



Table of Contents



Spring ISD

A Message From Commissioner Morath	3
TEA Strategic Plan	4
School Finance	6
Special Education	7
Priority: Recruit, Support and Retain Teachers and Principals	8
Priority: Build a Foundation of Reading and Math	9
Priority: Connect High School to Career and College	10
Priority: Improve Low-Performing Schools	11
COVID-19 Response.....	12
A National Comparison	13
References and Citations.....	14

Cover photos: Highland Park ISD, Spring ISD, Granbury ISD, Atlanta ISD



A Message from Commissioner Morath

Canyon ISD

My Fellow Texans,

Over the last two years, we have all witnessed countless acts of service and dedication from educators throughout the state, who have worked even harder than normal to meet the needs of our students. This dedication has meant that students in Texas likely fared better than most in the country. The state required in-person instruction be available through much of the pandemic, provided resources and guidance to ensure in-person schooling remained safe, and supported school systems so that quality remote instruction could be made available for families that wanted it. Despite these efforts, COVID-19 has negatively impacted improvements made in Texas public schools, affecting millions of students across the state.

The state is taking action as part of a comprehensive recovery plan. Texas educators and policymakers are prioritizing changes to support improved student learning. Unprecedented levels of funding have been invested to help Texas public school students recover. Public policy has adapted to improve our learning acceleration efforts. School leaders across the state are recalibrating their practices based on the evidence of what will deliver the most learning gains for the most students.

As always, our educators are working with a tremendous sense of care and urgency. But the work is extremely hard, and the stresses on educators are relentless.

TEA VISION

EVERY CHILD, PREPARED
FOR SUCCESS IN COLLEGE, A
CAREER, OR THE MILITARY.

As I have visited schools throughout the state, I remain in awe of the skill, dedication, and compassion of our teachers. Together, our work is helping Texas students recover from lost learning opportunities while ensuring that the next generation of Texans is well prepared for a bright and promising future.

Sincerely,



Mike Morath
Commissioner, Texas Education Agency



TEA Strategic Plan



Fort Worth ISD

OUR COLLECTIVE GOAL



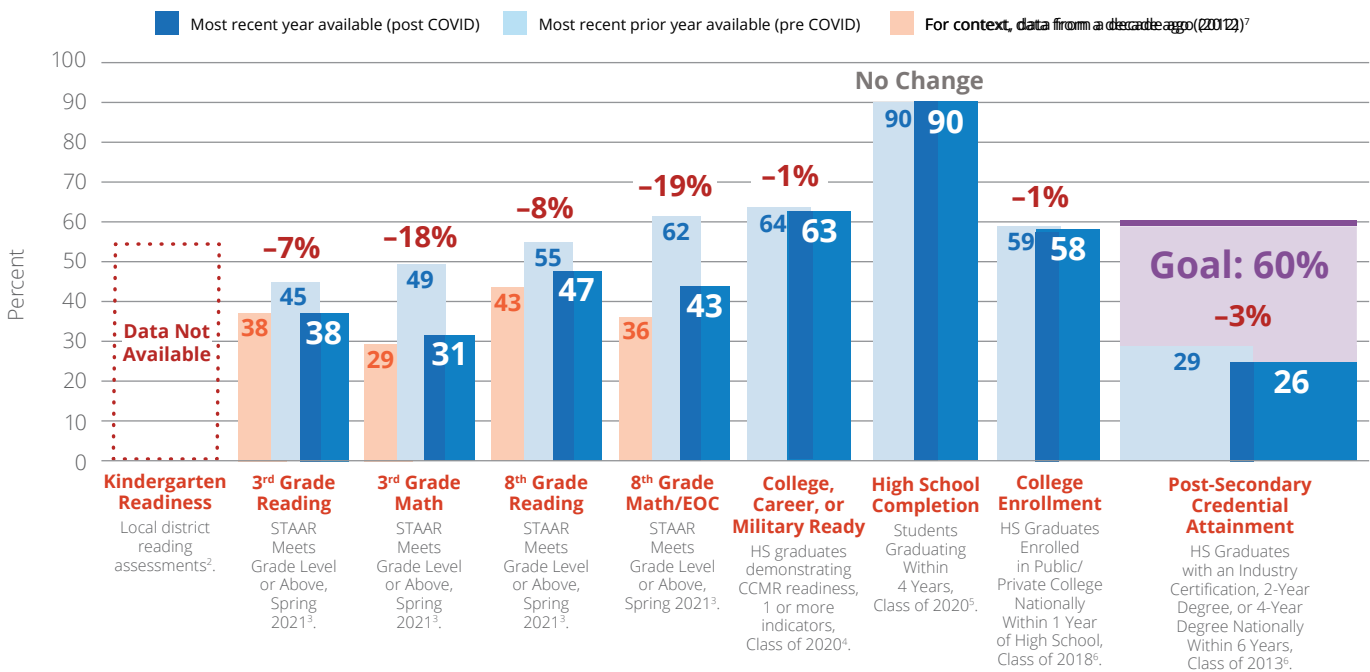
By 2030, 60% of Texans ages 25–64 will have a degree, certificate, or other high-value postsecondary credential.

