Meeting Date:
Meeting Type:

LOVE & INSPIRE



House Bill 3 - Board Outcome Goals

Marble Falls ISD

March 24, 2025

Under HB 3, 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 coordinate implementation and submit annual report to the board on the district's progress;
- Set specific, quantifiable, annual goals for five years at each campus;
- Be reviewed at least annually by the board at a public meeting;
- Post an annual report on district and campus websites.

Additional Information

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 goals for students in each group evaluated under closing the gaps domain (25 or more students in a group).

Early childhood plans are required to include:

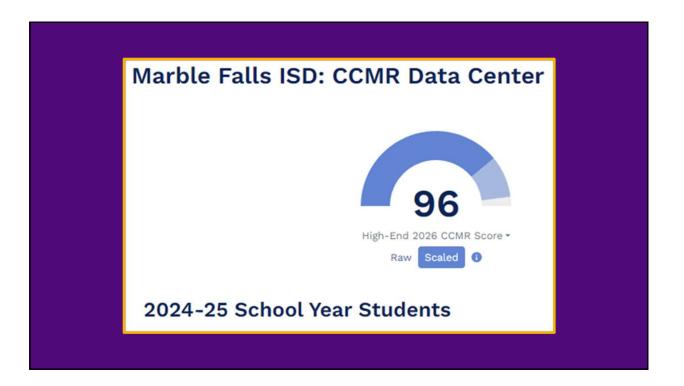
- Annual goals for aggregate student growth on 3rd grade math and reading STAAR;
- Annual goals for students in each group evaluated under closing the gaps domain (25 or more students in a group);
- Targeted professional development for classroom teachers in kindergarten through 3rd grade for campuses 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

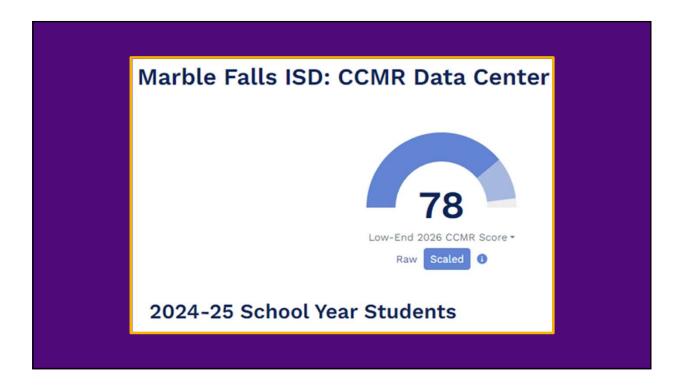
CCMR Board Outcome Goal

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					iviar	ble Fa	IIS ISL)					
				CCM	IR Boa	ard Ou	tcom	e Goal					
	The perc	entage of	graduate	s that mee	t the crit	eria for CC	MR will in	ncrease fro	m 72% to	98% by A	ugust 20	28.	
					Yearl	y Targe	t Goa	s					
2024 2025					2026			2027			2028		
77% (act	8	3% (goa	ıl)	88% (goal)			93% (goal)			98% (goal)			
		(Closin	g the G	aps St	udent	Group	s Yearl	y Targe	ets			
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EB	Cont. Enrolled	Non-Cont Enrolled
2024		70	83					81	68		55		
2025		75	88					86	73		62		
2026		80	93					91	78		69		
2027		85 90	95 98					95 98	83 90		76 83		
2028		90	98					98	90		03		

