

Donna ISD AE Local Policy

The Board's student outcome goals, as aligned with the school system vision, are:

Goal 1															
Percentage of 3rd grade students that meet or exceed grade level proficiency on STAAR Math will increase from 35% to 45% by 2025.															
	All		Hispanic			Econ. Dis.			Eng. Learner			Special Ed.			
20-21	35%		35%			35%			32%			32%			
21-22	37%		37%			37%			35%			35%			
22-23	40%		40%			40%			39%			39%			
23-24	43%		43%			43%			43%			43%			
24-25	45%		45%			45%			45%			45%			
GPM 1.1					GPM 1.2					GPM 1.3					
Percentage of 2nd grade students that Meets grade level quantile score based on computer adaptive program will increase from 12% to 50% by 2025.					Percentage of 1st grade students that Meets grade level quantile score based on computer adaptive program will increase from 11% to 55% by 2025.					Percentage of Kindergarten students that Meets grade level quantile score based on computer adaptive program will increase from 10% to 60% by 2025.					
	A	H	ED	EL	SE	A	H	ED	EL	SE	A	H	ED	EL	SE
20-21	12%	12%	12%	10%	12%	11%	11%	11%	9%	11%	10%	10%	10%	10%	10%
21-22	22%	22%	22%	20%	22%	22%	22%	22%	20%	22%	23%	23%	23%	23%	23%
22-23	32%	32%	32%	32%	32%	33%	33%	33%	33%	33%	36%	36%	36%	36%	36%
23-24	42%	42%	42%	42%	42%	44%	44%	44%	44%	44%	49%	49%	49%	49%	49%
24-25	50%	50%	50%	50%	50%	55%	55%	55%	55%	55%	60%	60%	60%	60%	60%

Goal 2															
Percentage of 3rd grade students that meet or exceed grade level proficiency on STAAR Reading will increase from 32% to 41% by 2025.															
	All		Hispanic			Econ. Dis.			Eng. Learner			Special Ed.			
20-21	32%		30%			29%			27%			9%			
21-22	34%		33%			32%			31%			17%			
22-23	36%		35%			34%			33%			25%			
23-24	39%		39%			37%			37%			33%			
24-25	41%		41%			41%			41%			41%			
GPM 2.1					GPM 2.2					GPM 2.3					
Percentage of 2nd grade students reading at or above grade level based on computer adaptive program will increase from 40% to 70% by 2025.					Percentage of 1st grade students reading at or above grade level based on computer adaptive program will increase from 31% to 70% by 2025.					Percentage of 1st grade students reading at or above grade level based on computer adaptive program will increase from 31% to 70% by 2025.					
	A	H	ED	EL	SE	A	H	ED	EL	SE	A	H	ED	EL	SE
20-21	40%	41%	39%	43%	12%	31%	32%	26%	30%	12%	69%	69%	69%	68%	39%
21-22	48%	49%	47%	47%	27%	41%	41%	37%	41%	27%	72%	72%	72%	72%	49%
22-23	56%	56%	55%	55%	42%	51%	51%	48%	51%	41%	74%	74%	74%	74%	60%
23-24	64%	64%	64%	64%	57%	61%	61%	59%	61%	56%	77%	77%	77%	77%	70%
24-25	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	80%	80%	80%	80%	80%

Goal 3															
Percentage of graduates demonstrating college/career/military readiness (CCMR) will increase from 62.6% to 77% by 2025.															
	All		Hispanic			Econ. Dis.			Eng. Learner			Special Ed.			
20-21	63%		63%			61%			44%			76.0%			
21-22	66%		66%			65%			52%			76.3%			
22-23	70%		70%			69%			60%			76.5%			
23-24	73%		73%			73%			69%			76.8%			
24-25	77%		77%			77%			77%			77.0%			
GPM 3.1					GPM 3.2					GPM 3.3					
The percentage of students in state STAAR assessed content areas achieving meets grade level standards will increase from 37% to 49% by 2025.					The percentage of graduates demonstrating college readiness will increase from 36% to 47% by 2025.					The percentage of graduates demonstrating career or military readiness will increase from 45% to 60% by 2025.					
	A	H	ED	EL	SE	A	H	ED	EL	SE	A	H	ED	EL	SE
20-21	37%	37%	36%	30%	24%	36%	36%	34%	15%	6%	45%	45%	45%	39%	76.0%
21-22	40%	40%	40%	35%	30%	39%	39%	37%	23%	16%	49%	49%	49%	44%	76.3%
22-23	43%	43%	43%	40%	36%	41%	41%	40%	31%	26%	54%	54%	54%	49%	76.5%
23-24	46%	46%	46%	45%	42%	44%	44%	43%	39%	36%	57%	57%	57%	54%	76.8%
24-25	49%	49%	49%	49%	49%	47%	47%	47%	47%	47%	60%	60%	60%	60%	77.0%

Key:	
A	All Students
H	Hispanic
ED	Economic Disadvantaged
EL	English Learner
SE	Special Education

Monitoring Calendar				
	Q1	Q2	Q3	Q4
Goal 1	Dec.	March	June	Sept.
Goal 2	Oct.	Feb.	Apr.	Aug.
Goal 3	Nov.	Jan.	May	July

Board Constraints for the Superintendent	
In attaining the Board's student outcome goals, the Superintendent shall not:	
C1	The Superintendent shall not allow an increase in the gap between English Language Learners and Non- English Language Learners for STAAR 3- EOC in both reading and mathematics.
C2	The Superintendent shall not allow a campus to be classified as a D or F in the Texas Accountability System for no more than two consecutive years, unless it is within the first year of a superintendency.
C3	The Superintendent shall not allow the percentage of students who earn college credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject to decline.

Board's Self-Constraints for the Board	
The Board shall operate within the Board's role, as defined above, and the Board's operating procedures. The Board, either collectively or through the actions of individual Board Members, shall not:	
BSC1	The board will not modify the AE local policy not more than once in a 24-month period unless there is a legislature change.
BSC2	During regularly scheduled board meetings, the board will not spend less than 50% on items invested in progress monitoring the Board's student outcome goals or setting student outcome goals and Goal Progress Measures.
BSC3	The Board will not be below 74 points on the Lone Star Governance Board Quarterly Progress Tracker.