



# Public Education Overview

Senate Education  
March 18, 2021

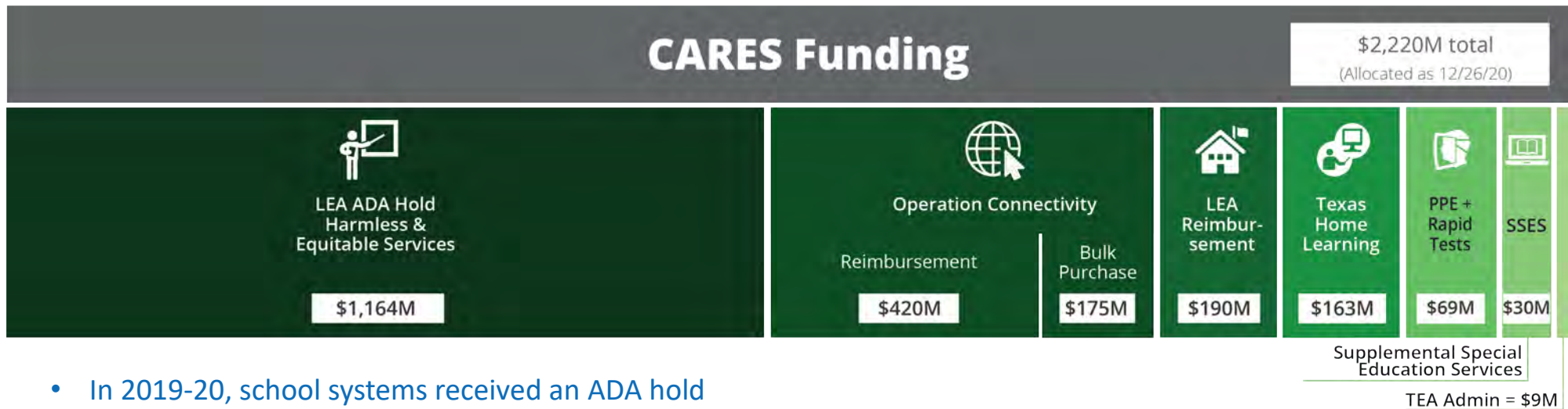


# Agenda

- COVID update
  - Accelerating learning to address COVID learning loss
  - Addressing the digital divide
  - Deciding the future of hybrid (and remote) instruction
- HB 3 implementation update
  - HB 3 follow-up items
- HB 3906 implementation update
  - HB 3906 follow-up items
- Appendix (Begins on Slide 37)

# COVID Update

# TEA Support Thanks to Extensive Appropriations for Public Education



- In 2019-20, school systems received an ADA hold harmless for the end of the year partially funded by CARES, preventing any FSP revenue loss.
- In 2020-21, school systems have also been held harmless for ADA declines.

# TEA Support During COVID Crisis: Initial Responses

## Public Health Campaign



## Meal Finder



## General Guidance

**350+** pieces of guidance on  
TEA's COVID page.



## Public Health Operational Guidebooks and Planning Exercises



# TEA Support During COVID Crisis: Support for On-Campus Instruction

## Public Health Guidance



## PPE Supports for all school systems

70M – Masks<sup>1</sup>  
37K – Thermometers  
590K gallons – Hand Sanitizer  
724K – Face Shields

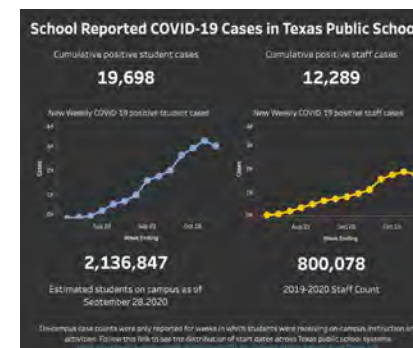


## K-12 COVID-19 Testing Project



**TEA/TDEM/DSHS**  
Deploy rapid COVID-19 testing resources

## Joint TEA/DSHS Case tracking



# TEA Support During COVID Crisis: Support for Remote Instruction



TexasHomeLearning

## Curricular Resources



## Free Learning Management System



## Implementation Supports

- Resilient Schools Support Program
- Strong Start Resources
- Remote Instruction Training for Teachers & Principals
- Curricular Resource Trainings
- COVID Recovery Instructional Material Support Initiative



## Operation Connectivity



Over 4.5 M devices already acquired<sup>1</sup>

## Remote Instruction Framework

Synchronous Instruction



Asynchronous Instruction



## Flexible school funding



On-Campus



Remote



Hybrid





# TEA Support During COVID Crisis: Tools to Support Educational Progress

## Optional Beginning of Year (BOY) Assessment

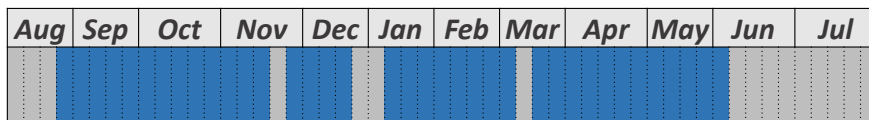


## Supplemental Special Education Services (SSES)

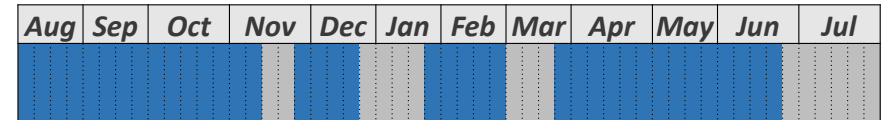


## Intersessional Calendar Support

Traditional Calendar



Intersessional Calendar





# COVID Adjustments to Assessment & Accountability

## STAAR Serves Only One Purpose This Year - To Diagnose Student Learning



### **“Not Rated” Labels**

All school systems will receive “Not Rated – Declared State of Disaster” labels. State and federal interventions will continue using 2019 ratings at a school system’s option.



### **SSI Waiver**

The Commissioner waived the grade promotion requirement related to STAAR testing for the 2020-21 school year.



### **Extended Testing Windows**

The STAAR online testing windows have been extended to five weeks. The TELPAS testing window was extended to 14 weeks.

- School districts are required to administer the STAAR, and to take steps to encourage remote learners to participate in testing at a safe testing location.
- Scaled scores and A-F ratings will not be applied.
- STAAR, CCMR and graduation data will be reported

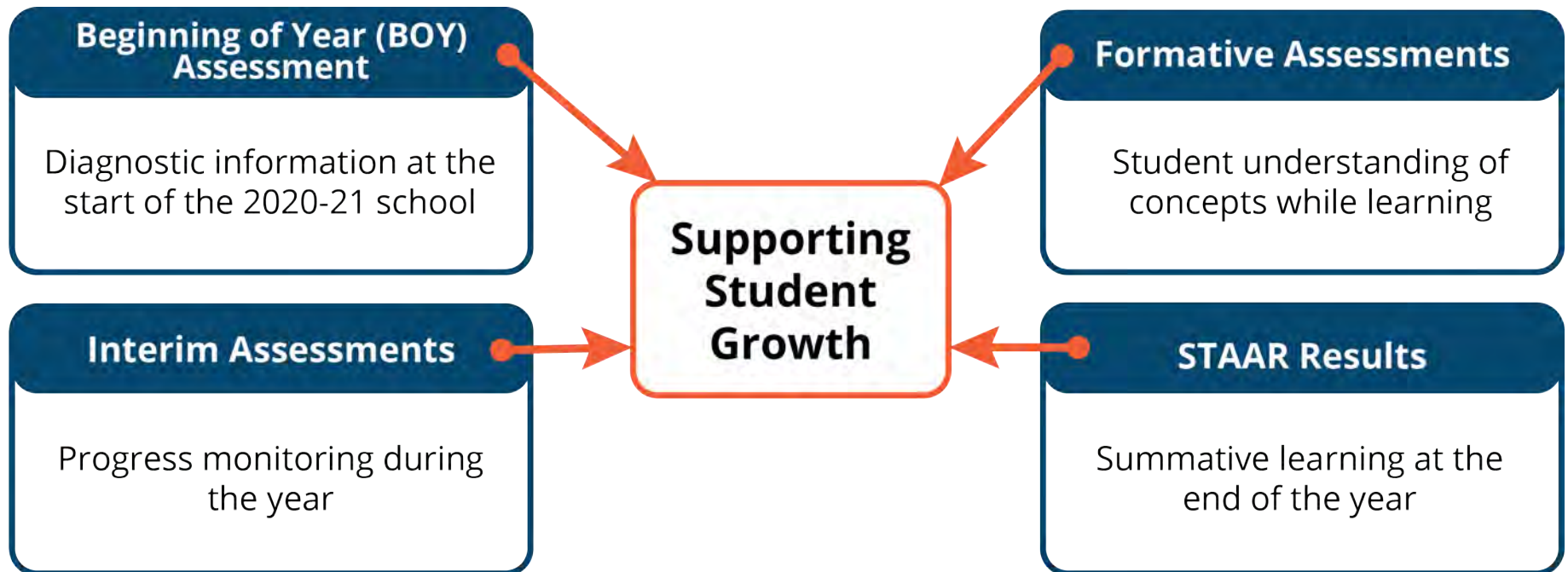


## COVID Enrollment Declines

Grades	2019-20	2020-21 on Oct 30 2020			2020-21 on Jan 29 2021			
	Enrolled	Enrolled	Δ Since 2019		Enrolled	Δ Since 2019		Δ Since Oct
PreK-K	659,219	574,236	(84,983)	-13%	577,228	(81,991)	-12%	2,992
1-5	1,989,441	1,914,327	(75,114)	-4%	1,923,014	(66,427)	-3%	8,687
6-8	1,257,503	1,251,223	(6,280)	0%	1,252,465	(5,038)	0%	1,242
9-12	1,587,607	1,597,388	9,781	1%	1,587,401	(206)	0%	(9,987)
	5,493,770	5,337,174	(156,596)	-3%	5,340,108	(153,662)	-3%	2,934

# Accelerating Learning to Address COVID Learning Loss

## To Address Learning Loss, We Must Understand What Texas Students Know



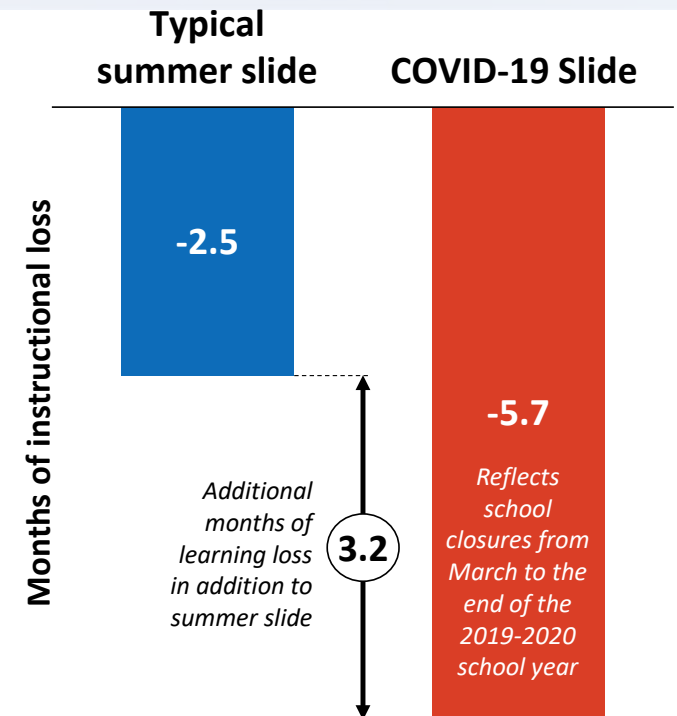


## Optional beginning-of-year (BOY) assessments data indicated 3.2 months of instructional loss due to the impact of COVID-19

BOY assessments were administered from **July 27, 2020 until October 16, 2020** and were designed to diagnose student understanding of the TEKS from the previous school year.

**Almost 650k students from 334 school systems** took the optional assessments online

The results of the study indicated **3.2 months of instructional loss**, in addition to the typical 2.5 months of summer loss



Note: Data was not used for any accountability purposes; aggregate results of the data were used in this research study

Source: [STAAR End-of-Year and Beginning-of-Year Results](#)

# To Address Learning Loss, We Must Act Based on these Assessments

Our kids will need bold action, including many supports.

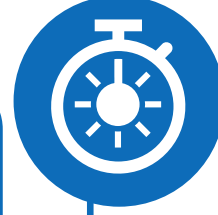
But chief among them are these three focus areas:



Rigorous **instructional materials** designed to make up ground, and designed to work remotely & on campus



**Supported teachers** who are equipped to deliver excellence, getting more than 1 year of growth in 1 year



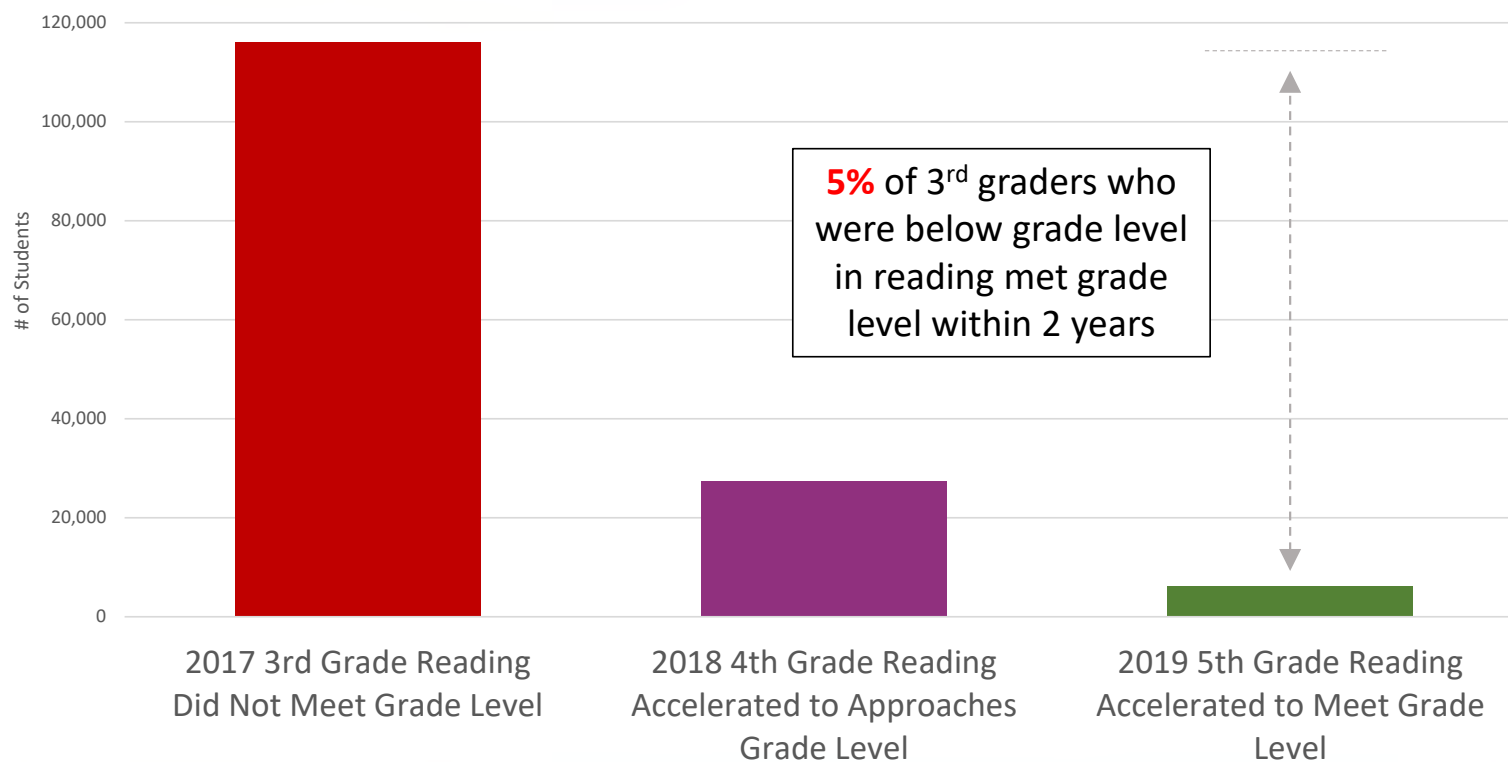
**More time** for the students most in need, including in the summer

These focus areas will require adjustments to core teaching & learning practices, master schedules, before & after school programs, summer learning, tutoring, and more.



## The Actions We Take Now Must Be Different From What We've Done

Historically in Texas, **acceleration** from being **below grade-level** to being **on grade-level** occurs for only **4%** of students across all grades/subjects



**With COVID, the # of students below grade level is likely to increase dramatically**



# Preventing COVID 19 From Becoming a Generational Crisis for Texans

## Hurricane Katrina



After **4 years** of intervention, those students recovered to state averages in reading. They did not recover in math.

Source: TEA

## Argentina Teacher Strikes



Devastating long-term **impact on unemployment and future wages** resulting from 88 days of missed instruction in 1983.

Source: Jaume and Willén; The Long-Run Effects of Teacher Strikes: Evidence from Argentina

# Addressing the Digital Divide

# Bridging the Digital Divide: Operation Connectivity

## 1. Triage

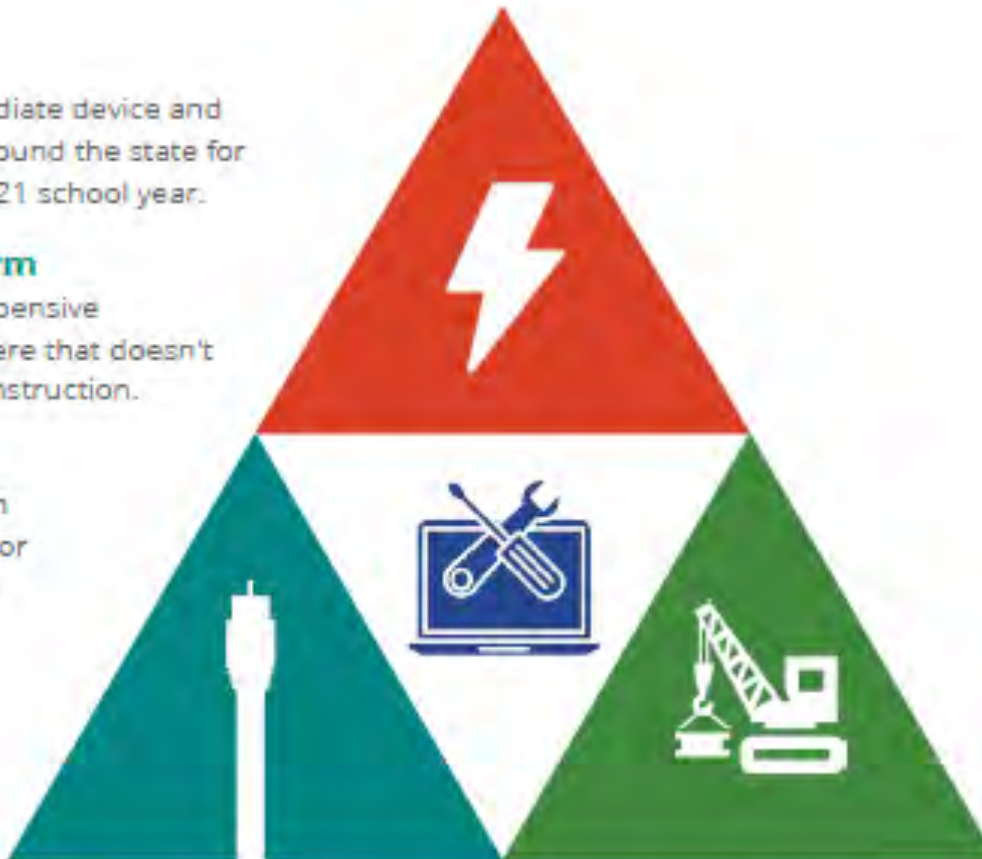
Addressing immediate device and internet issues around the state for the start of 2020-21 school year.

## 2. Medium Term

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

## 3. Long Term

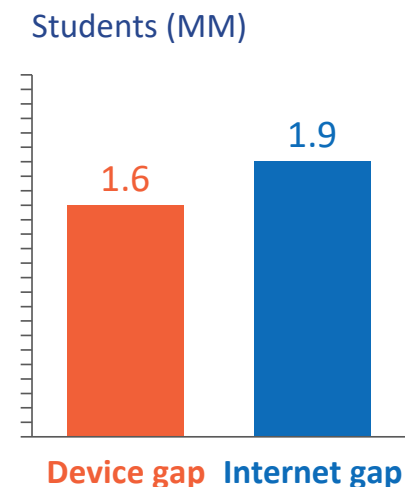
Getting internet in places where major construction and installation is required.



