

Commissioner Update to SBOE

JUNE 12, 2019

86th Legislative Session Recap

139 Education Bills Passed by the Legislature and awaiting final approval/veto by Governor Abbott

- ✓ 1127 Bills Filed Affecting Public Education
- ✓ 623 Bills were Heard in Committee
- ✓ 32 House Committee Hearings
- ✓ 20 Senate Committee Hearings

Assessments Updates

STAAR scores are available for parents today, 6/12

TE★AS ASSESSMENT

FOR FAMILIES

FOR ADMINISTRATORS & EDUCATORS

EN ESPAÑOL

LEARN MORE ABOUT YOUR CHILD'S SCORE

Log in to the secure student portal to learn more about your child's score and how to help improve it.

Unique Student Access Code

Student's Date of Birth

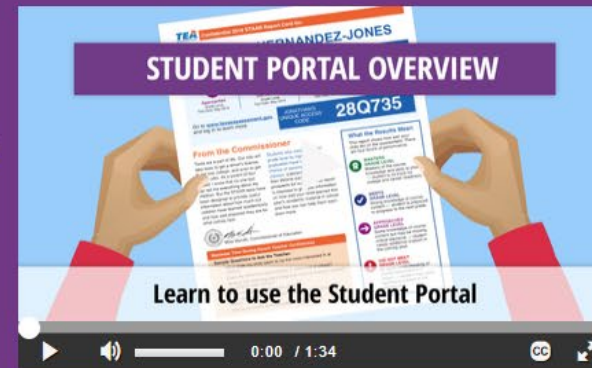
Month ▼

Day ▼

Year ▼

LOG IN TO STUDENT PORTAL 

→ Find My Access Code



[View Transcript](#)

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Visit [TexasAssessment.com](https://www.texasassessment.com)

House Bill 3906: Testing Improvements

❖ Test Anxiety

- One concern expressed by parents is that on the day of testing, campuses get “locked down,” schedules are completely adjusted, kids remain in the testing area for four hours, and nothing seems normal about the day. This all leads to the kids to feel more stress than they should with an end of year diagnostic.
- HB3906 authorizes TEA to break the current STAAR test into up to three parts that can be delivered over more than one day and in a shorter length of time. This should allow a change in practices district adopt for test administration and security, so that STAAR tests can be administered like any other classroom exam.
- HB3906 also prohibits STAAR from being administered on the first instructional day of the week.

❖ “Teaching to the Test”

- There is a perception among some that STAAR encourages “teaching to the test”. While the term isn’t well defined, for many it seems to represent when teachers repeatedly expose students to multiple choice practice tests throughout the year.
- Other states have adopted alternative test question types – short or long answer or various performance tasks – on state summative exams. When the end of year state test isn’t based on multiple choice questions, there appears to be a reduction in the repeated use of multiple choice practice tests.
- HB3906 establishes a cap so that no more than 75% of any STAAR test can be multiple choice. This takes effect in three years.

❖ Some Note that STAAR Results are Received too Late to be Useful for Current Class

- Requires TEA and the SBOE to establish a transition plan to electronic administration of the STAAR to begin in Sept. 2021, which will ultimately allow faster results to be reported to students, parents, and schools.
- Establishes an integrated formative assessment pilot program.

To ensure a strong continuous feedback loop as these changes are being made, HB3906 establishes **educator advisory committees** to support agency implementation.

HB3906 & Federal Requirements in Writing

- The US Dept of Education's Dec 2, 2016 peer review of TEA's assessment system noted that the state was not testing the writing portion of the SBOE Language Arts standards in all grades, which does not meet all the requirements of the federal Elementary and Secondary Education Act (ESEA section 1111(b)(2)).
 - **Texas MUST test writing standards in all grades 3-8.**
- New ELAR TEKS are designed to support an integrated approach to the teaching of reading & writing.
- Existing state law includes a standalone writing test in grades 4 & 7. But English I & II EOCs include an integrated assessment framework for reading & writing.
- HB3906 phases out the standalone grades 4 & 7 writing exam over the next three years.
- During the blueprint redesign for the Reading test to support the new ELAR TEKS, the agency will update the test design for Reading to include a few questions designed to assess student expectations in writing in grades 3-8.
- This change will be integrated into the change to split the STAAR exam into parts, so that each part will remain short while covering the breadth of both reading & writing standards.

