

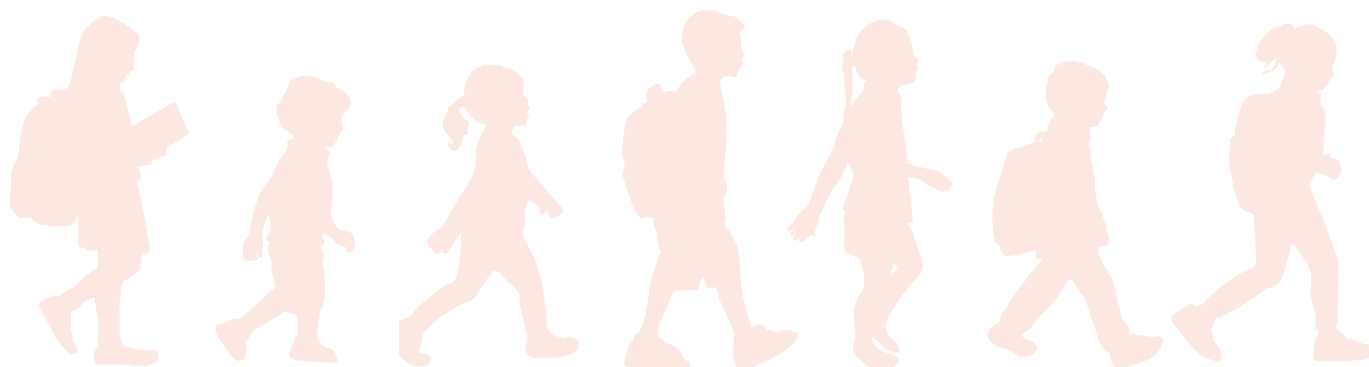
# 2019 Annual Report



## 2019 ANNUAL REPORT

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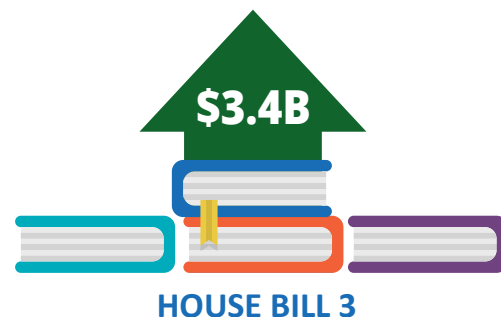
## A MESSAGE FROM COMMISSIONER MORATH



My Fellow Texans,

It is an exciting time for public education in Texas.

This year, the Texas Legislature passed House Bill 3, one of the most sweeping school finance laws in state history. Educators and parents across Texas have reason to cheer the immediate increase in funding for our schools of \$3.4 billion per year. And taxpayers have reason to cheer the immediate reduction in property taxes of \$2.2 billion per year.



But more than that, the law sets the stage for major improvements in our schools over the next decade. Reforms embedded in HB 3 will enhance how we support our teachers, how we educate our youngest learners on the fundamentals, and how we ensure high school students are successfully launched into colleges, careers, and the military. HB 3 substantially increases support for students in special education. And the law brings an unparalleled commitment to equity in the finance system – providing targeted resources to support every child, in every classroom, every day.

**5,035**  
**Associate Degrees  
Earned In High School**

These improvements build on the incredible strengths of our system of public education. Consider the life-changing implications of just one recent achievement: The number of graduates who simultaneously earned an associate degree alongside their high school diploma nearly doubled from the prior year, reaching 5,035.<sup>1</sup>

Yet we also have challenges. Results from the National Assessment of Educational Progress (NAEP) show that Texas students have seen a decline in recent years in middle school reading and math proficiency (see page 18). It will take intentional planning and focused execution to tackle these challenges.

And that is exactly what Texas is doing. TEA has undertaken an ambitious strategic plan to significantly improve the support offered to students throughout our state's more than 8,800 schools.<sup>2</sup> The Legislature has provided a massive infusion of resources, targeted to have the biggest impact. And hundreds of thousands of teachers, principals, and school system leaders are working with urgency and focus to deliver improved outcomes for all our students.

The future has never looked brighter for Texas students.

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



Mike Morath  
Commissioner, Texas Education Agency

[tea.texas.gov/hb3](http://tea.texas.gov/hb3)





# TEA Strategic Plan



## OUR COLLECTIVE GOAL



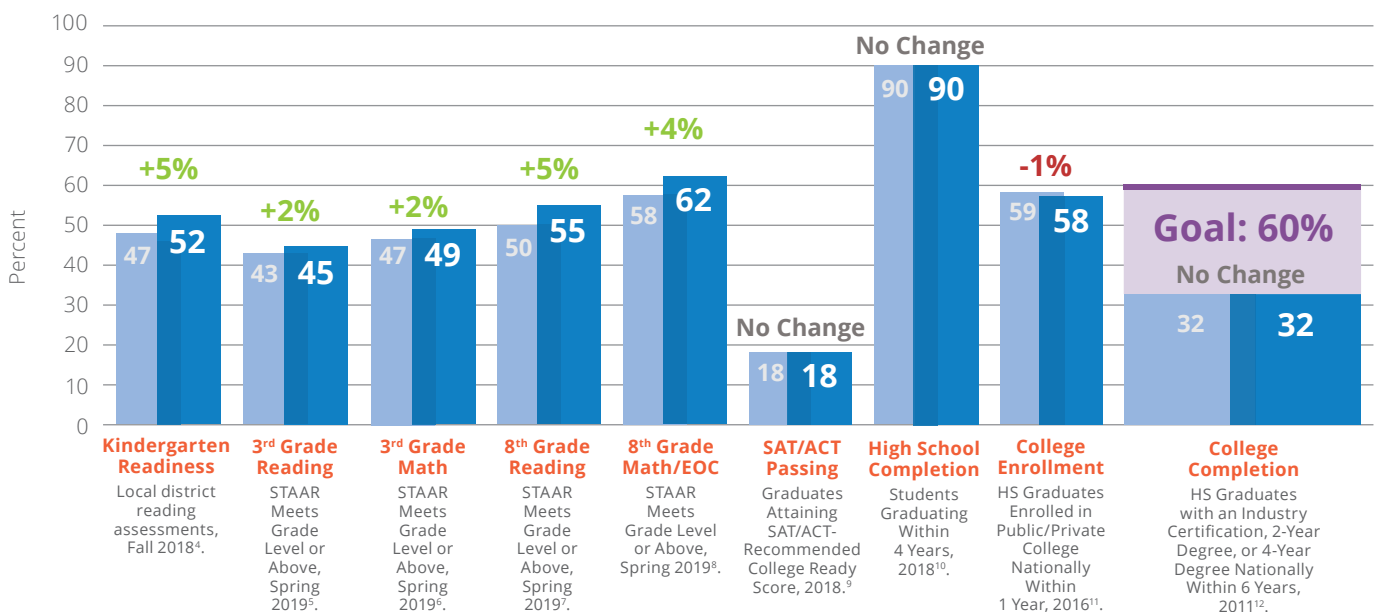
By 2030, at least **60%** of Texans ages 25-34 will have a certificate or degree.

