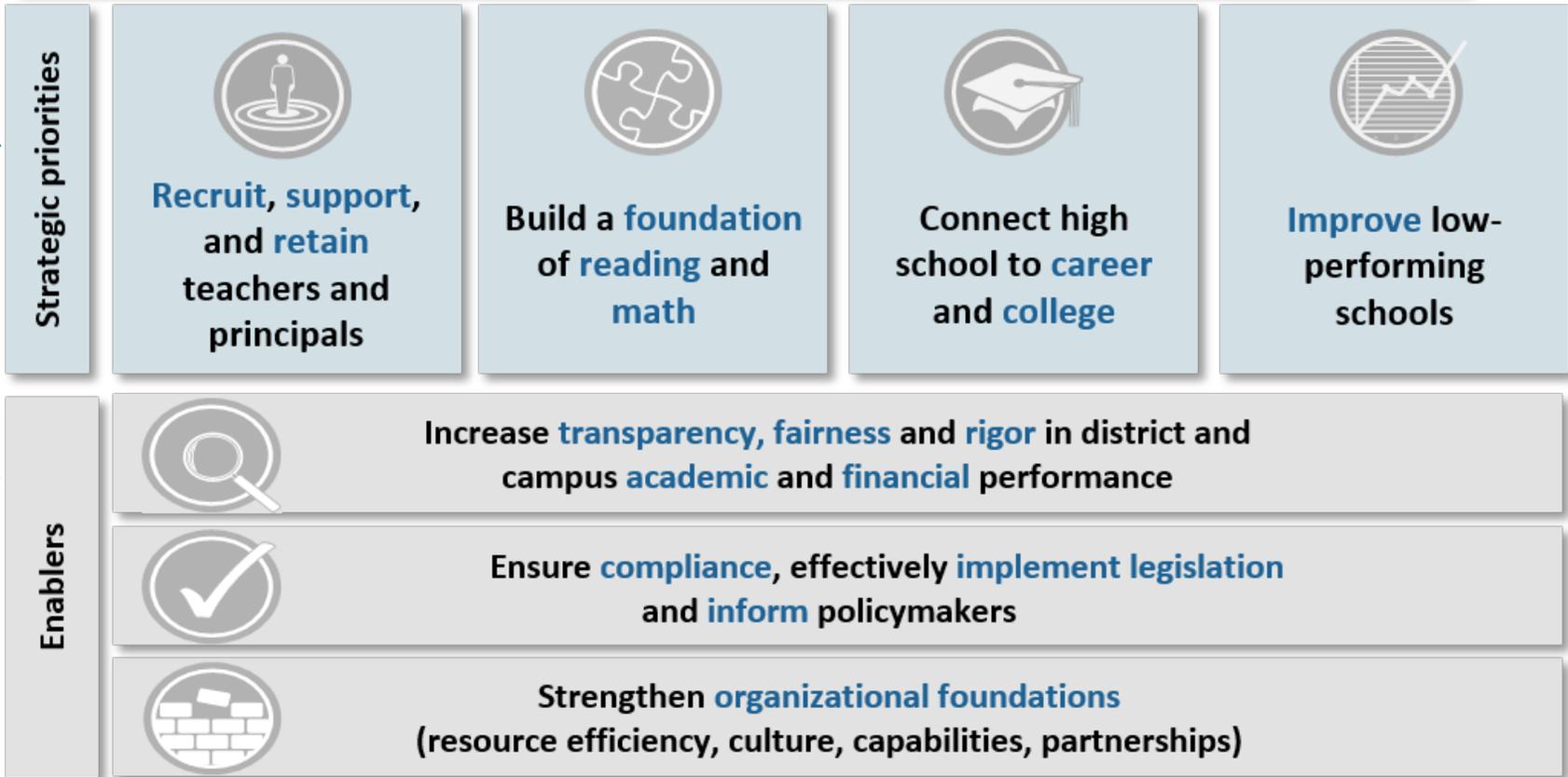


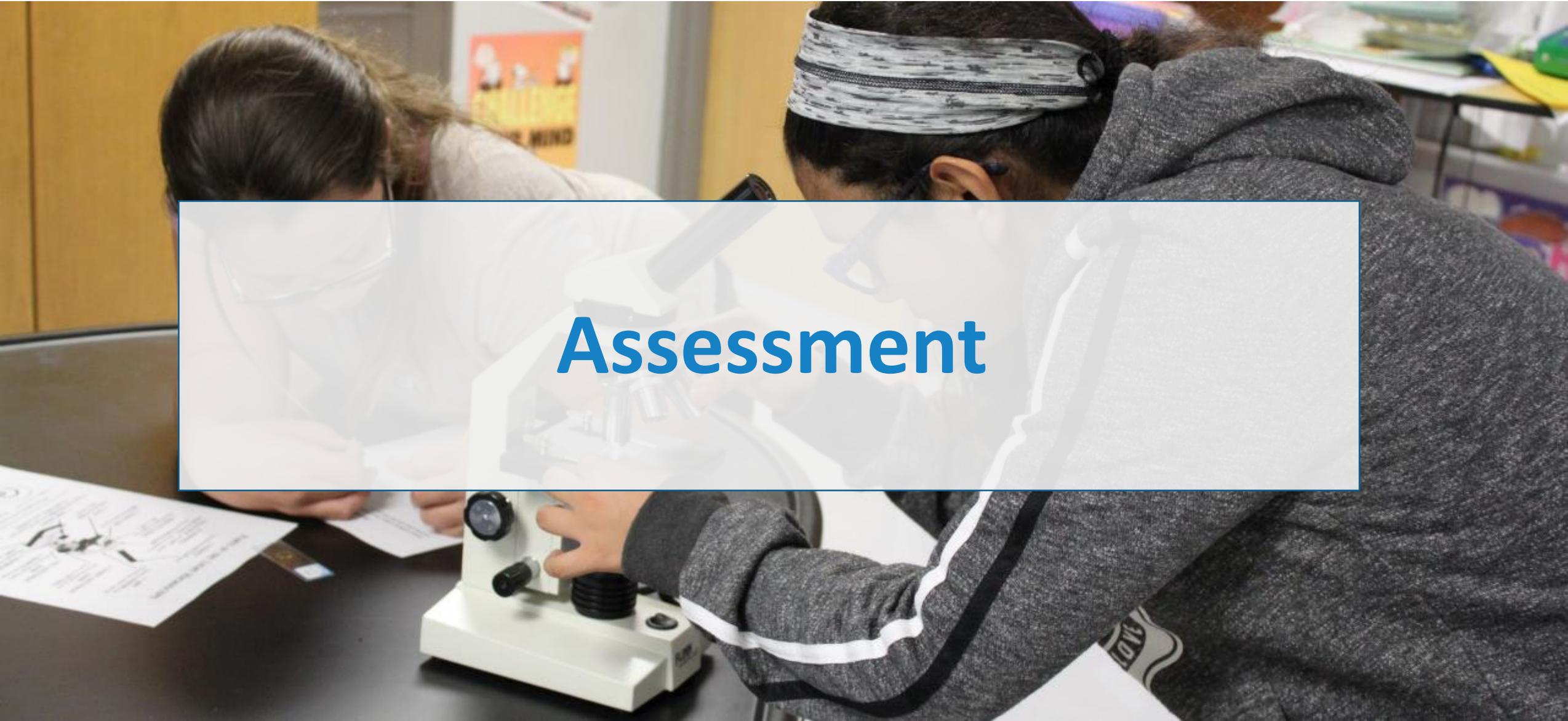
**Texas Student Performance:
Outcomes Working Group**