Update on Substitute Assessments

- Beginning in the 2013–2014 school year, Texas has allowed the use of substitute assessments for accountability.
 - *For example, a student could take an SAT in lieu of an EOC and this would be reflected in the school and district's accountability calculation*
- In December 2018, the USDE issued an action item following a federal monitoring visit requiring Texas to cease this policy.
- TEA extensively explored options and determined that our state policy on substitute assessments cannot be successfully reconciled with federal accountability statute.
 - Essentially, our TEKS would need to sufficiently align with nationally-recognized assessments. The current alignment estimate is ~30%.
 - AND we would need to abandon the current EOC framework and replace it with a multi-course exam framework.
- Beginning with the 2020 accountability cycle, substitute assessments will not be included in state or federal accountability calculations.
- Substitute assessments will continue to be an option for students to meet state graduation requirements.
- *A To The Administrator Letter* is planned for June 20th to provide details.

HB3: Assessment Instrument Study

- Requires an MOU with a public institution of higher education to study STAAR used in 2018-2019 and to be used in 2019-2020.
- Study reviews the assessment:
 - Is written at appropriate reading level
 - Only includes content aligned with TEKS for that or earlier grades
 - Only includes passages written at the reading level or below of the grade level for the assessment.
- Report submitted to legislature by December 1, 2019.

House Bill 3 – School Finance Reform

HB3 – School Finance Overhaul - Highlights



Reduce Property Tax Growth and Reduce Recapture

- Tier 1 Tax Rates drop 7 percent
- Additional two golden pennies (from 6 to 8)
- Boards may approve up to 5 (from 4) without a TRE (some caveats)
- Copper pennies compressed by half (capacity remains)
- Tier 1 Tax Rates decline as property values grow more than 2.5% stabilizing state share

Funding Increases on Average \$635 / ADA



Incentive Funding

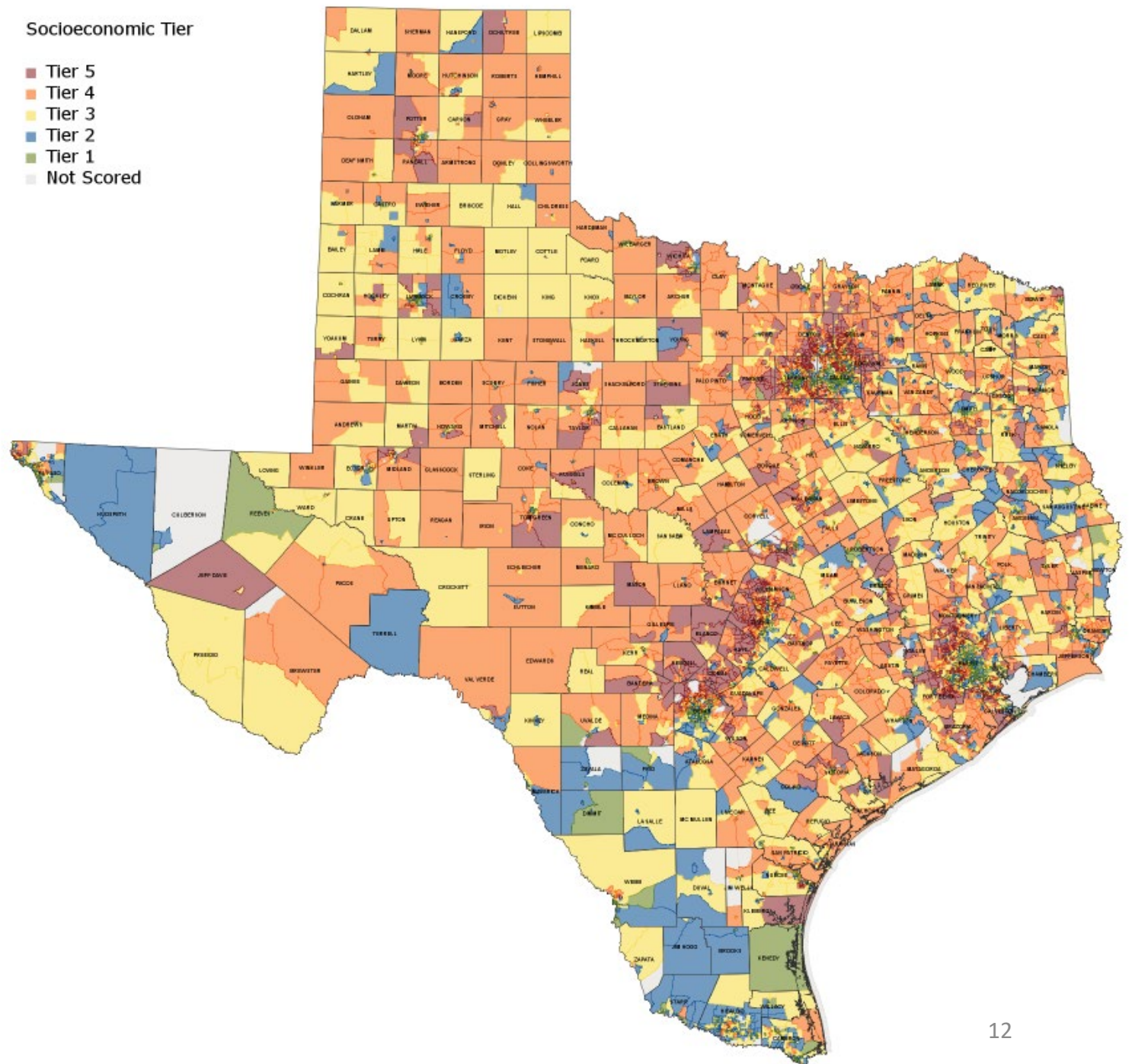
- Teacher Incentive Funding
- Extended Elementary School Year
- PK-3 Reading Support + Dyslexia
- CCM-Readiness Outcomes Bonus
- Dual Language
- Blended Learning
- CTE, P-TECH, New Tech

