

HB 3 Goals 2025-2026

Board Presentation - October 27, 2025



HB 3 Components

- ❖ 3rd Grade Reading
- ❖ 3rd Grade Math
- ❖ College and Career Military Readiness (CCMR)



3rd Grade Reading Yearly Target Goals (at Meets)

3rd Reading (Meets level)	District Goals	Buena Vista	Ceniza Hills	Dr. Fermin Calderon	Dr. Lonnie Green	Lamar	Roberto " Bobby" Barrera STEM	Ruben Chavira
2025 Baseline	41%	51%	41%	27%	54%	44%	80%	32%
2030 Goal	71%	80%	51%	55%	80%	75%	90%	60%
2020 Goal	31%	37%		23%	36%	30%	75%	18%
2026: Goal	47%	58%	43%	35%	60%	50%	82%	40%
2026: % Met								
2027: Goal	53%	63%	45%	40%	65%	55%	84%	45%
2027 % Met								
2028: Goal	59%	69%	47%	45%	70%	60%	86%	50%
2028: % Met								
2029: Goal	65%	75%	49%	50%	75%	65%	88%	55%
2029: % Met								
2030: Goal	71%	80%	51%	55%	80%	75%	90%	60%
2030: % Met								



3rd Grade Math Yearly Target Goals (at Meets)

3rd Math (Meets level)	District Goals	Buena Vista	Ceniza Hills	Dr. Fermin Calderon	Dr. Lonnie Green	Lamar	Roberto " Bobby" Barrera STEM	Ruben Chavira
2025 Baseline	36%	37%	42%	21%	51%	41%	70%	32%
2030 Goal	71%	70%	52%	45%	75%	75%	85%	60%
2020 Goal	32%	44%		15%	36%	30%	75%	24%
2026: Goal	43%	44%	44%	25%	56%	50%	73%	40%
2026: % Met								
2027: Goal	50%	50%	46%	30%	61%	55%	76%	45%
2027 % Met								
2028: Goal	57%	57%	48%	35%	66%	60%	79%	50%
2028: % Met								
2029: Goal	64%	63%	50%	40%	71%	65%	82%	55%
2029: % Met								
2030: Goal	71%	70%	52%	45%	75%	75%	85%	60%
2030: % Met								



CCMR Yearly Target Goals

	CCMR Board Outcome Goal						
	The percentage of graduates that are College, Career, or Military Ready (CCMR) will increase from 91% in 2025 to 97% by August 2030.						
	Yearly Target Goals						
	2020	2025	2026	2027	2028	2029	2030
Target	74%	92%	93%	94%	95%	96%	97%
% Earned	67%	91%					



Assessments - Data to Inform Instruction/TIA

- ❖ TxKEA Kindergarten (BOY/MOY/EOY) (includes Universal Dyslexia Screener at EOY)
- ❖ TPRI Texas Primary Reading Inventory (BOY/MOY/EOY)
 - 1st Grade (includes Universal Dyslexia Screener at MOY)
 - 2nd Grade
- ❖ Pre-Kindergarten Circle (BOY/MOY/EOY)
- ❖ 3rd Grade Reading and Math (BOY/MOY)
- ❖ Blue/White Assessments
- ❖ CCMR End of the Year Data (2025)
- ❖ CCMR Middle of the Year Data (tracking progress by CCMR indicator)



Intervention Resources for HB 3 to Close the Gaps

- ❖ Pre-Kindergarten
 - Renaissance MyOn
 - Circle Intervention Toolkit
 - Frog Street Curriculum Intervention Toolkit
- ❖ K-5
 - Bluebonnet Math
 - Progress Learning and Lift Off
 - Renaissance Accelerated Reader, MyOn, Nearpod
 - Lexia (K-1)
 - Summit K12 (2-12)
 - TPRI and TxKEA Intervention Toolkit
 - ACE Program after school intervention
 - Power Hour in Master Schedule
 - IXL grades 4-8
- ❖ Reading and Math College Preparation Course for CCMR credit begin
 - TSI Tutorials and Testing
 - College Preparation Classes (College Bridge)
 - Hand Scheduled Courses for Seniors
 - Edgenuity for TSI Remediation and AP courses (EOC, PSAT, SAT, ACT prep)
- ❖ All campuses will ensure a safe and secure learning environment for students.
 - Del Rio Cares Lessons





San Felipe Del Rio CISD Campus Improvement Playbook

We are the **Blueprint!**

The playbook is designed to serve as a consistent guide for principals in driving accountability growth across campuses. By focusing on data-driven decisions and extending learning opportunities, the playbook equips leaders to close achievement gaps and move campuses toward sustained academic growth and higher accountability ratings.