May 2, 2018

TEA Strategic Priorities

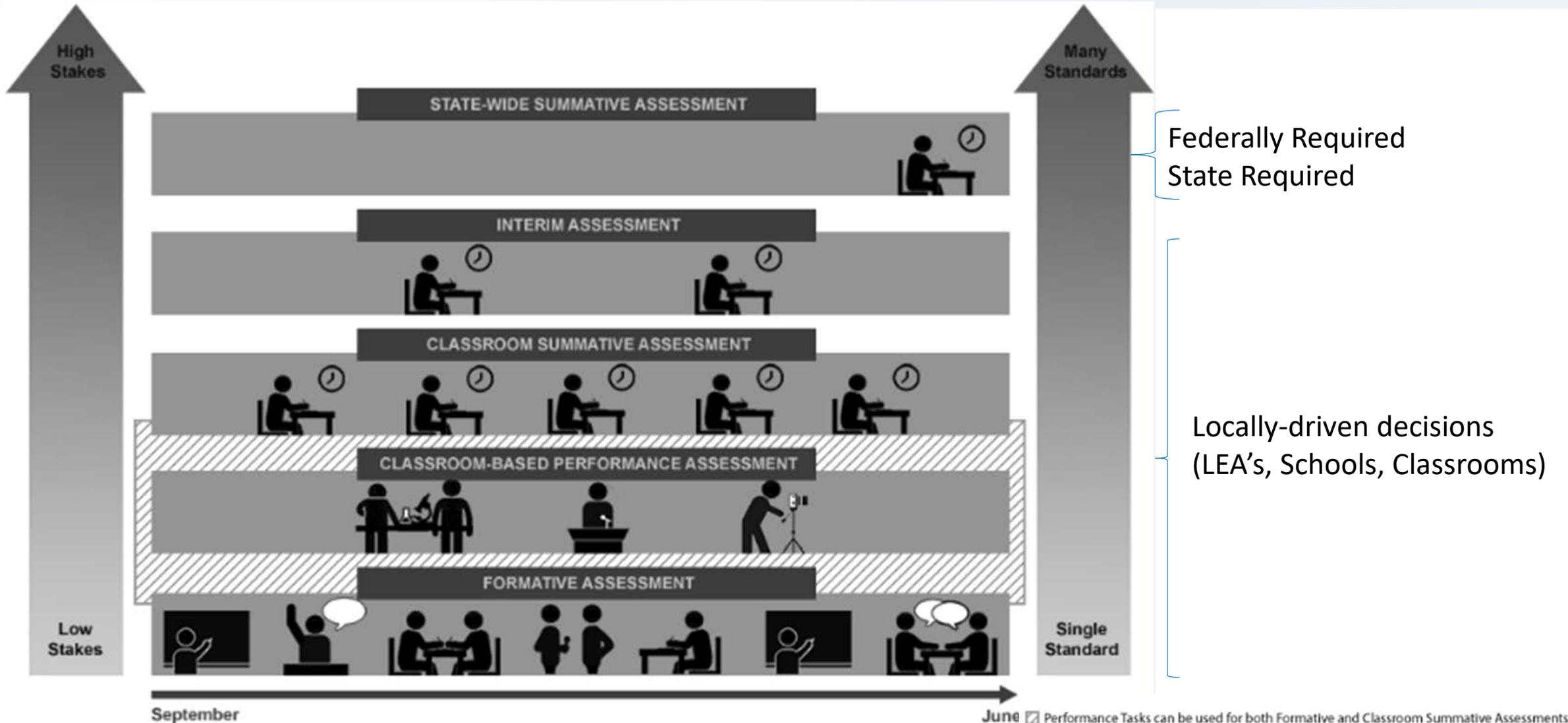
Every child, prepared for success in college, a career or the military.





Assessment

Assessment



Assessment: Current Costs

	2016	2017	2018	2019	4-Year Total
STAAR 3-8	\$33,963,491	\$42,169,532	\$62,292,426	\$49,637,384	\$182,959,342
STAAR EOC	\$25,069,033	\$26,003,054	\$28,783,444	\$23,280,124	\$101,738,209
STAAR Total (10,479,082 tests; ~\$7/student)	\$68,918,215	\$78,604,370	\$98,230,497	\$83,360,190	\$326,310,823
STAAR Alt-2	\$3,665,163	\$3,671,074	\$5,784,583	\$5,837,492	\$18,958,312
TELPAS	\$7,119,603	\$8,233,618	\$9,522,347	\$8,571,575	\$33,447,143
TAKS	\$2,758,774	\$2,498,995	\$247,683	\$253,875	\$5,759,327

Assessment: Cost Breakdown and Potential Savings

INCLUSIVE COST OF ASSESSMENT

- Costs vary widely by district and campus, pending staffing structure and local policies
- Assume 1 District Testing Coordinator per district (% time), 1 FTE per campus for 4-8 weeks per year (pending grade band), testing proctors, some supplies [min. requirements]

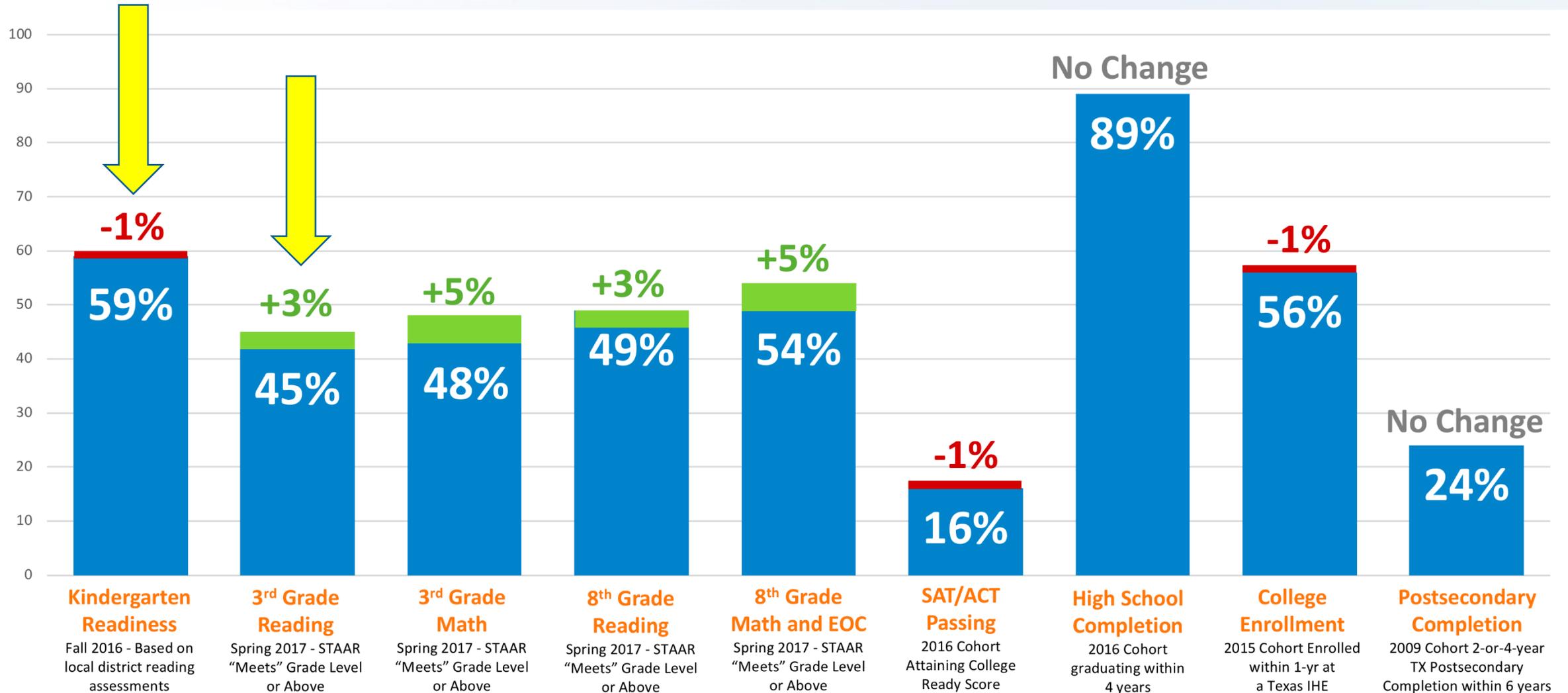
POSSIBLE SAVINGS

- Eliminate non federally mandates assessments (8th gr Soc. Studies, Alg II EOC, Eng III EOC)
 - **\$3.3M SAVINGS**
- Eliminate the SSI Administration
 - **\$3.5M SAVINGS**
- Add SAT/ACT in lieu of EOCs
 - Reduction in EOC costs of ~\$24M (Spring only – excludes fall and summer admins)
 - Increase of universal SAT/ACT costs of ~\$24M incl. writing (Juniors only)
 - Decrease in district and/or parent out-of-pocket expenses (varies, min. \$20M+ savings statewide)

A photograph of two children in a classroom setting. In the foreground, a child wearing a grey hoodie and a white headband is looking through a white microscope. Another child is visible in the background, also looking at the microscope. The scene is set on a desk with some papers and a poster in the background. A semi-transparent white box with a blue border is overlaid on the image, containing the text 'Early Childhood'.

