

**Report of the State Board of Education
Committee of the Full Board
September 11, 2018**

The State Board of Education Committee of the Full Board met at 9:11 a.m. on Tuesday, September 11, 2018, in the State Board of Education Room, #1-104, of the William B. Travis Building, 1701 N. Congress Avenue, Austin, Texas. Attendance was noted as follows:

Present: Donna Bahorich, chair; Lawrence A. Allen, Jr.; Erika Beltran; Barbara Cargill; Ruben Cortez, Jr.; Keven Ellis; Pat Hardy; Tom Maynard; Sue Melton-Malone; Geraldine “Tincy” Miller; Georgina C. Pérez; Marisa B. Perez-Diaz; Marty Rowley, vice chair

Absent: David Bradley

Public Testimony

The Committee of the Full Board heard public testimony on agenda items #1 and #2. Information regarding the individuals who presented public testimony is included in the discussion of each item.

DISCUSSION ITEMS

- 1. Public Hearing Regarding Instructional Materials Submitted for Adoption by the State Board of Education under *Proclamation 2019***
(Board agenda page I-29)

Public testimony was provided by the following individual:

NAME: Kelly Stuart
AFFILIATION: Center for the Collaborative Classroom

- 2. Public Hearing on Proposed Revisions to 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, and Proposed Repeal of 19 TAC Chapter 118, Texas Essential Knowledge and Skills for Economics with Emphasis on the Free Enterprise System and Its Benefits**
(Board agenda page I-33)

Public testimony was provided by the following individuals:

NAME: Congressman Ted Poe
AFFILIATION: Self

NAME: Carisa Lopez
AFFILIATION: Texas Freedom Network

NAME: John Elford
AFFILIATION: Texas Freedom Network

NAME: Maria Torres
AFFILIATION: Pacuache Indian First Nation

NAME: Jose I. Lopez
AFFILIATION: Pacuache Indian First Nation

NAME: Stephen Cure
AFFILIATION: Self

NAME: Emile Lester
AFFILIATION: Self

NAME: Matthew Verdugo
AFFILIATION: The Texas Holocaust and Genocide Commission

NAME: Carla Morton
AFFILIATION: Self

NAME: Ronald Francis
AFFILIATION: Self

NAME: Katherine Carte Engel
AFFILIATION: Self

NAME: Bryan Register
AFFILIATION: Self

NAME: Paula H. Christo
AFFILIATION: Self

NAME: Daina Ramey Berry
AFFILIATION: Self

NAME: Anthony Brown
AFFILIATION: Self

NAME: Keffrelyn Brown
AFFILIATION: Self

NAME: Maria Esther Hammack
AFFILIATION: Self

NAME: Meredith Norris
AFFILIATION: Generation Citizen

NAME: Chas Moore
AFFILIATION: Austin Justice Coalition

NAME: Jonathan Saenz
AFFILIATION: Texas Values

NAME: Lamontria Edwards
AFFILIATION: Texas Rising

NAME: Michael Ryan
AFFILIATION: Self

NAME: Shirley Thompson
AFFILIATION: Self

NAME: Fatima Menendez
AFFILIATION: Mexican American Legal Defense and Educational Fund (MALDEF)

NAME: Nicole Hudgens
AFFILIATION: Texas Values

NAME: David Davidson
AFFILIATION: Self

NAME: Darren Huff
AFFILIATION: Self

NAME: Roy White
AFFILIATION: Truth in Textbooks

NAME: Orlando Lara
AFFILIATION: Self

NAME: Cain Trevino
AFFILIATION: My Brother's Keeper, Ft. Worth

NAME: Miguel Argumedo
AFFILIATION: Self

NAME: Argelia Meza
AFFILIATION: Self

NAME: Dontavious Sims
AFFILIATION: Self

NAME: David Glasgow
AFFILIATION: Self

NAME: Kyrone Monta Kimble, Jr.
AFFILIATION: Self

NAME: Yvette Latta
AFFILIATION: Self

NAME: Chris Willis
AFFILIATION: Self

NAME: Brandon Shook
AFFILIATION: Self

NAME: Donna Parker
AFFILIATION: Self

NAME: Reginald Moore
AFFILIATION: Self

NAME: Scott Bush
AFFILIATION: Self

NAME: Bryan Preston
AFFILIATION: Texas General Land Office

NAME: Ann Stacy
AFFILIATION: Self

NAME: Deyadira Arellano
AFFILIATION: Texas Environmental Justice Advocacy Services

