Texas Education Agency

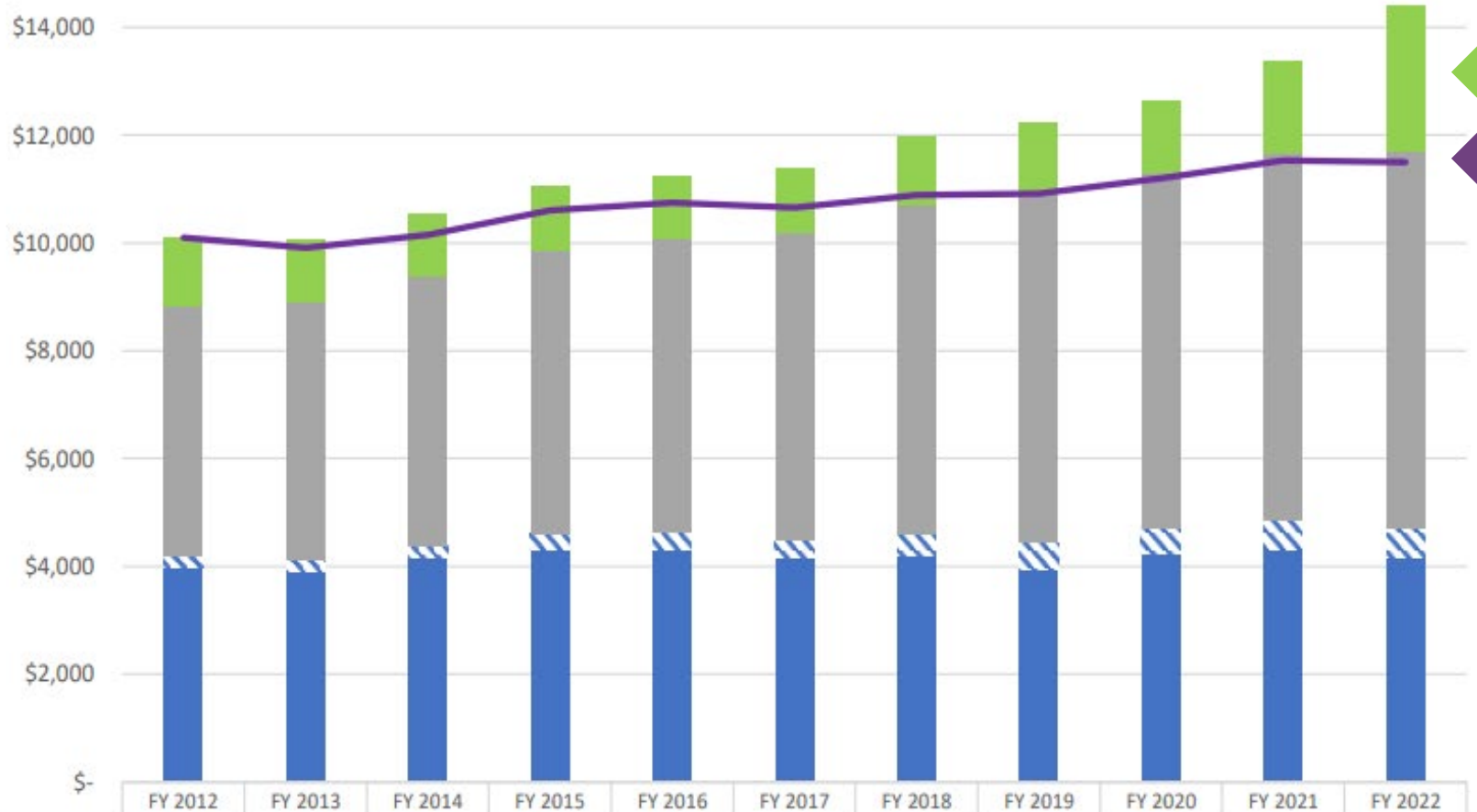
House Select Committee on Educational Opportunity & Enrichment

July 11, 2023

Texas Education Agency

School Finance & the 88th Regular Session

Total Annual Per-Student Funding (inclusive of FSP and other funding sources)



	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
Total Statewide Federal Funding	$1,276	$1,154	$1,149	$1,169	$1,175	$1,178	$1,255	$1,342	$1,370	$1,728	$2,708
Total Statewide Local Funding	$4,634	$4,793	$4,997	$5,271	$5,454	$5,721	$6,121	$6,451	$6,571	$6,774	$7,003
Total Statewide Revenue from Recapture	$221	$207	$219	$287	$314	$322	$384	$506	$444	$554	$555
Total Statewide State Funding	$3,965	$3,914	$4,161	$4,301	$4,311	$4,172	$4,217	$3,928	$4,260	$4,323	$4,153
TOTAL	$10,096	$10,068	$10,526	$11,028	$11,255	$11,392	$11,977	$12,227	$12,645	$13,380	$14,418
Total Statewide Funding Adjusted for Inflation	$10,096	$9,910	$10,154	$10,608	$10,742	$10,652	$10,889	$10,911	$11,197	$11,531	$11,497
Annual Inflation Rate (TX CPI, FY avg)		1.6%	2.1%	0.3%	0.8%	2.1%	2.8%	1.9%	0.8%	2.8%	8.1%

Total system funding per student reached over **$14,400** in FY22…

…this was roughly flat when accounting for inflation, and federal COVID funds expire in FY24

FY23 data will be available in approximately March 2024

88th Regular Session Update – New State-Level Funding

Note: The FSP is driven by both state-level funding and local funding authorized by the Legislature. This slide focuses solely on the state-level funding.

$ Billion	*FY22-23 GAA*	*Budget to Actuals*	**FY22-23 Base**	FY24-25 GAA Art III & SB30	FY24-25 GAA Art IX*	**FY24-25 Total***	**Change $ (%)**
Foundation School Program	*$51.7*	*$(3.9)*	$47.8	$48.7	$16.8	$65.5	$17.7 (37%)
All Other	*$14.2*	*$1.9*	$16.1	$16.0	$0.8	$16.8	$0.7 (4.6%)
Total, TEA Appropriations	*$65.9*	*$(2.0)*	$63.9	$64.7	$17.6	$82.3	$18.4 (29%)

*Includes funding contingent upon legislation to be adopted in special session(s)

State funds for K-12 education are projected to increase $18.4 billion (or 29%) over actual 2022-2023 biennial spending.

88th Regular Session Update – New Total Funding (in millions)

Texas Education Agency

New Net Funding for Public Education – Appropriated & Issued

Recurring Funding Increases:

Increase to Instructional Materials & Technology Allotment (IMTA)	$	621	GAA III TEA Rider 8
Increase to entitlements & LEA grants for SBOE-Approved Instructional Materials		500	GAA IX 18.78
Increase to FSP payments & technical supports for school safety		300	GAA IX 18.78
Increase in Golden Penny Yield		2,367	GAA IX 18.78
Increase for New Instructional Materials Allotment (NIFA)		60	GAA IX 18.78
Increase subsidy for public school employee retirement payroll taxes		673	GAA III TRS A.1.1

New One-time Funding:

School safety grants	$	1,100	SB30 4.02
Subsidy for ActiveCare		589	GAA III TRS A.3.1
K-12 cybersecurity initiative		55	GAA III TEA B.3.5

$6.3B new funds fully approved

New Net Funding for Education – Appropriated & Contingent

Recurring Funding Increases:

FSP & grant increases for teacher pay, special education, and finance generally	$	3,997	GAA IX 18.78
Virtual school grant support		49	GAA IX 18.78
School Choice		500	GAA IX 18.78

New State Share Increases for Public Education

Recurring Funding Increases:

Property tax reductions – Appropriated & issued	$	5,305	GAA IX 18.79
Property tax reductions – Appropriated & contingent		12,295	GAA IX 18.79

88th Regular Session Update – FSP from Passed Legislation

Entitlement funding to school systems will increase as a result of HB 3 (Safety Allotment), HB 1605 (SBOE-Approved Materials), and HB 1 (Golden Penny Yield).

The impact on district entitlements based upon fiscal analysis performed during session is as follows:

2024			
District type	Sum of ADA	Sum of Difference	Difference per ADA
Charters	394,645	$127,591,772	$323
Independent Town	211,236	$62,795,529	$297
Legislative	2,581	$140,133	$54
Major Suburban	1,539,459	$463,648,008	$301
Major Urban	765,158	$241,323,148	$315
Non-metropolitan Fast Growing	54,583	$15,695,628	$288
Non-metropolitan Stable	328,837	$102,082,895	$310
Other Central City	741,871	$214,150,855	$289
Other Central City Suburban	856,835	$244,313,657	$285
Rural	178,370	$78,511,933	$440
Total	**5,073,575**	**$1,550,253,556**	**$306**

2025			
District type	Sum of ADA	Sum of Difference	Difference per ADA
Charters	414,440	$160,572,154	$387
Independent Town	212,131	$75,918,330	$358
Legislative	2,905	$161,833	$56
Major Suburban	1,542,229	$543,012,206	$352
Major Urban	750,762	$258,100,519	$344
Non-metropolitan Fast Growing	58,800	$21,835,544	$371
Non-metropolitan Stable	328,896	$125,606,007	$382
Other Central City	739,964	$242,479,504	$328
Other Central City Suburban	869,321	$304,942,935	$351
Rural	178,388	$88,904,455	$498
Total	**5,097,836**	**$1,821,533,488**	**$357**

Excludes an estimated $78.6 million to enable certain students to enroll at no cost to the student in dual credit courses offered by certain public institutions of higher education (HB8).

TEA encourages LEAs to incorporate the increase to the golden penny yield and the school safety allotment into their budget planning for the 2023-24 school year. Please note that the agency's school finance template has not yet been updated; TEA expects to publish an updated template in the coming months. Instructional materials funding is being added to the Instructional Materials & Technology Allotment Accounts.

88th Regular Session Update – Bills That Did Not Pass

The Senate and House Passed different versions of HB 100 (88R), and the legislation was not ultimately adopted. The bills impacted FSP funding to school systems. The impact was modeled during the legislative session, and each chamber's final versions are noted here:

House Version

District type	2024 New Funds per ADA	2025 New Funds per ADA
Charters	$ 355	$ 446
Independent Town	$ 620	$ 757
Legislative	$ 188	$ 891
Major Suburban	$ 263	$ 439
Major Urban	$ 457	$ 538
Non-metropolitan Fast Growing	$ 610	$ 937
Non-metropolitan Stable	$ 898	$ 911
Other Central City	$ 328	$ 570
Other Central City Suburban	$ 445	$ 635
Rural	$ 2,222	$ 2,284
Total	$ 468	$ 621

Senate Version

District type	2024 New Funds per ADA	2025 New Funds per ADA
Charters	$ 401	$ 502
Independent Town	$ 249	$ 445
Legislative	$ 188	$ 200
Major Suburban	$ 135	$ 239
Major Urban	$ 175	$ 270
Non-metropolitan Fast Growing	$ 450	$ 767
Non-metropolitan Stable	$ 565	$ 799
Other Central City	$ 148	$ 308
Other Central City Suburban	$ 217	$ 368
Rural	$ 1,597	$ 1,901
Total	$ 265	$ 406

Texas Education Agency

School Safety Funding

School Safety Funding

Annual School Safety Allotment

$15,000 per Campus

\+ $10 per ADA

~$186M per year

(~$137M per year increase)