Early Childhood

Student Achievement and Attainment Summary



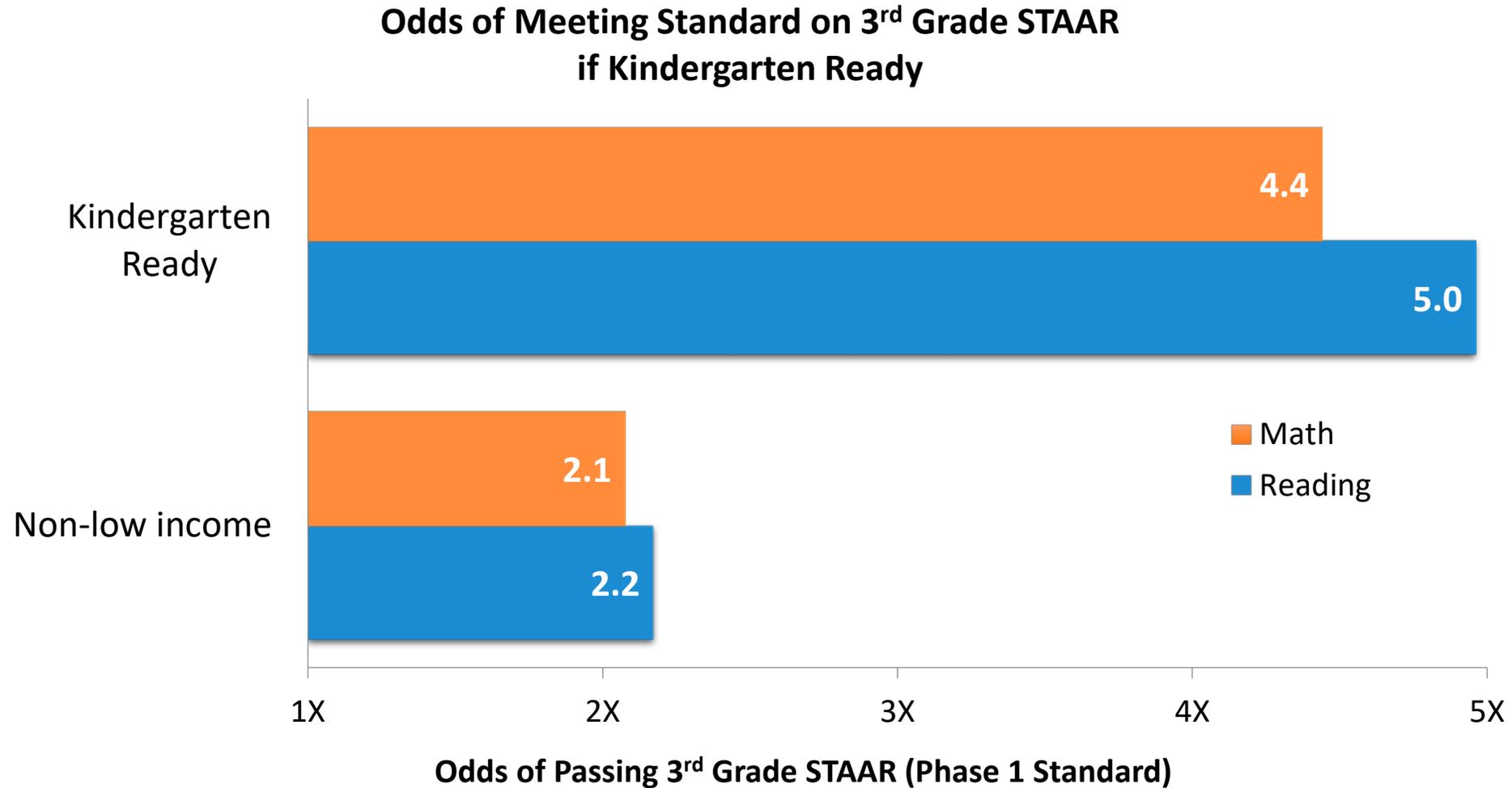
Impact of Early Childhood Education

- On average, economically disadvantaged students who attended high-quality public Pre-K in 2010 scored higher on the 2015 3rd Grade STAAR Reading assessment than economically disadvantaged students who did not attend public Pre-K or who attended lower quality public Pre-K. (Children At Risk, 2016)
- The benefits of quality Pre-K produce even greater benefits when followed by quality K-3rd grade instruction. Quality full-day Pre-K produced even stronger results than quality half-day Pre-K.
- Students living in poverty who don't receive high quality ECE are:
 - **25%** more likely to drop out of school
 - **60%** less likely to attend college
 - Significantly more likely to end up incarcerated

Source: Heckman, 2008. Save the Children U.S. Early Childhood Intervention Program, 2014.



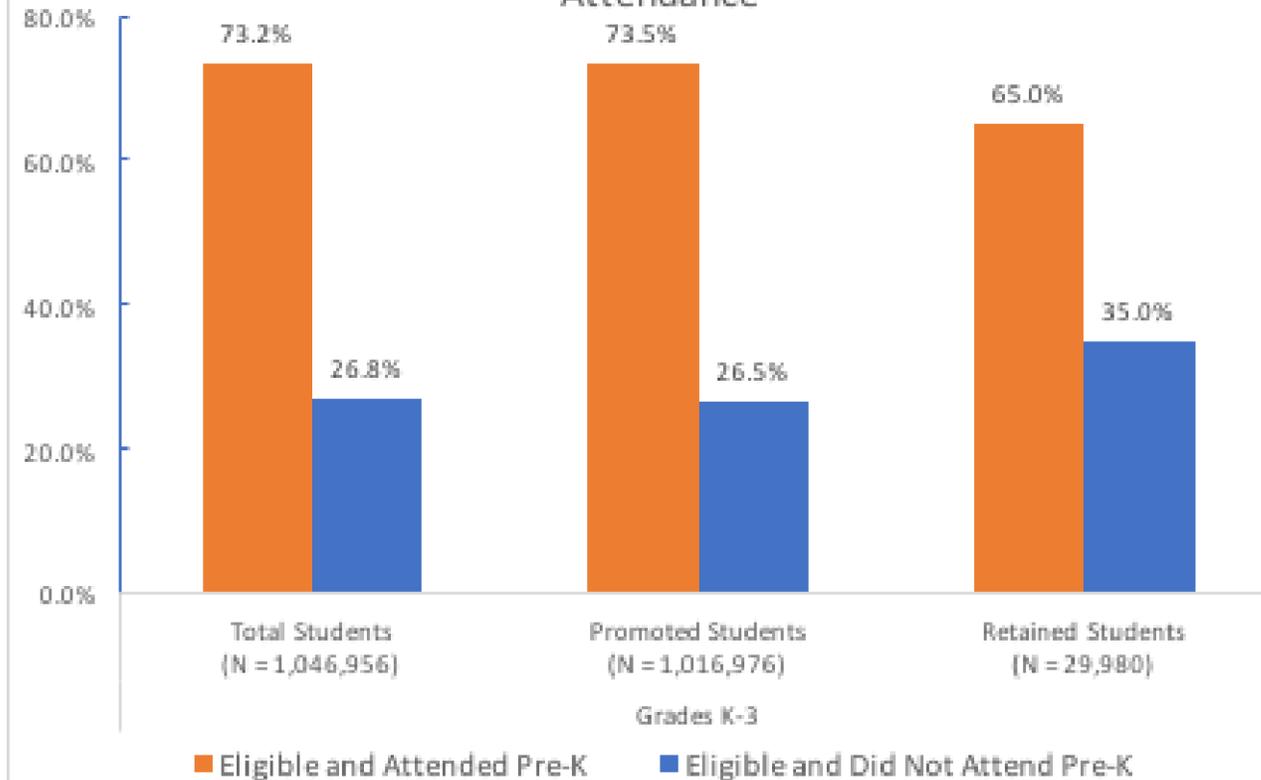
Kindergarten Readiness is the Strongest Predictor of 3rd Grade Reading



Source: E3 Alliance analysis of *Ready, Set, K!* and data at the Education Research Center at UT Austin; odds ratios from model with income, ELL, gender, ethnicity, Kinder ready status as predictors; Kindergarten in 2011-12