60x30TX.com

60x30TX

By 2030, most jobs will require some training beyond high school (a four-year degree, a two-year associate degree, or some type of industry credential)¹. The Texas Higher Education Coordinating Board established the 60x30TX Plan to focus our collective attention on meeting this need. We have made progress in the last decade, but **COVID-19 has interrupted that progress**, and too few Texas students are obtaining needed postsecondary credentials.

YEAR-OVER-YEAR STUDENT OUTCOMES



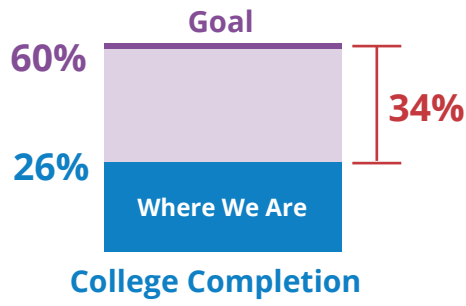


Highland Park ISD



Carrollton-Farmers Branch ISD

TEA'S STRATEGIC PRIORITIES



To support efforts that meet 60x30TX goals, **TEA's strategic priorities were designed to guide its collective work** on behalf of the nearly 5.5 million public school children in our state. House Bill 3 (HB 3), passed in 2019, provided significantly more resources to pursue these priorities. The impacts of the COVID-19 pandemic will require more focus on effective implementation in order to reach these goals for our students.

RECRUIT, SUPPORT AND RETAIN TEACHERS AND PRINCIPALS



Teachers are the most important in-school factor affecting student outcomes.

BUILD A FOUNDATION OF READING AND MATH



It's much easier to close the achievement gap if we never let it start.

CONNECT HIGH SCHOOL TO CAREER AND COLLEGE



Rigor and relevance matter.

IMPROVE LOW-PERFORMING SCHOOLS



Every child. Every classroom. Every day.

SUPPORTING PRIORITIES

-  Increase **transparency**, **fairness**, and **rigor** in district and campus academic and financial performance.
-  Ensure **compliance**, effectively **implement legislation**, and **inform** policymakers.
-  Strengthen **organizational foundations** (resource efficiency, culture, capabilities, partnerships).



