

HB-3 School Board Goals Progress Monitoring Report 2024-2025



Board Outcome Goal Progress Monitoring Report

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 34% to 40% by June 2024.

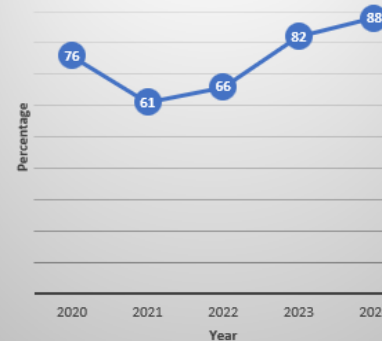
Overall Goal
Evaluation:
On Track

Progress Measure 1.1

Early Childhood Literacy Progress Measure 1.1: The percent of PreK students that score On Track in Reading Phonological Awareness on CIRCLE will increase from 76% to 84% 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.

Yearly Target Goal- Literacy



Closing the Gaps Student Groups

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
2020	73%	76%	*	*	*	*	*	64%	76%	N/A	36%	N/A
2021	86%	71%	*	*	*	*	*	*	71%	N/A	100%	N/A
2022	*	63%	*	*	*	*	*	*	66%	N/A	61%	N/A
2023	82%	83%	*	*	*	*	*	*	84%	N/A	82%	N/A
2024	*	93%	*	*	*	*	*	*	90%	100%	*	N/A

Campus Updates

Buckner Preparatory - Rapid Letter: 70% On Track, 30% Needs Support. Rapid Vocabulary: 60% On Track, 40% Needs Support. Phonological Awareness Skills: 65% On Track, 35% Needs Support. Letras Rápidas: 94% On Track, 6% Needs Support. Vocabulario rápido: 79% On Track, 21% Needs Support. Conciencia fonológica: 85% On Track, 15% Needs Support. **Plans moving forward:** One-to-one coaching (district Early Childhood IC & direct teacher supervisor), guided data analysis to target instruction and small groups, ongoing professional development through weekly PLCs, after-school professional development and other targeted training sessions. Emphasis on developmentally appropriate practices, grade level specific supports through Region 10 and partnership cohorts, and Social Emotional Development (7 Mindsets).

Campus Goal Evaluation: On track 86%

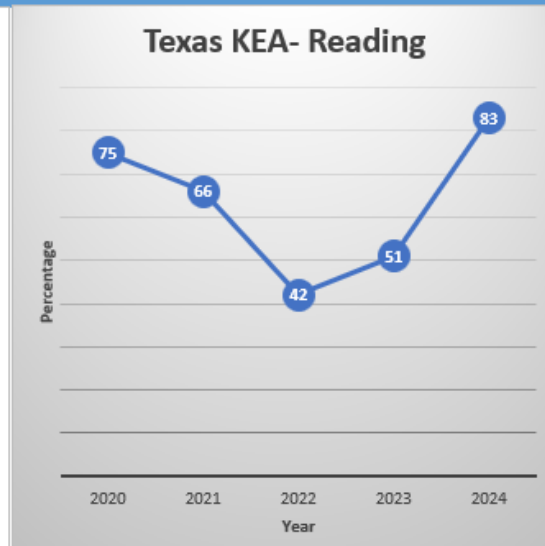
East Grand Preparatory - Rapid Letter: 81% On Track, 19% Needs Support. Rapid Vocabulary: 95% On Track; 5% Needs Support. Phonological Awareness Skills: 59% On Track, 41% Need Support. Letras Rápidas: 96% On Track, 4% Need Support. Vocabulario Rápido: 89% On Track, 11% Needs Support. Conciencia fonológica: 77% On Track, 23% Needs Support. **Plans moving forward:** One-to-one coaching (district Early Childhood IC & direct teacher supervisor), guided data analysis to target instruction and small groups, ongoing professional development through weekly PLCs, after-school professional development, and other targeted training sessions. Emphasis on developmentally appropriate practices, grade level specific supports through Region 10 and partnership cohorts, and Social Emotional Development (7 Mindsets).

Campus Goal Evaluation: On track with 96%

Progress Measure 1.2

Early Childhood Literacy Progress Measure 1.2: The percent of K students that score on grade level or above on Texas-KEA will increase from 75% to 83% 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.





