

Annual Report



2017



2017 ANNUAL REPORT

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Cover photos:
Top: South San Antonio ISD
Bottom, left to right: El Paso ISD, Klein ISD, Holland ISD

A Message
From

Mike Morath Commissioner of Education



My Fellow Texans:

A commitment to ensuring that every one of the more than five million public school students in Texas is prepared for success in college, a career or the military drives our work at the Texas Education Agency. Texans have reasons to be proud of the work done in our public schools:



Graduation rates are at an all-time high and put Texas in the top 5 of all US states.¹



With more students taking AP/IB* exams than ever before, the number of students eligible to earn college credit is at an all-time high.²



Texas African American, Hispanic and White students out-perform students in all but 8 states in math according to the National Assessment of Educational Progress.³

And yet, we still have much to do. The performance gap between economically disadvantaged students and their middle-class peers is markedly high. Even with recent improvements, only about half of all Texas public school students are meeting grade level expectations in reading or math.

TEA has undertaken an ambitious strategic plan to significantly improve the support offered to students throughout more than 8,500 schools.⁴ The plan is designed to accelerate the progress Texas schools have made so that we meet our 60x30TX goal of ensuring at least 60% of Texans aged 25-34 have a college degree or trade certificate by 2030.

If we are to achieve this goal, we must strengthen our efforts to support our educators, improve the foundation of reading and math on which our students develop all other key skills, ensure that students are prepared in high school for college or direct entry into a career, and rapidly improve our lowest-performing schools. We are committed to these priorities with both urgency and focus.

