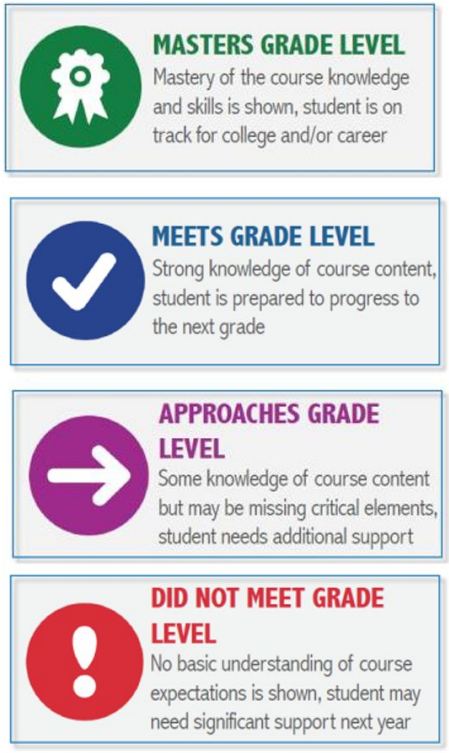
HB 3 EC-LM & CCMR Goals (2019)

HB 3 requires school boards to adopt goals in two key areas:

- Early childhood literacy and mathematics (EC-LM) proficiency
- College, career, and military readiness (CCMR)

EC-LM	CCMR
• Annual goals for aggregate student growth on 3rd grade math and reading assessment • Annual goals for students in each group evaluated under closing the gaps domain (25 or more students in a group) • 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 goals may be set for students in bilingual or ESL programs	• Annual goals for aggregate student growth on CCMR readiness indicators evaluated under the student achievement domain • Annual goals for students in each group evaluated under closing the gaps domain (25 or more students in a group)

Performance Levels



The goal is for all third grade students to be proficient, performance level of meets or masters, in reading and mathematics based on STAAR/SST.

Five-Year Goals

Reading Goal: 85%

Math Goal: 79%

In Statute

Texas Education Code (TEC), Sections 11.185 and 11.186

The percentage of 3rd-grade students who score Meets or above on STAAR Reading will increase from 79% to 85% by August 2031.



2026 (Base line)	2027 Year 1	2028 Year 2	2029 Year 3	2030 Year 4	2031 Year 5
79%	81%	82%	83%	84%	85%

Literacy Goals by Sub Group

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 79% to 85% by August 2031.						
Yearly Target Goals						
Year	**2026**	**2027**	**2028**	**2029**	**2030**	**2031**
Goal	80%	81%	82%	83%	84%	85%
Actual	79%					

Closing the Gaps Student Group Yearly Target													
	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 & monitored)**
2026 (Baseline)	71%	67%	75%	100%	87%	n/a	95%	45%	78%	76%	82%	52%	76%
2027	72%	68%	76%	100%	88%	n/a	95%	47%	79%	77%	83%	53%	78%
2028	73%	69%	77%	100%	89%	n/a	95%	48%	80%	78%	84%	54%	79%
2029	74%	70%	78%	100%	90%	n/a	95%	50%	81%	79%	85%	55%	80%
2030	75%	71%	79%	100%	91%	n/a	95%	51%	82%	80%	86%	56%	81%
2031	76%	72%	80%	100%	92%	n/a	95%	52%	83%	81%	87%	57%	82%

The percentage of 3rd-grade students who score Meets or above on STAAR Math will increase from 73% to 79% by August 2031.



2026 (Base line)	2027 Year 1	2028 Year 2	2029 Year 3	2030 Year 4	2031 Year 5
73%	75%	76%	77%	78%	79%

Mathematics Goals by Sub Group

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 73% to 79% by August 2031.						
Yearly Target Goals (All Students)						
	2026	**2027**	**2028**	**2029**	**2030**	**2031**
Goal	67%	75%	76%	77%	78%	79%
Actual	73%					

Closing the Gaps Student Group Yearly Target													
	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 & monitored)**
2026 (Baseline)	65%	59%	64%	100%	91%	n/a	74%	42%	72%	68%	81%	45%	82%
2027	66%	60%	65%	100%	92%	n/a	75%	44%	73%	69%	82%	47%	82%
2028	67%	61%	66%	100%	93%	n/a	76%	45%	74%	70%	83%	48%	83%
2029	68%	62%	67%	100%	94%	n/a	77%	47%	75%	71%	84%	50%	84%
2030	69%	63%	68%	100%	95%	n/a	78%	49%	76%	72%	85%	51%	85%
2031	70%	64%	69%	100%	96%	n/a	79%	50%	77%	73%	86%	52%	86%

HB 120 CCMR Reporting Requirements

The board shall adopt **college, career, and military readiness plans** that set specific *annual goals* for the following *five school years* to reach quantifiable goals for measures of student college, career, and military readiness at each campus.

