



2018
Annual Report



2018 ANNUAL REPORT

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Cover photo: Klein Collins High School, Klein ISD



**A
MESSAGE
FROM
COMMISSIONER
MORATH**



My Fellow Texans:

In my role as Commissioner of Education, I'm blessed with the opportunity to see the tremendously skilled work of dedicated educators throughout the state who are constantly adapting to meet the changing needs of our students. But for those who aren't in our schools every day, it can be hard to see just how significant these changes are. Consider a few key developments of the last 20 years:



The population of students we serve is large and growing. Today we are serving over **1,500,000** more students than we were twenty years ago.¹



Texas school demographics have become more diverse than ever. More than **69%** of our students are Asian, African American or Hispanic, as compared to **56%** twenty years ago.²



Our students have greater need for support than ever before. In 1997-98, **49%** of students we served were economically disadvantaged, and today that has risen to **59%**.³

These increases in scale, diversity, and student need require us to shift our approach to education—to be more effective, more efficient, and more focused on students than ever before, while maintaining our traditional commitment to ensure all students master the fundamentals of reading, writing, and arithmetic.

In this report, we share success stories of schools who are doing just that: meeting the needs of their students with highly effective, efficient approaches. But we also share operational challenges that impact almost every school system, and the strategic priorities we are collectively engaged in to overcome these challenges.

Together, we will improve so that every child is prepared for success in college, a career or the military.

TEA VISION

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

Mike Morath
Commissioner, Texas Education Agency



OUR COLLECTIVE GOAL

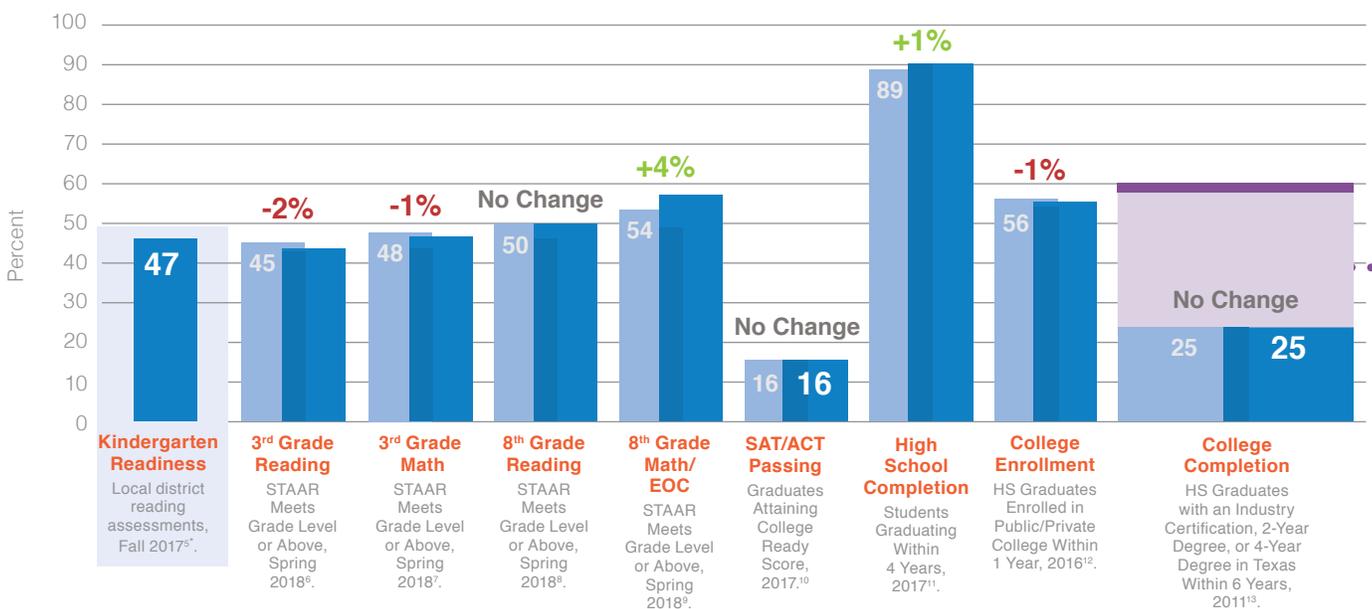


At least **60%** of Texans ages 25-34 will have a postsecondary certificate or degree by 2030.

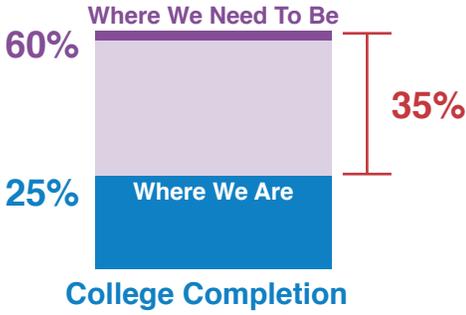
60x30TX.com

By the year 2030, most jobs will require some training beyond high school (such as a traditional four-year degree, a two-year associate degree or some type of industry credential)⁴. **Too few Texas students are currently obtaining the needed postsecondary credentials.** Championed by the Texas Higher Education Coordinating Board, the 60x30TX Plan is designed to ensure a competitive and prosperous economic future for students, their families and our state.

YEAR-OVER-YEAR TEXAS STUDENT OUTCOMES



*Multiple kindergarten readiness assessment formats changed between 2016 and 2017, preventing accurate year-over-year comparisons.



To support efforts to meet 60x30TX goals, the **Texas Education Agency strategic plan includes strategic priorities built on supporting actions** which guide our work on behalf of the more than five million school children in our state.

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.

ACTIONS SUPPORTING THESE PRIORITIES

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



Education Service Center 3, Victoria ISD

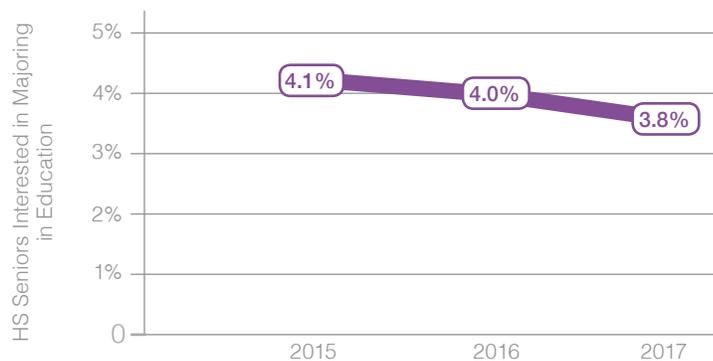
WHY THIS MATTERS

Teachers have a tremendous impact on student learning and students' lives. But despite the rewards that come with such fulfilling work and the importance of getting the best and brightest new teachers every year, we have seen a decline in interest in education as a college major over the past several years. In 2017 just 3.8% of high school seniors expressed interest in majoring in education.

TEACHER RECRUITMENT

Teaching is a profession that demands that we consistently work to get our best and brightest into the classroom. However, less than four percent of high school seniors who take the SAT/ACT currently express an interest in Education as a college major.¹⁴ Effective recruitment into our teaching profession should be a priority for every Texas community in the years ahead.

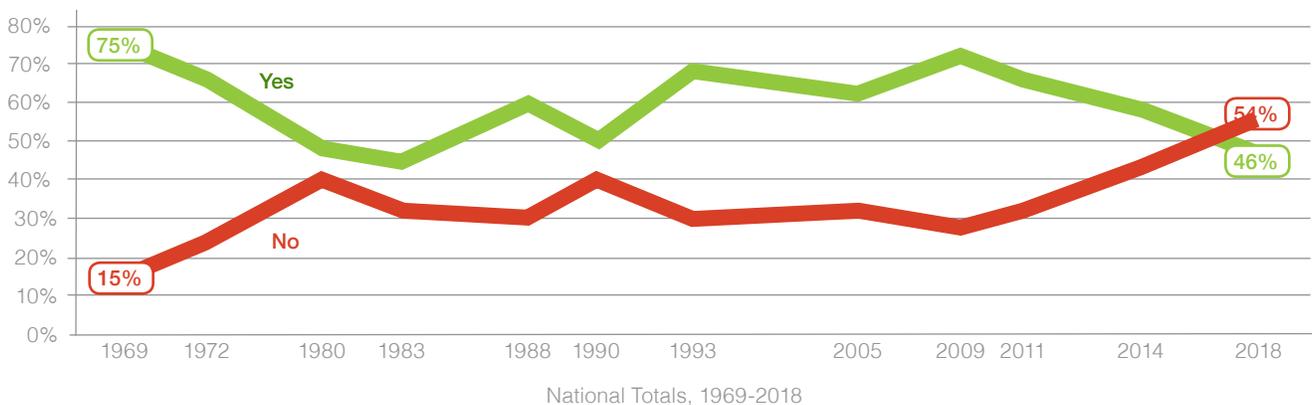
DECLINING INTEREST IN TEACHING



FEWER PARENTS WANT THEIR CHILDREN TO BE TEACHERS

In the past 50 years, the proportion of parents who indicate that they would like their child to become a teacher has decreased nearly 30 percentage points.¹⁵ Recently, for the first time, more parents answer this question with "no" rather than "yes." This downward shift mirrors the decrease in the number of students interested in pursuing teaching as a career.