TEA VISION

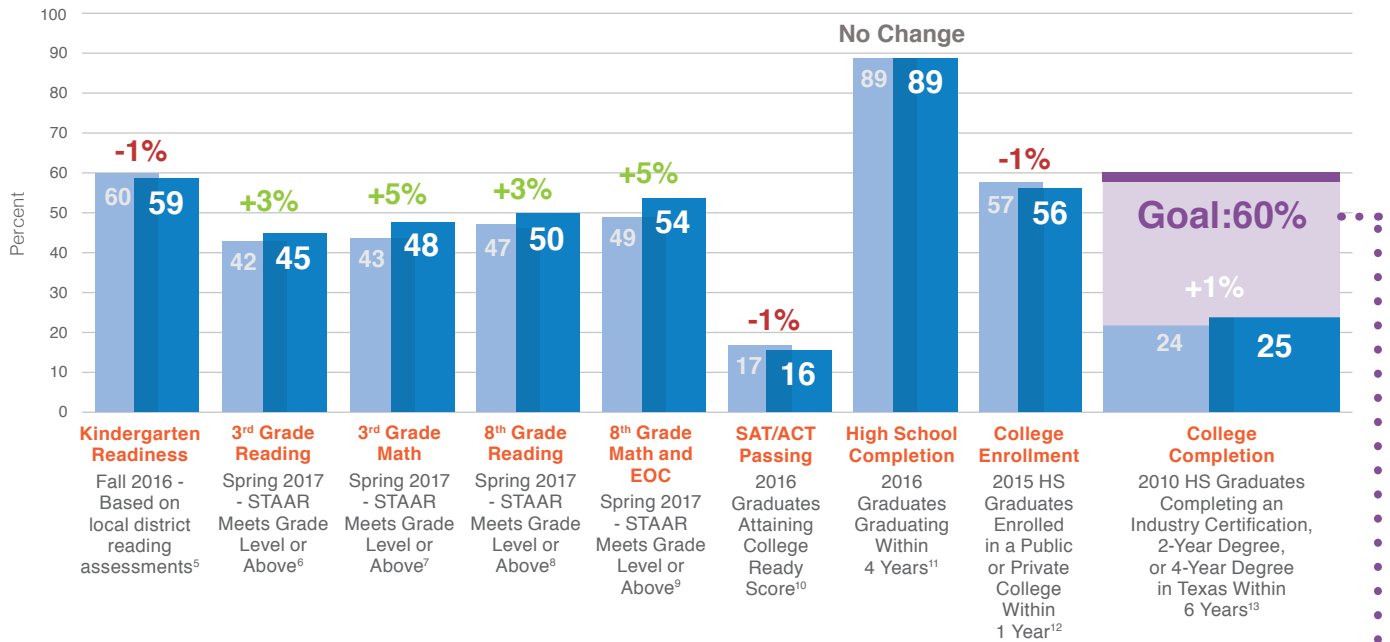
**EVERY CHILD, PREPARED FOR
SUCCESS IN COLLEGE, A CAREER
OR THE MILITARY.**

Mike Morath
Commissioner, Texas Education Agency

*Advanced Placement/International Baccalaureate

THE STATE'S 60X30 PLAN

CURRENT TEXAS STUDENT OUTCOMES



By the year 2030, projections indicate that most jobs will require some training beyond high school. This could be a traditional 4-year degree, a 2-year associate's, or an industry credential. But today, **too few Texas students are obtaining postsecondary credentials**. Without bold action, Texas faces a future of diminished incomes, opportunities and resources.

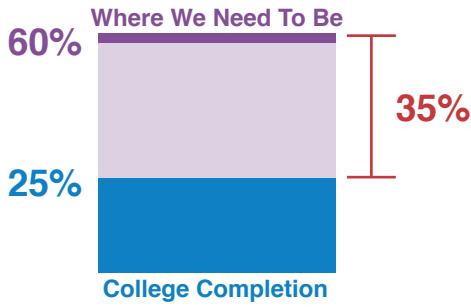
The 60x30TX Plan is designed to ensure that a competitive and prosperous future remains for students seeking to better their lives and the lives of their families. Initiated by the Higher Education Coordinating Board, the state has adopted 60x30TX as our collective goal.

OUR COLLECTIVE GOAL



By 2030, at least **60%** of Texans ages 25-34 will have a postsecondary certificate or degree. To learn more, visit 60x30tx.com

TEXAS EDUCATION AGENCY STRATEGIC PLAN



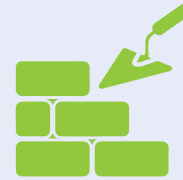
In an effort to support far more rapid improvements in student outcomes to meet the goals of 60x30TX, the Texas Education Agency has adopted a strategic plan. The plan includes four strategic priorities, built on three supporting actions.

RECRUIT, SUPPORT AND RETAIN TEACHERS AND PRINCIPALS



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

BUILD A FOUNDATION OF READING AND MATH



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

CONNECT HIGH SCHOOL TO CAREER AND COLLEGE



Rigor and relevance matter.

IMPROVE LOW PERFORMING SCHOOLS



Every child. Every classroom. Every day.

ACTIONS SUPPORTING THESE PRIORITIES



Increase **transparency**, **fairness**, and **rigor** in district and campus academic and financial performance.



Ensure **compliance**, effectively **implement legislation**, and **inform** policy makers.



Strengthen **organizational foundations** (resource efficiency, culture, capabilities, partnerships).

Recruit, Support and Retain Teachers and Principals

“Students need to know that there is somebody who cares about them — who wants them to be successful and is here to listen to them if they have struggles.”

– Jennifer Fuller, Arlington ISD
Milken Award Winner



Arlington ISD

WHY THIS MATTERS

Teachers are the most important in-school factor affecting student outcomes. Strong classroom instruction supported by effective instructional leaders makes a tremendous difference in ensuring that students are progressing toward college and career readiness. But it is difficult to consistently achieve excellence. Texas employs over 352,000 teachers across more than 8,600 campuses, with thousands of new teachers hired each year. To that end, TEA seeks to strengthen the teacher pipeline every step of the way and support the development of principals statewide.

260

There are 260 **educator preparation programs** in the state of Texas, stemming from 135 different entities.¹⁴

352K

There are 352,000 **certified classroom teachers** in the state of Texas. (24% male; 76% female).¹⁵

1/3

Over 1/3 of all teachers in the state of Texas have been in the classroom for **5 years or fewer**.¹⁶

PERCENT OF STUDENTS INTERESTED IN AN EDUCATION MAJOR



ONLY
= 4%

of HS students indicated an interest in majoring in education.¹⁷

To ensure strong education for students, Texas needs equally strong talent in our schools as classroom teachers. Over the past several years, less than 5% of students taking the SAT or ACT identify education as a possible college major. TEA is working on initiatives to attract more high-quality teachers to the classroom.

