



EL PASO INDEPENDENT  
SCHOOL DISTRICT

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# House Bill 3 Board Goals Report

October 2023



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## EL PASO ISD MISSION, VISION, AND CORE BELIEFS

### MISSION

In partnership with our families and community, we will uphold the highest standards to provide inclusive and fair learning experiences that support the whole child.

### VISION

INSPIRE and EMPOWER learners to THRIVE.

### CORE BELIEFS:



#### Whole Child

We champion a well-rounded educational experience to ensure all students are healthy, safe, valued, engaged, and academically challenged.



#### Opportunity

We honor and cultivate the unique needs and interests of all learners through relationships and personalization.



#### Excellence

We embrace a culture of creativity, exploration, and innovation to sustain our growth and improvement.



#### Equity

We commit to removing barriers to ensure our schools and programs are inclusive and equitable.



#### Community

We build community through authentic engagement, collaboration, and honoring diversity of thought.



#### Accountability

We foster high expectations, continuous growth, and high achievement.



## EL PASO ISD STRATEGIC BLUEPRINT

El Paso ISD's Strategic Blueprint is anchored on our mission, vision, and core beliefs. In partnership with our families and community we seek to uphold the highest standards to provide inclusive and fair learning experiences that support the whole child. We will accomplish this theory of action through whole child development, delivery of instructional excellence, fostering a transparent culture of accountability, and intentional equity design to thereby make El Paso ISD a destination district.





## ACKNOWLEDGMENTS

The administration appreciates the commitment of the Board of Trustees to provide an educational system that will enable all students to reach their full potential. We thank the members of the Board of Trustees for their leadership and support.

## EXECUTIVE SUMMARY

The HB3 Student Outcomes Report summarizes the 2022-23 progress toward the House Bill 3 Board Goals and Progress Measures. In addition, administration has created a dashboard for the Board of Trustees and public that shows yearly progress overall as well as by student groups. <https://www.episd.org/domain/5534>

## TEA HOUSEBILL 3 GOALS OVERVIEW

House Bill 3 (HB 3) amended Texas Education Code (TEC) to add Sec. 11.185 and 11.186 to include plans that target early childhood (EC) literacy and math proficiency and college, career, and military readiness (CCMR).

Under HB 3, school boards are required to adopt plans in early childhood literacy and math, as well as college, career, and military readiness. All plans are required to include:

- at least one assigned district-level administrator or employee of the regional education service center for the district's region to coordinate implementation and submit annual report to the board on the district's progress
- an annual review by the board at a public meeting
- an annual report posted on district and campus websites
- specific, quantifiable, annual goals for five years at each campus.

Early childhood plans are required to include:

- annual goals for aggregate student growth on 3rd grade math and reading STAAR
- annual targets for students in each group evaluated under closing the gaps domain
- targeted professional development for classroom teachers in kindergarten through 3rd grade for campuses that the board identifies as not meeting the plan's goals and that considers the unique needs of students in bilingual education or special language programs.
- annual targets that may be set for students in bilingual or ESL programs.

College, career, and military readiness plans are required to include:

- annual goals for aggregate student growth on CCMR readiness indicators evaluated under the student achievement domain; and
- annual targets for students in each group evaluated under closing the gaps domain.