Closing the Gaps Student Groups

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
2020	72%	75%	*	*	*	*	*	63%	75%	N/A	75%	N/A
2021	63%	48%	*	*	*	*	*	*	48%	N/A	50%	N/A
2022	29%	45%	*	*	*	*	*	*	42%	N/A	43%	N/A
2023	60%	44%	*	*	*	*	*	*	46%	N/A	40%	N/A
2024	*	*	*	*	*	*	*	*	35%	N/A	66%	N/A

Campus Updates

Buckner Preparatory - ELR (English) - 62% K Ready, 38% Needs Support. ELR (Spanish) Nombres de las letras, Nombres de los sonidos, Juntando sonidos: 48% On Track, 48% Needs Support. **Plans moving forward:** One-to-One coaching, guided data analysis to target instruction and small groups, ongoing professional development through weekly PLCs and after-school PD, emphasis on developmentally appropriate practices, grade level specific supports through training sessions, culturally relevant classroom libraries and Social Emotional Development (7 Mindsets).

Campus Goal
Evaluation:
Off Track with 62 %

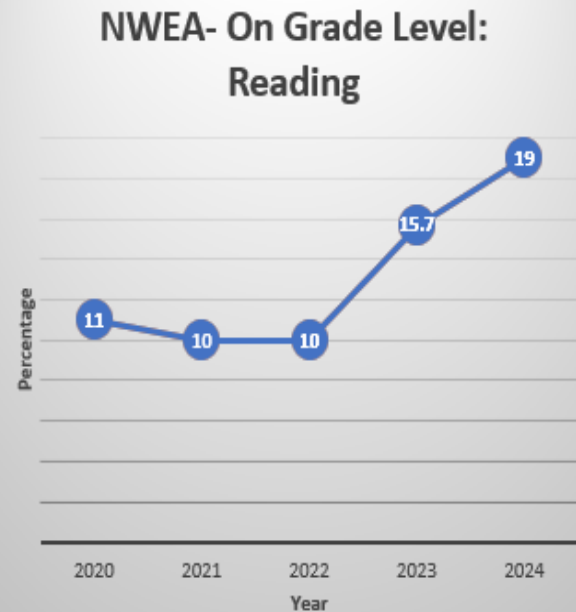
East Grand Preparatory - ELR (English) 65% K Ready, 35% Needs Support. ELR (Spanish) Nombres de las letras, Nombres de los sonidos, Juntando sonidos: 58% On Track, 42% Needs Support. **Plans moving forward:** One-to-One coaching, guided data analysis to target instruction and small groups, ongoing professional development through weekly PLCs and after-school PD, emphasis on developmentally appropriate practices, grade level specific supports through training sessions, culturally relevant classroom libraries and Social Emotional Development (7 Mindsets).

Campus Goal
Evaluation:
Off Track with 65 %

Progress Measure 1.3

Early Childhood Literacy Progress Measure 1.3: The percent of 1st through 3rd grade students that score on grade level or above in Reading on Winter NWEA MAP test (Projected to STAAR Meets) will increase from 11% to 19% 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.



Closing the Gaps Student Groups

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
2020	10%	13%	-	-	-	-	-	7%	13%	-	13%	13%
2021	3%	10%	*	-	-	-	-	2%	10%	-	6%	N/A
2022	4%	11%						16%	10%		15%	N/A
2023	15%	16%	*	-	-	-	-	*	16%	-	16%	N/A
2024*	35%	12%	12%	14.30%	-	-	-	*	23%	-	12%	N/A

Campus Updates

Buckner Preparatory- Student count: 37; Did not Meet Count: 16, Percent: 43%; Approaches Count: 5, Percentage: 57%; Meets Count: 8, Percent: 46%; Masters Count: 8, Percent: 23%. **Plans moving forward:** One-on-One coaching, guided data analysis to target instruction and small groups, ongoing professional development through weekly PLCs and after-school PD, emphasis on guided reading, grade level specific supports through make-and-takes (for guided reading time), relevant student friendly teaching (Learning and the Brain strategies), culturally relevant classroom libraries, TEA Reading Academies, SEL - 7 Mindsets.

Campus Goal Evaluation:
On Track (46% vs 40%)

East Grand Preparatory- Student count: 73; Did not Meet Count: 26, Percent: 41%; Approaches Count: 18, Percent: 66%; Meets Count: 19, Percent: 43%; Masters Count: 10, Percent: 15%. **Plans moving forward:** One-on-One coaching, guided data analysis to target instruction and small groups, ongoing professional development through weekly PLCs and after-school PD, emphasis on guided reading, stations for guided reading, grade level specific supports through make-and-takes, relevant student friendly teaching (Learning and the Brain strategies), culturally relevant classroom libraries, TEA Reading Academies, SEL - 7 Mindsets.

Campus Goal Evaluation:
On Track (43% vs. 40%)

Board Outcome Goal Progress Monitoring Report

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 35% to 41% by June 2024.