NAME: Greg Harrell
AFFILIATION: Self

NAME: Jennifer Adair
AFFILIATION: Self

NAME: Sharon Skrobarcek
AFFILIATION: Daughters of the Republic of Texas, Alamo Mission Chapter

NAME: Dan Chandler
AFFILIATION: The Dirtroad Ministry

NAME: Lee White
AFFILIATION: Alamo Defenders Descendants Association

NAME: Kathryn White
AFFILIATION: Self

NAME: Eric Murphy
AFFILIATION: Self

NAME: Aron Ra
AFFILIATION: Self

NAME: James Boone
AFFILIATION: Self

NAME: Craig Williams
AFFILIATION: Self

ACTION ITEM

3. Adoption of *Long-Range Plan for Public Education*

(Board agenda page I-1)

[Official agenda item #3]

Public testimony was provided by the following individuals:

NAME: Johnny Veselka

AFFILIATION: Texas Association of School Administrators (TASA)

NAME: Mark Wiggins

AFFILIATION: Association of Texas Professional Educators

NAME: Theresa Glenn

AFFILIATION: Self

Barbara Cargill, chair for the Long-Range Plan for Public Education Steering Committee; Lanet Greenhaw, vice chair for the Long-Range Plan for Public Education Steering Committee; and Melody Parrish, chief information officer, Texas Education Agency, discussed the final stages of the development of the *Long-Range Plan for Public Education*. Mrs. Cargill explained the final approval will be postponed so the complete plan can be posted for public comment.

MOTION AND VOTE: *It was moved by Mr. Rowley and carried unanimously to recommend that the State Board of Education approve the draft of the Long-Range Plan for Public Education, as amended by the Committee of the Full Board (Attachment A).*

Mrs. Bahorich adjourned the meeting at 7:53 p.m.

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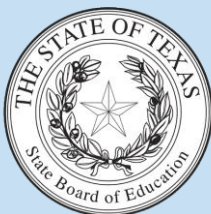
Building a Stronger Texas



Long-Range Plan for Public Education

Texas State Board of Education

September 2018



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Equity and Access

Overarching Vision: *Equity and access* means that all children get what they need to learn, thrive, and grow.

Equity and access means ensuring equitable access to, support for, and delivery of what is required to meet the diverse needs of all students, schools, and districts. Each of these individual stakeholders has different needs, challenges, strengths, and talents; therefore, the supports for each student, school, and district should be differentiated and tailored to reflect these unique contexts while ensuring consistent, rigorous, and meaningful outcomes across all students, schools, and districts. **For the state and for school districts, *equity and access* means an equitable distribution of resources and opportunities based on individual needs such that students and schools who need more support to reach an equitable outcome, compared to their counterparts, receive what they need.** Resources can mean different things, including teacher quality, class size, [safe and well-maintained school environments with the capacity to accommodate various technology needs](#), technology, curriculum materials, advanced courses, funding, and differentiated supports for family engagement.

If the goal is to reach equitable outcomes for all students, regardless of demographics or geography, then the state must prioritize efforts to ensure that students who require more support receive what they need to be successful.

Based on input from Texas stakeholders, subject-matter experts, and committee constituencies, the vision statements outlined below provide broad recommendations for increasing equity and access in the public schools. Specific vision statements and recommendations related to student engagement and empowerment; family engagement and empowerment; and educator preparation, recruitment, and retention follow this section. Equity and access are the umbrella under which the remaining topics should be addressed.