Commissioned peace officer employed as security personnel under Section 37.081

Other Ongoing Costs

One-Time Funding

for minimum safety standards

- $1.1B from 88th Session
- \+ $400M Budget Execution

Total Funds Provided = **$1.5B**

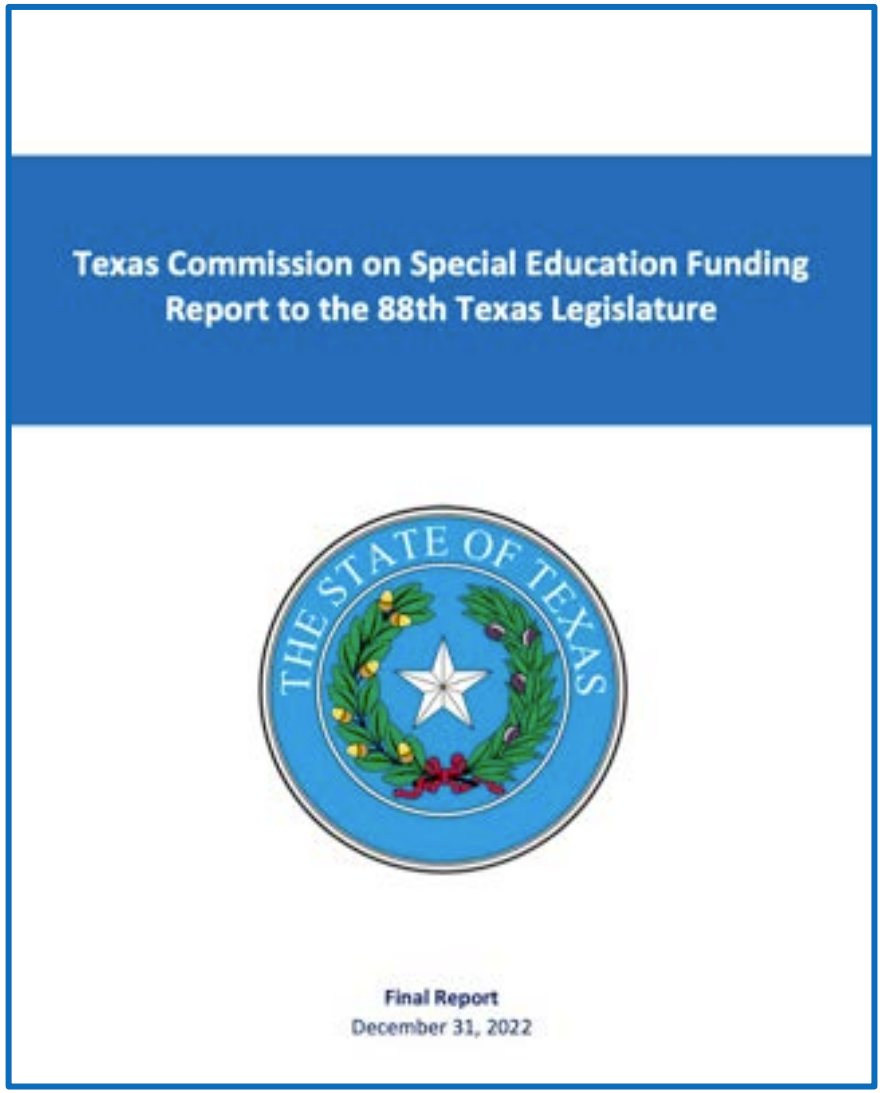
Estimated LEA Costs = **$1.2B**

Minimum Facility Standards

Texas Education Agency

Special Education Funding

Special Education Funding



Under House Bill 1525 from the 87th Legislative Session (2021), **the Texas Commission on Special Education Funding** was formed and tasked with developing and making legislative recommendations for methods of financing special education in our public schools.

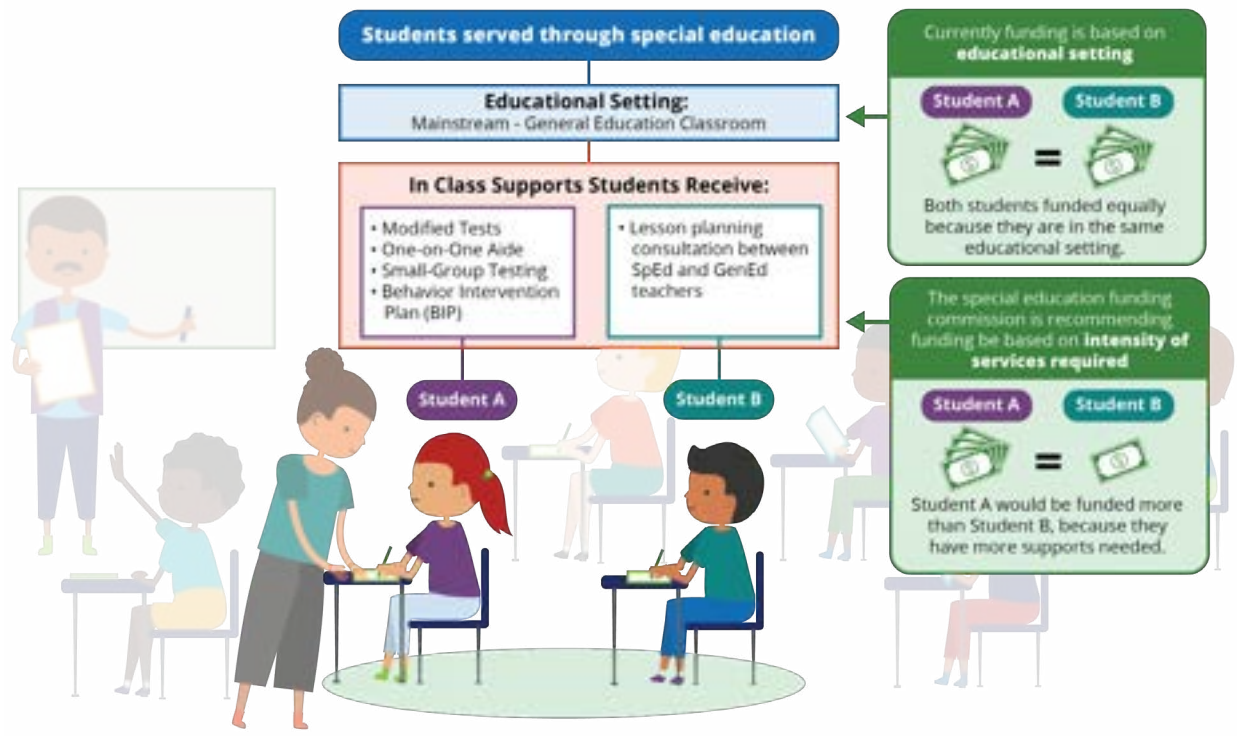
Special Education Funding Recommendations included in HB 3781, SB 1474, and HB 100

HB 3781, SB 1474, and the final house version of HB 100 (88R) included nearly all Commission recommendations, with new funding of roughly **$390M**.

Recommendation # 1:

Transition to a Service Intensity-Based Formula System.

- Intensity based on 7 tiers.
- A service group funding structure would be an add-on to this system.



Recommendation # 2: Provide a cost offset for full and individual initial evaluations (FIIEs).

Recommendation # 3: Increase the per mile reimbursement rate for special education transportation.

Special Education Funding Recommendations included in HB 3781 and SB 1474, continued:

Recommendation # 4:	Provide funds to cover the retire/rehire penalty for special education staff.
Recommendation # 5:	Provide funding for special education teacher certification exam fees for the first attempt.
Recommendation # 6:	Increase local Grow Your Own programs for special education staff.
Recommendation # 7:	Continue and provide increased funding to the SSES program.*
Recommendation # 8:	Increase the CCMR Outcomes Bonus for students served by special education.
Recommendation # 9:	Maintain at least the current funding levels for dyslexia and autism grants.
Recommendation # 10:	Improve oversight of nonpublic day and residential facilities and ensure parents have accurate information regarding the State Supported Living Centers (SSLCs).
Recommendation # 11:	Increase capacity and available options of nonpublic day programs across Texas.
Recommendation # 12:	Consider Educational Savings Accounts.**

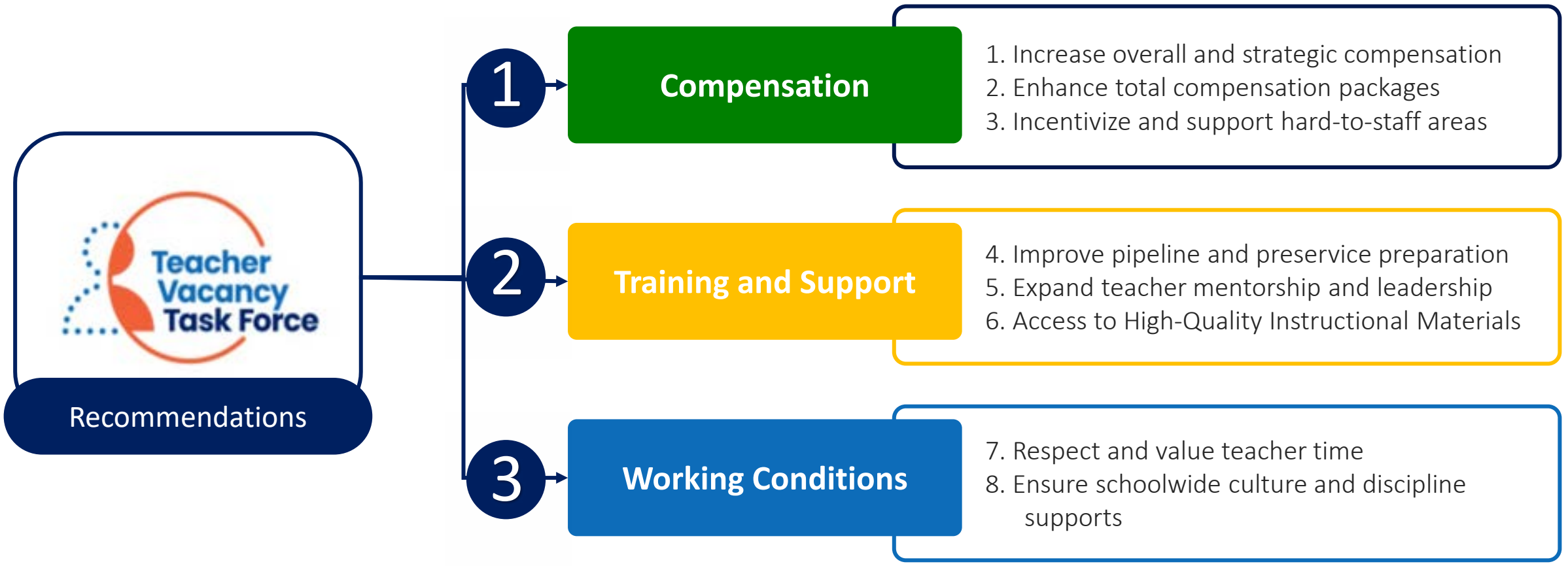
* Accomplished in part via HB 1926 (88R)

** Not in house version of HB 100

Texas Education Agency

Supporting Texas Educators

Teacher Vacancy Task Force Recommendations



HB 11, SB 9, and the final house version of HB 100 (88R) included nearly all Task Force recommendations.

Teacher Supports in HB 100

HB 100 addressed nearly all of the TVTF recommendations. This included approximately $570M in funding for strategic compensation, training & support, and improving working conditions. It also included approximately $2.56B in funding increases in the basic allotment & small/mid-sized allotment to support broad-based ongoing teacher pay raises.

Compensation

- **Teacher Incentive Allotment**: New Designation and higher funding
- **TIA & Strategic Compensation Grants**
- **Pre-K** for Teachers' children
- **Retire-Rehire Grant** to support district staffing
- **Significant Minimum Salary Increase** focused on teacher quality indicators
- **Increase in the Small/Mid-Sized Allotment** to address rural teacher pay disparities
- **Increase in the Basic Allotment** with directive to spend at least half on compensation increases

Training and Support

- **Teacher Residency Program and Allotment:** Establishes residency partnerships and funds implementation and support
- **Mentor Program Allotment Expansion:** Expanded access and statewide training development
- Funding for **Teacher Leadership** and **GYO and Teacher Apprenticeship** supports
- **Certification Fee Waivers** for certain fields

Working Conditions

- **Teacher Time Study** to inform district supports
- Funding for **Strategic Staffing and Scheduling** support
- Funding for **Schoolwide Discipline** support
- Clarifies teachers' ability to **remove students from class**
- Requires districts to provide teachers with a **Duty Calendar**

Additional bills that aligned with TVTF recommendations in the 88th Regular Session include HB 1605, HB 1416, HB 3, HB 2100, HB 3186, SB 26, SB 783, SB 10, and SB 798.

Texas Education Agency

Assessment and Accountability

“If you don’t measure it, you don’t know what to improve”

Fitness

Weighing yourself regularly helps with hitting weight loss targets.

University of Pittsburgh, University of California, San Francisco School of Medicine.

Health

Food journals can dramatically reduce the progression of type 2 diabetes.

American Heart Association

Business

Firms who conduct routine budget audits have increased profitability.

Harvard Business Review

The 2016 *Commission on Next Generation Assessments and Accountability* made 9 recommendations that have largely been addressed

Recommendation	Status
1. Implement a computer-adaptive assessment system of multiple integrated assessments administered throughout the school year	**In progress – HB 3906 resulted in STAAR Interims, Texas Formative Assessment Resource, and the Through-Year Assessment Pilot**
2. Allow the commissioner of education to approve locally developed writing assessments.	**Addressed** – HB 1164's Texas Writing Pilot in 2015 couldn't validate the creation of an alternative writing assessment, but learnings from the pilot were incorporated into the STAAR redesign
3. Support the continued streamlining of the TEKS.	**Addressed** – SB 313 required the SBOE to streamline the TEKS
4. Limit state testing to the readiness standards.	*Not possible under federal requirements*
5. Add college-readiness assessments to Domain IV of the accountability system and fund a broader administration.	**Addressed** – SAT, ACT, AP, & IB are post-secondary readiness options under the *A-F* system. Funding for SAT/ACT provided under HB 3.
6. Align the state accountability system with ESSA requirements.	**Addressed** – HB 22 incorporated ESSA requirements into the Closing the Gaps domain of the *A-F* accountability system.
7. Eliminate Domain IV from state accountability calculations for elementary schools.	**Addressed** – HB 22 removed this domain from the *A-F* accountability system.
8. Place greater emphasis on student growth in Domains I–III in the state accountability system.	**Addressed** – Through the HB 22 *A-F* methodology, schools get the better of growth or proficiency.
9. Retain the individual graduation committee option for graduation as allowed under TEC, §28.0258.	**Addressed** – HB 1603 removed the expiration date for the law providing for individual graduation committees.