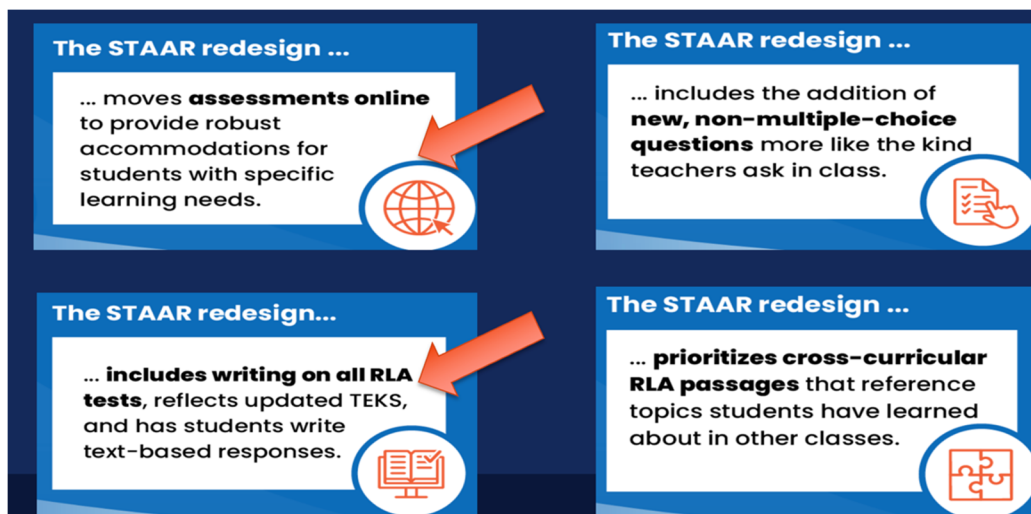


In January 2020 the EPISD Board of Trustees adopted Board Goals with annual targets and progress measures for Early Childhood Literacy, Early Childhood Math, and College Career Military Readiness.

In March 2023 EPISD Board of Trustees revised Board Goals with annual targets and progress measures for Early Childhood Literacy, Early Childhood Math, and College Career Military Readiness. The sections below provide an update on the district progress toward the House Bill 3 Board Goals and Progress Measures. In addition, administration has created a dashboard for the Board of Trustees and public that shows yearly progress overall as well as by student groups. <https://www.episd.org/domain/5534>

## STAAR 2.0 REDESIGN

Spring 2023 was the year of the STAAR redesign. For the STAAR reading, the Redesign included a full change to become STAAR Reading Language Arts or STAAR RLA. The chart below summarizes some of the key changes to STAAR 2.0.



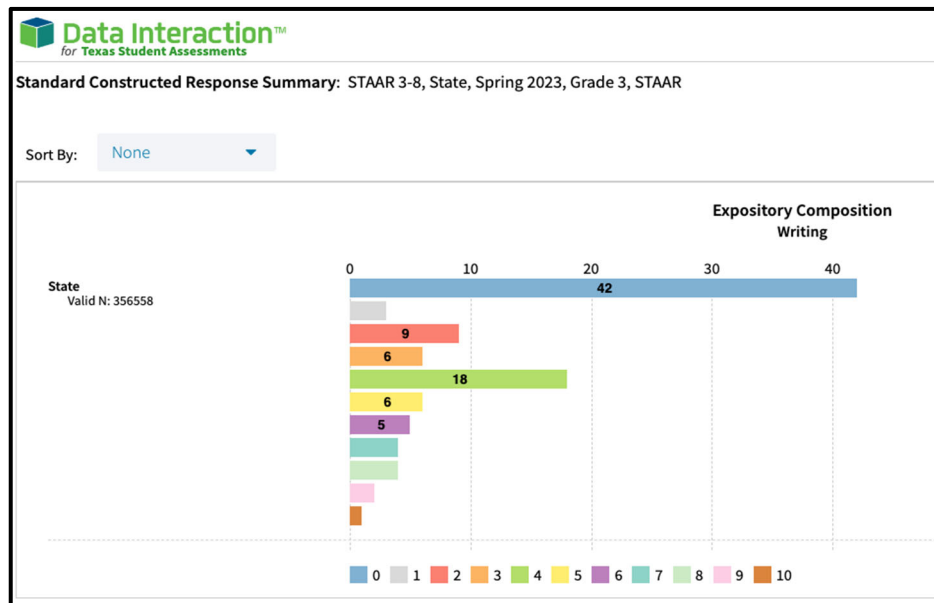
One of the most significant changes as it relates to Early Childhood literacy is that a new item “extended Constructed Response” was added. This was worth 10 points on the STAAR RLA assessment. As the assessment was also now administered online, that meant students as young as 3<sup>rd</sup> grade were required to type an extended constructed response. The chart below is a piece of the TEA released answer key that shows the extended constructed response.



