



# To the Administrator Addressed

Texas Education Agency

Commissioner Mike Morath

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DATE:	September 19, 2019
SUBJECT:	HB 3 Implementation: Early Childhood and CCMR Board-Adopted Plans and Goals
CATEGORY:	Governance
NEXT STEPS:	Share with superintendents and school boards

House Bill 3 (HB 3) amends Texas Education Code (TEC) to add Sec. 11.185 and 11.186 to include plans that target early childhood (EC) literacy and math proficiency and college, career, and military readiness (CCMR). This letter provides guidance to schools in order to meet the requirements of the required plans.

### Plan Requirements

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 or employee of the regional education service center for the district's region to coordinate implementation and submit 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.

### Specific and Quantifiable Goals

To meet the requirement of specific and quantifiable, each board outcome goal needs to contain a baseline (current state), a target (future state), a population (which students will be impacted), and a deadline (month and year by when the current state will equal the future state). Annual targets must be included for each goal in addition to the five-year deadline target. It is recommended that school

boards adopt progress measures to create alignment between district outcome goals and the board-adopted plans.

### **Progress Monitoring**

Superintendents propose EC and CCMR plans to the board for adoption. It is recommended that the plans for each campus be aligned to the board outcome goals and progress measures in such a way that the specific campus plan is predictive of the board outcome goal and progress measures. It is also recommended that the plans and goals be influenceable by the superintendent in order that the superintendent's evaluation can be aligned and indistinguishable from the board outcome goals and progress measures.

School boards must review the progress of each plan at least annually at a public meeting. It is recommended that the board adopt a monitoring calendar and a multi-year schedule that describes the months during which interim updates on goals and plan progress measures are reported to the board. The specific EC and CCMR plan requirements can be reviewed and made available in monitoring reports that are delivered to the board according to the plans review schedule. 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.

### **Next Steps**

Schools should have all three required plans in place no later than the end of the 2019–2020 school year and should use the 2019–2020 school year to determine the best possible plan for their students.

Templates to create board outcome goals, progress measures, campus plans, a monitoring calendar, and monitoring reports are available on the TEA website: [www.tea.texas.gov/HB3](http://www.tea.texas.gov/HB3).

### **Questions**

*If you have any questions related to this TAA on Early Childhood and CCMR board adopted plans and goals under House Bill 3, please contact the Division of School Governance by phone at (512) 475-3697 or email [HB3info@tea.texas.gov](mailto:HB3info@tea.texas.gov). We will be compiling answers to frequently asked questions (FAQs) on the HB 3 webpage at <https://tea.texas.gov/hb3>*

Regards,

Dr. Drew Howard  
Senior Director of School Governance and Leadership Support

The slide features the TEA logo at the top left. To its right is the title "Agenda" in a large blue font. Below the title is a bulleted list of topics, each preceded by a blue arrowhead:

- CCMR Plans
  - Requirements
  - Plan specific requirements
- Plan Components
  - Coordination
  - Developing Goals & Goal Examples
  - Progress Monitoring
  - Posting
- Board Training Requirements

The slide features the TEA logo at the top left. To its right is the title "Introductions" in a large blue font. Below the title is a bulleted list of speakers and their roles:

- Drew Howard**  
Senior Director, School Governance and Leadership Support
- Claire Hagen Alvarado**  
Statewide Early Childhood Fellow
- Heather Justice**  
Division Director for College, Career, and Military Prep

The slide features the TEA logo at the top left. The background is a solid blue color. In the center, the title "CCMR Plans" is written in a large white font.

**TEA** Early Childhood and CCMR Plans

### Why This Matters

- In keeping alignment with the state's 60x30TX goal, the School Finance Commission recommended establishing a preK through 12<sup>th</sup> grade goal of at least 60 percent proficiency at TEA's "Meets" standard at two key "checkpoints" along the state's public preK through 12<sup>th</sup> 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<sup>1</sup> or (3) enrolling in the military.

**TEA** Plan Requirements

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)

**TEA** School Finance Commission Report

The School Finance Commission recommended that each public district or charter network be required to:

- establish locally developed board goal
- annually report their goal progress publicly along with any other board goals that they measure their progress against. These data should be made available at the district and campus level.
  - Metrics should be disaggregated by various student groups, including family income, native language, ethnicity, gender, and special population

**TEA** Plan Requirements

**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

**TEA** Specific Plan Requirements

**CCMR**

- 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)

**TEA** Plan Components – Coordination

- School Systems are required to assign at least one district-level administrator or an employee of the regional education service center to oversee the coordination of each plan.
  - Goal Setting
  - Stakeholder Engagement
  - Appropriate Implementation
  - Submit annual report to the board on the district's progress (multiple updates each year is recommended)

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# Plan Components

**TEA** Plan Components – Developing Goals

- **Specific, quantifiable, goals (measurable goals)**
  - Each goal needs to contain a baseline (current state), a target (future state), a population (which students will be impacted), and a deadline (month and year by when the current state will equal the future state).
  - Annual targets must be included for each goal in addition to the 5-year deadline target.
  - Adopting board outcome goals and progress measures for each goal creates alignment with each plan.