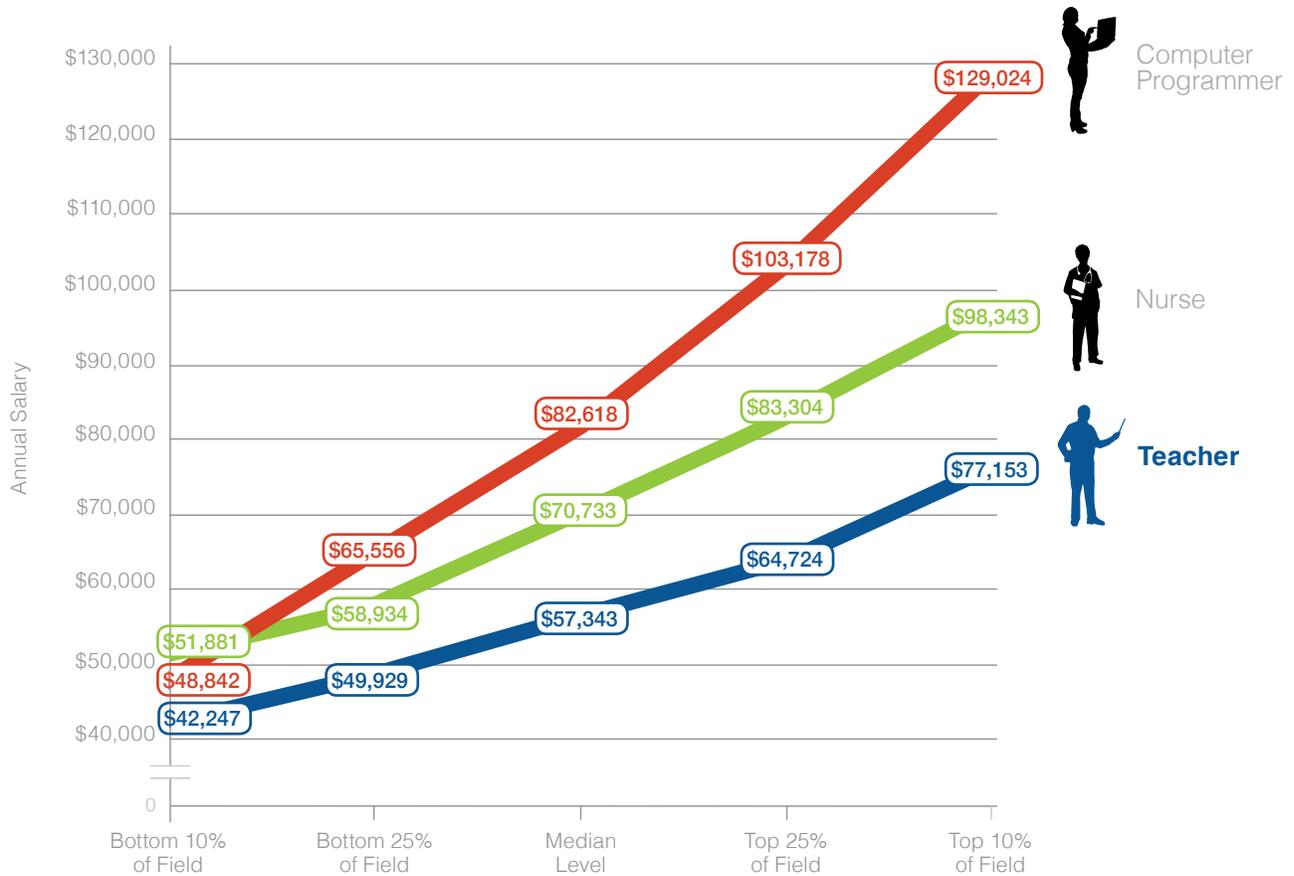
WOULD YOU LIKE YOUR CHILD TO BECOME A TEACHER?





COMPENSATION OPPORTUNITIES FOR TEACHING

Teachers around the state know that the rewards of the profession are many. However, in comparison to other career paths for those with a bachelor's degree, the compensation opportunities for teachers provide limited potential for salary growth, which significantly decreases lifetime earnings potential.¹⁶

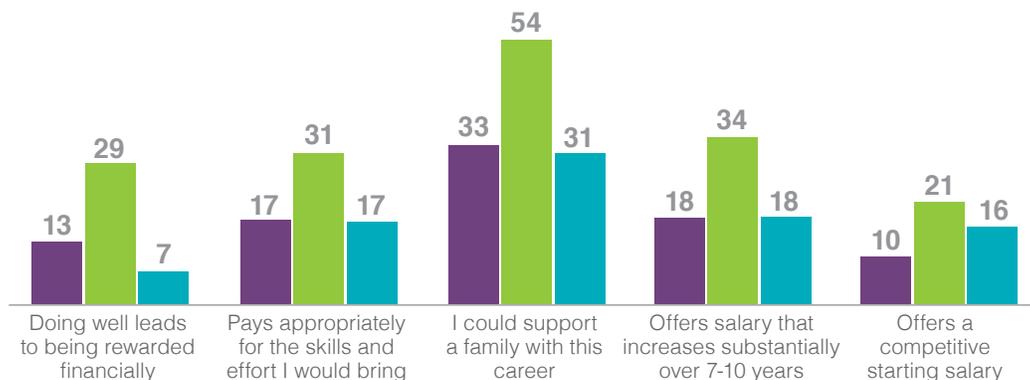


PERCEPTIONS OF THE FINANCIAL REWARDS OF TEACHING

Top performing college students who decide to become teachers are notably more optimistic about the financial benefits of teaching than their fellow high performers who choose other fields. This optimism significantly declines after they start teaching.¹⁷

TOP THIRD OF COLLEGE STUDENTS WHO AGREE WITH STATEMENT

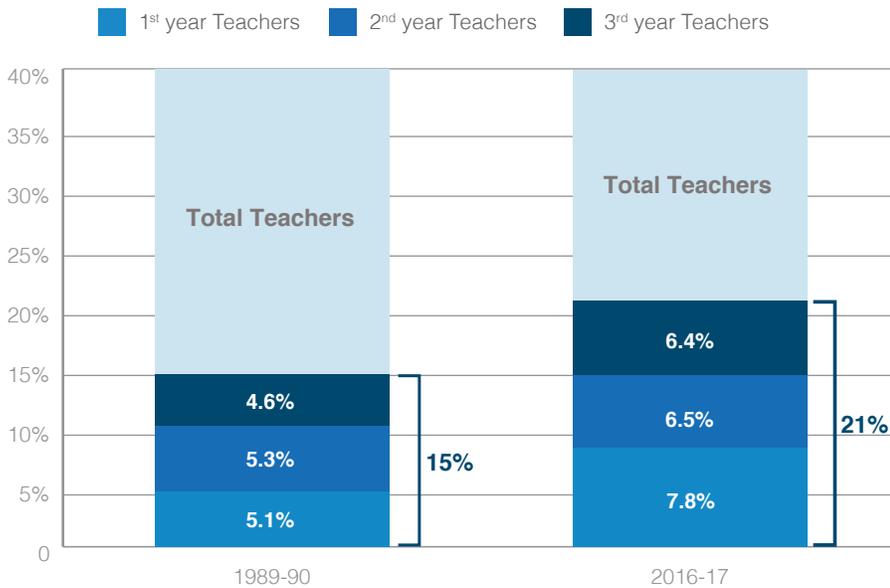
■ Top third college students not going into teaching
 ■ Top third college students intending to go into teaching
 ■ Current teachers from top third of their college class



INCREASING CHURN IN THE EARLY YEARS

Three decades ago, the average teacher in a Texas school had substantially more experience than the average teacher today. In 1989-90, only 15% of teachers were in their first three years; today it is 21%. New teachers are leaving the profession at faster rates than in years past.¹⁸

TEXAS TEACHER INEXPERIENCE



6% increase in inexperienced teachers from 1989-90 to 2016-17

RECRUITING AND TRAINING TEACHERS THROUGH 'GROW YOUR OWN'



With an emphasis on small and rural school districts, the Grow Your Own grant program works to elevate the teaching profession and address the challenges of recruiting and retaining high-quality, diverse teacher candidates in hard-to-staff areas. The Grow Your Own program supplies three pathways into the profession:

- 1. Recruit talented students to the teaching profession** by offering the opportunity to take education courses and work in classrooms while still in high school.
- 2. Recruit and support paraprofessionals, instructional aides and long-term substitute teachers** who are already serving students to become certified full-time teachers.
- 3. Develop prospective teachers** by giving them extensive opportunity to practice their skills in the classroom through year-long intensive teacher residencies.