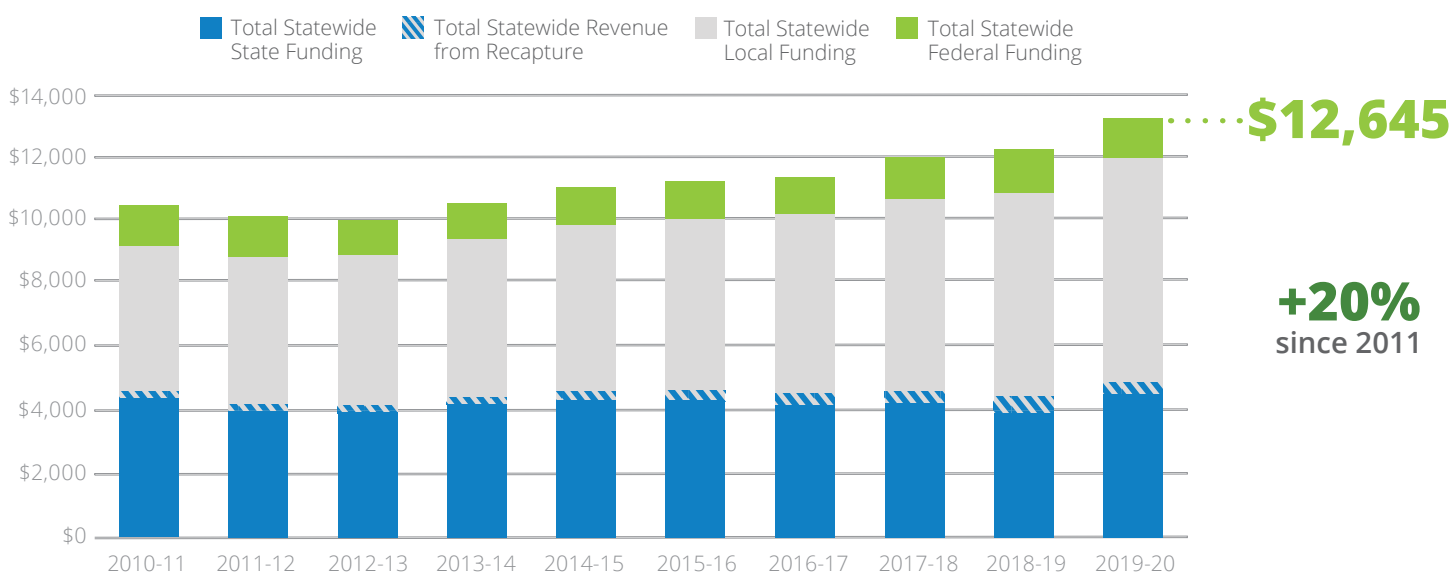
School Finance



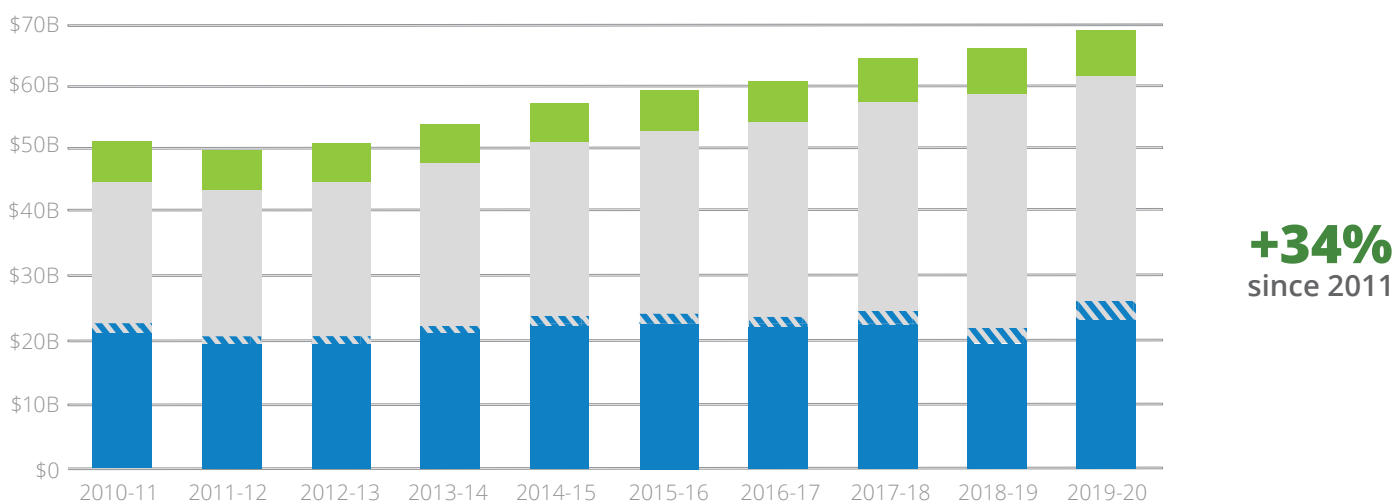
Spring ISD

The Texas public education system is funded through local property tax collections, state funding, and federal dollars. The Permanent School Fund – the country’s largest educational endowment – also contributes to the system each year. Most of the state and federal funding is allocated to school systems based on needs-based weighted per-pupil funding formulas.⁸