Data Walls

Why: Creates visibility of student performance, drives accountability, and guides instructional decisions.

How: Post BOY student data cards by accountability categories, updated with blue and white assessment cycles. Streamline class data walls & student folders.

Review data wall trends during planning protocol to drive instructional adjustments.

The instructional playbook provides a clear system for driving **student and campus growth** across SFDRCISD. By aligning all campuses to measurable goals and consistent practices, the district can monitor progress with precision, respond quickly when growth slows, and replicate effective strategies. Campus Improvement playbook is our roadmap to advancing student success, strengthening campus performance, and elevating accountability ratings district-wide.

Campuses are expected to use the playbook with fidelity as a living guide for daily decisions and planning. It serves not as a checklist, but as a framework for accountability, instructional excellence, and equity. Consistent implementation across leadership, instruction, and data ensures rigorous learning for all students and holds campuses accountable for growth targets. When used uniformly, the playbook fosters a culture of ownership, alignment, and continuous improvement, **driving both student and campus growth district -wide.**

Digital Growth Tracker

Why: Ensures each student's progress is closely tracked and monitored to quickly identify gaps, regression, or lack of growth and address them with timely targeted supports.

How: Update trackers after each 3- & 6-week cycle; convene appropriate team (counselors, SPED, parents) for root cause analysis; provide immediate interventions.

Interventions & HB 1416

Why: Provides systematic, TEKS-driven support while ensuring compliance with HB 1416's accelerated instruction requirements.

How: Use FOCUS time, Fiesta Friday rotations, and afterschool tutorials; group students by **non-mastered TEKS**; pull AimHi reports bi-weekly to ensure HB 1416 completion by Spring Break.

Accountability Parent Meetings

Why: Strengthens parent partnership and builds their capacity to support learning at home, reinforcing accountability success.

How: Hold Fall (BOY data) and Spring (Benchmark + STAAR readiness) meetings; provide student folders, testing tips, and home resources; collect attendance and feedback.

The Extra Degree STAAR Camps

Why: Extends learning beyond the school day to give students the *extra degree* of targeted support for STAAR mastery and confidence.

How: Conduct evening camp (once a week, 4 weeks before STAAR) and Saturday Camps (Grades 4 & 5, Math & RLA/ECR-SCR); use TEKS analysis to pair students; departmentalize teachers by expertise.



Research Based Practices to Guide Our Work

Progress Monitoring

- Renaissance Star Reading Assessments, grades K-HS
- Renaissance Star Math Assessments, grades K-5
- Formative and Summative Assessments
- Summit K12 (L,S)
- Benchmark Testing
- Aim Hi Fluency Tracker for grades 1 and 2
- Aim Hi HB 1416 tracking (STAAR tested areas)
- Data reviews on RTI days
- Updated Campus, Classroom Data Walls and Student Trackers

Grade Level Instruction

- Continued partnership with Region 15
- Planning Protocol sessions for Tier 1 and Differentiated Instruction
- Aligned Curriculum Documents in TCMPC
- Utilize DMAC to monitor student data

Targeted Professional Development

- READ Academy - 25 Participants (1 School Administrator & 24 PreK-5 teachers)
- Research Based Instructional Strategies (RBIS) Math
- Ongoing Planning Protocol Support for Bluebonnet Math, Extended Constructed Response and Early Literacy Reading Science
- Capturing Kids Hearts for Middle Schools
- TCMPC training (TEKS Breakdown, Assessment Creation, Depth of Rigor)
- Intervention Gems in you ELA adoption
- Secondary RLA Strategies that Maximize Impact on Comprehension and Learning
- Targeted Academic Support
- ELPS and CBLI Training
- TIL Coaching for Administrators
- Ongoing Planning Protocol Support for Dual Language

Questions?