“GROW YOUR OWN” – FUTURE TEXAS TEACHERS

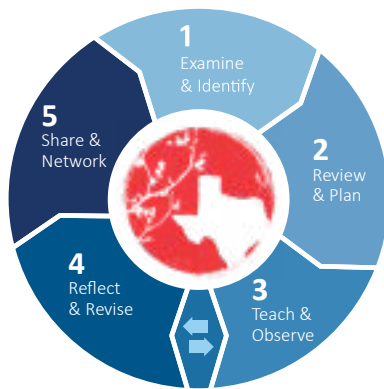
With 60% of U.S. educators teaching within 20 miles of where they went to high school, the goal of Grow Your Own is to increase the quality and diversity of the teaching workforce, particularly in small, rural schools throughout Texas¹⁸. To increase the number of college-ready high school seniors seeking a profession in education, TEA is engaged in efforts to elevate the perception of the teaching profession through the development and facilitation of high-quality education and training courses at the high school level. These courses encourage high school students to consider teaching as a career by providing opportunities for students to be exposed to the teaching profession early on.

“60% of U.S. educators teach within 20 miles of where they went to high school.”

TEXAS LESSON STUDY



Lesson Study is a professional development opportunity in which teachers work collaboratively to develop, teach and revise research-based lessons. The program works to help teachers improve their effectiveness, share best practices, improve student outcomes and provide a platform to demonstrate mastery within the teaching profession. In 2017, 475 teachers participated in the pilot. TEA’s goal is for 10% of all Texas teachers to participate in the program by 2023.



PRE-TEST STUDENT KNOWLEDGE

53%

POST-TEST STUDENT KNOWLEDGE

69%

↑16%

The effectiveness of Lesson Study is clear.¹⁹ Student mastery of lesson objectives increased 16 percent for instructors participating in the Lesson Study project.²⁰

SPOTLIGHT ON PRINCIPAL CERTIFICATION

As campus leaders, principals play a critical role in improving student outcomes in Texas. As a result, principals must be well prepared for the job. TEA has developed a new rigorous principal certification exam to ensure the men and women stepping into the principal role will be better positioned to serve as high-performing educational leaders.

OLD EXAM FORMAT

SAMPLE QUESTION FROM PREVIOUS FORMAT

A new elementary principal invites parents to a series of informal meetings at the campus in which the primary goal is to encourage parent input. By establishing the meetings with parents, the principal is demonstrating the importance of:

- A) diagnosing campus health by open communication with parents,
- B) collaborating with parents in order to shape the campus culture,
- C) celebrating the contributions of parents toward the realization of the campus vision,
- D) requesting innovative thinking from parents to develop the campus curriculum.

NEW EXAM FORMAT

SAMPLE QUESTION FROM NEW FORMAT



Using the video and supporting documents, develop a coaching plan to address a high-leverage instructional practice that the teacher should improve. The plan should:

- A) Identify ONE high-leverage instructional practice needing improvement.
- B) Identify TWO actions that can be implemented by the teacher to improve that instructional practice.
- C) Explain how the actions will improve the teacher’s practice and support student learning.

Building A Foundation of Reading and Math

“Our child lit up when he first realized he could read. As parents, we knew we were going to nurture his spark and love for reading.”

– Victor Rivera, Parent
Los Fresnos Consolidated
Independent School District



Houston ISD

WHY THIS MATTERS

Building proficiency in reading and math begins with kindergarten readiness, but does not stop there – strong basic reading and math skills have long-term impact on student outcomes. For example, one national study shows that meeting grade level expectations in reading by 3rd grade is tied to a substantially higher likelihood of graduation by age 19.²¹ By the time students in Texas complete 8th grade, they must have the foundational skills that will allow them to study advanced topics and gain greater understanding.