HB 3906 (2019) Required STAAR to be Upgraded to Better Align with Instructional Practices, in Two Phases

STAAR Redesign
(implemented 2022-23)

- Prioritize cross-curricular content integration for RLA passages
- Eliminates standalone 4 and 7 writing and assesses new ELAR TEKS
- Caps multiple choice questions at 75% of test by 2022-23
- Ensure access to accommodations for students with specific learning needs
- Moves toward electronic administration of all assessments by 2022-23

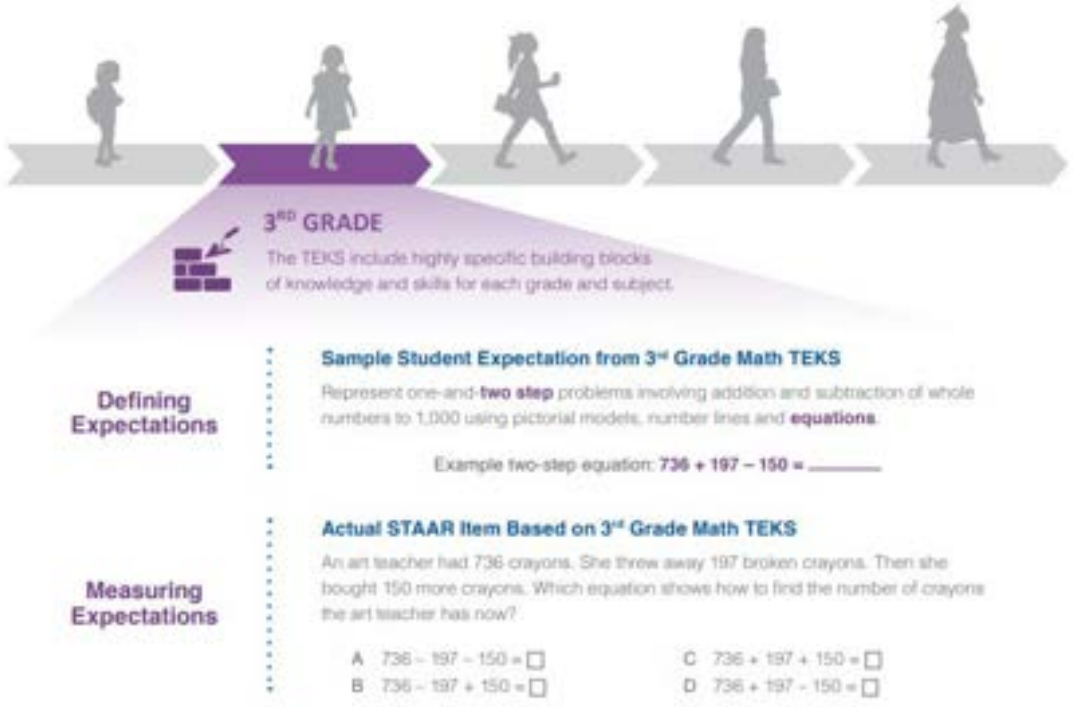
Through-Year Pilot
(begun 2022-23)

- Creates integrated through-year formative assessment pilot program

Other Changes
(already done)

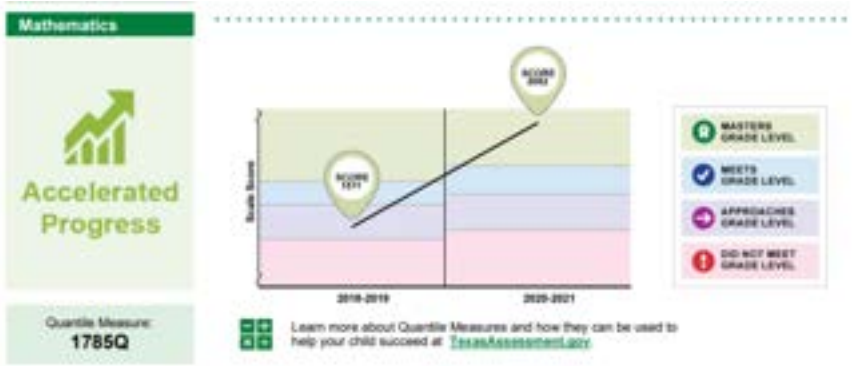
- Ensures availability of optional interim assessments
- Creates educator advisory committee and continues technical advisory
- Permits use of calculator applications

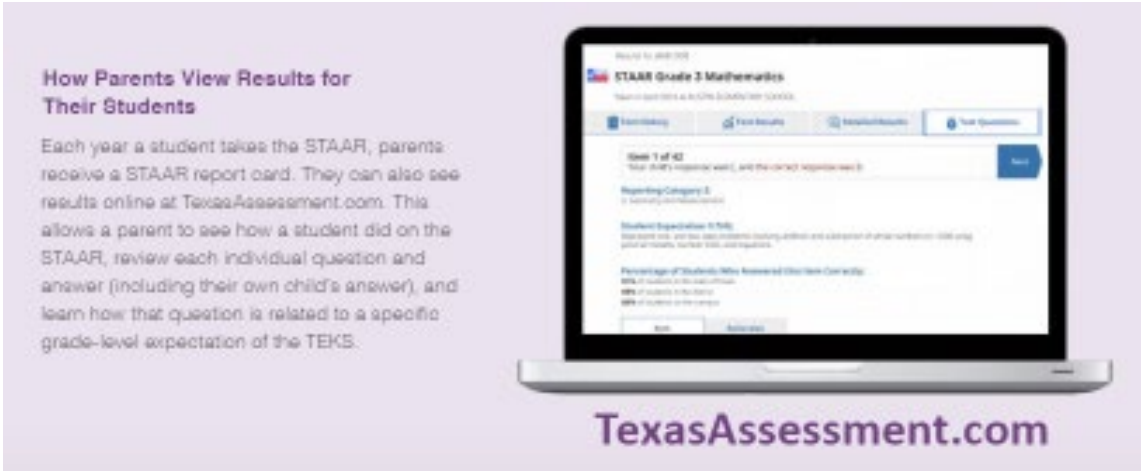
STAAR Provides Parents Key Insight as to How Well Their Children Have Mastered State Grade-Level Standards

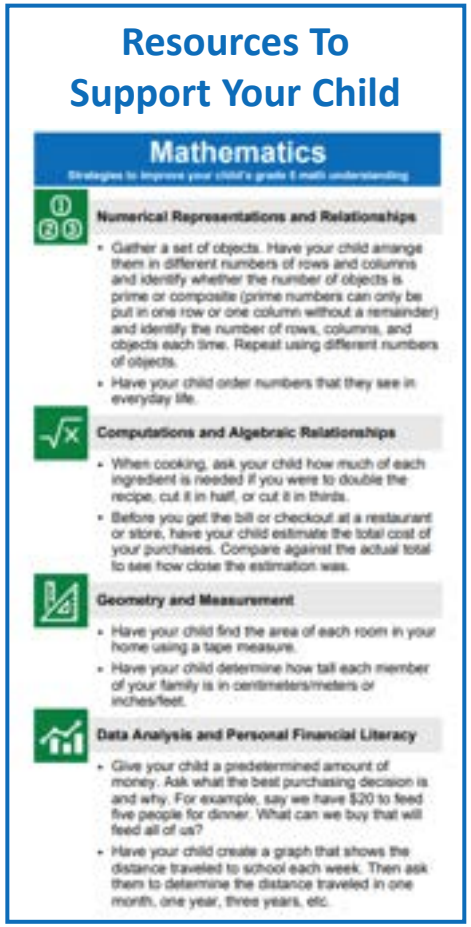


STAAR Report Card

Helps parents understand where their students are and how to support their continued academic growth







Texas Education Agency

Current Educational Opportunities

Current Learning Options for 6.2 Million Texas K-12 Students

Learning Option	Students Participating	Additional Details
Intra-District Transfers	TEA does not collect this data	• Districts may allow for this by established enrollment policy. • Ultimately, the board of trustees determines assignment and transfer of students and may deny petition of transfer based on 'reasonable basis for denying the request.'
Inter-District Transfers	2021-22: **204,241**	• Parents may request transfer to another district but receiving district determines whether to accept (ie, not open-enrollment). • Districts may charge tuition on transfers.
Public Charter Schools	2022-23: **404,073**	• Charter schools provide public school options for families outside of their assigned school district • Open-enrollment, if oversubscribed then students selected by lottery
Virtual and Hybrid Schools *Did not pass in 88R* *(HB 681, HB 3141, & SB 1861)*	SB 15 Eligible: **18,565** SB 15 Ineligible: **9,927** TXVSN: **39,300**	• SB 15 (87R) provided the option for LEAs to offer virtual instruction to students, with full funding for eligible students. Statute expires 9/1/23. • TXVSN also allows full time virtual school; temporary waivers have been extended for expiring SB 15 schools.
Private Schools	2020-2021: **258,563** Placement under IDEA: **927**	• Private schools provide options for families aligned to a variety of models / school designs; families pay tuition and other costs. • Under IDEA, public schools pay for a small number of students with disabilities to be placed in private schools or facilities.
Homeschool	2020-2021: **477,802**	• Parents may choose to educate their children, have children educated in another home, or hire a tutor to provide education • Families pay for curriculum and/or services.