PER STUDENT ANNUAL FUNDING



TOTAL ANNUAL FUNDING: \$69,282,814,579





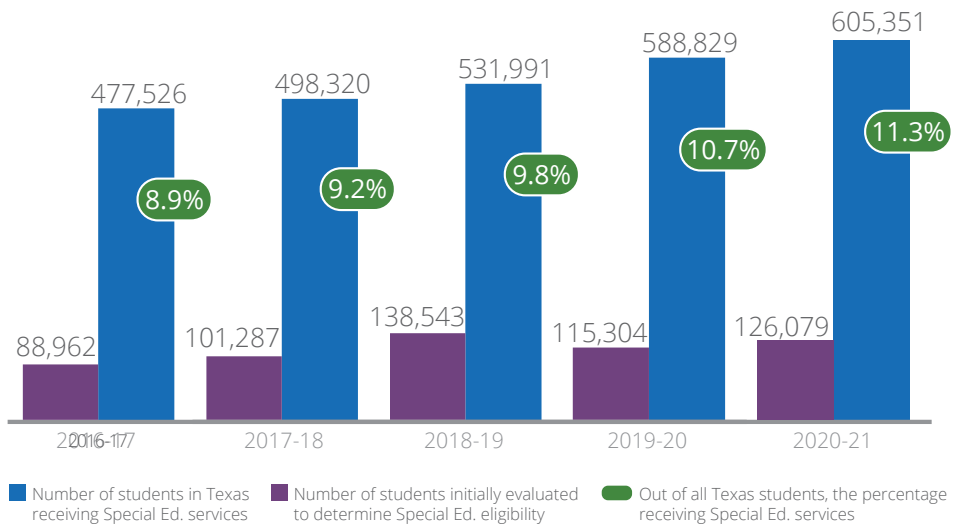
Pasadena ISD



Special Education

MORE STUDENTS RECEIVE SPECIAL EDUCATION SERVICES

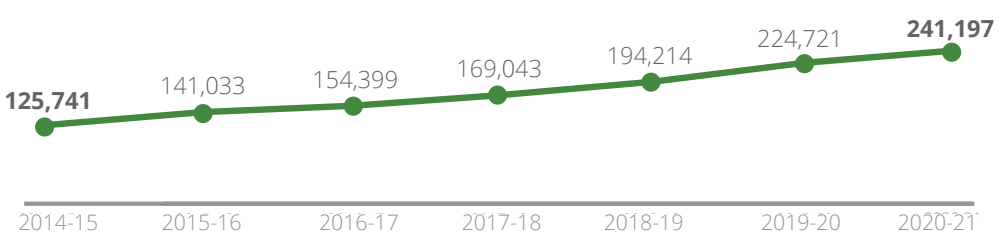
The Texas Education Agency adopted a strategic plan for special education in 2018. A major focus of the plan was to improve the ability of public schools to identify students in need of special education supports and services. The focus has made a major difference for Texas students, as far more students are being served.⁹



STUDENTS RECEIVING DYSLEXIA SUPPORTS



As part of TEA's strategic plan for special education, improvements in dyslexia identification practices have been underway for years. These efforts were significantly bolstered starting with the 2019-20 school year, when school systems began receiving a new funding allotment based on the number of dyslexic students they serve, thanks to the passage of HB 3.



2x

Since 2015, dyslexia interventions for Texas students have nearly doubled.¹⁰

Recruit, Support and Retain Teachers and Principals



GROW YOUR OWN



For the 2020-21 school year, Texas public schools hired 40,724 teachers.¹¹ Attracting that many talented people to the teaching profession is a large task and involves numerous actions. One key action schools are taking is to intentionally grow their own supply of teachers. Current high school students and paraprofessionals who are properly supported can become accomplished teachers. The Texas Legislature appropriates funds to bolster Grow Your Own (GYO) activity across the state. Those funds are getting results.



Student to Teacher



Being a teacher is something that Arika Jones always knew she wanted to be. From 2015 to 2017, Arika was a student in the Education and Training Program at **Denton High School**. As a student, she was placed at Newton Rayzor Elementary in a second-grade classroom where the mentor teacher allowed her to be a full part of the teaching experience, which included lesson planning, classroom management, and other aspects of the profession. Years later, she graduated from the University of North Texas, and she is now teaching at Paloma Creek Elementary in Denton ISD.



Assistant to Teacher

“Reflecting on my Grow Your Own journey, I would do it a thousand times over.”

Tania Amador’s journey to becoming an educator was quite different from her peers’ experiences. As a paraprofessional in **Grand Prairie ISD**, she entered the TechTeach Across Texas 2+1 program. Through this Grow Your Own effort, she developed best practices through her experiences as an educational assistant, which she uses in the classroom today. The program “changed her life” and now she gets to do the same for her students.





Spring ISD

Build a Foundation of Reading and Math

ALL IN ON READING



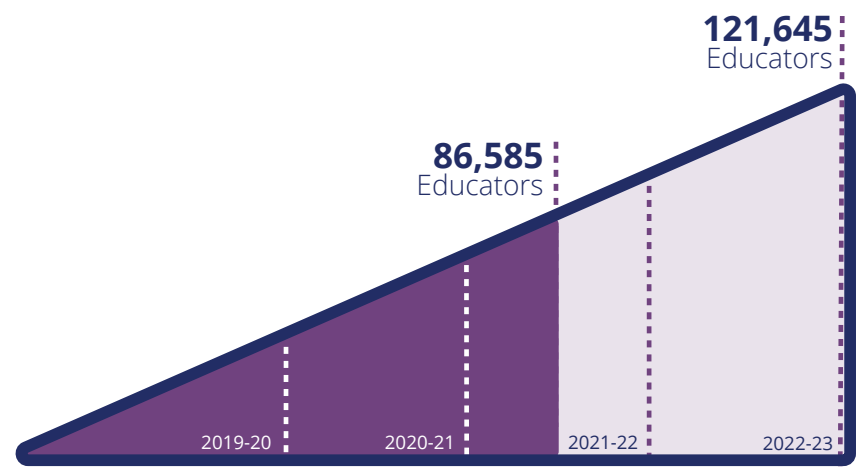
In order for children to read, they must learn how to decode the written word, sounding out and blending letters to make words – a process many refer to as phonics. They must also know what those words mean, and how words combine to form sentences. Cognitive scientists have studied reading extensively, producing the Simple View of Reading formula to describe the process. But skilled practitioners can tell you there is nothing simple about teaching reading.

SIMPLE VIEW OF READING¹³



READING ACADEMIES

The Texas Legislature has prioritized early reading instruction through a massive, multi-year investment. HB 3 established the early education allotment, which provides approximately \$800 million per year to Texas school systems to pay for early literacy support, including the cost to deliver Reading Academies.¹² All K-3 reading teachers and principals in Texas public schools will complete the Reading Academies by 2022-23. Schools must also ensure that they offer a systematic direct instruction program in phonics. The legislature also established the Strong Foundations program, which provides curricular support to help teachers ensure our earliest learners build background knowledge, vocabulary, and broad language comprehension.