Improved Equity

- Comp Ed increased to 0.225 - 0.275 based on density of neighborhood poverty
- Current Year values equalizing Tier One
- Equal treatment of ASF funding

Compensatory Education

- Under HB3, comp ed funding is drawn down for students who are economically disadvantaged (f/r lunch); this is no change.
- The formula for comp ed increases from 0.2 to a minimum of 0.225.
- However, the formula offers differentiation, so that higher levels of poverty are eligible to draw above that increase, up to 0.275.
- The differentiation is based on the computed poverty level of the census block where the child lives.
- In this map, Tier 1 is the highest poverty census block. Tier 5 is the lowest.
- So if 100% of economically disadvantaged students in a given district come from Tier 1 census blocks, the district would receive 0.275 for its comp ed students. Conversely if all eco-dis students came from a Tier 5 block, the district would draw 0.225.



Teacher Incentive Allotment: Great Teachers at our Neediest Schools

- Districts receive more funding when highly effective teachers are at rural or high needs schools.
- Funding ranges from \$3,000 - \$32,000 per teacher per year.
- Funding includes support for National Board Certified Teachers.

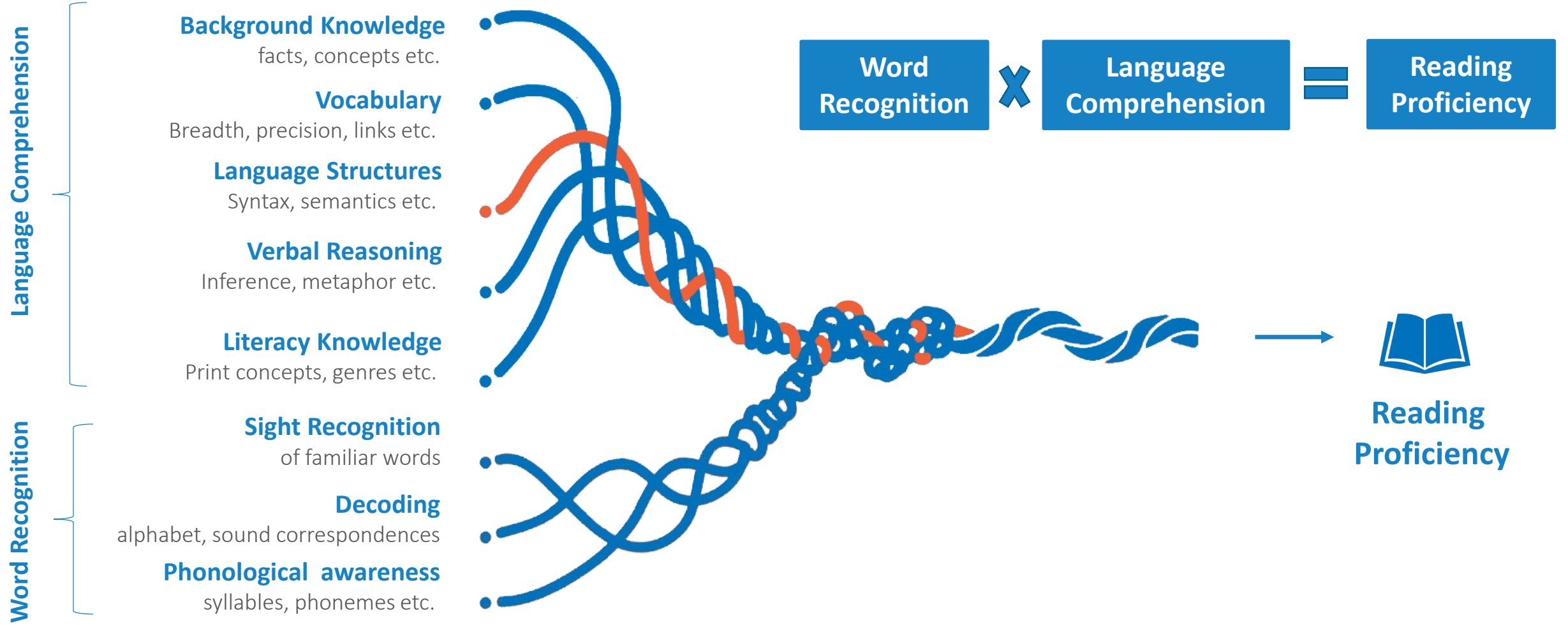
		Campus Poverty Tiers Funding Multipliers & Totals					
		0	0.5	1	2	3	4
Recognized	Non-rural	\$ 3,000	\$ 3,750	\$ 4,500	\$ 6,000	\$ 7,500	\$ 9,000