Texas Education Agency

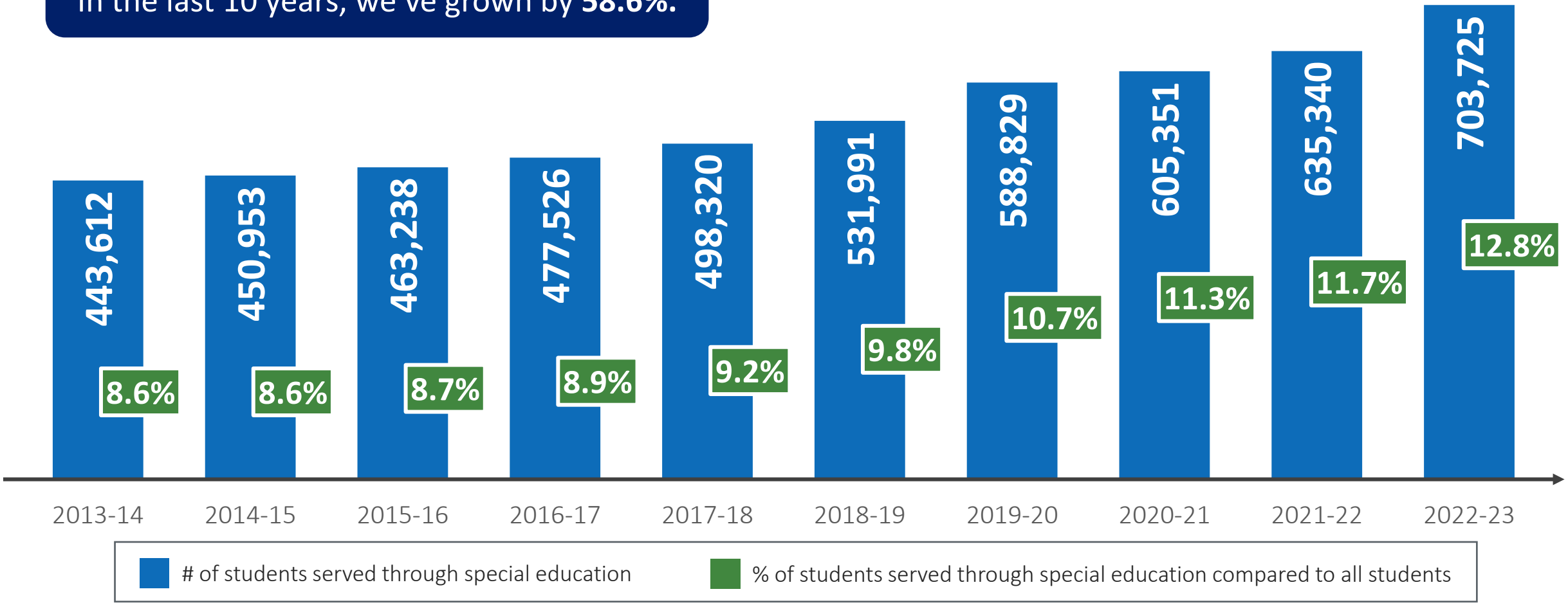
Appendix

Texas Education Agency

Special Education Funding

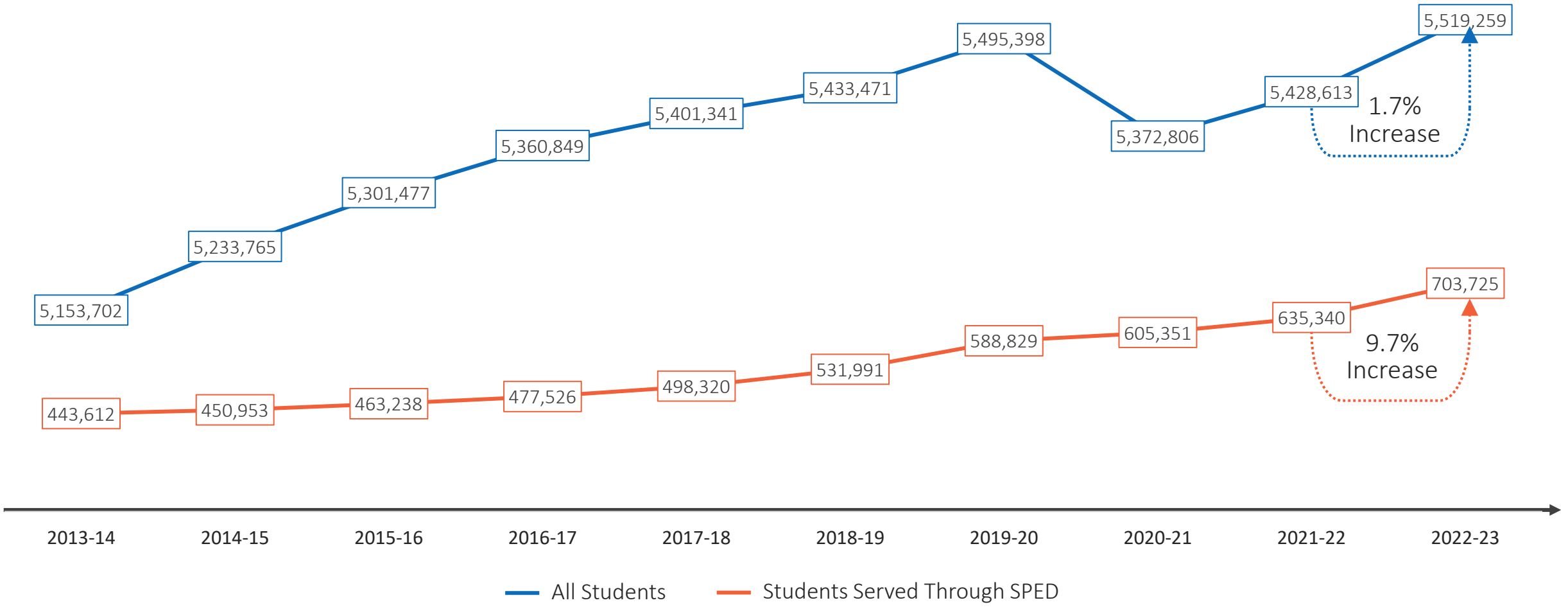
Special Education Identification has Significantly Increased

Texas continues to see growth each year.
In the last 10 years, we've grown by **58.6%.**



Source data from a. Speced_dis_student23f by unique studentid total is and Windham submission. Dataset was collected as Enrollment in Oct Fall, 2022.

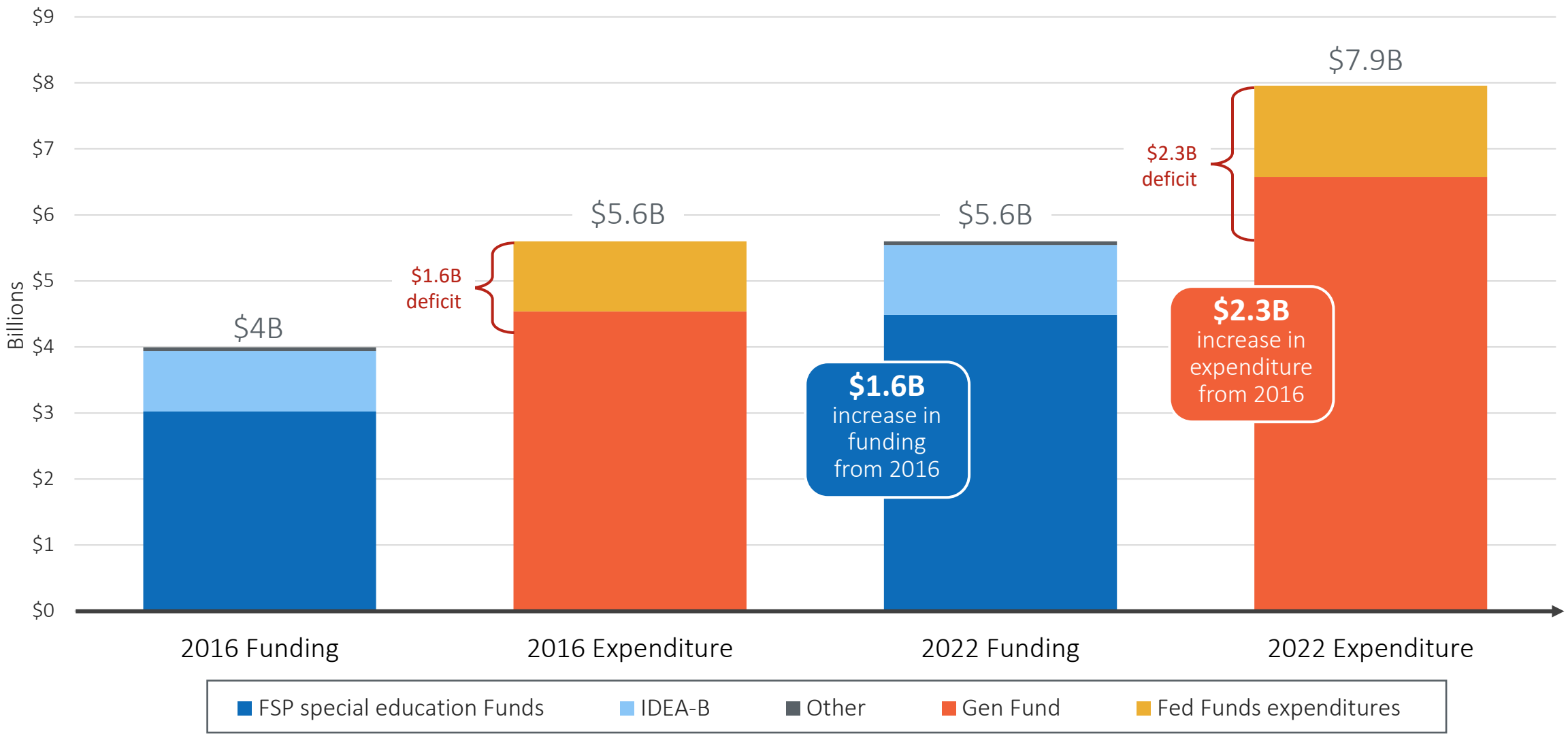
Special Education identification continues to increase, while the student population in Texas does not show the same increases, and in some years, decreases.



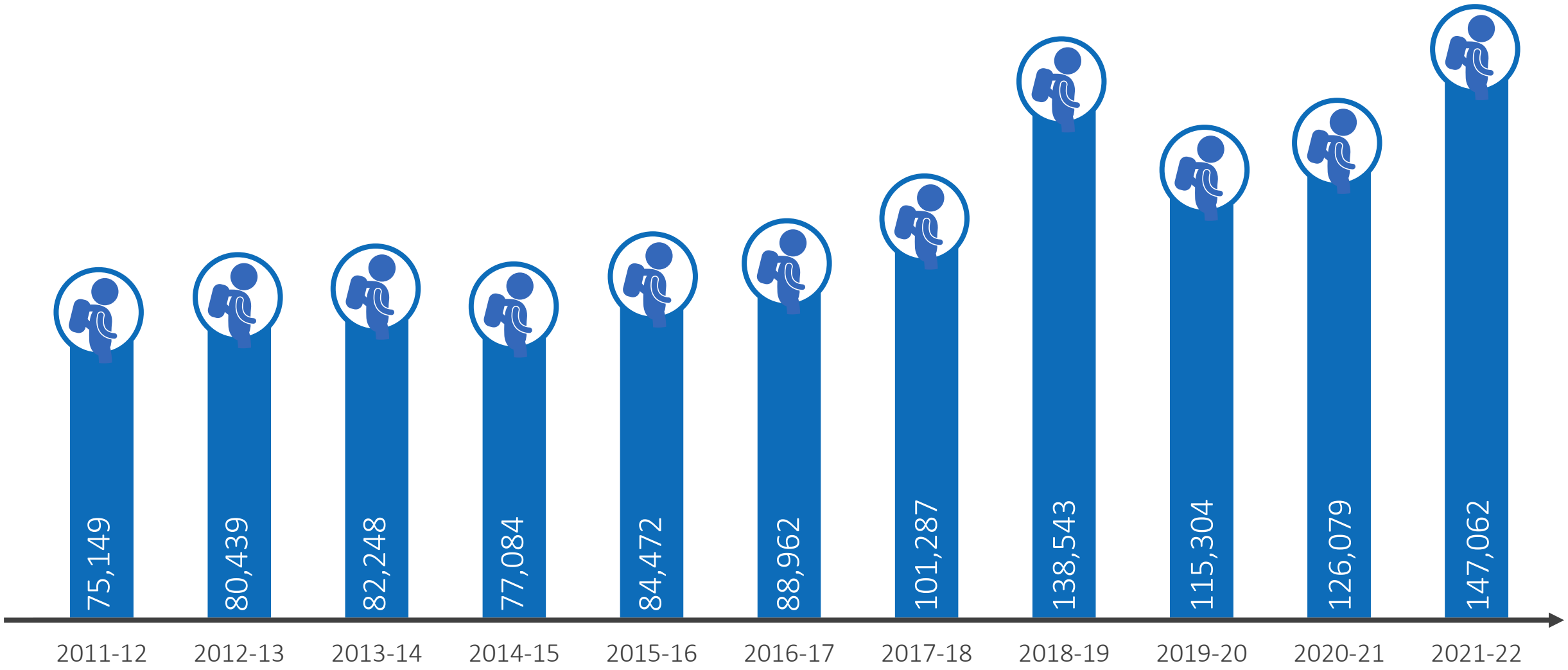
Note: Graphs are not on the same scale this is to show the change in student populations year over year.

Source data from a. Speced_dis_student23f by unique studentid total is and Windham submission. Dataset was collected as Enrollment in Oct Fall, 2022.