90

Ninety percent of **brain development** occurs before children enter kindergarten at age 5.²²

4x

If students are not reading on grade level by third grade, they are **four times more likely** to drop out of school.²³

54

Fifty-four percent of Texas eighth graders are **meeting grade level** in math.²⁴

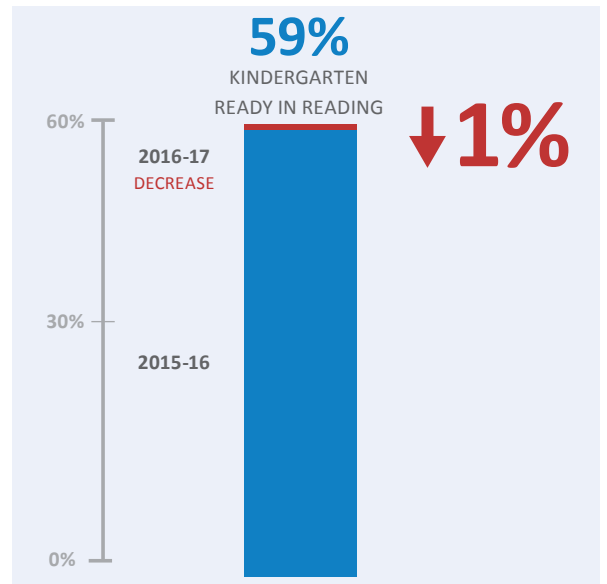
PERCENT OF STUDENTS WHO ARE KINDERGARTEN-READY IN READING

Parents are a child’s first teacher. To augment this at-home early childhood learning, many districts offer prekindergarten and/or build public-private partnerships with community child care providers. Districts then collect data as students enter kindergarten to assess kindergarten readiness. This data measures just one of the multiple areas of kindergarten readiness. Emergent literacy, which includes areas such as comprehension of text that has been read aloud, which is the basis of phonics. In the 2016-17 school year, kindergarten readiness fell 1% from the previous year.²⁵