	Rural	\$ 6,000	\$ 6,750	\$ 7,500	\$ 9,000	\$ 9,000	\$ 9,000
Exemplary	Non-rural	\$ 6,000	\$ 7,500	\$ 9,000	\$ 12,000	\$ 15,000	\$ 18,000
	Rural	\$ 12,000	\$ 13,500	\$ 15,000	\$ 18,000	\$ 18,000	\$ 18,000
Master	Non-rural	\$ 12,000	\$ 14,500	\$ 17,000	\$ 22,000	\$ 27,500	\$ 32,000
	Rural	\$ 22,000	\$ 24,500	\$ 27,000	\$ 32,000	\$ 32,000	\$ 32,000
		Non-eco dis	Tier 5	Tier 4	Tier 3	Tier 2	Tier 1

Reading Academies

Reading Standards for K-3

- To earn a certificate to teach in any grade from prekindergarten to grade six, a candidate must demonstrate proficiency in the science of teaching reading on a certification examination.
 - Applies to teaching certificates issued after January 1, 2021.
 - State Board for Educator Certification to adopt rules.
 - Commissioner of education sets passing standard.
- Districts must:
 - Provide a phonics curriculum using systemic direct instruction in grades K-3.
 - By 2020-2021, have each teacher and principal in grades K-3 to attend reading academies.
 - In 2021-2022, not place a teacher or principal in grades K-3 who has not attended the reading academies.
 - Certify to the agency that the district place a priority on placing highly effective teachers in K-2 and the district has integrated reading instruments to support preK-3 students.
- Agency must :
 - Provide assistance to school implementing the reading standards.
 - Monitor implementation and report to the legislature.
 - Establish advisory board.