**TEA** Plan Components – Developing Goals

**Goals for CCMR**

- HB 3 offers the opportunity to receive outcome bonuses for students demonstrating college, career, and military readiness. The goals for CCMR should reflect multiple opportunities for students to demonstrate CCMR and keep in mind the requirement for the HB 3 outcomes bonus requires students to continue into postsecondary and the military. See more information on CCMR outcome bonuses in the August 8<sup>th</sup> HB 3 in 30 presentation.

**TEA** CCMR Goal Examples

✓ **Board Outcome Goal 3: CCMR**

The percentage of graduates that meet the criteria for CCMR Outcomes Bonuses will increase from 42% to 57.5% by August 2024.

Yearly Target Goals				
2020	2021	2022	2023	2024
43.5%	48%	52.5%	55%	57.5%

*Each Board Goal must include annual targets for all applicable student groups under the closing the gaps domain.*

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# Goal Examples

**TEA** CCMR Goal Examples

**Board Outcome Goal 3: 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	Coast. Enrolled	Non-Coast. Enrolled
2020	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
2021	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
2022	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
2023	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
2024	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%



### TEA CCMR Progress Measure Examples

✓ **Board Outcome Progress Measures: Used in plan development and monitoring**

**Progress Measure 3.1:** The percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for college ready will increase from 37% to 45% by August 2024.

Year	2020	2021	2022	2023	2024
Target	37%	39%	41%	43%	45%

**Progress Measure 3.2:** The percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for career ready will increase from 12% to 18% by August 2024.

Year	2020	2021	2022	2023	2024
Target	12%	14%	16%	17%	18%

**Progress Measure 3.3:** The percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for military ready will increase from 2% to 4.5% by August 2024.

Year	2020	2021	2022	2023	2024
Target	2.5%	3%	3.5%	4%	4.5%

✓ Each Campus will use the progress measures to create annual goals and targets for all student groups under the closing the gaps domain.

### TEA CCMR Plan Examples

✓ **Campus Plan: Progress Measure 3.2**

The percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for career ready will increase from 15% to 25% by August 2024.

Yearly Target Goals	2020	2021	2022	2023	2024
Target	17%	19%	21%	23%	25%

**Board Outcome Goal 3: Closing the Gaps Student Groups Yearly Targets**

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Ess. Skills	Special Ed (Former)	EL	Comp. Enrolled	Non-Comp. Enrolled
2020	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%
2021	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%
2022	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%
2023	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%
2024	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%

### TEA CCMR Plan Examples

✓ **Campus Plan: Progress Measure 3.1**

The percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for college ready will increase from 35% to 45% by August 2024.

Yearly Target Goals	2020	2021	2022	2023	2024
Target	37%	39%	41%	43%	45%

**Board Outcome Goal 3: Closing the Gaps Student Groups Yearly Targets**

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Ess. Skills	Special Ed (Former)	EL	Comp. Enrolled	Non-Comp. Enrolled
2020	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%
2021	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%
2022	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%
2023	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%
2024	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%

### TEA CCMR Plan Examples

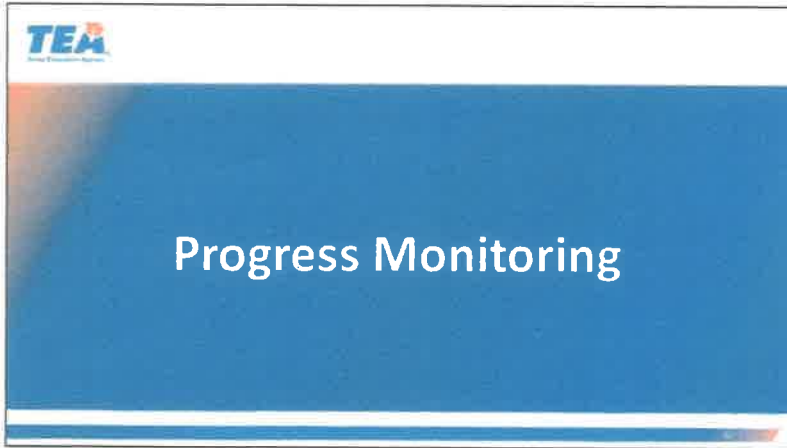
✓ **Campus Plan: Progress Measure 3.3**

The percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for military ready will increase from 1% to 3% by August 2024.