The **Triage** phase has been completed

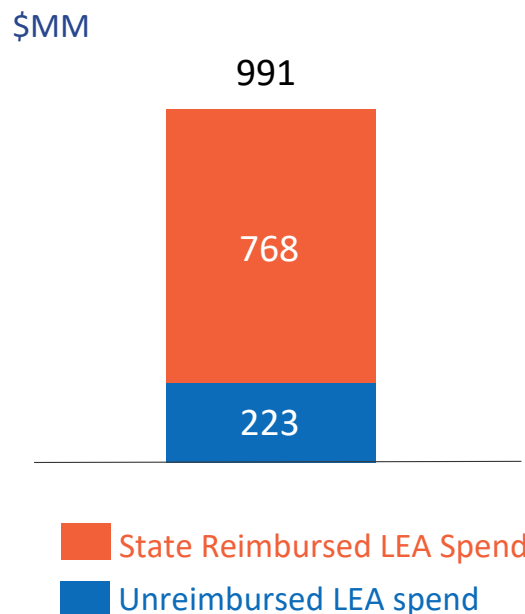
## LEAs and TEA will have contributed nearly \$1B since March and closed the device gap, but an Internet gap still exists<sup>5</sup>

Estimated 1.6–1.9M of Texas' 5.5M students lack connectivity<sup>2</sup>

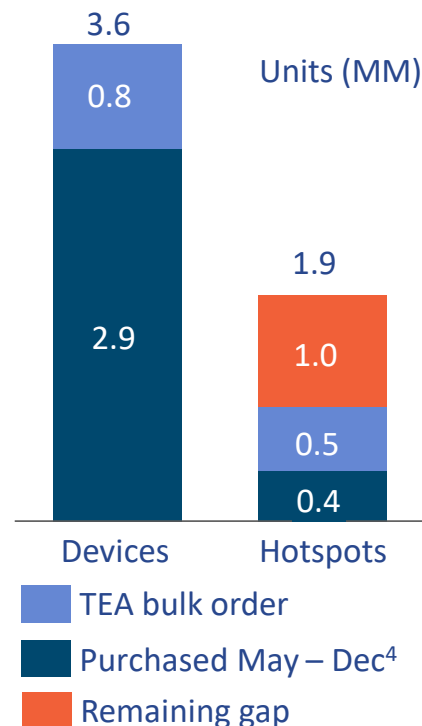


~61% of Texas students are categorized<sup>1</sup> as “economically disadvantaged”

LEAs and TEA will have spent nearly \$1B since March<sup>3</sup> to close gap



Over 3.6M learning devices purchased, 1.0M hotspots<sup>4</sup>



Note: LEA spend on fixed internet solutions excluded from analysis as large majority of solutions reported did not provide internet access to students in their home; Update is as of 1/10/2021; 1. October 2019 PEIMS submissions; 2. number of students lacking connectivity (device or high speed internet subscription) determined based on max between LEA submissions in June 2020 Operation Connectivity survey and American Community Survey census data; 3. Spend between March – May reported through TEA reimbursement survey, spend May -Dec reported by LEAs in TEA bulk order & PPRP requests; final spend numbers still being processed as of 1/30/2021. 4. March-May order data was not reported by unit volume, so total numbers are higher. 5. Although enough devices have been purchased in aggregate, individual LEAs could still have a gap



## Operation Connectivity: Next Steps

### 1. Triage

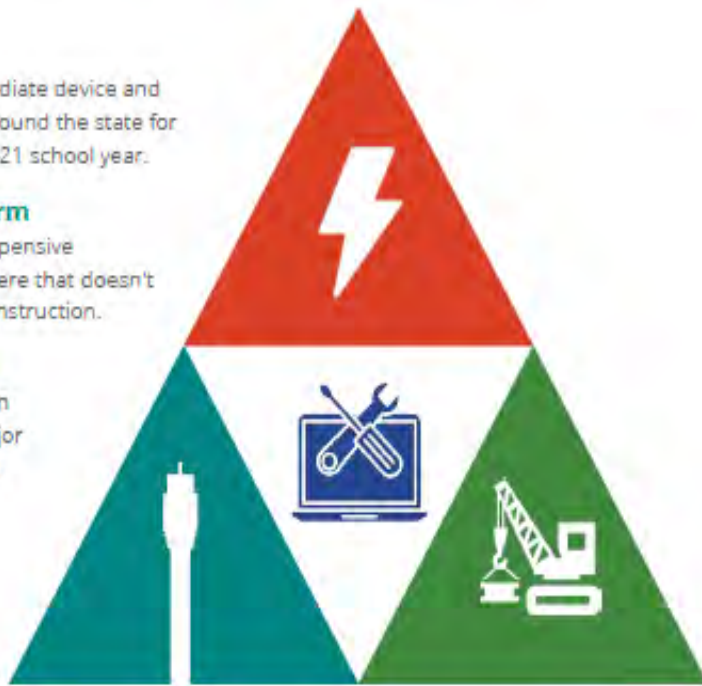
Addressing immediate device and internet issues around the state for the start of 2020-21 school year.

### 2. Medium Term

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

### 3. Long Term

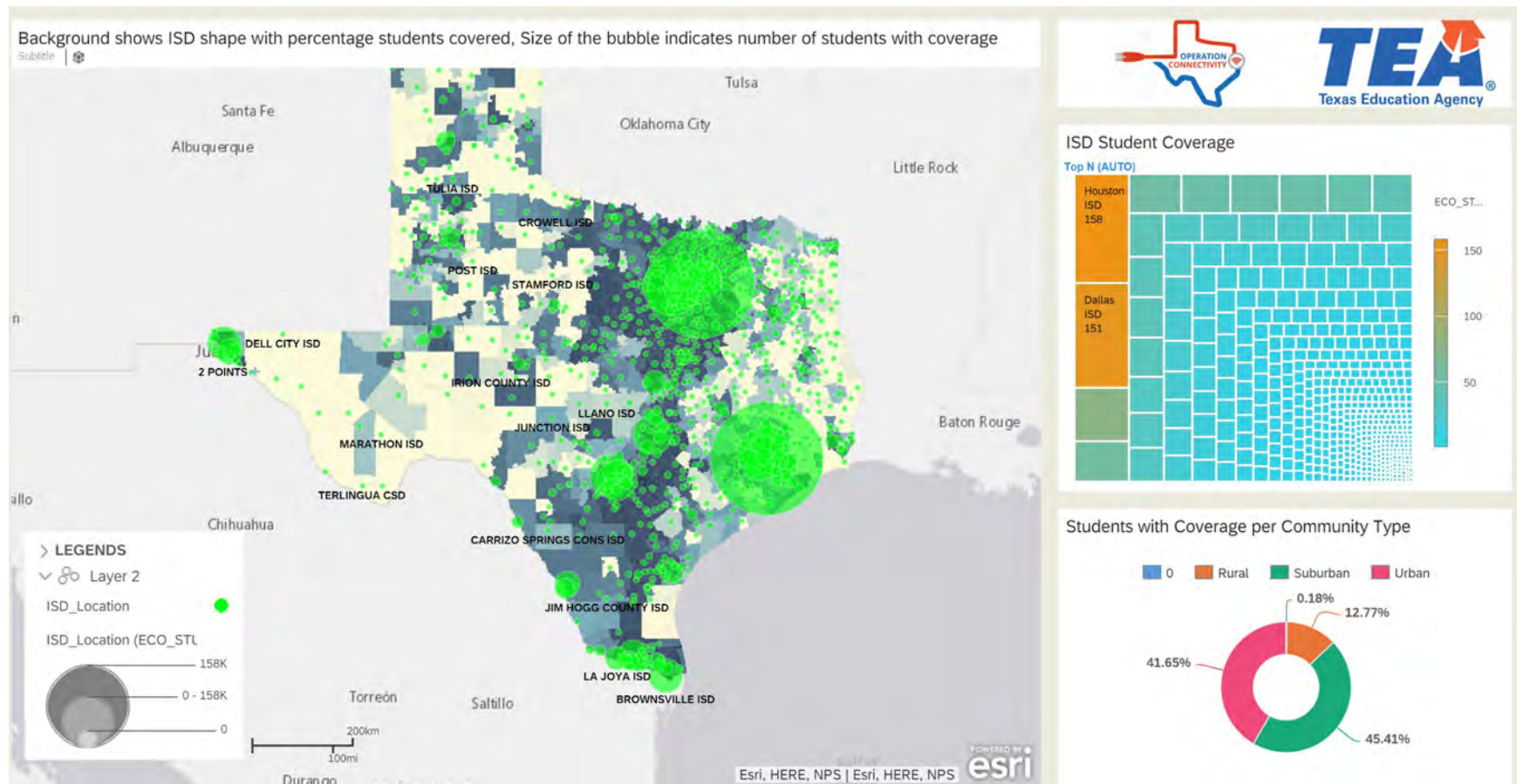
Getting internet in places where major construction and installation is required.



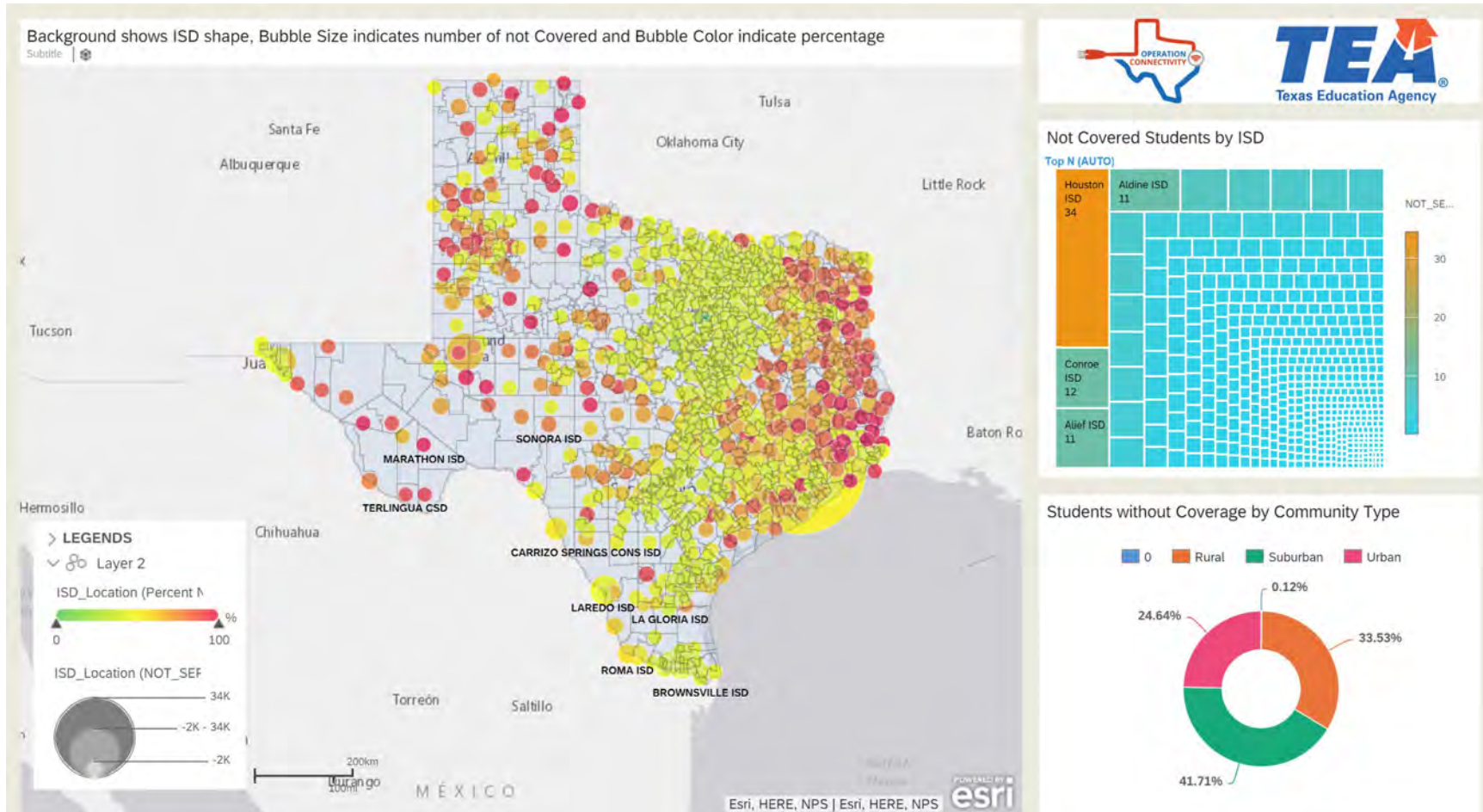
- TEA has mapped the availability of commercial broadband infrastructure for low-income students.
- Roughly **1.7M low-income students** are in areas with commercial service sufficient for learning.
- These students would have **internet service** if we are able to negotiate bulk pricing with ISPs and offer it through their school systems. Costs are estimated at **\$280M per year**.
- Roughly 350,000 low-income students are in areas without internet service, which will require additional infrastructure and an additional 700,000 are without internet sufficient for learning in areas that need service upgrades. We do not yet have cost estimates for this.
- Long term, schools will need to set aside roughly **\$260M more per year** to sustain the **device purchases** made this year.



# Statewide Map of Broadband Coverage for Economically Disadvantaged Students



# Statewide Map of Economically Disadvantaged Students without Coverage





## Deciding the Future of Hybrid / Remote Instruction

## Percent of Enrolled Students Attending On Campus

	Oct 30 2020	Jan 29 2021
PreK-K	62%	64%
1-5	59%	62%
6-8	53%	56%
9-12	46%	47%
Overall	54%	56%

**44%**

of students in  
Texas were still  
attending school  
**remotely** as of  
Jan 29

# Remote Instruction Options

There are two ways students are funded for participating in school remotely:

- **TXVSN Full Time Virtual Campuses**
  - Funding based on the completer model -- 100% ADA if classes are passed, 0% if not
  - Grades 3-12
  - Only available to grandfathered school systems (8 LEAs)
- **Emergency Commissioner Waiver Offered Solely for 2020-21**
  - Funding based on ADA – requires daily “attendance”
  - Grades PK-12
  - Available to all LEAs who submit an approved plan / attestation

## HB 3 Update

# HB 3: Transformative Change for Texas Education



## Supports Teachers and Rewards Teacher Excellence

- Teacher Incentive funding
- Increased Minimum Salary Schedule
- Teacher Mentor Allotment program
- Do Not Hire registry



## Increases Funding and Equity

- Compensatory Education increased to 0.225 - 0.275 based on density of neighborhood poverty
- Current year values equalizing Tier One
- Equal treatment of ASF funding



## Focuses on Learning and Improving Student Outcomes

- Full day Pre-K, K-3 reading support
- Dual Language
- Increased SPED mainstream funding
- Dyslexia funding
- CCMR Outcomes Bonus
- CTE, P-TECH, New Tech
- Extended elementary school year
- Blended Learning



## Reduces and Reforms Property Taxes and Recapture

- Tax rates dropped an average of 8 cents in year one
- Tax rates continue to decline as property values grow more than 2.5%
- Additional board local discretion
- Recapture reduced & restructured

## Certain HB 3 Implementation Highlights



### Reading Academies

The Reading Academies launched this summer with **over 33,000** completing or in progress so far.



### Additional Days School Year

More than **55,000** and **290,000** students are projected to get on average **21.5 additional instructional days** during 2020-21 and 2021-22.



### College Exam Reimbursements

Prior to the COVID-19 disruption, **2x more** students had taken the ACT and **3x more** students had taken the SAT than the same period the year before.



### Teacher Incentive Allotment

**82 participating** school systems and **500+** letters of interest received by districts.



### Average Teacher Compensation

Teacher compensation increased by **\$5,215** for experienced teachers (5+ yrs) and **\$3,839** for novice teachers.



### Full Day Pre-K

Full day pre-k enrollment for 4-year-olds increased by over **31,000** students.



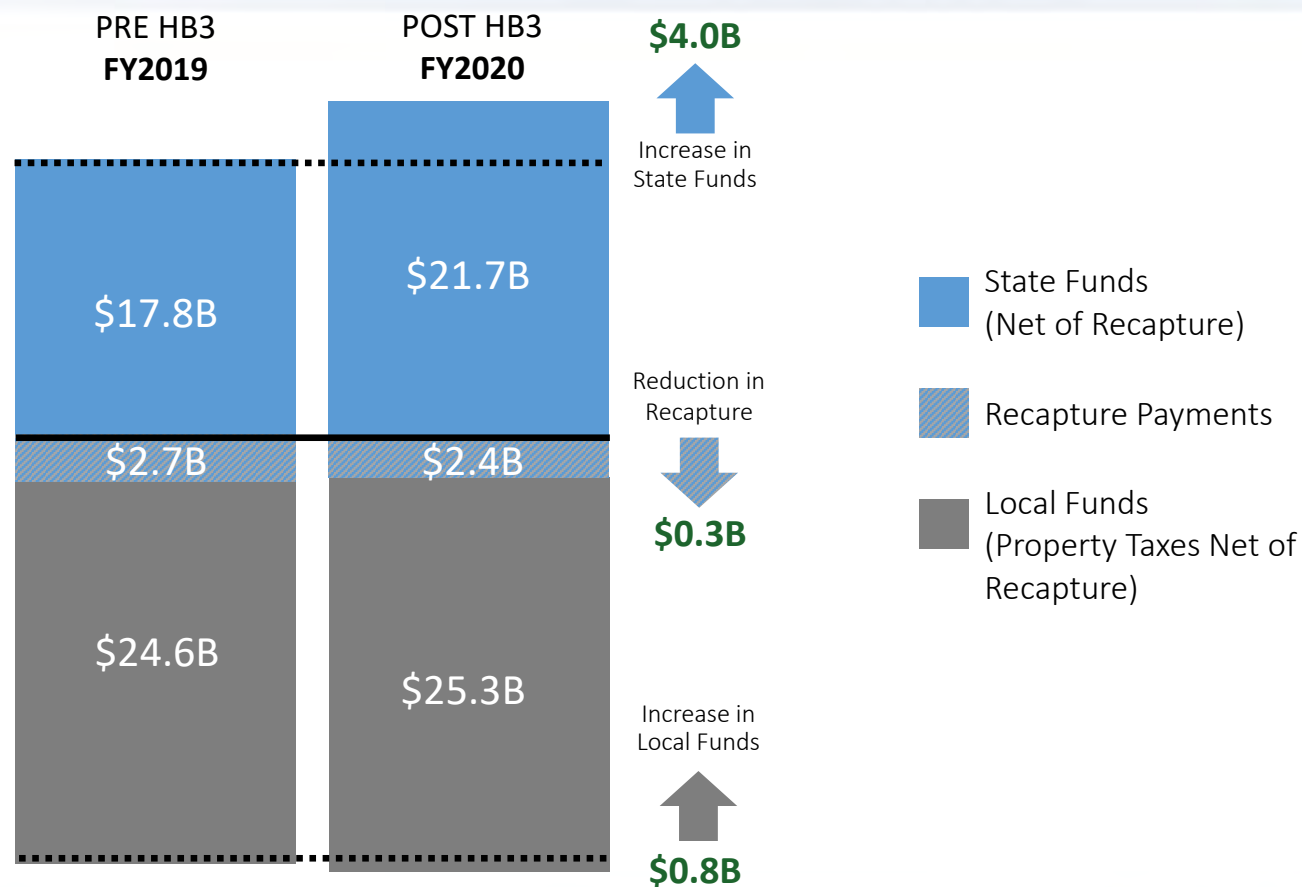
### Tax Rate Reductions

Rates were **reduced 8.3 cents** from 2018 to 2019, with **3.6** more projected for 2020.



## HB 3 infused \$4.4 billion of net new revenue (year over year) into district budgets

**\$4.4B increase**  
in total funding for public education operations in fiscal year 2020 over fiscal year 2019, resulting in a *year over year*<sup>†</sup> gain of **\$872 per ADA**.



+ \$530 per ADA vs Prior Law

The numbers on this slide are inclusive of the ADA hold harmless adjustments provided due to Covid-19.





## Significant Funding Changes in Implementation For Year 1 vs Projections When Bill Was Adopted

Annual Funding Item for 2019-2020 School Year	Estimate from 86 <sup>th</sup> Session	Implementation Estimate (1 <sup>st</sup> year only)	Reason for Difference
Average per ADA increase	\$635	\$530	2019 property values (DPV) grew by 10%, which would have allowed large “lag” amounts under prior law
<i>Decrease</i> in Recapture	\$1.6B	\$1.4B	DPV increase more than CPA estimate of 5.76%
Mainstream Weight <i>Increase</i>	\$46M	\$52M (+ \$6M)	Special education enrollment higher than projected
Dyslexia Allotment	\$125M	\$136M (+\$11M)	Dyslexia students receiving services exceeded trend
Compensatory Education Allot.	\$5.15B	\$5.09B (- \$60M)	N/A
Dual Language Allotment	\$218M	\$199M (- \$19M)	Dual language students lower than projected
Early Education Allotment	\$835M	\$796M (- \$39M)	Growth rate in K3 enrollment lower than projected
Fast Growth Allotment	\$266M	\$302M (+ \$36M)	“3-year” growth updated from SY16-18 to SY17-19
Teacher Incentive Allotment	\$73M	\$40M (-\$33M)	Adoption by school districts delayed due to Covid-19
Transportation Allotment	\$460M	\$284M (- \$176)	Covid-19 school closures in March 2020
Formula Transition Grant	\$41M	\$441M (+ \$400M)	See explanation above for “average per ADA increase”

## HB 3 Follow-Up Areas

TEA requested and received approval to make certain adjustments during initial HB 3 implementation using unintended consequences authority:

1. PTECH and New Tech Funding
2. Formula Funding for Special Education for Open-Enrollment Charters
3. Regional Education Service Center Staff Supplement
4. Taxes
  - a) Incorporating first year tax relief into ongoing tax compression
  - b) Local property values used to calculate local compression
  - c) Compressing taxes limited to the 90% differential



Unintended  
Consequences





A variety of other issues have also arisen during initial implementation, but many did not rise to the level of making immediate adjustments.

Legislative action regarding these issues will ensure that the adjustments are addressed in statute.



# HB 3906 Update

# Overview of Assessment Changes




## Near-Term STAAR Redesign (by 2022-23)

- 1  Moves toward electronic administration of all assessments by 2022-23
- 2  Caps multiple choice questions at 75% of test by 2022-23
- 3  Eliminates standalone 4 and 7 writing and assesses new ELAR TEKS
- 4  Prioritize cross-curricular content integration for RLA passages

## Long-Term STAAR Redesign

- 5  Allows assessments to be administered in multiple parts over multiple days
- 6  Creates integrated formative assessment pilot program

## Other House Bill 3906 Assessment Changes

- 7  Ensures availability of optional interim assessments
- 8  Creates educator advisory committee and continues technical advisory
- 9  Permits use of calculator applications



# Near-Term STAAR Redesign has four main components

All changes will be incorporated beginning in the 2022–2023 school year



Transition to online assessments, expedited by increased technological capabilities due to COVID-19, will allow for **faster test results**, **improved accommodations for struggling readers**, and the addition of **new item types**.



Adding writing to RLA assessments allows us to **ensure compliance with federal requirements**, and **better assess the revised RLA standards**, which emphasize the importance of **integrating reading, writing, listening and speaking**.








New item types will make up at least 25% of the test and will **positively impact instruction**, **increase student engagement**, and provide more opportunities for students to **demonstrate full understanding of the TEKS**.



Incorporating cross-curricular passages creates a **more level playing field** when assessing reading comprehension, because evidence indicates that students with **knowledge of the subject matter** have higher levels of comprehension.

