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Cover photo: San Antonio ISD



# A Message from Commissioner Morath

My Fellow Texans,

2020 was a very challenging year for each of us, including educators, parents, and most of all, students. We never could have anticipated the changes the last year would bring to our education system. Together, we have done our best to adapt and consistently provide opportunities for students to learn and grow during this historically difficult and disruptive period.

I won't begin to sugarcoat it: the learning loss our Texas students have experienced this year is daunting. Despite tremendously hard work with remote instruction, it is still true that each moment a student spends with an educator in a classroom is precious, and this year, most of our students have lost a tremendous amount of time in the classroom.

But I know that our state is up to the challenge of fulfilling its commitment to students. As more and more students return to classrooms, we will need to support our educators in teaching with rigor, urgency, and love.

With the passage of HB 3 in the 86<sup>th</sup> Legislative Session, we have the resources and programs in place to help our students gain lost ground and excel. It will take dedicated, focused effort in the coming years, but together, we will recover.

We owe it to our Texas public school students to remain committed to their learning needs as this public health crisis continues to unfold.

Mike Morath  
Commissioner, Texas Education Agency

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

[tea.texas.gov/coronavirus](https://tea.texas.gov/coronavirus)



# TEA Strategic Plan



United ISD

## OUR COLLECTIVE GOAL



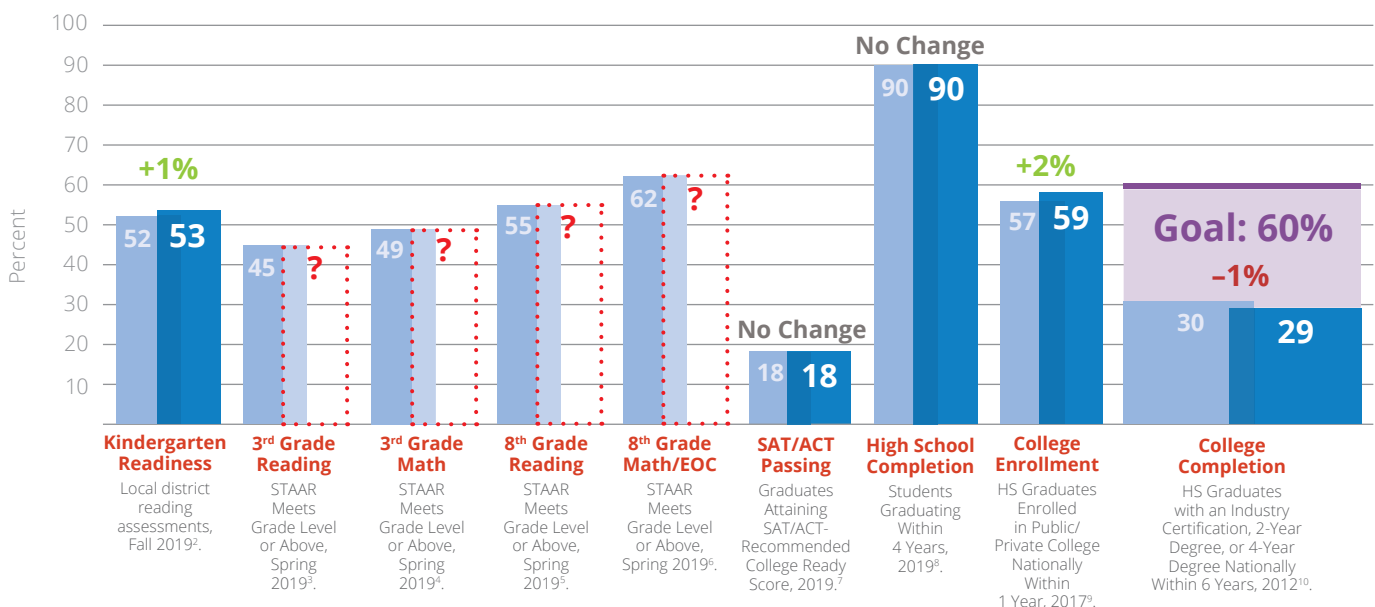
By 2030, at least **60%** of Texans ages 25-34 will have a certificate or degree.

[60x30TX.com](http://60x30TX.com)

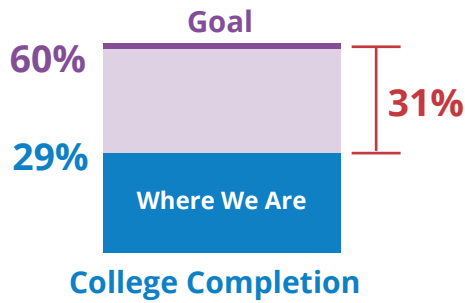
### 60x30TX

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)<sup>1</sup>. **Too few Texas students are currently obtaining the necessary postsecondary credentials.** In response to this challenge, the Texas Higher Education Coordinating Board established the 60x30TX Plan in 2015. TEA's aligned strategic plan is intended to improve the quality of education offered to all K-12 students to help the state meet its 60x30 goals.

### YEAR-OVER-YEAR STUDENT OUTCOMES



# 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 5.4 million public school children in our state. House Bill 3 (HB 3), passed in 2019, provided significantly more resources to pursue these priorities. But 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.

## 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).

## SBOE LONG RANGE PLAN

The State Board of Education approved a new [Long-Range Plan for Public Education](#) in 2018. Four years in the making, this plan creates recommendations to be achieved by the year 2030 in equity and access, student and family engagement and empowerment and educator preparation, recruitment and retention. The goals of access and equity serve as the overarching vision of the proposed plan.



