




House Bill 3- Celina ISD Update December 2022

Celina ISD Curriculum & Instruction Department
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01

**House Bill 3
Review**





To support the 60×30TX goal, the School Finance Commission recommended establishing a preK - 12th grade goal of at least 60% proficiency at TEA's "Meets" standard at two key "checkpoints" for preK - 12th grade:

60×30TX



Texas Higher Education
Coordinating Board

- a. 60% of all students meeting the state's "Meets" standard at 3rd grade reading.
- b. 60% of all high school seniors graduating without the need for remediation



In Statute

Texas Education Code (TEC), Sections 11.185 and 11.186

HB 3 requires school boards to adopt detailed plans developed by their management teams that achieve goals in two key areas:

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

Both EC-LM and CCMR Plans have the requirements to:

- Assign at least one district-level administrator or employee of the regional education service center to oversee the coordination of each plan
- Set specific, quantifiable, annual goals for five years at each campus
- Be reviewed at least annually by the board at a public meeting
- Post annual report on district and campus websites



In Statute

Texas Education Code (TEC), Sections 11.185 and 11.186

Early childhood plans are required to include:

- Annual goals for aggregate student growth on 3rd grade math & reading STAAR
- Annual targets for students in each group evaluated under closing the gaps domain
- Measures should be disaggregated by various student groups

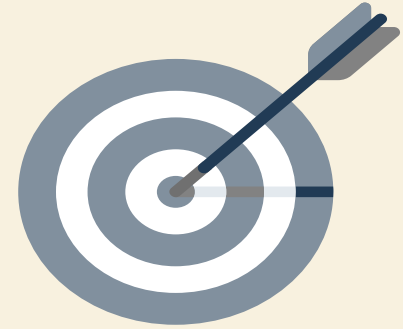
CCMR plans are required to include:

- 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)

Specific and Quantifiable Goals

To meet the requirement of specific and quantifiable, each board outcome goal needs to contain

- a. Baseline (current state)
- b. Target (future state)
- c. Population (which students will be impacted)
- d. Deadline (month and year by when the current state will equal the future state)
- e. Annual targets must be included for each goal in addition to the five-year deadline target.



District Website Posting Requirements

- 5-year board outcome goals
 - Annual targets
 - Closing the gaps student groups annual targets
 - Progress measures that are predictive of the goal with annual targets
- Each campus' plan with their specific targets for each progress measures
 - Applicable Closing the gaps student groups annual targets
- Each Campus' school actions and implementation steps
- Monitoring Calendar
- Annual/Interim updates reported to the board





02

Metrics



Reading & Math Curricular Programs

Programs include imbedded tools that provide feedback to the teacher on reading skill development and diagnostic assessments where age appropriate

PreKinder					
Kinder					
1st Grade					
2nd Grade					
3rd Grade					

CCMR Indicators 2022

1. Industry Based Certifications - CTE Certifications
2. Dual Credit-3 hours math, **OR** 3 hours English, **OR** 9 hours other courses
3. TSIA Exemptions - Texas College Bridge math **AND** English course completion
4. AP College Board subject test score 3+
5. ACT composite score 23+
6. Meet or exceed TSIA Test Score ELAR **AND** math
7. SAT Score 1070+ **AND** Critical reading & math 500+
8. Advanced Diploma **AND** Receive Special Education Services
9. Earn an Associate's Degree
10. Complete college prep math **AND** ELAR course
11. Graduate with completed IEP **AND** workforce readiness
12. Military Enlistment-*2023 and beyond*

03

Goals & Achievement



Celina ISD Literacy Goals & Actual Outcomes

Early Childhood Literacy Board Outcome Goals

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 60% to 73% by June 2024.

Yearly Target Goals

(2019 Baseline)	2021	2022	2023	2024
(60%)	62%(58%)	69% (70%)	71%	73%

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 (Baseline)	-	(48%)	(64%)	-	-	-	-	(29%)	(48%)	-	(67%)	(56%)	(71%)
2021	(56%)	50%(43%)	66%(64%)	-	-	-	(67%)	46%(32%)	48%(46%)	(58%)	40%(35%)	58%(61%)	73%(52%)
2022	58%(46%)	52%(59%)	68%(72%)	-	-	-	70%(77%)	48%(39%)	50%(46%)	60%(89%)	37%(35%)	63%(65%)	54%(70%)
2023	48%	61%	74%				79%	42%	48%	89%	39%	67%	72%
2024	50%	63%	76%				81%	45%	50%	89%	42%	70%	74%

*Parentheses indicates actual score

*Goals do not have parentheses

Celina ISD Literacy Goals & Actual Outcomes by Campus-Lykins

Early Childhood Literacy Board Outcome Goals Lykins Elementary

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 59% to 75% by June 2024.