State funding is up, but local expenditures are rising faster



Not all Initial Special Education Evaluations result in Special Education Representation, but Serve as a Leading Indicator



Specialized Non-Public Capacity Remains Limited

ESC	Number of Non-Publics
ESC 3	1
ESC 4	9
ESC 5	1
ESC 6	1
ESC 7	1
ESC 11	1
ESC 13	4
ESC 10	2
ESC 20	3
Out of State	5

Non-Public Facility Type	Number of Non-Publics
Residential	6
Day	12
Day & Residential	6
Off-Campus	4

Total = 28 Non-Public Facilities

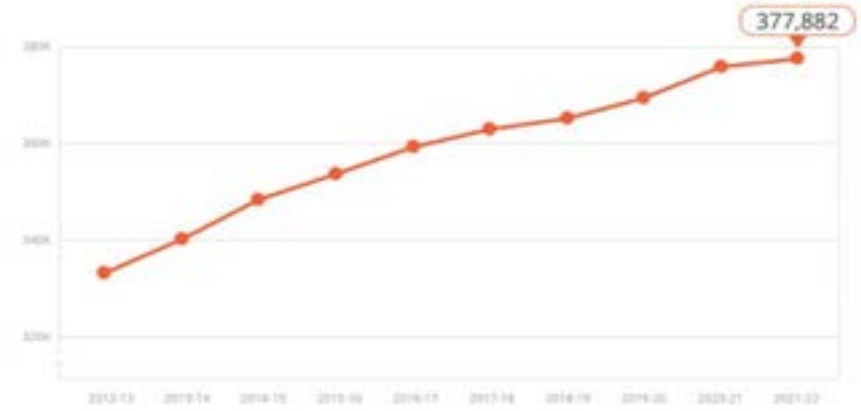
View the full list: https://publish.smartsheet.com/be6a6f2f872d4c1d9d087269a66cbaa6

Texas Education Agency

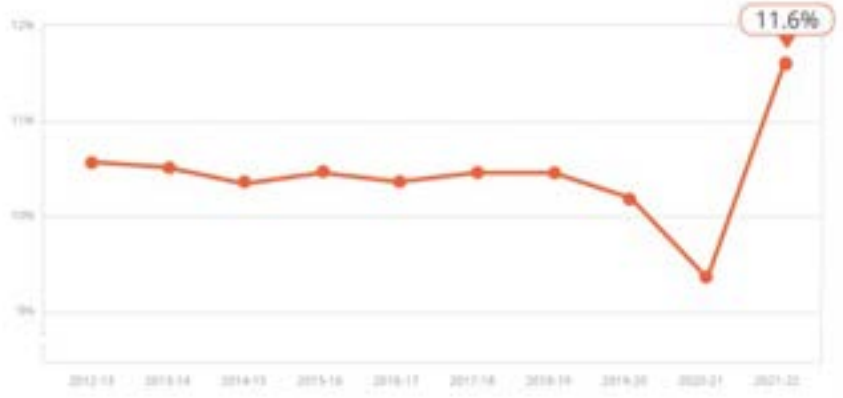
Supporting our Educators

Texas is employing more teachers and pay is increasing, but so are attrition rates

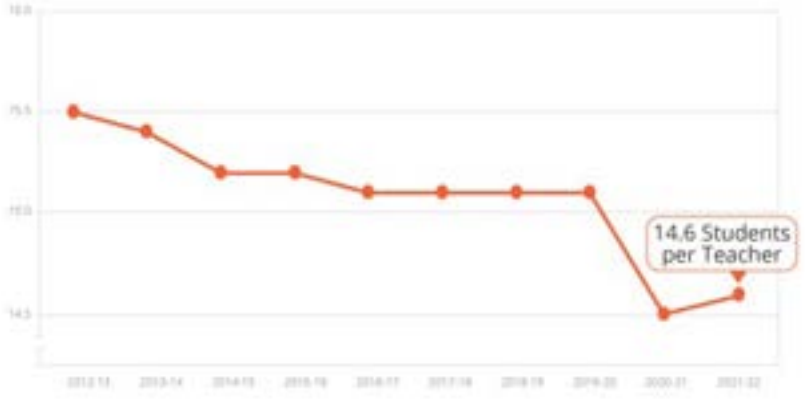
NUMBER OF EMPLOYED TEACHERS



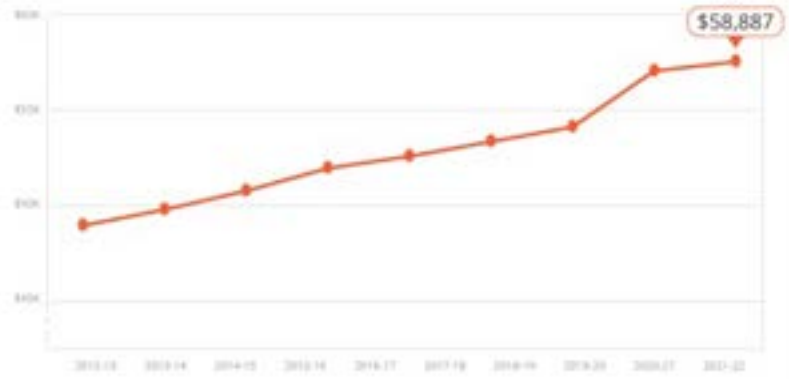
TEACHER ATTRITION RATE



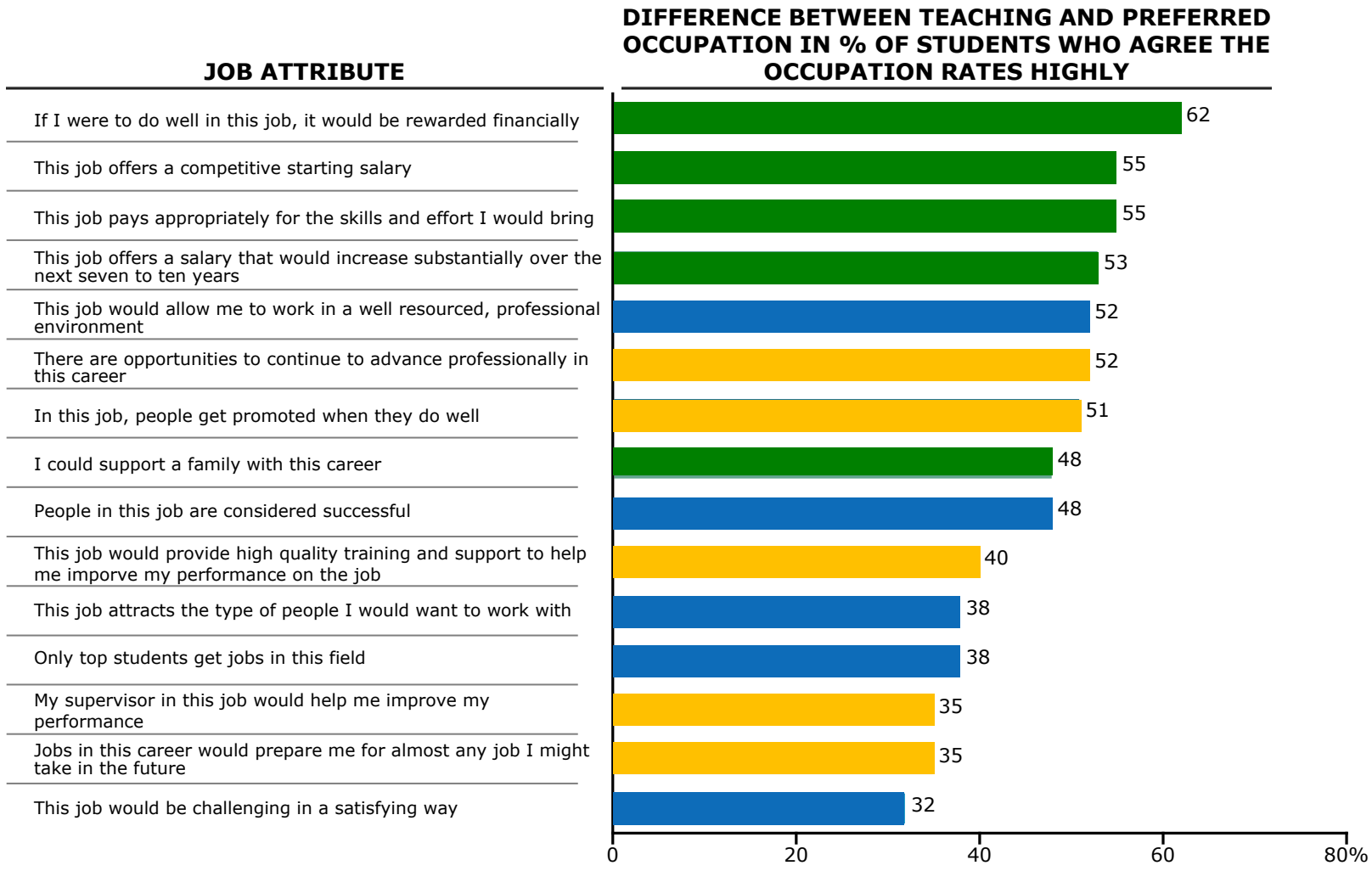
STUDENT/TEACHER RATIOS



AVERAGE TEACHER PAY

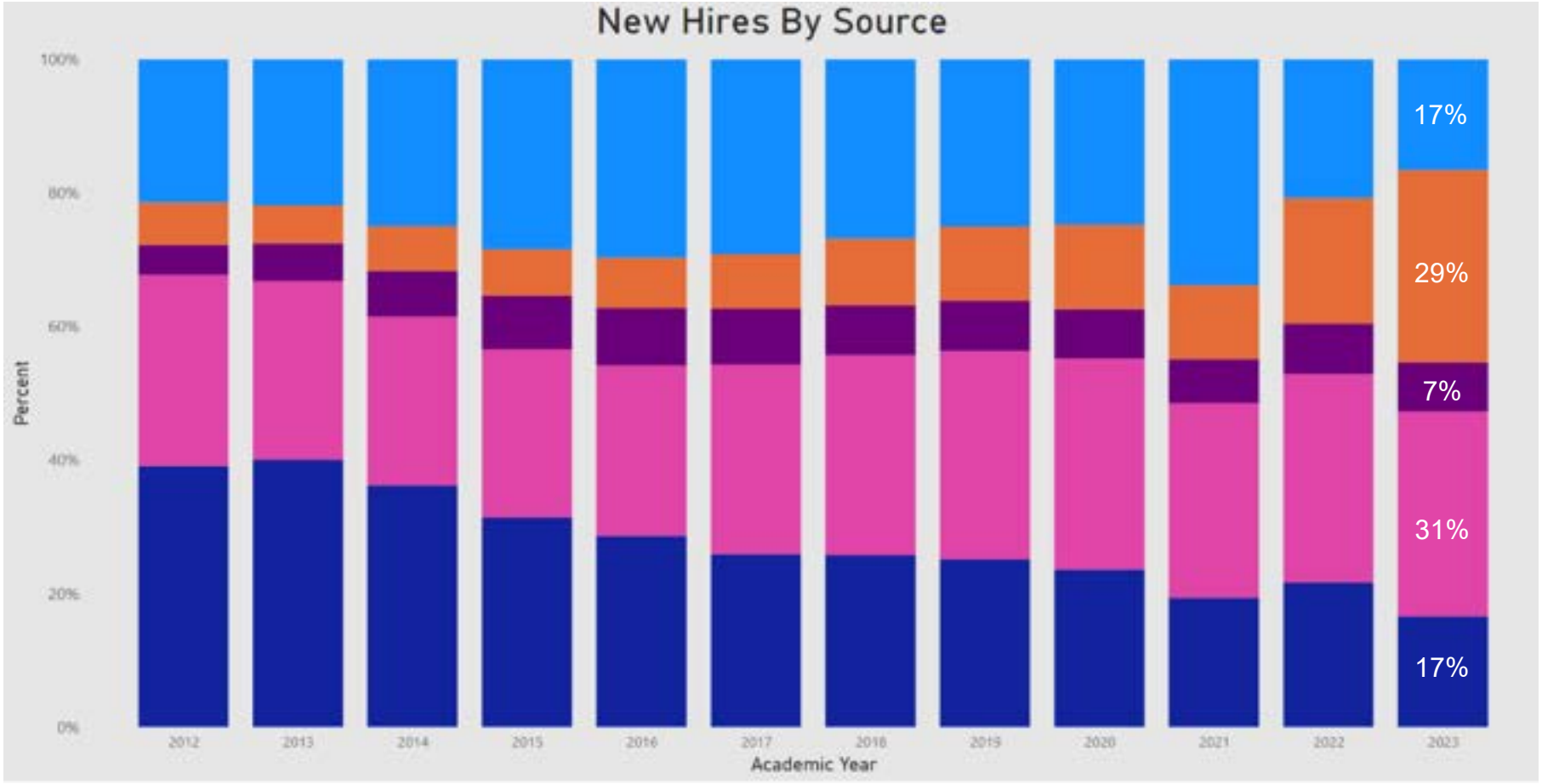


Key underlying challenges emerged across research, surveys and discussions: pay, training, and working conditions



https://www.mckinsey.com/~/media/mckinsey/industries/public%20and%20social%20sector/our%20insights/closing%20the%20teaching%20talent%20gap/closing-the-teaching-talent-gap.pdf