# Recruit, Support and Retain Teachers and Principals



San Antonio ISD

## IMPACT OF HOUSE BILL 3 ON TEACHING



HB 3 established the Teacher Incentive Allotment (TIA) to recognize and reward the professional growth of teachers, with priority given for high-need and rural schools. Districts are developing local systems to designate highly effective teachers (Master, Exemplary, or Recognized), and to help more teachers become highly effective. During the 2019-20 school year, nearly \$40 million in additional funds were distributed to designated teachers throughout Texas.<sup>11</sup>

### TEACHER INCENTIVE ALLOTMENT



**RECOGNIZED**  
★

**\$6,574**  
average funding per teacher

**2,449** teachers

**EXEMPLARY**  
★★

**\$12,626**  
average funding per teacher

**1,100** teachers

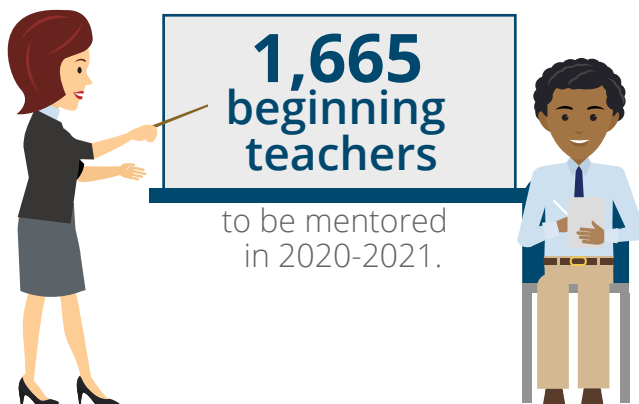
**MASTER**  
★★★

**\$22,414**  
average funding per teacher

**427** teachers

### MENTOR PROGRAM ALLOTMENT

House Bill 3 also established the Mentor Program Allotment (MPA), which provides \$3 million to districts to support the implementation of research-based mentoring practices.



#### Mentoring practices include:

- District context, policies, and practices
- Data-driven instruction
- Instructional coaching cycles
- Professional development
- Professional expectations



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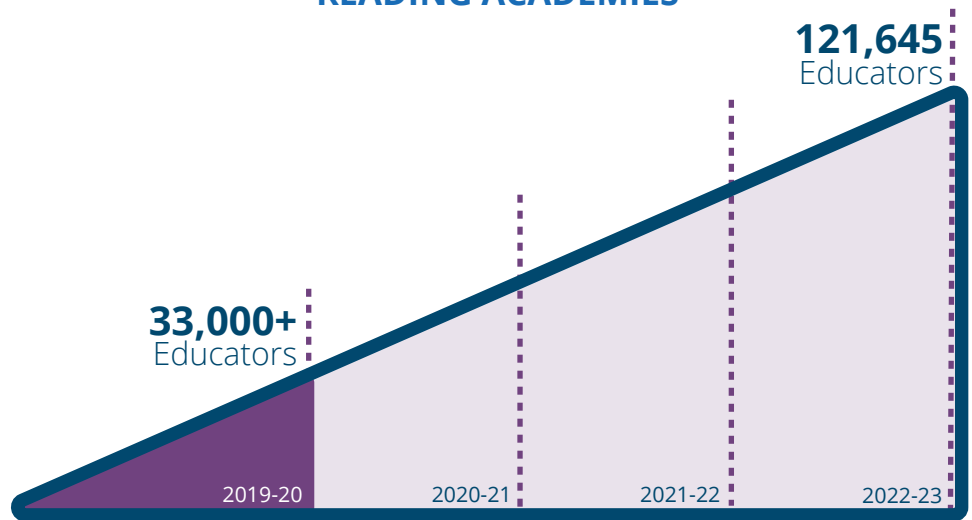


# Build a Foundation of Reading and Math

## TRANSFORMATIVE SUPPORT FOR TEACHERS AND STUDENTS

Reading Academies are year-long, intensive job-embedded trainings and coaching fellowships aligned to the science of teaching reading. With the passage of HB 3, every teacher in grades K-3 and every principal is required to attend a Reading Academy by 2022-2023. Reading Academies have the potential to be the most effective reform to improve literacy outcomes for students in Texas.

