



Texas Education Agency

SENATE FINANCE COMMITTEE

87TH LEGISLATURE

FEBRUARY 22, 2021

Senate Bill 1 - Introduced



THANK YOU! – It's clear that the number one priority of the legislature is public education.

Senate Bill 1:



Fully funds the FSP for the 2022-23



Fully funds the historic HB 3 initiatives and changes



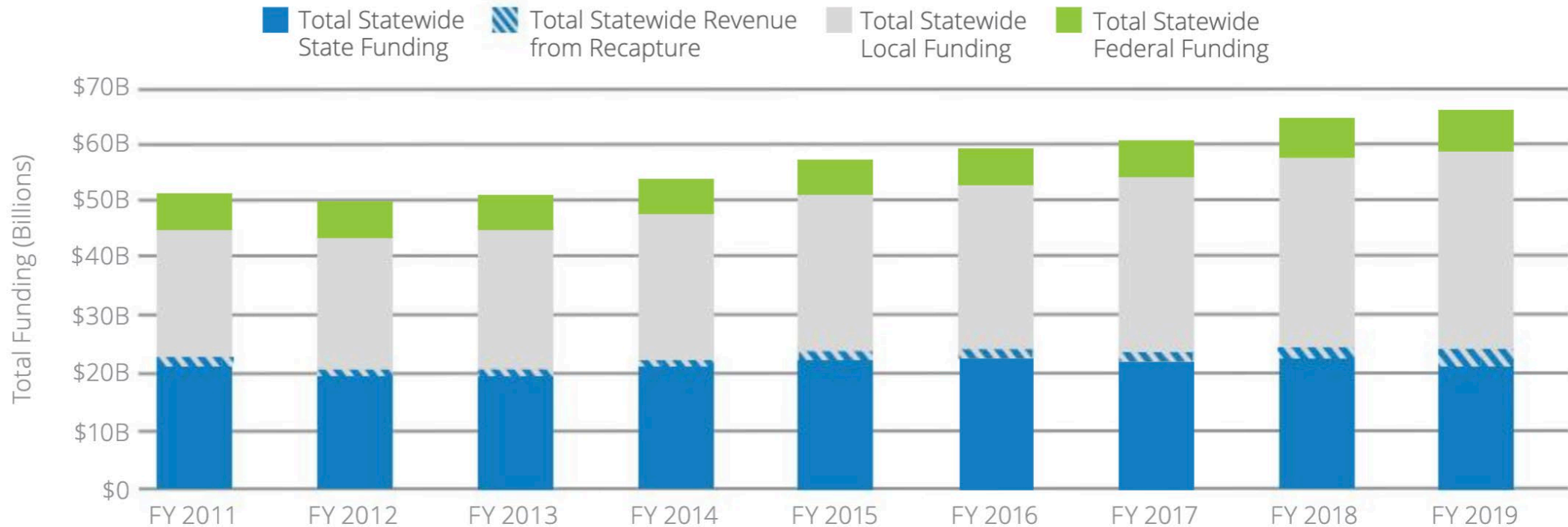
Includes continued funding and support for key legislative initiatives.



Includes rider changes for better transparency.

This builds upon ten years of significant funding increases in Pub Ed before HB 3

TOTAL ANNUAL FUNDING

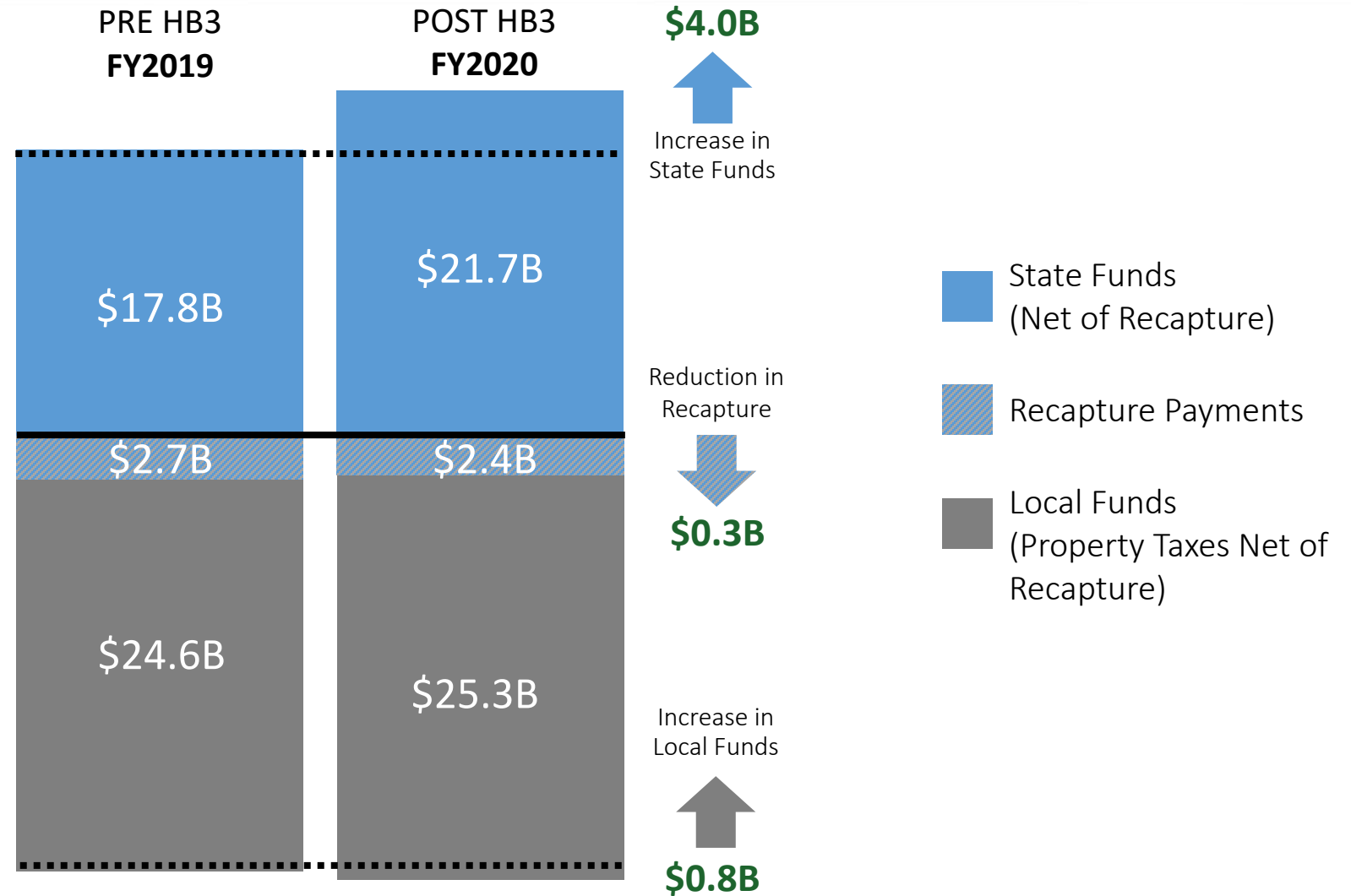


Total funding has increased from \$51.58B in FY 2011 to \$66.23B in FY 2019, an increase of 28%.