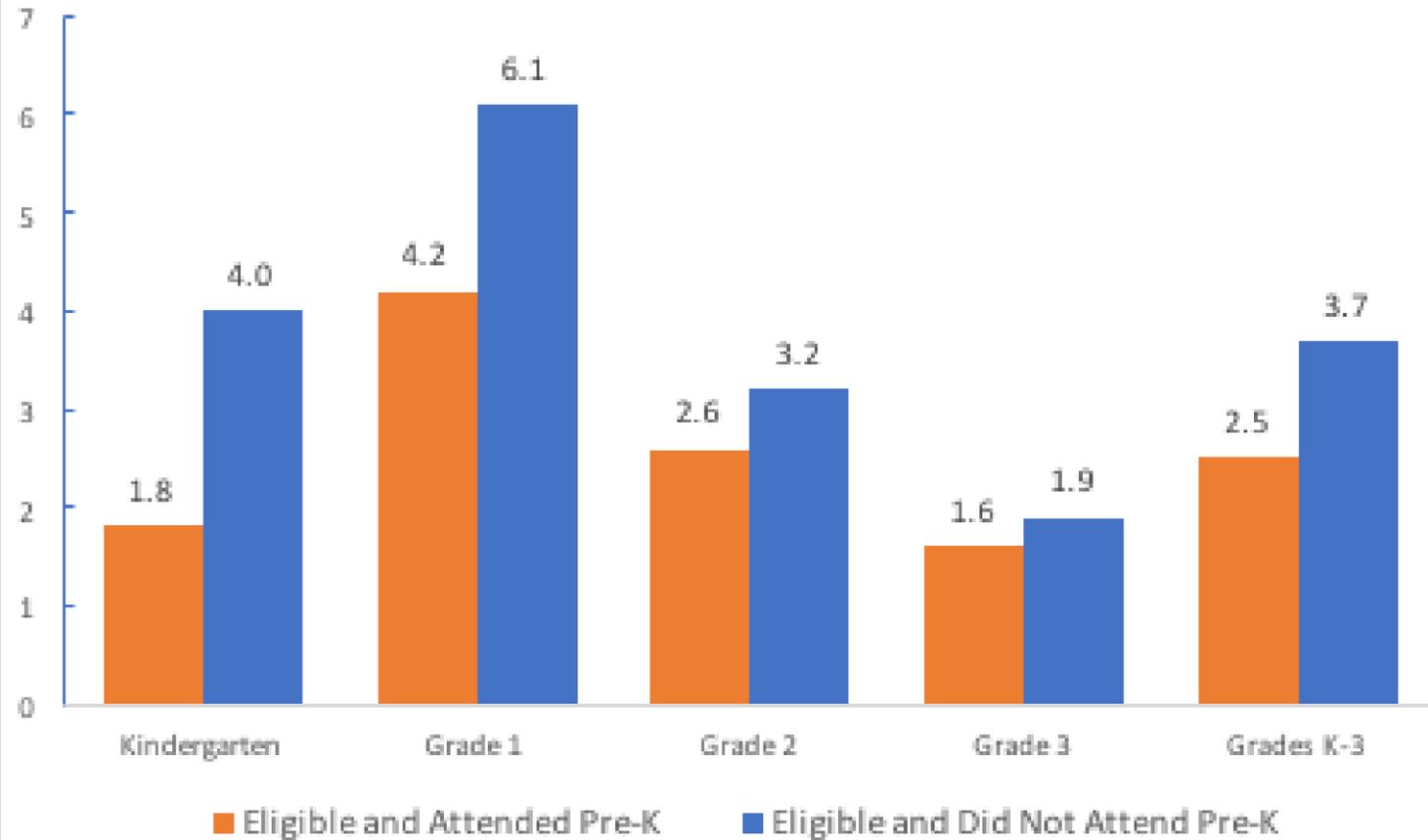
Public Pre-K Enrollment Trends

Figure 1: Percentage of Student Populations by Pre-K Attendance



Retention Rates by Pre-K Attendance

Figure 2: Retention Rates by Pre-K Attendance

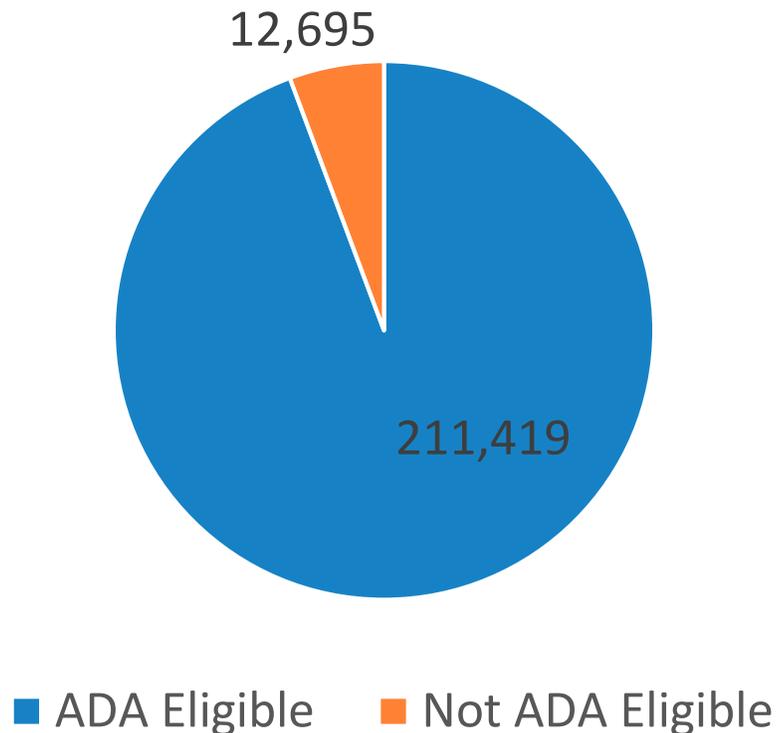


Public Prekindergarten Enrollment Trends

Full or Half-Day Program		ADA Eligible			Not ADA Eligible		
		2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Age 3	Full-day	10,644	11,616	13,857	531	590	689
	Half-day	12,556	12,974	12,454	588	599	588
	Total	23,200	24,590	26,311	1,119	1,189	1,277
Age 4	Full-day	94,180	96,791	100,600	6,279	6,589	6,897
	Half-day	90,539	87,071	84,508	4,351	4,410	4,521
	Total	184,719	183,862	185,108	10,630	10,999	11,418
Total	Total	207,919	208,452	211,419	11,749	12,188	12,695

Current Public Prekindergarten Enrollment Trends and Universal Prekindergarten Estimates

PreK Students 2016-2017



- **Non ADA Eligible Enrollment:** For 2016-2017, non ADA eligible students make up ~5.6% of public prekindergarten enrollment
- **Percent of Eligible Students Enrolled:** 67% of eligible 4-year-old students attended public prekindergarten in 2016-2017, while only 10% of eligible 3-year-old students attended in 2016-2017
- **Enrollment Estimates:** Given these numbers, we would assume additional growth each year if we moved to universal Pre-K. This would vary based on space constraints (capital investments) and participation rate in demand with current non-eligible students

Funding Universal Prekindergarten

Estimate

- The cost for full day universal prekindergarten for 4 year-olds would be \$1.7B
- **This would reduce existing costs for LEAs who currently provide Pre-K, freeing up those resources for additional K-2 activities**
- \$784 million for extending the currently eligible students to full day and another \$954 million to provide full-day prekindergarten to all the other currently non-eligible students

Funding Universal Prekindergarten

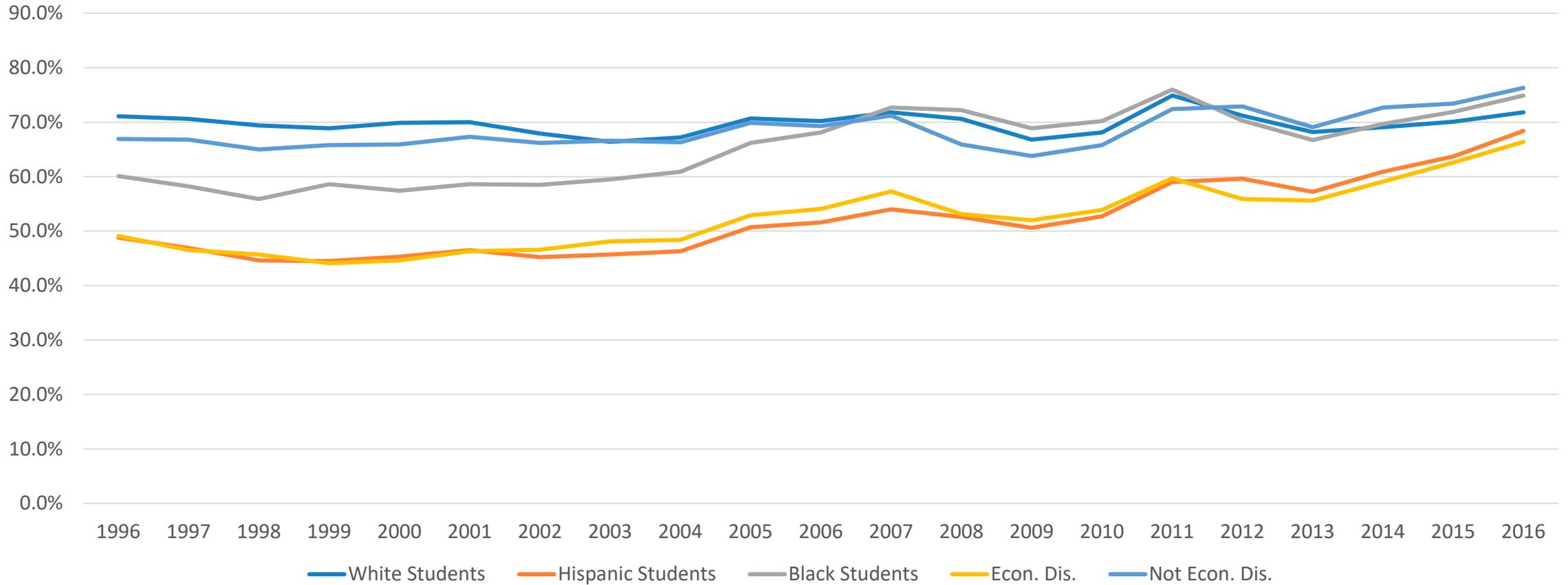
Costs	
Cost 1: All Pre-K to full day	\$784,535,287
Cost 2: Additional eligible 4 year olds at full-day as all now eligible (assume 70% of all 4 year olds will participate)	\$954,577,826
Cost 3: Additional 4 year olds at half-day as all now eligible (assume 80% of all 4 year olds will participate)	\$515,211,333
Cost 4 : 3 year-olds to 50% of eligible Full Day	\$726,811,847
Cost 5 : 3 year-olds to 50% of eligible Half-Day	\$363,405,923
Cost 6: Existing 3 year-olds full-day (included in Cost 1)	\$48,819,396
Cost 7: Additional ADA by making districts offer Pre-K even if less than 15	\$11,816,045

