



Lone Star Governance

Student outcomes don't change until adult behaviors change.

[#RaiseTheStandard](#)

[#IChooseMarshall](#)

Marshall ISD

Mission

The mission of the Marshall Independent School District is to improve outcomes for all students by providing leadership, guidance and support to schools.

Vision

Marshall Independent School District envisions that each learner is equipped to successfully achieve his or her vision and be a productive, contributing citizen in a global society.

Goal One

- Increase the percentage of third grade students reading at or above grade level as measured by STAAR from 61% to 85% by 2022.
 - Annual target growth in third grade:
 - 66% in 2018
 - 70% in 2019
 - 75% in 2020
 - 80% in 2021
 - 85% in 2022

Goal One

- Increase the percentage of third grade students reading at or above grade level as measured by STAAR from 61% to 85% by 2022.

Goal Progress Measures:

1. Increase the percentage of **kindergarten** students mastering reading on grade level as measured by Star Early Literacy from 62% to 85% by 2022.
Annual target growth in kindergarten: 67% in 2018, 72% in 2019, 77% in 2020, 82% in 2021, 85% in 2022
2. Increase the percentage of **first grade** students mastering reading on grade level as measured by Star Reading Renaissance from 57% to 85% by 2022.
Annual target growth in first grade: 63% in 2018, 69% in 2019, 75% in 2020, 81% in 2021, 85% in 2022
1. Increase the percentage of **second grade** students mastering reading on grade level as measured by Star Reading Renaissance from 44% to 85% by 2022.
Annual target growth in second grade: 52% in 2018, 60% in 2019, 68% in 2020, 76% in 2021, 85% in 2022

Goal Two

- Increase the percentage of third grade students mastering math as measurable by STAAR from 68% to 85% by 2022.
 - Annual target growth in third grade:
 - 70% in 2018
 - 73% in 2019
 - 75% in 2020
 - 80% in 2021
 - 85% in 2022

Goal Two

Increase the percentage of third grade students mastering math as measurable by STAAR from 68% to 85% by 2022.

- Goal Progress Measures:

1. Increase the percentage of **kindergarten** students mastering math on grade level as measured by Star Renaissance from 55% to 85% by 2022.

Annual target growth in kindergarten: 61% in 2018, 67% in 2019, 73% in 2020, 79% in 2021, 85% in 2022

2. Increase the percentage of **first grade** students mastering math on grade level as measured by Star Renaissance from 76% to 85% by 2022.

Annual target growth in first grade: 78% in 2018, 80% in 2019, 82% in 2020, 84% in 2021, 85% in 2022

1. Increase the percentage of **second grade** students mastering reading on grade level as measured by Star Renaissance from 65% to 85% by 2022.

Annual target growth in second grade: 69% in 2018, 73% in 2019, 77% in 2020, 81% in 2021, 85% in 2022

Goal Three

- Increase the percentage of graduates displaying college readiness by earning at least 12 hours or post-secondary credit as measured by the TAPR from 17.3% to 70% by 2022.
 - Annual target growth for passing exams:
 - 35% in 2018
 - 47% in 2019
 - 54% in 2020
 - 62% in 2021
 - 70% in 2022

Goal Three

Increase the percentage of graduates displaying college readiness by earning at least 12 hours or post-secondary credit as measured by the TAPR from 17.3% to 70% by 2022.

- Goal Progress Measures:

1. Increase the percentage of students passing an AP exam as measured by July's College Board Report rubric from 33% in 2016-17 to 70% by 2022.

Annual target growth for passing exams: 40% by 2018, 47% by 2019, 54% by 2020, 62% by 2021, 70% by 2022

2. Increase the percentage of students completing two or more academic dual credit courses as measured by 'PIEMS Students with Dual Credit Courses and College Credit Hours' data from 63% for 2017 to 93% for 2022 graduates.

Annual target growth for completion: 69% by 2018, 75% by 2019, 81% by 2020, 87% by 2021, 93% by 2022

Goal Four

- Increase the percentage college and career ready graduates as measured by TAPR from 79.4% (2014-15 data in 2015-16) to 90% (2019-20 data in 2020-2021) by 2022.
 - Annual target growth for percentage growth:
 - 82% in 2018
 - 84% in 2019
 - 86% in 2020
 - 88% in 2021
 - 90% in 2022

Goal Four

Increase the percentage college and career ready graduates as measured by TAPR from 79.4% (2014-15 data in 2015-16) to 90% (2019-20 data in 2020-2021) by 2022.

- Goal Progress Measures:

1. Increase the percentage of students completing a CTE coherent sequence of courses from 65.8% (2014-15 data in the 2015-16 TAPR) to 95% (2019-20 data in 2020-21 TAPR) by 2022.

Annual target growth for completion: 70% by 2016-17 TAPR (2015-16), 75% by 2017 TAPR (2016-17), 80% by 2018-19 TAPR (2017-18 data), 85% by 2019-20 TAPR (2018-19 data), 95% by 2020-21 TAPR (2019-20 data)

2. Increase the percentage of students who pass industry certification as measured by the Carl D. Perkins Grant Program Effectiveness Review from 53% (2015-16 review) to 85% as reflected in the 2020-21 effectiveness review.

Annual target growth for completion: 60% by 2016-17, 65% by 2017-18, 72% by 2018-19, 79% by 2019-20, 85% by 2020-21.

3. Increase the percentage of students concurrently enrolled in CTE and dual credit courses in 11th & 12th grades as measured by ‘PIEMS Code 2 for 11th & 12th grade students in a coherent sequence of courses & concurrently enrolled in at least one dual credit course” from 11.4% in 2016-17 to 30% in 2021-22.

Annual target for enrollment: 15% by 2017-18, 18% by 2018-19, 21% by 2019-20, 25% by 2020-21, 30% by 2021-22.

Constraints

- While in pursuit of the Board's student outcome goals, the superintendent shall not allow any campus to less than fully implement and sustain effective professional learning communities.
 - Constraint Progress Measure
- While in pursuit of the Board's student outcome goals, the superintendent shall not allow an increase in the discipline disposition gap between African American students and other student groups greater than the gap evidenced in the following baseline PEIMS data from the first six weeks of the 2016-17 school year.
 - Constraint Progress Measure
- While in pursuit of the Board's student outcome goals, the superintendent shall not allow the District's overall student attendance rate (94.2% for 2015-16) as reported in the 2016-17 TAPR) to decrease or remain the same.
 - Constraint Progress Measure

Board Self-Constraints

- The Board will not get distracted from its mission as evidenced by a commitment to an average of 50% of total minutes spent in Board-authorized meetings investing in progress monitoring of student outcome goals.
- A written response will be provided to the Board when the superintendent looks into rumors/scuttlebutt brought to an individual Trustee's attention, and that Trustee shares the response with the person who initially brought the matter to the Trustee.
- The Board will not get distracted from its mission as evidenced individually or as a Board, by making personnel recommendations to any administrator unless asked.



Student
outcomes don't
change until adult
behaviors
change.



MARSHALL ISD

RAISE

We are Mavericks.

the **STANDARD**