# High level timeline of STAAR Redesign

Pending legislative session

	2020-2021	2021-2022	2022-2023
 Transition to online	<ul style="list-style-type: none"> <li>• <i>Transition to Online Assessments Feasibility Study</i></li> </ul> <div>Legislative action required</div>	<ul style="list-style-type: none"> <li>• Training and resources to support districts transitioning online</li> </ul>	 <p>Full implementation of STAAR Redesign</p>
 New item types	<ul style="list-style-type: none"> <li>• Educator focus groups</li> <li>• Cognitive labs to study how students interact with proposed item types</li> <li>• Sample new item types</li> </ul>	<ul style="list-style-type: none"> <li>• Stand-alone field testing</li> <li>• Continued educator engagement</li> <li>• Blueprints and more sample new item types within online platform</li> </ul>	
 Writing in RLA	<ul style="list-style-type: none"> <li>• Multiple choice writing items field-tested in Spring RLA tests at all grade levels</li> </ul>	<ul style="list-style-type: none"> <li>• G4 and G7 Writing eliminated</li> <li>• Continue field-testing multiple-choice writing items in RLA tests</li> </ul>	
 Cross-curricular passages	<ul style="list-style-type: none"> <li>• Develop and identify informational texts that include cross-curricular content covered in other subjects</li> </ul>	<ul style="list-style-type: none"> <li>• Increased number of informational texts will have cross-curricular links</li> </ul>	



## HB 3906 Follow-Up Areas

### Online Testing

- HB 3906 created a requirement for the legislature to review the online testing transition process, so **legislative action must be taken** to continue full implementation.
- Findings from the online testing feasibility study also include two possibilities for consideration:
  - Expand authorized use of TIMA to cover internet connectivity and training for online testing.
  - Set up matching grant fund toward one-time network infrastructure investment, particularly to support small and rural districts.

### Grades 5 & 8 Retesting

- The new item type requirements of HB 3906 cannot be properly implemented in grades 5 & 8 because of retesting requirements, so **legislative action must be taken** to revisit those retesting requirements to continue full implementation.
- Of note: grades 5 & 8 retesting has been cancelled 3 of the last 4 years.





# Appendix

# High quality tutoring programs can significantly accelerate student learning

## High quality tutoring programs have a few key attributes<sup>1</sup>...



**Well-trained, consistent tutor** (can be a teacher, paraprofessional, teacher candidate) who builds a strong relationship with students



**High quality instructional material** aligned to standards and core classwork



**One-to-one or small group** for individualized support (1-to-3 maximum ratio recommended)<sup>2</sup>



**Embedded** in the school day or immediately before or after, to maximize student access



**At least three sessions per week** for sustained support, 30 minutes minimum



**Data-driven** with tutors building sessions around student strengths and needs

## ...and can have a significant impact on student outcomes



Additional progress

A 2020 meta-analysis of 96 studies of high quality tutoring programs found that students made **5 months of additional progress** on average, a large pooled 0.37 effect size<sup>3</sup>

*“The average effect of tutoring programs on student achievement is larger than the effects found in approximately 85% of studies evaluating education interventions and **equivalent to moving a student at the 35th percentile of the achievement distribution to the 50<sup>th</sup>**” – Dr. Matthew Kraft, Annenberg Institute, Brown University<sup>1,4</sup>*

Sources: 1) Kraft, Matthew A., and Grace Falken. (2021). A Blueprint for Scaling Tutoring Across Public Schools. (EdWorkingPaper: 21-335). Annenberg Institute at Brown University: <https://doi.org/10.26300/dkih-s987>; 2) Researchers are still vetting the effectiveness of 1:4 groups and currently recommend a careful approach to 1:4 support, with Dr. Robert Slavin (Johns Hopkins University) recommending: “I would keep careful track of how students are progressing...A lot of kids will be successful at one-to-four [groups] but there may be kids who are not, and I would reserve one-to-one for those who are not” (Source: [Education Week](#)); 3) Nickow, Andre Joshua, Philip Oreopoulos, and Vincent Quan. (2020). The Impressive Effects of Tutoring on PreK-12 Learning: A Systematic Review and Meta-Analysis of the Experimental Evidence. (EdWorkingPaper: 20-267). Annenberg Institute at Brown University: <https://doi.org/10.26300/eh0c-pc52>; 4) Kraft, M. A. (2020). Interpreting effect sizes of education interventions. Educational Researcher, 49(4), 241-253.



# Delivery of Operation Connectivity Bulk Purchases



5,000 Laptops loading up for delivery to Aldine ISD



1 of 30 Hotspots Deployed by Etoile Academy, a Charter School with 144 Students who are 95% Eco Dis



1 of 10,000 Op Con Hotspots Deployed by Houston ISD



# What Texas Educators are Saying About Texas Home Learning



"Our school district uses project-based learning and the 5 elements of learning as much as possible. **PhD Science TEKS Edition** will take the guesswork out of planning for science." -Teacher, Burleson ISD



"One student - who took the option to go full remote - failed several classes last year and teachers tell me he often refused to do work. This year because everything is available in **Schoology** he is not only doing his work but he is working ahead - in my class and others." -Teacher, Alief ISD



**MATHia**—from Carnegie Learning—has allowed us to provide each student their very own math coach. The adaptive technology allows for our students to acquire unfinished learning while accelerating other students' attainment of mathematical understanding." - Instructional Specialist, Victoria ISD



"Each of the curriculum pillars in **PhD Science TEKS Edition** has an important role in student learning. They are interconnected. The pillars provide a thoughtful and coherent approach to student learning rather than just the acquisition of bits of information." -Instructional Specialist, Canutillo ISD



"We use **ST Math** to help empower our students to reach their maximum potential in math. ST Math's unique approach allows students to build problem-solving skills and increase deeper conceptual understanding, all while helping their new friend JiJi."-Director of STEM Academy, Sinton ISD



"The partnership between **Schoology LMS** and TEA is amazing! Schoology changed my teaching style by the way I personalize learning for students! It is so great that TEA has partnered with PowerSchool to allow more users to experience that platform that I have been able to use for a couple of years!" - Instructional Coach, Klein ISD



# What Texas Educators are Saying About Texas Home Learning



“**ST Math** offers students an engaging and innovative way of learning mathematical concepts. Building a solid foundation in the primary grades is critical and the scaffolding offered in ST Math will help set up students for success. - Assistant Superintendent for Elementary Instruction, Northside ISD



“**Eureka Math TEKS Edition** allows me to better understand which TEKS are foundational and which TEKS are focus standards. It is important to see how TEKS progress across various topics in order to reinforce prior learning. Eureka Math TEKS made that clear to me.” - Administrator, Lufkin ISD



“My first graders have been using **Amplify Texas Elementary Literacy Program** and love it! I really like the layout of the Texas version, the TEKS being listed, ELL support, the questions in the read aloud and the fact that they are available in Spanish for my dual language grade level teammate!” -Teacher, San Antonio ISD



“**PhD Science TEKS Edition** helps you to see the big picture. You learn to understand how each component works together to allow students to experience science and grow in their understanding by teachers meeting them where they are at.” - Instructional Coach, Kemp ISD



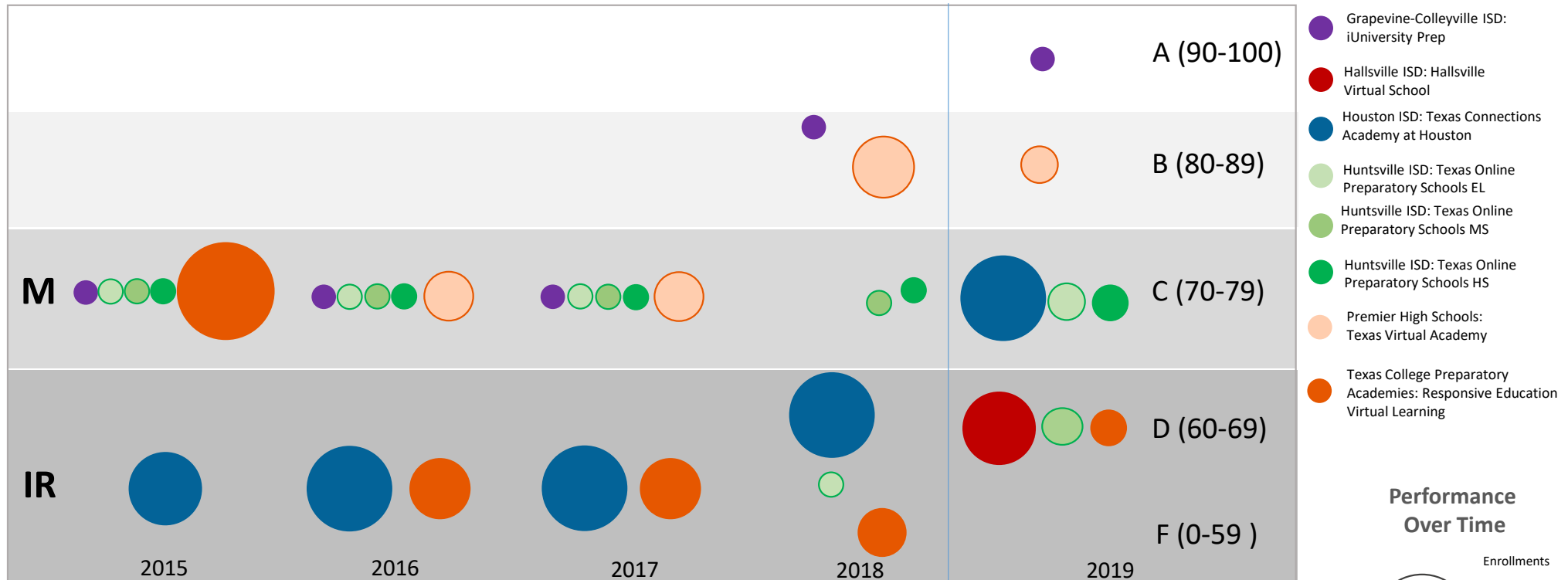
“We implemented **Powerschool’s Schoology LMS** during this unprecedented pandemic. The ability to distribute quality lessons to our teachers and monitor our students’ participation and progress led to 97 percent student engagement. TEA’s free offering to school systems will provide tremendous opportunities for students and teachers alike.” - Superintendent, Bryan ISD



“I have a better understanding of the big picture of **Eureka Math TEKS Edition**. The daily lesson videos and learn anywhere plans will help me support educators more efficiently, especially those with virtual students. The curriculum will let me have more in-depth conversations with teachers to understand the TEKS and what students are learning.” -Curriculum Specialist, Houston ISD



# TXVSN Full-time Online Schools Performance Has Varied Over Time



Prior to 2019, if schools “met standard” the dot is placed at a C  
In 2018, schools received a numeric score and a rating of M or IR..  
\*\* If dots do not appear for a year, they were not rated that year.



## Appendix: COVID Response Appropriations Implications

## COVID Appropriation Implications – Expenses to Date

- School systems have responded in a variety of significant ways, spending funds to take action on COVID in ways that weren't planned.
- Some of that spending has been reimbursed (ranging from 50% - 100% of local costs), some has not. Reimbursement areas include:
  - Operation Connectivity
  - PPE + Rapid Tests
  - Certain remote instruction costs
  - Equitable service requirements
  - General 2019-20 SY expenses
- TEA does not have clear estimates of unreimbursed LEA expenses at this time. Estimates range from \$500M - \$1.6B





# COVID Appropriation Implications – LEA Revenue Loss

- For the 2019-20 school year:
  - In 2019-20, school systems received an ADA hold harmless for the end of the year, preventing any FSP revenue loss.
    - This was partially funded with initial CARES Act dollars.
    - Note: schools did experience declines in revenue for food service (federal & parent pay) & transportation (state) given reduced service
  - Preliminary information indicates fund balances saw a slight increase as of the end of the 2019-20 school year vs the year prior. Final data coming in March.
- For the 2020-21 school year:
  - In 2020-21, school systems have been held harmless for ADA declines for the first semester. Decisions related to the second semester are being finalized.
    - Because of the timing of funding flows, hold harmless funding would impact the new biennial budget, not the current biennium

# COVID Appropriation Implications – Remediation Needs

- Given the significant loss in the level of student knowledge & skills relative to students in normal years, extensive efforts will need to be taken to accelerate student instruction.
- Beyond \$2.2B in federal funds already directed to public education in Texas, significant new federal appropriations have been provided to the state, for which spending decisions must still be made:
  - ESSER II - \$ 5,530M
  - GEER II - \$ 134M
  - EANS - \$ 153M

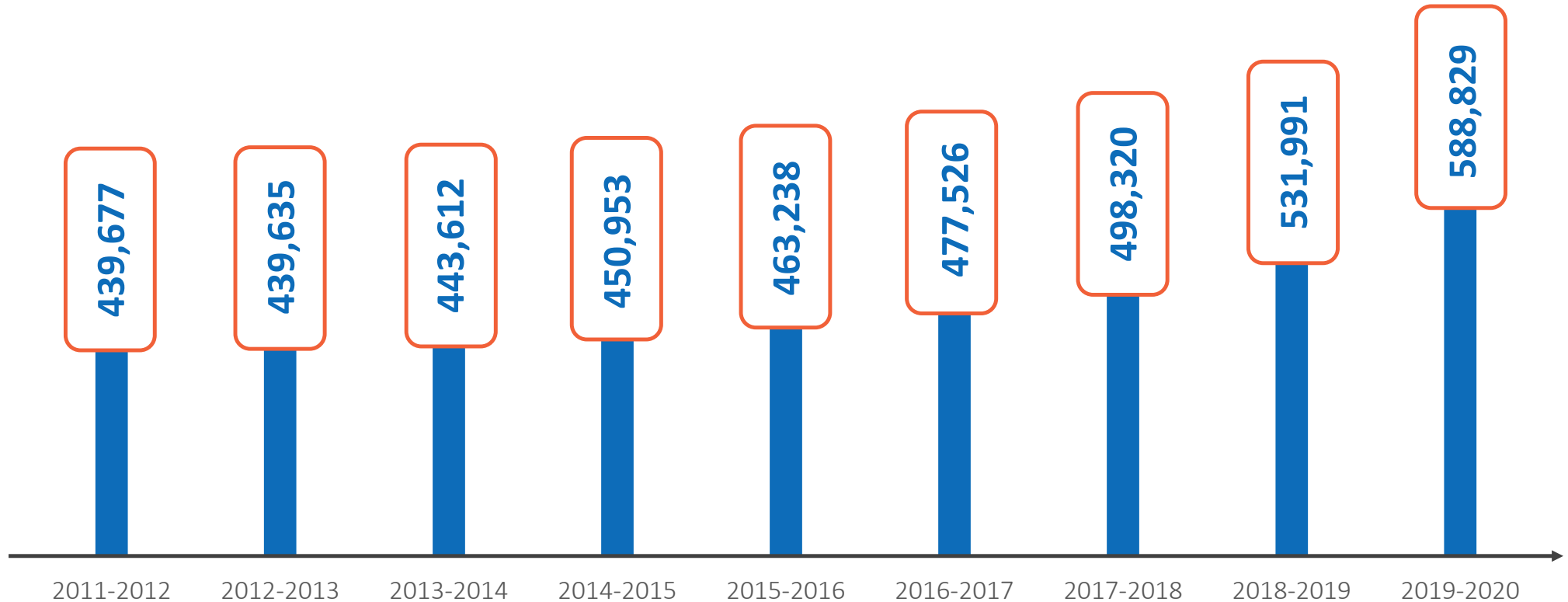
# Hold Harmless Status

- For the 2019-20 school year:
  - In 2019-20, school systems received an ADA hold harmless for the end of the year, preventing any FSP revenue loss.
    - This was partially funded with initial CARES Act dollars.
    - Note: schools did experience declines in revenue for food service (federal & parent pay) & transportation (state) given reduced service
    - Preliminary information indicates fund balances saw a slight increase as of the end of the 2019-20 school year vs the year prior. Final data coming in March.
- For the 2020-21 school year:
  - In 2020-21, school systems have been held harmless for ADA declines for the school year, although some conditions apply.
    - Because of the timing of funding flows, hold harmless funding impacts the new biennial budget, not the current biennium.



## Appendix: Special Education Enrollment Increases

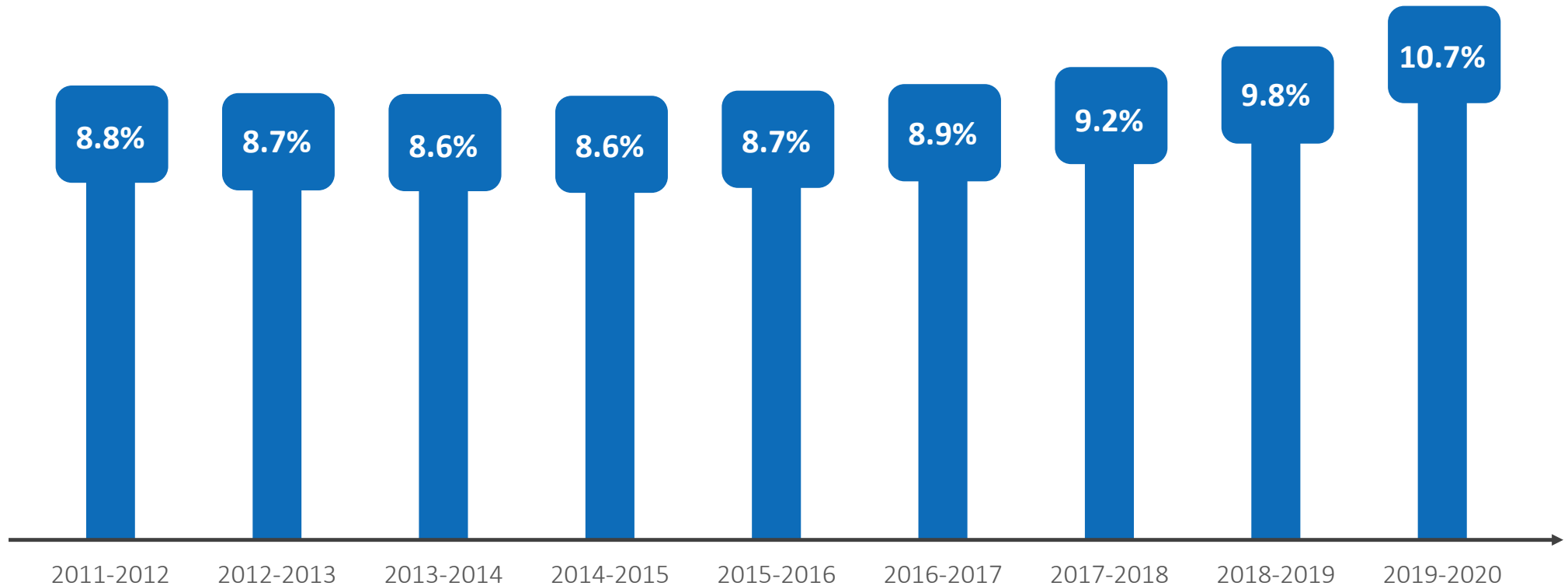
## Special Education Identification has Significantly Increased



SOURCE: U.S. Department of Education, National Center for Education Statistics. (2016). Digest of Education Statistics, 2015 (NCES 2016-014), [Chapter 2](#), and <http://nces.ed.gov/fastfacts/display.asp?id=64>



## Special Education Identification has Significantly Increased



SOURCE: U.S. Department of Education, National Center for Education Statistics. (2016). Digest of Education Statistics, 2015 (NCES 2016-014), [Chapter 2](#). and <http://nces.ed.gov/fastfacts/display.asp?id=64> (\* represents not yet published)



# Appendix: STAAR Information

STAAR has been proven **valid, reliable, aligned** to the Texas Essential Knowledge and Skills (TEKS), with passage **readability** on grade-level

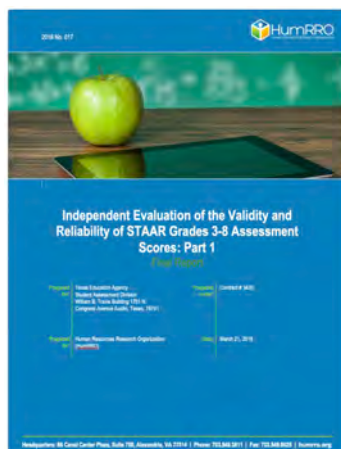
House Bill 743, Rep. Huberty/Sen. Seliger

84<sup>th</sup> Texas Legislature

“The assessment instrument must, on the basis of empirical evidence, be determined to be **valid and reliable** by an entity that is independent of the agency and of any other entity that developed the assessment instrument.”

Analysis Completed in 2016

**Findings:** STAAR was found to be valid. The evaluation confirmed the “**test bears a strong association with on-grade curriculum requirements.**”



House Bill 3, Rep. Huberty/Sen. Taylor

86<sup>th</sup> Texas Legislature

Required an institution of higher education to conduct a study on the state assessment instruments to independently evaluate the readability and alignment.

Analysis Completed in 2019

**Findings:** Across grade levels and subjects, all tests included in the study **were aligned with the TEKS** for the grade level tested.