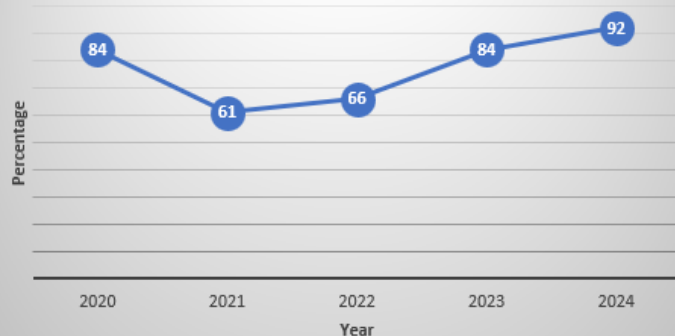
Overall Goal Evaluation:
Off Track

Progress Measure 2.1

Early Childhood Math Progress Measure 2.1: The percent of PreK students that score On Track on the Math Overall Measure on EOY CIRCLE will increase from 84% to 92% 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.

Yearly Target Goal- EOY Circle Math



Closing the Gaps Student Groups

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	79%	84%	*	*	*	*	*	69%	84%	N/A	84%	N/A	N/A
2021	66%	68%	*	*	*	*	*	*	68%	*	63%	N/A	N/A
2022	83%	91%	*	*	*	*	*	*	90%	*	90%	N/A	N/A
2023	82%	84%	*	*	*	*	*	*	83%	N/A	82%	N/A	N/A
2024	*	85%	*	*	*	*	*	*	86%	N/A	82%	N/A	N/A

Buckner Preparatory - Rote counting: 62% On Track, 38% Needs Support. Shape naming: 71% On track, 29% Needs Support. Number Discrimination 82% On Track, 18% Needs Support. Number naming: 77% On Track, 23% Needs Support. Shape discrimination: 76% On Track, 24% Needs Support. Counting sets: 69% On Track, 31% Needs Support. Operations: 27% On Track, 73% Needs Support. **Plans moving forward:** One-to-one coaching (district Early Childhood IC & direct teacher supervisor), guided data analysis to target instruction and small groups, ongoing professional development through weekly PLCs, after-school professional development and other targeted training sessions. Emphasis on developmentally appropriate practices, grade level specific supports through Region 10 and partnership cohorts, and Social Emotional Development (7 Mindsets).

Campus Goal Evaluation: 80%

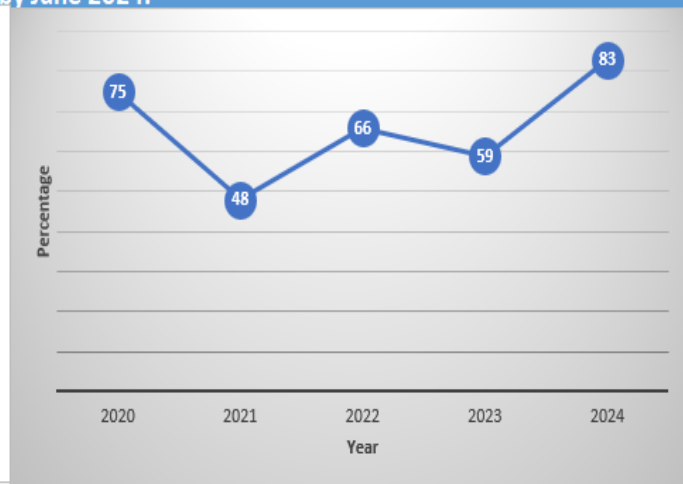
East Grand Preparatory - Rote counting: 82% On Track, 18% Needs Support. Shape naming: 74% On Track, 26% Needs Support. Number discrimination: 86% On Track, 14% Needs Support. Number naming: 73% On Track, 27% Needs Support. Shape discrimination: 87% On Track, 13% Needs Support. Counting sets: 72% On Track, 28% Needs Support. Operations: 45% On Track, 55% Needs Support. **Plans moving forward:** One-to-one coaching (district Early Childhood IC & direct teacher supervisor), guided data analysis to target instruction and small groups, ongoing professional development through weekly PLCs, after-school professional development and other targeted training sessions. Emphasis on developmentally appropriate practices, grade level specific supports through Region 10 and partnership cohorts, and Social Emotional Development (7 Mindsets).

Campus Goal Evaluation: 89%

Progress Measure 2.2

Early Childhood Math Progress Measure 2.2: The percent of K students that score on grade level or above on Math Texas-KEA will increase from 75% to 83% 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.