Connect High School to Career and College

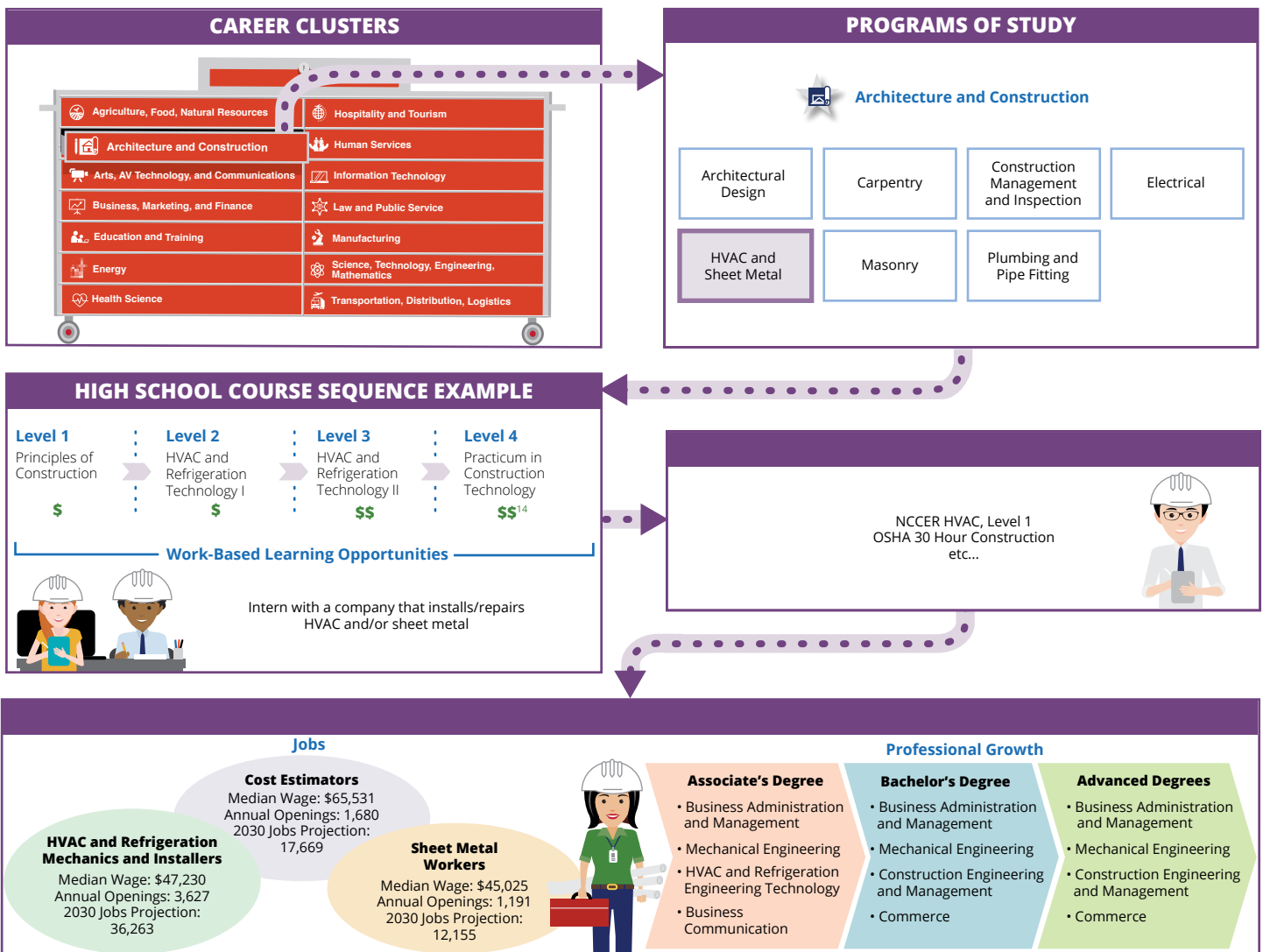


Mineola ISD

A COHERENT CAREER READINESS FRAMEWORK



In recent years, the State of Texas has significantly improved support for schools to ensure students graduate career ready. Programs of Study highlight the career and technical education courses that prepare students for success in obtaining industry-based certifications so that they can graduate college and career ready. The A-F accountability system recognizes the efforts of our schools to encourage this preparation. Schools have financial incentives to help students earn those certifications before they graduate. HB 1525 was passed in 2021, providing additional funding as students proceed to more advanced career courses.¹⁴