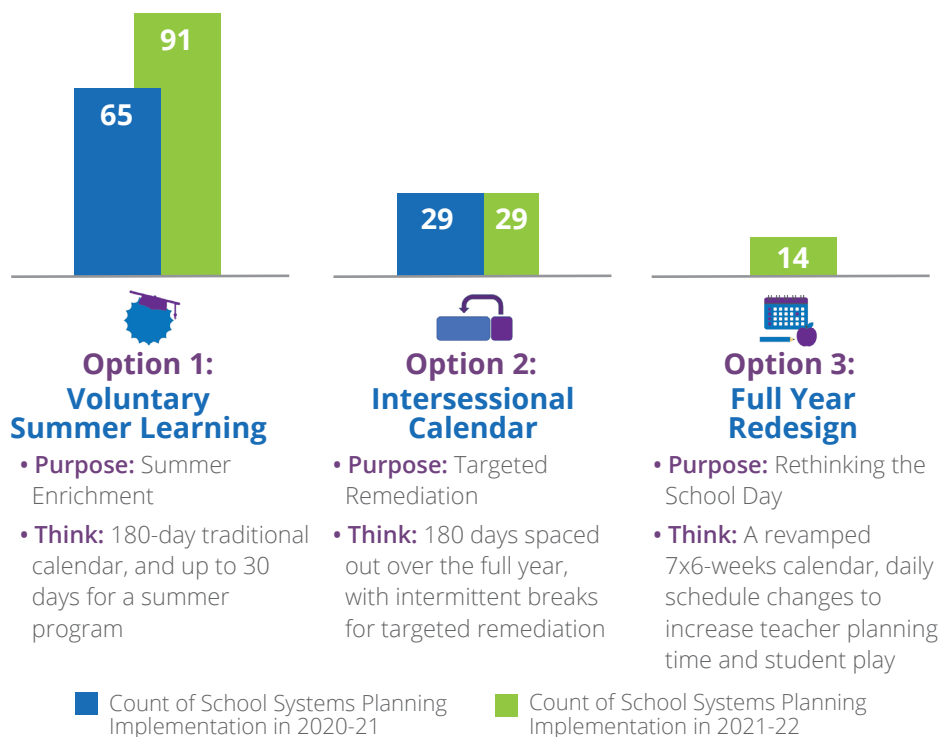
### READING ACADEMIES



## ADDITIONAL LEARNING OPPORTUNITIES IN ELEMENTARY SCHOOLS



HB 3 expanded funding for elementary schools that want to add up to 30 additional days to the traditional 180-day calendar to help combat the summer learning slide. Initial interest in Additional Days School Year (ADSY) has been strong with 94 districts planning to utilize ADSY funding in the 2020-21 school year. COVID-19 has increased planned implementation with early estimates showing 134 districts planning to utilize ADSY funding in the upcoming 2021-22 school year.<sup>12</sup>





# Connect High School to Career and College



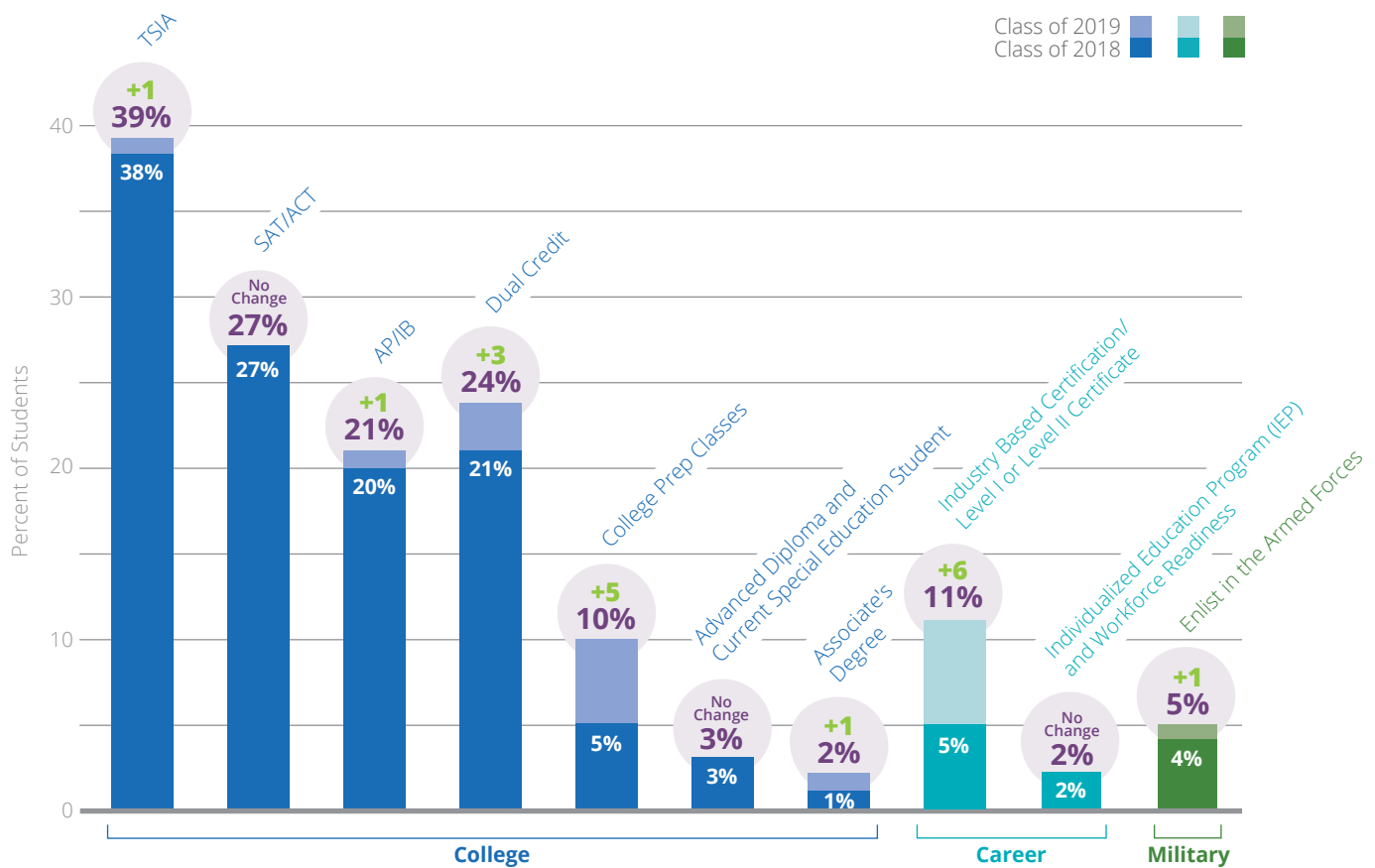
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## COLLEGE, CAREER OR MILITARY READINESS

64% of 2019 Texas high school graduates were considered college, career or military ready, a slight uptick from the year prior. While some students show readiness in multiple categories, a majority score at a readiness criterion on the Texas Success Initiative Assessment or the SAT/ACT.