Twenty-five districts participated in 2018-19.



Rice Consolidated ISD

Grow Your Own Programs allow students to explore their interest in education while still in high school

“ Superintendents in small and rural districts are concerned that there is not only a shortage of qualified teachers, there is a shortage of applicants available to fill vacancies. ”

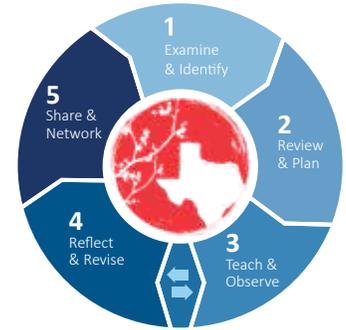
-Richard W. Grill
Superintendent
Sabinal ISD



SUPPORTING TEACHERS WITH TEXAS LESSON STUDY

In Texas, we are rightly proud of our legacy of student achievement, both in academic and extracurricular areas. But these student achievements don't happen without hard working educators who continuously refine and practice their approach. Consider the reflective feedback cycle practiced by our football coaches. In support of their football players, coaches plan, teach, assess (under Friday night lights), reflect on game film, research how to improve, revise and repeat. The Texas Lesson Study initiative aims to support a similar approach in our academic classrooms. Lesson Study teachers work collaboratively to examine student needs, plan lessons based on detailed research, teach while others observe, reflect on assessment results and lesson videos, revise, reteach, and publish the results for others.

The Texas Lesson Study cycle is similar to the approach taken by coaches with football players.



“ Reflecting on game film each week is an essential step to continuously improve how we coach our players. Having the ability to evaluate and correct teaching techniques and the execution of those taught techniques through a planned video evaluation process is paramount. ”

-Joe Martin

Executive Director

Texas High School Coaches Association

TEXAS LESSON STUDY: TEACH & OBSERVE



RECORDING THE LESSON

Video camera captures the lesson so teacher teams can view and reflect on key instructional moments.

TEACHER OBSERVATION

Teachers who collaboratively designed the lesson record observational data on students' learning processes.



AFTER THE LESSON

After the lesson is taught, teachers review assessment results, watch lesson videos, reflect, and practice. When finished, lessons may be published on TexasGateway.org.



BUILD A FOUNDATION OF READING AND MATH



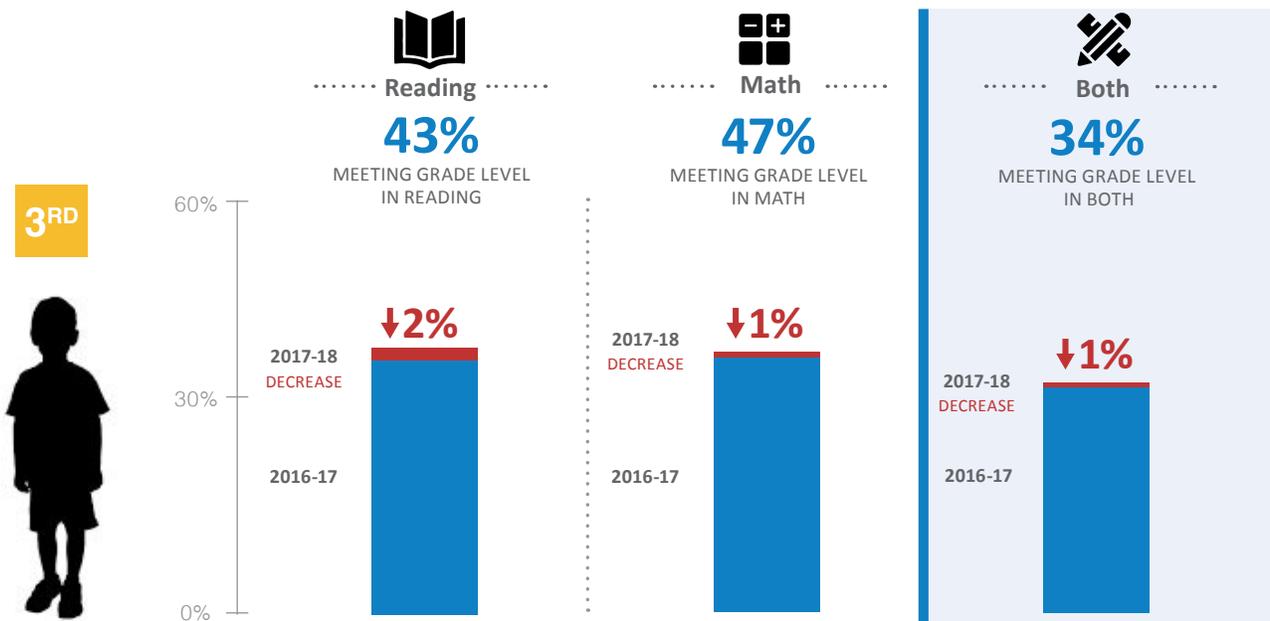
WHY THIS MATTERS

Assuring every child is prepared for success in college, a career or the military means every child must first have a solid foundation in reading and mathematics. These two subject areas are not only critical to success in school at every grade, they are essential elements for success in life, regardless of the path taken after high school. One study reveals that if students are not reading on grade level by the third grade, they are four times more likely to drop out of school.¹⁹ TEA is committed to providing effective support for our students to succeed.

MEETING GRADE LEVEL IN READING & MATH

Set by the State Board of Education, the Texas Essential Knowledge and Skills (TEKS) are the statewide curriculum standards that outline what students should know and be able to do at every grade level in every subject. Beginning in third grade, the State of Texas Assessment of Academic Readiness (STAAR) provides information on how our students are performing against the reading and math TEKS at the end of the school year. Students meeting grade level expectations on the STAAR are likely to succeed in the next school year. Those reaching this performance level by the end of high school have been shown to have a greater than 60% chance of passing freshman level college courses.²⁰

3RD GRADE STUDENTS - SPRING 2018



Over the past year, the state has seen slight declines in the percentage of third grade students on grade level in reading (down two percentage points from 2016-2017), math (down one percentage point) and for students meeting grade level in both subjects (down one percentage point).²¹

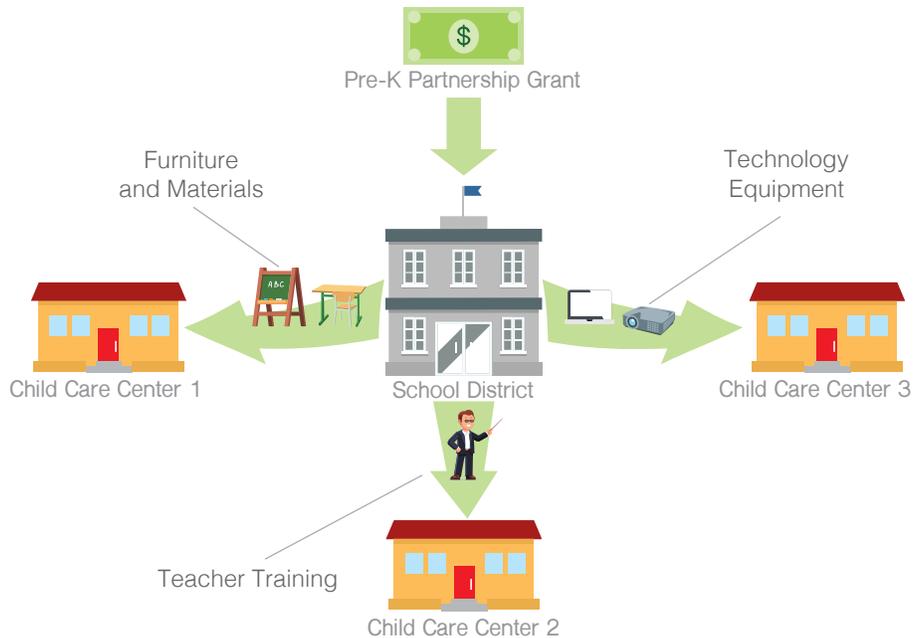


PRE-K PARTNERSHIPS



Prekindergarten partnerships are agreements between school systems and private child care providers. These agreements allow school systems and private providers to work together to serve eligible 3- and 4-year-old children. Partnerships provide resources to private providers, expand access to pre-k, and increase options for families. Grant funds provided by the Texas Workforce Commission support the launch of these partnerships.