Total per pupil funding, pre HB 3, was **\$12,227** in FY 2019

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*⁺ gain of **\$872 per ADA**.

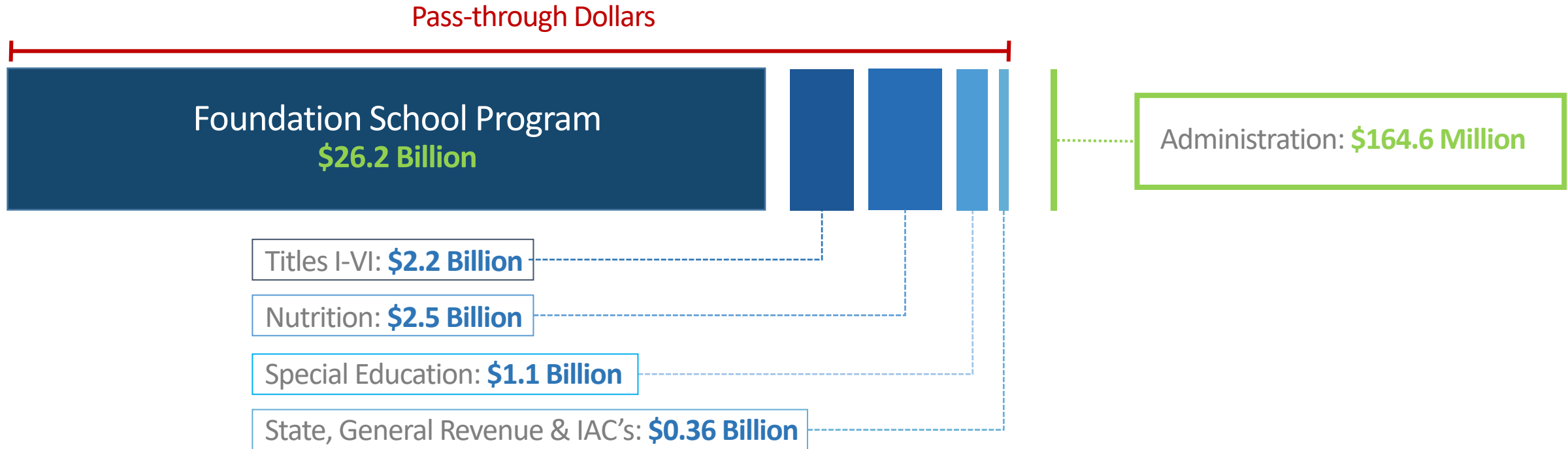


+ \$530 per ADA vs Prior Law



FY 2021 TEA Agency Budget: \$32.5 Billion








The Texas Education Agency is responsible for the wise fiduciary stewardship of **\$32.5B** in state and federal funding and agency administrative costs totaling **\$164.6M**



TEA Strategic Priorities and Enablers

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



Strategic priorities		Recruit, support, retain teachers and principals
		Build a foundation of reading and math
		Connect high school to career and college
		Improve low-performing schools
Enablers		Increase transparency, fairness and rigor in district and campus academic and financial performance
		Ensure compliance, effectively implement legislation and inform policymakers
		Strengthen organizational foundations (resource efficiency, culture, capabilities, partnerships)

Priority 1: Recruit, Support and Retain Teachers & Principals



Recruit, support, and retain teachers and principals

Teachers are the most important in-school factor effecting student outcomes.

High priority initiatives include:



TEXAS LEGISLATURE
RIDER 53
86th Legislative Session

Lesson Study

A teacher-driven approach to collaborative professional development. In just the first year of implementation, students of Lesson Study teachers show **significant STAAR improvement 42% of the time.**



TEXAS LEGISLATURE
RIDER 41
86th Legislative Session

Grow Your Own

A competitive grant that has impacted **110 public school systems** - 9,288 high school students, 452 paraprofessionals, and 192 teacher residents.



TEXAS LEGISLATURE
HOUSE BILL 3
86th Legislative Session

Teacher Incentive Allotment

An allotment created to identify and reward the most effective teachers in Texas, prioritizing teachers at high needs and rural campuses. Over **3900 teachers received designations** in school year 2020-21.



TEXAS LEGISLATURE
HOUSE BILL 3
86th Legislative Session

Mentor Program Allotment

A new allotment that provides mentoring supports to beginning teachers. **62 districts and roughly 1,600 beginning teachers** are participating in the program in school year 2020-21.

Priority 2: Build A Foundation of Reading and Math



Build a foundation of reading and math

It's much easier to address the achievement gap if we never let it start.

High priority initiatives include:



TEXAS LEGISLATURE
HOUSE BILL 3
86th Legislative Session

High-Quality Full Day Pre-K

There has been an increase of **32,112 more four year olds in full day Pre-K** from 2018-19 to 2019-20 as a result of HB 3.



TEXAS LEGISLATURE
RIDER 41
86th Legislative Session

Math Innovation Zones

A comprehensive, blending learning approach to improve math. In just the first year of implementation, schools see **more than twice the improvement in math proficiency rates** than state average.



TEXAS LEGISLATURE
RIDER 60, 61, 63
86th Legislative Session

Reading Academies

Intense 11-month training for kindergarten-grade 3 teachers using both in-person and virtual formats. About **33,000 teachers** are currently participating in reading academies.



TEXAS LEGISLATURE
RIDER 8
86th Legislative Session

Open Education Resources

Provides districts, schools and teachers with optional, freely-accessible, high-quality, customizable, instructional materials. To date, materials have been **acquired for RLA grades K-8**, which will help districts save money on textbooks.

Priority 3: Connect High School To Career and College



Connect High School to **career** and **college**

*Relevancy matters.
Teaching kids how to weld
can make them better in
math.*

← High priority initiatives include: →



TEXAS LEGISLATURE
HOUSE BILL 3
86th Legislative Session

College and Career Preparation Exams

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, as a result of more districts offering these exams and being reimbursed.