While there were also year-over-year increases in the percentage of students taking dual credit classes, the largest percentage increase in readiness came from industry based certifications.

### METHODS TO DEMONSTRATE COLLEGE, CAREER, OR MILITARY READINESS



**58%** of HS graduates were College, Career or Military Ready<sup>13</sup> (2018)

**64%** (2019)

Students can demonstrate readiness via multiple methods.





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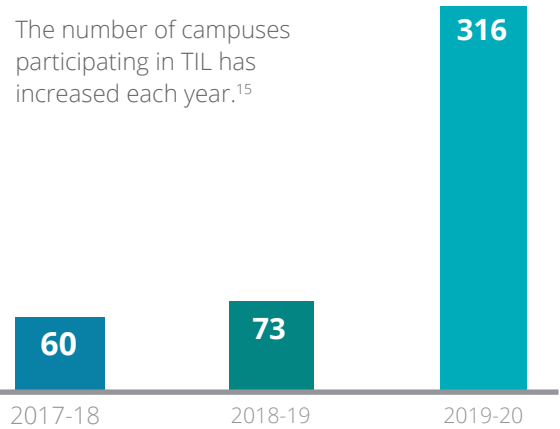
# Improve Low-Performing Schools

## EDUCATIONAL SERVICE CENTERS SUPPORT SCHOOL IMPROVEMENT

### TEXAS INSTRUCTIONAL LEADERSHIP (TIL)

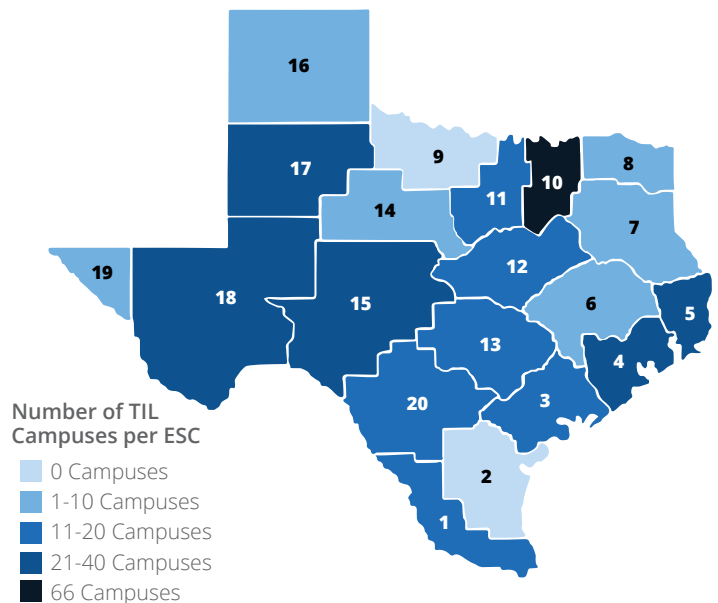
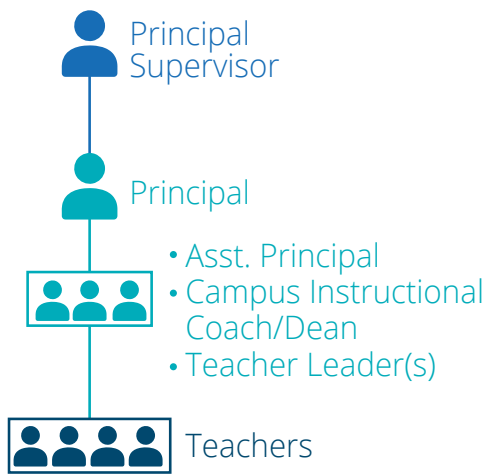
In Texas, 20 regional education service centers (ESCs) work in close collaboration with school systems to improve the lowest performing schools in their respective regions. Texas Instructional Leadership (TIL) is a service offered by the ESCs that works to build the capacity of school principals and those who support them (including their supervisors) through professional development, implementation support, and coaching so that they can continuously improve instruction for all students.

**117%** increase in A/B ratings<sup>14</sup>



The number of campuses participating in TIL has increased each year.<sup>15</sup>