LAUNCHING A PRE-K PARTNERSHIP



PHARR-SAN JUAN-ALAMO ISD

The Pharr-San Juan-Alamo Independent School District began partnering with 12 local child care centers in 2014. Today, there are 49 centers that are able to select from a menu of services including training, curriculum, certified teachers, quality review and improvement assistance, and pass-through funding. The Pre-K Partnership Grant awarded to Pharr-San Juan-Alamo ISD was instrumental in accelerating the expansion and quality of these partnerships by providing two centers with much needed furniture, technology related hardware, a full time certified teacher, and other resources not previously available. This initiative has enhanced the school readiness culture and provided a seamless transition to district schools..

ALIEF ISD

Alief Independent School District works collaboratively with 24 local private child care centers to ensure kindergarten readiness through high-quality pre-k programs. The collaboration ensures children receive high-quality instruction regardless of setting. Child care centers benefit from the partnership because they receive professional development and coaching for pre-k teachers, at no extra cost, as well as curriculum and instructional materials for classrooms. Early data indicates that students who were in a classroom that received grant funding through this local partnership are outperforming those students who were not.

AUSTIN ISD

With Austin Independent School District's ongoing commitment to increasing high-quality pre-k opportunities for Austin families, partnerships began with seven local child development centers in 2015. In 2017, partnerships expanded through the implementation of the TEA Pre-K Partnership Grant, adding nine additional partnership sites. Children and their families benefit from being co-enrolled in AISD and their local child care center. They receive the benefits of high-quality Austin ISD pre-k while the child care centers provide care for the children beyond regular campus hours, a helpful option for families.



CONNECT HIGH SCHOOL TO CAREER AND COLLEGE



Klein ISD

WHY THIS MATTERS

Public education must prepare students for success in any path they pursue upon graduation, whether that be college, a career, or enlistment in the military. School districts statewide are embracing unique approaches that provide students with multiple opportunities, working closely with local businesses to address the future workforce development needs in the region. This includes efforts to transform traditional high schools into Early College High Schools (ECHS), Texas STEM Academies (T-STEM), Industry Cluster Innovation Academies (ICIA) and Pathways in Technology (P-TECH) schools.

P-TECH IN ROSCOE COLLEGIATE ISD



Pathways in Technology Early College High Schools (P-TECH) provide students with meaningful work-based education opportunities alongside rigorous academics. In the Roscoe Collegiate Independent School District, more than 250 students are part of two P-TECH programs – Edu Drone and Vet Tech. Edu Drone helps students in this West Texas district earn a Federal Aviation Administration certification to legally fly drones. Such a license can lead to jobs in law enforcement, emergency response, surveying and utility inspection. With a veterinary clinic on its campus, the Vet Tech program helps Roscoe students work toward a veterinary technician certification, and potentially place them on the path to become a fully licensed veterinarian. Roscoe's P-TECH programs partner with several institutions of higher education, including Western Texas College, Texas Tech University and Texas A&M University.

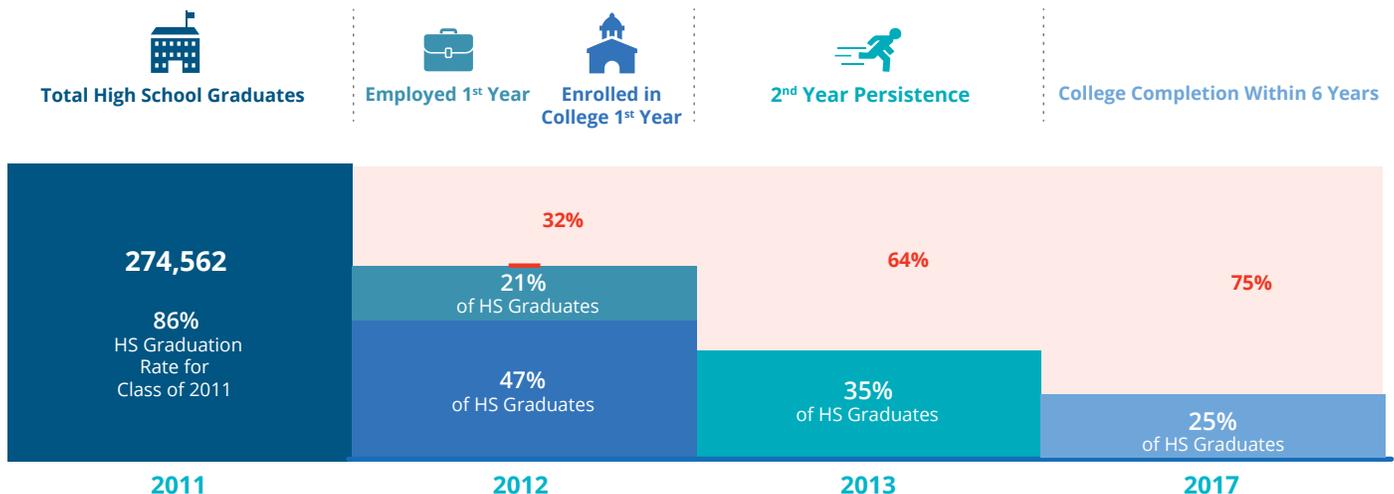
73% of all Texas HS students who graduated with an Associate's degree were in an ECHS, P-TECH, T-STEM, or ICIA school.²²

Edu Drone helps students in this West Texas district earn a Federal Aviation Administration certification to legally fly drones. Such a license can lead to jobs in law enforcement, emergency response, surveying and utility inspection. With a veterinary clinic on its campus, the Vet Tech program helps Roscoe students work toward a veterinary technician certification, and potentially place them on the path to become a fully licensed veterinarian. Roscoe's P-TECH programs partner with several institutions of higher education, including Western Texas College, Texas Tech University and Texas A&M University.

TO AND THROUGH COLLEGE

The goal of our K-12 education system is not solely high school graduation. Rather, we must ensure our graduates are prepared for success in life, which includes a combination of academic and career-focused instruction. While Texas high school graduation rates are among the highest in the nation, only 25% of graduates receive a college credential or industry certification within six years of high school.²³