		Marble Falls ISD		
		IR Progress Measi		
The percent of	students earning Industry	Based Certifications will in	ncrease from 56% to 70%	by August 2028.
		Yearly Target Goals		
2024	2025	2026	2027	2028
56% (actual)	60% (goal)	63% (goal)	66% (goal)	70% (goal)
The percent of students		AR Progress Measure credit for AP courses, dua to 51% by August 2028.		nt will increase from 389
The percent of students		e credit for AP courses, dua	al credit or dual enrollmen	nt will increase from 389
The percent of students		e credit for AP courses, dua to 51% by August 2028.	al credit or dual enrollmen	nt will increase from 389
	s earning credit for college	e credit for AP courses, dua to 51% by August 2028. Yearly Target Goals	al credit or dual enrollmen	
2024	2025 43% (goal)	e credit for AP courses, dua to 51% by August 2028. Yearly Target Goals 2026 45% (goal)	2027 48% (goal)	2028
2024 38% (actual)	2025 43% (goal)	e credit for AP courses, dua to 51% by August 2028. Yearly Target Goals 2026 45% (goal)	2027 48% (goal)	2028 51% (goal)
2024 38% (actual)	2025 43% (goal)	e credit for AP courses, dua to 51% by August 2028. Yearly Target Goals 2026 45% (goal) MR Progress Measu	2027 48% (goal) ure 3	2028 51% (goal)
2024 38% (actual) The percent stude	2025 43% (goal) CCN ents that will meet TSI crit	e credit for AP courses, dua to 51% by August 2028. Yearly Target Goals 2026 45% (goal) IR Progress Measueria in both ELA & Math wi	2027 48% (goal) ure 3	2028 51% (goal) 0% by August 2028.
2024 38% (actual)	2025 43% (goal)	e credit for AP courses, dua to 51% by August 2028. Yearly Target Goals 2026 45% (goal) MR Progress Measu	2027 48% (goal) ure 3	2028 51% (goal)

Update on Progress





Early Childhood Literacy & Math Board Outcome Goals

	The perce	ent of 3rd g	rade stude	ents that so		rade level / Target		n STAAR R	eading will	be at 52% J	une 2028		
2024			2025			2026			2027			2028	
40%		43%	46%			49%			52%				
	1		Closi		Gaps St		iroups Y	early Ta	rgets				
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EB	Cont. Enrolled	Non-Con Enrolled
2024 Actual		29%	55%					12%	31%		26%		
2025		33%	60%					16%	37%		29%		
2026		36%	63%					19%	40%		32%		
2027		39%	66%					22%	43%		35%		
2028		42%	69%					25%	46%		38%		

Progress Monitoring of HB 3 Literacy Goals

- Progress Measure reports & data analysis
- District & campus grade-level PLC Sessions
- Data meeting discussions following assessments at district & campus teams
- Teachers actively involved in district facilitated planning sessions & workshops
- Teachers actively engaged in professional learning opportunities on instructional strategies
- Special populations (EB & SpEd) guidance & support for teachers & administrators
- Continued focus cognitive growth & development of Students (Edify Education Services)
- Consistent expectations of learning intentions with success criteria & lesson closures
- TEA Reading Academies for K-3rd grade teachers & campus administrators

Early Childhood Math Board Outcome Goal The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase to 52% by June 2028														
					Yearly	y Target	Goals							
2024			2025			2026			2027			2028		
40%			43%		46%			49%			52%			
			Closi	ing the (Gaps St	udent G	iroups Y	early Ta	rgets					
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EB	Cont. Enrolled	Non- Enr	
2024 Actual		33%	42%					14%	23%		24%			
2025		32%	57%					21%	34%		32%			
2026		35%	60%	4				24%	37%		35%			
2027		38%	63%					27%	40%		38%			
2028		41%	66%					30%	43%		41%			

Progress Monitoring of HB 3 Math Goals

- Progress Measure reports & data analysis
- District & campus grade-level PLC Sessions
- Data meeting discussions following assessments at district & campus teams
- Teachers actively involved in district facilitated planning sessions & workshops
- Teachers actively engaged in professional learning opportunities on instructional strategies
- Special populations (EB & SpEd) guidance & support for teachers & administrators
- Continued focus cognitive growth & development of Students (Edify Education Services
- Aligned instructional math times with a focus on fostering fact fluency and numeracy
- Problem solving skills development through academic vocabulary usage from concrete to pictorial to abstract.

Progress Monitoring of HB 3 Goals

November

March

June