### SUPPORTING ENTIRE TEAMS HOLISTICALLY





# Special Education



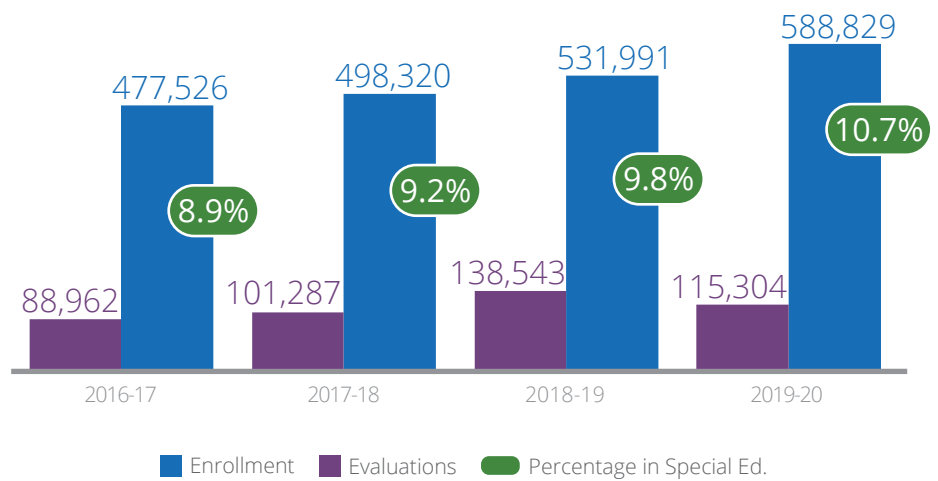
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## SPECIAL EDUCATION CONTINUES TO BE A FOCUS

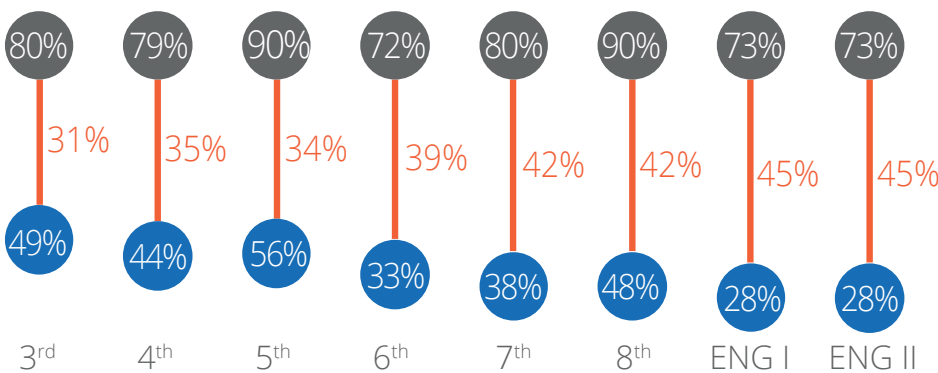


HB 3 increased the funding for students served by special education programs, including dyslexia and related disorders. Texas schools delivered another steady increase year-over-year in the percentage and number of students receiving special education services, although the pace of new student evaluations was likely impacted by COVID-19 closures at the end of the 2019-2020 school year.<sup>16</sup>

### ENROLLMENT AND EVALUATIONS HAVE IMPROVED



### ACADEMIC CHALLENGES REMAIN



- Percent of general education students approaching grade level or above on STAAR in 2019
- Percent of special education students approaching grade level or above on STAAR in 2019
- Gap in scores

Gaps in reading scores between Texas students receiving special education services and those receiving general education services grow throughout their collective school journeys. TEA is continuing to implement the Special Education Strategic Plan, which goes beyond improvements in identification to include efforts designed to increase educational outcomes and close gaps between general education students and students receiving special education services.<sup>17</sup>



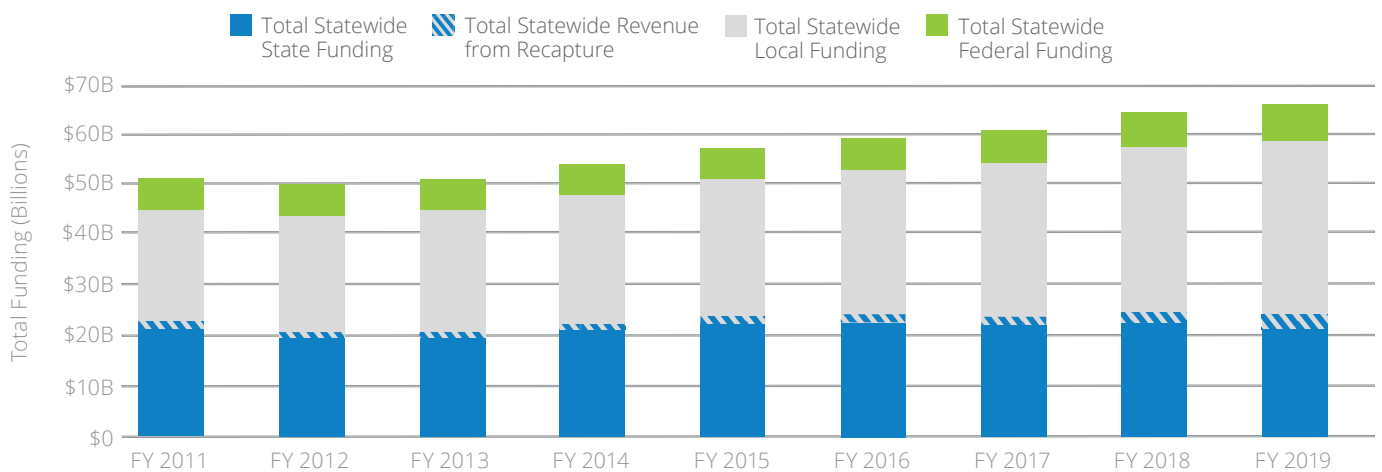
# School Finance

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.<sup>18</sup> Note: HB 3 funding increases begin with FY 2020.