GRADUATING HIGH SCHOOL SENIORS



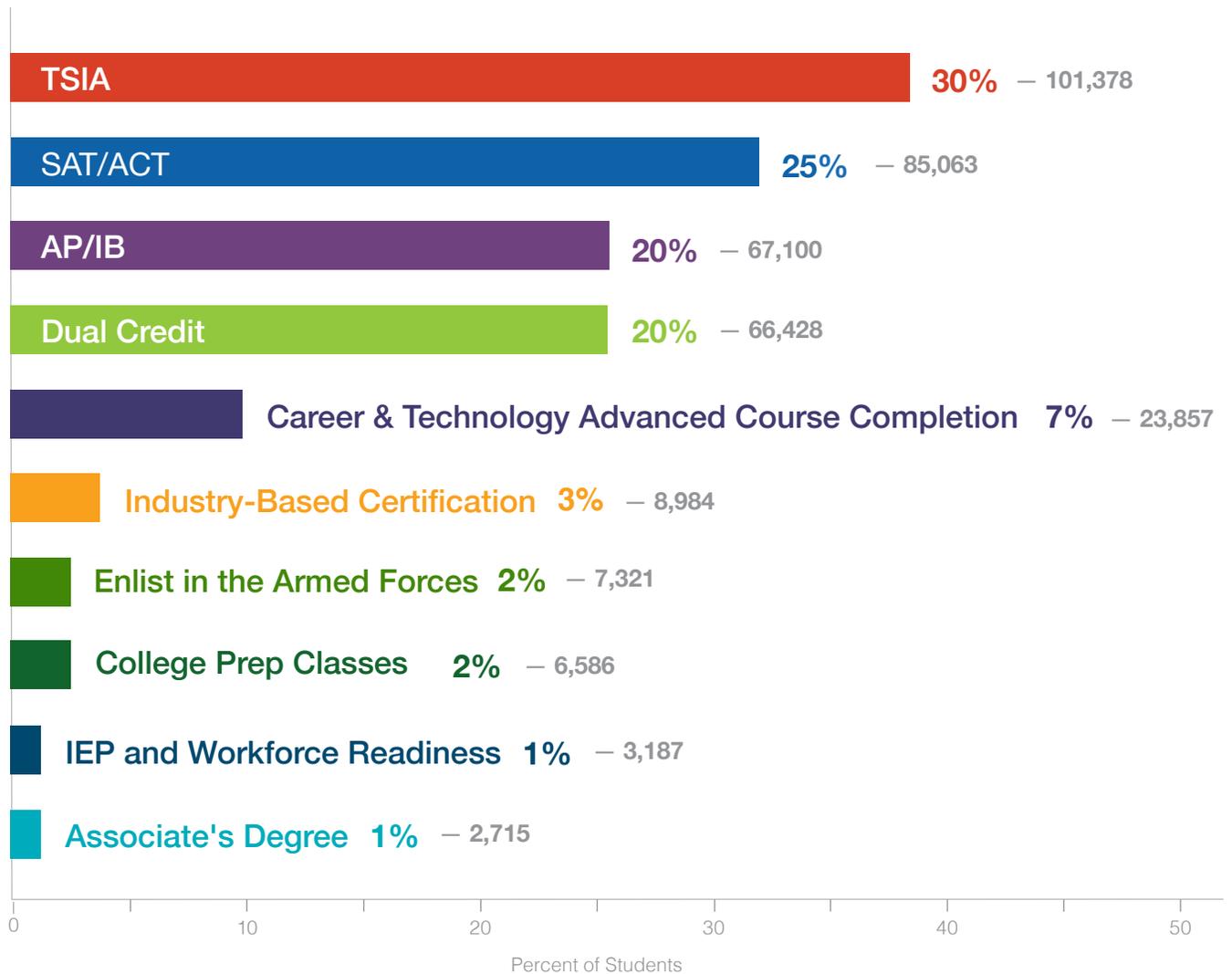


GETTING STUDENTS TO THE NEXT STEP AFTER HIGH SCHOOL

Just over half (54%) of 2017 high school graduates in Texas were considered college, career or military ready.²⁴ There are many ways a student can demonstrate that he or she is ready for college, career or the military. The most popular option is the Texas Success Initiative Assessment (TSIA), a test recently developed by the Higher Education Coordinating Board that examines whether students are prepared for college-level reading, writing, and math coursework. But students can demonstrate readiness in many other ways, as shown below.

54% of 2017 HS graduates were **College, Career or Military Ready**

METHODS TO DEMONSTRATE COLLEGE, CAREER, OR MILITARY READINESS



Students can demonstrate readiness via multiple methods.



Texas Instructional Leadership training—Fort Worth

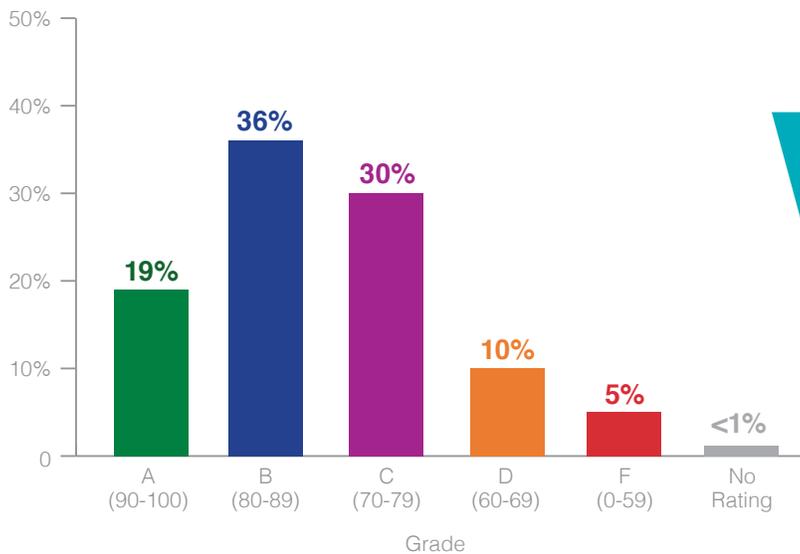
WHY THIS MATTERS

In Texas, 163,437 students attended a low performing school in 2017-18²⁵. Dedicated teachers, principals, administrators and school board members are laser focused on improving these schools as rapidly as possible. TEA tries to support school systems engaged in this work by providing training, offering feedback on improvement plans, and providing additional funding. In recent years, TEA has also begun offering more specialized grants and technical assistance programs based on practices shown to rapidly improve student outcomes.

ACCOUNTABILITY RATINGS

For the first time, Texas school districts were rated on an A–F scale in 2018. This system, which replaces the previous pass/fail rating system, provides clear, fair and differentiated ratings for districts, and the results are not strongly correlated to student poverty. Beginning in the 2018-19 school year, campuses will also receive A–F ratings. Below, you'll see the distribution of district ratings, showing that 55% of districts received an A or B.²⁶

STATEWIDE A–F DISTRICT RESULTS DURING 2017-18



DEMOGRAPHICS ARE NOT DESTINY

256 high-poverty campuses where more than 80% of students are economically disadvantaged, scored 90 or above in 2017-18.²⁷

TEXAS INSTRUCTIONAL LEADERSHIP IN FORT WORTH ISD

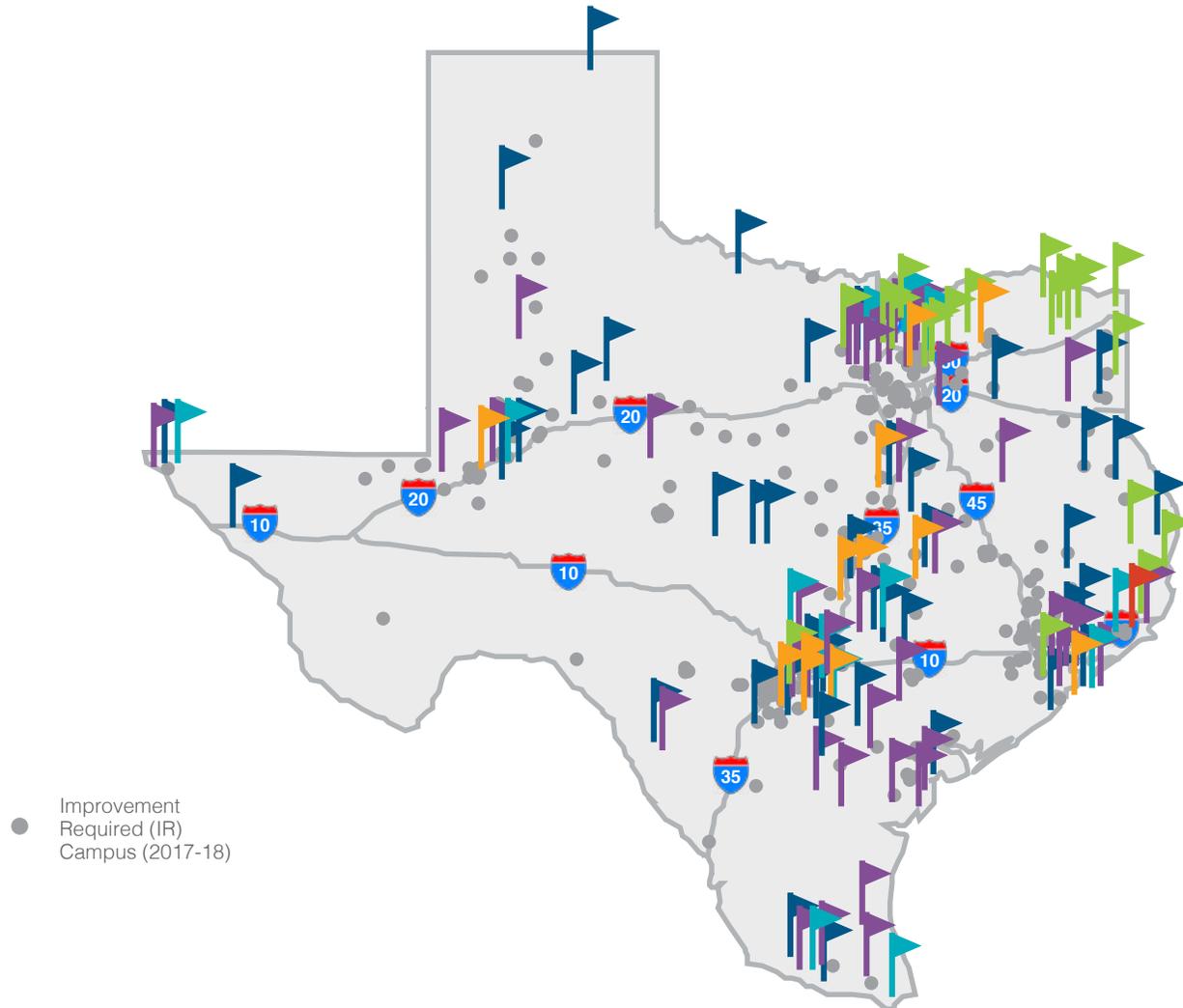


The Texas Instructional Leadership (TIL) program helps districts increase instructional leadership capacity to improve student outcomes. In the 2017-18 school year, 16 districts participated in TIL. Fourteen campuses in Fort Worth ISD took part, including six with a state accountability rating of Improvement Required (IR). Fort Worth designated a group of principal supervisors, principals and other campus leaders for year-long professional development to strengthen principal supervision and coaching, instructional leadership and campus leadership development. In 2018, all six Fort Worth campuses that had been IR and took part in Texas Instructional Leadership improved to achieve a Met Standard rating. TEA is working with the 20 regional Education Service Centers to offer TIL training and support – focused on data-driven instruction, observation and feedback, and student culture – to all districts beginning in the 2019-20 school year.



