Albany Independent School District

Early Childhood and CCMR Board-Adopted Plans and Goals
2022-2023

As Required by House Bill 3
Texas 86th Legislative Session
Board Approved October 17, 2022

Update: February 20, 2023

BOARD OF TRUSTEES

President	Robert Montgomery
Vice President	Ginny Ivy
Secretary	Kalico Leech
Trustee	Kim Fuentes
Trustee	Joe Tidwell
Trustee	Matt Bellah
Trustee	Bo Brown

The OVERARCHING GOAL: 60 x 30 by 2030, at least 60 percent of Texans ages 25-34 will have a certificate or degree. The 60 x 30 goal is essential to the future prosperity of Texas. Without bold action, Texas faces a future of diminished incomes, opportunities and resources. The 60 x 30 goal also uses 25- to 34-year olds as a yardstick to answer the question: How prepared is Texas for the future? Through focused efforts of industry, government, community organizations, K-12, and institutions of higher education, the state can respond positively to this question and achieve this goal.

Board Adopted Goals and Plans

TEA's Plan

In keeping with alignment with the state's 60x30TX goal, the School Finance Commission recommended establishing a Pre-K through 12th grade goal of at least 60 percent proficiency at TEA's "MEETS" standard at two key "checkpoints" along the state's public Pre-K through 12th grade education continuum:

- Sixty percent of all students meeting the state's **"MEETS"** standard at third grade reading and math
- 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.

Early Literacy Plan and Goals

The Early Childhood Literacy Proficiency Plan embraces all efforts to provide optimum opportunities to students in our district to achieve high standards of success in the area of literacy. In accordance with House Bill 3, the plan will incorporate a movement towards strengthening and fostering foundational reading skills that are at the center of literacy development. This endeavor must take into account all student populations and special groups that may require special literacy adaptations and accommodations in the learning of reading in the classroom. The plan will take into account all educators as important stakeholders in a unified plan to increase reading proficiency among our children in the district with each constituent playing a valuable role in the success of our students.

The literacy plan will demand a continual review of our foundational instructional programs in Pre-K through 3rd grade and the instructional approaches that are currently in use in our classrooms. A critical part of the plan will involve the analysis of student performance data, monitoring of progress, and the provision of timely interventions and support systems at schools to prevent failure in reading. The integration of effective reading diagnostic instruments will be utilized in order to rely on the most valid and reliable sources of data in making instructional decisions for students. Special emphasis will be placed in the evaluation of current instructional practices and programs that address the essential building blocks of literacy, such as phonemic awareness, phonics, comprehension, fluency, vocabulary, and writing. In accordance with research, these foundation skills continue to be at the forefront of literacy and are considered prerequisites in reaching advanced levels of reading. Improvement in early literacy will require the careful scrutiny of our delivery of instruction in our primary grades, specifically in the areas of phonics instruction, fluency, and the teaching of reading comprehension skills.

In order to efficiently implement a district wide literacy improvement process, the district must plan accordingly and design campus based plans and goals aligned to the overall district expectations. The district plan will provide opportunities for professional growth for all educators in the area literacy development through scheduled Reading Academies. The Elementary campus will have its own prescriptive plan that will address the unique learning needs of its student demographics. Plans will be implemented, monitored, and evaluated on a periodic basis in order to make needed modifications in specific areas of instruction.

Texas Reading Academies / Kinder – 3rd

Each teacher and principal will be required to attend a reading academy by the year 2022- 2023. Campus administrators will ensure that all teachers attend professional development opportunities and have a good understanding of reading foundational skills, instructional methods, and assessments. Reading achievement academies will be aligned by our regional service center and a training calendar will be provided to all districts in Texas. More information will be provided by TEA on the number of providers of the academies in the state. The providers may consist of vetted ESC staff, district level staff, and non-profit agencies.The following are the two types of training implementation models that school districts will need to select from in order to provide quality staff development.

Implementation Options:

Blended Model: online modules and in person training, delivered by a cohort facilitator, three cohorts of 100 participants, 60 hours of training, requires artifacts to be submitted to demonstrate competency, completed in 11 months.