## TOTAL FUNDING – 2018-19

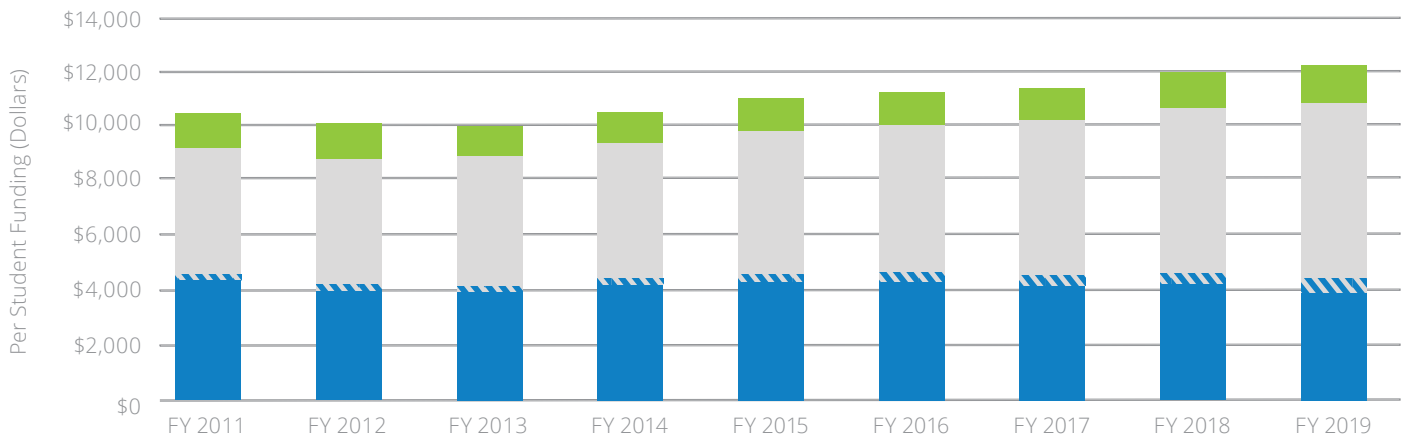
# \$66,229,031,061

### TOTAL ANNUAL FUNDING



Total funding has increased from \$51.58B in FY 2011 to \$66.23B in FY 2019, an increase of 28%.

### PER STUDENT ANNUAL FUNDING



Total funding per student enrolled has increased from \$10,503 in FY 2011 to \$12,227 in FY 2019, an increase of 21%.



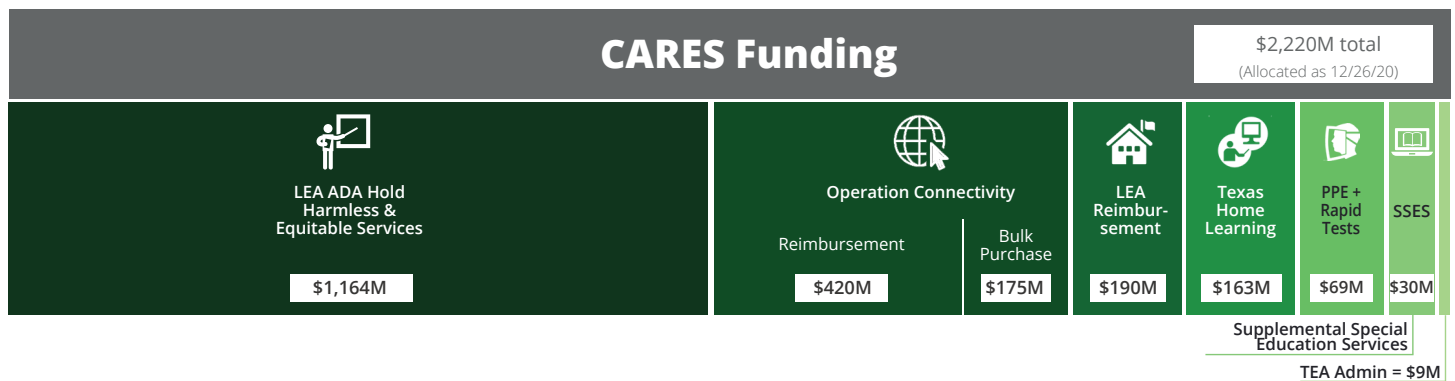
# COVID-19 Response



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## CARES FUNDING

As authorized by legislative leadership and Governor Abbott, TEA and the Texas Department of Emergency Management (TDEM) have administered the disbursement of more than \$2 billion from the federal Coronavirus Aid, Relief and Economic Security (CARES) Act to support schools, students, teachers, and families with immediate educational needs related to COVID-19. Categories of support range from personal computing devices and hot spots purchased through Operation Connectivity to free rapid COVID tests for any district that opts in to administer tests to teachers, students, and staff.<sup>19</sup>