Teaching Reading Is Rocket Science





Support all teachers in learning the science of teaching reading

Reading Academies

Science of Teaching Reading Credential



Provide high-quality, standards-aligned instructional materials

Interim and Formative Assessments

Instructional Materials Portal

Open Education Resources

TEKS Guides



Invest in students and families

Early Childhood Education

Family Engagement



**Reading
on Grade
Level**

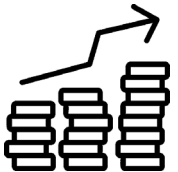
Reading Academies: Session Design



Reading Academies sessions are structured around the new Reading and Language Arts TEKS, organized around seven strands that emphasize the interconnected nature of listening, speaking, reading, writing, and thinking.



Reading Academies further emphasize training in effective and systemic instructional practice in reading, including phonemic awareness, phonics, fluency, vocabulary, and comprehension, along with the use of empirically validated instructional methods that are appropriate for struggling readers.



These sessions are designed to ensure that participants learn skills and build instructional strategies that support student mastery.



Scope and sequence

- First summer: Foundational literacy skills and effective implementation of adopted curriculum. **Kick-off sessions last 5 days.**
- Year-long: Support skills based on differentiated need of various cohorts. **Three, 2-day sessions occur during the school year** (a mix of in person and virtual).
- Second summer: Utilize data to measure growth and effectiveness as well as develop on-going individual action plans. **Close-out sessions last 3 days.**



Aligned coaching

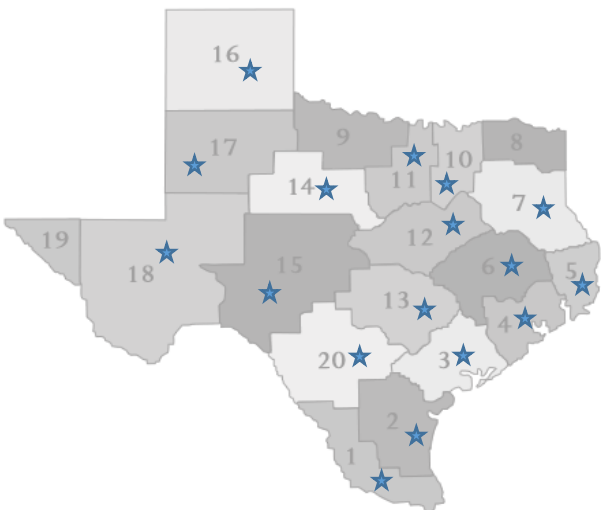
- All academy participants will have ongoing coaching through in-person observations as well as video submissions. **Coaches must engage 3 times per semester.**
- District and school level leadership will engage in coaching techniques to ensure alignment between instructional coach feedback and school / district feedback



Assessing skill development and mastery

- Coaches will observe, provide feedback, and coach cohort of teachers utilizing data to develop on-going training sessions
- Coaches and school / district level leadership will collaborate to align on-going training sessions as well as influence additional school and district level development