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

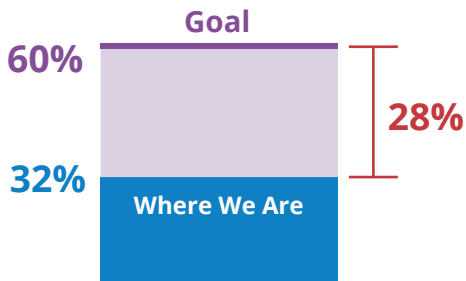
## 60x30TX

By 2030, most jobs will require some training beyond high school (a traditional four-year degree, a two-year associate degree, or some type of industry credential)<sup>3</sup>. **Too few Texas students are currently obtaining the necessary postsecondary credentials.** Created 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 STUDENT OUTCOMES



# TEA'S STRATEGIC PRIORITIES



## College Completion

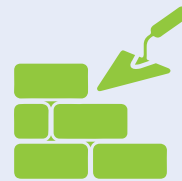
To support efforts that meet 60x30TX goals, **the Texas Education Agency's strategic priorities were built on supporting actions** which guide our work on behalf of the nearly 5.4 million public school children in our state. With the recent passage of House Bill 3, support for these strategic priorities has never been higher.

### 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).



# Recruit, Support and Retain Teachers and Principals



## WHY THIS MATTERS

**380,263**

Research confirms that teachers impact student outcomes more than every other in-school factor,<sup>13</sup> and principals set the stage for teacher success. But the teaching profession is demanding. We will only be successful if we can effectively recruit, support, and retain our teachers and principals – a daunting task at the scale of Texas, with **380,263** teachers and principals. Our strategic plan calls for an integrated set of actions to improve our support of the profession at scale.<sup>14</sup>

## OUR THEORY OF ACTION



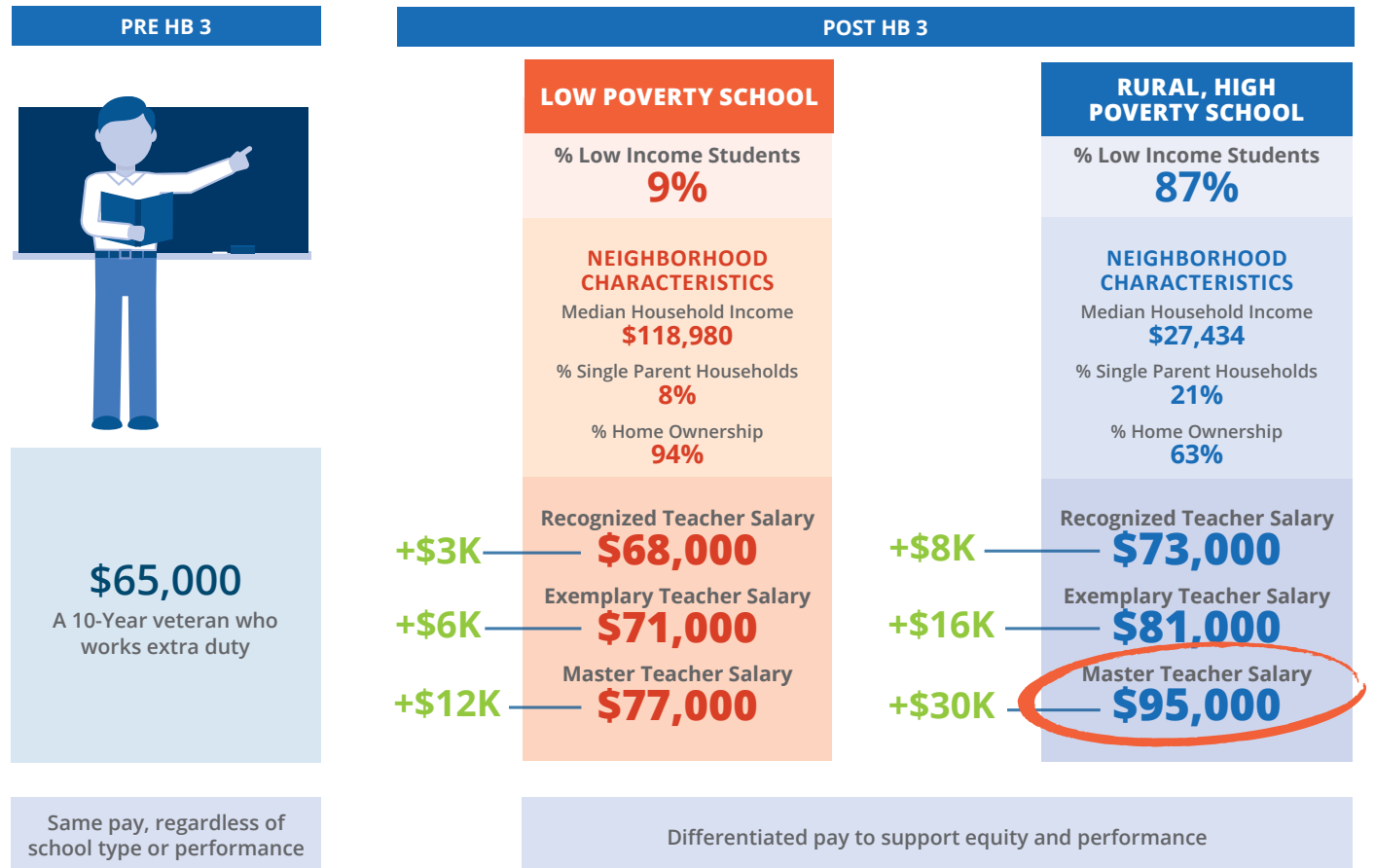
## HOUSE BILL 3: IMPROVING TEACHER COMPENSATION



Teaching is one of the most important jobs in the country, and it is one of the toughest. It should also be financially rewarding. In 2019, the Texas Legislature overhauled the state's school finance system, including a massive increase in teacher pay and a major infusion into the teacher retirement system.