## OPERATION CONNECTIVITY

### 1. Triage

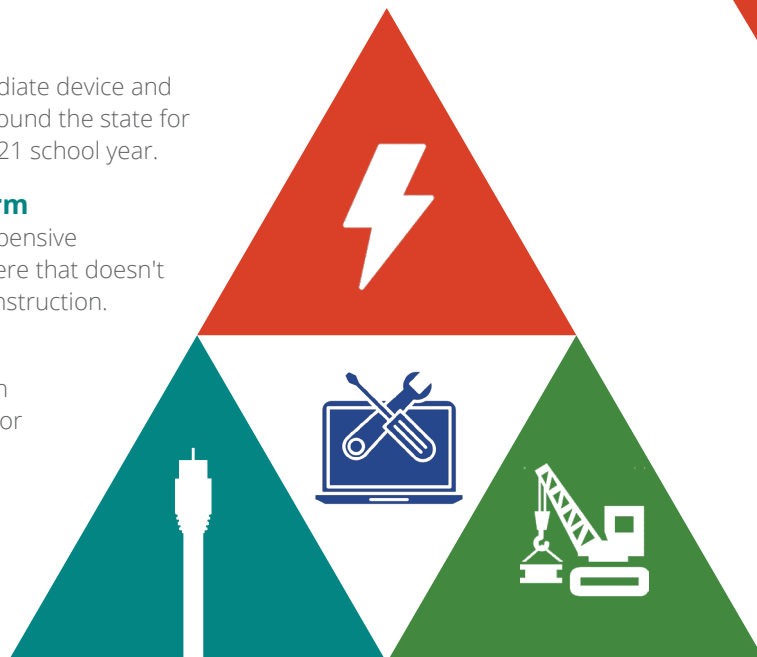
Addressing immediate device and internet issues around the state for the start of 2020-21 school year.

### 2. Medium Term

Reliable and inexpensive internet everywhere that doesn't require major construction.

### 3. Long Term

Getting internet in places where major construction and installation is required.



More than **3.2M devices** already acquired

Operation Connectivity is a joint effort between Governor Abbott and the TEA to connect all public school students with a personal device and reliable internet connection at home. Collectively, school systems and TEA have acquired more than 3.2 million devices since the start of COVID-19.

# SUPPORTING INSTRUCTION DURING COVID-19

Texas Home Learning (THL) is a set of optional resources developed to support districts, schools and families in response to the disruption of traditional face-to-face learning due to COVID-19. These resources include professional development, instructional technology supports, and both electronic and hard copy instructional materials. THL supports address both the immediate and lingering effects of learning loss. Districts may freely access any resources that fit their local needs.



## Implementation Supports and Training



TEA is providing an extensive set of professional supports to school systems to help with the shift to remote instruction and to help accelerate instruction to make up for lost learning time. These supports include training for teachers and principals, best practice guidance, hands on assistance for school leadership teams, and more.



## Remote and Hybrid Learning Solutions

Comprehensive sets of high-quality, TEKS-aligned, digitally-native instructional resources for Pre-K through 12<sup>th</sup> grade.



## Platform



Schoology, a Learning Management System, is provided free to all schools for 2 years.



## Direct Shipping of Resources to Families



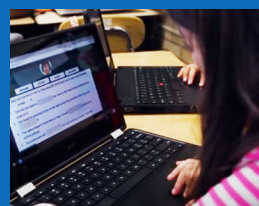
TEA sent out texts and other materials directly to families that didn't have access to technology, when requested by their school systems.



## Service



TEA has partnered with AmplioSpeech to provide schools and parents with a robust system to enhance in-person and online instructional therapy to students.





# A National Comparison



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## 2019: HOW TEXAS STACKS UP TO OTHER STATES

### ALL STUDENTS

**42<sup>nd</sup>** in NAEP 4<sup>th</sup> Reading    **46<sup>th</sup>** in NAEP 8<sup>th</sup> Reading    **12<sup>th</sup>** in NAEP 4<sup>th</sup> Math    **32<sup>nd</sup>** in NAEP 8<sup>th</sup> Math



#### NAEP READING

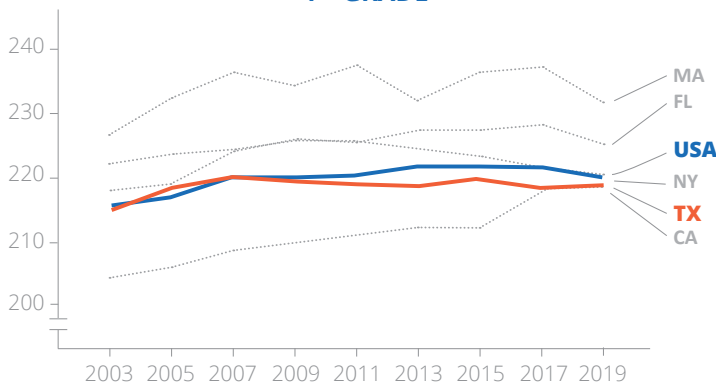
Overall comparison in 4<sup>th</sup> and 8<sup>th</sup> grade reading.