Yearly Target Goals

2019 Baseline	2021	2022	2023	2024
(59%)	50%(50%)	55%(70%)	60%(72%)	65%(75%)

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	-	(57%)	(59%)	-	-	-	-	(29%)	(48%)	-	(67%)	(56%)	(71%)
2021	-	25%(28%)	35%(55%)	-	-	-	-	10%(10%)	50%(39%)	(43%)	29%(29%)	(52%)	(41%)
2022	(50%)	30%(74%)	45%(77%)	-	-	-	-	10%(50%)	41%(44%)	45%(86%)	30%(23%)	54%(69%)	42%(70%)
2023	52%	76%	79%					52%	46%	86%	30%	71%	72%
2024	54%	78%	81%					54%	48%	86%	32%	74%	74%

*Parentheses indicates actual score

*Goals do not have parentheses

(-) student population at campus >10

+Celina Elementary 2018-2019 School Year



Celina ISD Literacy Goals & Actual Outcomes by Campus-O'Dell

Early Childhood Literacy Board Outcome Goals O'Dell Elementary

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 65% to 75% by June 2024.

Yearly Target Goals

2019 Baseline	2021	2022	2023	2024
(60%)	68%(56%)	70%(65%)	72%	75%

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	-	(31%)	(68%)	-	-	-	-	(42%)	(40%)	-	-	(61%)	(58%)
2021	(40%)	32%(63%)	70%(77%)	-	(33%)	-	(63%)	44%(50%)	42%(56%)	(80%)	(44%)	63%(74%)	60%(59%)
2022	42%(45%)	65%(58%)	78%(67%)	-	35%(90%)	-	65%(75%)	52%(32%)	58%(46%)	82%(82%)	48%(67%)	76%(75%)	61%(60%)
2023	47%	60%	69%		90%		77%	34%	48%	84%	69%	77%	63%
2024	49%	62%	71%		90%		79%	36%	50%	86%	70%	79%	65%

*Parentheses indicates actual score

*Goals do not have parentheses

(-) student population at campus >10

Celina ISD Math Goals & Actual Outcomes

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 41% to 65% by June 2024.

Yearly Target Goals

2019 Baseline	2021	2022	2023	2024
57%	45%(44%)	50% (57%)	57%	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 (Baseline)	-	34%(32%)	67%(65%)	-	-	-	-	32%(30%)	(41%)	-	(22%)	(58%)	(54%)
2021	(33%)	36%(30%)	69%(50%)	-	(17%)	-	(56%)	34%(41%)	45%(25%)	(33%)	26%(19%)	(47%)	(38%)
2022	(42%)	38%(50%)	71%(59%)	-	-	-	(62%)	36%(39%)	47%(38%)	(67%)	28%(38%)	(56%)	(56%)
2023	45%	52%	62%				64%	41%	40%	69%	40%	58%	58%
2024	47%	55%	65%				66%	43%	42%	71%	42%	60%	60%

*Parentheses indicates actual score

*Goals do not have parentheses

(-) student population at one campus >10



Celina ISD Math Goals & Actual Outcomes by Campus - Lykins

Early Childhood Math Plan Lykins Elementary Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 64% to 65% by June 2024.

Yearly Target Goals

2019 Baseline	2021	2022	2023	2024
64%	50%(36%)	55%(57%)	60%	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
2029 (Baseline)	-	(39%)	(75%)	-	-	-	-	(36%)	(41%)	-	(27%)	(65%)	(63%)
2021	-	20%(16%)	48%(43%)	-	-	-	-	30%(30%)	20%(14%)	(14%)	18%(13%)	(40%)	(23%)
2022	(60%)	22%(48%)	50%(62%)	-	-	-	(60%)	32%(42%)	22%(56%)	16%(86%)	20%(23%)	(59%)	(55%)
2023	62%	50%	64%				62%	44%	58%	86%	25%	60%	57%
2024	64%	52%	66%				64%	46%	60%	86%	27%	62%	59%

*Parentheses indicates actual score

*Goals do not have parentheses

+Celina Elementary 2018-2019 School Year

Celina ISD Math Goals & Actual Outcomes by Campus - O'Dell

Early Childhood Math Plan O'Dell Elementary Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 49% to 65% by June 2024.

Yearly Target Goals

2019 Baseline	2021	2022	2023	2024
(49%)	50%(31%)	55%(55%)	60%	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	-	(19%)	(55)%	-	-	-	-	(26%)	(40%)	-	-	(50%)	(46%)
2021	(40%)	48%(47%)	60%(62%)	-	(17%)	-	(50%)	50%(50%)	38%(39%)	(60%)	22%(29%)	52%(58%)	48%(47%)
2022	(38%)	50%(55%)	65%(57%)	-	-	-	52%(63%)	52%(38%)	42%(21%)	-	31%(54%)	54%(54%)	50%(57%)
2023	40%	57%	59%		23%		65%	54%	44%	64%	56%	56%	52%
2024	42%	59%	61%		25%		67%	56%	46%	66%	58%	58%	54%