- **91% of passages met the criterion for readability** as defined in the study in terms of text complexity





# STAAR is a “Summative” Assessment

---

**Summative Assessments** are used for a variety of purposes, including:

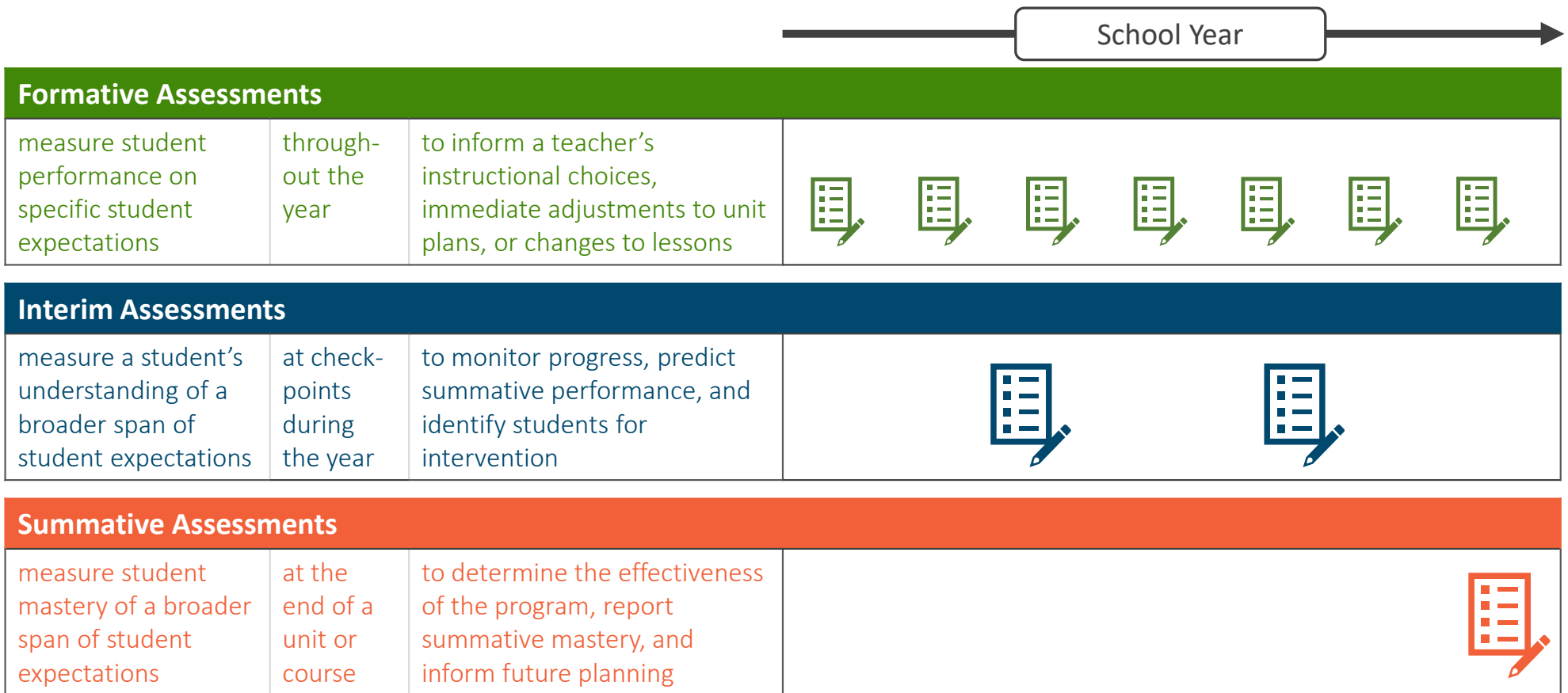
- Determining the effectiveness of curriculum and instruction, and as such, helpful in developing plans to make adjustments moving forward
- Determining summative mastery of a breadth of knowledge & skills for students, and as a such, helpful in determining what kind of holistic supports should be subsequently made available to individual students

As a **State Assessment**, STAAR has two additional purposes:

- Clarifying the rigor expectations of the TEKS
- Ensuring all students are evaluated against these common expectations so that visibility is created to support every student and every student group

There are other types of assessments, and they have different uses.

# Types of Assessments



# Testing doesn't just evaluate learning; it can improve it

## The Testing Effect



Make it Stick: The Science of Successful Learning

“

One of the most striking research findings is the **power of active retrieval—testing—to strengthen memory**, and that the more effortful the retrieval, the stronger the benefit.

”

Testing, the act of retrieving learning from memory, has two profound benefits.

- 1 Test results tell you what you know and don't know, and therefore **where to focus further study** to improve the areas where you're weak.
- 2 Recalling what you have learned during testing **causes your brain to reconsolidate the memory**, which strengthens its connections to what you already know **and makes it easier for you to recall in the future**.

# Students Are Helped In School & In Life

---

Monitoring performance with summative assessment results using school ratings has been shown to have long term benefits for students:

“

Our analysis reveals that pressure on schools to avoid a low performance rating led low-scoring students to score significantly higher on a high-stakes math exam in 10th grade. These students were also more likely to accumulate significantly more math credits and to graduate from high school on time. **Later in life, they were more likely to attend and graduate from a four-year college, and they had higher earnings at age 25.**

”

The biggest risks come if the system allows certain students to be exempted from accountability. **The system design matters.**

**Source:** <https://www.educationnext.org/when-does-accountability-work-texas-system/>



## 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:  $736 + 197 - 150 =$  \_\_\_\_\_

### 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 Review 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](http://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](http://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.

### ACHIEVEMENT

What students know and can do

### PROGRESS

How far students have come

### CLOSING THE GAPS

How different student groups are performing



Choose the higher of:



OVERALL GRADE

## 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

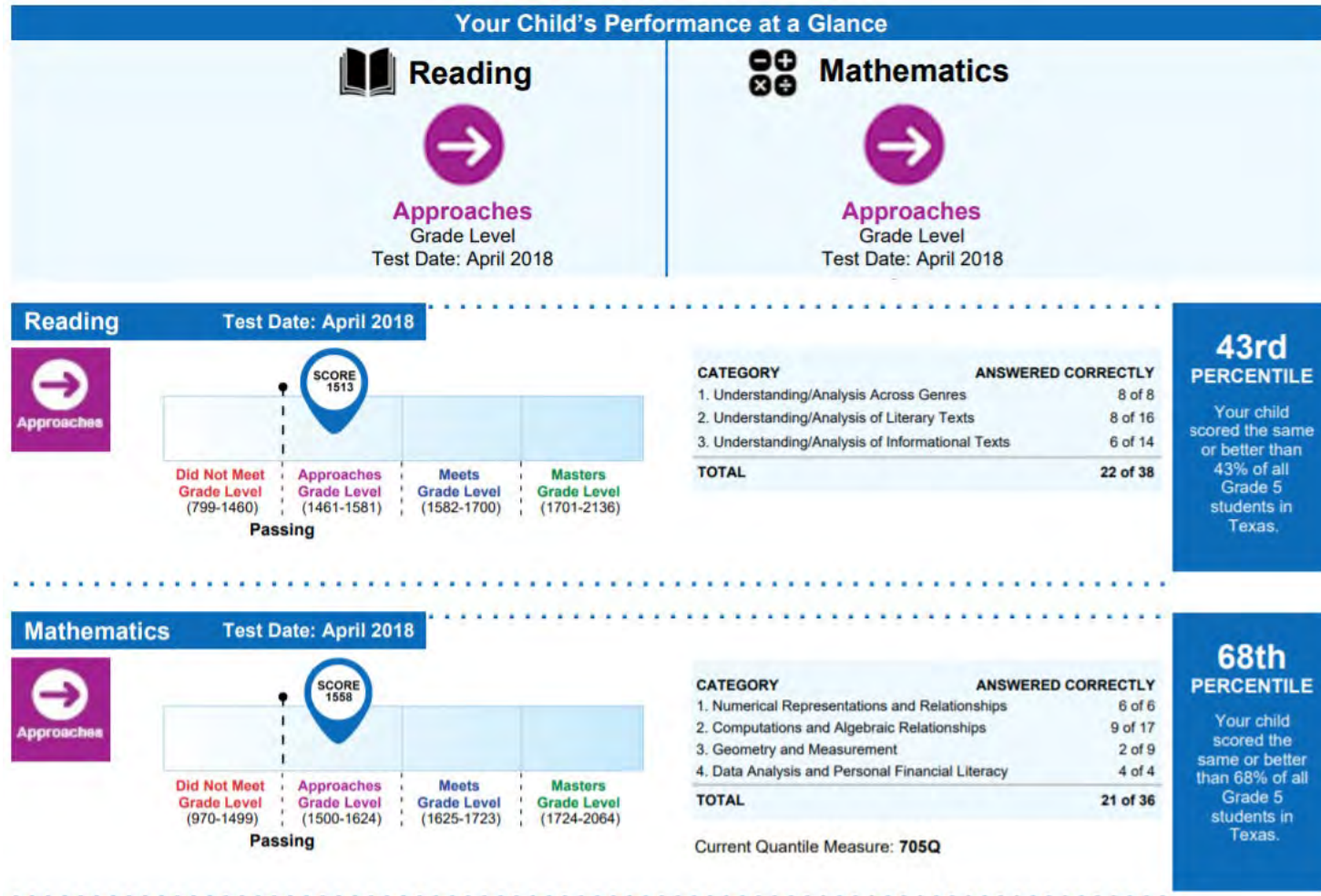
District and campus accountability ratings are announced every August. For the most comprehensive look, parents, educators, and community members can visit [TXschools.gov](http://TXschools.gov). This online resource provides the rating for every school in Texas, including details to spotlight outstanding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

[TXschools.gov](http://TXschools.gov)



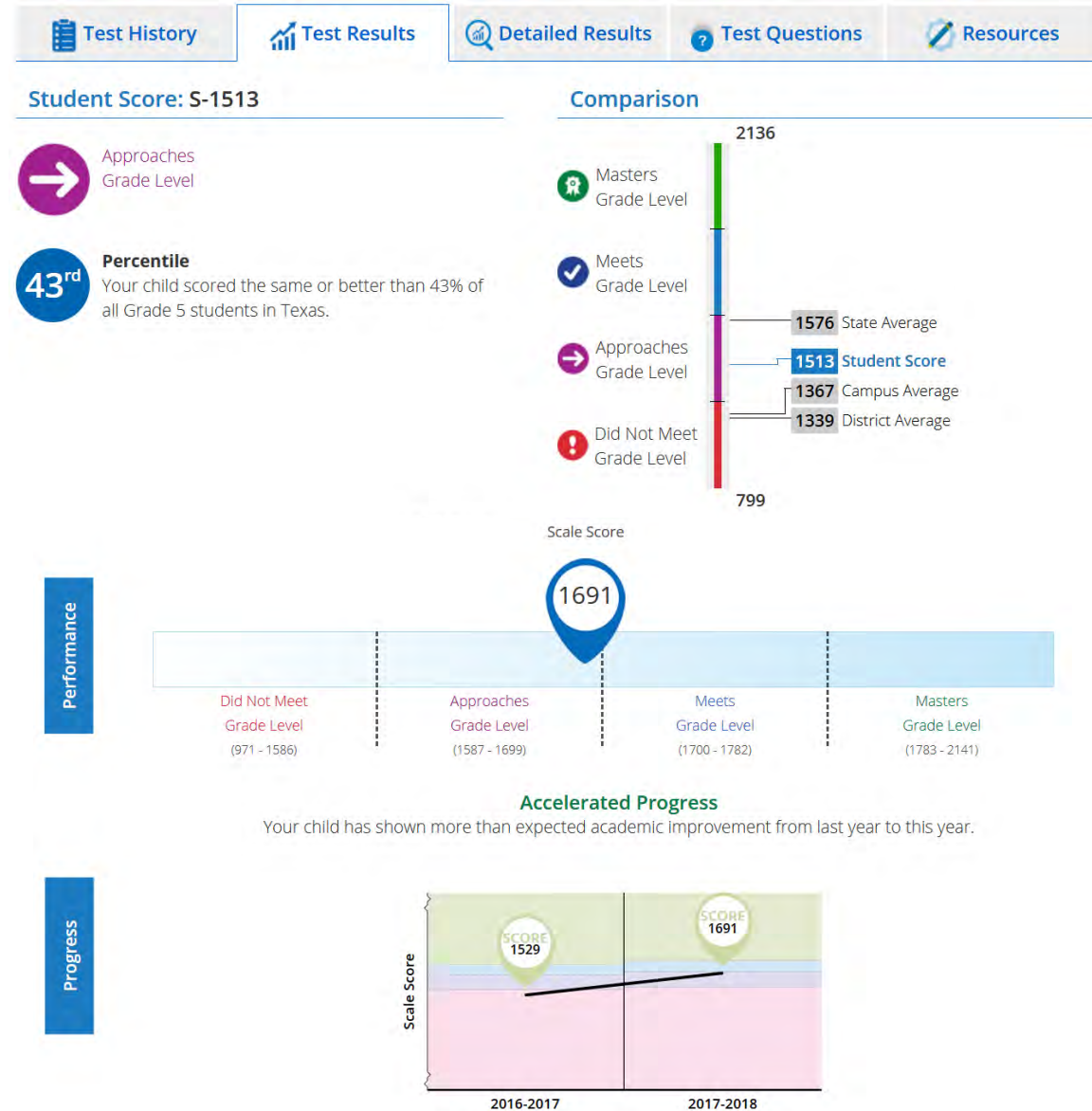
## Appendix: STAAR Report Card

# STAAR Provides Parents Unparalleled Academic Insights, So They Can Better Support Their Students



## Parents can review detailed STAAR results at [texasassessment.gov](https://texasassessment.gov)

This includes info on student **proficiency**, and info on how much **academic progress** their children made during the year.





# Parents can see how their children answered each question

<div> <div>Test History</div> <div>Test Results</div> <div>Detailed Results</div> <div>Test Questions</div> <div>Resources</div> </div>						
Item #	Reporting Category	ONEA's Response	Correct Response	% of Students Who Answered Correctly		
				State	District	Campus
1	2. Understanding/Analysis of Literary Texts	D	✓	73	57	62
2	2. Understanding/Analysis of Literary Texts	F	✓	65	54	58
3	2. Understanding/Analysis of Literary Texts	B	✓	60	51	55
4	1. Understanding/Analysis Across Genres	H	✓	73	83	87
5	2. Understanding/Analysis of Literary Texts	D	C	64	26	28
6	2. Understanding/Analysis of Literary Texts	F	✓	80	43	47
7	3. Understanding/Analysis of Informational Texts	B	✓	80	49	60
8	3. Understanding/Analysis of Informational Texts	H	✓	60	45	55
13	2. Understanding/Analysis of Literary Texts	D	✓	63	35	38
14	2. Understanding/Analysis of Literary Texts	G	✓	65	31	32
15	2. Understanding/Analysis of Literary Texts	D	C	64	26	28
16	1. Understanding/Analysis Across Genres	F	✓	62	69	70
17	1. Understanding/Analysis Across Genres	A	✓	71	66	68
18	3. Understanding/Analysis of Informational Texts	*	H	62	25	30
19	1. Understanding/Analysis Across Genres	D	✓	69	49	60



Test History



Test Results



Detailed Results



Test Questions



Resources

Previous

## Item 6 of 38

Your child's response was J, and it was correct.

Next

## Reporting Category 2:

2. Computations and Algebraic Relationships

## Student Expectation 6.10(B):

(6.10) Expressions, equations, and relationships. The student applies mathematical process standards to use equations and inequalities to solve problems. The student is expected to:

(B) determine if the given value(s) make(s) one-variable, one-step equations or inequalities true

## Percentage of Students Who Answered this Item Correctly:

45% of students in the state of Texas

71% of students in the district

79% of students on the campus

Item

Rationales

Which inequality is true if  $p = 3.4$ ?

**F**  $3p < 10.2$

**G**  $13.6 \leq 3.9p$

**H**  $5p > 17.1$

**J**  $8.5 \geq 2.5p$

Parents can see the details of each question, including:

- the linked curriculum concept
- why one might get it wrong

Item

Rationales

## Rationales

Option J is correct

To determine which inequality is true when  $p = 3.4$ , the student should have substituted the value of 3.4 for  $p$  in the inequality  $8.5 \geq 2.5p$  and determined that  $8.5 \geq 2.5(3.4)$  because  $8.5 \geq 8.5$  (8.5 is greater than or equal to 8.5).

Option F is incorrect

The student likely substituted the value of 3.4 for  $p$  in the inequality  $3p < 10.2$ , mistook the less than symbol ( $<$ ) for an equal sign ( $=$ ), and determined that  $3(3.4) = 10.2$ , resulting in  $10.2 = 10.2$ . The student needs to focus on understanding the difference between comparison symbols ( $<$ ,  $>$ ,  $=$ ,  $\leq$ ,  $\geq$ ) in inequalities and equations.

Option G is incorrect

The student likely substituted the value of 3.4 for  $p$  in the inequality  $13.6 \leq 3.9p$ , determined that  $13.6 \leq 3.9(3.4)$ , resulting in  $13.6 \leq 13.26$ , and confused  $\leq$  (less than or equal to) for  $\geq$  (greater than or equal to). The student needs to focus on understanding the difference between comparison symbols ( $<$ ,  $>$ ,  $=$ ,  $\leq$ ,  $\geq$ ) in inequalities and equations.

Option H is incorrect

The student likely substituted the value of 3.4 for  $p$  in the inequality  $5p > 17.1$ , determined that  $5(3.4) > 17.1$ , resulting in  $17 > 17.1$ , and confused  $>$  (greater than) for  $<$  (less than). The student needs to focus on understanding the difference between comparison symbols ( $<$ ,  $>$ ,  $=$ ,  $\leq$ ,  $\geq$ ) in inequalities and equations.

# The STAAR Report Card provides parents advice on helping their students make more academic progress based on their STAAR results

## Reading

### Strategies to improve your child's grade 5 reading understanding



#### Understanding/Analysis Across Genres

- Read about an event you and your child attended or write your own accounts of an event you shared. Read the two pieces and compare the differences between them, such as the perspectives from which they were written.
- Encourage your child to read to a younger sibling. Let him or her take over ritual reading at bedtime once a week to ensure he or she reads something.



#### Understanding/Analysis of Literary Texts

- Visit your local library often. Encourage your child to check out a variety of books, both fiction and non-fiction.
- Gently correct mistakes. Re-read the entire sentence for your child. Instead of criticizing, a gentle correction might sound like, "Oops, that's not quite right. That word is..."



#### Understanding/Analysis of Informational Texts

- Have your child read a recipe before you make it together for dinner. Discuss what any abbreviations mean, and how it must be written differently than a fiction text.



#### Writing: Composition, Revision and Editing

- Encourage your child to start a daily journal to document his or her thoughts and challenges.

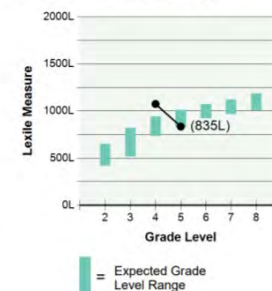
## Your Child's Reading Measure History (Lexile® Measure)

The Lexile measure indicates the difficulty of the materials that your child can read successfully.



### Your Child's Lexile History

Current Lexile Measure: **835L**



Copyright © 2017 MetaMetrics.



### Learn More About Your Child's Lexile Level

For more information about your child's reading level history, including an interactive Lexile Growth Planner™ and a Find A Book Tool, visit: [www.texasassessment.com/lexile](http://www.texasassessment.com/lexile)

## Want to maximize the time spent during parent-teacher conferences?

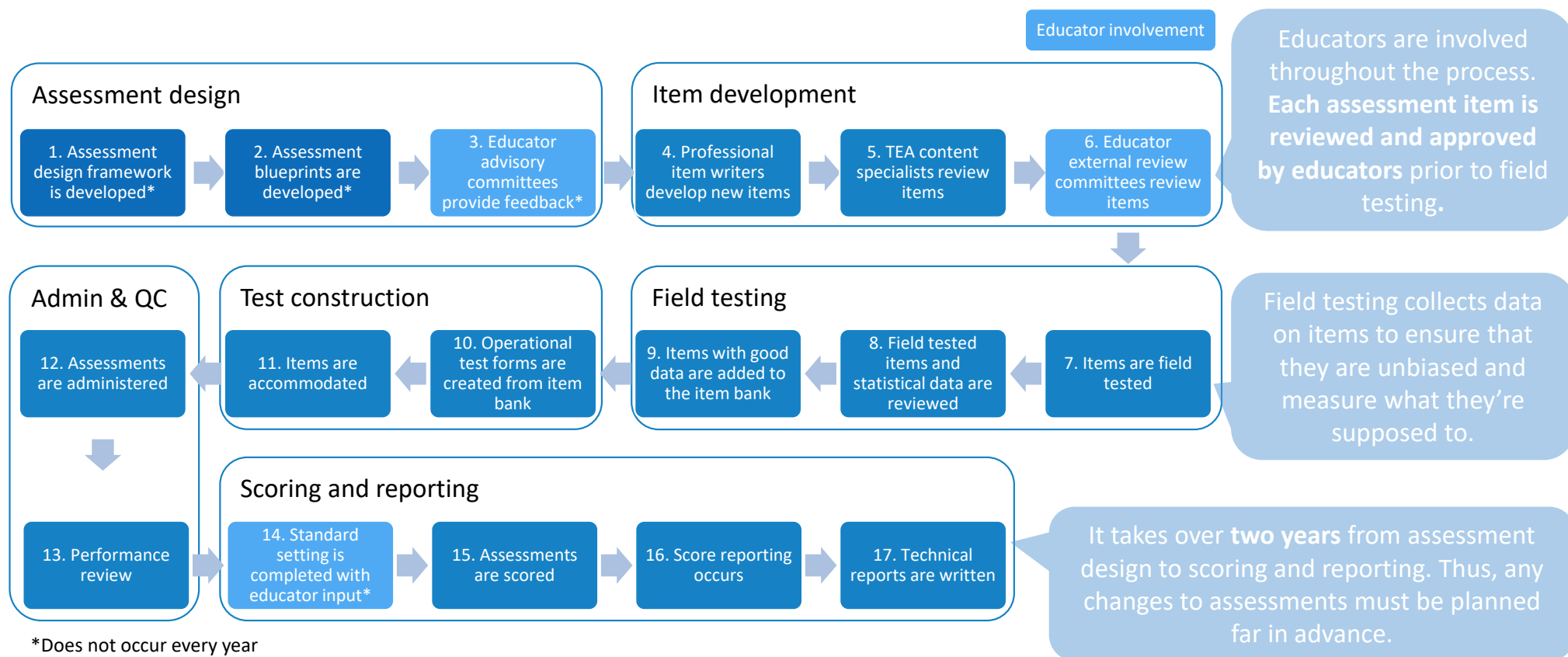
### Sample questions you can ask your child's teacher:

- What does my child seem to be the most interested in at school?
- Does my child have good friends in class and at school?
- What is the most important thing that I can be doing to prepare my child for high school?
- Is my child giving his/her best effort?
- What could my child be doing that he/she is not already doing?
- How is my child's work completion in your class?