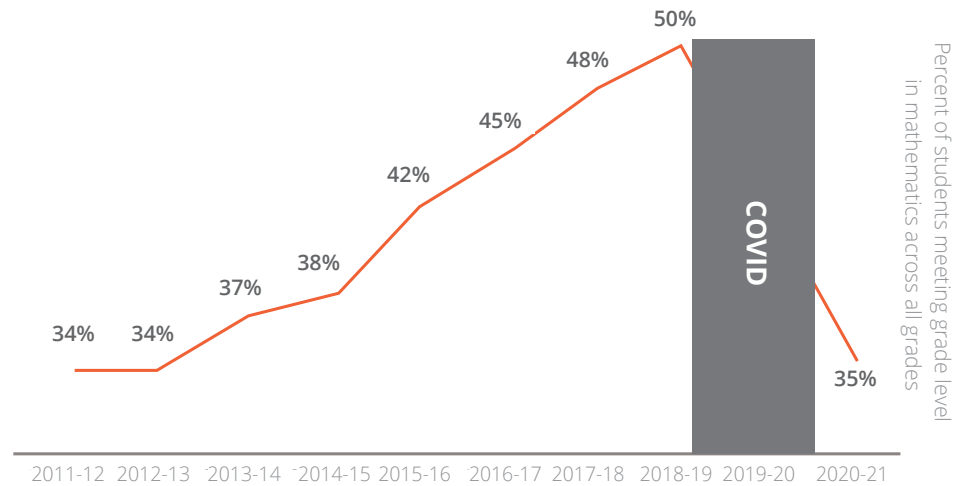
Improve Low-Performing Schools

Paris ISD

IMPACT OF COVID-19 ON ACADEMIC PERFORMANCE



The disruptions of COVID have caused significant declines in student learning across the country; and Texas has been no different. Statewide, 15 percent fewer students met grade level in math.¹⁷ Declines in reading—while less severe—were still notable. As a result, the Texas Legislature passed HB 4545, which gives struggling students the opportunity to receive supplemental tutoring to make up for lost time.



HIGH-IMPACT TUTORING DELIVERS RESULTS

Key Attributes of High-Impact Tutoring



Well-trained, consistent tutor who builds a strong relationship with students



Embedded in the school day or immediately before or after



High quality instructional material aligned to standards and core classwork



At least three sessions per week for sustained support, 30 minutes minimum



One-to-one or small group for individualized support



Data-driven with sessions built around student strengths and needs



Students who are effectively tutored get five months of additional progress in a year¹⁸



