Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 50% to 55% by June 2024.

Yearly Target Goals

2020 (2019)	2021	2022	2023	2024
50%	50%	51%	52%	55%

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*	56%	41%	64%	^	^	^	^	12%	39%	50%	42%	52%	46%
2020	**	**	**	^	^	^	^	**	**	**	**	**	**
2021	56%	41%	64%	^	^	^	^	12%	39%	50%	42%	52%	46%
2022	57%	42%	65%	^	^	^	^	13%	40%	51%	43%	53%	47%
2023	58%	43%	66%	^	^	^	^	14%	41%	52%	44%	54%	48%
2024	61%	46%	67%	^	^	^	^	17%	44%	55%	47%	57%	51%

*Actual (Accountability Subset)   ^Minimum Group Size (25) not met middle of the year MAP assessments (All Students)   **COVID-19 Alternate Data based on beginning and

60x30TX goal Sixty percent of all students meeting the state's "Meets" standard at third-grade reading.

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 56% to 61% by June 2024.

Yearly Target Goals

2020 (2019)	2021	2022	2023	2024
56%	56%	57%	58%	61%

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*	33%	46%	70%	^	^	^	^	23%	45%	33%	54%	59%	47%
2020	**	**	**	^	^	^	^	**	**	**	**	**	**
2021	33%	46%	70%	^	^	^	^	23%	45%	33%	54%	59%	47%
2022	34%	47%	71%	^	^	^	^	24%	46%	34%	55%	60%	48%
2023	35%	48%	72%	^	^	^	^	25%	47%	35%	56%	61%	49%
2024	38%	51%	75%	^	^	^	^	28%	50%	38%	59%	65%	52%

*Actual (Accountability Subset)

^Minimum Group Size (25) not met middle of the year MAP assessments (All Students)

**COVID-19 Alternate Data based on beginning and

CCMR Board Outcome Goal

The number of students who successfully achieve the college-readiness designation through completion of 12 hours of dual-credit, scoring 3 or 4 on an AP exam, CTE coherent sequence completion, performance on an SAT/ACT/TSI assessment, receiving an Associate Degree, Armed Forces enlistment, workforce readiness, and/or receiving a recognized industry certification in a technical field will increase from 67% to 72% by 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
67%	67%	68%	69%	72%

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*	^	48%	72%	^	^	^	60%	37%	46%	-	23%	-	-
2020	75%	64%	72%	^	^	^	80%	48%	51%	-	50%	-	-
2021	76%	65%	73%	^	^	^	81%	49%	52%	-	51%	-	-
2022	77%	66%	74%	^	^	^	82%	50%	53%	-	52%	-	-
2023	78%	67%	75%	^	^	^	83%	51%	54%	-	53%	-	-
2024	81%	70%	78%	^	^	^	86%	54%	57%	-	56%	-	-

*Actual (Accountability Subset)   ^Minimum Group Size (25) not met   **COVID-19 Alternate Data based on beginning and middle of the
year MAP assessments (All Students)

60X30TX Goal: 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' or (3) enrolling in the military.

Next Steps in Professional Development

- Implement House Bill 3 Reading Academies for all K-3 teachers
- Conduct Needs Assessment for K-3 Reading & Math Professional Development based on Campus/ Student Needs
- Continue implementation of Balanced Literacy Model
  - o Additional Support will be offered to Title I Campuses
- Continue partnership with Lead4ward for Literacy & Math Best Practices
- Continue partnership with Texas A&M University- Corpus Christi to support English as a Second Language (ESL) and Bilingual Programs