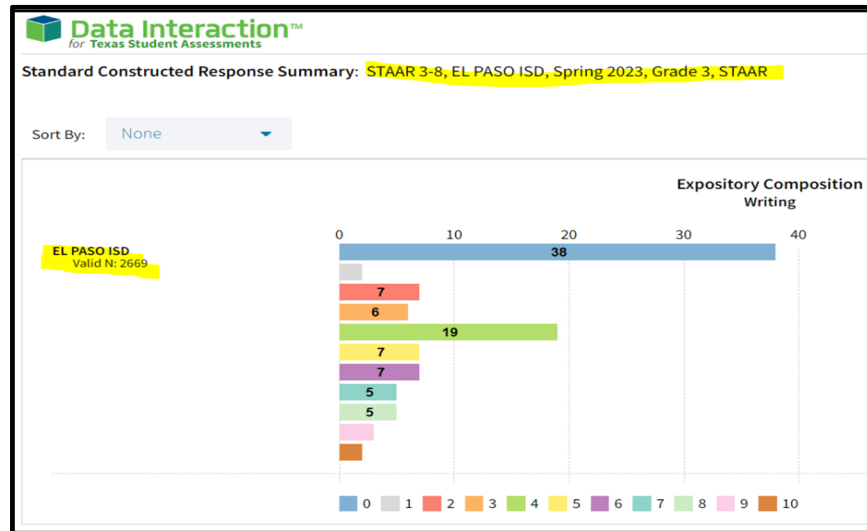
# EL PASO INDEPENDENT SCHOOL DISTRICT

| Item Number | Item Type                     | TEKS  | Maximum Number of Points | Correct Answer(s) | Reporting Category | Readiness and Supporting |
|-------------|-------------------------------|-------|--------------------------|-------------------|--------------------|--------------------------|
| 1           | Multiple Choice               | 7.D   | 1                        | B                 | 1                  | Supporting               |
| 2           | Multiple Choice               | 6.G   | 1                        | A                 | 1                  | Readiness                |
| 3           | Multiple Choice               | 8.A   | 1                        | D                 | 1                  | Supporting               |
| 4           | Multiple Choice               | 6.F   | 1                        | C                 | 1                  | Readiness                |
| 5           | Multiple Choice               | 7.C   | 1                        | B                 | 1                  | Readiness                |
| 6           | Multiple Choice               | 10.D  | 1                        | C                 | 1                  | Supporting               |
| 7           | Multiple Choice               | 6.C   | 1                        | D                 | 1                  | Supporting               |
| 8           | Multiple Choice               | 8.B   | 1                        | A                 | 1                  | Readiness                |
| 9           | Multiple Choice               | 8.C   | 1                        | A                 | 1                  | Readiness                |
| 10          | Multiple Choice               | 3.D   | 1                        | B                 | 1                  | Supporting               |
| 11          | Multipart                     | 8.B   | 2                        | B, A              | 1                  | Readiness                |
| 12          | Multiple Choice               | 9.B   | 1                        | C                 | 1                  | Supporting               |
| 13          | Multiple Choice               | 8.A   | 1                        | B                 | 1                  | Supporting               |
| 14          | Multiple Choice               | 7.C   | 1                        | A                 | 1                  | Readiness                |
| 15          | Multiple Choice               | 10.E  | 1                        | C                 | 1                  | Supporting               |
| 16          | Multiple Choice               | 6.F   | 1                        | A                 | 1                  | Readiness                |
| 17          | Multiple Choice               | 3.B   | 1                        | C                 | 1                  | Readiness                |
| 18          | Multiple Choice               | 9.Eii | 1                        | A                 | 1                  | Readiness                |
| 19          | Multiple Choice               | 10.C  | 1                        | A                 | 1                  | Supporting               |
| 20          | Multiple Choice               | 9.Ei  | 1                        | B                 | 1                  | Readiness                |
| 21          | Multiple Choice               | 6.G   | 1                        | A                 | 1                  | Readiness                |
| 22          | Multiple Choice               | 6.E   | 1                        | D                 | 1                  | Readiness                |
| 23          | Multiple Choice               | 6.E   | 1                        | C                 | 1                  | Readiness                |
| 24          | Multiselect                   | 6.E   | 2                        | A, D              | 1                  | Readiness                |
| 25          | Extended Constructed Response | 12.C  | 10                       | See Scoring Guide | 2                  | Readiness                |
| 26          | Short Constructed Response    | 11.C  | 1                        | See Scoring Guide | 2                  | Readiness                |

State-wide students were not successful with typing extended constructed responses on the STAAR assessment. The chart below shows that almost half of the students state-wide received 0 out of 10 points for the Constructed Response in 3<sup>rd</sup> grade.