TEA SUPPORT FOR LOW-PERFORMING SCHOOLS

A critical component of our goal to improve low-performing schools is campus and district level support. Leadership at all levels, from the classroom to the board room, must be equipped to make decisions that will lead to successful student outcomes. The Texas Education Agency continues to provide a wide range of support to districts working to improve schools throughout their communities.²⁸



Lone Star Governance

Provides a continuous improvement model for school board members, working with their superintendent, focused on improving student outcomes within their school district.



Texas Instructional Leadership

Provides campus and district leaders with increased instructional leadership capacity to improve student outcomes.



School Redesign Grants

Provides support for school districts to remake a campus's academic program to offer new learning environments that represent better opportunities for students to learn and excel.



SB 1882 Partnerships

Encourages districts to work collaboratively with new and existing partners to promote innovation and dramatically improve student outcomes.



System of Great Schools Network

Supports the design and implementation of plans to improve how districts (1) empower educators to lead high-quality schools, (2) support families to access best-fit options, and (3) focus central office on school support, innovation, and oversight.



Reading Excellence Teams

Improves teacher and campus leader knowledge and skills around early reading best practices in order to facilitate high quality, rigorous early reading instruction through the ongoing coaching and support of a dedicated Reading Specialist.



OUR EXPECTATIONS FOR STUDENTS

If students are to be prepared for success after graduation, they must develop an increasingly complex set of knowledge and skills as they progress through school. In Texas, these are defined as the Texas Essential Knowledge and Skills (TEKS) and are approved by the State Board of Education. The State of Texas Assessment of Academic Readiness (STAAR) is designed to help parents, teachers and administrators know what knowledge and skill students have mastered and where they still have gaps.



3RD GRADE



The TEKS include highly specific building blocks of knowledge and skills for each grade and subject.

Defining Expectations

Sample Student Expectation from 3rd Grade Math TEKS

Represent one-and-two **step** problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines and **equations**.

Example two-step equation: $736 + 197 - 150 = \underline{\hspace{2cm}}$

Measuring Expectations

Actual STAAR Item Based on 3rd Grade Math TEKS

An art teacher had 736 crayons. She threw away 197 broken crayons. Then she bought 150 more crayons. Which equation shows how to find the number of crayons the art teacher has now?

A $736 - 197 - 150 = \square$

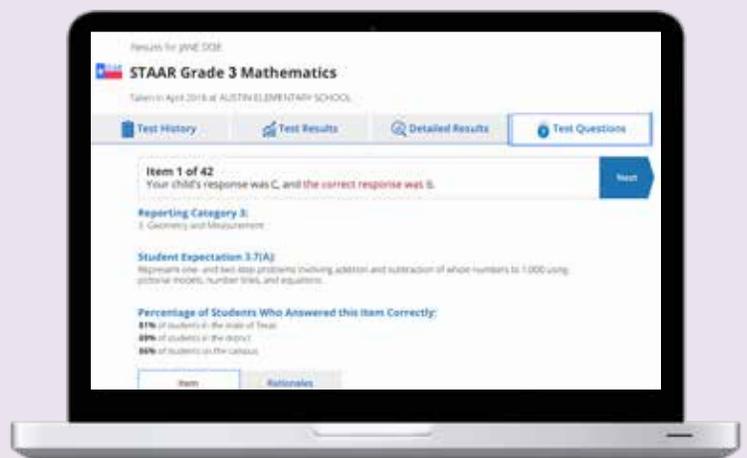
B $736 - 197 + 150 = \square$

C $736 + 197 + 150 = \square$

D $736 + 197 - 150 = \square$

How Parents View Results for Their Students

Each year a student takes the STAAR, parents receive a STAAR report card. They can also see results online at TexasAssessment.com. This allows a parent to see how a student did on the STAAR, review each individual question and answer (including their own child's answer), and learn how that question is related to a specific grade-level expectation of the TEKS.



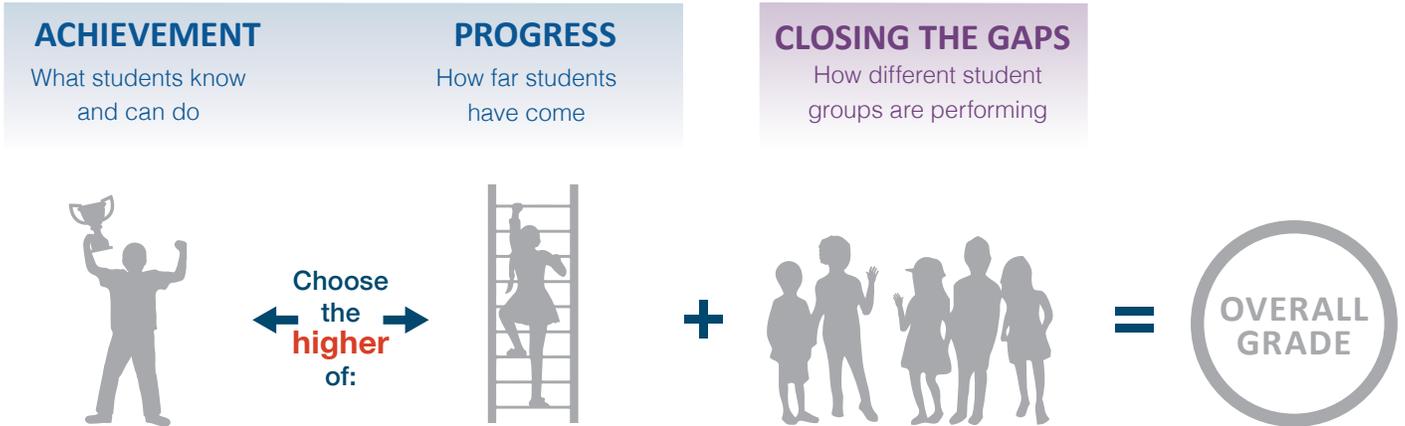
TexasAssessment.com



OUR EXPECTATIONS FOR DISTRICTS AND SCHOOLS



School districts and campuses receive an annual performance rating from the Texas Education Agency, designed to take into account a variety of measures. Together, these measures give a broad picture of a school's or district's overall performance in helping students achieve academically.



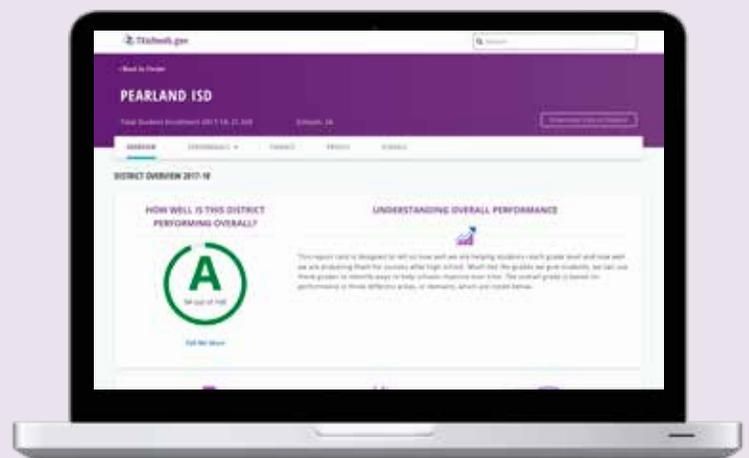
Academic Accountability Indicators

To determine the rating for a campus or district, the state accountability system takes into account a variety of academic indicators – including and beyond STAAR tests – to provide a comprehensive overview for parents and educators.

- AP/IB Exams
- Texas Success Initiative Assessments
- Enlistment in the Armed Forces
- Graduation Rates
- SAT/ACT Exams
- Industry-Based Certifications
- Associate's Degrees
- English Language Proficiency Tests
- STAAR Tests
- IEP & Workforce Transitions
- College Prep Classes
- Dual Credits

How We Communicate Results to the Community

District and campus accountability ratings are announced every August. For the most comprehensive look, parents, educators, and community members can visit TXschools.gov. This online resource provides the rating for every school in Texas, including details to spotlight outstanding work at the local level and to identify areas where support may be needed.