Each plan must:

1. Identify annual goals for **students in each group evaluated** under the closing the gaps domain [see AIA];
2. Include an annual goal for aggregate student growth on **each college, career, and military readiness indicator** evaluated under the student achievement domain [see AIA];
3. Assign at least **one district-level administrator** or employee of the regional ESC for the district's region to:
    a. Coordinate implementation of the plan; and
    b. Submit an annual report to the board, the Texas Education Agency (TEA), and the Legislative Budget Board on the district's performance and progress toward the goals set under the plan; and
4. Be **reviewed and approved** by majority vote annually by the board at a public meeting.

In identifying and including goals in each plan, the board shall use longitudinal student outcome data posted under Education Code 7.0405(a) and any other resources available to the board.

Closing the Gaps Domain - Student Groups

Chapter 4—Closing the Gaps Domain

Overview

The Closing the Gaps domain uses disaggregated data to demonstrate differentials in progress to interim and long-term goals among racial/ethnic groups, socioeconomic backgrounds, and other factors. The indicators included in this domain, as well as the domain's construction, align the state accountability system with the Every Student Succeeds Act (ESSA).

Student Groups Evaluated

- All students
- Seven racial/ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, and Two or More races
- Economically disadvantaged
- Emergent Bilingual (EB) student (current and monitored)
- Current special education
- Foster
- Homeless
- Migrant
- Continuously enrolled
- Former special education

CCMR

SAT	ACT	TSIA2
College Prep	AP Exams	Dual Credit
Industry Based Certifications	Completed IEP &Workforce Ready	Special Education with Advanced Diploma Plan

The CCMR Goal is for **all** students to leave high school prepared for College, Career, or Military.

Five-Year Goal

CCMR Goal: 95%



The percentage of graduates who meet the criteria for CCMR will increase from 86% to 95% by August 2031

CCMR Board Outcome Goal						
The percentage of graduates that meet the criteria for CCMR will increase from 86% to 95% by August 2031.						
Yearly Target Goals						
	2026 - Baseline (Class of 2025)	2027 (Class of 2026)	2028 (Class of 2027)	2029 (Class of 2028)	2030 (Class of 2029)	2031 (Class of 2030)
Goal	79%	88%	90%	92%	93%	95%
Actual	86%					

This is lagging data. The 2026 Baseline column is the 2025 graduates.

5-Year CCMR Goals by Sub-Group

Closing the Gaps Student Group Yearly Target							
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races
2026 (Baseline)	66%	80%	87%	n/a	100%	n/a	85%
2027	68%	82%	89%	n/a	100%	n/a	87%
2028	70%	84%	91%	n/a	100%	n/a	89%
2029	72%	86%	93%	n/a	100%	n/a	91%
2030	74%	88%	95%	n/a	100%	n/a	93%
2031	76%	90%	95%	n/a	100%	n/a	95%

5-Year CCMR Goals by Sub-Group

Closing the Gaps Student Group Yearly Target								
2026 (Baseline)	Special Ed (Current)	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Economically Disadvantaged	Homeless	Migrant	Foster
2027	96%	n/a	33%	96%	42%	n/a	n/a	n/a
2028	96%	n/a	38%	96%	47%	n/a	n/a	n/a
2029	96%	n/a	43%	96%	52%	n/a	n/a	n/a
2030	96%	n/a	48%	96%	57%	n/a	n/a	n/a
2031	96%	n/a	53%	96%	62%	n/a	n/a	n/a

5-Year CCMR Goals by Indicator

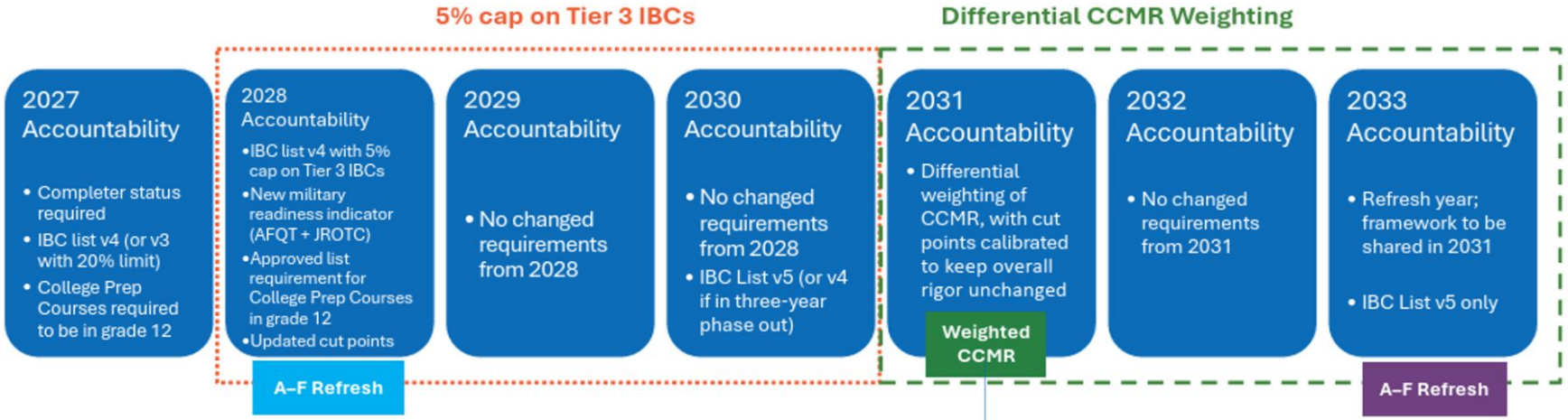
Indicator	TSIA	AP	Dual Credit	IBC	Level 1 or 2 Cert.	Associates Degree	On Ramps	Enlist-ment	SPED w/ Endorse-ment	SPED w/ Workforce Readiness
2026 (baseline)	R - 81% M - 64%	36.1%	48.6%	19.6%	0%	0%	0.3%	1.9%	5.7%	3.8%
2027	R - 83% M - 66%	38%	50%	21%	0%	0%	0.3%	1.9%	5.7%	3.8%
2028	R - 85% M - 70%	40%	52%	22%	0%	0%	0.3%	1.9%	5.7%	3.8%
2029	R - 85% M - 72%	42%	54%	23%	0%	0%	0.3%	1.9%	5.7%	3.8%
2030	R - 85% M - 74%	44%	55%	24%	0%	0%	0.3%	1.9%	5.7%	3.8%
2031	R - 85% M - 76%	46%	56%	25%	0%	0%	0.3%	1.9%	5.7%	3.8%