El Paso ISD performed slightly better than the state, however 38% of 3<sup>rd</sup> grade students received zero (0) out of 10 points for the constructed response.



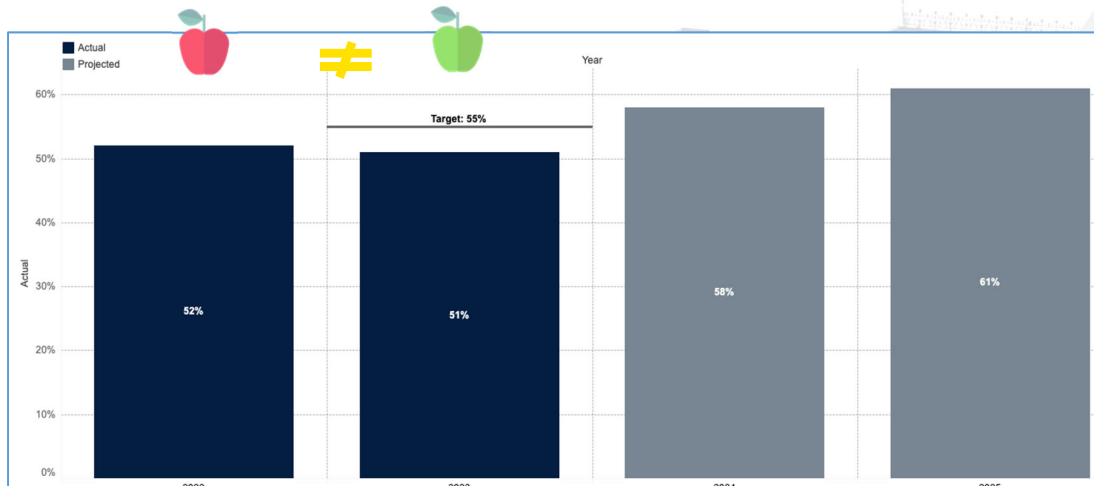
## 2022-2023 EARLY CHILDHOOD LITERACY

### Early Childhood Reading Board Goal

The percent of 3<sup>rd</sup> grade students that score meets grade level or above on STAAR Reading will increase from 52% to 61% by June 2025.

The charts below compare the progress toward the four-year goal. Although the district was one percentage point short of the yearly target for 2022-23, El Paso ISD is above the state average for 3<sup>rd</sup> grade reading. Of note, 2022-23 data reflects the first year of the “Refresh Assessment”. In addition, 2023 3<sup>rd</sup> grader were in 1<sup>st</sup> grade during COVID, a critical grade for reading.

### Early Childhood Reading “Meets” or above





## EL PASO INDEPENDENT SCHOOL DISTRICT

The chart below summarizes the 3<sup>rd</sup> grade STAAR reading data by the different student groups. Overall, EPISD experienced declines in 3<sup>rd</sup> reading during 2022-2023. Campuses significantly not on track for reaching long-term goal are also identified below.

|                                                                                                                                                                             |                  |          |       |                 |       |                  |                   |            |              |                     |           |                                    |                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|--------------|---------------------|-----------|------------------------------------|--------------------|
| EARLY CHILDHOOD LITERACY: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 52% (March 2023) to 61% by June 2025. |                  |          |       |                 |       |                  |                   |            |              |                     |           | Overall Evaluation<br>Not On Track |                    |
| Yearly Target                                                                                                                                                               |                  |          |       |                 |       |                  |                   |            |              |                     |           |                                    |                    |
| 2020                                                                                                                                                                        | 2021             |          |       | 2022            |       | 2023             |                   | 2024       |              | 2025                |           |                                    |                    |
|                                                                                                                                                                             |                  |          |       | 52%             |       | 55% (51%)        |                   | 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) | Emer Bil  | Cont. Enrolled                     | Non-Cont. Enrolled |
| 2022                                                                                                                                                                        | 48%              | 50%      | 67%   | NA              | 82%   | NA               | 76%               | 31%        | 45%          | 49%                 | 42%       | 51%                                | 56%                |
| 2023 TARGET (ACTUAL)                                                                                                                                                        | 52%              | 53%      | 70%   | NA              | 83%   | NA               | 77%               | 33% (28%)  | 46%          | 50%                 | 46% (39%) | 52%                                | 46%                |
| Campuses Significantly Not On Track                                                                                                                                         |                  |          |       |                 |       |                  |                   |            |              |                     |           |                                    |                    |
| CROCKETT                                                                                                                                                                    |                  |          |       |                 |       |                  | 29%               |            |              | Campus Evaluation   |           |                                    |                    |
| HART                                                                                                                                                                        |                  |          |       |                 |       |                  | 23%               |            |              | Campus Evaluation   |           |                                    |                    |
| DOUGLAS                                                                                                                                                                     |                  |          |       |                 |       |                  | 19%               |            |              | Campus Evaluation   |           |                                    |                    |
| RUSK                                                                                                                                                                        |                  |          |       |                 |       |                  | 19%               |            |              | Campus Evaluation   |           |                                    |                    |