Teachers are critical for student success. And while we expect all students to achieve at high levels, in some places, this requires even more from our teachers. So new optional incentive funding is available for the professional growth of all our teachers while also offering even higher salaries for those serving in rural and high poverty schools.<sup>15</sup>

### ENCOURAGING THE BEST TEACHERS TO STAY IN THE CLASSROOM WHERE THEY ARE MOST NEEDED



## Longview LIFT

### Pioneering Innovative Practices in Teacher Compensation



Longview Independent School District was ahead of the curve in December 2012 when the Board of Trustees voted to implement a performance pay system for middle school reading and math teachers. Designed to help close the achievement gap between low

socio-economic and middle-income students, today the Longview Incentive for Teachers (LIFT) Pay for Performance Program includes three award models. The LIFT Program has been instrumental in retaining high quality educators.



## Build a Foundation of Reading and Math



Ysleta ISD

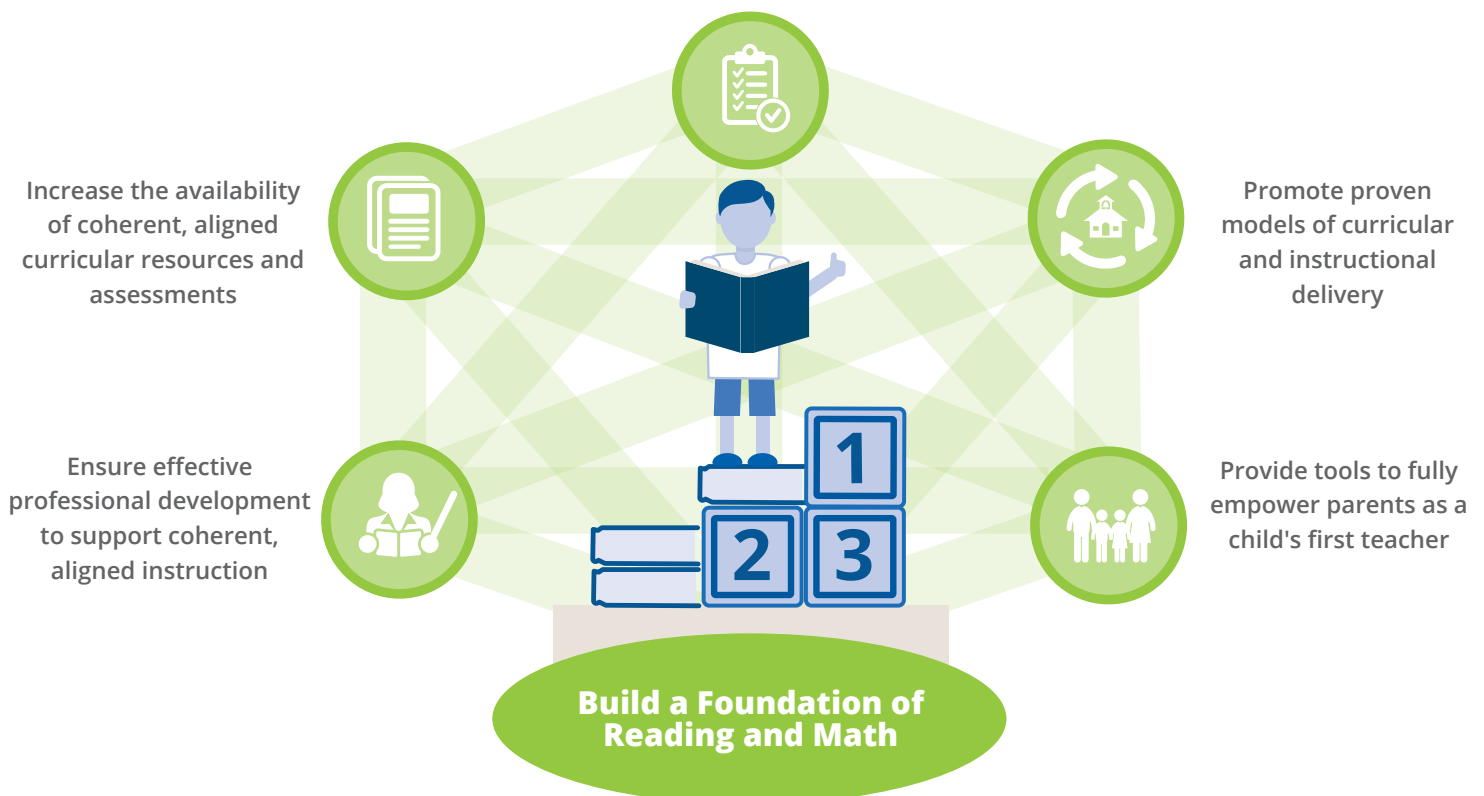
## WHY THIS MATTERS

61%  
vs  
35%

All children can learn how to read, write, and do math. Ensuring we have taught all children these foundational skills is difficult. Overall outcomes improved for 3rd grade reading this year, but we still see clear discrepancies in the results. **61%** of students from middle- and upper-income households are reading on grade level in 3<sup>rd</sup> grade, but only **35%** of their low-income peers meet grade level.<sup>16</sup> Our strategic plan calls for an integrated set of actions to improve these foundational skills at scale.