Vision—by 2030

- All student demographic groups will be held to high expectations, supported, and enabled to reach their potential and goals, and all performance gaps will be closed.
- All students will be served by high-quality, monitored systems of support (including out of school) that is equitably distributed. [\(referred to John to report back on Friday\)](#)
- Texas public schools will have funding that is equitably based on student needs and is efficient, sustainable, and responsible to taxpayers.
- All students will be knowledgeable about and have access to a variety of pathways and opportunities linked to work, career, and educational choices.
- All students and staff will have access to and utilize relevant technology to enhance student learning, academic outcomes, and opportunities for college and career readiness.
- All students, particularly students who are traditionally served at low-performing schools and/or who are considered at risk, will have educators who effectively facilitate their learning, development, and success.
- [All students will attend a school that does not warrant state intervention. \(referred to John to report back on Friday\)](#)

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Recommendations

1. **Texas Education Agency (TEA), higher education, and research institutions** will conduct ongoing research and identification of inequities to guide effective implementation of policy decisions/systems change.
2. **TEA and school districts** will utilize the State Board of Education–adopted *2018–2023 Long-Range Plan for Technology* to guide the planning and implementation of local district policy. (See Appendix C of this plan.)
3. **State policymakers, locally elected boards, and appointed governing boards** will regularly identify inequities, update policies, and distribute funding and resources aligned with improving student outcomes, [based on quality peer-reviewed research and the experience of local educators](#), in all schools and with all demographic groups.

4. State policymakers and TEA will provide a greater array of no-cost or low-cost resources to support high quality, aligned curriculum and instruction for all educators.

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4.5. State policymakers, locally elected boards and appointed governing boards will advance policies to increase educator and principal effectiveness through enhancing compensation systems, particularly compensation that encourages effective teachers to teach in schools not meeting state accountability goals. Enhancements should be meaningful, differentiated, sustainable, and developed in concert with local stakeholders.

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The Need for Equity and Access

Questions about equitable access to resources and the impact of resources on student learning have fueled education research for more than half a century. Researchers in the United States have studied differences in educational outcomes in relation to resources, and the findings seem to echo each other. Available resources differ widely between schools and districts as do gaps in achievement between various groups of students, such as white and African American students, native English speakers and English language learners, and students living in poverty and students living in affluence.³ According to research, some of the gaps are related to the differences in resource distribution in education.⁴ ~~Throughout this research, resources can mean different things, including teacher quality, class size, technology, curriculum materials, advanced courses, and funding.~~

Texas Efforts to Improve Equity and Access in 2018

Specific efforts related to student engagement and empowerment; family engagement and empowerment; and educator preparation, recruitment, and retention are located in their corresponding sections in this plan. The following examples highlight efforts that, although not directly related to these priority topic areas, are fundamental to accomplishing equitable access and outcomes for all students. These descriptions are not all encompassing of what is happening in Texas but are meant to give a snapshot of a few things Texas is doing to address equity and access gaps.

Texas Equity Toolkit. TEA, as part of a requirement under the U.S. Department of Education’s Every Student Succeeds Act (ESSA), developed and launched an equity toolkit that supports school districts through a process that leads to the identification of effective strategies that can help shrink equity gaps and improve student learning for all. The main focus of this toolkit centers around helping districts understand and address the challenges they face in providing equitable access to excellent teachers for low-income students and students of color who are being taught at higher rates than other students by inexperienced, out-of-field, or ineffective teachers. TEA reports findings on this equity gap annually.⁸

Technology. In TEA’s *2018–2023 Long-Range Plan for Technology*, [Appendix D](#), the agency put forth the recommendations from an advisory committee studying the topic. Among the recommendations and milestones are several that directly address the need for technology resources to be equitably distributed.

Strategic goals include:

- A personalized, flexible, and empowered learning environment
- Equitable access at schools and at home
- Digital citizenship, balancing technology with responsibility for students, educators, and families
- Safety and security
- Collaborative leadership
- Reliable infrastructure
- Cost effective and collaborative solutions⁹



[The complete 2018–2023 Long-Range Plan for Technology is included in Appendix C of this plan.](#)

Several programs already exist in Texas with the goal of improving access to technology for all students, such as the Instructional Materials Allotment, which provides state funds to every public school and open-enrollment charter school to purchase instructional materials, technological equipment, and technology-related services.¹⁰ Another program, the Classroom Connectivity Initiative, helps school

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Vision—by 2030

- The Texas public education system will be student centered with opportunities embedded from early learning through graduation to achieve college, career, military, and workforce readiness.
- The Texas public education system will ensure a myriad of meaningful in-school and extended-school-day/-week enrichment opportunities for student involvement and participation based on the needs and resources of the school district and the local community.
- The Texas public education system will welcome and include student voices as equal and integral partners in discussions and decision making.
- The Texas public education system will embed teaching and learning experiences to build and foster healthy and confident individuals who embody and exhibit empathy, courage, respect, optimism, and grit.