## 2022-2023 EARLY CHILDHOOD MATH

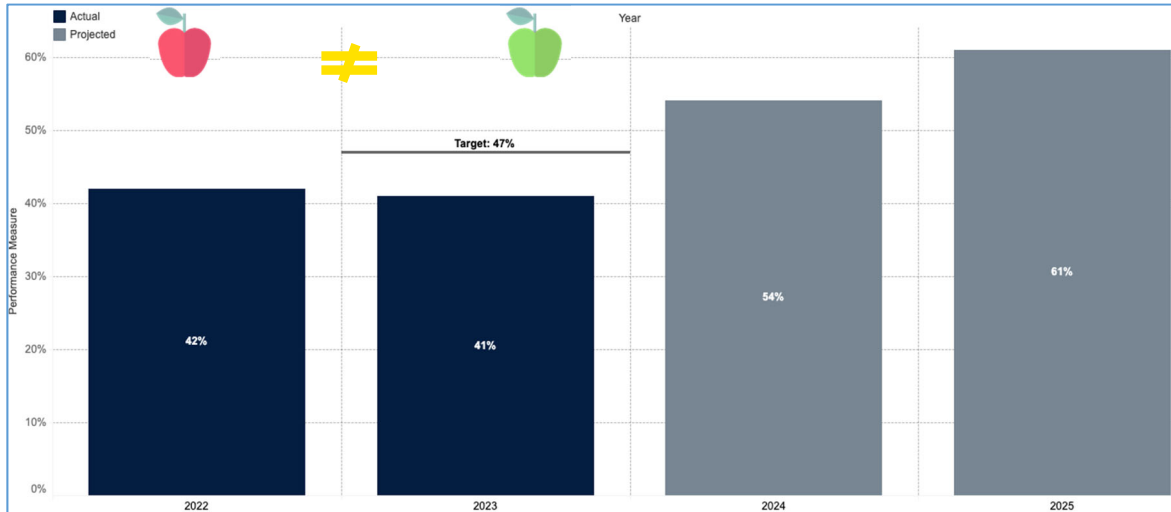
### Early Childhood Math Board Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 42% to 61% by June 2025.

The chart below compares the progress toward the four-year goal. El Paso ISD experienced a decline in 3<sup>rd</sup> grade mathematics. Of note, 2022-23 data reflects the first year of the "Refresh Assessment".



### Early Childhood Math “Meets” or Above



The chart below summarizes the 3<sup>rd</sup> grade STAAR math data by the different student groups. Campuses significantly not on track for reaching long-term goal are also identified below.