State-level data over time reveals important trends



Alternative certification, which includes teacher interns, declined in 2023

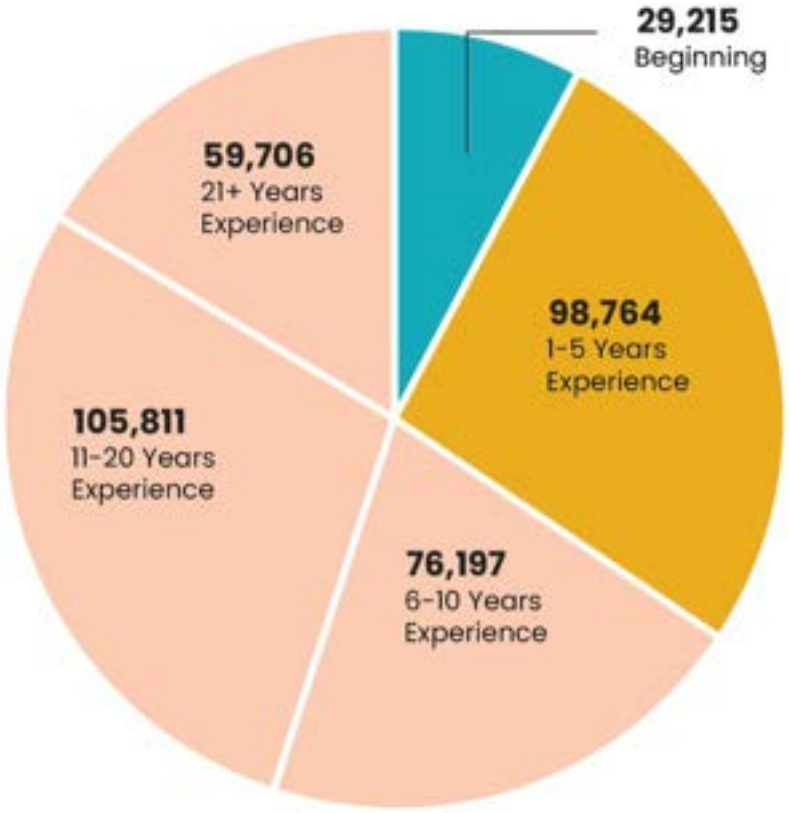
Non-certified individuals grew to 29% of newly hired teachers in 2023 – an historic high

Out-of-State certification remains steady

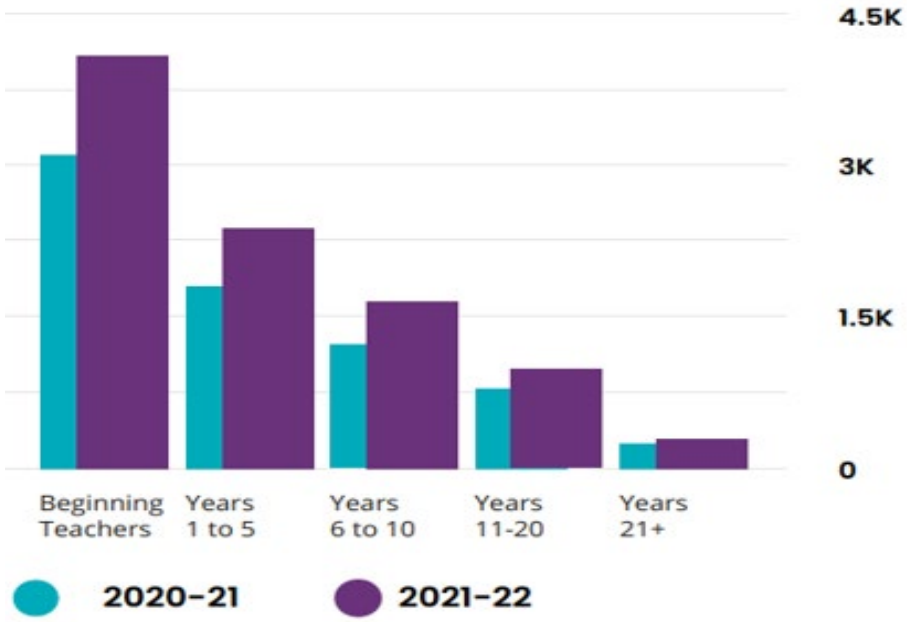
Re-entry includes individuals not teaching in the prior year and remains consistent

Traditional certification has continued to decline

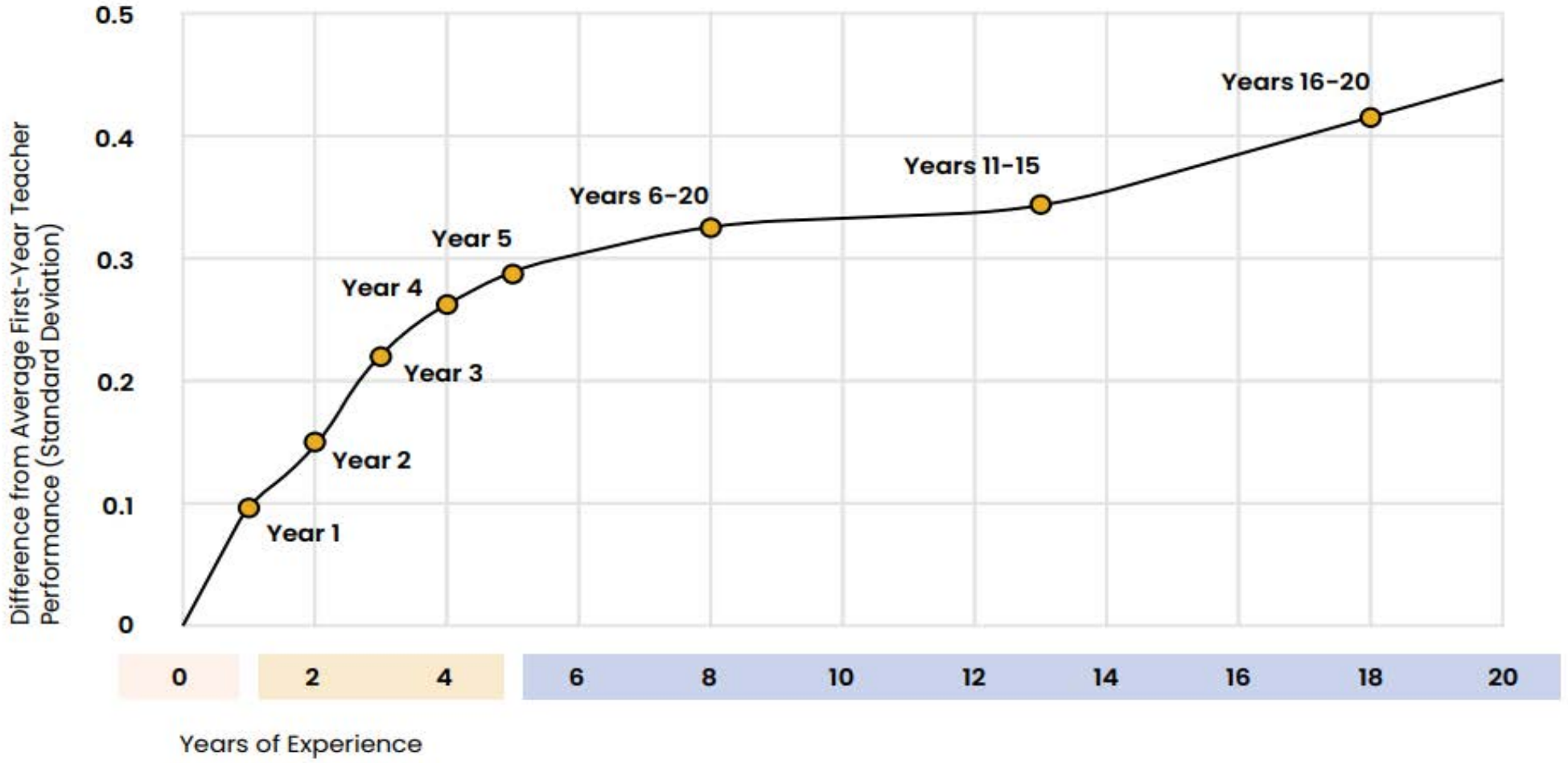
Texas has a large number of novice teachers, and they leave the profession in higher numbers



Average Count of Exiting Teachers by Experience Level



Novice teachers achieve less academic growth with students than more experienced teachers



Teacher Residencies Impact Retention and Student Outcomes

Retention

Studies of teacher residency programs consistently point to the high retention rates of their graduates, even after several years in the profession, generally **ranging from 80–90% in the same district after three years and 70–80% after five years**.

- According to the Boston Teacher Residency, 75% of resident graduates are still teaching in year 5 compared to 51% of non-resident teachers.
- A Houston-based study across five years showed that nearly 9 out of 10 graduates from the University of Houston's yearlong residency that go on to teach in Texas' schools remain teaching in a Texas classroom into their third year, which is 11 percentage points higher than the state average

Placement in High Needs Areas

Nationally, 13% of residency graduates in 2015–16 taught in mathematics, science, or technology fields, and **32% taught English language learners and/or students with special needs.**

Impact on Student Outcomes

According to a recent study of Texas Tech University's Tech Teach and Tech Teach Across Texas programs:

- Students taught by TTAT teachers showed **stronger reading scores** compared to other students, and this was the only statistically significant difference in reading achievement by preparation pathway, pointing to the efficacy of novice and beginning teachers prepared in teacher residency programs.
- Teachers from TT and TTAT appear to exhibit **larger differences in their student achievement compared to other pathways in year 2 and 3**, indicating that these teachers are not only becoming more effective over time but at a much quicker rate compared to teacher prepared in other pathways

The Mentor Program Allotment Supports Expansion of Research-based Mentoring Programs for 1st Year Teachers

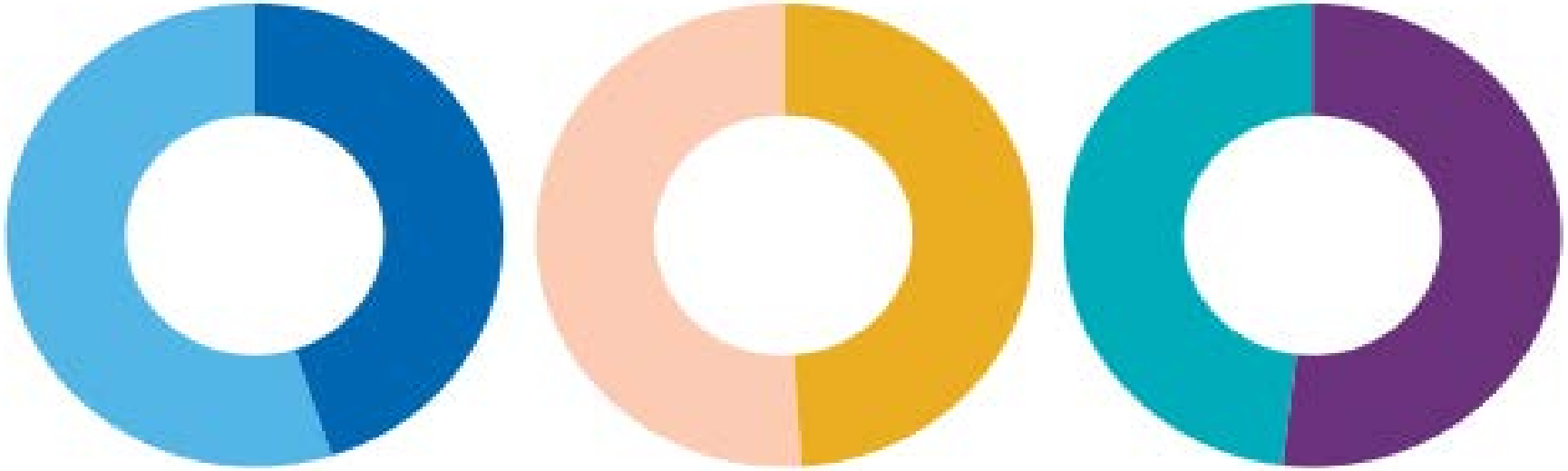
The Mentor Program Allotment (HB3) provides **$1.65 million annually** to districts to support the implementation of job-embedded, research-based mentoring practices.

Cycle 3 of MPA (2022-2025) includes **29 participating districts**.

Components of the Mentor Program Allotment

- Beginning Teacher
- Mentor Selection
- Mentor Assignment
- Mentor Training
- Mentoring Topics
- Scheduling

Nearly 50% of all teachers cite discipline and a safe work environment as a top concern



45%
Elementary

49%
Secondary

52%
Recently retired/resigned

Texas Education Agency

Assessment

Phase 1: STAAR Redesign reflects educator feedback to improve alignment to the classroom experience

In effective classrooms, teachers are…

1	Coherently building students' **background knowledge and vocabulary** in all subject areas...	→	Prioritize **cross-curricular passages** in RLA that reference topics that students have learned about in other classes
2	Asking students to **write about what they read using evidence from text**…	→	Include **writing in all RLA tests**, reflecting our updated TEKS, and having **students write text-based responses**
3	Providing **various open-ended formats** for students to respond to questions…	→	Add new**, non-multiple-choice questions** that are more like questions teachers ask in class
4	Supporting the learning needs of all students by providing **appropriate accommodations**…	→	Move to online assessments that provide a **full suite of robust accommodations** for students with specific learning needs
5	Moving to **online assessments** supports all the changes above and provides faster test results to support accelerated learning.		