## OUR THEORY OF ACTION

Support the State Board of Education  
as they develop rigorous standards





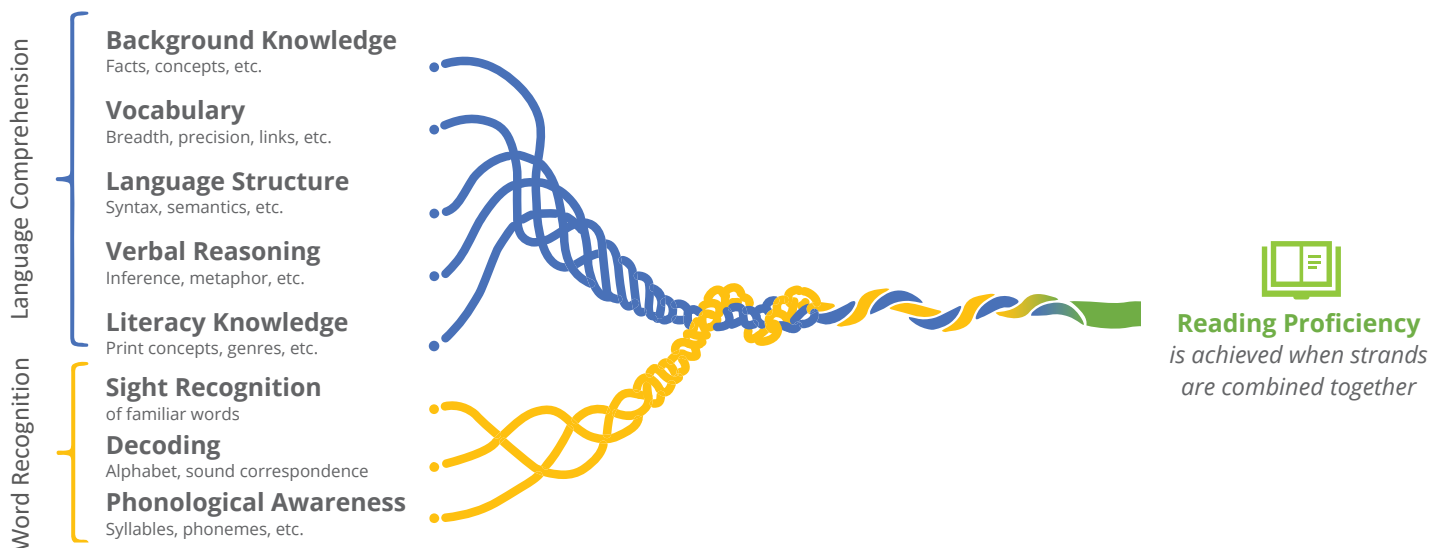
## TEACHING READING IS ROCKET SCIENCE

Children are wired for sound. They absorb the spoken word as easily as they breathe. But learning to read is altogether different. It requires children not only to understand spoken language, but also to interpret combinations of letters written on a page as words and sentences. Thankfully, there is a well-established research base to support educators in a scientific approach to teaching reading. That science is summarized most easily with the Simple View of Reading. But skilled practitioners can tell you there is nothing simple about teaching reading, which requires teachers to weave together multiple concepts in interconnected ways, much like strands of a rope.

### SIMPLE VIEW OF READING<sup>17</sup>



### SCARBOROUGH'S READING ROPE<sup>18</sup>



## SUPPORTING TEACHERS IN THE SCIENCE OF TEACHING READING



Texas is making a major commitment to support teachers and students in the foundational area of reading.

Within three years, every aspiring teacher in our state will be required to demonstrate mastery in the science of teaching reading before earning an elementary teaching certificate. Between now and then, every K-3 reading teacher in Texas will be supported with the Texas Reading Academies. These Academies give participants job-embedded training over the course of a year aligned to evidenced-based practices and are designed to leave them with tangible action steps that can be used in classrooms to help students immediately.



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



# Connect High School to Career and College



Taylor ISD

## WHY THIS MATTERS

**4.8%**

Being prepared for life after high school means being ready for both college and career. Career readiness is re-emerging in Texas, with almost double the number of graduates obtaining an industry credential compared to the prior year. But much work remains. Only **4.8%** of the class of 2018 received an industry credential along with their high school diploma<sup>19</sup>. Our strategic plan calls for an integrated set of actions to ensure every student in Texas has a high school experience that successfully launches them into what comes next, be it college, a career, or the military.

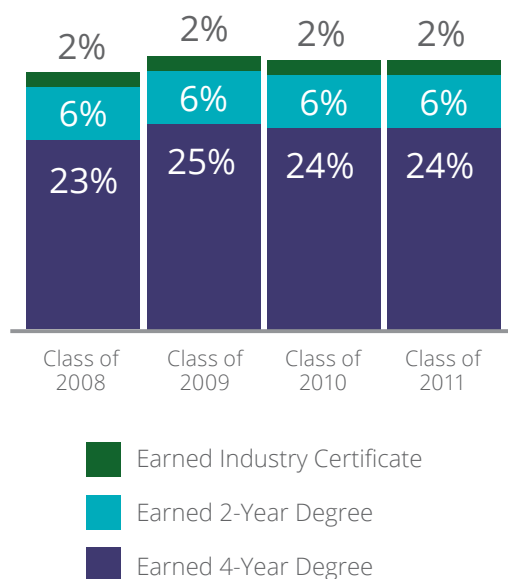
## OUR THEORY OF ACTION



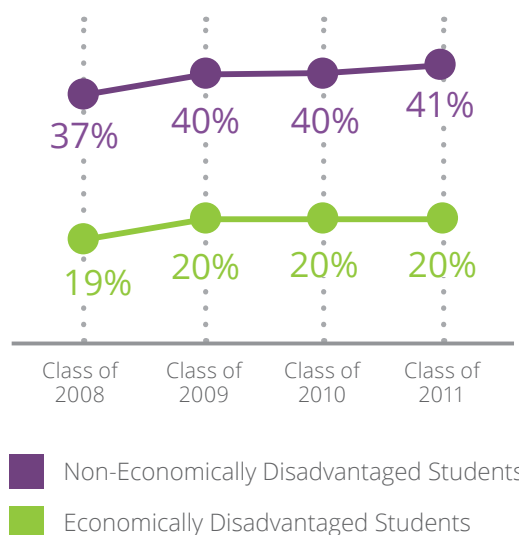
## POSTSECONDARY COMPLETION – 6 YEARS AFTER GRADUATION

Thanks to increasingly rapid technological advances, the requirements of our workforce are much different than they were even a decade ago. Employment in the modern economy often requires much more than a high school diploma. Six years after graduating from a Texas high school, 32 percent of the Class of 2011 completed some kind of post-secondary credential – be that a bachelor's degree, an associate degree, or a trade credential.<sup>20</sup>

**POSTSECONDARY COMPLETION WITHIN 6 YEARS BY COMPLETION TYPE (ALL STUDENTS)**



**ANY POSTSECONDARY COMPLETION WITHIN 6 YEARS (ECO DIS VS. NON-ECO DIS)**



## Conroe ISD

### Advising students in college and career

Conroe Independent School District employs highly-trained counselors as full-time college and career advisors in each of the district's high schools. This keeps student advising firmly rooted in the context of a comprehensive counseling program, which provides continuous support for students and families. Beginning in 7<sup>th</sup> grade, students participate in engaging activities that help them explore the realm of college and career in a way that connects to each student's high school plan. Once in high school, students continue to receive services through the College and Career Center. Through collaborations with



universities, community colleges, the military, and local industry, Conroe ISD is providing meaningful opportunities to students, which will help ensure they have their next steps well planned after high school graduation.