## Appendix: STAAR Costs



# Creating High-Quality Assessments is a Rigorous Process



# STAAR and TELPAS Assessments are More Economical Than SAT or ACT



	2017–2018	2018–2019
ETS contract cost	\$92,973,976	\$83,534,982
Total STAAR tests administered	10,361,006	10,456,863
Average cost per test administered	<b>\$8.97</b>	<b>\$7.99</b>
Pearson contract cost	\$15,554,613	\$15,422,684
Total STAAR Alt 2 and TELPAS tests administered	2,520,718	2,627,671
Average cost per test administered	<b>\$6.17</b>	<b>\$5.87</b>



- 2018–2019 ACT cost per test with writing: **\$67.00**
- 2018–2019 ACT cost per test, no writing: **\$50.50**
- 2018–2019 SAT cost per test with essay: **\$64.50**
- 2018–2019 SAT cost per test, no essay: **\$47.50**
- MAP cost per test: **\$13.50**

## Assessment Costs (Total)

Program	2016	2017	2018	2019
<b>STAAR</b>	\$68,018,213	\$78,604,369	\$92,973,976	\$83,534,982
<b>STAAR Alternate 2</b>	\$3,665,163	\$3,671,074	\$5,784,583	\$6,617,183
<b>TELPAS</b>	\$7,119,603	\$8,233,618	\$9,522,347	\$8,716,570
<b>TAKS</b>	\$2,758,774	\$2,498,995	\$247,683	\$88,976
<b>TOTAL</b>	<b>\$81,561,753</b>	<b>\$93,008,056</b>	<b>\$108,528,589</b>	<b>\$98,957,711</b>
<i>Federal</i>	\$ 52,173,016	\$ 46,878,019	\$ 50,159,072	\$ 50,017,259
<i>State*</i>	\$ 29,388,737	\$ 46,130,037	\$ 58,369,517	\$ 48,940,452

\*Includes liquidated damages from vendors

# Appendix: HB 3906 Details



# Transition to Online Assessments



## Among other benefits, online assessments enable faster results and new, innovative item types



**Faster test scores and results**



**Reduced operational complexity and waste**



**Matches realities of today's online learning classrooms**



**Better test security and improved administration**



**Potential for new item types to better assess students and positively impact instruction**



**More equitable access to accommodations**

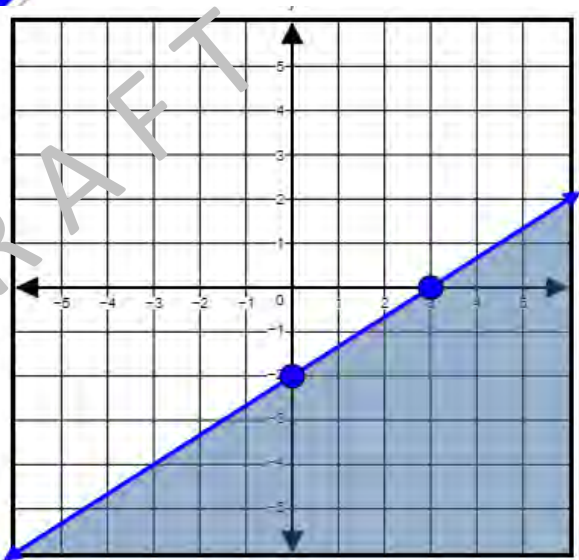


## Example new item type: Graphing/Hot Spot

What is the solution set for  $2x - 3y \geq 6$ ?

Graph the solution set of the linear inequality in the coordinate plane by

- first selecting the Graph button to graph the line and choose the line style
- then selecting the Solution Set button to select the desired region



Allows a test taker to respond to a question or prompt by plotting a function on a coordinate grid using a dynamic tool.

**Assessed TEKS:**

**Algebra I:**

**A.3.D, graph the solution set of linear inequalities in two variables on the coordinate plane**

### Uses and Benefits

- This item uses the hot spot in two different ways: plotting points on a graph and selecting a region on the graph that represents the solution set.
- This item type requires the student to determine at least two points on the line, determine the type of line, and select the region of the solution set.
- This item prompts more student engagement than a multiple-choice item and requires a higher level of thinking.



# What does it mean for testing to be 100% online?

This includes all STAAR assessments...

- ✓ grades 3–8 assessments
- ✓ EOC assessments
- ✓ Spanish assessments
- ✓ accommodated assessments



...But does not include  
**STAAR Alternate 2 assessments**

*Given the unique needs of students, the STAAR Alternate 2 assessment should be permitted to be administered in the format that is most appropriate for participating students.*

**Most students who need accommodations already test online** because of online accommodations such as content and language supports, text-to-speech, speech-to-text, spelling assistance, American sign language videos, and refreshable braille.

However, the **very small number of students (<1%)** with circumstances that prevent them from testing online (e.g., visual impairments) **will continue to test on paper.**





## **TEC §39.02341 requires TEA to develop a transition plan to administer all assessments electronically by 2022–23**

- TEA must provide a report to the legislature on the feasibility of the transition by December 2020.
- The legislature must take action if the transition to online assessments will continue.



## The feasibility study indicates that Texas can achieve 100% electronic assessments by 2022–23, providing that the legislature takes action



### Requirements to transition to 100% online testing

- **Amend TEC §39.02341 to clarify scope and confirm 2022–23 deadline for moving to 100% electronic assessments.**

---

### Other considerations to support transition to 100% online testing

- Expand authorized use of TIMA to cover internet connectivity and training for online testing.
- Set up matching grant fund toward one-time network infrastructure investment, particularly to support small and rural districts.





To meet readiness targets for 100% online testing, a subset of districts need further investment in internet connectivity and personnel

### One-time costs



	Total Need	Estimated E-rate coverage	Outstanding costs
Fiber	\$3.2M–\$5.4M	\$2.4M–\$4.1M	\$0.8M–\$1.3M
Internal Connections	\$9.7M	\$7.0M	\$2.7M

Beyond E-rate, districts need to increase spending by the following:

~\$4M one-time  
on network infrastructure



~\$13M annually  
for additional bandwidth and  
personnel-related costs

### Annual ongoing costs



	Total Need	Estimated E-rate coverage	Outstanding costs
Bandwidth	\$25.4M	\$19.3M	\$6.1M
Technology Personnel and Training	\$7.3M	N/A	\$7.3M

These dollar values indicate the statewide total of all LEAs. Individual LEA needs will vary.

## New Item Types to Meet 75% Multiple-Choice Cap







# TEA is working closely with educators to determine new item types

So far, over **550 educators** have participated in focus groups related to the new item types

- **92%** of educators agree that the new item types **allow students to better demonstrate their knowledge.**
- **90%** of educators agree that the new item types **will provide useful information about student performance.**
- **80%+** of educators agree that new item types will **impact instructional planning.**

## Item Types Under Consideration

Multipart (EBSR) - Student provides a response and a justification for the response.

Multiselect - Student must select more than one correct response

Constructed response - Student provides a written response (e.g., one or more sentences, an equation, or a mathematical expression)

Drag and drop - Student selects and drags text or an object to a different location

Hot spot - Student selects one or more areas of a graphic image

Inline choice - Student chooses from a drop-down list of options

Text entry - Student enters a numeric quantity, a word, or a phrase

Highlight text - Student highlights text from a given passage

Sliders (bar graph) - Student moves bars on a graph to show correct quantities

Graphing – Student plots a function on a coordinate grid using a dynamic tool



## TEA and educators are considering which content areas and grade bands each new item type is most appropriate for



Item Type	Math	Science	Social Studies	Reading
Multipart (EBSR)		✓	✓	✓
Multiselect	✓	✓	✓	✓
Constructed response	✓	✓	✓	✓
Drag and drop	✓	✓	✓	
Hot spot	✓	✓	✓	
Inline choice	✓		✓	
Text entry	✓	✓		✓
Highlight text			✓	✓
Sliders (bar graph)	✓			
Graphing	✓			

Examples of each item type are included in the appendix



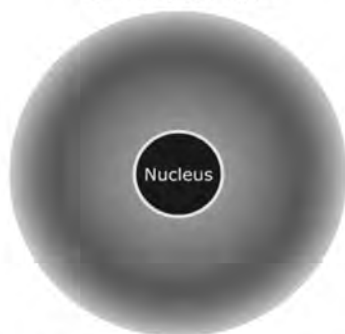


# Examples of Possible Non-Multiple-Choice Item Type

## Science Grade 8

This incomplete model represents an atom of an element.

Electron Cloud Model



Fill in the missing parts of the table to provide more information about the characteristics of the element represented by the atom.

Enter your answers in the spaces.

Characteristics of the Element

Characteristic	Value
Atomic number	<input type="text"/>
Atomic mass (amu)	27
Number of particles in the electron cloud	13
Number of positively charged particles in each atom	<input type="text"/>
Number of neutrally charged particles in each atom	<input type="text"/>
Total number of particles in the nucleus of each atom	<input type="text"/>

## Algebra I

What is the solution to the inequality  $8k + 14 > -2(12 - 5k)$ ?

Enter your answers in the boxes provided.

<

	+	-	×	÷	
		$j^x$	$\sqrt{\quad}$	$\sqrt[3]{\quad}$	=
	(-)	%			

## Eliminating Stand-Alone Writing and Assessing New ELAR TEKS



# Assessing Writing as Part of Reading

House Bill 3906 eliminates standalone grades 4 and 7 writing in 2021-2022.

The revised reading language arts TEKS emphasize the importance of integrating reading, writing, listening and speaking.

Federal government requires Texas to assess the breadth of the RLA TEKS.

As part of the STAAR redesign (to be implemented in 2022-2023), the reading assessments are being redesigned with educator input to best assess the new TEKS, include writing in all grades, and support strong instruction.

# Prior Practice: Assessing Writing Without Reading

The current 4 & 7<sup>th</sup> grade writing tests ask students to write in response to a standalone prompt, without being asked to read any passages.

Here is an example:

\*Grade 4 STAAR assessment, 2019

**WRITTEN COMPOSITION: Expository**

**READ** the information in the box below.

Thomas Edison is famous for inventing many things, including the lightbulb.

**THINK** about inventions that you believe are useful.

**WRITE** about one invention that is important in your life. Tell what the invention is and explain what makes it important.

Be sure to —

- clearly state your central idea
- organize your writing
- develop your writing in detail
- choose your words carefully
- use correct spelling, capitalization, punctuation, grammar, and sentences

**Students will now be asked to write in response to information they have read.**



In this example, students read a single literary excerpt and respond to this prompt using evidence from the text to support their responses.

### **Writing Prompt**

10. You have read an excerpt from “After Twenty Years.” Write an essay in which you describe how the author uses dialogue and events to reveal characterization and theme in the story. Use key details and examples from the passage to support your ideas.

Your writing will be scored on the development of ideas, organization of writing, and language conventions of grammar, usage, and mechanics.

\*Grade 8 Mississippi Academic Assessment Program (MAAP), 2016



## Cross-Curricular Content Integration for RLA passages

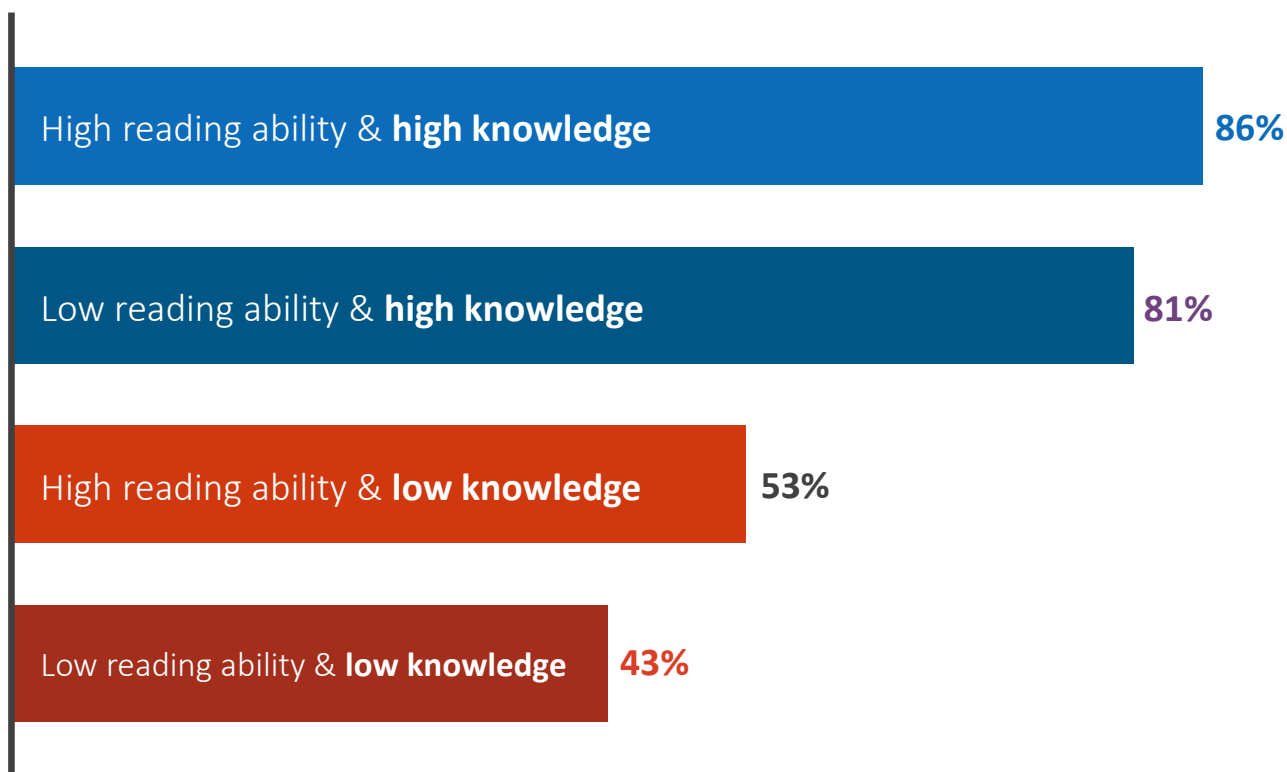






# Why does cross-curricular passage content matter?

- Evidence indicates students with **knowledge of the subject matter** have higher levels of comprehension than students with lower levels of subject matter knowledge.
- Since subject matter knowledge is covered in the TEKS for other subjects, and all students are taught the TEKS, ensuring STAAR passages have content aligned to the TEKS for other subjects ensures a **level playing field** when assessing comprehension.



Source: Recht, D. & Leslie, L. "Effect of Prior Knowledge on Good and Poor Readers Memory of Text." (1998) Journal of Educational Psychology, Vol. 80, No. 1, 16-20

Measure of Comprehension



## Linking informational passages to content area TEKS



Reading assessments will continue to include informational passages and literary passages.

- An **informational text** presents information to explain, clarify, and/or educate. These texts can clearly link to subjects such as science and social studies.
- A **literary text** is generally recognized as having artistic value and the purpose of entertaining the reader (e.g., prose fiction, drama, poetry, and literary nonfiction). These texts *might* reflect topics covered in other subject areas.

By the spring 2024 administration, 100% of **information texts** included in STAAR Reading & English EOC will be based on cross-curricular content covered in other TEKS subjects.

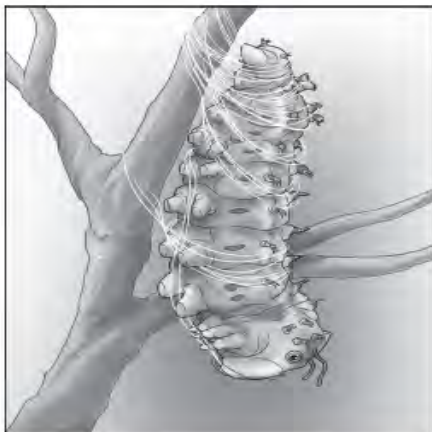


## Grade 4 Reading Passage Example, Linked to Science TEKS

### A Caterpillar's Tale

by Christine Allison

- 1 A caterpillar had crawled up on a twig. It looked the twig over, then fastened itself tightly to it by its hind legs and began twisting itself and moving its head up and down. Every time the caterpillar's head moved, it left behind something that looked like a glistening thread of silk.



- 2 An ant crawling nearby stopped and looked in wonder. "What in the world are you doing?"
- 3 "I'm making a house," the caterpillar said, as it paused to rest for a moment.
- 4 A bee that had lighted close by began to buzz with laughter. "Will you tell me, if you please, what sort of house that is?" he cried.

#### Certain K-4 Science Topics from the TEKS

- observing the life cycles of animals (SE 1.10.D)
- investigating the unique stages that insects undergo (SE 2.10.C)
- Investigating how plants and animals undergo a series of changes (SE 3.10.B)
- exploring, illustrating, and comparing life cycles (SE 4.10.C)

#### Sample K-4 Science Vocabulary Taken from the TEKS

- cycle
- environment
- habitat
- investigate
- life cycle
- organism
- pattern
- system



# Cross-curricular passages will be phased in

## 2020

Informational passages are identified or developed.

## Spring 2022

The number of passages with cross-curricular links will increase over previous year.

## Spring 2024

100% of informational selections on the grades 3-EOC STAAR will have a cross-curricular link.

## Spring 2021

Informational passages with cross-curricular links will be introduced.

## Spring 2023

The number of passages with cross-curricular links will increase over previous year.



## Long-Term STAAR Redesign

Can STAAR as an end of year summative assessment be replaced with assessments administered throughout the course of the year, in an effort to reduce the stakes of any one test and increase the level of real time feedback for teachers?



5

&

6

## Multiple Parts Over Multiple Days & Integrated Formative Assessment Pilot



# Two main purposes of the integrated formative assessment pilot



## Overview:

HB 3906 requires the Texas Education Agency (TEA) to develop a pilot program in which participating school districts administer to students integrated formative assessments. Any participation by districts is optional and does not eliminate a district's obligation to administer the STAAR test.

## Purposes:



Create a pilot assessment to **inform teaching decisions** and **improve instructional supports**



Create a pilot assessment that can potentially **replace the current summative**

# Formative and summative assessments serve different purposes



**Formative assessments** are part of the learning experience



**Summative assessments** serve as the final determination of learning

**When is it assessed?**

**Immediately** following instruction

**After completion** of specified portion of instructional material

**Depth vs. breadth of Curriculum**

Requires **more depth** to identify source of misunderstanding of standards

Requires **more breadth** to fully assess curriculum

**Weight of assessment**

**Low stakes** – intended for classroom use

**High stakes** – intended for accountability

**Goal**

**Improve instruction** throughout school year

**Prove learning occurred** and evaluate long-term knowledge & skill retention





## Two initiatives required to fulfill integrated formative assessment pilot



*One assessment cannot accomplish both purposes*



**Texas Formative  
Assessment Resource**  
(launching fall 2020)

A **purely formative, optional, free** tool to supplement and support existing district resources and formative assessment practices, **unrelated to accountability**



**Through-year assessment pilot**  
(optional, small-scale pilot  
launching 2022-2023)

A **multi-part, through-year** assessment pilot that aims to generate a cumulative score similar to STAAR and **someday potentially replace the summative assessment**



## The Through-Year Assessment Pilot aims to launch an optional, small-scale pilot in SY 22-23

### A through-year assessment model has many benefits...

- Provides **more timely and frequent feedback** that can be used to support instruction before students move on to the next grade or class
- Offers **multiple opportunities for students** to show what they've learned
- Allows for **within-year growth** information

### ...but is still relatively new and innovative

- **No state** has a fully implemented or peer-reviewed model that isn't an end-of-year summative
- Texas will need to address **technical questions** around design, administration, and scoring
- Pilot will be rolled out over **multiple years**; won't have information to share this session



2020-2021	2021-2022	2022-2023
Conduct research and gather feedback from stakeholders to finalize design of pilot	Develop and field-test items, create trainings and materials, recruit districts	Launch Year 1 of pilot in select grades and subjects

All pilot participation is optional; no new testing requirements and no requirement for district participation

# Stakeholder engagement has been integral through the entire pilot design process



## Initial research and engagement



Superintendent, DTC, CAO survey and follow up (~1,500 respondents)



Full Educator Advisory Committee (24 members)



Educator Advisory Committee Subcommittee (7 members)



CAO Council (~15 participants)



Teacher Focus Groups (167 participants)



ESC Math Specialists (~30) and TASM (~200 participants)

## Prototypes developed from feedback



## Further refinement to finalize prototype design

**May Educator Advisory Committee Subcommittee** feedback meeting (5/22)

**Fifteen focus groups** were conducted across urban, suburban, and rural communities

- ~40 teachers
- ~50 parents
- ~25 students





# Next steps for Through-Year Assessment Pilot



## 1. Research

- Consult Technical Advisory Committee
- Research and analyze methods for scoring and reporting



## 2. Stakeholder engagement

- Continue working with Educator Advisory Committee and other stakeholders to finalize Year 1 pilot design
- Gather feedback on what data and information would be useful to educators



## 3. Item development

- Create and field-test items for Year 1 of the pilot

## Other HB 3906 Assessment Changes

7



- Makes permanent the free availability of optional interim assessments
  - In 2019-20, these were used by **600 school systems**
  - **1.7M** assessments were administered

8



- Established an educator advisory committee and makes permanent the use of a technical advisory committee

9



- Modifies STAAR calculator policy

## **Appendix: HB 3 Implementation Status Details**

# HB 3 Formula Transition Grant

- **Formula Transition Grant Estimates**

- During the 86<sup>th</sup> Legislative Session, the formula transition grant (FTG) was estimated at a cost of **\$110 million** for the biennium.
- Current projections have the FTG potentially costing over **\$1.3 billion** for the 2020-2021 biennium. Note: this only applies to this specific component, which may not necessarily impact the entire cost.
- The major reasons for the large discrepancy are the property value growth assumptions from the 86<sup>th</sup> Legislative Session being vastly different than what ended up actually happening.
  - "5.76% and 4%" vs. "10.2% and 6.2%"
- Under prior law, large value growth contributed to one-time "lag money" in the system. Lag money for the last two years is now frozen as part of old law revenue numbers in the FTG.



## HB 3: TEA Rules Timeline

TEA has **16 rules** pertaining to HB 3 left to complete as of November 2020.