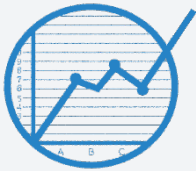
TEXAS LEGISLATURE
RIDERS 48, 49, 66
86th Legislative Session

ECCHS, P-TECH and T-STEM

Grants and technical assistance to transform traditional high schools into models that promote direct college and career outcomes. **Academy graduates are four times more likely to receive an associate degree** with their high school diploma.

Priority 4: Improve Low-Performing Schools

High priority initiatives include:



**Improve
low-performing
schools**



TEXAS LEGISLATURE
RIDER 43
86th Legislative Session

SSI/Community Partnerships

Assists schools in implementing a comprehensive support program by leveraging academic, community and governmental supports. **Twelve School Districts including 69 school transformations are underway in the pilot.**



TEXAS LEGISLATURE
RIDER 44
86th Legislative Session

Lone Star Governance

Created first-in-the-nation governance guide and workshops to empower school boards to provide district oversight with a focus on student outcomes. **LSG districts increased by 7 more points on the A-F scale than non-LSG districts**

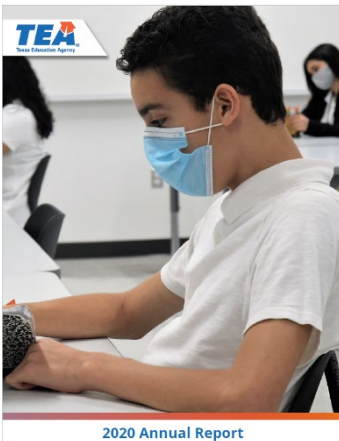
*Every child.
Every classroom.
Every day.*

Enabler 1: Increase transparency, fairness and rigor in district and campus academic and financial performance



Annual Report

TEA has developed an annual report on the state of Public Education in Texas. This report provides easy to digest information for parents, teachers, community leaders and elected officials.



TEXAS LEGISLATURE
RIDER 44
86th Legislative Session

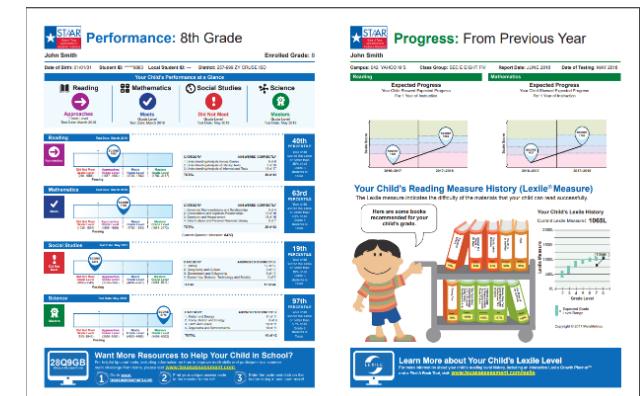
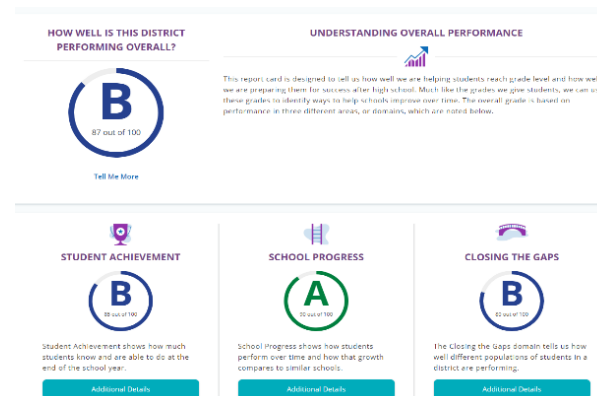
A-F Accountability System

Continue to develop, implement, and effectively communicate the state's A-F Academic and financial accountability systems. Via [TXschools.gov](https://www.txschools.gov) (waived for 2019-20 and 2020-21)



STAAR Report Card

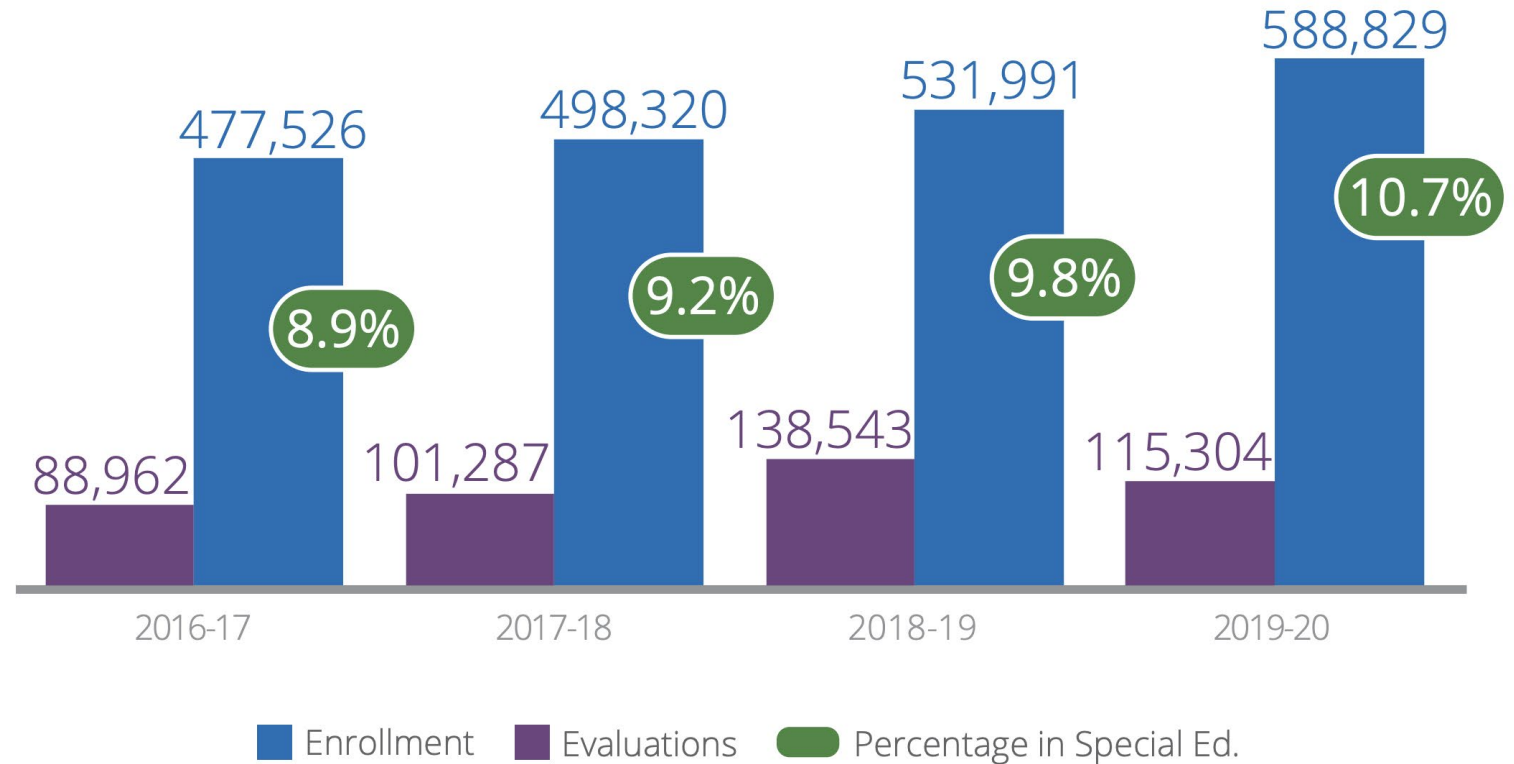
Effectively communicate to parents the outcomes of STAAR assessments and test questions as well as resources to help with reading, math and college and career readiness. Via [TexasAssessment.gov](https://www.texasassessment.gov)