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Quality early learning programs, birth through 2nd grade, including formula-funded full-day pre-K, will be full day, fully funded, supported, and recognized as the building blocks to future academic and social success including the goal of reading and math on grade-level by 3rd grade.

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Recommendations

1. **Public school districts, in collaboration with school counselors and workforce boards,** will create or utilize systems or frameworks such as the Texas Model for Comprehensive School Counseling Programs to allow students to discover passions and interests for college and career pathways from elementary school through graduation, including ongoing and systemic career advising using labor market and career information about a wide range of global occupations and ways to achieve them.

2. **TEA** and **the Legislature** will financially incentivize an integrated and data-driven academic and nonacademic multitiered system of support (MTSS) on every campus to identify and connect all students with appropriate support services, including supports for behavioral health, mental health and intrapersonal and interpersonal effectiveness (see “Texas Model for Comprehensive School Counseling Programs” on page __).

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3. **TEA** and the Legislature will financially incentivize an integrated workflow management system to enable the identification of students needing support, increase the effectiveness of school counselors, and monitor and evaluate the effectiveness of support services.

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5.3. State assessment systems should be more integrated, less disruptive, and more useful to students and teachers. They should also be highly inclusive of campus level practitioners in their design. ~~TEA and the Legislature will balance State~~ assessment and accountability systems should seek to to focus on multiple measures of assessing and reporting student performance outcomes (e.g., State of Texas Assessments of Academic Readiness [STAAR], career and technical education [CTE] certifications, portfolios, capstone projects, community service projects).

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4. The legislature will expand high-quality early learning opportunities for children from birth through grade 2, including formula-funded full-day pre-K, that further the goal of closing any gaps in educational proficiency by 3rd grade.

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~~6. The Legislature will expand early learning opportunities to allow families access to state-funded, full-day prekindergarten for financially eligible three- and four-year-olds. By 2030, the Legislature will work toward universally available prekindergarten for all three- and four-year-olds.~~

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~~7.5. School districts, community, business, education service centers, and local workforce boards will actively assist teachers working with businesses and industry to gain hands-on experiences that can be incorporated into the classroom.~~

~~8.6. School districts will provide multiple enrichment and leadership opportunities (e.g., clubs, organizations, teams, projects, internships) in addition to athletics, fine arts, and student council.~~

~~9.7. TEA, the Texas Workforce Commission (TWC), the Texas Higher Education Coordinating Board (THECB), and the SBOE will strengthen the alignment between the Texas Essential Knowledge and Skills (TEKS) and the College and Career Readiness Standards (CCRS).~~

~~10.8. Students, families, educators, and school counselors will ensure students take ownership of their educational journeys and personal and interpersonal effectiveness by pursuing success through active engagement with education and by taking advantage of opportunities to access business and community resources.~~

Texas Model for Comprehensive School Counseling Programs

Intrapersonal Effectiveness

- Positive student self-concept
- Effective executive functioning skills
- Appropriate behavior to the situation and environment

Interpersonal Effectiveness

- Effective interactions with diverse populations

■ Students who meet benchmarks on state standardized assessments. (Comments about checking w/Commissioner for specific language)

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To support the implementation and attainment of the ESSA accountability requirements, Texas has initiated several efforts that provide students exposure to college and career readiness development opportunities:

- **Early College High School (ECHS).** This program allows students least likely to attend college an opportunity to earn a high school diploma and up to 60 college credit hours. ECHS provides dual credit at no cost, offers rigorous instruction and accelerated courses, provides academic and social support, increases college readiness, and reduces college access barriers.
- **Pathways to Technology (P-TECH).** This open-enrollment program provides students with work-based education. Students complete a course of study that combines high school and postsecondary courses. Within six years, students earn a high school diploma, an associate's degree, and a two-year postsecondary or industry certificate and complete a work-based learning course.
- **T-STEM.** Rigorous secondary schools focus on improving instruction and academic performance in subjects related to science and mathematics and on increasing the number of students who study and enter careers in STEM.
- **Industry Cluster Innovation Academy (ICIA).** Open-enrollment secondary schools offer career pathways based on high-demand local workforce need and focus on graduating students with industry certification and 60 hours of college credit and/or an associate's degree by the time they graduate from high school. Targeted industry clusters include advanced manufacturing, aerospace and defense, biotech and life sciences, energy, information and computer technology, and petroleum refining and chemical products.