- 1) Additional state aid for school districts that contract to partner to operate district campus (§61.1010)- **(Commissioner)**
- 2) College, career, or military readiness outcomes bonus (§74.1007)-**(Commissioner)**
- 3) Cross reference updates in optional extended year program rule (§105.1001) – **(Commissioner)**
- 4) Blended learning grant programs - **(Commissioner)**
- 5) Excess funds for video surveillance of special education settings (§61.1020) - **(Commissioner)**
- 6) Science lab grant program ADA (§61.1037)- **(Commissioner)**
- 7) Cross reference updates in IFA/EDA (§61.1032 and §61.1035) - **(Commissioner)**
- 8) Instructional arrangements for special education (Ch 89, Sub D) - **(SBOE)**
- 9) Gifted and talented programs (Ch 89, Sub A) - **(SBOE)**
- 10) Reporting requirements for preK and partnership classroom teachers and aides, Kindergarten-Grade 2 reading assessment (including Kindergarten readiness indicator), and reading standards for Kindergarten-Grade 3- **(Commissioner)**
- 11) New test codes and passing scores for EC-6 exams and student services exams (includes science of teaching reading instruction for elem tchr cert) §151.1001- **(Commissioner)**
- 12) Financial aid application requirement for high school graduation- **(Commissioner)**
- 13) Repeal of rules for FSP funding for reimbursement of disaster remediation costs (§61.1013 and §61.1014)- **(Commissioner)**
- 14) Financial aid application requirement for high school graduation (§74.11)- **(SBOE)**
- 15) Definition of Tax Levy and Tax Collection - **(SBOE)**
- 16) Definition of Tax Levy and Tax Collection - **(Commissioner)**



## HB 3: Advisory Committees

### Reading Standards K-3 Advisory Committee

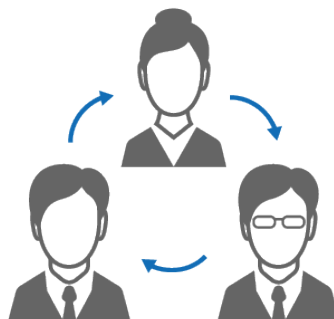
- Committee members named Oct. 17<sup>th</sup>
- Conducted 4 meetings and a focus group
- Provided important feedback on Reading Academy module content

### Financial Aid Advisory Committee (FAFSA & TAFSA)

- Held 2 meetings, 2 more currently scheduled
- Providing recommendations on proposed opt-out form, proposed data tracking and reporting processes and implementation resources
- Report due in January 2021

### Special Education Allotment Advisory Committee

- Committee members named Oct. 31<sup>st</sup>
- Committee met 6 times throughout the Fall 2019 and Spring 2020
- Final Report delayed by 3 months due to COVID-19 – Expected completion September 2020



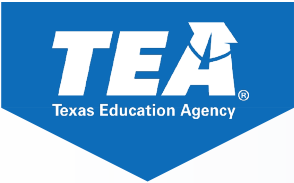
### Compensatory Education Allotment Advisory Committee

- Committee members named Nov. 7<sup>th</sup>
- Conducted two meetings, another is scheduled
- Provided valuable feedback on policy and outstanding questions
- Approved increasing the homeless student weight to .275




## HB 3 Supports Teachers and Rewards Teacher Excellence

1. Required Compensation Increases
2. Teacher Incentive Allotment
3. Mentor Teacher Allotment
4. Maintaining the Integrity of the Profession



# Budget and Compensation Increases

[HB 3 in 30](#)  
**Presentation on Teacher Compensation**

Basic Allotment Increased from **\$5,140** to **\$6,160**

## District Budget Increases



## Educator Compensation Increases



- ✓ This increases the minimum salary schedule (MSS) by \$5.5K - \$9K per creditable year of service (CYS)
- ✓ Teacher Retirement System (TRS) contributions from the state for all who are subject to the MSS will be increased, reducing the amount LEAs fund out of their own budgets



### Teacher Compensation Increases

Increase 0-5 years of experience	Increases greater than 5 years of experience
Statewide Avg: \$3,839	Statewide Avg: \$5,215

## Teacher Incentive Allotment: Paying Teachers More, With a Focus On Equity

- ✓ HB 3 establishes an optional **Teacher Incentive Allotment** with a stated goal of a six-figure salary for teachers who prioritize teaching in high needs areas and rural district campuses

### Key Points



3 Designation levels (Master, Exemplary, Recognized) added to teacher's SBEC certificate



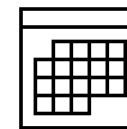
LEAs will receive \$3-32K annually per designated teacher



Greater funding for designated at high-needs and/or rural campuses

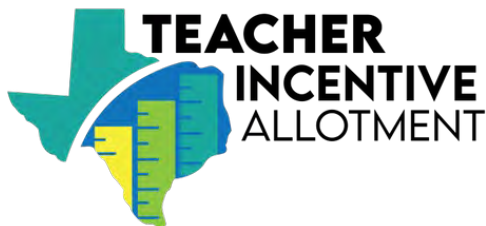


LEAs must use at least 90% of funds on teacher compensation on designated teacher's campus



5- year designation validity, regardless of teacher placement (subject, school, LEA)

## Teacher Incentive Allotment: Year 1



- ✓ The Texas Education Agency has announced the [26 school systems](#) that were approved in the first cohort of the Teacher Incentive Allotment, plus an additional [14 school systems](#) that designated National Board Certified Teachers.
- ✓ Additionally, [512](#) more school systems have provided a letter of intent to begin participating in the Teacher Incentive Allotment in a subsequent cohort over the next 4 years.

<i>Year 1 Totals</i>	<i>Average</i>
<b>Recognized</b>	\$6,574
<b>Exemplary</b>	\$12,626
<b>Master</b>	\$22,414


\*(Base compensation based on 2019-20 projections. Potential earnings include districts flowing 100% of the funds directly to designated teachers – most districts are flowing at most 90%)



# TIA 2019-2020 Totals



Total number of Texas teachers  
who earned a designation



**3976**

2019-2020 TIA Allotment Funding

**\$40,400,000**

**2449**

Recognized designated teachers  
**327** of these are National  
Board Certified Teachers

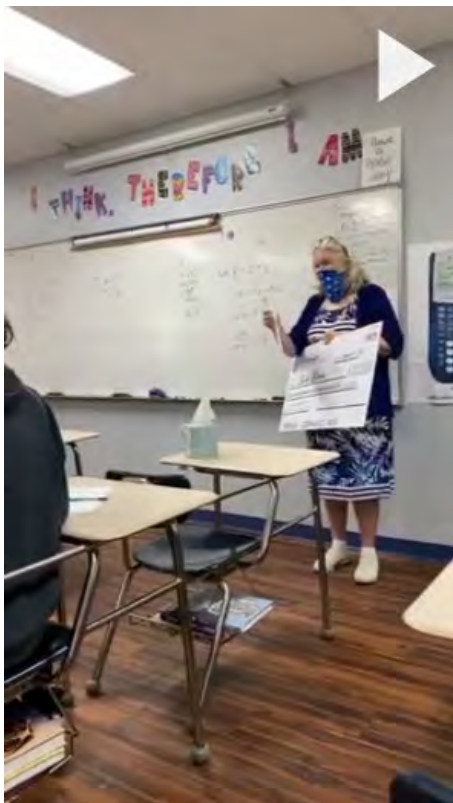
**1100**

Exemplary designated teachers

**427**

Master designated teachers

## Teacher Incentive Allotment Recognizes Effective Teachers



Fruitvale ISD Superintendent Rebecca Bain notified Becky Barnes of her Master Teacher Incentive Allotment designation and allotment funding.

Becky Barnes, **Master Teacher** in Fruitvale ISD



# Teacher Incentive Allotment Participating Districts in First Three Cohorts (through 2020-21)



Application Accepted



Full Approval



Rural School Application Accepted



Rural School Full Approval

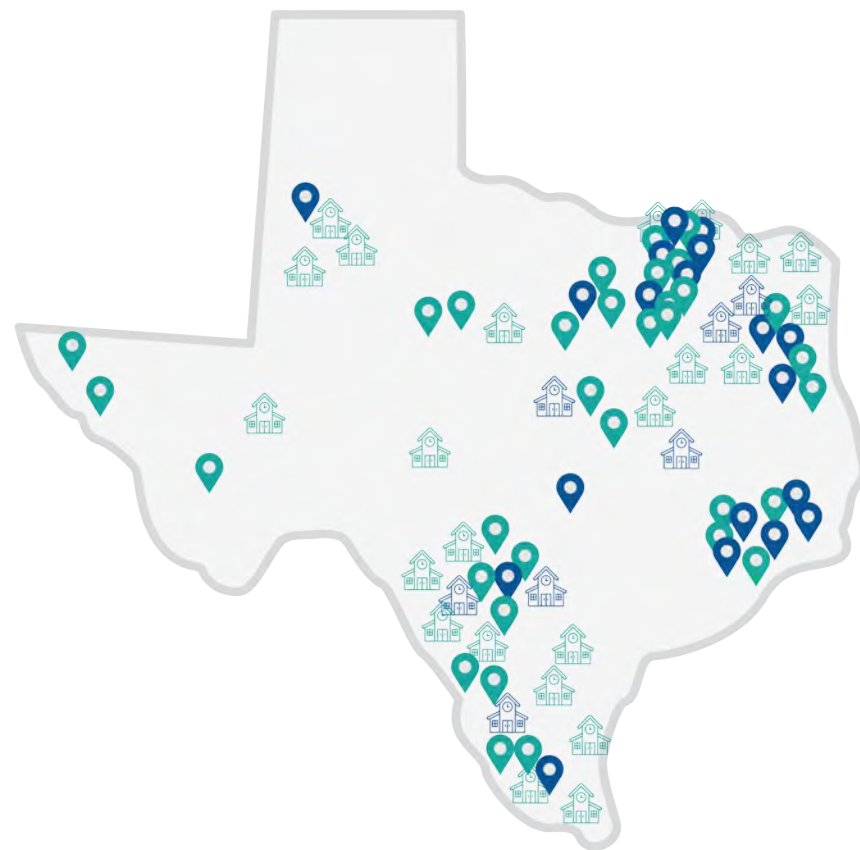
## 82 Total Participating Districts



**Application Accepted:** An LEA's local optional teacher designation system application has been accepted. The LEA's next steps it to submit data for validation.



**Full Approval:** An LEA's Local Optional Teacher Designation system application has been approved to issue designations.

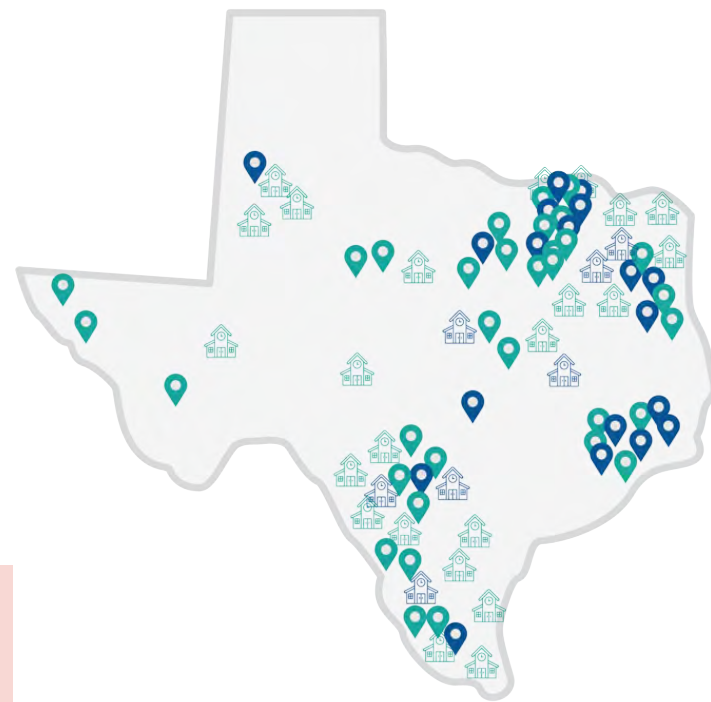




# Teacher Incentive Allotment Participating Districts in the First Three Cohorts (2020-21)



- |                                  |                                    |                                |  |
|----------------------------------|------------------------------------|--------------------------------|--|
| ABILENE ISD                      | GARLAND ISD                        | LEGACY PREPARATORY             | RICHARDSON ISD                         |
| ADVANTAGE ACADEMY                | GEORGE WEST ISD                    | LIBERTY-EYLAU ISD              | ROCHELLE ISD                           |
| ANDERSON-SHIRO CISD              | GRAND PRAIRIE ISD                  | LONGVIEW ISD                   | ROOSEVELT ISD                          |
| BANDERA ISD                      | HARMONY SCHOOL OF EXCELLENCE (HPS) | LUBBOCK ISD                    | SAN ANTONIO ISD                        |
| BETA ACADEMY                     | HPS- SCIENCE ACADEMY               | MARSHALL ISD                   | SAN ISIDRO ISD                         |
| BROOKS COUNTY ISD                | HPS-AUSTIN                         | MEDINA ISD                     | SAN PERLITA ISD                        |
| BROWNSVILLE ISD                  | HPS-EL PASO                        | MOODY ISD                      | SCHOOL OF SCIENCE AND TECHNOLOGY (SST) |
| CARTHAGE ISD                     | HPS-HOUSTON                        | NEWMAN                         | SST-DISCOVERY                          |
| CITYSCAPE SCHOOLS                | HPS-SAN ANTONIO                    | INTERNATIONAL ACADEMY          | SLATON ISD                             |
| CLINT ISD                        | HPS-WACO                           | NORTH TEXAS COLLEGIATE ACADEMY | SNYDER ISD                             |
| COAHOMA ISD                      | HUNT ISD                           | ACADEMY                        | SOMERSET ISD                           |
| COUPLAND ISD                     | INGRAM ISD                         | O'DONNELL ISD                  | SPRING ISD                             |
| DALLAS ISD                       | INTERNATIONAL LEADERSHIP OF TEXAS  | ORE CITY ISD                   | TEXAS COLLEGE PREPARATORY ACADEMIES    |
| DEMOCRACY PREP                   | JEFFERSON ISD                      | PALESTINE ISD                  | TRANSFORMATION WACO                    |
| DONNA ISD                        | KIPP TEXAS PUBLIC SCHOOLS          | PREMIER HIGH SCHOOLS           | TYLER ISD                              |
| ECTOR COUNTY ISD                 | KLEIN ISD                          | PREMONT ISD                    | UPLIFT EDUCATION                       |
| EVOLUTION ACADEMY CHARTER SCHOOL | LA ACADEMIA DE ESTRELLAS           | PROMESA ACADEMY CHARTER SCHOOL | VANGUARD ACADEMY                       |
| FREER ISD                        | LA JOYA ISD                        | PROMISE COMMUNITY SCHOOL       | WACO ISD                               |
| FRUITVALE ISD                    | LA PRYOR ISD                       | QUINLAN ISD                    | WEST ISD                               |
| GALVESTON ISD                    | LASARA ISD                         | RICE ISD                       | WINFREE ACADEMY CHARTER                |
|                                  | LEADERSHIP ACADEMY NETWORK         |                                | WINONA ISD                             |
|                                  | AT TEXAS WESLEYAN                  |                                | YES PREP PUBLIC SCHOOLS INC            |
|                                  | LEADERSHIP PREP SCHOOL             |                                |  |



~270

Additional school systems are working to implement a designation system in 2021-2022.



# TIA is being used in Rural & Non-Rural Districts, with Higher Success Rates for Rurals

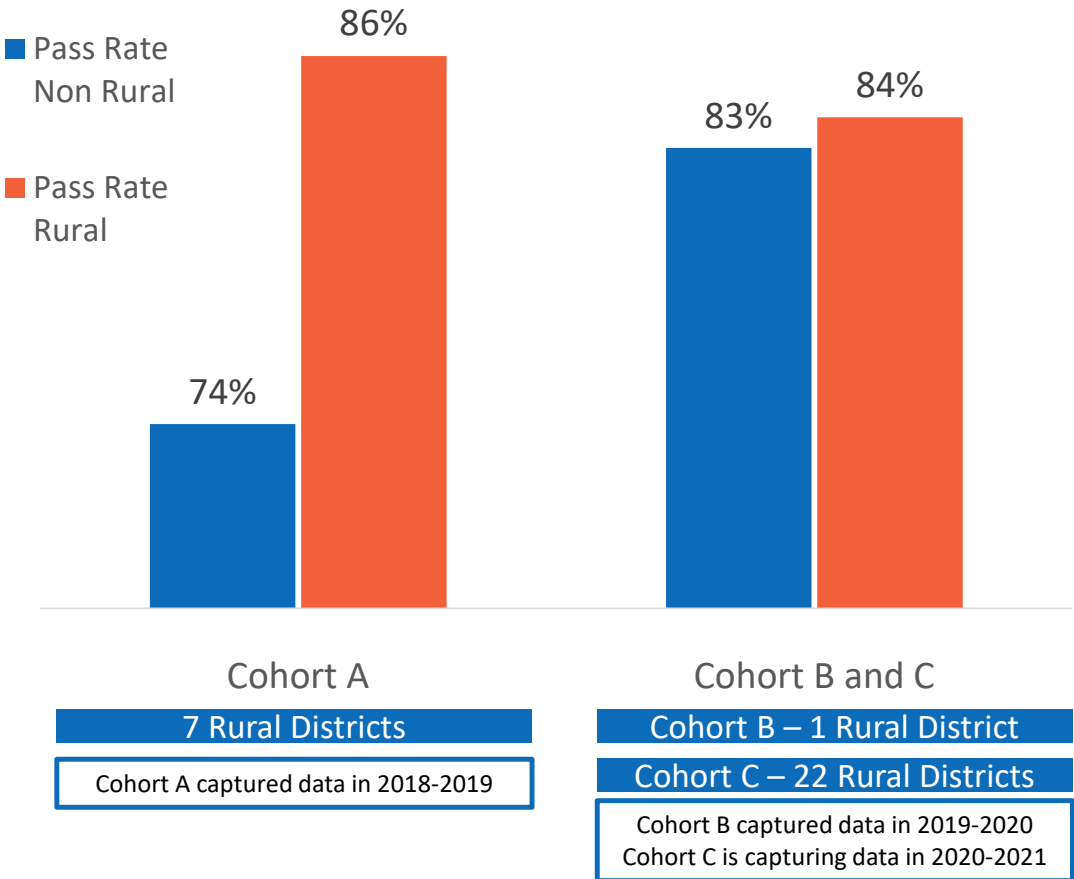


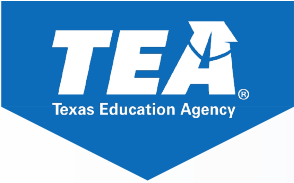
86%

Rural district acceptance rate.

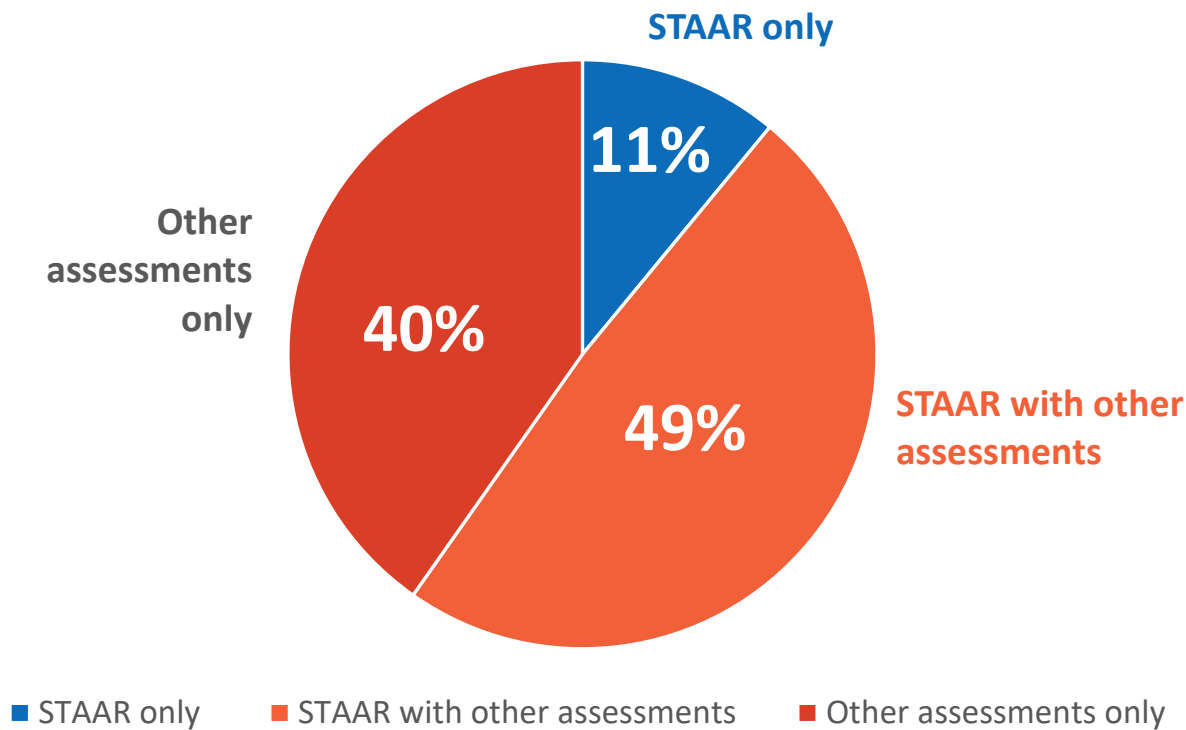
74%

Overall district acceptance rate.





# TIA Districts Use a Balanced Approach to Measure Teacher Impact



89%

Of districts are using other assessments or multiple assessments to measure student growth.

# Mentoring New Teachers



HB 3 in 30

Presentation on New  
Teacher Mentoring



Teacher  
Mentorship

HB 3 established **Teacher Mentor Program Allotment (MPA)** to fund stipends for mentors and other costs associated with mentoring teachers in their first two years

- ✓ In August of 2020, 67 districts were approved to receive the allotment for the 2020-21 school year.
- ✓ Cycle 1 MPA - \$1,800 per mentee, which can be used on mentor stipends, scheduled release time, and providers of mentor training



## Commissioner of Education Rule (§153.1011) - effective June 28<sup>th</sup>, 2020

- Each year, TEA will provide an application and approval process for school districts to apply for mentor program allotment funding.
- Funding will be limited based on availability of funds, and, annually, the commissioner shall adopt a formula to determine the amount to which approved districts are entitled

## Maintaining the Integrity of the Profession



[HB 3 in 30](#)  
[Presentation on Do](#)  
[Not Hire Registry](#)



**Do Not Hire  
Registry**

TEA is required to create a new **Do Not Hire Registry** and place individuals on the Registry who are not eligible for hire in a Texas public school based on misconduct or criminal history. TEA is also required to create a **Misconduct Reporting Portal**, so that Texas schools have a method of securely reporting allegations of misconduct to the agency.