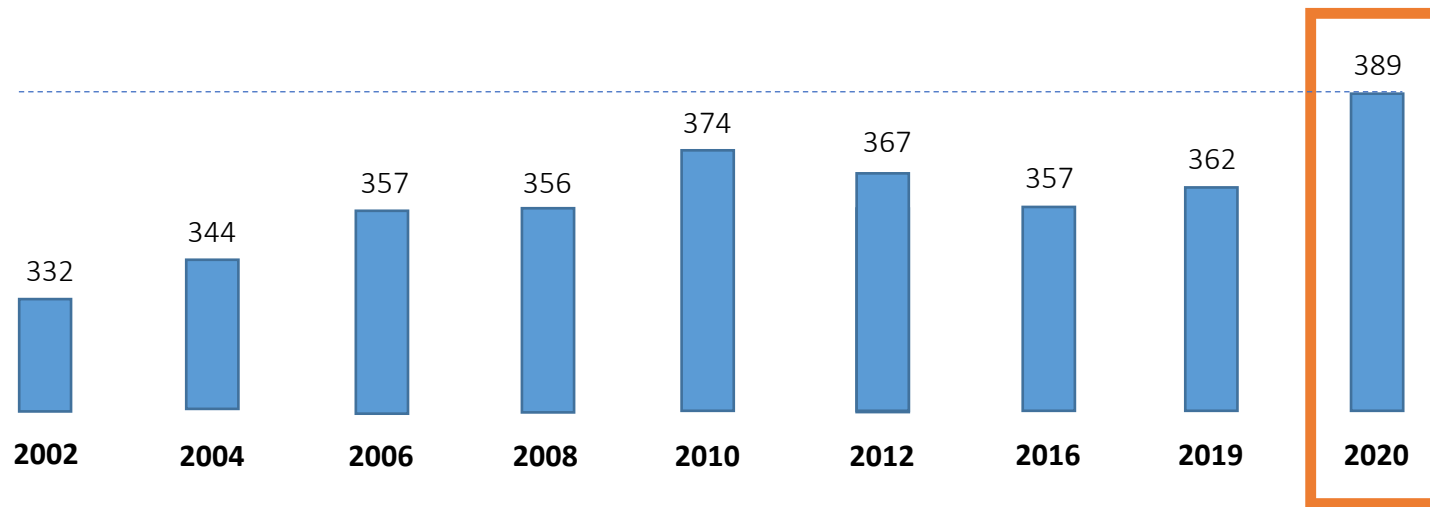


TEA has almost **quadrupled** the number of employees supporting our special education students and have increased the number of LEAs annually monitored from 8% to 23%.

ENROLLMENT AND EVALUATIONS HAVE IMPROVED



Enabler 3: Strengthen organizational foundations (resource efficiency, culture, capabilities, partnerships)



The most recent overall score in the Survey of Employee Engagement of TEA employees is the highest in the **past two decades.**

The table above shows all SEE data currently available to the agency and to the *Institute for Organizational Excellence* at UT Austin, which conducts the survey. The SEE is typically conducted once per biennium. FY19 is the first year that TEA began surveying staff annually using the SEE. In 2017 and 2018, the agency used a different survey instrument that did not offer a comparable overall score. Neither UT nor TEA have SEE data available for 2014. Benchmark score is from the 2017-2018 SEE, the most recently available data provided by UT.

TEA LAR: Exceptional Items & Riders

Real-Time Data Shows a Significant Impact on Students from Low-Income Families

In **the United States**, as of May 24 2020, students from low income ZIP codes decreased progress in online math coursework by **55.6%** compared to January 2020.



The COVID Slide is Real

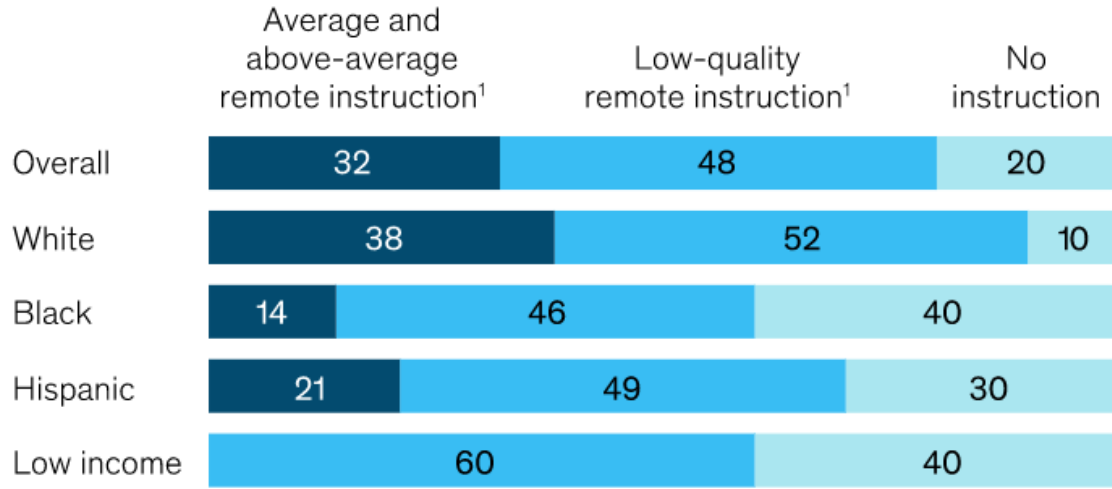
We must ensure that remote instruction is delivered as effectively as we possibly can, for all of our students.