# Improve Low-Performing Schools

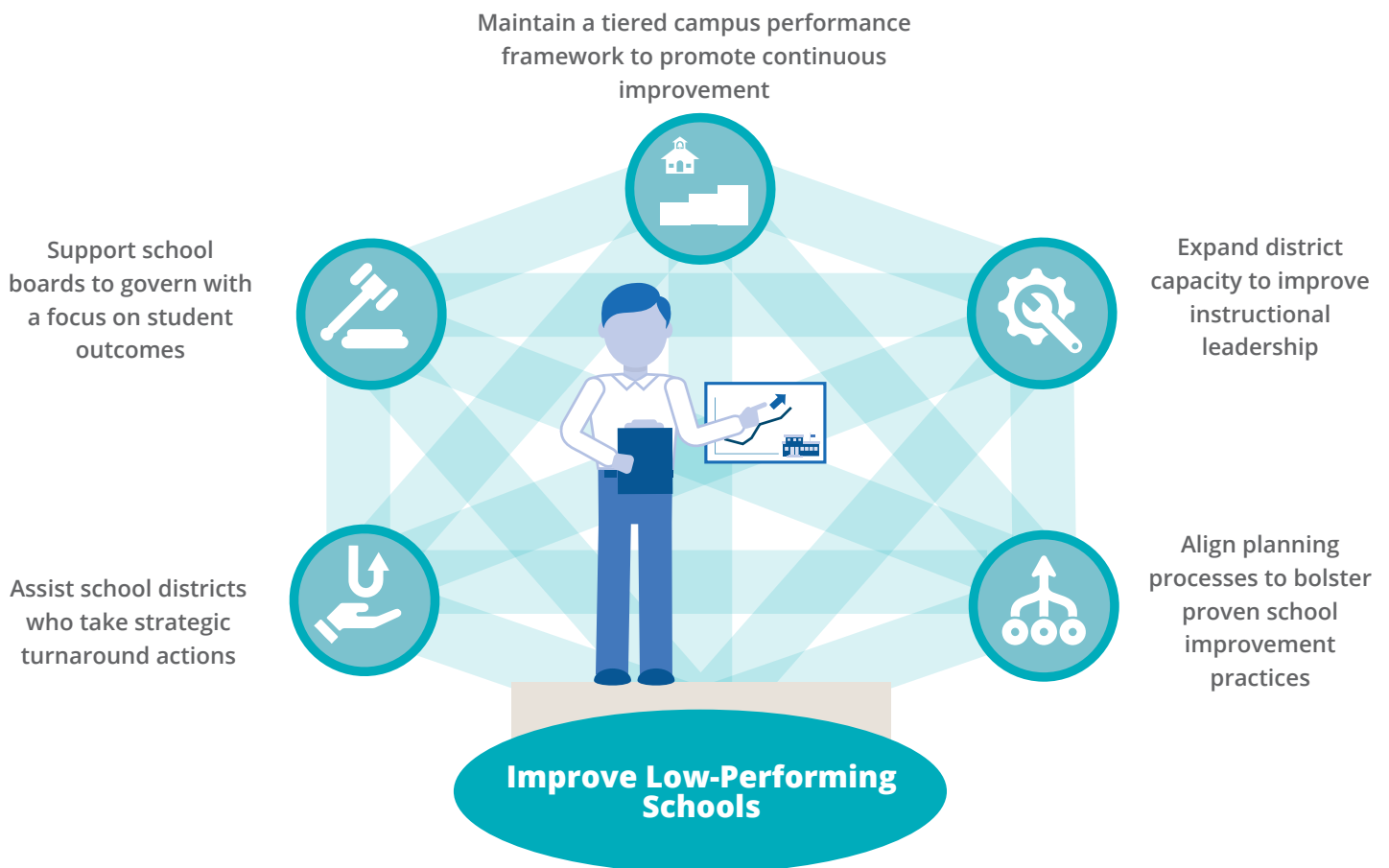


## WHY THIS MATTERS

**579**

Since the 2016-17 school year, Texas has transitioned to an A-F rating system to provide clear, fair, and differentiated performance information for all our schools. The results are not strongly correlated to student poverty. In fact, there were 296 high-poverty schools in Texas that earned an A in 2018-19<sup>21</sup>. Perhaps more importantly, the system is showing strong results. There were **579** fewer D and F campuses in 2018-19 than there would have been in 2016-17.<sup>22</sup> Our strategic plan calls for an integrated set of actions to rapidly improve low-performing schools.

## OUR THEORY OF ACTION

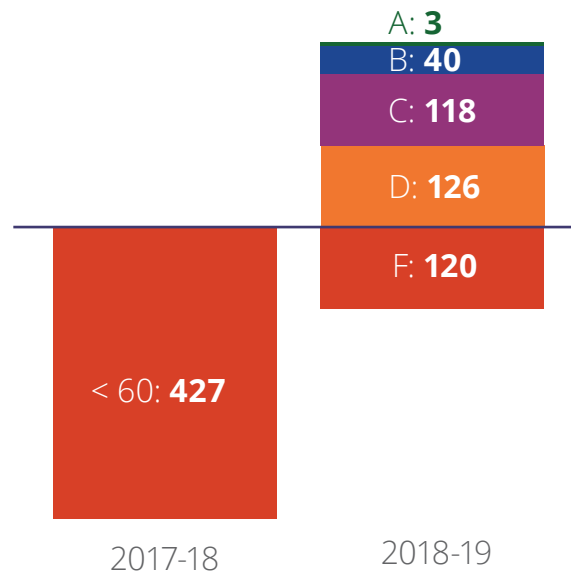




## SUPPORTING SCHOOL IMPROVEMENT

Most of the 8,845 schools in Texas offer their students tremendous educational opportunities. Occasionally, though, results fail to meet acceptable levels of performance. When this happens, local school system leaders work aggressively to improve results, and TEA provides assistance with grants, training, and a framework to help guide action planning based on practices found in the most effective schools in the state. For the overwhelming majority of the 427 low-performing schools in the 2017-18 school year, there were significant improvements within a year.

### RAPID GAINS FOR MOST LOW-PERFORMING SCHOOLS

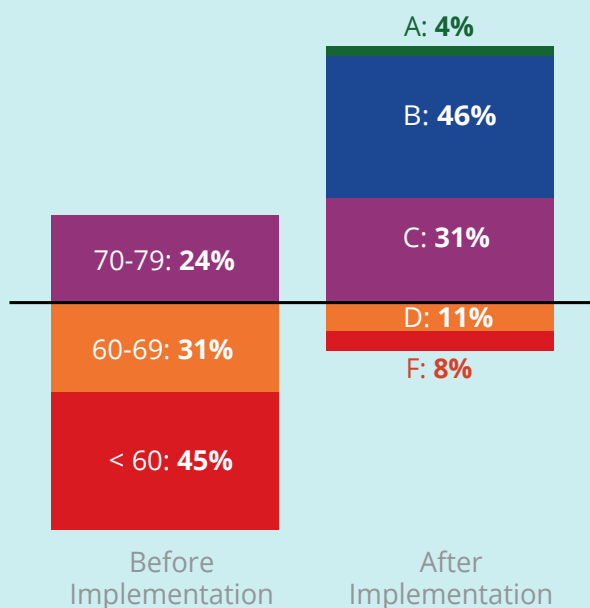


## A PROVEN SCHOOL IMPROVEMENT MODEL



If a school isn't reaching acceptable performance, turning it around is some of the hardest work in public education. A number of districts across the state have seen strong results from a comprehensive turnaround model pioneered in North Texas: the Accelerating Campus Excellence (ACE) initiative.<sup>23</sup> Given these results, the Texas Legislature recently designated ACE as pre-approved if pursued as a turnaround plan at low-performing campuses.