- ✓ The Registry launched in January 2020. There are 1,850 former educators and employees on the Registry as of August 2020
- ✓ The Reporting Portal launched in March 2020.



Commissioner of Education Rule - Registry of persons ineligible to work in Texas public schools (Ch 153, Sub EE), effective December 31, 2019.



## HB 3 Focuses on Learning and Improving Student Outcomes





Focuses On Learning and Improving Student Outcomes

## Expanding Learning Opportunities

1. Additional Days School Year
2. Blended Learning Grant Program



# ADSY: Additional Days School Year For Elementary



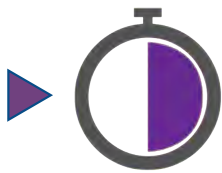
HB 3 adds **half-day formula funding** for school systems that want to add instructional days (beyond a minimum 180 days, **up to 210 days**) to any of their elementary schools (grades **PK-5**).

Minimum 180 Instructional Days

Up to 30 Additional Days



Half-day formula funding



- ✓ Districts are eligible to utilize ADSY funds starting in the 2020-2021 school year
- ✓ TEA launched a survey to better estimate use and cost on September 15, 2020.





# Declining Achievement during Summer Breaks




We should first ground ourselves in the drop of student achievement over the summer months – “summer slide”.

## Years of learning



### Student Type:

-  Middle-class student
-  Low-income student

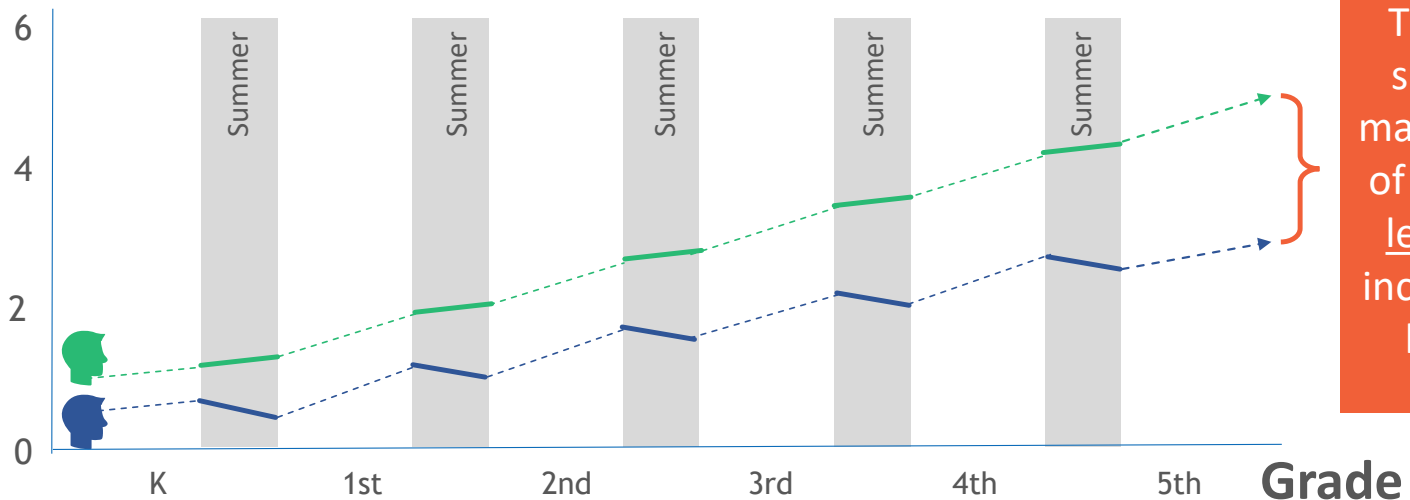
### School Year Growth:

-  Students progress at same rate during school year

### Summer Growth:

-  Advanced by one month
-  Fall behind by 2-3 months

Note: No variance in amount of summer slide by grade



The impact of summer slide may create a gap of up to 3 grade levels for low-income students by 5<sup>th</sup> grade

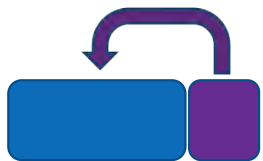
**COVID is dramatically magnifying this slide**

Graph completed by Boston Consulting Group. Source: Cooper, H., Borman, G., and Fairchild, R. (2010). “School Calendars and Academic Achievement” In: J. Meece and J. Eccles (Eds.), Handbook of research on schools, schooling and human development (pp. 342-355). Mahwah, NJ: Erlbaum



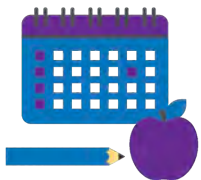
## Option 1: Voluntary Summer Learning

- **Purpose:** Summer Enrichment
- **Think:** 180-day traditional calendar, and up to 30 days for something additional



## Option 2: Intersessional Calendar

- **Purpose:** Targeted Remediation
- **Think:** 180 days spaced out over the full year, with intermittent breaks for targeted remediation with a subset of students



## Option 3: Full Year Redesign

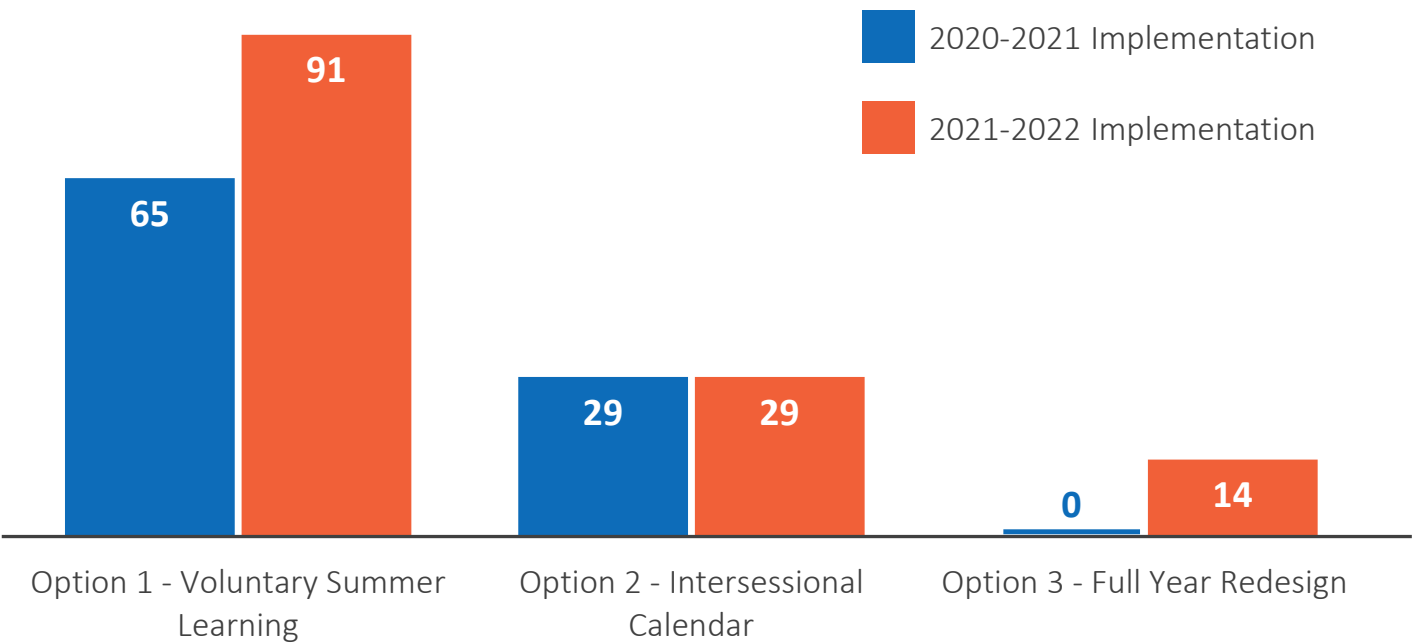
- **Purpose:** Rethinking the School Day
- **Think:** A revamped 7x6-weeks calendar, daily schedule changes to increase teacher planning time and student play



# Additional Days School Year – Projected Implementation Trends



Districts Utilizing ADSY Funds



**55,600 students** in 2020-21\* and at least **290,000 students** in 2021-22 will have access to an average of **21.5 additional instructional days**

*\*Data on model types and 2020-21 student counts are estimates from LEA survey conducted 9/17/20-10/1/20; Enrollment projections for 2021-22 are from LPE attendance module.*

# Blended Learning Grant Program



[HB 3 in 30](#)  
**Presentation on  
Blended Learning**

HB 3 established a blended learning grant program (BLGP) that prioritizes LEAs with the highest enrollment of educationally disadvantaged students

- Blended learning is a blend of face-to-face instruction and online learning
- The BLGP walks districts through a codified planning process and provides a built-in performance management system to continuously improve effectiveness
- 2019 BLGP Grants awarded to 25 out of 41 applicants for Math Innovation Zones and non-math blended learning pilots
- Program demand expected to dramatically increase given the need for adaptable in-person, online, and hybrid instructional models due to COVID-19



**Blended  
Learning  
Grant Program**



COE Rule to establish BLGP, including rules to establish an application and selection process for awarding grants and a list of programs that may be used for training in the BLGP effective March 2021.



Focuses On Learning and Improving Student Outcomes

## Prioritizing Early Literacy, Including Pre-K

1. Early Education Allotment
2. Early Literacy (and Mathematics) Goals
3. Full Day, High Quality Pre-K
4. Reading Practice Requirements
5. Reading Academies
6. Reading Diagnostics
7. Dyslexia Allotment
8. Dual Literacy
9. Preparing New Reading Teachers

## Early Education Allotment



### Early Education Allotment

Established an Early Education Allotment (**additional 0.10 weight**) for each student in ADA in grades K-3 and who is educationally disadvantaged or Limited English Proficient (LEP).

- ✓ Early Education Allotment incorporated into 2019-2020 FSP amounts
- ✓ Funding amount for 2019-2020 school year is \$796 million
- ✓ Estimated funding amounts for 2020-2021 school year is \$800 million
  - The 2020-21 estimate could end up being significantly less, depending on the number of early education students that are unenrolled from public schools due to COVID-19.



No Commissioner of Education Rule necessary as HB 3 was clear in statute.



# Early Literacy and Mathematics Goals



[HB 3 in 30](#)  
[Presentation on](#)  
[Goal Setting](#)



## Proficiency Plans

- Requires boards of school districts and open-enrollment charter schools to adopt literacy and mathematics proficiency plans and post on their website

### COVID UPDATE

- ✓ The deadline for boards to set goals **was extended until January 31, 2021** and can be incorporated into the 2020-2021 district and campus improvement plans for board adoption during the 2020-2021 school year once the goals and progress measures are approved by the board.
- ✓ Goal-Setting Training: This training can be provided by ESCs or any authorized provider with a provider number beginning with “2020-”. A list of Authorized Providers can be found here:

[http://tea4avcastro.tea.state.tx.us/school\\_board/providers.html](http://tea4avcastro.tea.state.tx.us/school_board/providers.html)

# Full-Day High-Quality Pre-K



Full-Day  
Prekindergarten

- Requires high-quality program requirements of all pre-k classrooms in Texas
- Requires consideration of partnerships with quality childcare providers before issuing bonds for new classrooms

	4 Year Olds Full Day*	4 Year Olds Total*
Pre HB3 (2018-19)	121,947 (60%)	203,650
HB3 Year1 (2019-20)	154,059 (73%)	211,269

- ✓ TEA approved 192 full day PreK waivers – 85 for 2019-20 only, 15 for 2019-2020 & 2020-2021, and 89 for 2019-20, 2020-21, 2021-22



Commissioner of Education Rules filed November 2019



# Reading Practice Requirements



[HB 3 in 30](#)  
[Presentation on](#)  
[Reading Practices](#)

New Advisory  
Committee Formed

HB 3 amends statute to include multiple reading initiatives:

- Requires LEAs to provide a phonics curriculum using systematic direct instruction in grades K-3
- Requires LEAs to certify to the TEA that the LEA:
  - Prioritizes placing highly-effective teachers in K-2 and
  - Has integrated reading instruments to support Pre-K to grade 3 students

✓ TEA established the Reading Standards Advisory Board in October 2019



Improving  
Reading  
Outcomes

**Simple View of Reading**  
Gough & Tunmer (1986)

## Decoding

Ability to transform  
print into spoken  
language

X

## Language Comprehension

Ability to understand  
spoken language

=

**Reading  
Comprehension**



Commissioner of Education Rules – Tentatively Planned for  
Summer of 2021, Given COVID Impacts

# Reading Academies



Improving  
Reading  
Outcomes

Requires each teacher and principal in grades K-3 to complete reading academies by 2022-2023

- Academies are available in a blended model and a comprehensive model and both models include a biliteracy path



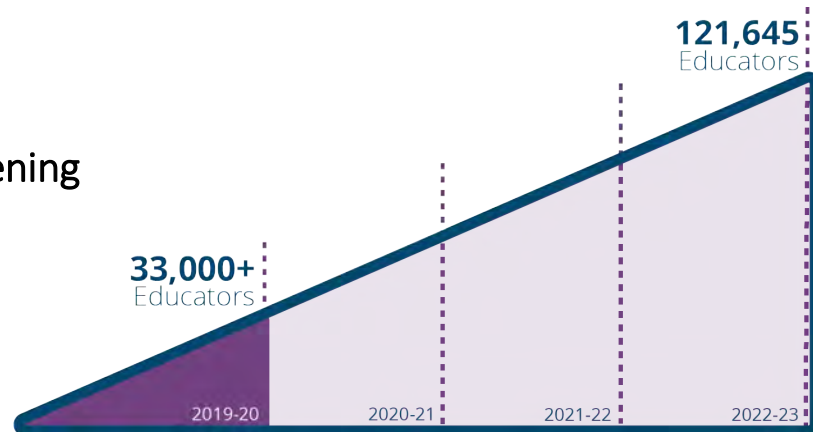
**38** Authorized Providers, (including all 20 ESCs) support...



**700+** Cohort Leaders, who have been screened + trained to facilitate...



**33,000+** Educators actively strengthening their reading practices!



# Improved Reading Diagnostic Instruments



## Reading Diagnostic Instruments

HB 3 amends statutory requirements for the use of kindergarten reading instruments:

- Requires the Commissioner to adopt a multi-dimensional assessment tool that includes a reading instrument
  - The commissioner has adopted **TX-KEA** for this purpose.
- Permits the Commissioner to approve an alternative reading instrument for use in diagnosing the reading development and comprehension of kindergarten students
  - The commissioner has approved **mCLASS Texas** as the alternative reading instrument.
- ✓ One-year waiver:
  - LEAs must use TX-KEA or mCLASS Texas for the beginning-of-year screener, starting in the 2020-2021 school year.
  - Because of disruptions to the 2019-2020 and 2020-2021 school years resulting from COVID-19, LEAs that are unable to implement TX-KEA or mCLASS Texas in 2020-2021 may request a waiver in order to continue to use the instrument they used in the 2019-2020 school year or another instrument approved by a local district board of trustees in order to best meet student needs in the 2020-2021 school year only.

# Dyslexia Allotment



HB 3 in 30

Presentation on Special  
Education and Dyslexia



## Dyslexia Allotment

- School districts and open-enrollment charter schools now receive a weight of 0.10 multiplied against the Basic Allotment for each student that has been identified as having Dyslexia or a related disorder
  - ✓ There were 220,551 students identified as receiving dyslexia related services during the 2019-2020 school year.
  - ✓ This resulted in a final Dyslexia Allotment for the 2019-2020 school year of \$139 million, which was slightly higher than the \$125 million legislative estimate. Note: this number is subject to change given data submissions errors currently under review.



No Commissioner of Education Rule necessary as HB 3 was clear in statute.

# Improving Literacy Through Dual Language



[HB 3 in 30](#)  
[Presentation on](#)  
[Bilingual Allotment](#)



Dual Language  
Programs

HB 3 expanded the Bilingual Education Allotment to increase student support for literacy in English and other languages

- Includes incentivized funding (an additional 0.05 weight) for dual language
- Incentivizes districts to integrate English learners and native English speakers into dual language programs
- ✓ Dual Language Allotment for the 2019-2020 school year is \$202 million, which is less than the \$218 million legislative estimate.



SBOE rule requiring a report on the use of funds as part of a district's annual audit and the minimum requirements of the report drafted in June 2020.

## Preparing New Teachers



- As of January 1, 2021, a candidate must demonstrate proficiency in the **science of teaching reading** on a certification exam to earn a certificate to teach Pre-K to grade 6
  - 747 exams have been administered (as of 1/28/21)



### SBEC Rule- Requirements for the science of teaching reading instruction for elementary teacher certification- Effective February 2020

- ✓ Candidates seeking certifications after January 1, 2021, in the following areas will need to take the STR: EC-3 core subjects, EC-6 core subjects, 4-8 core subjects, 4-8 ELAR, 4-8 ELAR/SS
- ✓ All candidates are required to meet the same requirements regardless of their teacher preparation program.
- ✓ The ELAR section of the EC-6 Core will remove standards found in STR to ensure that those standards are only assessed once.
- ✓ TEA created a prep manual located [here](#).



Focuses On Learning and Improving Student Outcomes

## Improving College, Career, and Military Readiness

1. CCMR Goals & Plans
2. Outcomes Bonus
3. CTE Funding Expansion
4. College & Industry Exams & Applications

## College, Career, Military Readiness Plans



### Readiness Plans

- Requires boards of school districts and open-enrollment charter schools to adopt college, career and military readiness plans and post on their website

#### COVID UPDATE

- ✓ The deadline for boards to set goals **was extended until January 31, 2021** and can be incorporated into the 2020-2021 district and campus improvement plans for board adoption during the 2020-2021 school year once the goals and progress measures are approved by the board.
- ✓ Goal-Setting Training: This training can be provided by ESCs or any authorized provider with a provider number beginning with “2020-”. A list of Authorized Providers can be found here: [http://tea4avcastro.tea.state.tx.us/school\\_board/providers.html](http://tea4avcastro.tea.state.tx.us/school_board/providers.html)



## Outcomes Bonus



[HB 3 in 30](#)

[Presentation on CCMR Bonuses](#)

Establishes a CCMR Outcomes Bonus paid for each annual graduate above a certain threshold percentage.

✓ CCMR Outcomes Bonus estimated funding amount is \$225M



Outcomes  
Bonus



COE Rules expected to effective for all programs by April 2021.

## CTE Funding Expansion

[HB 3 in 30  
Presentation on CTE](#)

### CTE funding expansion:

- Adds Technology Applications to funding weight – including all computer science
- Extends to CTE & Tech Apps courses offered in grade 7
- New funding to support the P-TECH and New Tech HS models
  - **\$924k** was issued for FY20
- Establishes a grant program for career and technology courses during the summer
  - **\$3.5M** was awarded for Summer CTE to date



Unintended  
Consequence



COE Rules for all programs in were effective beginning October 2020.



CTE  
Expansion

## College & Industry Exams & Applications

 [HB 3 in 30](#)  
**Presentation on FAFSA**



### Other Initiatives

Adds a reimbursement to districts to offer one free college & one free industry entrance exam per student before they graduate

- ✓ Reimbursement for one High School student for SAT/ACT/TSIA – **Estimated at \$20.5 million for SY2019-20, and final amounts will be calculated in April 2021.**
- ✓ Reimbursement for one HS student for any of the 220 approved Industry Based Credentials (IBC) – **Estimated at \$12.1 million for SY2019-20 , and final amounts will be calculated in April 2021.**

Requires every student to fill out a FAFSA to graduate  
(Allows for opt-out)

New Advisory  
Committee Formed



COE Rules for FAFSA expected February 2021



Focuses On Learning and Improving Student Outcomes

## Increasing Support for Special Education

1. Mainstream Allotment Increase
2. Other Special Ed Supports

## Special Education - Increased Resources, Planning and Training



HB 3 in 30

Presentation on Special  
Education and Dyslexia



Increased  
Resources,  
Planning and  
Training

HB 3 increased Special Education weight from **1.1 to 1.15** for students served in a mainstream setting

- ✓ Mainstream Allotment for the 2019-2020 school year was increased by **\$52 million** above what it would have been at the previous weight, which is slightly higher than the \$46 million legislative estimate. This is largely attributed to an increase in the special education enrollment.