Data from students using Zearn, an online math coursework system, on how much student progress occurred relative to normal

Source: Chetty, Friedman, Hendren, Stepner and the Opportunities Insights team, *The Economic Impacts of COVID-19: Evidence from a New Public Database Built from Private Sector Data*, Sep 2020.

COVID-19 learning loss is likely to substantially increase achievement gaps between student groups.

Quality level of remote instruction, % of K–12 students



Average months of learning lost in scenario 2 compared with typical in-classroom learning²



Compared to an average of 7 months of learning loss, Hispanic students could lose 9 months, Black students 10 months, and low income students could lose over a year of learning.

**Scenario 2 assumes a middle epidemiological scenario in which in class instruction does not resume until January 2021.*

***"COVID-19 and student learning in the United States: The hurt that could last a lifetime." June 2020. McKinsey & Company*

Ensuring Equitable Opportunity Through Targeted Supports

We must invest in proven strategies to accelerate instruction for the student groups most impacted by COVID-19 learning loss.

Attract and train effective, diverse educators who reflect the student population in Texas communities



\$10 M

Targeted interventions and campus supports to reduce achievement gaps within district and school environments



\$10 M



Additional resources will allow us to accelerate existing initiatives and proven strategies targeted at closing the achievement gap.

Key Component	FY22	FY23	FTEs	Purpose
Attract and train effective, diverse educators to the profession	\$5M	\$5M	2	Grants to LEAs to accelerate the scale of current <u>Grow Your Own</u> and <u>teacher residency</u> programs, focused on attracting and training a more diverse and effective workforce in partnership with LEAs serving large percentages of rural, low-income, Black, and Hispanic students. Development of and implementation support for a suite of <u>online, practice-based educator training modules</u> to implement research-based instructional practices to reduce the achievement gap.
Targeted Interventions and Campus Supports	\$5M	\$5M	3	Technical assistance and grants to LEAs to <u>develop campus-level supports and systems</u> to reduce the impacts of COVID-19 on the achievement gap and to provide <u>additional targeted interventions</u> to support schools serving high percentages of low-income, Black, and Hispanic students. Technical assistance to LEAs for <u>implementing high-quality instructional materials</u> with an evidence-base for reducing the achievement gap.
TOTAL	\$10M	\$10M	5	UB authority FY2022 to FY2023 is needed for this exceptional item

NEW Exceptional Items in Critical Data Systems



DCS TSDS Cloud Upgrade

- TEA is upgrading its state data warehouse to a cloud-based system to **ensure compliance with legislative requirements** and allow for **real time data reporting** from LEAs for the first time.
- COVID has proven that real time reporting is necessary for effective state decision-making in support of schools.



DCS Data Security Continuation

- TEA has implemented major improvements in data security based on appropriations made the past biennium.
- TEA funding to continue sustaining the current data security force posture was not included in the SB 1, and so would have to reduce data security efforts in the coming biennium without this request.



Total two-year cost for the project is \$5.53M, but TEA has **secured philanthropy of \$3.7M** to support the project to reduce costs to the taxpayer.

Two-Year Cost

\$1.83M

\$1.15M

Exceptional Item Total: **\$2.98M**

Restoration of 5% biennial budget reduction (\$5,711,500 for the biennium)

- Reinstatement of 43.5 full time equivalent certified teaching positions in the areas of academic, life skills and career and technical education and 10 positions to support instruction.
- These positions represent 1,301,580 contact hours for 6,630 students.

This exceptional item will:

- Provide 1,301,580 additional contact hours received by inmates
- Increase the number of students served in academic training by 5,539 per year.
- Increase the number of students serviced in career and technical training by 1,091 per year.
- Increase the number of career and technical industry certifications earned by Windham students by 2,568 each year.

Significant Rider Requests

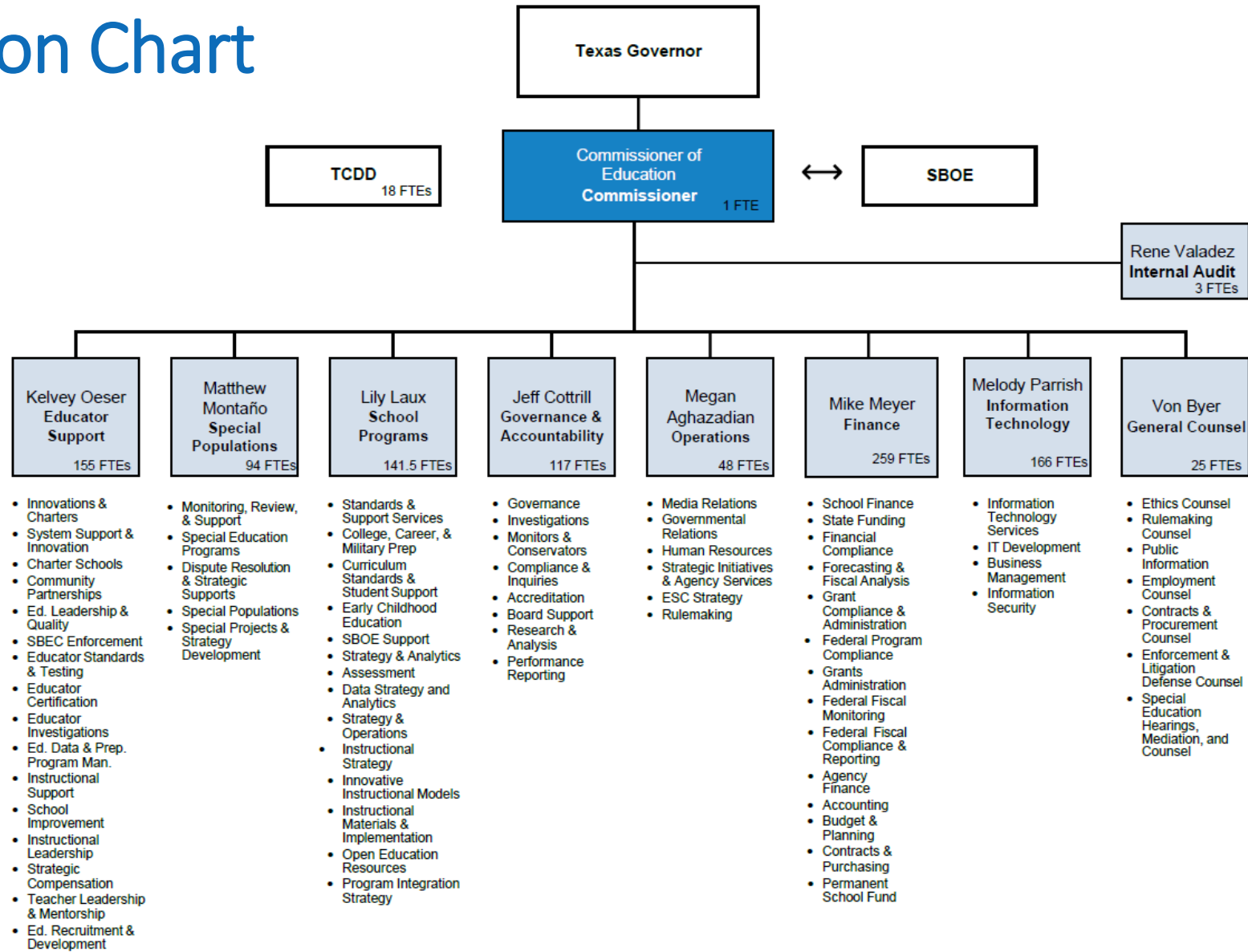
- ✓ **Included in SB 1:** Updated multiple riders to conform with 86th Legislative Changes including HB 3 and HB 3906.
- ✓ **Included in SB 1:** Added UB authority to several riders.
- ✓ **Included in SB 1:** Deleted several riders as they are no longer necessary.