- *This projections assumes enrollment based on current 2017 levels*
- *This estimate does not include non-ADA costs, such as additional state costs to the Teacher Retirement System for districts that hire new teachers as well as some level of local costs associated with the construction or acquisition of additional classroom facilities*



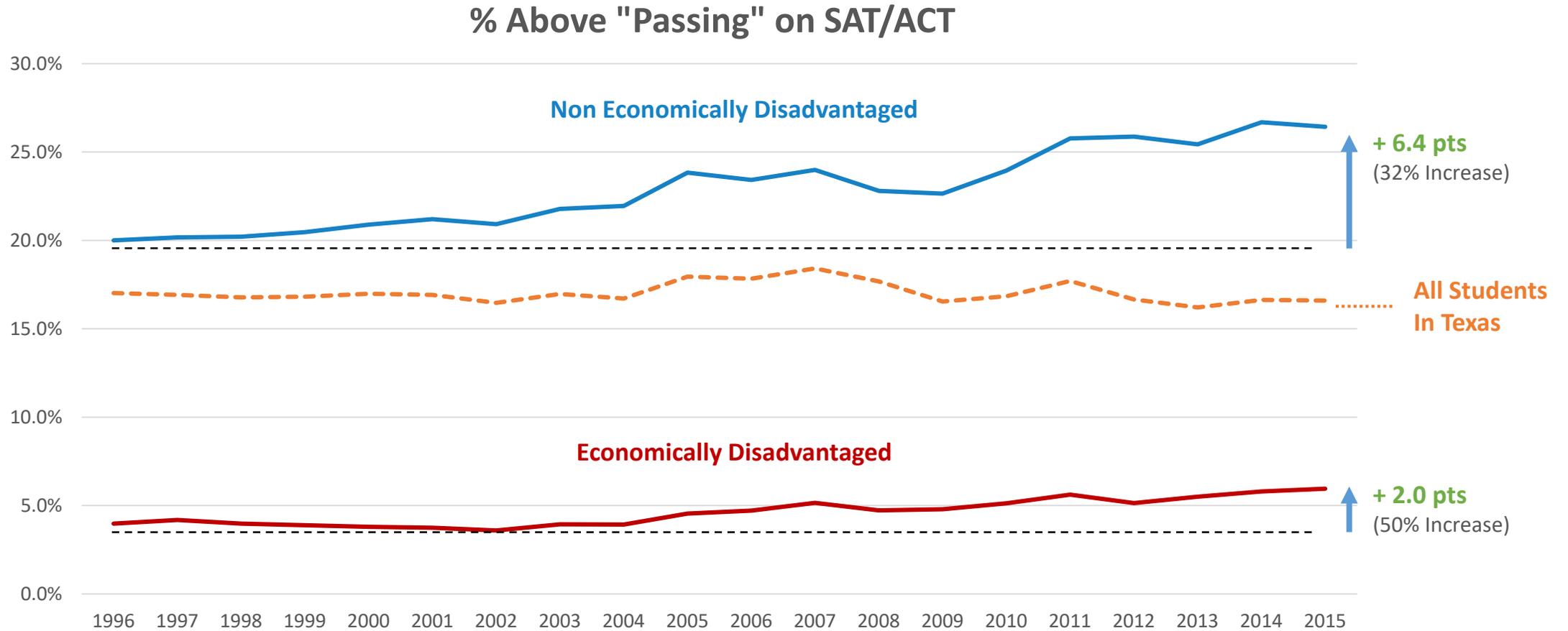
Post Secondary Completion

SAT/ACT Participation



SAT/ACT Performance By Socioeconomic Status

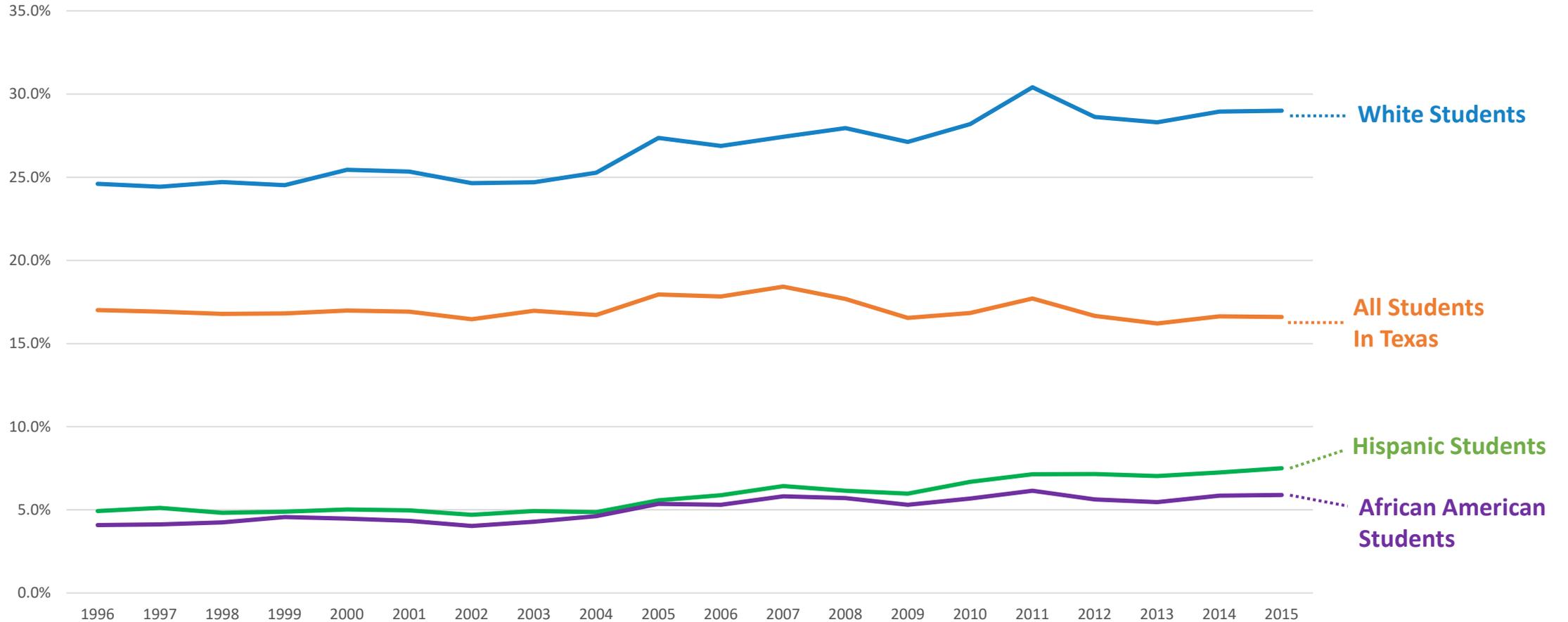
1996 - 2015



SAT/ACT Performance Among Student-Populations

1996 - 2015

% Above Passing on SAT/ACT



Individual Graduation Committee (IGC Data)

	IGC Graduates	IGC Assigned	% of IGC Assigned	All Graduates	% of All Graduates
All students	11,422	14,735	77.5%	334,416	3.4%
By race/ethnicity					
<i>African American</i>	1,994	2,657	75.0%	42,129	4.7%
<i>American Indian</i>	51	61	83.6%	1,251	4.1%
<i>Asian</i>	335	416	80.5%	14,035	2.4%
<i>Hispanic</i>	7,772	9,869	78.8%	164,428	4.7%
<i>Pacific Islander</i>	17	20	85.0%	525	3.2%
<i>White</i>	1,174	1,606	73.1%	105,766	1.1%
<i>Multiracial</i>	79	106	74.5%	6,282	1.3%
Economically Disadvantaged	8,697	11,118	78.2%	166,989	5.2%
English Learner (EL)	4,479	5,459	82.0%	17,632	25.4%

A photograph of two students in a science classroom. One student, wearing a grey hoodie and a headband, is looking through a microscope. Another student is leaning over a desk, looking at a document. The scene is set in a classroom with various supplies and posters visible in the background.