### ACE SCHOOLS



Before implementation, only **24%** of ACE campuses were a C or higher.

After implementation, **81%** of ACE campuses were a C or higher.



# Special Education



## MAJOR IMPROVEMENTS

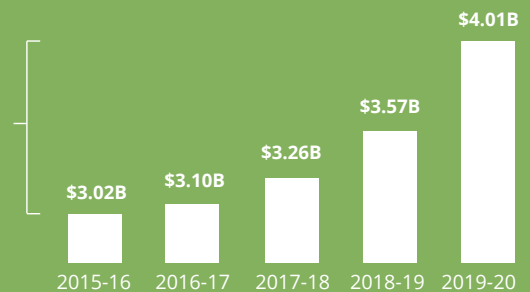


In 2018, the Texas Education Agency launched a comprehensive plan for special education. While much work remains, Texas has made important strides in recent years to improve the support for our students receiving special education services.

### More Funding for Special Education<sup>24</sup>

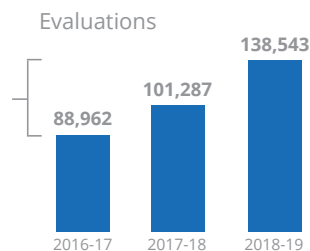
There has been an almost **\$1 Billion dollar increase** in Special Education funding over the past four years.

**27%**  
increase since  
2015.

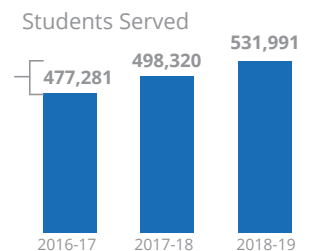


### More Students Evaluated & Served<sup>25</sup>

**56%**  
increase in the  
number of  
evaluations  
in 3 years.

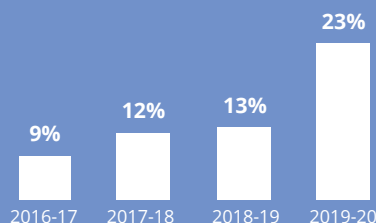


**54,710**  
additional Texas  
students being  
served with  
Special Education.

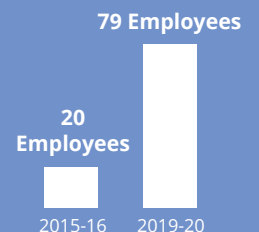


### More Districts Monitored and Supported<sup>26</sup>

**277 districts & charters** will be monitored in 2019-20, up from 108 in 2016-17.



TEA has **almost quadrupled** the number of employees supporting special education.



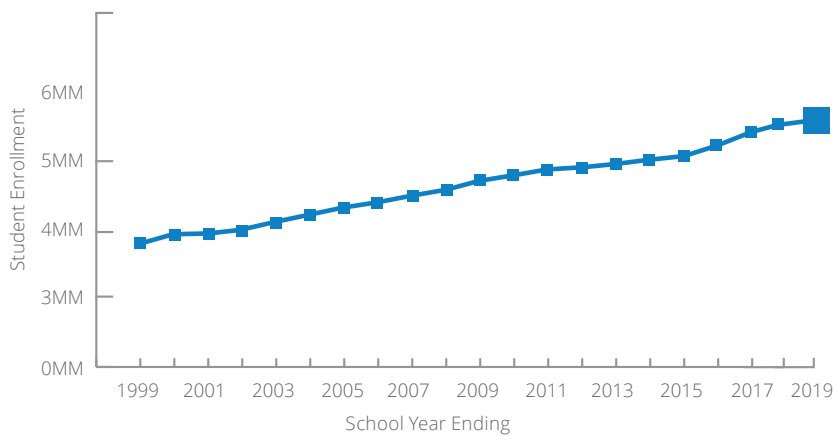


# Texas Enrollment Information

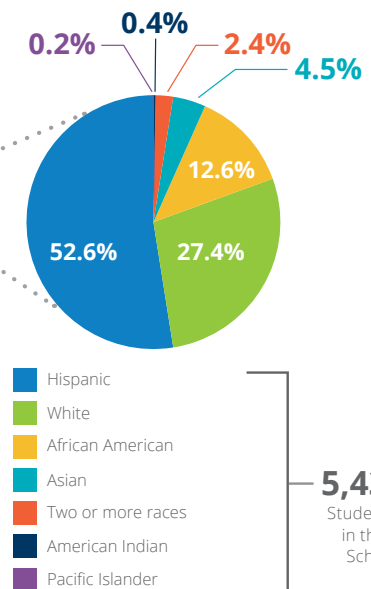


Texas Capitol

## ENROLLMENT GROWTH – 20 YEARS



## ETHNICITY

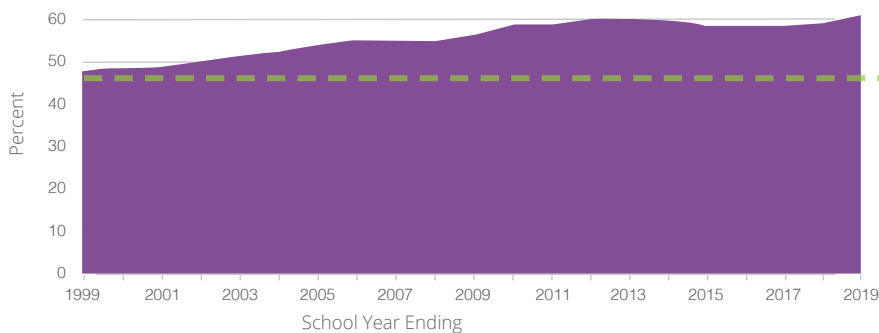


**5,431,910**  
Students Enrolled  
in the 2018-19  
School Year<sup>27</sup>

## STUDENT POPULATIONS IN THE STATE OF TEXAS

Increasingly, students in Texas public schools are coming in from low-income households. Over the past 20 years, the percentage of students who are economically disadvantaged, as measured by being eligible for a free or reduced-price lunch, has risen more than 12 percentage points.<sup>28</sup>

## ECONOMICALLY DISADVANTAGED STUDENTS



1999  
Eco Dis %

## STUDENTS BY PROGRAM<sup>29</sup>

Bilingual/ESL	19.4%
Gifted/Talented	8.0%
Special Ed.	9.8%



## House Bill 3



### MAJOR IMPROVEMENTS IN SCHOOL FINANCE



House Bill 3 is more than just an overhaul of the school finance system, it represents a major improvement in support for teachers. It also ensures funding is targeted based on student need, not based on local property wealth. It includes comprehensive reforms to the way we educate children in Texas. And it comes with an immediate and continuing reduction in property taxes.<sup>30</sup>