| EARLY CHILDHOOD MATHEMATICS: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 42% (March 2023) to 61% by June 2025. |                  |          |       |                 |       |                  |                   |            |              |                     |           | Overall Evaluation<br>Not On Track |                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|--------------|---------------------|-----------|------------------------------------|--------------------|
| Yearly Target                                                                                                                                                               |                  |          |       |                 |       |                  |                   |            |              |                     |           |                                    |                    |
| 2020                                                                                                                                                                        | 2021             |          |       | 2022            |       |                  | 2023              |            | 2024         |                     | 2025      |                                    |                    |
|                                                                                                                                                                             |                  |          |       | 42%             |       |                  | 47% (41%)         |            | 54%          |                     | 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) | Emer Bil  | Cont. Enrolled                     | Non-Cont. Enrolled |
| 2022                                                                                                                                                                        | 35%              | 40%      | 55%   | NA              | 71%   | NA               | 52%               | 27%        | 35%          | 39%                 | 36%       | 43%                                | 41%                |
| 2023 TARGET (ACTUAL)                                                                                                                                                        | 40%              | 45%      | 60%   | NA              | 74%   | NA               | 57%               | 28% (26%)  | 40%          | 40%                 | 41% (36%) | 48%                                | 46%                |
| 2024                                                                                                                                                                        | 47%              | 52%      | 65%   | NA              | 77%   | NA               | 64%               | 30%        | 47%          | 42%                 | 48%       | 55%                                | 53%                |
| 2025                                                                                                                                                                        | 54%              | 59%      | 70%   | NA              | 82%   | NA               | 71%               | 32%        | 54%          | 44%                 | 55%       | 62%                                | 60%                |
| Campuses Significantly Not On Track                                                                                                                                         |                  |          |       |                 |       |                  |                   |            |              |                     |           |                                    |                    |
| TORRES                                                                                                                                                                      |                  |          |       |                 |       |                  | 23%               |            |              | Campus Evaluation   |           |                                    |                    |
| CLEDENIN                                                                                                                                                                    |                  |          |       |                 |       |                  | 23%               |            |              | Campus Evaluation   |           |                                    |                    |
| STANTON                                                                                                                                                                     |                  |          |       |                 |       |                  | 22%               |            |              | Campus Evaluation   |           |                                    |                    |
| TRAVIS                                                                                                                                                                      |                  |          |       |                 |       |                  | 18%               |            |              | Campus Evaluation   |           |                                    |                    |
| MURPHREE                                                                                                                                                                    |                  |          |       |                 |       |                  | 17%               |            |              | Campus Evaluation   |           |                                    |                    |
| RUSK                                                                                                                                                                        |                  |          |       |                 |       |                  | 11%               |            |              | Campus Evaluation   |           |                                    |                    |
| BOBBY JOE HILL                                                                                                                                                              |                  |          |       |                 |       |                  | 13%               |            |              | Campus Evaluation   |           |                                    |                    |
| DOUGLASS                                                                                                                                                                    |                  |          |       |                 |       |                  | 11%               |            |              | Campus Evaluation   |           |                                    |                    |
| HART                                                                                                                                                                        |                  |          |       |                 |       |                  | 4%                |            |              | Campus Evaluation   |           |                                    |                    |

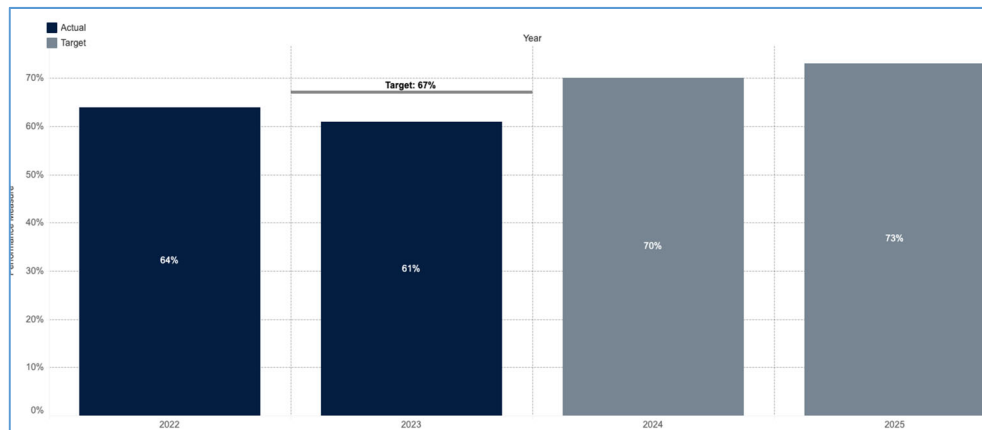


## 2022-2023 COLLEGE CAREER READINESS (CCR)

### College, Career Readiness (CCR)

The percentage of graduates that meet the criteria for CCMR focus indicators will increase from 64% to 73% by June 2025

The chart below compares the progress toward the four-year goal. El Paso ISD experienced a decline in CCR focus indicators. Of note, 2023 data reflects Class of 2022, which had graduates prior to board goal development, and interruptions with CCMR testing measures.