COVID-19 Response

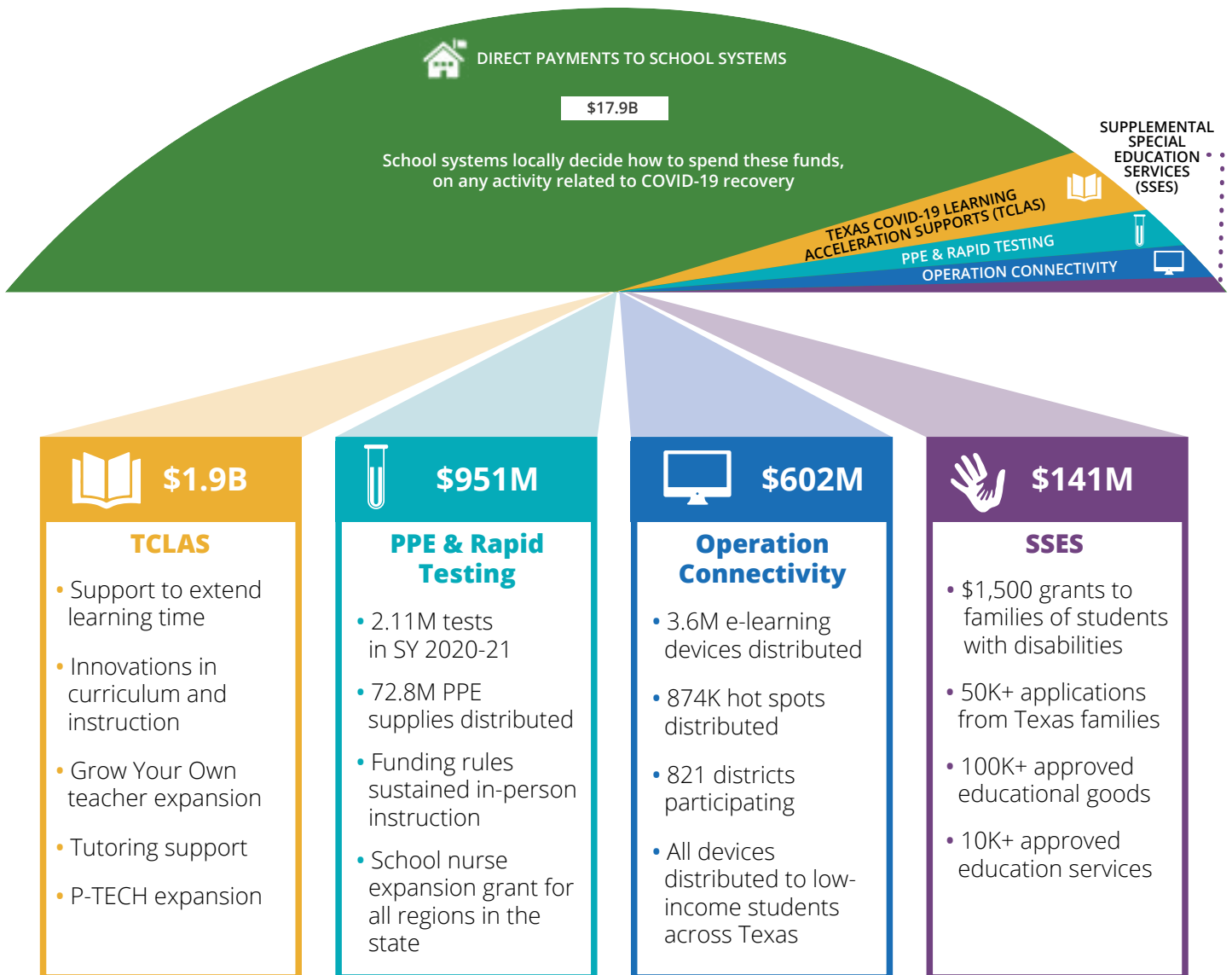


Greenville ISD

COVID-19 FUNDING AND RESPONSE

COVID-19 has been a massive disruption to education, and it has been matched by a massive infusion of critical resources to schools for students.¹⁹

\$21.4 BILLION OF NEW FUNDING



Numbers as of 12/31/21



Spring ISD



A National Comparison

2019: HOW TEXAS STACKS UP TO OTHER STATES²⁰

ALL STUDENTS

42nd in NAEP 4th Reading **46th** in NAEP 8th Reading **12th** in NAEP 4th Math **32nd** in NAEP 8th Math



NAEP READING

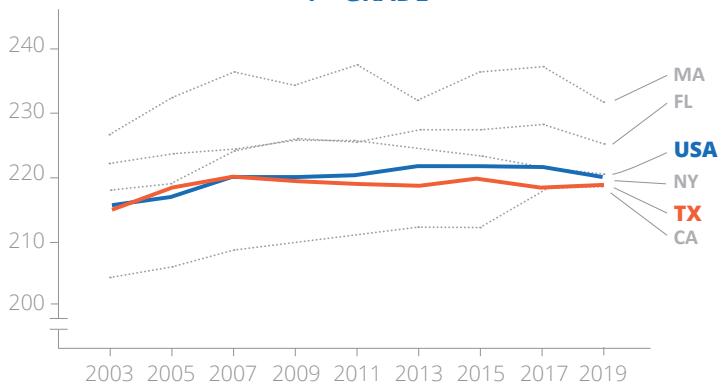
Overall comparison in 4th and 8th grade reading.



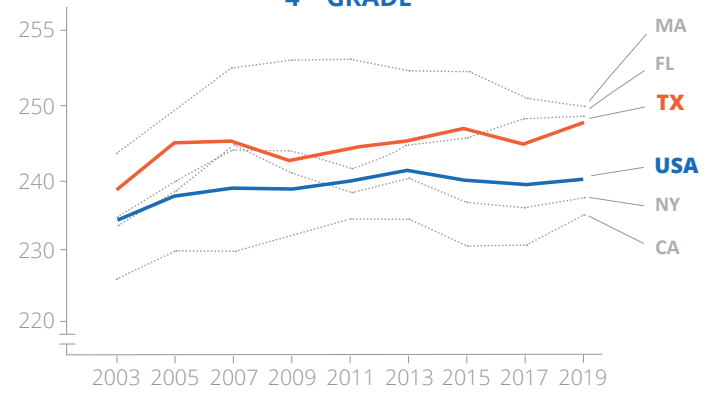
NAEP MATH

Overall comparison in 4th and 8th grade math.