Comprehensive Model: in person training, delivered by a cohort coach, one cohort of 60 participants at a time, requires artifacts to be submitted to demonstrate competency, completed in 11 months
The academies will focus on specific content related directly to the acquisition of foundational reading skills and the use of diagnostic reading data deriving from assessments and screeners. Educators will be able to gain insight on how to interpret results and how they can be used effectively in making data-based decisions on instruction in reading and meeting the learning needs of students. The content of the Reading Academies will be aligned with the 13 Science of Teaching Reading Competencies.

Adopting a Systematic Phonics Curriculum K-3rd/Direct Instruction

The district may be required to adopt a separate Phonics Curriculum as mandated by the Texas Education Agency or may be allowed to utilize the current phonics program that is currently being implemented. The delivery of instruction in phonics
instruction must be direct, systematic, and conducted through a scientifically research-based program. The phonics program must incorporate the foundational essential components of literacy. School districts are to select a phonics curriculum that incorporates a defined and structured scope and sequence and that provides in depth instruction on foundational skills.

These foundational components of reading include the following:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Reading Comprehension

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 38% to 52% by June 2024.

YEARLY TARGET GOALS

YEAR	2019	2020	2021	2022	2023	2024
AISD GOAL	38%	43%	45%	47%	52%	52%
ACTUAL	37%	N/A	48%	45%		
STATE TARGET	44%	44%	44%	44%	52%	52%

CLOSING THE GAPS STUDENT GROUP YEARLY TARGETS

	African -American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco Dis	SpEd	English Learner	Cont Enrolled	Non Cont Enrolled
2019	40%	33%	44%	100%	100%	-	63%	34%	18%	17%	45%	37%
State Target	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	46%	42%
2021	-	40%	50%	-	-	-	-	44%	-	-	50%	43%
State Target	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	46%	42%
2022	-	50%	46%	-	-	-	-	25%	13%	-	41%	67%
State Target	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	46%	42%
2023												
State Target	42%	46%	66%	51%	78%	63%	62%	43%	31%	39%	-	-

Reading Progress Monitoring

Assessment	Beginning of Year	Middle of Year	End of Year
3rd Grade MAPS	September	December	April
3rd STAAR			SPRING
PRE- K CLI	September	December	April
K MAPS		December	April
K AMPLIFY	September	December	April
1st MAPS	September	December	April
1st AMPLIFY	September	December	April
2nd MAPS	September	December	April
2nd AMPLIFY	September	December	April

Mathematics Plan and Goals

Like the literacy plan, the Mathematics Plan will demand a continual review of our foundational instructional programs in Pre-K through 3rd grade and the instructional approaches that are currently in use in our classrooms. A critical part of the plan will involve the analysis of student performance data, monitoring of progress, and the provision of timely interventions and support systems at schools to prevent failure in mathematics. The integration of effective mathematics diagnostic instruments will be utilized in order to rely on the most valid and reliable sources of data in making instructional decisions for students. Special emphasis will be placed in the evaluation of current instructional practices and programs that address the essential building blocks of mathematics instruction.

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 37% to 54% by June 2024.

YEARLY TARGET GOALS

YEAR	2019	2020	2021	2022	2023	2024
AISD GOAL	55%	58%	60%	62%	54%	54%
ACTUAL	37%	N/A	36%	28%		
STATE TARGET	46%	46%	46%	46%	54%	54%

CLOSING THE GAPS STUDENT GROUP YEARLY TARGETS

	African -American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco Dis	SpEd	English Learner	Cont Enrolled	Non Cont Enrolled
2019	-	100%	57%	-	-	-		27%	-	-	49%	28%
State Target	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	47%	45%
2021	-	40%	39%	-	-	-	-	31%	25%	25%	39%	29%
State Target	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	47%	45%
2022		30%	31%	-	-	-	-	15%	36%	-	-	-

State Target	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	47%	45%
2023												
State Target	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%	-	-