The chart below summarizes the CCMR data by the different student groups. Special Education students continued to meet CCR indicators at high levels. Emergent bilingual experiences a decline similar to “All Student” group. Although decline, it is anticipated that district is still likely to reach June 2025 outcome goal.

**CCMR FOCUS INDICATORS:** The percentage of graduates that meet the criteria for CCMR for focus indicators\* will increase from 64% (March 2023) to 73% by June 2025.

Overall Evaluation  
Likely On Track

| Yearly Target                                  |                  |          |       |                 |       |                  |                   |            |              |                     |           |                |                    |
|------------------------------------------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|--------------|---------------------|-----------|----------------|--------------------|
| 2020                                           |                  |          | 2021  |                 |       | 2022             |                   | 2023       |              | 2024                |           | 2025           |                    |
|                                                |                  |          |       |                 |       | 64%              |                   | 67% (61%)  |              | 70%                 |           | 73%            |                    |
|                                                |                  |          |       |                 |       | Class of 2022    |                   |            |              |                     |           |                |                    |
| 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) | Emer Bil  | Cont. Enrolled | Non-Cont. Enrolled |
| 2022                                           | 59%              | 63%      | 75%   | NA              | 88%   | NA               | 70%               | 85%        | 61%          | NA                  | 53%       | NA             | NA                 |
| 2023 TARGET (ACTUAL)                           | 63%              | 67%      | 78%   | NA              | 89%   | NA               | 74%               | 86% (85%)  | 65%          | NA                  | 57% (48%) | NA             | NA                 |

The chart below compares the campus comparison of % students meeting CCR focus indicators as aligned to the board goal and % students meeting overall CCR indicators as aligned with A-F Accountability.



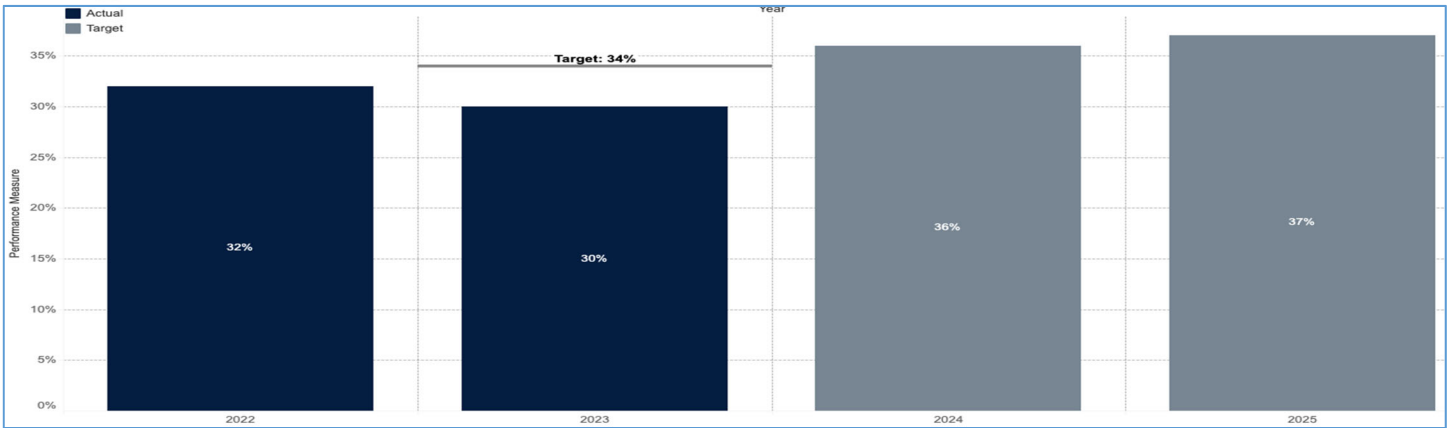
| CAMPUS                          | CCMR Focus<br>% met<br>(Board metric)<br>(Not including college prep courses) | CCMR<br>% met<br>(A-F Accountability metric)<br>(including College prep) |
|---------------------------------|-------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| Transmountain Early College H S | 100%                                                                          | 100%                                                                     |
| Silva Health Magnet             | 91%                                                                           | 92%                                                                      |
| El Paso H S                     | 72%                                                                           | 91%                                                                      |
| Franklin H S                    | 71%                                                                           | 73%                                                                      |
| Coronado H S                    | 65%                                                                           | 67%                                                                      |
| Burges H S                      | 60%                                                                           | 83%                                                                      |
| Irvin H S                       | 56%                                                                           | 85%                                                                      |
| Chapin H S                      | 55%                                                                           | 71%                                                                      |
| Austin H S                      | 51%                                                                           | 81%                                                                      |
| Andress H S                     | 50%                                                                           | 84%                                                                      |
| Bowie H S                       | 49%                                                                           | 74%                                                                      |
| Jefferson H S                   | 49%                                                                           | 74%                                                                      |
| CCTA                            | 14%                                                                           | 71%                                                                      |