K



KINDERGARTEN STUDENTS - FALL 2016

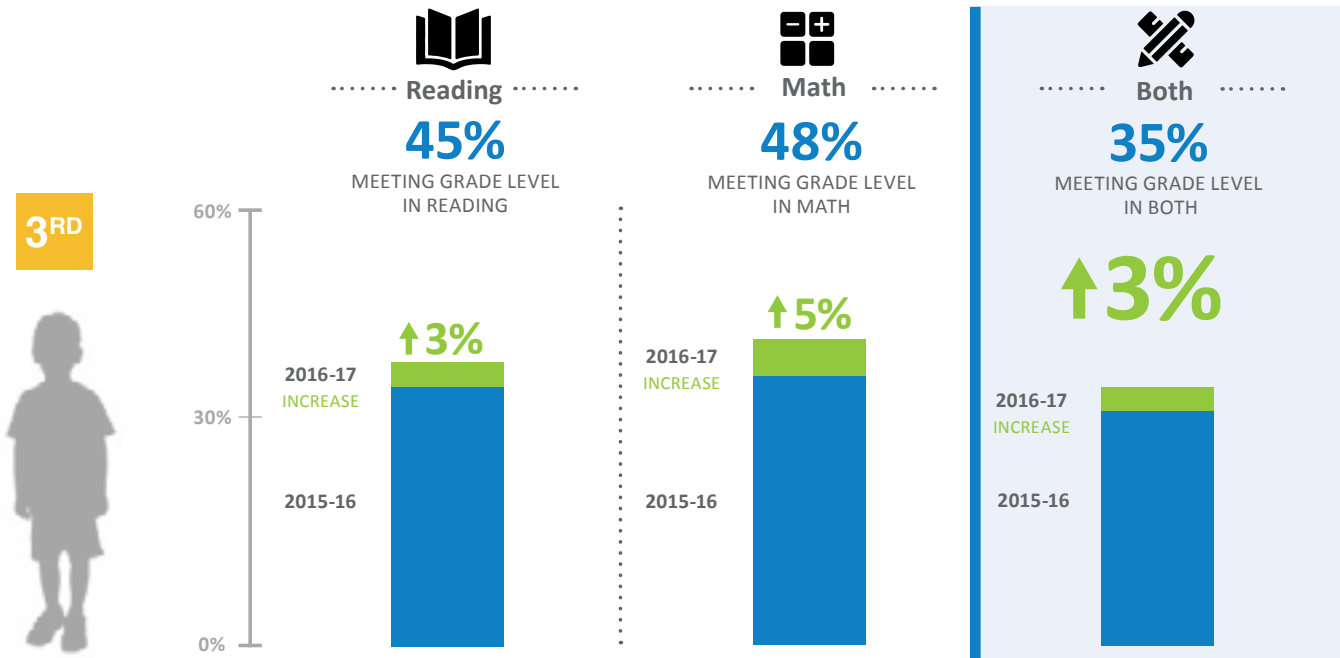


PERCENT OF STUDENTS MEETING GRADE LEVEL IN READING & MATH

One indicator of whether we, as a state, are effectively preparing students for higher levels of learning is performance on the State of Texas Assessments of Academic Readiness (STAAR). The STAAR assesses the Texas Essential Knowledge and Skills (TEKS) as established by the State Board of Education, which outline what students should know and be able to do in each course or grade. Students meeting grade level expectations on the STAAR are likely to succeed in the next school year, and those who reach this level of performance by the end of high school have been shown through research to have a greater than 60% chance of passing freshman level college courses.²⁶

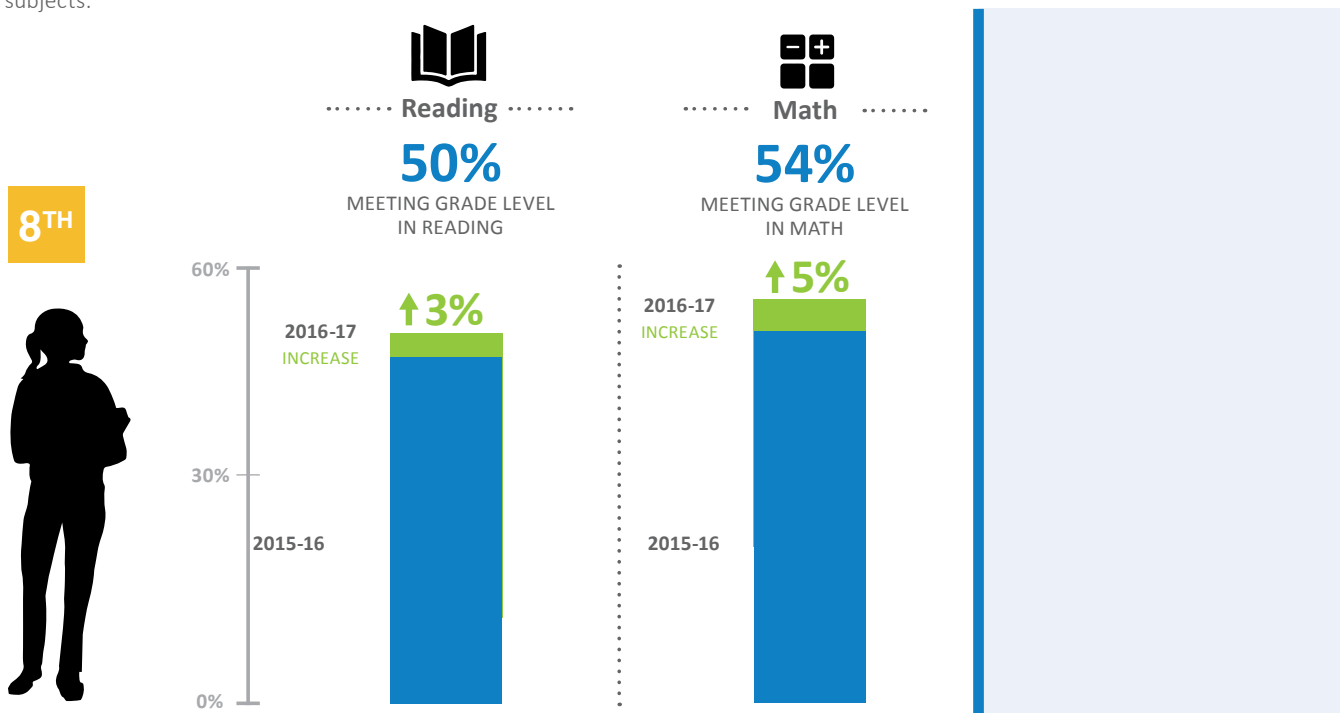
3RD GRADE STUDENTS - SPRING 2017

The state has made gains over the past year, increasing 3% in reading, 5% in math and 3% when it comes to students on grade level in both subjects.²⁷