MATH Progress Monitoring

Assessment	Beginning of Year	Middle of Year	End of Year
3rd Grade MAPS	September	December	April
3rd STAAR			SPRING
PRE- K CLI	September	December	April
K MAPS		December	April
1st MAPS	September	December	April
2nd MAPS	September	December	April

College, Career, and Military Readiness (CCMR) Plan and Goals

Whether the students decide to pursue a future in academia-Post Secondary, the workforce, or the military, the Albany Independent School District will be there every step of the way to assist the students. The District will implement its College, Career, and Military Readiness plan and objectives to its greatest extent. The Albany Independent School district will monitor each high school student's progress in regards to CCMR. Student college readiness will be monitored using ACT, SAT, A/P, and IB assessment data. Some students will opt for a career option. To that end, the high school campuses will assist the students as they take Career and Technical Education course pathways. The goal for CTE students is to obtain an Industry-Based Certification (IBC). For those students who opt to enlist in our armed forces, the district will provide opportunities for them to take the ASVAB. The combined efforts of campus administration, counseling personnel, teachers, students, and the overall education community will ensure the success of the CCMR programs.

CCMR BOARD OUTCOME GOAL

The percentage of CCMR students that meet the threshold for CCMR Outcomes Bonus for College Ready will increase from 81% to 92% by August 2024.

YEARLY TARGET GOALS

YEAR	2019*	2020*	2021*	2022*	2023*	2024*
AISD GOAL	81%	83%	85%	88%	90%	92%
ACTUAL	79%	62%	74%	%		

***This information is based on the graduating class from the previous year- 2019 data is actually based on 2018 graduates.**

STUDENT GROUP YEARLY TARGETS

	African -American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco Dis	SpEd Former	English Learner	Cont Enrolled	Non Cont Enrolled
2019		80%	77.3%					72.2%				
2020		37.5%	74.1%					40%				
2022		57.1%	77.8%					40%				
2023												

See following pages for Student breakdown.

2019 College, Career, and Military Readiness
ALBANY JR-SR H S (209901001) - ALBANY ISD - SHACKELFORD COUNTY

Calculation Table

	Annual Graduates	
	Count Credit	Percentage
Total		
Total graduates	46	
Total credit for CCMR criteria	32	70%

Data Table

	Annual Graduates	
	Count Credit	Percentage
Texas Success Initiative (TSI) Criteria		
Met TSI criteria in both ELA/Reading and Mathematics	26	57%
TSI Criteria - ELA/Reading		
Met TSI criteria for at least one indicator in ELA/Reading	36	78%

Met TSI assessment criteria	15	33%
Met ACT criteria	11	24%
Met SAT criteria	21	46%
Earned credit for a college prep course	0	0%
TSI Criteria - Mathematics		
Met TSI criteria for at least one indicator in Mathematics	26	57%
Met TSI assessment criteria	7	15%
Met ACT criteria	11	24%
Met SAT criteria	17	37%
Earned credit for a college prep course	0	0%
AP/IB Examination		
Met criterion score on an AP/IB exam in any subject	0	0%
Dual Course Credits		
Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject	27	59%
Industry-Based Certifications		
Earned an industry-based certification from approved list	0	0%
Level I or Level II Certificate		
Earned a level I or level II certificate in any workforce education area	0	0%
Associate Degree		
Earning an associate degree by August 31 immediately following high school graduation	0	0%
OnRamps Dual Enrollment Course		
Completed an OnRamps course and qualified for at least 3 hours of university or college credit in any subject	0	0%
Graduate with Completed IEP and Workforce Readiness		
Received graduation type code of 04, 05, 54, or 55	1	2%
Special Ed with Advanced Diploma Plan		
Received special education services and earned an advanced diploma plan	1	2%
U.S. Armed Forces		
Enlisted in the U.S. Armed Forces	1	2%
Met Non-CTE Criteria		

Met at least one criteria above	31	67%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications		
CTE coherent sequence graduate with at least one CTE course aligned with an industry-based certification and did not meet any other criteria (1/2 credit)	1.0	2%