TXschools.gov



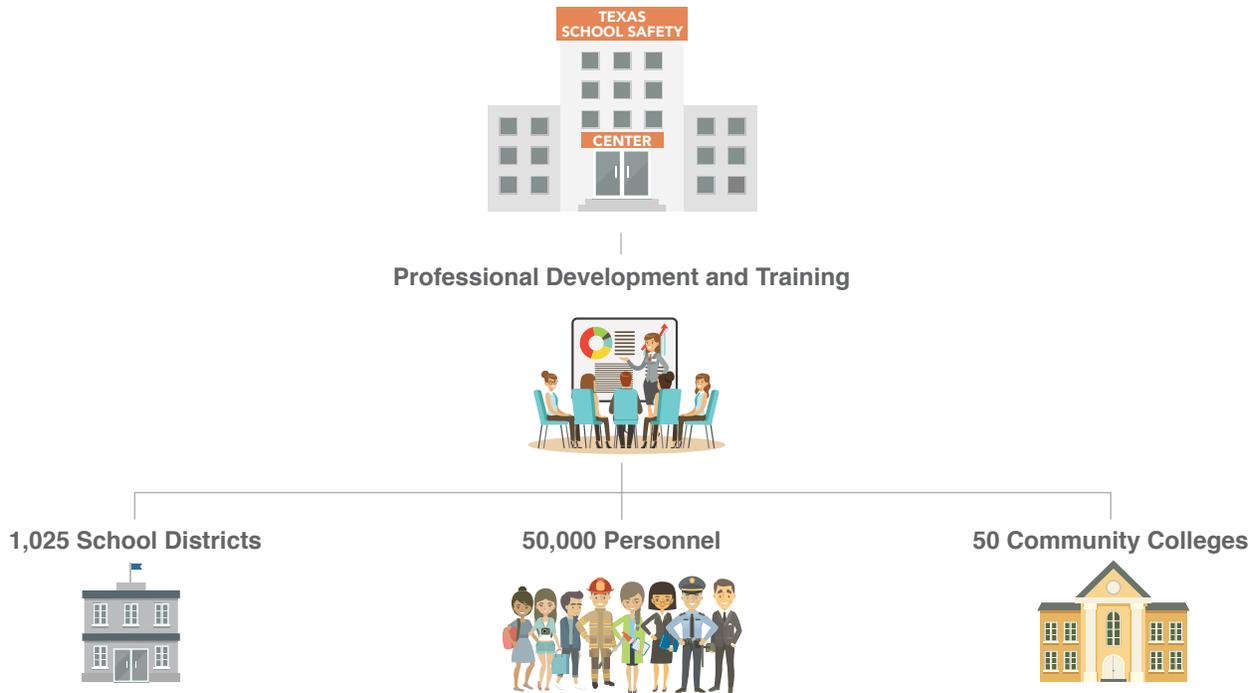
School Safety Center Training

WHY THIS MATTERS

Our schools must always be safe places for learning. Educators across our state are committed to the safety of every student in the classroom and on their campuses. Following tragic incidents on Texas campuses in 2018, TEA has worked closely with the Office of the Governor, legislative leadership, educators and district administrators, and the Texas School Safety Center to enhance safety in our districts.

THE TEXAS SCHOOL SAFETY CENTER

The Texas School Safety Center serves as a clearinghouse for the dissemination of safety and security information through research, training, and technical assistance for schools systems throughout the state of Texas. During 2017-18, the Safety Center's experts provided extensive training to more than 50,000 individuals to help increase the safety of our schools.



HAYS COUNTY STANDARD RESPONSE PROTOCOL

In 2012, Hays County emergency services reviewed campus emergency operations plans and identified a critical need to standardize plans across school districts. Through a multi-year effort that included collaboration between school districts, local law enforcement and the Texas School Safety Center, a formal plan was adopted countywide. Training with faculty was initiated on each campus before the start of the school year followed by in-school assemblies with students. A training video was produced to aid in efforts to remain consistent with safety protocols across all campuses. Each school year, every school conducts an evacuation drill, a lockout drill and a public safety-supported lockdown drill. Collaboration between emergency services departments, school districts and campus leadership remains strong, and is a central part of the program's success.



WHY THIS MATTERS

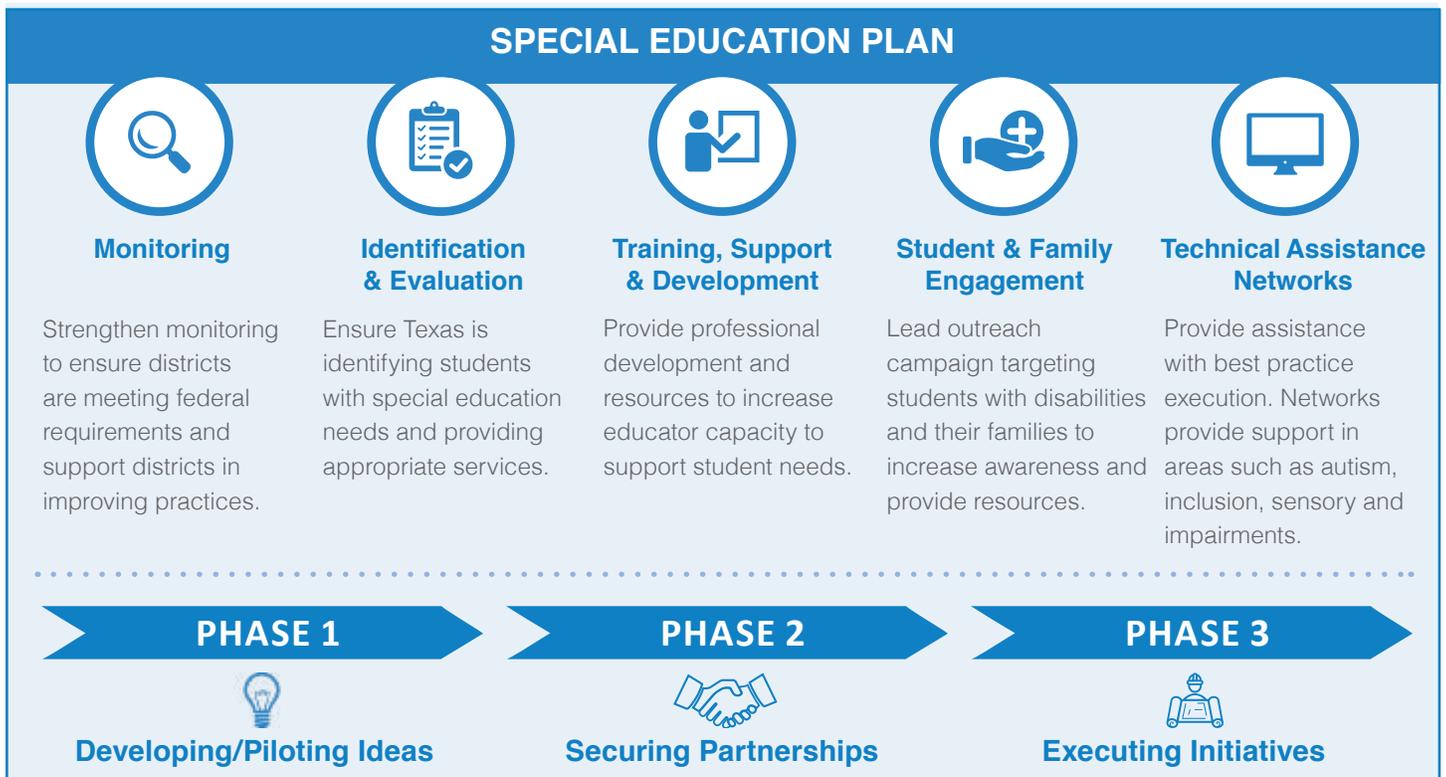
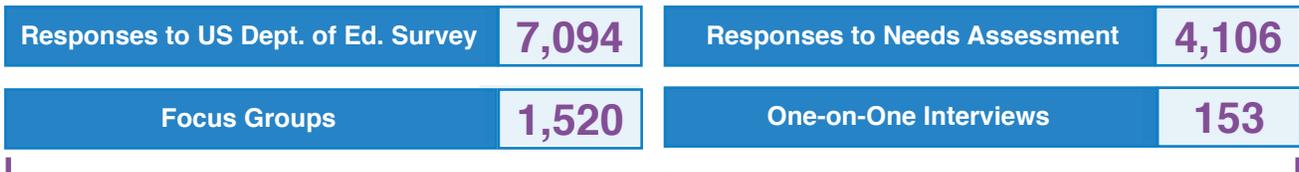
Across Texas, our schools provide services to more than half a million students with special education needs, and these students deserve access to the same opportunities for success in college, career and the military as their peers. The special education strategic plan, summarized below, provides a framework for TEA's efforts to train, set clear guidance for districts, support districts in meeting state and federal requirements, provide training and technical assistance to districts to improve their services, and to engage and inform families.