Yearly Target Goals	2020	2021	2022	2023	2024
Target	1%	1.5%	2%	2.5%	3%

**Board Outcome Goal 3: Closing the Gaps Student Groups Yearly Targets**

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Ess. Skills	Special Ed (Former)	EL	Comp. Enrolled	Non-Comp. Enrolled
2020	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%
2021	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%
2022	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%
2023	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%
2024	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%



**TEA Monitoring Calendar**

Month	Goal / Progress Measure	Evaluations / Other Business	Trainings
August	Goal 3: Progress Measure 3.1	Board Quarterly Evaluation	
September	Goal 1: Progress Measure 1.1 Goal 2: Progress Measure 2.1	Summative Superintendent Evaluation TAPR Report	
October	Goal 1: Progress Measure 1.2		Digital Safety & Security
November	Goal 2: Progress Measure 2.2	Board Quarterly Evaluation	
December	Goal 3: Progress Measure 3.2		
January	Goal 1: Progress Measure 1.1 & 1.2 Goal 3: Progress Measure 3.2		
February	Goal 2: Progress Measure 2.1 & 2.2	Board Quarterly Evaluation	
March		Mid-year Superintendent Evaluation	
April	Goal 3: Progress Measure 3.2		
May	Goal 1: Progress Measure 1.1 & 1.2	Board Quarterly Evaluation	
June	Goal 2: Progress Measure 2.1 & 2.2 Goal 3: Progress Measure 3.3	Budget Adoption Tax Rate Hearing	Human Trafficking / Child Abuse
July			EISO / Teambuilding

**TEA Monitoring Each Plan**

- School boards must review the progress of each plan at least annually at a public meeting.
  - Adopt a monitoring calendar; A multi-year schedule that describes the months during which interim updates on goals and plan progress measures are reported to the board.
  - Receive annual/interim updates reported to the board that contain (1) the board outcome goal and progress measure being monitored, (2) data, once available, showing previous reporting periods, the current reporting period, and the annual and 5 year deadline targets, (3) the superintendent's evaluation of performance for the district and each applicable campus, and (4) supporting documentation that evidences the evaluation and describes any needed next steps.

**TEA Progress Monitoring Reports**

**Board Progress Monitoring Report**

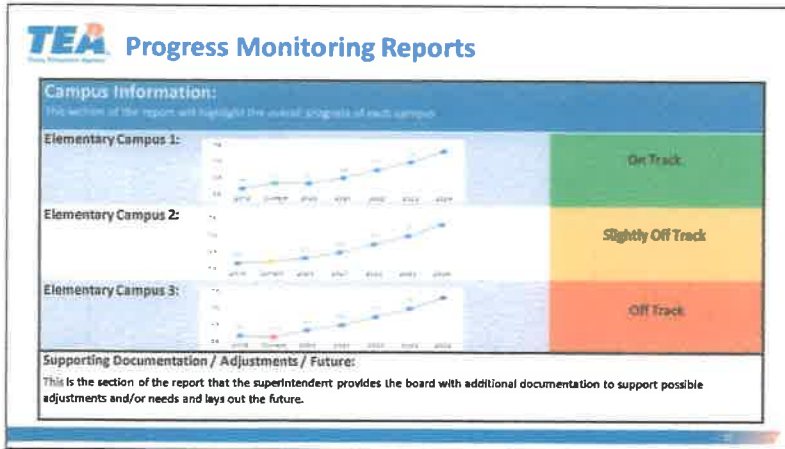
**Goal 1:** The score of 3<sup>rd</sup> grade students that score meets grade level or above on STAAR Reading will increase from 43% to 55% by June 2024. **Overall Goal Evaluation: On Track**

**Goal Progress Measure 1.2:** The percent of K students that score on "on track" on TX-KEA will increase from 54% to 68% by June 2024.

This section describes the current status of the progress measure providing graphable data in comparison to the yearly targets and a break down of data showing the progress of each student group represented in the closing the gaps domain.

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Spanish EA	Hispanic EA	Spanish EA (Former)	ELL	Gifted/Enriched	Non-Gen. Enriched
2020	22%	20%	20%	22%	22%	22%	22%	22%	22%	22%	22%	22%	22%
Current	22%	22%	22%	22%	22%	22%	22%	22%	22%	22%	22%	22%	22%





**TEA** Website Posting Requirements

The following components should be visible on the school's website for each plan:

- 5-year board outcome goals
  - Annual targets
  - Applicable 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

**TEA** School Board Training

**Evaluating the Improvement of Student Outcomes (EISO) Training:**

- Required by SB 1566 every two years.
- Must be delivered by an Authorized Provider
- State Board of Education (SBOE) Rule 19 TAC 61.
  - Proposed rule updates (earliest adoption in January 2020)
  - EISO training updates include training on HB 3 board adopted plans and goals

**TEA** Frequently Asked Question (FAQ)

**Question** When will the new EISO Training need to be received by board members?

**Answer** The new EISO Training that includes guidance on HB 3 board goals and plans will be made available in early 2020. Board members are required to complete EISO training every two years.