Recommendations

1. TEA will create a division of family engagement and empowerment that is a resource for families. Through this division, TEA will:

- Create a family support call center and online portal to be managed by an education service center to assist families in navigating the public school system.
- Create an advisory council on family engagement and empowerment to inform ~~TEA staff, legislative and state board policymakers, THECB, local districts, and other stakeholders~~ all state and local policymakers on best practices on family and school partnerships, and develop objective metrics that could be included in a state accountability system.

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2. **State policymakers and TEA and school districts** will **incorporate objective create** family engagement and empowerment metrics that are incentivized and rewarded in the state accountability system.

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3. In partnerships with **families, school districts and communities** (e.g., **institutions of higher education, businesses**) will build and foster relationships, address differences, and support advocacy.

The following are some ways that local education agencies and community organizations can foster relationships with families.

Building Relationships

- There is a designated space for connecting with families.
- Every new family is welcomed and informed of school policies.
- Activities honor all families' contributions.
- The school is open to the community and fosters authentic relationships with partners—including seeking additional financial support with business partners for family engagement initiatives.
- All staff work to build relationships with families.

Addressing Differences

- The school hosts welcome events and other activities for families in the primary language.
- There is a standard translation and interpretation process.
- The school creates an ambassador program connecting families with someone who speaks their language.
- PTA/PTSA/PTO includes a representative sample of the school.
- Community groups support outreach to families.

Supporting Advocacy

- There is a clear, open process for resolving problems and/or receiving information.
- There is timely two-way communication with families throughout the year.
- Families are equipped with the knowledge and resources they need to support their children.

Educator Preparation, Recruitment, and Retention

Overarching Vision: All Texas students will be served by a consistent and abundant talent pool of highly effective teachers and leaders who positively impact students and student learning.

Educator preparation, recruitment, and retention includes ensuring there are qualified teachers entering the field and effective teachers being retained so that every student has a qualified teacher.

To ensure that students of all backgrounds have access to a high-quality education, all students must be served by highly qualified, effective teachers. Texas must, therefore, lead the way by enlisting qualified candidates into the field of education and providing the necessary incentives and supports so that effective teachers remain in the profession.

The vision statements and recommendations include all school leaders, teachers, and the district’s local governance system, because all local leaders have ~~a broad impact on the quality of education~~ a substantive impact on student outcomes.

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Vision—by 2030

- Texas will have educator preparation programs that produce an abundant talent pool of highly effective educators who have mastered the content and pedagogy needed to teach the Texas Essential Knowledge and Skills at the level those expectations are written.
- Texas educators will be well equipped and trained to meet the diverse needs of the classroom environment.

- Texas will have an effective support system for educators that builds instructional capacity through ongoing, quality professional development and mentoring programs.
- The teaching profession will be valued and esteemed by the public, families, students, and policymakers.

■ Texas will have a compensation system that facilitates the recruitment and retention of high-quality educators.

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■ Educators will have opportunities to advance their careers while directly impacting the classroom, including increased compensation and leadership opportunities, based on their effectiveness, aspirational goals, and challenging school environment.

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- Texas will have effective and empowering educator and administrator evaluation systems that reward student achievement, assure educator growth, and promote career paths.
- Every campus will have effective leadership utilizing high-quality instructional leadership and human capital and resource management.
- Every district/charter school will have highly effective executive leadership and governing boards focused on improving student outcomes.

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Recommendations

1. Educator Preparation Programs (EPP)
will collaborate and partner with
schools district to better align training
and practicums to best meet student
needs and improve student outcomes.

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2. Educator Preparation Programs (EPP) will include educator and education leadership training on trauma-informed practices, cultural responsiveness, the incorporation of social and personal effectiveness practices, the creation of a positive school culture and climate, the education of highly mobile students, positive discipline practices, mental and behavioral health interventions, parental involvement strategies, and data analysis and data-informed decision-making.

