



THE COMPONENTS OF CCMR AND/OR THE

HOW WILL REPORTING ON THE PROGRESS OF EACH PLAN WORK IN OUR VERY TINY DISTRICT WITH SMALL STUDENT NUMBERS?

Goals can be set for any student group no matter the size and numbers, but the actual results or percentages of student's performance cannot be made public for student groups with less than 25 and the all student group with less than 10. Districts must make sure these minimum numbers are met when reporting student results, such as 3rd grade STAAR results, in order to not violate FERPA by publishing information that can identify individual students. Districts with small numbers can combine results of grade levels when reports are made public. For example, districts with small numbers could create progress measures that spans multiple grade levels to meet the minimum requirement of at least 10 students, such as the percent of 1st-3rd grade students that are on grade level in math or reading.

ARE THERE TEMPLATES AVAILABLE TO HELP WITH THIS PROCESS AND MEETING ALL THE GOALS SETTING REQUIREMENTS?

Yes, templates are available on the HB 3 website to help with each early childhood and CCMR plans: <https://tea.texas.gov/abouttea/governmentrelationsand-legal/governmentrelations/hb-3-30-video-series>

Templates include five tools:

- x District goals, including yearly and student group targets
- x District progress measures, including yearly and student group targets
- x Campus plans, including goals and progress measures with yearly and student group targets
- x Board monitoring calendars
- x Board monitoring reports

SCHOOL BOARDS

DO HB 3 BOARD ADOPTED GOALS AND PLANS APPLY TO CHARTER SCHOOLS?

Yes, HB 3 board adopted plans in early childhood reading and math and plans in college, career, and military readiness are to be adopted by all public schools.

WHAT IS THE ROLE OF THE BOARD IN CAMPUS PLAN DEVELOPMENT?

The board works collaboratively with the superintendent to adopt appropriate five-year student outcome goals with annual targets for aggregate student performance and each appropriate student group under the closing the gaps domain. School boards will also work with the superintendent to approve a monitoring calendar to communicate when each plan's progress will be reported to the board in a public meeting. The superintendent will work collaboratively with campuses to develop a recommendation for each plan to be presented to the board for adoption. The board reviews and ultimately votes to adopt each plan.

WHAT IF WE HAVE A BOARD GOVERNANCE COACH, CAN THEY HELP WITH COORDINATING EACH PLAN?

A board governance coach can help support the district-level administrator or the employee of the regional education service center (ESC) that has been assigned to coordinate each plan, but the governance coach cannot be assigned as the coordinator of a plan unless they are a district-level administrator or employee of the ESC.

EARLY CHILDHOOD PLAN SPECIFIC

IS THERE A RECOMMENDED DATA SOURCE FOR 3RD GRADE STAAR RESULTS AT THE MEETS LEVEL?

For individual assessment outcomes please use the Analytic Portal at www.texasassessment.gov. For results

CCMR PLAN SPECIFIC