Industry Certifications and Endorsements

Legislative Context



House Bill 5, 83rd Texas Legislature

“A school district shall ensure that each student, on entering ninth grade, indicates in writing an **endorsement** under Subsection (c-1) that the student intends to earn. A district shall permit a student to choose, at any time, to earn an endorsement other than the endorsement the student previously indicated.”



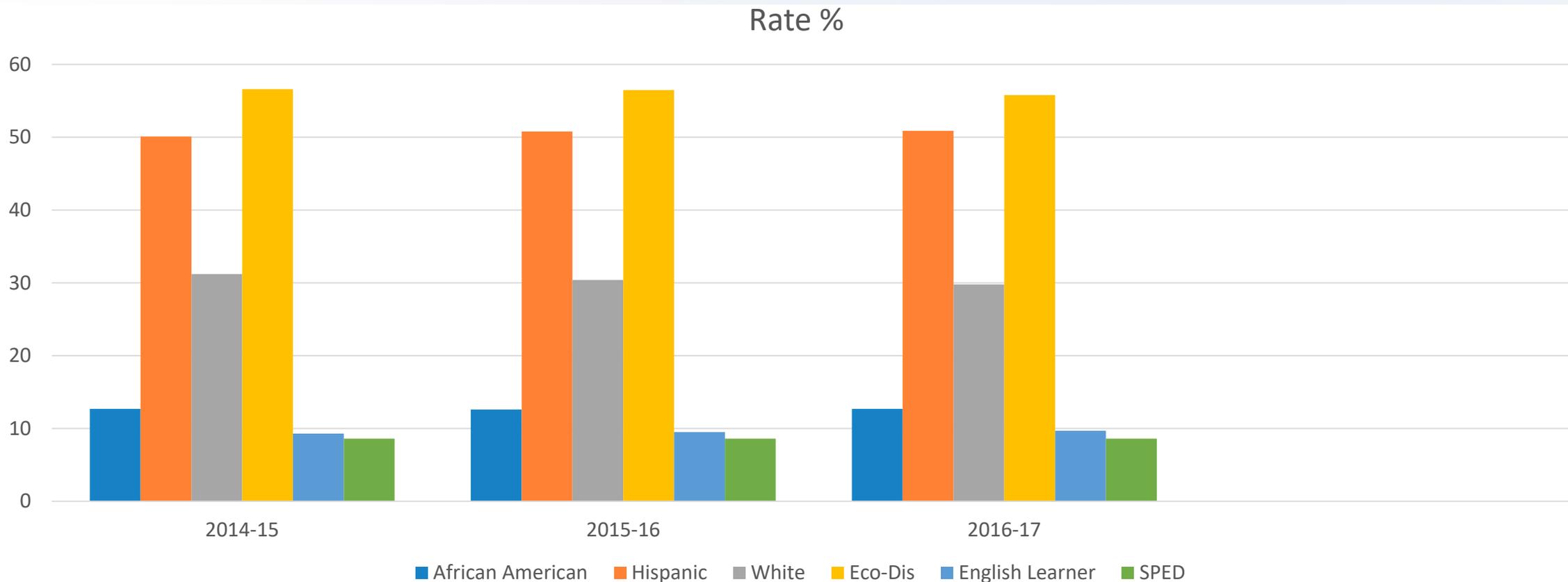
House Bill 22, 85th Texas Legislature

“The commissioner shall evaluate school district and campus performance and assign each district and campus an overall performance rating of”

A B C D or F

Includes **industry certifications** for accountability

Foundation HS Program Students Pursuing or Completing Endorsements



Note. Results are based on the last campus a student attended, as reported in the Public Education Information Management System. A student pursuing or completing more than one endorsement is included in the results for each endorsement pursued or completed.

^aResults include Foundation High School Program (FHSP) students who did not pursue endorsements. In addition, FHSP students pursuing or completing more than one endorsement are included only once. ^bScience, technology, engineering, and mathematics. ^cEconomically disadvantaged. ^dEnglish language learner. ^eA student receiving special education services is not eligible for an endorsement if he or she receives a modified curriculum in any course required for an endorsement or fails to perform satisfactorily on the required state assessments, as established in the Texas Education Code, Chapter 39 (19 TAC §89.1070(c)).

Connect High School to Career and College: CCMP Projects

Category	Initiative	Description
Identify	1 Identify & Verify Industry Certifications	<ul style="list-style-type: none"> • Create process for identification and verification • Utilize industry certifications to backwards design rigorous and relevant coherent sequences of courses
	2 Identify and Refine Pathways	<ul style="list-style-type: none"> • Review Labor Market Information (LMI) and identify in demand and high wage occupations • Operate under existing Tri-Agency efforts • Create new statewide industry advisory councils to advise
	3 CTE Programs	<ul style="list-style-type: none"> • CTE statewide evaluation • Alignment of secondary offerings to LMI and postsecondary programs in Texas • Program of study process and link to industry certifications
Models and Courses	4 College and Career Readiness Models	<ul style="list-style-type: none"> • Outcome Based Measures for models • Blueprint and applications for planning and designation for all College and Career Readiness Models • Dual credit taskforce
	5 Work-Based Learning	<ul style="list-style-type: none"> • Identify and review existing best practices and WBL models to build statewide framework for WBL • Establish a flexible statewide framework inclusive of externships, internships, and apprenticeships

Connect High School to Career and College: CCMP Timeline



**CTE Statewide
Evaluation**



**Updated College and Career
Readiness Models
Processes**



**Industry Advisory
Councils**



**New CTE
Program of
Study Process**



**Industry
Certification
Revisions**

Winter 2018

Spring 2018

Summer
2018

Fall 2018

Winter
2019

**Industry recognized
Industry-Valued
Third-party Provider**

**Summative/Capstone
Attainable by HS students
Transferable**

Industry Recognized Certifications Data

Industry Certifications for Accountability

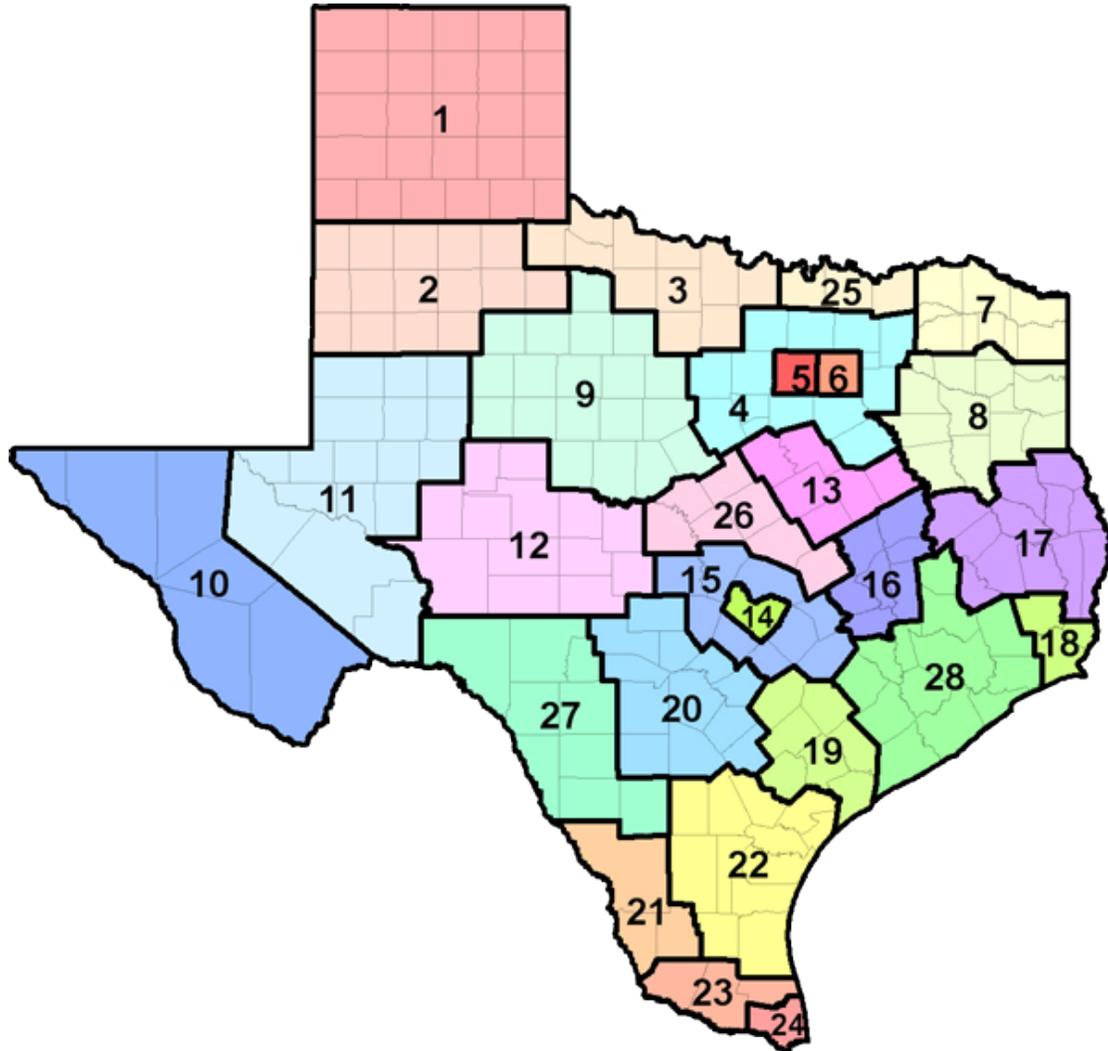
- Initial list of 73 certifications for accountability published **August 2017**
- Initial certifications **data reported for 2016-2017 school year** thus no longitudinal data
- Current half credit in accountability for 85 existing courses aligned to industry certifications