The chart and data below show the % of students meeting the 3.1 progress measure. Of note, 2023 Outcome Bonus data reflects Class of 2021, which had significant interruptions with CCMR testing measures and national declines in college enrollment

| CCMR Progress Measure 3.1                                                                                                                         |           |      |              |           |         |      |
|---------------------------------------------------------------------------------------------------------------------------------------------------|-----------|------|--------------|-----------|---------|------|
| COLLEGE OR CAREER READY:Increase the number of students that meet criteria for CCMR Outcome Bonus by 5% from 32% (March 2023) to 37% by June 2025 |           |      |              |           |         |      |
| * CCMR Outcome Bonus: College Ready includes TSA, SAT or ACT as well as either enrollment in college or Industry Based Certification              |           |      |              |           |         |      |
| * CCMR Outcome Bonus for 2023 is based on Class of 2020                                                                                           |           |      |              |           |         |      |
| Yearly Target                                                                                                                                     |           |      |              |           |         |      |
| Outcome Bonus (Overall)                                                                                                                           | 2020      | 2021 | 2022         | 2023      | 2024    | 2025 |
|                                                                                                                                                   |           |      | 32%          | 34% (30%) | 36%     | 37%  |
| Closing the Gaps Student Groups Yearly Targets                                                                                                    |           |      |              |           |         |      |
|                                                                                                                                                   | Econ Dis  |      | Non Econ Dis |           | SPED    |      |
| 2022                                                                                                                                              | 25%       |      | 53%          |           | 6%      |      |
| 2023                                                                                                                                              | 26% (22%) |      | 54% (47%)    |           | 6% (3%) |      |
| 2024                                                                                                                                              | 28%       |      | 56%          |           | 7%      |      |
| 2025                                                                                                                                              | 30%       |      | 58%          |           | 8%      |      |



# EL PASO INDEPENDENT SCHOOL DISTRICT



The chart and data below show the % of students meeting the 3.2 progress measure. 2023 Industry Based Certifications exceeded target.

| CCMR Progress Measure 3.2                                                                                                                                                 |      |      |             |      |      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------|-------------|------|------|
| CAREER READY: Increase the percent of students successfully completing an industry certification in an aligned Program of Study from 5% (MARCH 2023) to 15% by June 2025. |      |      |             |      |      |
| * Aligned Program of Study includes TEA phase-in of Concentrations and Competencies                                                                                       |      |      |             |      |      |
| * Data for 2023 is based on data of 2022                                                                                                                                  |      |      |             |      |      |
| Yearly Target                                                                                                                                                             |      |      |             |      |      |
| 2020                                                                                                                                                                      | 2021 | 2022 | 2023        | 2024 | 2025 |
|                                                                                                                                                                           |      | 5%   | 8% (9%)     | 10%  | 15%  |
| Closing the Gaps Student Groups Yearly Targets                                                                                                                            |      |      |             |      |      |
| Year                                                                                                                                                                      | SPED |      | Emergent BI |      |      |
| 2022                                                                                                                                                                      | 2%   |      | 3%          |      |      |
| 2023                                                                                                                                                                      | 7%   |      | 5%          |      |      |
| 2024                                                                                                                                                                      |      |      |             |      |      |
| 2025                                                                                                                                                                      |      |      |             |      |      |