8TH GRADE STUDENTS - SPRING 2017

The state has made gains in the past year, increasing 3% in reading, 5% in math, and 3% when it comes to students on grade level in both subjects.²⁸



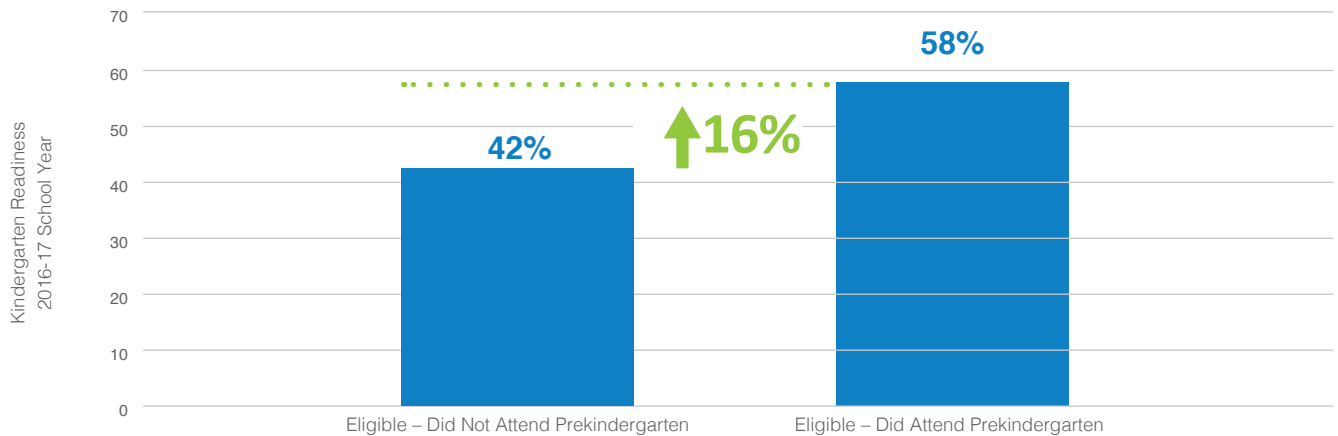
EDUCATING OUR YOUNGEST LEARNERS: WHY PRE-K MATTERS



Prekindergarten establishes a solid learning foundation for children at an early age. High-quality prekindergarten enrollment benefits children through language, social and cognitive skills development.

IMPACT ON KINDERGARTEN READINESS

Prekindergarten helps a child begin their educational journey and arrive in kindergarten ready to learn. Texas schools receive funding to offer free half-day prekindergarten to eligible students. There are a variety of eligibility categories, including being in a low-income family, not yet speaking English, being the child of a military parent, etc. Eligible students who attend prekindergarten start kindergarten with substantially higher rates of readiness.²⁹



IMPACT ON LONG-TERM OUTCOMES



↑ 6%

Higher likelihood of graduating high school on time (66% vs. 72%)³⁰



↓ 2%

Lower likelihood of dropping out of school (9% vs. 7%)³¹



↑ 7%

Higher likelihood of enrolling in college (31% vs. 38%)³²



↑ 6%

Higher likelihood for students who enrolled in college to persist in attending a second year of college (22% vs. 28%)³³