Reading Academies: Cohorts



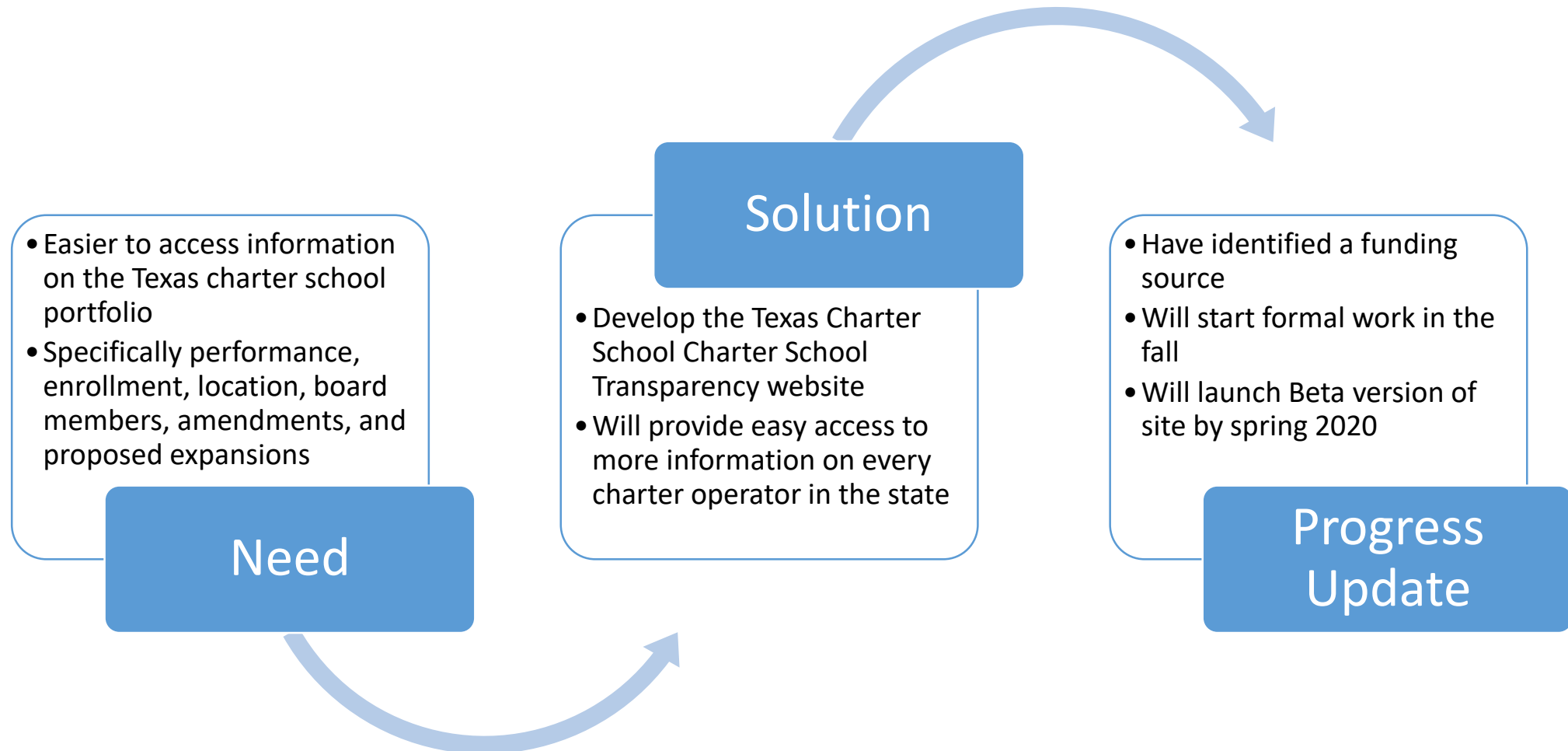
- La Joya ISD
- Region 2
- Region 3
- Sheldon ISD
- Region 4
- Spring ISD
- Beaumont ISD
- Region 5 – Orange County
- Region 5 – Harvey
- Region 5 – Northern Lights
- Region 6
- Region 7
- Region 10 – Cohort 1
- Region 10 – Cohort 2
- Region 10 – Cohort 3
- Region 11 – Cohort 1
- Region 11 – Cohort 2
- Region 12
- Region 13 – Bastrop
- Region 13 – Austin
- Region 13 – Hutto/Tyler
- San Marcos CISD
- Region 14
- San Felipe del Rio ISD
- Region 16
- Region 17
- Region 18 – Rural/Distant
- Region 18 – Midland/Big Springs
- Region 18 – Midland
- Southside ISD

Teachers in the **30 READ grantee cohorts** represent **17 ESC regions**.

Each cohort has 60 teachers, plus administrators.

Charter Transparency Website

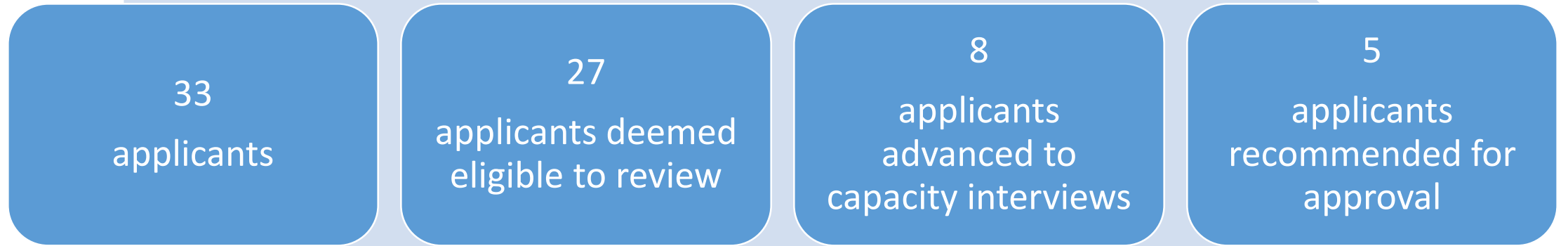
Charter School Transparency Website



Charter Recommendations

Generation 24 Process Overview

A rigorous, multi-step process that resulted in 18% of applicants being approved.