New Rules for Class of 2030

- ★ CCMR is a moving target.
- ★ The 2028 A-F Refresh includes updates to CCMR.
- ★ We are analyzing our “what if” data and making adjustments.



Accountability refresh and differential weighting of CCMR through 2033



PEIMS Working Submissions may be completed and applied to accountability ratings, beginning with 2026 accountability

Weighted CCMR starts with the graduating class of 2030. These are freshmen in 2026-27

Reminder: Each year's accountability rating uses prior year's graduating class CCMR data due to lags in data reporting

Differential weighting of CCMR for the Class of 2030

Foundational Postsecondary Readiness

- Met TSI using an approved College Prep Course

  OR
- Potential college credit (any subject)*
  - 1 AP/IB passed exam, or
  - 3 hours On Ramps, or
  - 3 hours Dual Credit

  OR
- CTE Completer with aligned Tier 3 IBC

  OR
- JROTC Completion and 31-49 (Category IIIB AFQT)

Note:
- TSI criteria must be met in <u>both</u> Math and RLA for CCMR
- If either Math or Reading TSI criteria is met using a CPC, CCMR is Foundational.

*A student has the potential to earn college credit from any of these pathways; credit awarded is dependent on IHE, degree, score, etc

Demonstrated Postsecondary Readiness

- **Met TSI** using SAT or ACT or TSIA

  OR
- CTE Completer with aligned Tier 2 IBC

  OR
- SPED Advanced Diploma

  OR
- Workforce Ready IEP Diploma

  OR
- JROTC Completion and 50-64 (Category IIIA AFQT)

Note:
- TSI criteria must be met in <u>both</u> Math and RLA for CCMR
- If TSI criteria is met using a combination of SAT, ACT, or TSIA scores, (with no potential college credit) CCMR is Demonstrated

Advanced Postsecondary Readiness

- Associate Degree

  OR
- **Met TSI** using SAT/ACT/TSIA **and potential college credit** (any subject)*
  - 1 AP/IB passed exam, or
  - 3 hours On Ramps, or
  - 3 hours Dual Credit

  OR
- Earn Level I or Level II Certificate

  OR
- CTE Completer with aligned Tier 1 IBC

  OR
- Military Enlistment

  OR
- JROTC Completion and 65+ (Category II AFQT)

Note:
- TSI criteria must be met in <u>both</u> Math and RLA for CCMR
- If TSI criteria is met using a combination of SAT, ACT, or TSIA scores, (with potential college credit) CCMR is Advanced.

Outcome Bonus

Outcomes Bonus (OB) provides direct financial rewards only when a district's qualifying graduates exceed predetermined baseline percentages (thresholds) within specific student populations.

Argyle ISD surpassed the required number of CCMR graduates and earned a total contribution to district finances totaling **$414,000** according to early estimates.

Economically Disadvantaged Students: Districts receive **$5,000** for each qualifying graduate above the **11%** threshold.

Non-Economically Disadvantaged Students: Districts receive **$3,000** for each qualifying graduate above the **24%** threshold.

Special Education Students: Districts receive an additional **$4,000**

	Total Annual Graduates*	Threshold	Number of Graduates Necessary to Meet CCMR OB Threshold**	Total Number of Annual Graduates who Met CCMR OB Criteria	Number of Graduates Above CCMR OB Threshold***
Economically Disadvantaged	21	11%	2	4	2
Non-Economically Disadvantaged	347	24%	83	215	132
Special Education	25	0%	0	2	2

Questions?

*Source: Texas Performance Reporting System
https://rptsvr1.tea.texas.gov/perfreport/tprs/tprs_srch.html