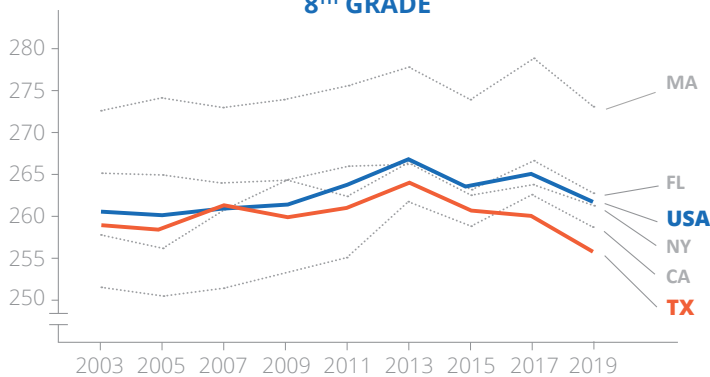
4TH GRADE



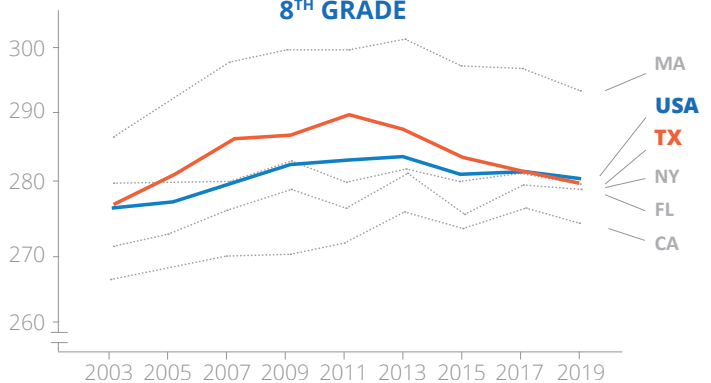
4TH GRADE



8TH GRADE



8TH GRADE



AFRICAN AMERICAN STUDENTS

Reading **13th** in 4th grade • **33rd** in 8th grade

Math **1st** in 4th grade • **6th** in 8th grade

ECONOMICALLY DISADVANTAGED

Reading **31st** in 4th grade • **43rd** in 8th grade

Math **4th** in 4th grade • **8th** in 8th grade

HISPANIC STUDENTS

Reading **25th** in 4th grade • **30th** in 8th grade

Math **5th** in 4th grade • **18th** in 8th grade

WHITE STUDENTS

Reading **12th** in 4th grade • **39th** in 8th grade

Math **3rd** in 4th grade • **16th** in 8th grade



References and Citations



Bonham ISD

- 1 <https://www.highered.texas.gov/about-us/60x30tx/>
- 2 The state is transitioning to a new measure of kindergarten readiness as part of HB 3, passed in 2019. Data on kindergarten readiness will be available again in 2022.
- 3 2021 Consolidated Accountability File (CAF), Texas Education Agency, Texas Performance Reporting System (TPRS).
- 4 TPRS, TAPR, PEIMS, College Board, and/or ACT
- 5 <https://tea.texas.gov/reports-and-data/school-performance/accountability-research/completion-graduation-and-dropouts>, Texas Education Agency.
- 6 PEIMS, THECB, and National Student Clearinghouse
- 7 <https://tea.texas.gov/student-assessment/testing/staar/staar-statewide-summary-reports-2011-2012>
- 8 <https://tea.texas.gov/reports-and-data/legislative-reports>
- 9 Enrollment for 2020-21 - (Reported April 2021_ Source: U.S. Department of Education, EDData Warehouse (EDW): "IDEA Part B Child Count and Educational Environments Collection," 2019-20. From file specifications (FS) 002 and FS 009.)

Evaluations for 2020-21 - (Reported in final data set from TEAL SPP 11 and SPP 12 - to be reported in the FFY 2020 SPP/APR February 1, 2022).
- 10 PEIMS Collection 2015-2021
- 11 <https://tea.texas.gov/sites/default/files/employed-teacher-attrition-and-new-hires-tgs210519.pdf>
- 12 Statewide Summary of Finance: <https://tealprod.tea.state.tx.us/fsp/Reports/ReportSelection.aspx>
- 13 Gough, P. B., & Tunmer, W. E. (1986). Decoding, Reading, and Reading Disability. *Remedial and Special Education*, 7(1), 6-10
- 14 CTE weighted funding provides 1.28x funding for level one and two courses, and 1.47x funding for level three and four courses within a program of study. CTE courses that are not within a program of study earn 1.1x funding. Programs of study, career clusters, and course sequence information is available at: <https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/approved-cte-programs-of-study>.
- 15 TEA is currently engaging in a review of the list of certifications. The IBCs noted in the report may be subject to change in 2022.
- 16 This is based upon current Texas wage data: Emsi/BurningGlass, 2022 - <https://www.economicmodeling.com/>
- 17 Across all grade levels on STAAR.
- 18 Nickow, Andre Joshua, Philip Oreopoulos, and Vincent Quan. (2020). The Impressive Effects of Tutoring on PreK-12 Learning: A Systematic Review and Meta-Analysis of the Experimental Evidence. (EdWorkingPaper: 20-267). Annenberg Institute at Brown University: <https://www.edworkingpapers.com/ai20-267>
- 19 https://tea.texas.gov/sites/default/files/covid/Covid_Response_Funding_January_2022.pdf
- 20 U.S. Department of Education, Institute of Education Sciences, National Center For Education Statistics, National Assessment of Educational Progress (NAEP). Rankings are based upon all 50 states, except when for some cohorts within states, reporting standards are not met. Due to COVID-19, NAEP 2021 student data collection was postponed until 2022.



Contact Us

LEARN MORE:

 tea.texas.gov

 TXschools.gov

 texasassessment.gov

ENGAGE WITH US:

 twitter.com/TexasEducationAgency

 facebook.com/TexasEducationAgency

Back cover photos:

Top row: Hays CISD, Mineola ISD, Damon ISD. Bottom row: Austin ISD, El Paso ISD, Clint ISD