Recommended for Approval: Elevate Collegiate

Location/Enrollment



Proposed location

- Primary geo boundary:
 - Houston ISD
- D/F camp. in boundary:
 - 29
- Proposed location:
 - Third Ward
- Number of campuses:
 - 1
- Grade Span:
 - EE-5th
- Enrollment at capacity:
 - 500

Founding Team

Proposed superintendent:

- **Rebecca Francis (BES)**, Former founder of a Caliber Schools campus (a high performing CA charter school)

Board members:

- **Antoine Bryant**, Architect and Project Manager at Moody-Nolan & Board Chair of Greater Houston Chamber of Commerce
- **Chuck Ejim**, Manager, PwC
- **Dr. Patrick Jefferson**, Director of Student Academic Support Services at Prairie View A&M, Chair of 100 Black Men of Metropolitan Houston
- **Debra Johnson**, Exclusive Financial Specialist (EFS) Allstate
- **Dr. Zenaida Aguirre-Munoz**, Associate Professor at U of H
- **Amanda Stephens**, Sr. Associate at Orrick, Herrington, & Sutcliffe LLP, Member Houston Jr. League
- **Tyra Williams**, Licensed Social Worker w/HISD, former lead social worker w/SEARCH Homeless Services

Mission/Highlights

Mission:

- Elevate Collegiate will equip students in pre-kindergarten through grade five with the academic knowledge and character development necessary to set forth confidently on the path to college graduation

Highlights:

- Highly qualified board with personal and professional roots in the Third Ward community
- Proposed superintendent with experience launching new school
- Intensive focus on early grade literacy and social and emotional learning
- Enrichment programs in Spanish and Digital Literacy

Recommended for Approval: Houston Classical

Location/Enrollment



Proposed location

- Primary geo boundary:
 - Alief ISD
- D/F camp. in boundary:
 - 15
- Number of campuses:
 - 1
- Grade Span:
 - KG- 8th
- Enrollment at capacity:
 - 675

Founding Team

Proposed superintendent:

- **Mr. Deyvis R. Salazar** (BES), co-founder of The Neighborhood Charter School of Harlem, NCS is top 10% performer in all of NYC, proposed superintendent

Board members:

- **Adrienne Amin**, head of Investor Relations for The WindAcre Partnership, former director with Goldman Sachs, experienced leader in non-profit sector
- **Nory Angel**, Ex. Dir. of TEACH, a Houston non-profit
- **Laurie Coton**, Realtor, Founder of Interior Design Firm
- **Fred Barrera**, Sr. HR Business Partner at Marsh USA, Inc.
- **Austin Muck**, attorney with Bracewell, LLP
- **Mira K. Shah**, experienced educator and leader, former KIPP Houston instructional leader and AP, current Director of Breakthrough at Connect Community
- **Christopher Smith**, COO at The WindAcre Partnership, former Sr. Manager at KPMG

Highlights

Mission:

- Houston Classical educates kindergarten through eight grade scholars through a classical approach, rigorous academics, character development, and a structured environment to ensure high school, college, and life success.

Highlights:

- Proposed superintendent with a track record of founding and leading exceptional schools – that have served special populations particularly well
- Diverse and highly qualified board with deep knowledge of the proposed model
- Early exposure to Great Books curriculum, customized to local community
- Explicit instruction in character development and civics

Recommended for Approval: Royal Public Schools

Location/Enrollment



Proposed location

- Primary geo boundaries:
 - Austin area, Houston area (24 districts)
- D/F camp. in boundary:
 - 183
- Number of campuses:
 - Requested 8, we are recommending 4
- Grade Span:
 - KG- 12th
- Enrollment at capacity:
 - 4,656

Founding Team

Proposed superintendent:

- **Soner Tarim**, founder Harmony Public Schools (BROAD winner under Mr. Tarim's leadership)