TEA massively expanded educator outreach to ensure that the STAAR redesign is implemented in an instructionally supportive way

In addition to the groups of current Texas educators who review and approve every passage and question on STAAR to ensure:

- Alignment with TEKS
- Grade level appropriateness
- Lack of bias
- Accessibility for all students

TEA has worked closely with students and educators to determine which new question types best support students:

- **600** educators participated in focus groups on new question types
- **200+** students participated in input gathering around new question types including feedback sessions, think-alouds, and perception sharing
- **92%** of educators agree that the new question types allow students to better demonstrate their knowledge.
- **89%** of educators believe that the new question types are more engaging for students
- **80%+** of educators agree that new question types will impact instructional planning

Quotes from students who interacted with potential new question types

I enjoyed answering some of these questions more than multiple choice problems.

The dropdown box in the sentence **allows me to think, put words into sentences, and help me organize my thought.** The highlighting on the map and dragging the pieces was **interactive**, and it **made me more interested** in the question than if it was multiple choice.

The questions **allowed me to better organize my thoughts** and **pick the best option** to me. **Overall, I enjoyed this more than a normal test.**

It **had a different feel** to it and **made me feel more engaged** in what I was doing.

Source: Student Cognitive Labs, 2021-2022

TEA briefed every superintendent in the state and collected feedback from over 100 superintendents

When asked "On a scale of 1-5, how positive do you think the impact of the STAAR Redesign will be?", **71%** of superintendents answered with a 4 or a 5.

Cross-curricular passages are *"more aligned with best instructional practices and encourages schools/teachers to increase instructional time [for] sci. and ss in earlier grades"*

The robust accommodations available online *"makes a big difference for many 504 students – level[s] the playing field"* and *"will help with the number of staff needed to administer tests."*

"Reading and writing is an integral part of effective instruction and writing assessment should not be limited to only a few grade levels."

"Assessment variety of items will more closely match current formative assessment items that students are using."

Source: Superintendent presentation exit tickets, January 2022

The Next Phase: TEA is currently conducting a Through-Year Assessment Pilot as required by HB 3906

Overview:

House Bill (HB) 3906 requires the Texas Education Agency (TEA) to develop a pilot program in which participating school districts administer integrated formative assessments.

Any participation by districts is optional and does not eliminate a district's obligation to administer the STAAR test.

Texas Through-year Assessment Pilot
(optional, small-scale pilot launched in 2022-23)

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

TEA launched an optional, small-scale pilot in SY 2022-23; multiple years of piloting is required to determine if this system can replace our current summative test

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 **in-year growth** information

…but is still relatively new and innovative

- Texas will need to address **technical questions** around design, administration, and scoring
- Pilot will be rolled out over **multiple years** prior to potential adoption (based on STAAR comparability, stakeholder feedback, and legislative input)

2022-2023	2023-2024	2024-2025	2025-2026
Pilot Year 1	**Pilot Year 2**	**Pilot Year 3**	**Pilot Year 4**
Grade 5 Science *Grades 6 and 7 Math* *Grade 8 Soc Studies*	*Report to legislature*		*Report to legislature – earliest possible decision to potentially replace STAAR with through-year model*

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

10% of districts across the state opted into year 1 of TTAP

121

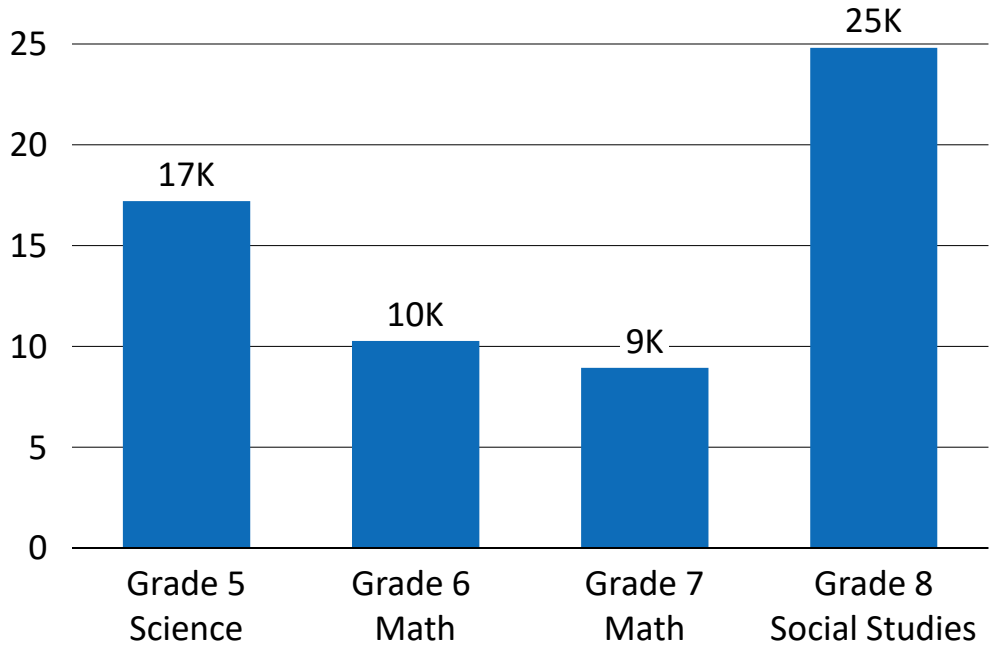
Districts participated

19

Regions represented

Number of students per title

(Opportunity 1, November 2022)



Note: Any participation by districts is optional and does not eliminate a district's obligation to administer the STAAR test.

TTAP's design was informed by stakeholders' feedback

Because stakeholders value…*	*The through-year assessment pilot will…*
A more cohesive assessment system that can replace existing benchmarking assessments	1 Be **administered three times a year** (fall, winter, spring), serving as viable replacement to locally adopted district benchmarks
Assessments that minimize the disruption of instructional time	2 Limit the amount of test time across the year by leveraging a **computer adaptative model**
Providing students with multiple opportunities to demonstrate proficiency	3 Explore a cumulative scoring model in which **earlier performance can help but not hurt** students' final scores
Preserving local scope and sequence of curriculum	4 Be **full scope** for every testing opportunity (covering entire curriculum proportionately to the STAAR blueprint)
Providing measures of in-year growth to track student performance within the year	
More timely and frequent feedback	5 Be **fully online**, yielding **immediate reports containing different types of data** after each test opportunity

*Stakeholders engagements include – Educator Advisory committee and subcommittee meetings, CAO council presentation, superintendents survey, teacher and parent focus groups, student focus groups

Pilot Design Question: Computer-adaptive

	Pros	Cons
Static	• Easier to understand (same items for all) • **Can release all items each year** (educators and families see the exact questions their students got right or wrong) • Less expensive than adaptive	• Requires a longer test • Not individualized to each student
Multi-stage Computer-adaptive	• Allows for a shorter test than a static test • Possible to release subset of items each year	• More complex test construction than a static test • More expensive than a static test • May not be able to release all items each year
Item-level Computer-adaptive	• Allows for the shortest test • Individualized for each student	• Most complex test construction • **Does not allow for item release each year** • Most expensive • Will require a separate test for special forms (e.g., ASL, Braille)

Pilot Design Question: Curricular scope

	Pros	Cons
Full Scope	• Enables districts to **keep local curricula** and doesn't penalize students who switch districts during the school year • Allows for **within-year growth measures**	• Students will be tested on content they have not yet been taught during fall and winter
Curricular-aligned	• Students aren't tested on content they haven't yet been taught	• Requires all districts to adopt **statewide curricula** • Does **not** allow for **within-year growth measures**

Full scope state assessments aligned to state standards

Local formative assessments aligned to local curriculum

Although through-year assessments are full scope, districts will continue to use curricular-aligned formative assessments throughout the year

Two other states plan on using a through-year assessment model in the 2022-2023 school year

Florida's model is similar to our existing STAAR Interim Assessments if they were required rather than optional

	Texas – Current	Nebraska	Florida	Texas - Next Phase
Testing System	STAAR and optional STAAR Interims	NSCAS Growth	FAST	Through-year Assessment Pilot
Status 2022-23	**Operational**	**Operational**	**Operational**	**Pilot**
Content areas & grade levels	**Grades 3-8 math and RLA, 5 & 8 science, 8 S.S. and EOC tests**	**Grades 3-8 math and RLA**	**Grades 3-8 math, 3-10 RLA, 5 & 8 science**	**Select grades and content areas**
Windows	1 required spring summative 2 optional interims during the fall and winter	3 tests administered during the fall, winter & spring	3 tests administered during the fall, winter & spring	3 tests administered during the fall, winter & spring
Design	Full scope, **static tests** for all spring summative tests **(items released)** Full scope, **multi-stage computer-adaptive tests** for interims (**items released**)	Full scope, **item-level computer-adaptive tests** (**items not released**)	Full scope, **item-level computer-adaptive tests** (**items not released**)	Full scope, **multi-stage computer-adaptive tests** (**partial item release**)
Cumulative Scoring	Cumulative score is a student's **spring score**	Cumulative score is a student's **spring score**, but a student's 'starting place' on the spring test is informed by the results from fall and winter	Cumulative score is a student's **spring score**; will provide recommendation to legislature by Jan 31, 2025, of how to incorporate fall and winter scores in cumulative score	Cumulative score is a student's **spring score or a weighted average of all opportunities, whichever is highest**

Texas pilot is the only one attempting to incorporate results from the first two tests into a student's final score

Texas Education Agency

Accountability

A-F is a tool to help meet continuously improved goals for students

According to state law, the purpose of *A-F* accountability is:

- **to continuously improve student performance**
- **eliminating achievement gaps** based on race, ethnicity, and socioeconomic status
- to ensure this state is a national leader in **preparing students for postsecondary success.**

Improve Student Performance

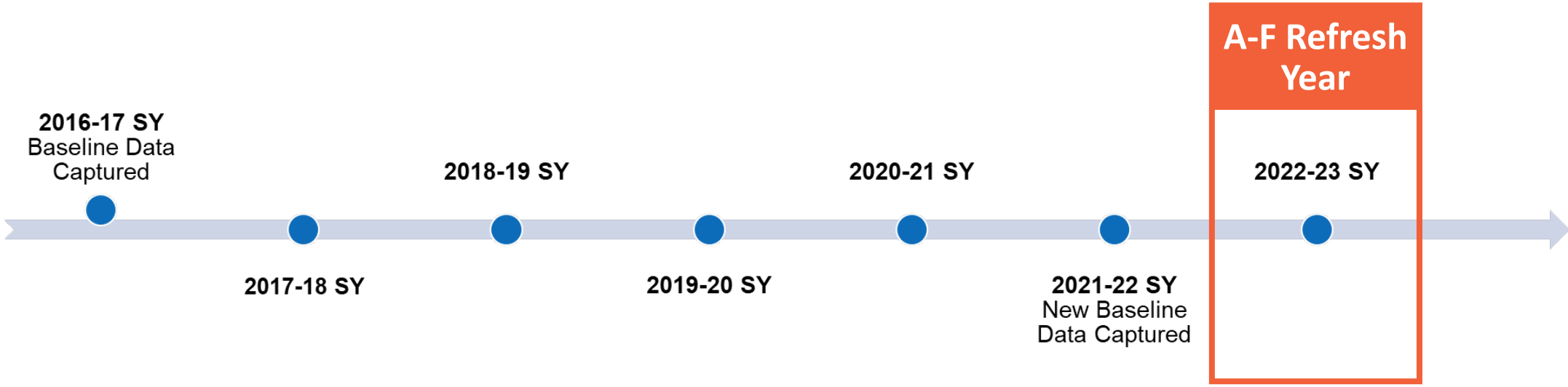
Eliminate Achievement Gaps

Prepare Students for Postsecondary Success

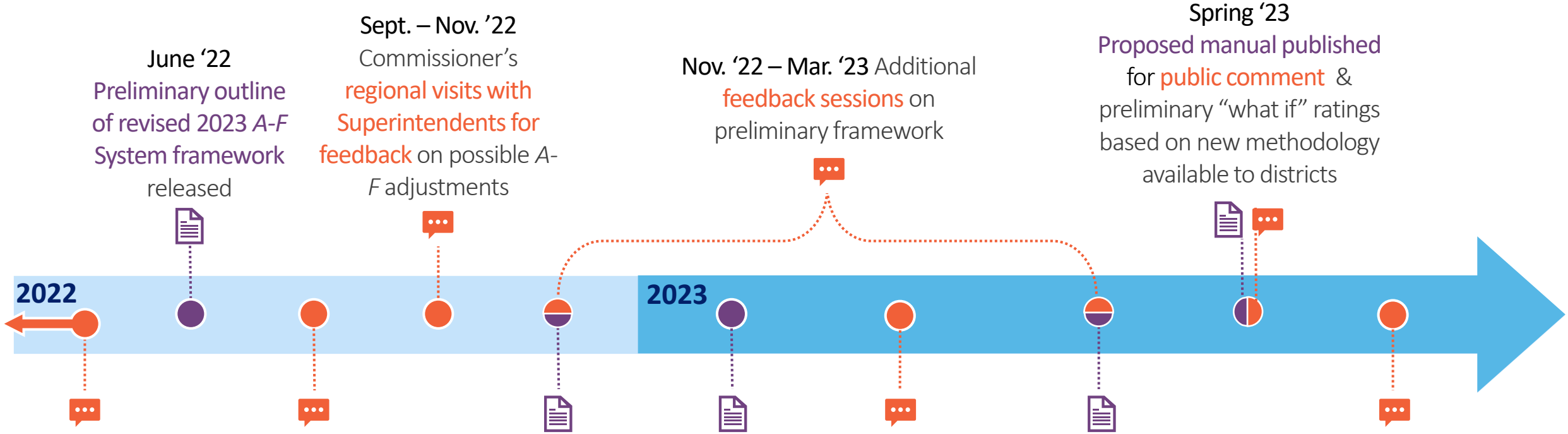
Fostering a **culture that supports growth** and continuous improvement when this performance information is public is a difficult but **critical task for education leaders.**

The *A-F* system has stayed the same during the past 5 years, but statute requires updates to meet goals for students

- To help school leaders reflect on performance improvements, A-F cut points have remained unchanged since launched in 2017.
- But A-F indicators must be updated given statutory requirements guiding the goals of the system. 2023 is the year for those changes.