Current Endorsement Data

- 2018 is first graduating class of students with full endorsements and first year of data collection
- Partnership with AIR and IES and will likely have first post-secondary achievement data in 4-5 years
- Initial students earning industry recognize certifications for 2016-2017 as reported in the fall **10,840**

Mapping Labor Marking Need



Texas Labor Market Information

Labor Market Information pulled from Texas Workforce Commission Projections and triangulated by regional WDA and real time labor data

Industry Certifications and Labor Market Alignment

Most Attained Certifications 16-17

- Certified Nursing Assistant (CNA): **1,554**
- Cosmetology: **1,106**
- American Welding Society (AWS) D1.1 Structural Steel: **849**
- Microsoft Office Word: **647**
- National Center for Construction Education and Research (NCCER) Core: **618**
- Pharmacy Technician: **442**



Highest Growth Occupations

- **Health Care**
- **Construction**
- **Information Technology (IT)**
- **Agriculture**
- **Business, Marketing and Finance**

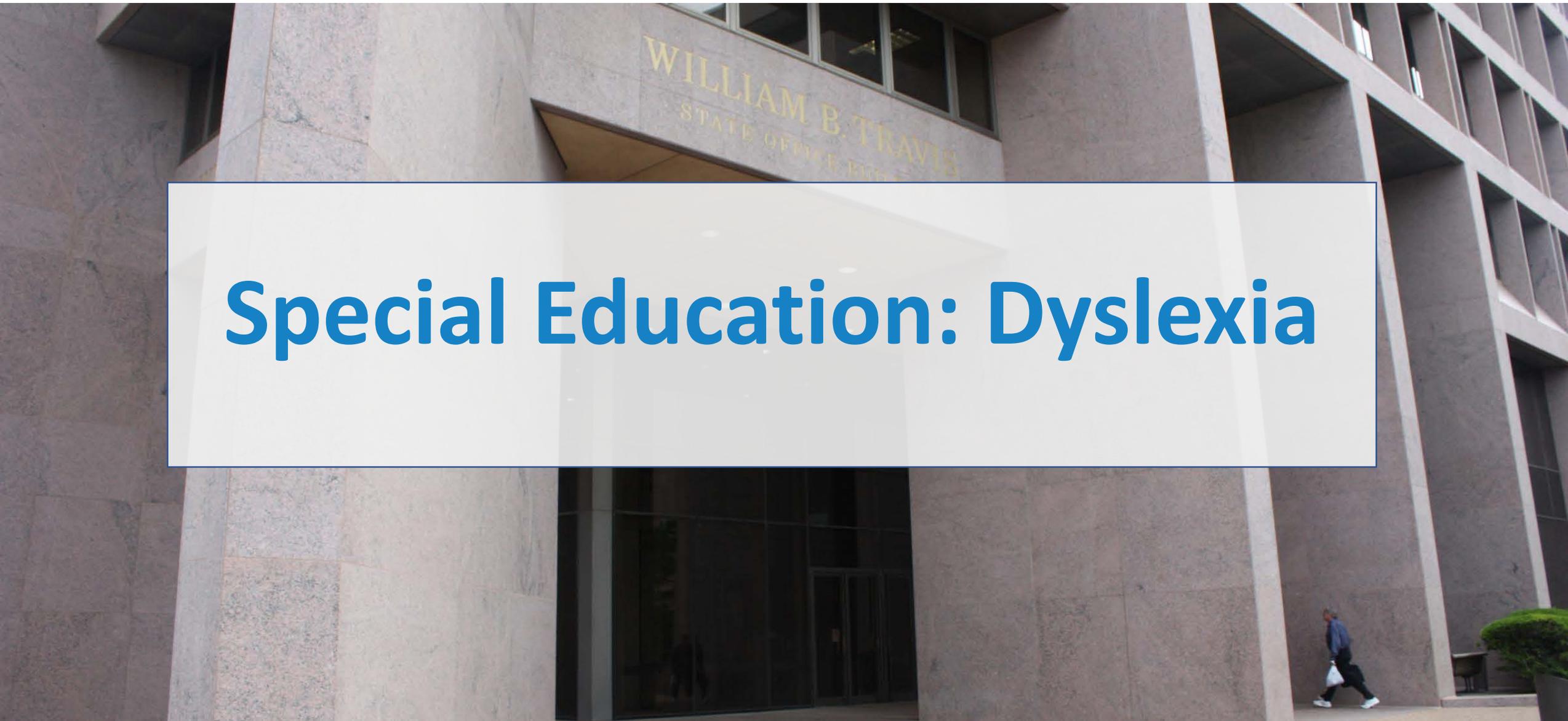
Texas occupations with median wage >\$35,339 AND growth >17% from TWC growth projections matched with real time labor data

Note: Results are based on the last campus a student attended, as reported in the Public Education Information Management System. A student pursuing or completing more than one endorsement is included in the results for each endorsement pursued or completed.

Target Occupations Education Distribution

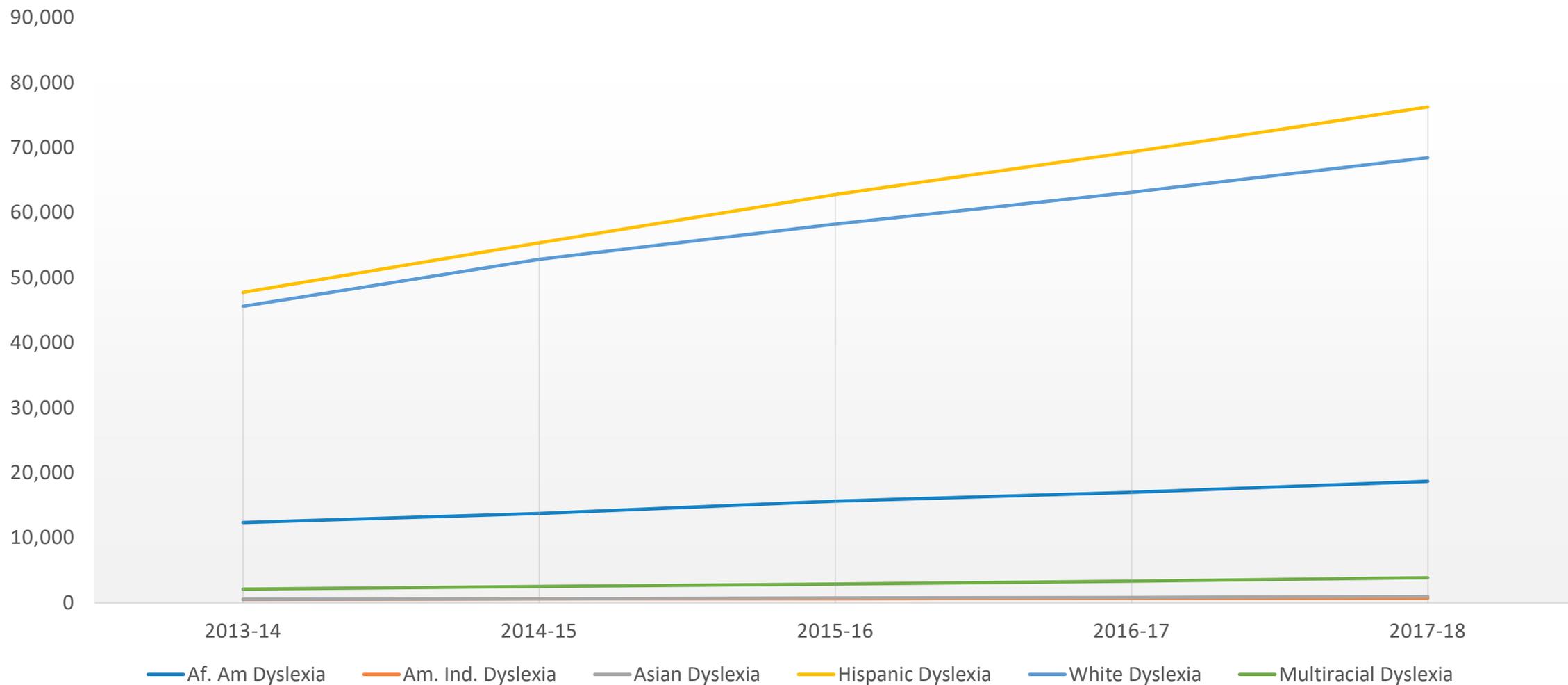
Data from Local Workforce Development Areas (LWDA); 1,067 total references across 28 LWDA's	Target Occupation References	Percent of Total
HS or Less	147	13.8%
Recognized Industry Credential	385	36.1%
Some College	83	7.8%
Associate's Degree	185	17.3%
Bachelor's Degree	241	22.6%
Master's or higher	26	2.4%

