

HOUSE BILL 3 UPDATE

House Bill 3 requires school boards to adopt five-year goals ending in 2024 for the following areas:

1. Early childhood literacy proficiency
2. Early childhood math proficiency
3. College, career, and military readiness

The goals are measured by the number of students who “Meet” grade level at the end of their 3rd-grade year. Each year, the district reviews the progress for both the board and the public during an open meeting. The following are the current goals and progress approved by the board in Fall 2020.

OVERALL

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
READING GOAL	58%	64%	70%	76%	82%
READING ACTUAL	NA	47%	55%		
MATH GOAL	25%	40%	55%	70%	80%
MATH ACTUAL	NA	22%	21%		
CCMR GOAL	29%	49%	69%	89%	95%
CCMR ACTUAL	31%	75%	64%		

HISPANIC

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
READING GOAL	53%	59%	65%	71%	82%
READING ACTUAL	NA	27%	54%		
MATH GOAL	33%	53%	68%	74%	80%
MATH ACTUAL	NA	0%	23%		
CCMR GOAL	31%	52%	73%	87%	95%
CCMR ACTUAL	NA	77%	65%		

WHITE

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
READING GOAL	63%	69%	75%	81%	82%
READING ACTUAL	NA	62%	46%		
MATH GOAL	50%	65%	74%	80%	84%
MATH ACTUAL	NA	36%	15%		
CCMR GOAL	22%	46%	66%	86%	95%
CCMR ACTUAL	NA	67%	64%		

ECONOMICALLY DISADVANTAGED

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
READING GOAL	17%	32%	47%	62%	77%
READING ACTUAL	NA	53%	38%		
MATH GOAL	17%	34%	51%	68%	77%
MATH ACTUAL	NA	33%	12%		
CCMR GOAL	NA				
CCMR ACTUAL	NA	60%	57%		

KINDERGARTEN, 1ST-GRADE, AND 2ND-GRADE UPDATE

While the final measure is based on the 3rd-grade STAAR scores, we want to also show how students are progressing at younger ages toward their goals.

Reading

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
KINDER READING GOAL	23%	38%	53%	68%	82%
KINDER READING ACTUAL	NA	53%	77%		
1 ST READING GOAL	24%	39%	54%	69%	84%
1 ST READING ACTUAL	NA	38%	62%		
2 ND READING GOAL	52%	62%	72%	82%	92%
2 ND READING ACTUAL	NA	59%	40%		

Math

We are currently switching our monitoring program so that we can measure students k-1 in math.

FUTURE PLANS

Based on the circumstances of the past three years, we believe it is in the district's best interest to adopt modified goals. We believe Inspire Academies would better utilize the goals proposed below to measure success and growth over the final two years.

Proposed New Reading Goals

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
OVERALL	58%	64%	70%	60%	65%
HISPANIC	53%	59%	65%	60%	65%
WHITE	63%	69%	75%	60%	65%
ECONOMICALLY DISADVANTAGED	17%	32%	47%	60%	65%

Proposed New Math Goals

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
OVERALL	25%	40%	55%	30%	40%
HISPANIC	25%	40%	55%	30%	40%
WHITE	25%	40%	55%	30%	40%
ECONOMICALLY DISADVANTAGED	25%	40%	55%	30%	40%

Proposed New CCMR Goals

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
OVERALL	29%	49%	69%	80%	85%
HISPANIC	31%	52%	73%	80%	85%
WHITE	22%	46%	66%	80%	85%
ECONOMICALLY DISADVANTAGED	NA	NA	NA	80%	85%

DECISIONS BASED ON DATA

2022-2023 READING PLAN

1. Purchase of *Reading Horizon* to provide phonemic direct Instruction for kindergarten through 2nd-grade.
2. Switch from *Renaissance Star* to *NWEA MAP Growth* testing to measure student progress. *MAP Growth* is a TEA-approved program that is nationally accepted and will provide us accurate data with great alignment to STAAR.
3. Adjust the grouping of students at the elementary to include kindergarten through 2nd-grade students as one group where the focus is to learn to read and strengthen reading skills, and a 3rd through 5th-grade group where the focus is to read to learn—focusing on reading skills (e.g., context clues, summarizing and inferring).
4. Add an additional 30 minutes to the elementary reading block so that students' specials can help connect student learning.
5. Design instruction around our inquiries to strengthen students' exposure and background knowledge.
6. Continue use of interventionists to address specific student needs.

2022-2023 MATH PLAN

1. Host professional development with Kim Sutton and Creative Math to change the way we cover and review content, numerical fluency, and number sense.
2. Adjust the grouping of elementary students to include kindergarten through 2nd-grade students as one group where the focus is to learn number sense and fluency, and a 3rd through 5th-grade group where the focus is to learn the patterns of math and more complex skills.
3. Add an additional 30 minutes to math instruction to allow time to be spent on number sense.
4. Revise the scope and sequence for students to be exposed to concepts sooner, allowing teachers to use data to group and address students' needs.
5. Continue use of interventionists to address specific student needs.
6. Design instruction around our inquiries so that students will strengthen their application.

2022-2023 CCMR PLAN

1. Continue to partner with the University of Texas at Austin OnRamps program.
2. Continue to ensure students in special education graduate with 26 credits and an endorsement.
3. Continue to connect our students in special education with the Texas Workforce Commission.