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3. State policymakers and educators will increase overall teacher quality by improving the standards and rigor associated with educator preparation and the state's Educator Preparation Programs (EPPs).

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1.4. TEA will have meaningful performance-based accountability processes, standards, and measurable outcomes for educator preparation programs that ensure new/entry-level educators are classroom-/school-ready.

2.5. **Education service centers** and **institutions of higher education** will provide just-in-time guidance, training, mentoring, and support for educators and support for new, early career, and veteran teachers.

3.6. **The Legislature** and **school districts** will establish and sustain competitive salaries and career paths for educators through innovative compensation plans, induction programs, professional development, mentoring, and administration.

4.7. **The Legislature** will allow and support compensating and incentivizing educators who teach in hard-to-staff subject areas or low-performing, urban, rural, or challenging schools.

5.8. **TEA, the Legislature, school districts, professional associations, and industry partners** will provide incentives and support for teachers to engage in internships, externships, [leadership opportunities](#), and ongoing professional development as part of continuing education.

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6.9. **The Legislature** and **institutions of higher education** will provide greater flexibility in a coordinated fashion to state higher education institutions regarding the 120-hour degree plan for teacher education programs while maintaining the rigor and integrity of these programs.

The Need for Educator Preparation, Recruitment, and Retention

The number of school-age children is expected to grow by more than 900,000 between 2018 and 2030.³⁰ To meet the education needs of the state's growing population, Texas leaders and educators will need to work to recruit new teachers to the profession. It is not enough to simply recruit new teachers, however. The quality of instruction that teachers provide in the classroom is the most powerful in-school influence on student learning.³¹ To that end, policymakers and education leaders will need to work together to make sure Texas has a systemic process for preparing teachers to provide quality content instruction and engage an increasingly diverse student population. Finally, Texas also needs to retain the teachers it has already invested in. In 2015–16, teacher mobility was 22%, up slightly from previous years.³² Replacing a teacher is costly and time consuming, and teacher turnover can also have an adverse impact on student achievement.³³

Teacher Retention and Turnover in Texas

In 2017, the Regional Educational Laboratory Southwest (under contract to the U.S. Department of Education) produced a report about teacher mobility in Texas. The key findings include the following:

- During the 2011–12 school year approximately 19% of Texas teachers moved between schools within a district, moved between districts in Texas, or left teaching in Texas public schools.

**Includes both the frequency and duration of field observations, as well as the quality of field supervisors.

***This measure is currently being piloted.

Recruitment. TEA currently has a “Grow Your Own” grant program for districts and preparation programs to recruit new teachers into the system and to support them as they train to become teachers. The program recruits high school students to teaching, supports paraprofessionals in completing teacher preparation programs, and creates residency programs in traditional teacher preparation programs to provide more clinical experiences before participants become classroom teachers. As the student population of Texas becomes more diverse, Texas leaders will need to recruit teachers who are prepared to teach in diverse classrooms. Research indicates that minority students who are taught by a minority teacher are less likely to exhibit behaviors that require disciplinary actions.³⁷

Retention. Teacher preparation plays a role in teacher retention—one study found that teachers who entered the profession through an alternative certification program were 25% more likely to leave their schools than were teachers who entered through a traditional program.³⁸ In Texas, there were different rates of retention based on alternative versus traditional teacher preparation.



Of teachers eligible to enter the workforce in 2014–15, 88.8% of those from alternative programs were employed as teachers that academic year, compared with 92.2% of graduates of post-baccalaureate programs, and 94% of those trained in undergraduate programs. The percentage of those retained in teaching in Texas three years later was 75.9% of those prepared in alternative programs, 79% of those prepared in post-baccalaureate programs, and 86% in undergraduate programs.³⁹ According to a study of teachers across the United States—including Texas teachers—first-year teachers who took more courses in teaching methods and strategies were significantly less likely to depart.⁴⁰ Other factors, such as preservice clinical experiences prior to full-time teaching responsibilities and in-service professional development once teachers are in the classroom can also increase the likelihood of teachers staying in the profession. Studies have suggested other strategies to retain effective teachers, including supporting teachers to set and achieve career goals and attain degrees or certifications.⁴¹

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For all Texas students to have access to a teacher able to meet their needs, the state will need a strong, articulated, and supported human capital management system for educators.