Unintended  
Consequence

Special Education Advisory Committee released report in late 2020 providing recommendations regarding financing special education

New Advisory  
Committee Formed



## New Dyslexia Allotment and CCMR Funding



### New Dyslexia Allotment and CCMR Funding

Additional funding is provided to support students with Dyslexia

- Dyslexia allotment is provided to support students with dyslexia regardless whether they are receiving special education supports or not.
- Total amount of dyslexia allotment specific to special education, a wholly new special education funding source, was **\$59 million** in 2019-20

Established \$2,000 CCMR outcomes bonus funds for **each** special education student who graduates college, career, or military ready

- The class of 2018 included 869 special education graduates who met this threshold (3.4% of sped graduates)



## HB 3 Increases Funding and Equity

1. Compensatory Education
2. Fast Growth Allotment & NIFA
3. Gifted & Talented
4. Transportation Funding Changes
5. Small & Mid Sized Allotment
6. Recapture
7. Other Changes to Funding Formulas



# Compensatory Education: Census Block Groups

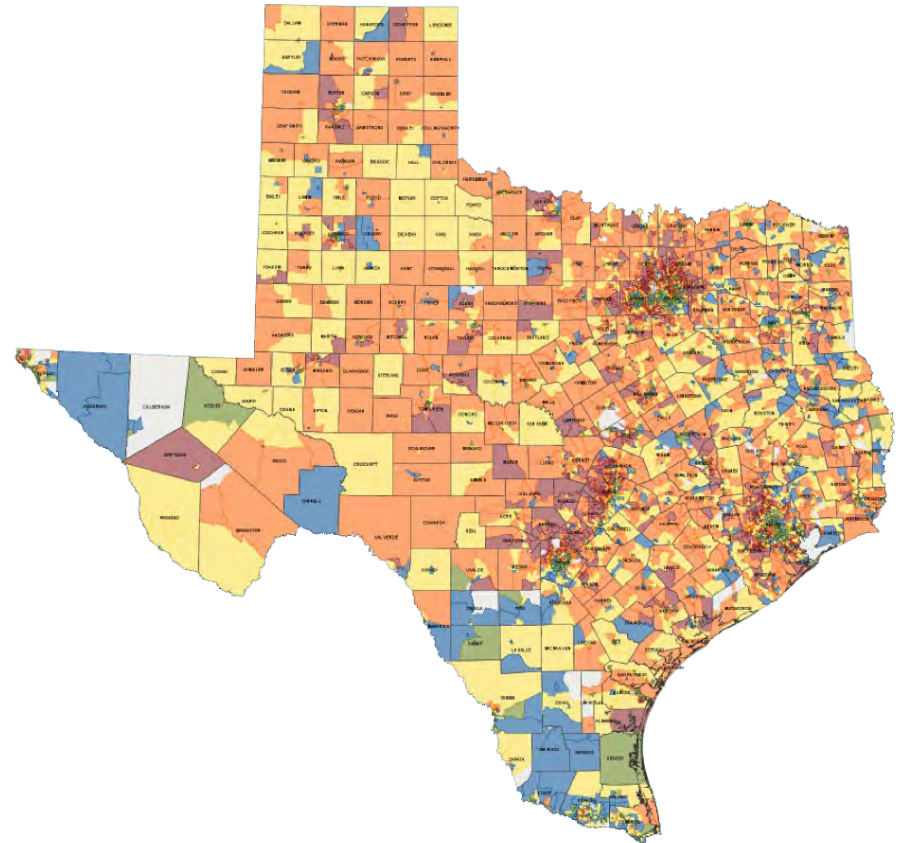


In school year 2019-20, data collections were updated to include the census block group for each student

- This map shows the Tier of every census block group in Texas
- TEA provided districts with a tool to identify block group by address

Tier 1	Tier 2	Tier 3	Tier 4	Tier 5
0.225	0.2375	0.25	0.2625	0.275

Highest Socio-economic ← → Lowest Socio-economic



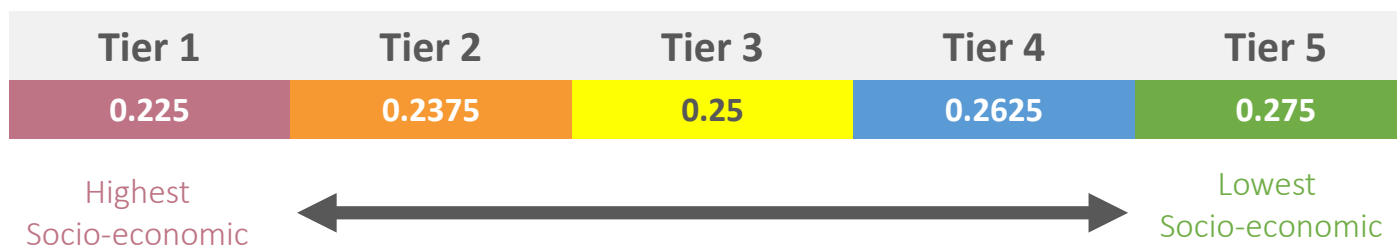


# New Compensatory Education Spectrum



## Compensatory Education (Comp Ed)

Comp Ed funding is provided for students who are educationally disadvantaged (i.e. eligible for free and reduced-priced lunch)



New Advisory Committee Formed

- Under HB 3, the formula for Comp Ed **increased from 0.20 to a range of 0.225-0.275** per student based on the census block group of the student's home address
- In 2019-2020, the total amount of the Comp Ed allotment was **\$5.09 billion**, as compared to **\$5.15 billion** that was estimated during the legislative session. **This represents a 22% increase over SCE funding levels during 2018-2019, when the total allotment was just under \$4.2 billion.**

## Fast Growth Allotment and NIFA



Adds a Fast Growth Allotment (FGA) of 0.04 for each student in ADA to support rapidly growing districts



### Fast Growth Allotment



#### COE Rule effective December 2019

- ✓ 317 school districts that were in the top quartile of percentage of student growth, statewide, received a FGA of \$302 million for the 2019-2020 school year which was higher than the \$266M estimate.\*

Increases the New Instructional Facility Allotment (NIFA) maximum annual appropriation from \$25 million to \$100 million per year

- Actual applications from LEAs was **\$62M** in the first year and **\$46M** in year 2.

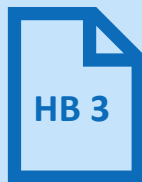
# Gifted and Talented



HB 3 in 30

Presentation on  
Gifted and Talented

## BEFORE



- The G/T program was funded with a separate allotment
- Reported G/T expenditures
- State spending requirement

## AFTER



- The G/T program is funded within the district's basic allotment (\$6,160)
- Continue to report G/T expenditures
- Certify that the district has a compliant G/T program



SBOE Rule- Each district shall report to the commissioner regarding the use of the funds on the district's program for G/T as provided by the State Board of Education rule, Effective December 2020.

# Transportation Funding Changes



## Transportation Funding Changes

Amends statute for transportation from linear density to a simple \$1.00 per mile reimbursement (set at \$1.00 per mile in the General Appropriations Act)

- Previously, transportation funding was not provided to recapture districts. Now, transportation funding is equally available to all districts.
- Certain new transportation options have become eligible for reimbursement:
  - Homeless students (regardless of distance to campus)
  - Work-based learning site transportation under a district's CTE program
  - Dual credit students (to a local college or a neighboring district)
- ✓ 2019-20 Transportation allotment estimated at \$284 million, which compares favorably to the legislative estimate of \$460 million, because school buses stopped running when Texas schools closed due to COVID-19 in March 2020.



## Small and Mid-sized District Allotment



[HB 3 in 30](#)  
**Presentation on**  
**Small / Mid-sized**



### Small and Mid-sized Allotment

Established Small and Mid-sized adjustment as a stand-alone allotment

- This new allotment improves transparency and separates student centric weights from district centric weights
- Charter schools will now receive the weighted average funding amount for the Small and Mid-sized Allotment, with certain adjustments.
- Small and Mid-sized continues to be a multiplier for the Special Education Allotment to ensure maintenance of financial support.
- Adds new small district formula for districts under 300 students that are the only district in a county
- During implementation, it was discovered that this new structure created significant funding variances when coupled with CTE funding. This issue warrants legislative attention.

## Recapture No Longer Impacts District Entitlement



[HB 3 in 30](#)  
Presentation on  
Recapture



**Reducing  
Impact  
of Recapture**



- Districts are now guaranteed that recapture will not reduce revenue below their entitlement level





## Other Changes To Equalize Funding



### Changes to Equalize Funding

- Establishes an Equalized Wealth Transition Grant
  - The grant establishes a 5-year glide path off of the 1992-1993 Chapter 41 hold harmless (repealed by HB 3)
- The Available School Fund (ASF) operates as a method of financing for all school districts
  - In prior law, only Chapter 41 districts received the ASF on top of their Tier One entitlement
- Disaster Aid, when appropriated, applies equally to recapture and non-recapture districts
  - Disaster aid for facility repair now includes vehicles and computer equipment
- Repeals the Staff Allotment and redirects the funding to the basic allotment



## Other Changes To Equalize Funding



### Changes to Equalize Funding

- Repealed the HS allotment but establishes a Drop Out Recovery and Residential Facility Allotment
  - **Adds \$275 per student** in ADA in a drop out recovery school or residential facility
- Repealed the Cost of Education Index (CEI), so districts no longer receive funding based on a decades old metric
  - TEA issued study on geographic variations in resource costs and cost of education, including transportation

Utilizes current tax year property values (vs. prior tax year property values) for the local share calculation

Charter school formulas, which don't have a tax base, were changed in a few specific ways given other HB 3 changes

 [HB 3 in 30](#)  
**Charters**





## Formula Transition Grants



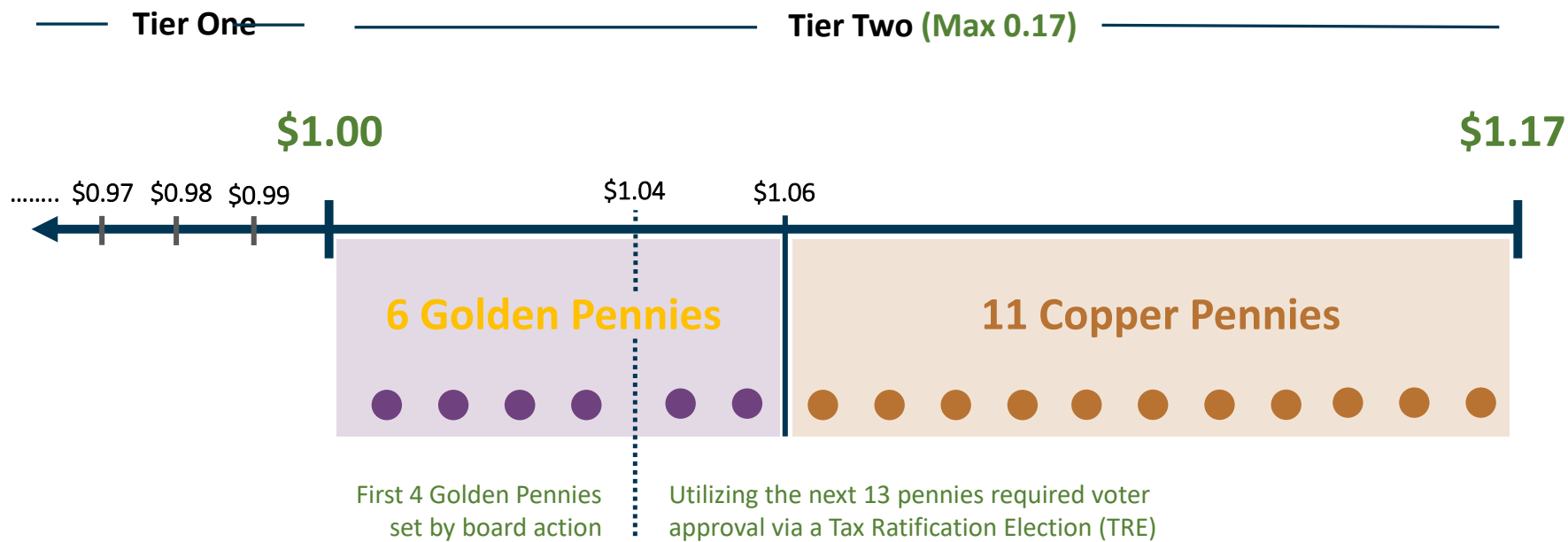
- ✓ 284 LEAs received \$430 million in FTG for 2019-2020 school year. This is substantially higher than the \$40 million estimated during the legislative session due to unprecedented property value growth for Tax Year 2019.
- ✓ Estimates for the 2020-21 school year currently show over \$900 million for the FTG. This is also substantially higher than the estimate made at time of bill adoption.



## Reduces and Reforms Property Taxes and Recapture



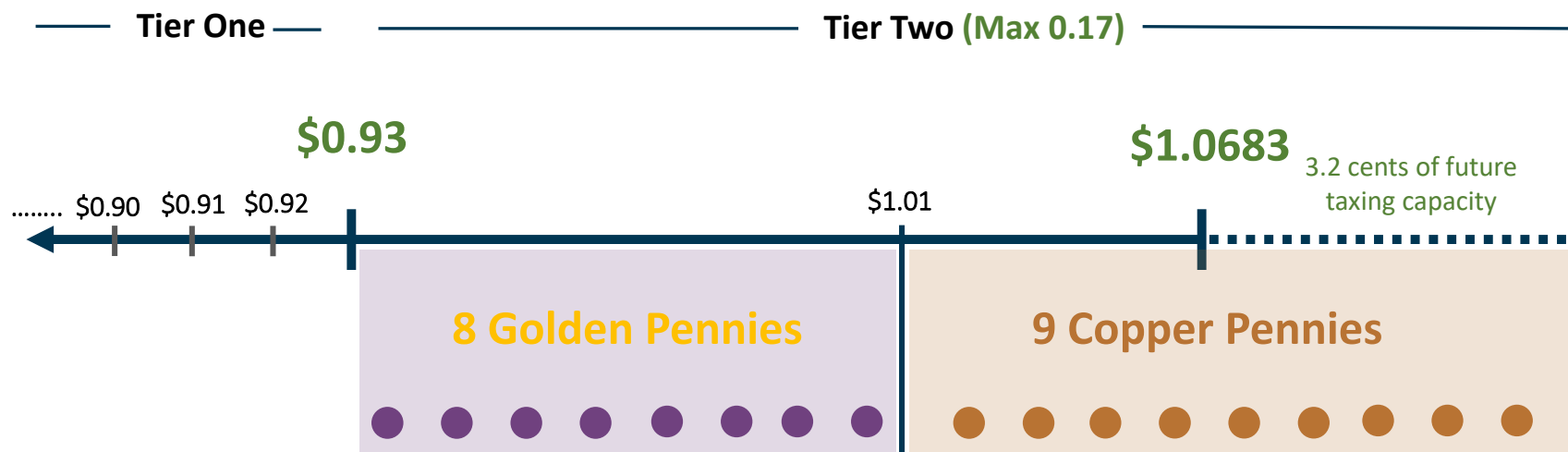
## Prior Law



## HB 3 Year One: Max M&O Tax Rates Dropped From \$1.17 to \$1.0683


### HB 3 Year One (FY2020)

1. Tier One max rate reduced by 7%
2. First two Copper Pennies become Golden Pennies
3. Remaining Copper Pennies are cut in ~ half
4. Rates in most cases cannot be raised for year 1





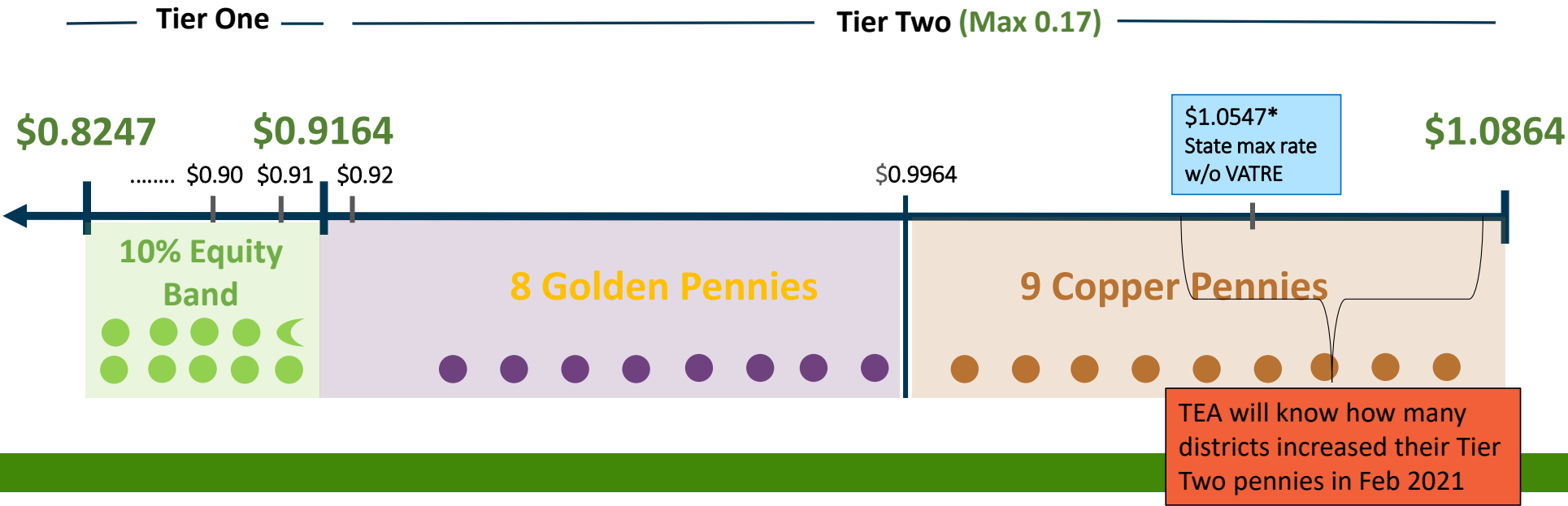
# HB 3 Year Two: Max M&O Tax Rates Dropped to \$1.0864 (17 cents above state compression of \$0.9164)

[HB 3 in 30](#)  
**Presentation on Year 2 Tax Rate Changes**

**Unintended Consequence**

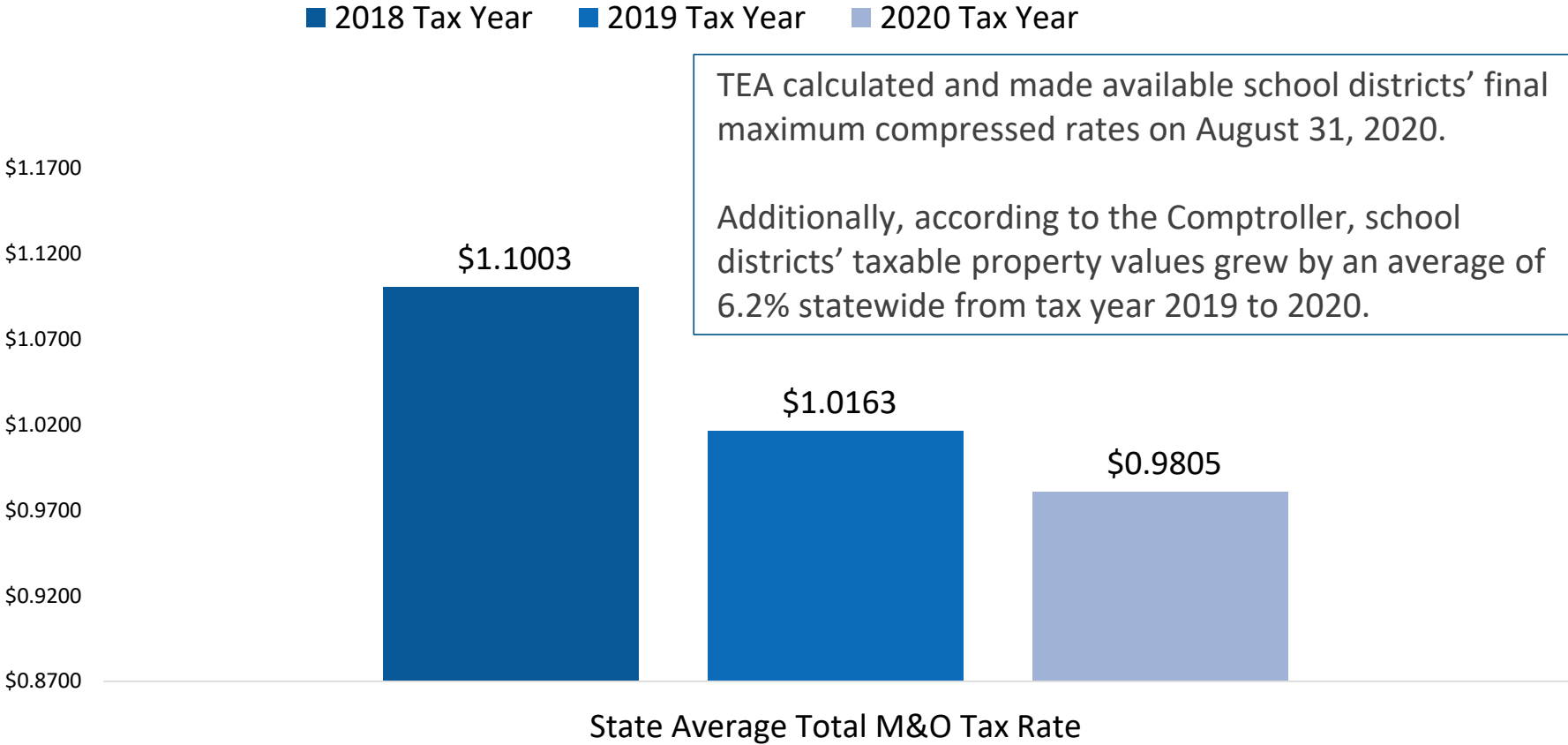
- 1. Tier One State Compression moved from \$0.93 to \$0.9164
- 2. Tier One minimum MCR established at \$0.8247
- 3. Each district now has their own maximum total rate.
- 4. All districts would need Voter Approval Tax Rate Election (VATRE) in order to exceed [MCR + \$0.1383]\*

## HB 3 Year Two (FY2021)





# M&O tax rates continued to compress under HB 3 by an average of 3.6 cents in TY2020



## New Requirements for Local Tax Increases



### Tax Policy Changes

- Effective January 1, 2020, **Efficiency Audits** must take place before a district seeks voter approval for increasing tax rates. LBB establishes the guidelines for the audit. Districts must select the auditor **at least four months before** the scheduled tax increase election date;
  - Audit must be completed and posted on the district's website at least 30 days before the election
- New statutory language clarifies that a school district may not increase the M&O tax rate in order to create a surplus for the purpose of paying the district's debt service. (i.e. no more "swap and drops" or "tax swaps")
- Other Requirements:
  - Tax Ratification Elections (TREs) must happen on uniform election days
  - Bond election notices must include "THIS IS A PROPERTY TAX INCREASE" language



## Other HB 3 Initiatives

- ❑ **Cost of Education Index:** TEA must enter into an MOU with IHE to study geographic education cost variations and transportation costs and submit to legislature by Dec. 1, 2020 (48.012) – Report due Dec 1 2020
- ✓ **Assessment Readability Study:** Commissioner must enter into an MOU with IHE to conduct a readability study on each assessment instruments (39A.907) – 1) Sec. 2.036, Pg 224 - COMPLETED – Due Dec 1 2019
- ✓ Requires TEA to enter into a MOU with the Texas Workforce Commission to fund a subsidy for persons 21 years of age and older to take high school equivalency exams