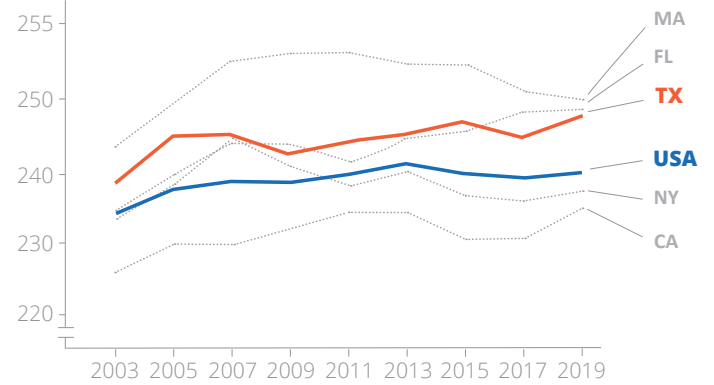
#### NAEP MATH

Overall comparison in 4<sup>th</sup> and 8<sup>th</sup> grade math.<sup>20</sup>

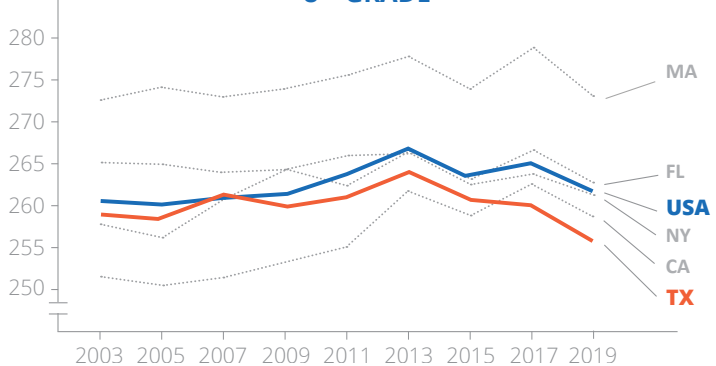
#### 4<sup>TH</sup> GRADE



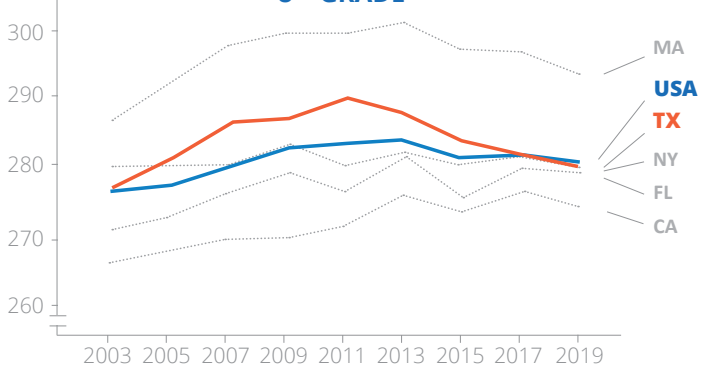
#### 4<sup>TH</sup> GRADE



#### 8<sup>TH</sup> GRADE



#### 8<sup>TH</sup> GRADE



### AFRICAN AMERICAN STUDENTS

Reading **13<sup>th</sup>** in 4<sup>th</sup> grade • **33<sup>rd</sup>** in 8<sup>th</sup> grade

Math **1<sup>st</sup>** in 4<sup>th</sup> grade • **6<sup>th</sup>** in 8<sup>th</sup> grade

### ECONOMICALLY DISADVANTAGED

Reading **31<sup>st</sup>** in 4<sup>th</sup> grade • **43<sup>rd</sup>** in 8<sup>th</sup> grade

Math **4<sup>th</sup>** in 4<sup>th</sup> grade • **8<sup>th</sup>** in 8<sup>th</sup> grade

### HISPANIC STUDENTS

Reading **25<sup>th</sup>** in 4<sup>th</sup> grade • **30<sup>th</sup>** in 8<sup>th</sup> grade

Math **5<sup>th</sup>** in 4<sup>th</sup> grade • **18<sup>th</sup>** in 8<sup>th</sup> grade

### WHITE STUDENTS

Reading **12<sup>th</sup>** in 4<sup>th</sup> grade • **39<sup>th</sup>** in 8<sup>th</sup> grade

Math **3<sup>rd</sup>** in 4<sup>th</sup> grade • **16<sup>th</sup>** in 8<sup>th</sup> grade

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- 3 2019 Consolidated Accountability File (CAF), Texas Education Agency. STAAR scores for 2019 are unavailable due to the cancellation of STAAR because of COVID-19 school closures.
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- 5 2019 Consolidated Accountability File (CAF), Texas Education Agency. STAAR scores for 2019 are unavailable due to the cancellation of STAAR because of COVID-19 school closures..
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- 8 <https://tea.texas.gov/reports-and-data/school-performance/accountability-research/completion-graduation-and-dropouts>, Texas Education Agency.
- 9 Texas Academic Performance Report, Statewide, 2019
- 10 PEIMS and THECB, Texas Education Agency.
- 11 2019-2020 TIA teacher designation data.
- 12 ADSY Intent to Participate Survey (9/17/20 – 10/1/20) and ADSY Planning and Execution Program Participation, <https://tea.texas.gov/ADSY>, Texas Education Agency
- 13 PEIMS, Texas Education Agency.
- 14 <https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/2019-accountability-rating-system>
- 15 <https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/2018-accountability-rating-system>
- 16 State Performance Plan (SPP) Indicator 11 – Child Find, and Indicator 12 – Early Childhood Transition data collections. Both indicators measure timely evaluation requirements found in IDEA at 34 CFR 300.300-306.
- 17 Academic Data: TAPR 2018-2019 State STAAR Performance, [https://rptsvr1.tea.texas.gov/cgi/sas/broker?\\_service=marykay&\\_debug=0&\\_single=N&\\_batch=N&\\_app=PUBLIC&\\_ptype=H&\\_program=perf rept.perfmast.sas&\\_level=state&\\_search=distnum&\\_namenum=&\\_prgopt=2019/tapr/perf\\_addsg.sas](https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&_debug=0&_single=N&_batch=N&_app=PUBLIC&_ptype=H&_program=perf rept.perfmast.sas&_level=state&_search=distnum&_namenum=&_prgopt=2019/tapr/perf_addsg.sas)
- 18 <https://tea.texas.gov/reports-and-data/legislative-reports>
- 19 [tea.texas.gov/coronavirus](https://tea.texas.gov/coronavirus).
- 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.



 [TXschools.gov](https://www.txschools.gov)

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