2021 College, Career, and Military Readiness
ALBANY JR-SR H S (209901001) - ALBANY ISD - SHACKELFORD COUNTY

Calculation Table

	Annual Graduates	
	Count Credit	Percentage
Total		
Total graduates	42	
Total credit for CCMR criteria	26	62%

Data Table

	Annual Graduates	
	Count Credit	Percentage
Texas Success Initiative (TSI) Criteria		
Met TSI criteria in both ELA/Reading and Mathematics	19	45%

TSI Criteria - ELA/Reading		
Met TSI criteria for at least one indicator in ELA/Reading	26	62%
Met TSI assessment criteria	8	19%
Met ACT criteria	6	14%
Met SAT criteria	24	57%
Earned credit for a college prep course	-	-
TSI Criteria - Mathematics		
Met TSI criteria for at least one indicator in Mathematics	22	52%
Met TSI assessment criteria	21	50%
Met ACT criteria	7	17%
Met SAT criteria	10	24%
Earned credit for a college prep course	-	-
AP/IB Examination		
Met criterion score on an AP/IB exam in any subject	1	2%
Dual Course Credits		
Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject	24	57%
Industry-Based Certifications		
Earned an industry-based certification from approved list	0	0%
Level I or Level II Certificate		
Earned a level I or level II certificate in any workforce education area	-	-
Associate Degree		
Earning an associate degree by August 31 immediately following high school graduation	1	2%
OnRamps Dual Enrollment Course		
Completed an OnRamps course and qualified for at least 3 hours of university or college credit in any subject	-	-
Graduate with Completed IEP and Workforce Readiness		
Received graduation type code of 04, 05, 54, or 55	0	0%
Special Ed with Advanced Diploma Plan		
Received special education services and earned an advanced diploma plan	1	2%
U.S. Armed Forces*		

Enlisted in the U.S. Armed Forces	N/A	N/A

- Indicates there are no students in the group.

* Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17-19 released by the United States Department of Defense and TSDS PEIMS military enlistment data, military enlistment data is excluded from accountability calculations.

2022 College, Career, and Military Readiness
ALBANY JR-SR H S (209901001) - ALBANY ISD - SHACKELFORD COUNTY

Calculation Table

	Annual Graduates	
	Count Credit	**Percentage**
Total		
Total graduates	35	
Total credit for CCMR criteria	26	74%

Data Table

	Annual Graduates	
	Count Credit	**Percentage**
Texas Success Initiative (TSI) Criteria		
Met TSI criteria in both ELA/Reading and Mathematics	17	49%
TSI Criteria - ELA/Reading		
Met TSI criteria for at least one indicator in ELA/Reading	19	54%
Met TSI assessment criteria	6	17%

Met ACT criteria	4	11%
Met SAT criteria	17	49%
Earned credit for a college prep course	-	-
TSI Criteria - Mathematics		
Met TSI criteria for at least one indicator in Mathematics	19	54%
Met TSI assessment criteria	17	49%
Met ACT criteria	4	11%
Met SAT criteria	12	34%
Earned credit for a college prep course	-	-
AP/IB Examination		
Met criterion score on an AP/IB exam in any subject	1	3%
Dual Course Credits		
Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject	21	60%
Industry-Based Certifications		
Earned an industry-based certification from approved list	2	6%
Level I or Level II Certificate		
Earned a level I or level II certificate in any workforce education area	-	-
Associate Degree		
Earning an associate degree by August 31 immediately following high school graduation	0	0%
OnRamps Dual Enrollment Course		
Completed an OnRamps course and qualified for at least 3 hours of university or college credit in any subject	-	-
Graduate with Completed IEP and Workforce Readiness		
Received graduation type code of 04, 05, 54, or 55	0	0%
Special Ed with Advanced Diploma Plan		
Received special education services and earned an advanced diploma plan	1	3%
U.S. Armed Forces*		
Enlisted in the U.S. Armed Forces	N/A	N/A

- Indicates there are no students in the group.

* Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17-19 released by the United States Department of Defense and TSDS PEIMS military enlistment data, military enlistment data is excluded from accountability calculations.