- ✓ **Included in SB 1:** **NEW RIDER. Local Designation Systems and Teacher Incentives.** A new rider is needed to appropriate the fees for the HB 3 authorized fees to support administration of the teacher incentive allotment.
- ✓ **Included in SB 1:** **Rider 39. Capital Budget Expenditures from Federal and Other Funding Sources.** Removed language that could prevent or delay the expenditure of awarded funds unnecessarily as this rider already limits TEA to expending capital funding from external sources for the specific purposes for which the funds were awarded. Removed language regarding the SPED strategic plan because it is out-of-date, as implementation of the plan has been integrated into TEA operations.

- ❖ **Not Included in SB 1:** **Rider 28. FSP Funding for the Texas Juvenile Justice Department.** These changes consolidate school funding provided to TJJD under TEA Rider 88 into other school funding provided through TEA Rider 28. This simplifies TEA's bill pattern by allowing deletion of Rider 88, while streamlining program administration. Calculating funding using a non-prorated basic allotment is more transparent and equitable.

Appendix

Organization Chart



House Bill 3: Highlights



Funding Increases On Average - \$530 per ADA



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 cut from \$3.82B to \$2.43B* in year one

*\$2.43 billion current law recapture includes the ADA hold harmless for Covid-19 and is prior to adjustment for ESSER funds.

Certain HB 3 Implementation Highlights



Reading Academies

The Reading Academies launched this summer with **over 33,000** completing them in year one through either the blended or comprehensive model.



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, as a result of more districts offering these exams and being reimbursed.



Teacher Incentive Allotment

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



Do Not Hire Registry

The registry developed and accessible to Texas' public and private schools and will be available to the public mid March.

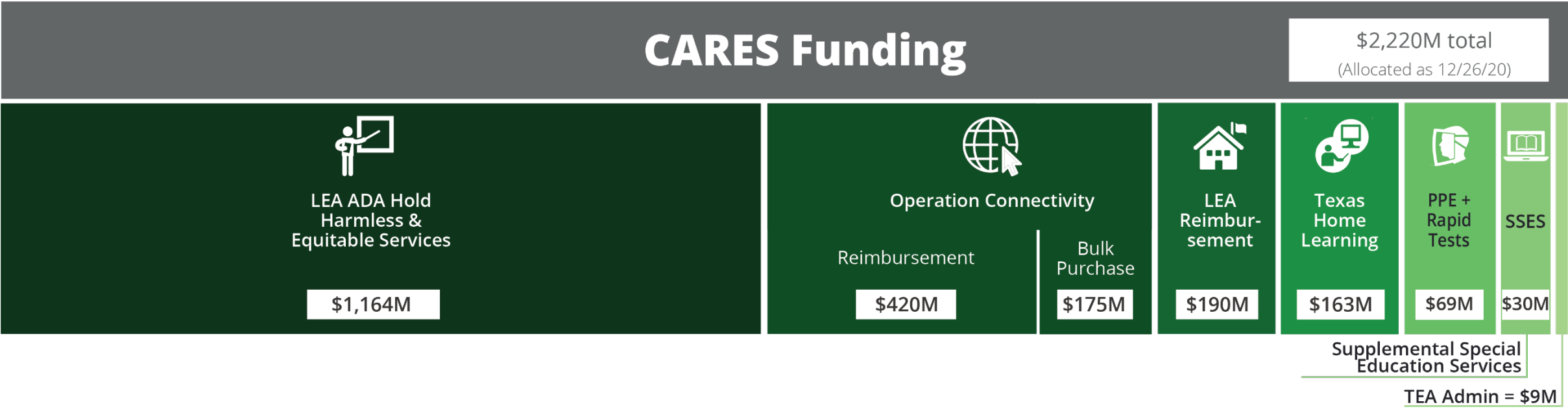


Tax Rate Reductions

Tax rates were **reduced 8.3 cents** from 2018 to 2019.

COVID-19 Response

TEA Support Thanks to Extensive Appropriations for Public Education



TEA Support During COVID Crisis: Initial Responses

Public Health Campaign



Meal Finder

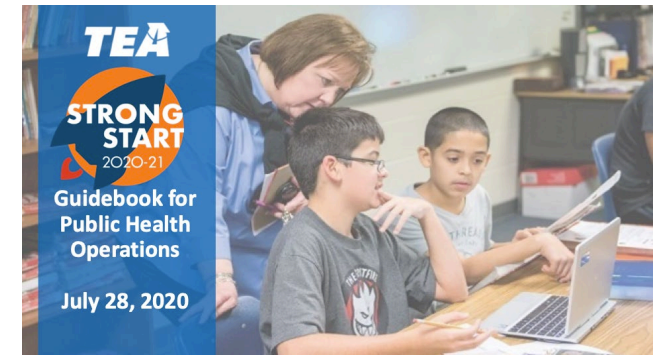


General Guidance

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



Public Health Operational Guidebooks and Planning Exercises



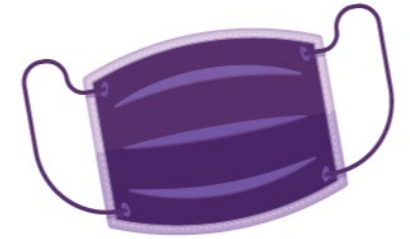
TEA Support During COVID Crisis: Support for On-Campus Instruction

