Commissioner’s Update on State of Public Education

MAY 3, 210
Texas Student Performance
Student Achievement and Attainment Summary

- Kindergarten Readiness: 59% (Fall 2016 - Based on local district reading assessments)
- 3rd Grade Reading: +3% (Spring 2017 - STAAR “Meets” Grade Level or Above)
- 3rd Grade Math: +5% (Spring 2017 - STAAR “Meets” Grade Level or Above)
- 8th Grade Reading: +3% (Spring 2017 - STAAR “Meets” Grade Level or Above)
- 8th Grade Math: +5% (Spring 2017 - STAAR “Meets” Grade Level or Above)
- 8th Grade Math and EOC: +5% (Spring 2017 - STAAR “Meets” Grade Level or Above)
- SAT/ACT Passing: 89% (2016 Cohort Attaining College Ready Score)
- High School Completion: 56% (2016 Cohort graduating within 4 years)
- College Enrollment: -1% (2015 Cohort Enrolled within 1 yr at a Texas IHE)
- Postsecondary Completion: 24% (2009 Cohort 2-or-4-year TX Postsecondary Completion within 6 years)

No Change

Percentage of students meeting grade level or above:

- Kindergarten Readiness: 59% (58% in 2015-16)
- 3rd Grade Reading: 45% (42% in 2015-16)
- 3rd Grade Math: 48% (46% in 2015-16)
- 8th Grade Reading: 49% (46% in 2015-16)
- 8th Grade Math: 54% (51% in 2015-16)
- SAT/ACT Passing: 89% (90% in 2015-16)
- College Enrollment: 56% (57% in 2015-16)
- Postsecondary Completion: 24% (23% in 2015-16)
SAT/ACT Performance By Socioeconomic Status
1996 - 2015

% Above "Passing" on SAT/ACT

Non Economically Disadvantaged

- + 6.4 pts (32% Increase)

Economically Disadvantaged

- + 2.0 pts (50% Increase)

All Students In Texas

- + 2.0 pts (50% Increase)
Rise in Student Poverty in Texas
1996 - 2017

% of State Economically Disadvantaged

1996 Econ Dis. %
SAT/ACT Performance Among Student-Populations
1996 - 2015

% Above Passing on SAT/ACT

- White Students
- All Students In Texas
- Hispanic Students
- African American Students
TEA Strategic Priorities

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

Strategic priorities:
- **Recruit, support, and 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)
Strategic Priority 1 – Theory of Action

- Recruitment: "Grow your own" talent pipeline, Awareness and prestige campaign
- Pre-service: Teacher certification re-design, Principal certification re-design, District – Principal prep partnerships
- In-service: Instructional Leadership Initiative\(^1\), Lesson Study, Teach Like a Champion Micro-credentialing
- Reward / retain: Tiered teacher certification, HR transformation
Strategic Priority 2 – Theory of Action

- State Standards
  - SBOE Support
- Curricular Resources
  - TEKS Guide
  - Instructional Materials Portal
  - Aligned Reading Curricular Materials
- Professional Support
  - Reading Academies and Excellence Teams
- Programs & Partnerships
  - Math Innovation Zones
  - Special Population Models
  - ECE: Regional Partnerships

Empower Parents
- Early Childhood Education: Parent Empowerment
- Online Family Support Tools for Special Education

Build a Foundation of Math and Reading
Strategic Priority 3 – Theory of Action

Identify pathways
- Identify & verify industry certifications
- Define & refine pathways

Models & courses
- Advanced course potential
- High school models
- Work-based learning

To & through
- College & Career Advisor Certification
- Pathway cruising tools
- Post-Secondary Outcomes Report
- 21st Century advising partnership
- College & Career Cruising Middle School Tools

Strategic Priority 3 – Theory of Action
Strategic Priority 4 – Theory of Action

If the agency...

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

Supports school boards to **govern with a focus on student outcomes**, supports the development of district capacity to implement **coherent curriculum and assessment** strategies and fill **school-level talent gaps**, supports district-level campus oversight including **school improvement efforts** and **school transformation actions**...

And...

Then...

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