**TEA** Frequently Asked Question (FAQ)

**Question** How do I engage with an Authorized Board Trainer to provide EISO Training?

**Answer** 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](http://tea4avcastro.tea.state.tx.us/school_board/providers.html)

**TEA** Frequently Asked Question (FAQ)

**Question** Will the EISO Training still count as Team building training credit?

**Answer** 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.

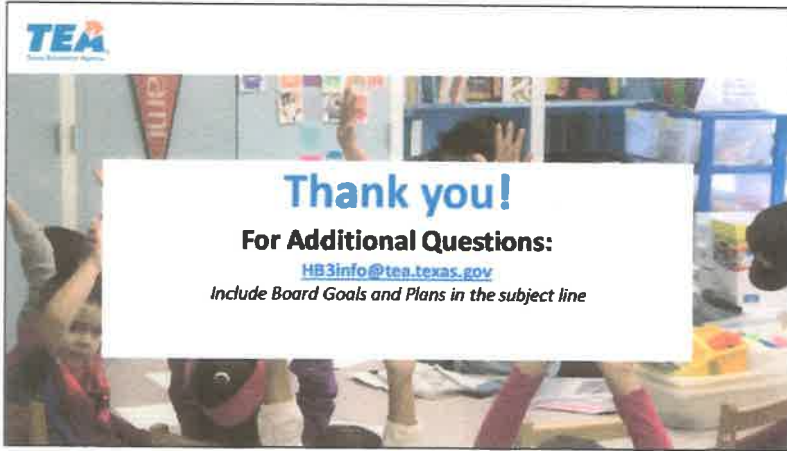
**TEA** House Bill 3 Resources

Stay tuned for the most up-to-date information from TEA on the implementation of House Bill 3

Visit [tea.texas.gov/HB3](http://tea.texas.gov/HB3) for the most up-to-date information

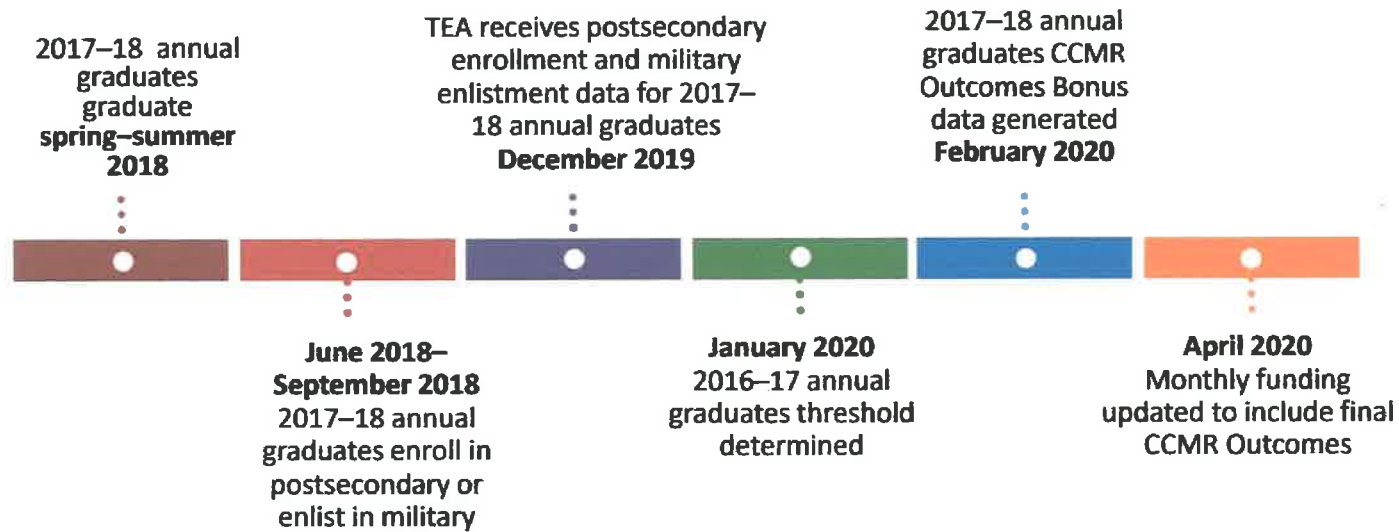
Email [HB3info@tea.texas.gov](mailto:HB3info@tea.texas.gov) with any questions

1/13/2020





## Funding Starts in 2019–20 from 2017–18 Graduates



**Key Point:** Districts will receive an outcomes bonus in the 2019-2020 school year and this bonus will be generated from 2017-2018 graduates.