Pharr-San Juan-Alamo ISD

SPECIAL EDUCATION STRATEGIC PLAN

In April 2018, TEA completed work on a comprehensive strategic plan for special education. This plan provides a solid foundation to make meaningful, lasting change in how our state educates and supports children with special needs. The plan is based on input received during one of the agency's most comprehensive outreach efforts that included town halls, a statewide online survey, focus groups, and one-on-one interviews with parents, students and teachers.⁶²





METHODS OF SCHOOL FINANCING



Texas Capitol Rotunda

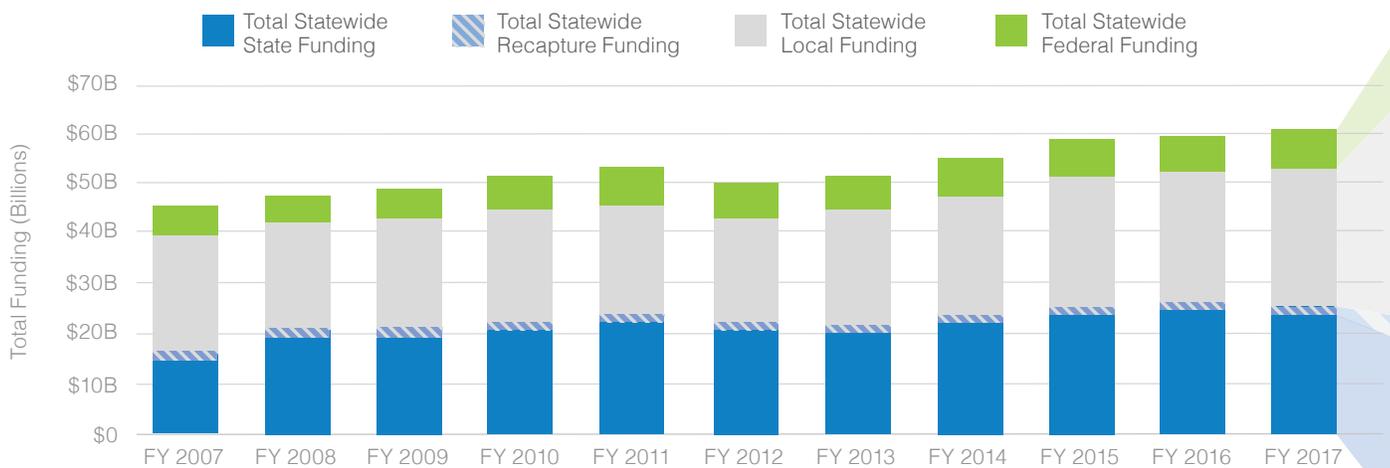
TEXAS PUBLIC EDUCATION SPENDING

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. Much of the state and federal funding is then distributed to school systems based on weighted per-pupil funding formulas.

TOTAL FUNDING – 2016-17

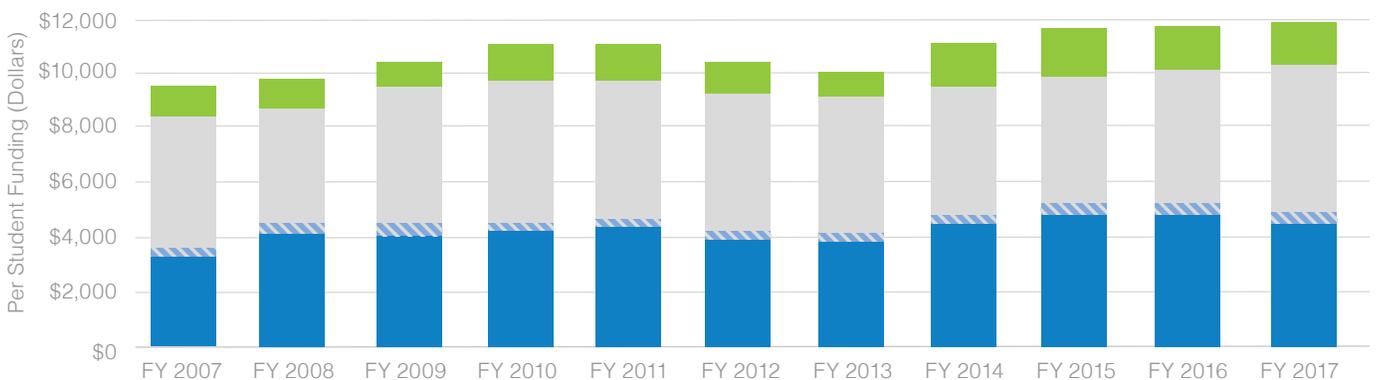
\$60,846,916,156

TOTAL ANNUAL FUNDING



Total funding has increased from \$43.1B in FY 2007 to \$60.8B in FY 2017, an increase of 41%.²⁹

PER STUDENT ANNUAL FUNDING



Total funding per student enrolled has increased from \$9,423 in FY 2007 to \$11,392 in FY 2017, an increase of 21%.³⁰

WHERE DOES THE MONEY COME FROM?³¹





2017: HOW TEXAS STACKS UP TO OTHER STATES

ALL STUDENTS

46th NAEP 4 TH READING	42nd NAEP 8 TH READING	19th NAEP 4 TH MATH	25th NAEP 8 TH MATH
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NAEP READING COMPARISON

Overall comparison in 4th and 8th grade reading³³

There is work to be done to strengthen our reading achievement relative to our peers.

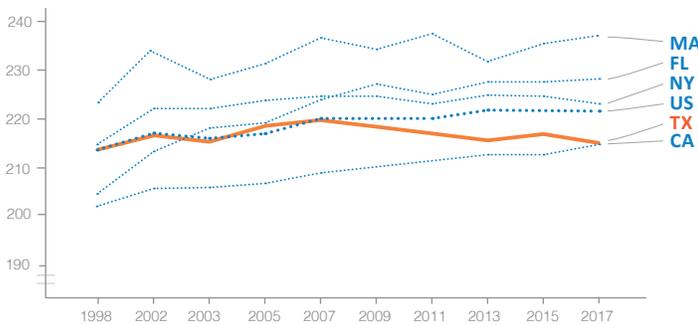


NAEP MATH COMPARISON

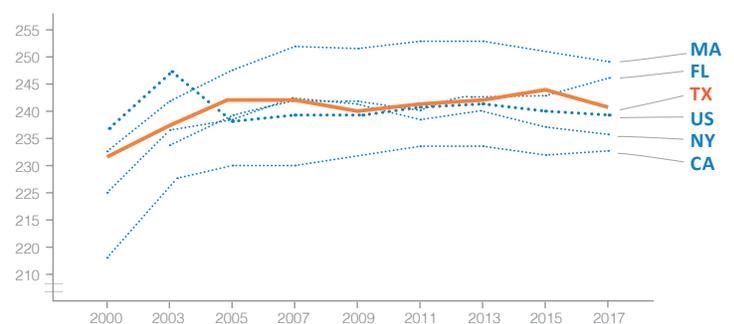
Overall comparison in 4th and 8th grade math³³

Texas continues to outpace many of its peer states in overall math achievement.

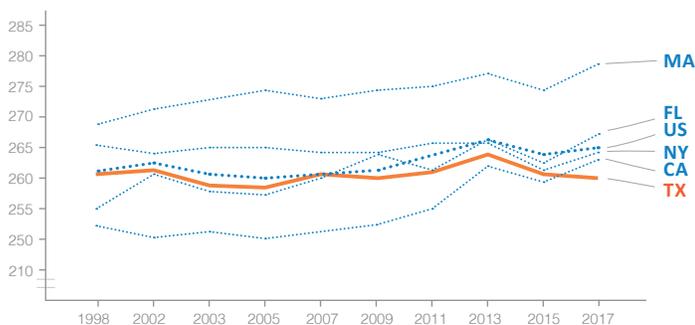
4TH GRADE



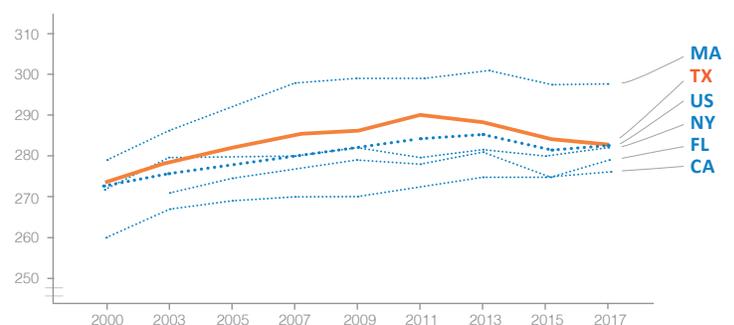
4TH GRADE



8TH GRADE



8TH GRADE



WHITE STUDENTS



23rd in the country for 4th grade reading
37th in the country for 8th grade reading



8th in the country for 4th grade math
7th in the country for 8th grade math

HISPANIC STUDENTS



32nd in the country for 4th grade reading
31st in the country for 8th grade reading



5th in the country for 4th grade math
8th in the country for 8th grade math

AFRICAN-AMERICAN STUDENTS



9th in the country for 4th grade reading
21st in the country for 8th grade reading



6th in the country for 4th grade math
7th in the country for 8th grade math

ECONOMICALLY DISADVANTAGED



41st in the country for 4th grade reading
40th in the country for 8th grade reading



9th in the country for 4th grade math
12th in the country for 8th grade math



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