2023 A–F Refresh: Feedback Timeline



July '19 – May '22 Consult with advisory groups & stakeholders on potential *A-F* System Adjustments

June '22 Preliminary outline of revised 2023 *A-F* System framework released

June – Aug. '22 Regional feedback sessions with ESC & district data staff to refine preliminary outline

Sept. – Nov. '22 Commissioner's regional visits with Superintendents for feedback on possible *A-F* adjustments

Nov. '22 After adjusting based on stakeholder feedback, updated preliminary A-F system framework release

Nov. '22 – Mar. '23 Additional feedback sessions on preliminary framework

Jan. '23 Updated targets and cut points released.

Jan. – Feb. '23 ESSA amendment comment period (Closing the Gaps finalized)

Feb. – Mar. '23 Updated A-F system framework released

Spring '23 Proposed manual published for public comment & preliminary "what if" ratings based on new methodology available to districts

September '23 Final 2023 manual published containing rules for next cycle

A-F Uses STAAR and Other Indicators to Evaluate School Performance

A-F examines multiple indicators. Indicators are evaluates based on the better of Achievement (Domain 1) and Progress (Domain 2), while also examining how gaps are being closed between student groups (Domain 3)

Domain 1: Student Achievement

Elementary
- **100%** STAAR: Reading, Math, Science

Middle
- **100%** STAAR: Reading, Math, Science, Social Studies

High Schools & K–12s
- **40%** STAAR EOCs
- **40%** College, Career, Military Ready (CCMR)
- **20%** Graduation Rates

College Ready	• Meet criteria on AP/IB exams • Meet TSI criteria (SAT/ACT/TSIA) or complete a college prep course in reading and mathematics • Complete dual credit course(s) or OnRamps course • Earn an associate degree • Graduate under an advanced diploma plan and be identified as a current special education student
Career & Military Ready	• Earn an industry-based certification after completing a program of study • Earn a Level I or Level II certificate • Enlist in the United States Armed Forces or Texas National Guard • Graduate with completed IEP and workforce readiness (graduation type codes 04, 05, 54, or 55)

Update cut points and targets

What: Establish new baseline data and update cut points and targets where appropriate. (STAAR achievement and relative performance cut points are not changing.)

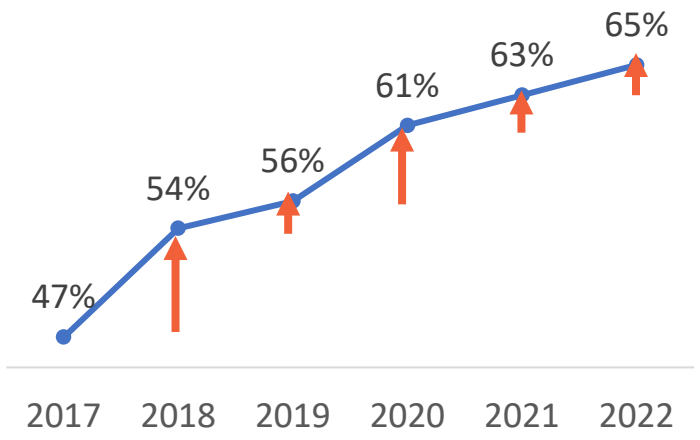
Why: To ensure we are meeting statutory requirements and to reflect appropriate goals for students post-COVID

Annual Review (before *A–F*)

Prior to HB 22, rating methodology changed every year, typically with small increases in cut scores.

Pro: There are not dramatic changes in how schools are rated in any given year.

Con: It is harder to do year-over-year performance comparisons, and a sense of "continually moving goal posts".

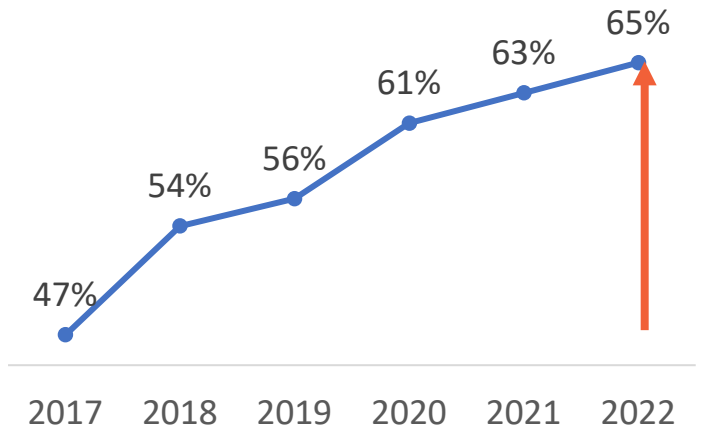


Periodic Review (*A–F*)

Since HB 22, rating methodology must be changed periodically. In a year when that happens, methodologies and cut points change at a level generally equivalent to the accumulation of a series of small annual changes.

Pro: In most years, this allows for an apples-to-apples year-over-year comparison of performance.

Con: In a year when indicators are changed, there is a more dramatic change in school ratings. Statewide efforts must be made to communicate this to ensure appropriate performance comparisons are made in those years.



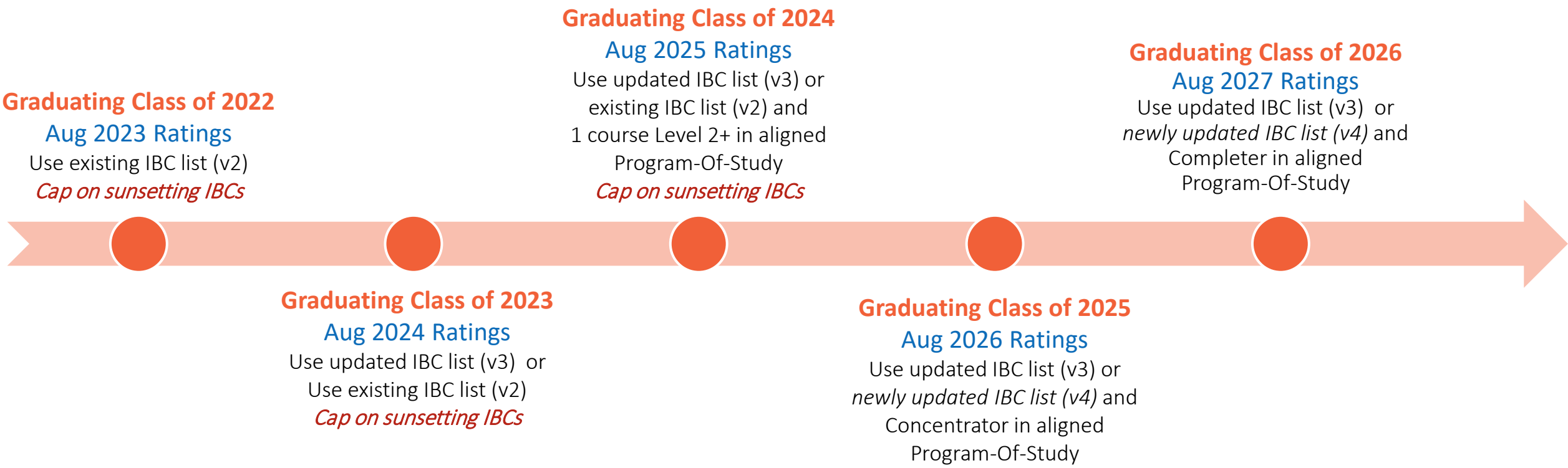
Note: CCMR scores have improved by 38% since cut scores were initially set

Note: CCMR data is from the previous year's graduating class (e.g., 2022 data is from Class of 2021)

Update CCMR indicators

What: Implement a phase-in period for updated industry-based certification (IBC) requirements, including sunsetting certifications and aligning with programs of study.

Why: With the evolving economy, TEA revises the list every 2 years; the phase-in allows districts time to update CTE programs of study offerings.



Texas Education Agency

School Safety

88th Regular Session Update

HB 3: School Safety

- Establishes the Office of School Safety and Security in TEA to working in coordination with the Texas School Safety Center and with regional education service centers to provide ongoing support and oversight of LEA safety practices
- Increased the annual school safety allotment in the FSP: $15k per campus plus $10 per ADA
- Requires district employees who regularly interact with students to complete an evidence-based mental health training program.
- Requires districts adopt a policy requiring at least one individual as an armed security officer be present during regular school hours at each campus
- Clarifies required data sharing & confidentiality obligations related to student safety records

Additional School Safety-related bills

- HB 473, HB 1905, HB 3623, SB 26, SB 838, SB 999, SB 1720
- SB 30: Supplemental appropriation of $1.1B for school safety facility standards, to ensure full funding for all campuses to come into compliance with minimum safety standards

School Safety Standards Summary

19 TAC §61.1031

Exterior doors, exterior classroom doors, and portable doors should operate as intended, are required to remain closed, locked, and latched and allow for emergency egress from the inside (while remaining locked).

Windowed doors on the ground level or windows that are adjacent to or near a door and are large enough to allow someone to enter if broken must be reinforced with entry-resistant film unless within a secured area.

Exterior door sweeps must be conducted weekly to certify that all doors are properly closed, locked, and latched.

The school system must perform maintenance checks twice annually to ensure that the facility components within the rule function properly and as intended.

Disclaimer: Fencing not required but is offered to provide some operational flexibilities.

Texas Education Agency

Virtual Education Commission

Texas Commission on Virtual Education: Overview

- **13-member commission required by HB 3643 to provide virtual learning policy recommendations in a report by December 31, 2022**
  - Commission approved the final report at their December meeting
  - Senate Bill 15, the current local remote learning bill, is **set to expire September 1, 2023.**

- **Commission held 10 meetings from February to December:**
  - Heard over 35+ hours of testimony
  - 45+ experts, district and school leaders, teachers, students, and parents participated
  - Topics spanning: Texas and national exemplars, CTE connection to virtual, educator preparation, special populations, funding, and future emergency stopgap solutions

TCVE: Summary of Policy Recommendations

1 Full-Time Virtual or Hybrid School

- Allow for long-term full time virtual or hybrid options under one clear policy framework and approval process.
- Remove SB 15 eligibility criteria and enrollment cap to provide greater access.
- Ensure special populations have access to all state and federal rights.

2 Supplemental Courses

- Continue and expand the Texas Virtual School Network Supplemental Catalog
- Identify opportunities to streamline process for course approval/provision
- Ensure a parent notification requirement is included and enforced so that parents may be aware of and take advantage of potential opportunities

3 Emergency / Stopgap Virtual Learning

- Revise SAAH language to allow for more established use cases for “emergency” or stop-gap virtual learning (e.g., natural disaster).
- Allow LEAs to partner with ESCs, other LEAs, and approved virtual/hybrid entities to implement emergency plans

4 Teacher Preparation and Support

- Incentivize high quality professional development for interested teachers
- Embed training into Educator Preparation Programs.
- Create micro-credential to recognize virtual/hybrid expertise
- Provide guardrails to deliver virtual learning with excellence

5 Approval & Accountability

- Establish a strong TEA-led approval process that requires program recertification every 3, 5, and 10 years.
- Allow a fast-track approval process for current providers.
- Align accountability for programs with in-person systems.

6 Funding

- Establish a “fiscally neutral” enrollment-based funding model for virtual students to allow for scheduling flexibility.
- Provide technical assistance and start up grants for LEAs.
- Support multi-district, cross-sector, rural pathway partnerships