- Current and projected employer needs require recognized industry credential or post-secondary
- Recognized industry credentials include certifications earned by high school students as well as Level I and Level II certifications earned at Institutions of Higher Education

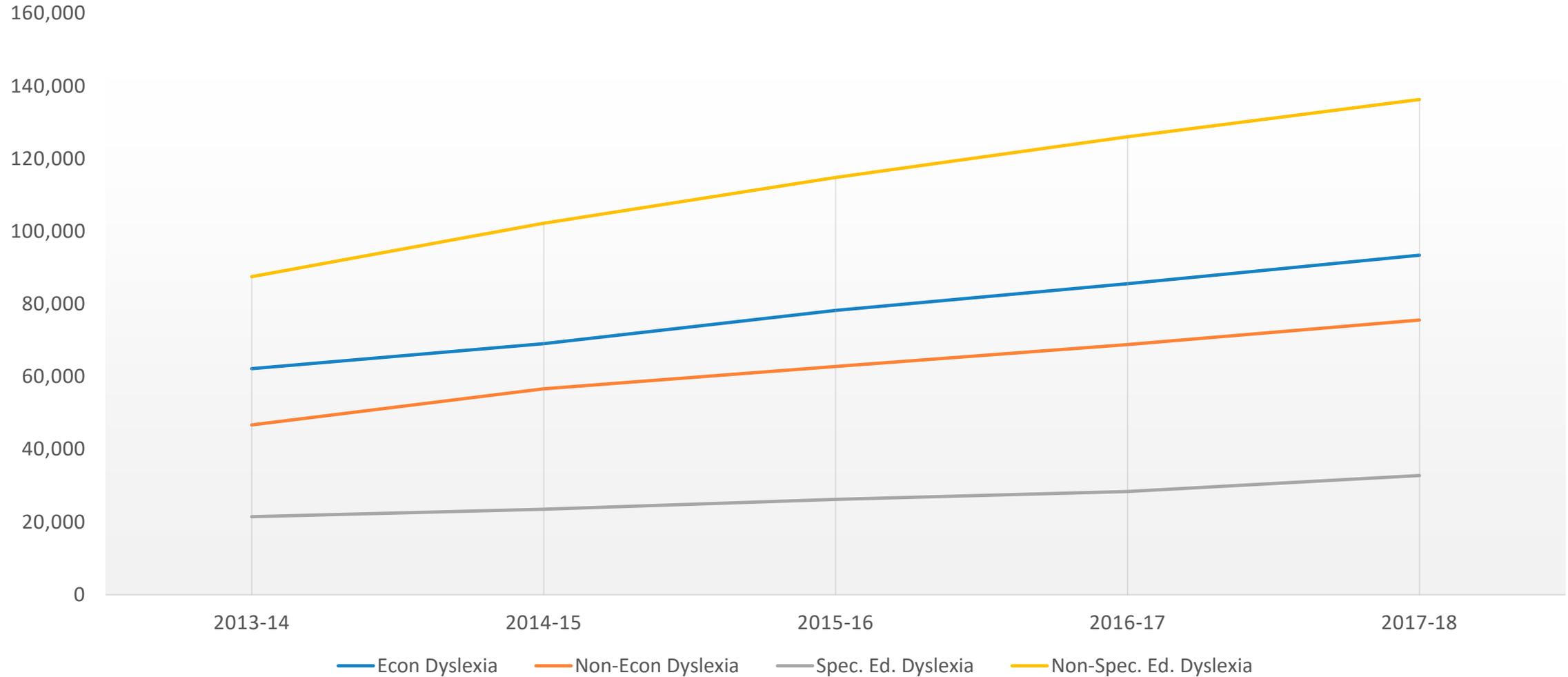


Special Education: Dyslexia

Special Education: Dyslexia (Race)



Special Education: Dyslexia (Income and Special Education Identification)





WILLIAM B. TRAVIS
STATE OFFICE BUILDING

TEA Strategic Plan





**Recruit, support,
and retain teachers
and principals**

If the agency leads efforts to excite students in K-12 and college about the **rigors and rewards of being an educator**, in order to **raise the perceptions of the profession held by students and their influencers**,

...and if the agency leads change efforts to increase the number of high quality new teachers through **improving the effectiveness of pre-service educator preparation programs**,

...and if the agency, in partnership with ESCs and external providers, supports teachers and principals through changes to in-service support, including **instructional feedback, leadership and the use of outcomes-based professional learning**,

...and if the agency **ensures an educator certification system** which is designed to drive **continuous improvement through rewarding effective in-service support**,

...and if the agency ensures the safety of all students and upholds the **integrity of the profession...**

...then district and campus leadership will have the tools to be able to recruit, support, and retain teachers and principals

Build a
foundation of
math and
reading

If the agency [supports the State Board of Education](#) to facilitate a process that identifies [rigorous standards](#) for student learning...

and if the agency [increases the availability of coherent, aligned curricular resources and integrated formative assessments](#)...

and if the agency [ensures effective professional supports](#) to educators in early childhood and primary grades...

and if the agency [supports effective programmatic efforts, resource allocation, and school partnerships](#) to support effective implementation...

and if the agency [ensures the availability of tools to fully empower parents](#) as the child's first teacher...

...then the agency [will enable educators to provide the children of Texas with a foundation of math and reading](#)

Strategic Priority 3 Theory of Action

Connect
high
school to
career and
college

If the agency and its partners, through the work of the Tri-Agency Workforce Commission, **identify current and future career opportunities** in Texas...

and if the agency and its partners collaborate to **identify the pathways that prepare for successful entry** in these careers...

and if the agency **creates, supports, and incentivizes the implementation of innovative and rigorous school models and courses** for these pathways...

and if the agency **provides supports for families, educators, and partners to help students choose their desired pathway**...

and for **those students choosing a pathway that includes college**, if the agency **provides resources to ensure successful collegiate entry and completion**...

...then the agency **will empower educators to connect high school to career and college**

Strategic Priority 4 Theory of Action

Improve Low Performing Schools



If the agency..

Maintains a **tiered campus performance framework** to assist school systems in analyzing student outcomes,



Supports school boards to **govern with a focus on student outcomes**,



Supports the development of district capacity to implement **coherent curriculum and assessment strategies** and **fill school-level talent gaps**,



Supports district-level campus oversight including **school improvement efforts** and **school transformation actions...**

And..

Then..



We will foster conditions to provide families with access to **more A & B campuses** and **reduce number of D & F campuses.**

Increase
transparency,
fairness and
rigor in district
and campus
academic and
financial
performance

If the agency **establishes quantifiable and fair metrics** for how schools and districts will be held accountable...

and if the agency **measures progress and proficiency** through valid and reliable indicators...

and if the agency **includes performance data in all areas**, including finance...

and if the agency **partners with external stakeholders to solicit feedback** on the proposed indicators...

and if the agency **creates the resources and consultation needed** to support the agency and the field...

and if the agency **develops tools to make the system actionable** instead of only informative...

...then the agency will accurately identify the performance of schools and districts in the state, providing them with the appropriate rewards and tools to maintain or improve student achievement