**Supports Teachers and Rewards Teacher Excellence**



**Increases Funding and Equity**



**Focuses on Learning and Improving Student Outcomes**



**Reduces and Reforms Property Taxes and Recapture**

## \$635 more per student



## \$10,160 more per classroom

for a classroom of 16 students

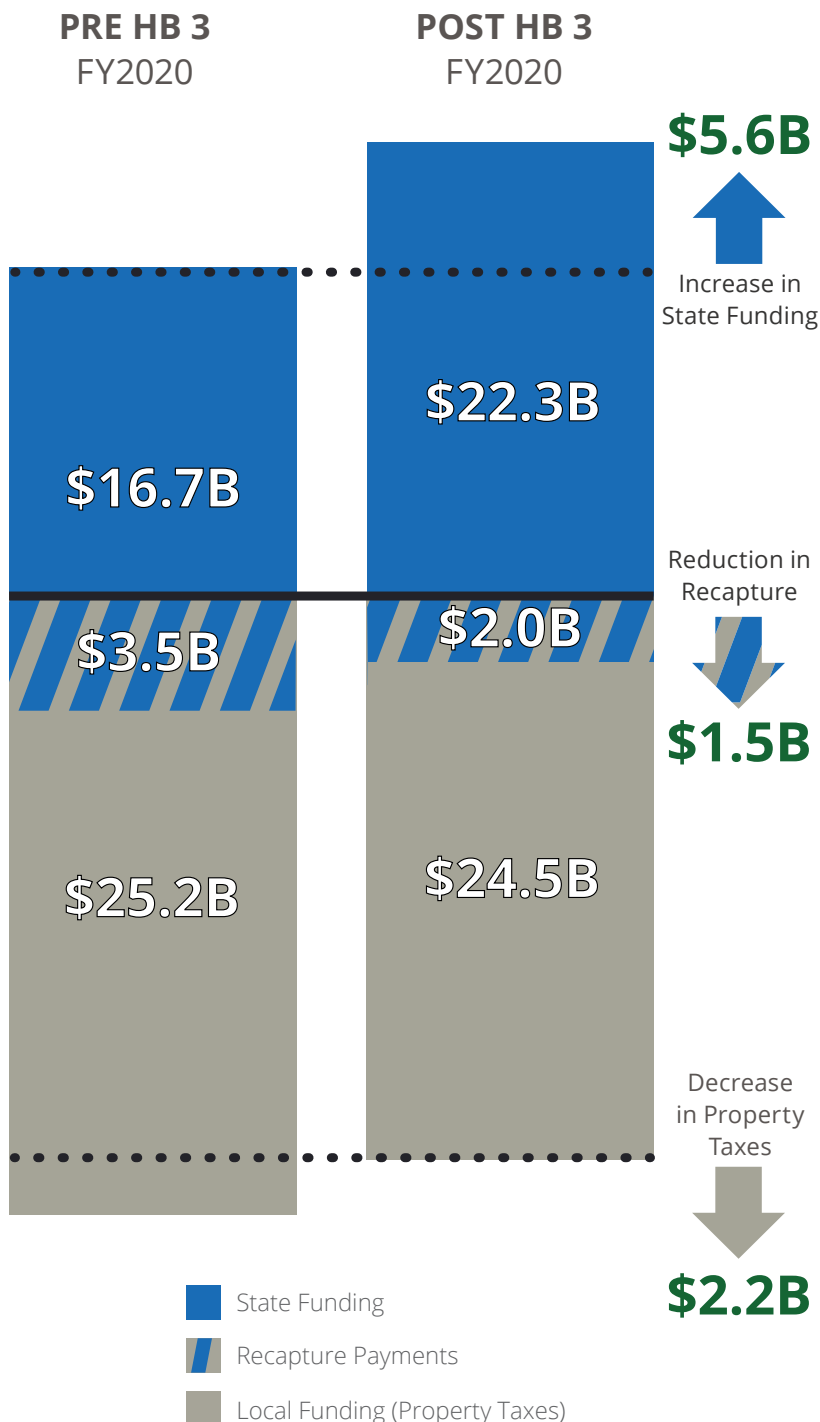
[tea.texas.gov/hb3](http://tea.texas.gov/hb3)



# THE IMPACT OF HOUSE BILL 3

House Bill 3 was accompanied by an increased state appropriation of \$11.6B over the biennium. Here's how the appropriation applies this school year:

**\$3.4B increase** in total funding for public education operations in fiscal year 2020



## NEW & INCREASED ALLOTMENTS

-  Tiered Compensatory Education Allotment
-  Early Education Allotment
-  Dyslexia Allotment
-  Dual Language Allotment
-  Additional Days School Year Incentive
-  Teacher Incentive Allotment
-  Mentor Program Allotment
-  Fast Growth Allotment
-  New Instructional Facility Allotment Increase
-  Special Education Mainstream Allotment Increase
-  College Career and Military Readiness Outcomes Bonus
-  P-TECH/New Tech Model Incentive
-  College Preparation Assessment Reimbursement
-  Industry Certification Examination Reimbursement
-  Career Technical Education Middle School Expansion
-  School Safety Allotment\*
-  Dropout Recovery and Residential Placement Facility Allotment
-  Blended Learning Grant

\*This specific allotment comes from Senate Bill 11.



# A National Comparison

## 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

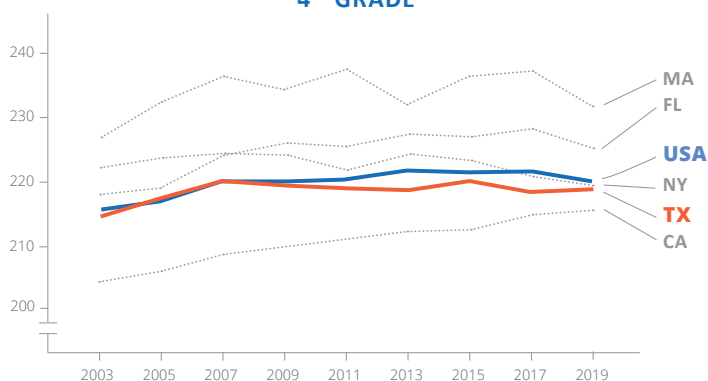
Overall comparison in 4<sup>th</sup> and 8<sup>th</sup> grade reading.