Board members:

- **Kenneth C. Pascal**, former Dean of Academic Affairs at The Art Institute Houston
- **Benjamin Warren**, CEO of a multi-generational family office and investment pool
- **Nancy J. Li-Tarim**, founder and Pres. of Easton Resource Development, Inc. (*will resign from board upon approval*)
- **Tom Sage**, lawyer with extensive experience in charter schools and school finance
- **Harriet Wasserstrum**, Chair of the American Leadership Forum national organization, former Vice Chair JP Morgan Chase Texas Region

Highlights

Mission:

- The mission of Royal Public Schools is to spark curiosity, empower students with a rigorous, well-rounded education, and provide knowledge and skills necessary to achieve post-secondary and life accomplishments."

Highlights:

- Proposed superintendent with an extensive track record of founding and leading the highest performing charter schools in Texas
- Innovative curriculum that marries STEM concepts with a heavy emphasis on social and emotional learning
- Well-defined processes and tools for lesson planning and instructional delivery
- Well-defined cycles of data driven continuous improvement at the campus level

Recommended for Approval: San Antonio Prep

Location/Enrollment



Proposed location

- Primary geo boundaries:
 - San Antonio area (16 districts)
- D/F camp. in boundary:
 - 85
- Proposed location:
 - Judson ISD area
- Number of campuses:
 - 2
- Grade Span:
 - 5- 12th
- Enrollment at capacity:
 - 1,344

Founding Team

Proposed superintendent:

- **Stephanie Hall Powell (BES)**, former teacher and AP with IDEA Public Schools, former Air Force

Board members:

- **Dejah Behnke**, VP of Advancement at Great Hearts Academies
- **Milton Harris**, Ex. Dir. Of 100 Black Men of SA
- **Michelle Taylor**, GI Supply Medical Devised
- **Andy Tiwari**, Attorney at Tiwari & Bell, PLLC
- **Xavier Toson**, founder and CEO of STASH Media Group
- **Stephen Villela**, CFO at CineVeliz Media Goup, LLC
- **Rhapsody Vogt**, realtor and former educator

Highlights

Mission:

- San Antonio Prep provides college preparatory education in a challenging and supportive learning environment through high quality instruction and rigorous curriculum, ensuring all students in grades 5-12 are ready to graduate from college and succeed in the careers of their choice.

Highlights:

- Proposed superintendent is an Air Force veteran where she led cadet training and experienced K-12 administrator
- Highly qualified board with diverse experience and local roots
- Innovative teacher development and team-teaching model
- Specific courses culminate in capstone projects designed to highlight cross-disciplinary thinking

Recommended for Approval: The Gathering Place

Location/Enrollment



Proposed location

- Primary geo boundaries:
 - NW Bexar County (5 zip codes)
- D/F camp. in boundary:
 - 10
- Proposed location:
 - NW Bexar County
- Number of campuses:
 - 1
- Grade Span:
 - KG- 8th
- Enrollment at capacity:
 - 1,458

Founding Team

Proposed superintendent:

- **Ryan York**, founding team member and former interim CEO, RePublic Schools, highest performing HS charter in TN, proposed superintendent

Board members:

- **Joanna Klelowicz**, TFA alum, Former Dir. of Growth and Expansion at RePublic Schools, high performing charter
- **Janet Young**, COO for Parallon Business Solutions
- **Diego Capeletti**, Manager Center for Innovation, Technology, and Entrepreneurship (CITE) at UTSA
- **Jen Maestas**, Education Director at Key Ideas and founder of SA Leaders & Teachers, former educator with SAISD
- **Jon Hinojosa**, Executive Director of Say Si, a San Antonio arts education non-profit

Highlights

Mission:

- Our mission is to nurture and celebrate each child's inner brilliance. Our vision is to be a diverse gathering place of people and ideas with limitless collective potential.

Highlights:

- Experienced leadership team with a track record of leading successful charter schools and providing curriculum services to schools in Texas
- Highly qualified board with unique experiences in the San Antonio arts and entrepreneurial community
- Innovative curriculum that integrates daily creative arts and utilizes teaching artists to bring out students' creative potential
- Heavy emphasis on social and emotional learning and personalization of the education experience

Questions?