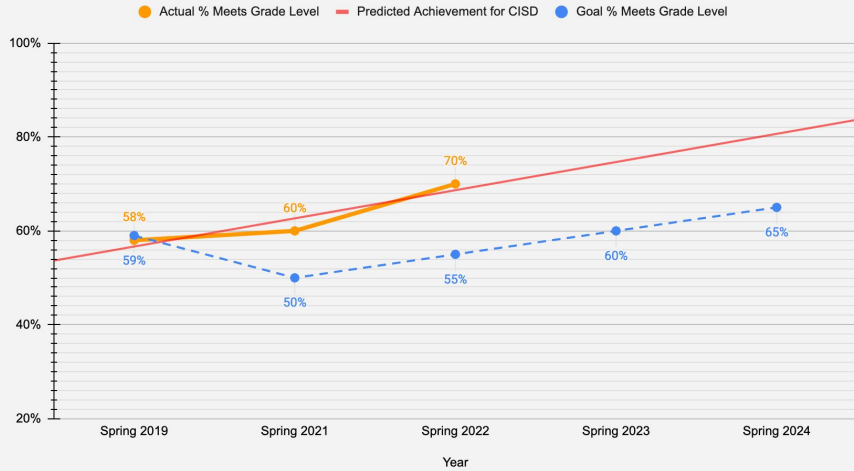
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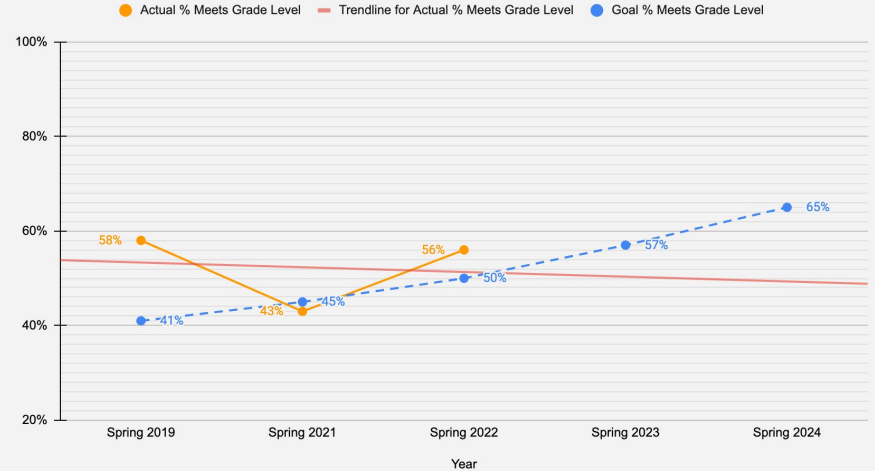


Achievement Projections-3rd Grade

CISD 3rd Gr Reading-Percent of Students Meeting Grade Level



CISD 3rd Gr Math-Percent of Students Meeting Grade Level



College, Career, Military Readiness Board Goals

CCMR Board Goals

The percentage of graduates that meet the criteria for CCMR will increase from 71% to 85% by August 2024.

Yearly Target Goals

2020 grads-COVID (2021 Acct)	2021 grads-(2022 Acct)	2022 grads (2023 Acct)	2023 grads (2024 Acct)	2024 grads (2025 Acct)
(71%)	(68%)	75%	80%	85%

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 ('21 Grads)	(57%)	(59%)	(76%)	-	-	-	(50%)	(92%)	(47%)	-	-	-	-
2021 ('22 Grads)	62%	64%	71%				55%	92%	52%				
2022	67%	69%	76%	-	-	-	60%	92%	57%	-	-	-	-
2023	72%	74%	81%				65%	92%	62%				
2024	77%	79%	86%	-	-	-	70%	92%	67%	-	-	-	-

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CCMR Projections

Actual % Earns CCMR and Goal % Earns CCMR



CCMR & Texas College Bridge

- Currently, 61% (134 students) of the class of 2023 has earned at least one CCMR indicator
- This number will increase as the credit earned for dual credit courses and AP exam scores are reported at the end of the spring semester
- As a part of the district's participation in ESSER-TCLAS grant program, an additional 34 students may be able to earn CCMR credit through the **Texas College Bridge** program



CCMR & Texas College Bridge

- **Texas College Bridge** math and ELAR college preparatory course that facilitates the student earning TSI exemption for 2 years following graduation as well as the CCMR milestone, these students can potentially raise the CCMR indicator rate to 77% (168 students)
- Counselors have identified another 15 students who may be able to finish the program in the spring



HB 3-FAQ

→ 3rd grade is the only grade required for HB 3 goal setting

→ The 2018-2019 school year serves as year one for plan implementation and “baseline”. CCMR baseline is 2019-2020 and was included in Accountability 2020.

→ There is no minimum total student count to set goals for each closing the gaps student group, but it is important to note that publicly reporting information on student groups represented by less than 25 Answer students could provide identifying information and violate FERPA. It is recommended to not set goals for groups with less than 25 students.

→ The board works collaboratively with the superintendent to adopt appropriate board outcome goals with annual targets for aggregate Answer student performance and each appropriate student group under the closing the gaps domain.

→ How many board 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 Answer requirements.

→ What is the role of the board in campus plan development? The board reviews and ultimately votes to adopt each plan. The superintendent will work collaboratively with campuses to develop a Answer recommendation for each plan to be presented to the board for adoption.



Thank you!