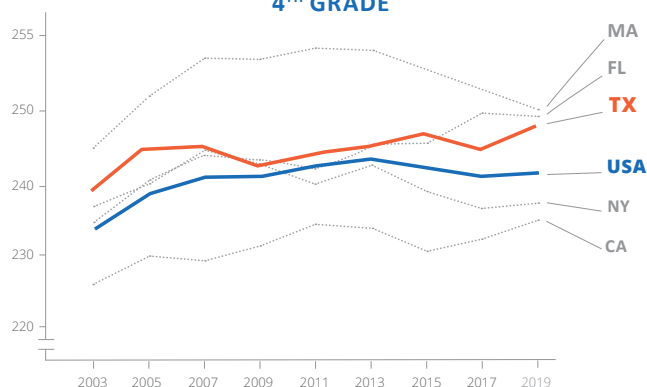
#### NAEP MATH

Overall comparison in 4<sup>th</sup> and 8<sup>th</sup> grade math.<sup>31</sup>

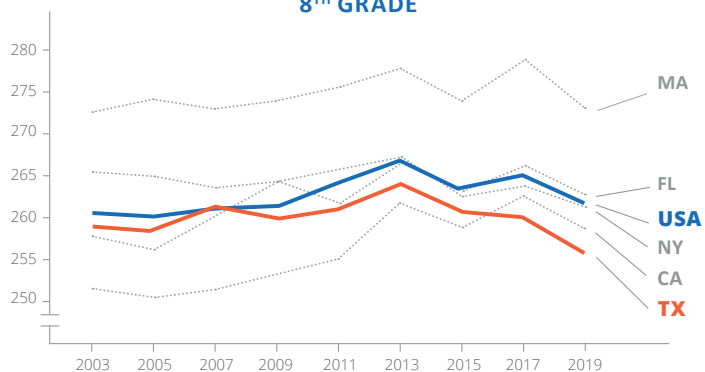
#### 4<sup>th</sup> GRADE



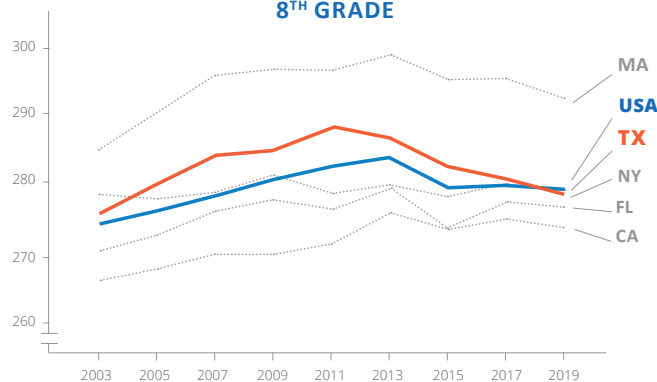
#### 4<sup>th</sup> GRADE



#### 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

# REFERENCES AND CITATIONS

## TEA's Strategic Plan

- 1 <https://rptsvr1.tea.texas.gov/perfreport/account/2019/state.pdf>
- 2 2019 TEA Pocket Guide
- 3 The Future of Texas Higher Education. Raymund Paredes. Texas Higher Education Coordinating Board
- 4 Texas Public Education Information Resource (TPEIR) <http://www.texaseducationinfo.org/>, Texas Education Agency.
- 5 2019 Consolidated Accountability File (CAF), Texas Education Agency.
- 6 2019 Consolidated Accountability File (CAF), Texas Education Agency.
- 7 2019 Consolidated Accountability File (CAF), Texas Education Agency.
- 8 2019 Consolidated Accountability File (CAF), Texas Education Agency.
- 9 ACT, Inc., College Board and Texas Education Agency PEIMS.
- 10 [https://tea.texas.gov/acctres/dropcomp\\_index.html](https://tea.texas.gov/acctres/dropcomp_index.html), Texas Education Agency.
- 11 Texas Academic Performance Report, Statewide, 2019
- 12 PEIMS and THECB, Texas Education Agency.

## Recruit, Support and Retain Teachers and Principals

- 13 <https://www.rand.org/education-and-labor/projects/measuring-teacher-effectiveness/teachers-matter.html>
- 14 Texas Academic Performance Report, Statewide, 2019
- 15 <https://tea.texas.gov/HB3>

## Build a Foundation of Reading and Math

- 16 Texas Academic Performance Report, Statewide, 2019, STAAR Performance - Additional Student Groups
- 17 Gough, P. B., & Tunmer, W. E. (1986). Decoding, Reading, and Reading Disability. Remedial and Special Education, 7(1), 6–10
- 18 Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), Handbook for research in early literacy (pp. 97–110). New York, NY: Guilford Press.

## Connect High School to Career and College

- 19 Texas Academic Performance Report, Statewide, 2019, Postsecondary Outcomes Summary
- 20 Texas Academic Performance Report, Statewide, 2019, Postsecondary Outcomes Summary

## Improve Low-Performing Schools

- 21 For this analysis, high-poverty schools are those with 80% or more of their students who are economically disadvantaged. Data can be found at: [https://tea.texas.gov/sites/default/files/state\\_overall\\_full.xlsx](https://tea.texas.gov/sites/default/files/state_overall_full.xlsx)
- 22 For 2019: [https://tea.texas.gov/sites/default/files/state\\_overall\\_full.xlsx](https://tea.texas.gov/sites/default/files/state_overall_full.xlsx)  
For 2018: [https://rptsvr1.tea.texas.gov/perfreport/account/2018/state\\_overall.xlsx](https://rptsvr1.tea.texas.gov/perfreport/account/2018/state_overall.xlsx)  
For 2017: TEA A-F What If Analysis
- 23 <https://tea.texas.gov/media/document/259586>

## Special Education

- 24 Foundation School Program Report Viewer
- 25 Enrollment in Texas Public Schools 2018-19 Report, July 2019
- 26 Performance-Based Monitoring Analysis System (PBMAS) Data

## Texas Enrollment Information

- 27 Texas Education Agency. [https://tea.texas.gov/acctres/enroll\\_2018-19.pdf](https://tea.texas.gov/acctres/enroll_2018-19.pdf)
- 28 Texas Education Agency. [https://tea.texas.gov/acctres/enroll\\_2018-19.pdf](https://tea.texas.gov/acctres/enroll_2018-19.pdf)
- 29 Texas Education Agency. [https://tea.texas.gov/acctres/enroll\\_2018-19.pdf](https://tea.texas.gov/acctres/enroll_2018-19.pdf)

## House Bill 3

- 30 FY2020 School Finance Model, Texas Education Agency. Per student numbers are the average of average daily attendance increases for all school systems.

## A National Comparison

- 31 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)

 [twitter.com/  
TexasEducationAgency](https://twitter.com/TexasEducationAgency)  
#IAmTXEd

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

 [texasassessment.com](https://texasassessment.com)

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