Public Health Guidance



PPE Supports for all school systems

80M – Masks¹
37K – Thermometers
590K gallons – Hand Sanitizer
724K – Face Shields

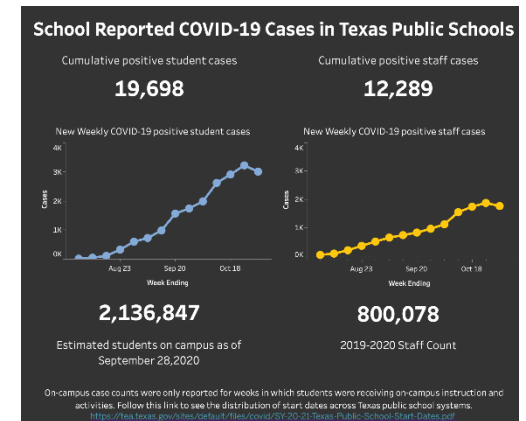


K-12 COVID-19 Testing Project



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

Joint TEA/DSHS Case tracking

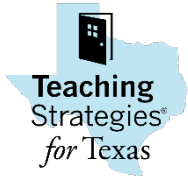


TEA Support During COVID Crisis: Support for Remote Instruction



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 purchased¹

Remote Instruction Framework

Synchronous Instruction



Asynchronous Instruction



Flexible school funding



On-Campus



Remote

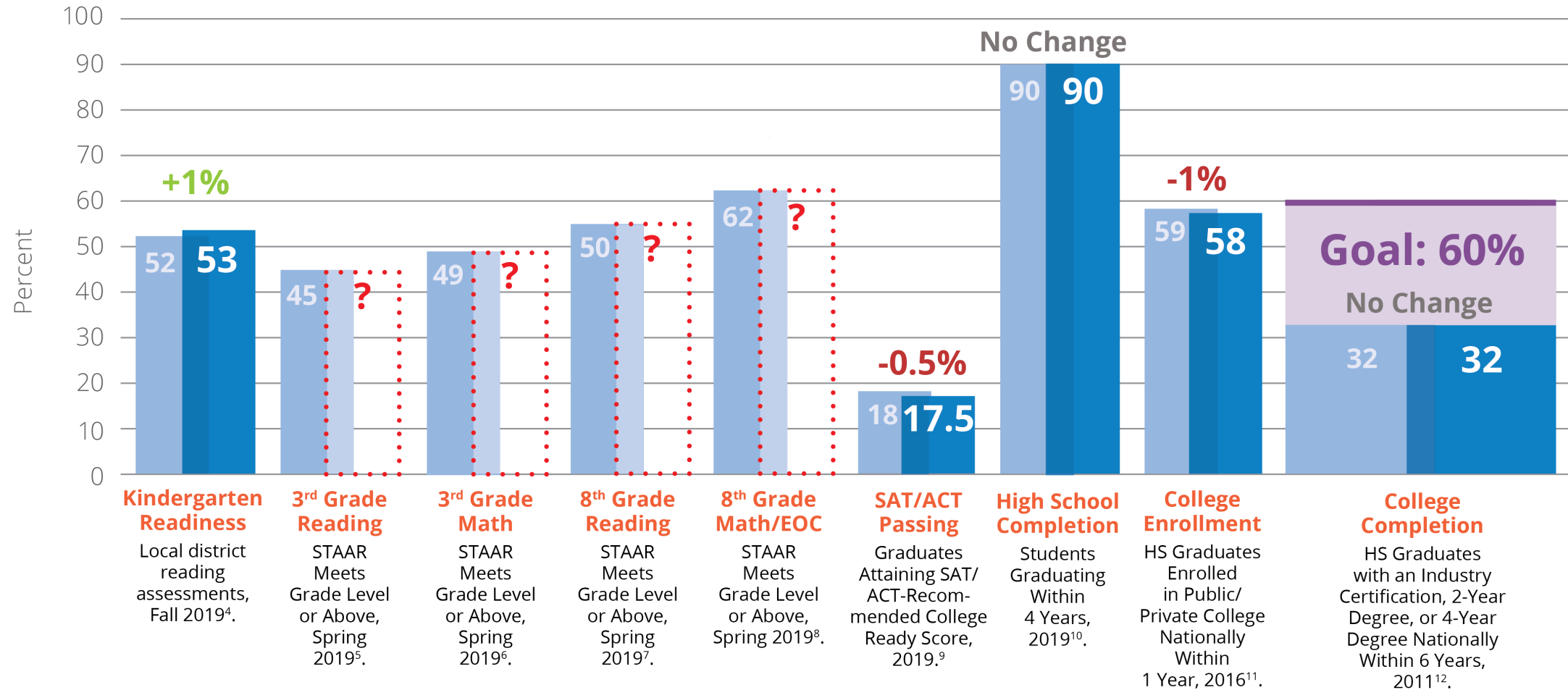


Hybrid



Additional LAR Information

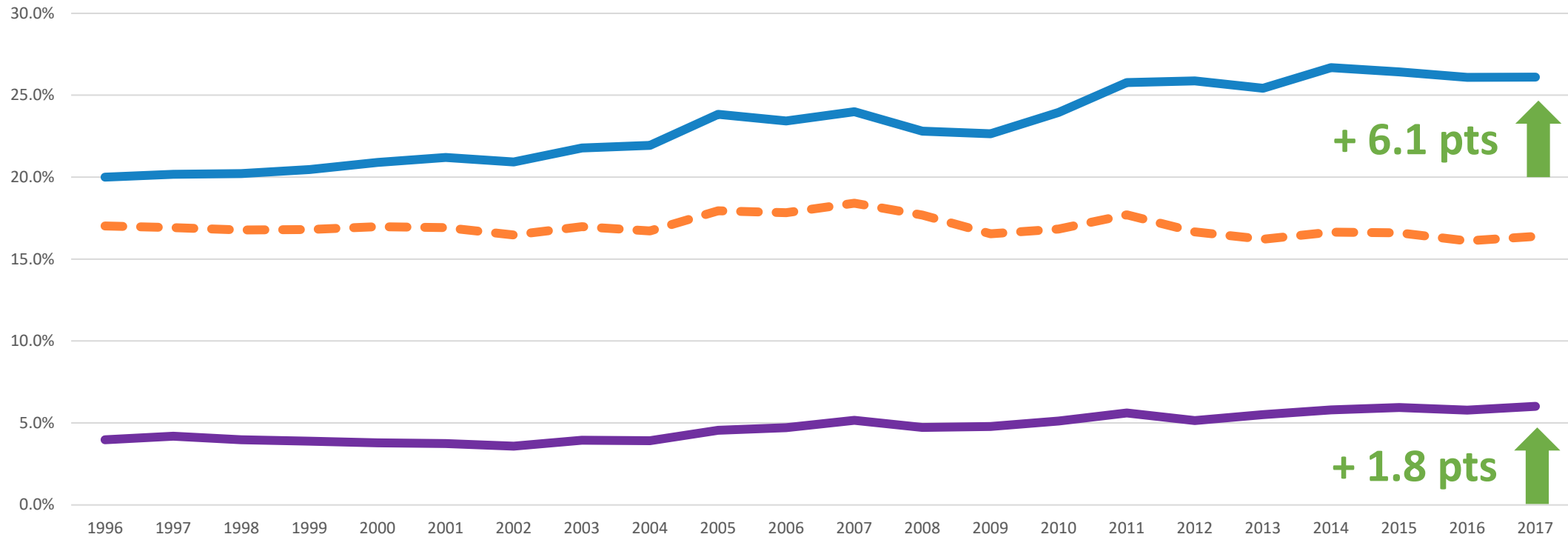
Student Achievement and Attainment Summary Pre COVID



