The University of Texas at Austin
UT Charter School System
College of Education

Early Childhood Literacy Board Outcome Goal/Progress Measure

The percentage of 3rd-grade students that score meets grade level or above on STAAR Reading will increase from 33% to 75% by June 2028.

Yearly Target Goals

2024	2025-Result	2026-Result	2027	2028
64%	33% *(% represents 3 students)*	0% *(% represents 5 students)*	73%	75%

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
2024	0%	100%	100%	*	*	*	100%	33%	40%	*	*	*	*
2025	0%	100%	100%	*	*	*	100%	33%	33%	*	*	*	*
2026	35%	100%	69%	*	*	*	*	100%	55%	*	*	*	*
2027	45%	100%	69%	*	*	*	*	100%	60%	*	*	*	*
2028	55%	100%	69%	*	*	*	*	100%	65%	*	*	*	*
	60%	100%	70%	*	*	*	*	100%	70%	*	*	*	*

EC Literacy Targeted Professional Development Plan

A. Each teacher will use a reading diagnostic to assess individual student reading abilities, guide instruction and measure growth.
B. School schedules will provide intervention opportunities in reading which includes a master schedule that supports the implementation of tiered academic interventions.
C. All teachers will implement language supports and accommodations to ensure growth for students at risk and not performing on grade level.
D. Strengthen educators' understanding and instructional practices around phonological awareness with professional development on segmenting, blending, rhyming, and manipulating sounds.
E. Professional development sessions with hands-on practice focused on selecting high-quality, diverse texts aligned with developmental stages.
F. Build capacity to use assessment data to inform differentiated reading instruction.

**Student group did not meet the minimum size requirement.*

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Early Childhood Math Board Outcome Goal/Progress Measure

The percentage of 3rd-grade students that score meets grade level or above on STAAR Math will increase from 33% to 62% by June 2028.

Yearly Target Goals

2024	2025	2026-Results	2027	2028
46%	33% (% represents 3 students)	13% *(% represents 5 students)*	58%	62%

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
2024	0%	20%	63%	*	*	*	100%	14%	33%	*	*	*	*
2025	0 %	*	100%	*	*	*	*	33%	33%	*	*	*	*
2026	35%	40%	69%	*	*	*	*	25%	45%	*	*	*	*
2027	45%	50%	69%	*	*	*	*	30%	50%	*	*	*	*
2028	55%	60%	69%	*	*	*	*	40%	55%	*	*	*	*
	60%	70%	70%	*	*	*	*	100%	60%	*	*	*	*

EC Math Targeted Professional Development Plan

A. Each teacher will use a math diagnostic program to assess individual student mathematical processing skills and abilities, guide instruction, and measure growth.
B. School schedule will provide intervention opportunities in math which includes a master schedule that supports the implementation of tiered academic interventions.
C. Utilize early childhood math blended learning products and progress monitoring tools.
D. Professional development designed to strengthen educators' understanding of how young children develop number sense and how to support it through intentional instruction.
E. Equip educators to use play-based learning to foster mathematical thinking.
F. Implementation of trauma-informed strategies focused on highly mobile students.
G. Implementation of Professional Learning Communities to support math instruction.

**Student group did not meet the minimum size requirement.*

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CCMR Board Outcome Goal

The percentage of graduates that meet the criteria for CCMR will increase from 50% to 78% by August 2028.

Yearly Target Goals

2023	2024	2025	2026-Result	2027
29%	45%	65%	**50%**	70%

Closing the Gaps Student Groups Yearly Targets

	All	African American	Hispanic	White	American Indian	Asian/Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EB	Cont. Enrolled	Non-Cont. Enrolled
2024	67%	*	63%	*	*	*	*	*	*	*	*	*	*
2025	69%	*	65%	*	*	*	*	*	*	*	*	*	*
2026	71%	*	68%	*	*	*	*	*	*	*	*	*	*
2027	70%	*	70%	*	*	*	*	*	*	*	*	*	*
2028	75%	*	73%	*	*	*	*	*	*	*	*	*	*
	78%	*	76%	*	*	*	*	*	*	*	*	*	*

CCMR Targeted Professional Development Plan

A. Create and maintain active partnerships with community organizations (businesses, colleges, etc) to expose students to different career, occupational, and educational experiences.
B. Implement OnRamps in US History and English for students enrolled on campuses for at least 90 days.
C. Implement individualized learning plans for students to increase basic academic skills that will support success in industry or career certification.
D. Offer tutoring to support success for students to be successful on the Texas Success Initiative Assessment 2.0 (TSIA2).
E. Secondary campuses will implement strategic post-secondary goal-setting with students regularly assess progress and make adjustments as necessary.
F. Assess students' strengths and needs in the area of career knowledge and planning in grades 8-12 and promote Career and Technical Education courses that lead to industry certifications.
G. Utilize the College & Career Transition Coordinator to support career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities.

**Student group did not meet minimum size in the prior year.*