Closing the Gaps Student Groups

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	72%	75%	*	*	*	*	*	63%	75%	N/A	75%	N/A	N/A
2021	72%	42%	*	*	*	*	*	*	42%	*	38%	N/A	N/A
2022	*	65%	*	*	*	*	*	62%	68%	*	63%	N/A	N/A
2023	60%	51%	*	*	*	*	*	*	52%	*	39%	N/A	N/A
2024	*	*	*	*	*	*	*	*	40%	*	42%	N/A	N/A

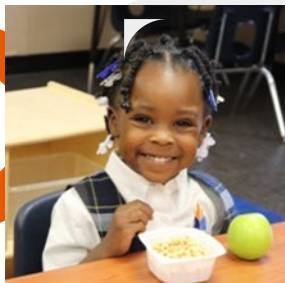
Campus Updates

Buckner Preparatory - Math skills: 41% On Track, 59% Needs Support. Plans moving forward: One-to-One coaching, guided data analysis to target instruction and small groups, ongoing professional development through weekly PLCs and after-school PD, emphasis on developmentally appropriate practices, grade level specific supports through training sessions, culturally relevant classroom libraries and Social Emotional Development (7 Mindsets).

Campus Goal Evaluation:
Off track with 41%

East Grand Preparatory - Math skills: 57% On Track, 43% Needs Support. Plans moving forward: One-to-One coaching, guided data analysis to target instruction and small groups, ongoing professional development through weekly PLCs and after-school PD, emphasis on developmentally appropriate practices, grade level specific supports through training sessions, culturally relevant classroom libraries and Social Emotional Development (7 Mindsets).

Campus Goal Evaluation:
Off track with 57%

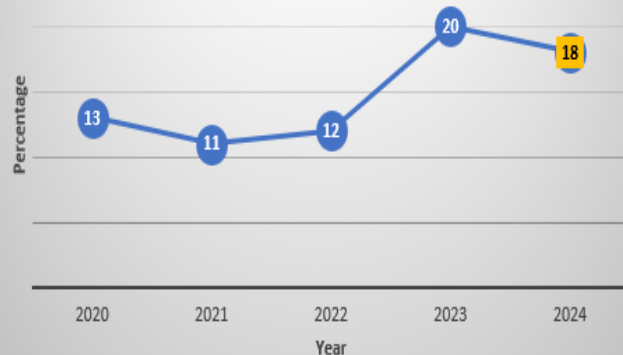


Progress Measure 2.3

Early Childhood Math Progress Measure 2.3: The percent of 1st through 3rd grade students that score on grade level or above in Math on Winter NWEA MAP test (Projected to STAAR Meets) will increase from 13% to 21% 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.

On Grade Level-NWEA Math



Closing the Gaps Student Groups

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	10%	13%	-	-	-	-	-	5%	13%	-	13%	13%	N/A
2021	6%	12%	*	-	-	-	-	15%	12%	-	9%	N/A	N/A
2022	3%	14%						12%	14%		11%	N/A	N/A
2023	20%	20%	*	-	-	-	-	*	20%	-	20%	N/A	N/A
2024*	17%	18%	18%	14.30%	-	-	-	5%	18%	-	18%	N/A	N/A

Campus Updates

Buckner Preparatory- Student count: 37; Did not Meet Count: 16, Percent: 43.2%; Approaches Count: 11, Percentage: 60%; Meets Count: 7, Percent: 29%; Masters Count: 3, Percent: 9%. **Plans moving forward:** One-on-One coaching, guided data analysis to target instruction and small groups, ongoing professional development through weekly PLCs and after-school PD, ongoing Eureka training, grade level specific supports through make-and-takes, manipulatives available in every classroom, guided math, relevant student friendly teaching (Learning and the Brain strategies), SEL and 7- Mindsets.

Campus Goal Evaluation:
Off Track (29% vs. 41%)

East Grand Preparatory- Student count: 73; Did not Meet Count: 29, Percent: 39.7%; Approaches Count: 22, Percentage: 63%; Meets Count: 13, Percent: 31%; Masters Count: 9, Percent: 13%. **Plans moving forward:** One-on-One coaching, guided data analysis to target instruction and small groups, manipulatives in every classroom, guided math and station supports, ongoing professional development through weekly PLCs and after-school PD, ongoing Eureka training, grade level specific supports through make-and-takes, relevant student friendly teaching (Learning and the Brain strategies), SEL- 7 Mindsets.

Campus Goal Evaluation:
Off Track (31% vs. 41%)

THANK YOU

Elda Rojas

Superintendent

Gabriela Camacho

Executive Director of Teaching and Learning

MJ Pajazetovic

Director of Early Childhood & Emergent Bilingual Program