SAT/ACT Performance By Socioeconomic Status

1996 - 2017

% Above "Passing" on SAT/ACT



 All Students

 Non-Economically Disadvantaged

 Economically Disadvantaged

All one-pagers for key programs

[Fitnessgram- Physical Fitness Assessment Initiative \(PFAI\)](#)

[P-TECH and ICIA](#)

[Reading Academies](#)

[Best Buddies](#)

[Career Technical Education](#)

[Dual Language](#)

[Early Childhood Education Support Networks](#)

[Foster Care](#)

[Homeless Students](#)

[Military Connected Students](#)

[PreK Partnership](#)

[School Mental and behavioral health](#)

[Safe and Supportive Schools Program](#)

[Teach For America](#)

[Military Connected Students](#)

[Mobile STEM Lab](#)

[Texas GT Performance Standards Project](#)

[Academic Innovation and Mentoring](#)

[Communities in Schools](#)

[Statewide ESC Dyslexia](#)

[Recorded Instructional Materials](#)

[Math Innovation Zones](#)

[T-STEM Academies](#)

[Early College High Schools](#)

[Amachi](#)

[Lesson Study](#)

[Grow Your Own](#)

[Teacher Incentive Allotment](#)

[Additional Days School Year](#)

[Mentor Program Allotment](#)

Rider Changes

- **NEW RIDER. Local Designation Systems and Teacher Incentives.** A new rider is needed to appropriate the fees for the HB 3 authorized fees to support administration of the teacher incentive allotment.
- Updated multiple riders to conform with 86th Legislative Changes.
- **Rider 17. Professional Development for the Provision of Access to the General Curriculum for Students with Disabilities in the Least Restrictive Environment.** Edited Rider to change description to Multi-Tiered Systems of Support (MTSS) as it is a more commonly used and accepted term by the field. This name change does not change the programs eligible or broaden eligibility for this rider.
- **Rider 20. Permanent School Fund.** Added unexpended balance authority for PSF appropriations across the biennia. This addition gives flexibility to the SBOE and aligns with the flexibility provided to other state investment funds. Note, these changes do not impact General Revenue - Related funds or budget certification.
- **Rider 24. Appropriation Limited Revenue Collections.** Added unexpended balance authority on fee revenue due to fluctuations. UB authority within the biennium would provide the necessary flexibility to manage through that volatility and to maintain continuity and consistency in program administration.
- **Rider 25. Limited Transfer and Use of Funds.** Edited Rider to conform with FSP transfer authorized by HB 3906, 86th Legislature.

Rider Changes

- **Rider 28. FSP Funding for the Texas Juvenile Justice Department.** These changes consolidate school funding provided to TJJD under TEA Rider 88 into other school funding provided through TEA Rider 28. This simplifies TEA's bill pattern by allowing deletion of Rider 88, while streamlining program administration. Calculating funding using a non-prorated basic allotment is more transparent and equitable.
- **Rider 37. Child Nutrition Program.** Added transfer language to mirror language in Rider 18 related to incentive aid payments to ensure TEA has access to sufficient funds to make required General Revenue matching payments for child nutrition programs. This authority is particularly important because of the impact of COVID-19 on school meals and the potential for significant variance between projections and actual meal counts as schools normalize operations.
- **Rider 39. Capital Budget Expenditures from Federal and Other Funding Sources.** Removed language that could prevent or delay the expenditure of awarded funds unnecessarily as this rider already limits TEA to expending capital funding from external sources for the specific purposes for which the funds were awarded. Removed language regarding the SPED strategic plan because it is out-of-date, as implementation of the plan has been integrated into TEA operations.
- **Rider 40. Permanent School Fund Distribution Rate.** Edited language to align the information provided to the Office of the Governor and LBB with the information provided to the SBOE when it considers the PSF distribution rate.
- **Rider 41. Educator Quality and Leadership.** Deleted reference to Educator Excellence Innovation Program due to inactivity of program.

Rider Changes

- **Rider 64. Disposition of Property and Use of Funds From Closed Charter Schools.** Updated language to clarify how the disposition of assets from closed charter schools would occur in an instance where TEA/PSF has a security interest. The added language is consistent with current law.
- **Rider 69. FSP Funding Contingent on a Distribution to the Available School Fund.** Deleted rider as the purpose of the rider has been fulfilled and it is no longer needed.
- **Rider 73. Reimbursement of Windham School District Advisory Committee Members.** Deletion of rider per Windham School District, as the rider is no longer necessary because the related statutory provision expires December 1, 2021.
- **Rider 75. Administrative Cost Savings through Strategic Insourcing.** Deletion of rider as the rider is no longer necessary as the funding and FTEs have been integrated into TEA operations and are already accounted for in the agency's base funding request.
- **Rider 83. Annual Implementation Report.** Deletion of rider as it is no longer necessary
- **Rider 84. Additional Transfer Authority to Implement House Bill 3.** Deletion of rider as it is no longer necessary.
- **Rider 85. Unexpended Balance Authority Within the Biennium for House Bill 3 Contracting Implementation.** Deletion of rider as it is no longer necessary.
- **Rider 88. Salary Increase for School Personnel.** Deletion of rider as it is no longer necessary.