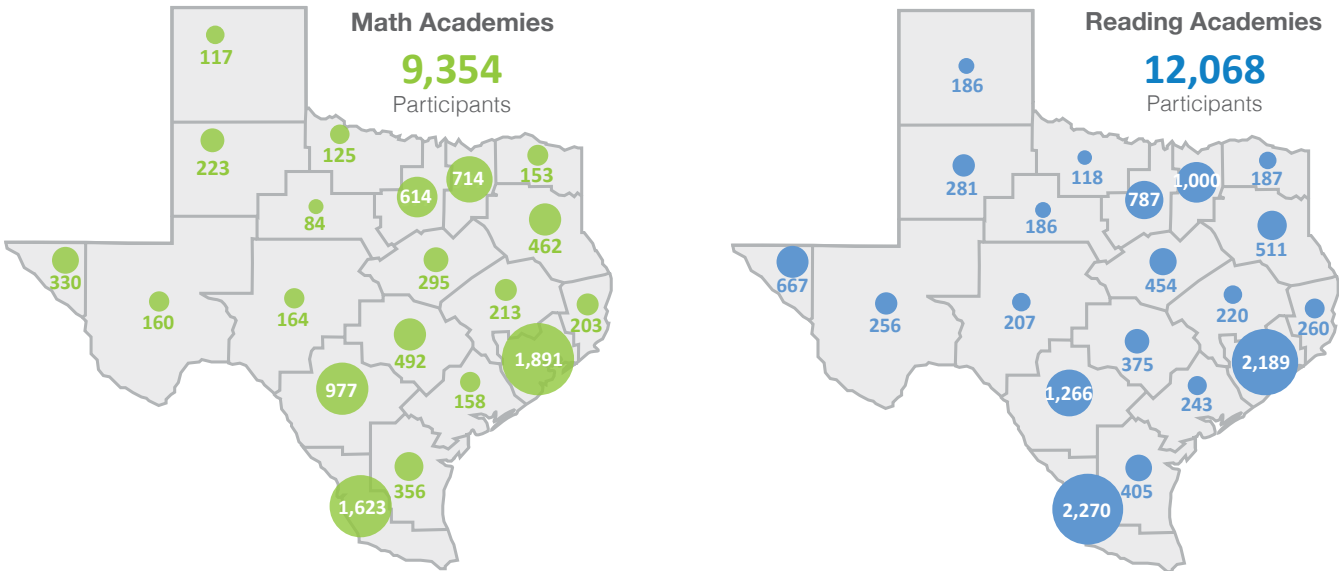
El Paso ISD

NUMBER OF PARTICIPATING TEACHERS IN READING AND MATH ACADEMIES



Texas' Reading and Math Academies³⁴ provide teachers with classroom tools to enhance their teaching skills. Teachers employed at campuses at which 50% or more of the students enrolled are economically disadvantaged receive priority for the academies.

2017 READING AND MATH ACADEMIES



2017 MATH ACADEMY – TEACHER SPOTLIGHT



Name: Jessica Garza
District: Pasadena ISD
School: Young Elementary
Subject: Mathematics
Grade: 2

Jessica Garza, a second grade teacher in Pasadena ISD, attended the TEA Math Academy in the summer of 2017. An academy focal point included using strategies and activities that encourage students to apply reason and critical thinking about mathematics content.

“The most beneficial part of the experience for me was the opportunity to explore the student expectations for our young mathematicians along with corresponding instructional techniques,” said Garza. “I learned

how to decipher student expectations in a way that would allow me to ensure that my lessons, instructional activities and assessments aligned to the rigor of each knowledge and skills statement.”

An added bonus to participating in the academy for Garza was learning about how the second-grade curriculum aligns with other grade levels. This deeper understanding of the vertical alignment within the state curriculum standards reminded her of the importance of building a strong mathematical foundation for her students.

“The students’ work now shows that they have a deeper understanding of mathematics and are able to use mathematical reasoning to justify their approaches,” said Garza. “Their success in mathematics, and their use of mathematical discourse, have all been positively impacted because of the lessons learned from my participation in the Texas Mathematics Academy.”

Connect High School to Career and College

“As educators, we work not only to watch our students walk across the stage to receive a high school diploma, but also to assure they have a solid foundation to accomplish whatever they choose to do when the ceremony is over.”

Dr. Gilbert Trevino,
Superintendent
Floydada ISD



Klein ISD

WHY THIS MATTERS

Whether students are preparing to attend college, go directly to their career, or enter a career in the military, they all need a strong set of skills upon graduation from high school. We want to ensure that students are not seeing career readiness and college readiness as separate. We know that indicators of college readiness are also strong indicators of readiness for careers that offer a meaningful wage. Students who participate in career and technical education in high school show increased engagement in school.

25

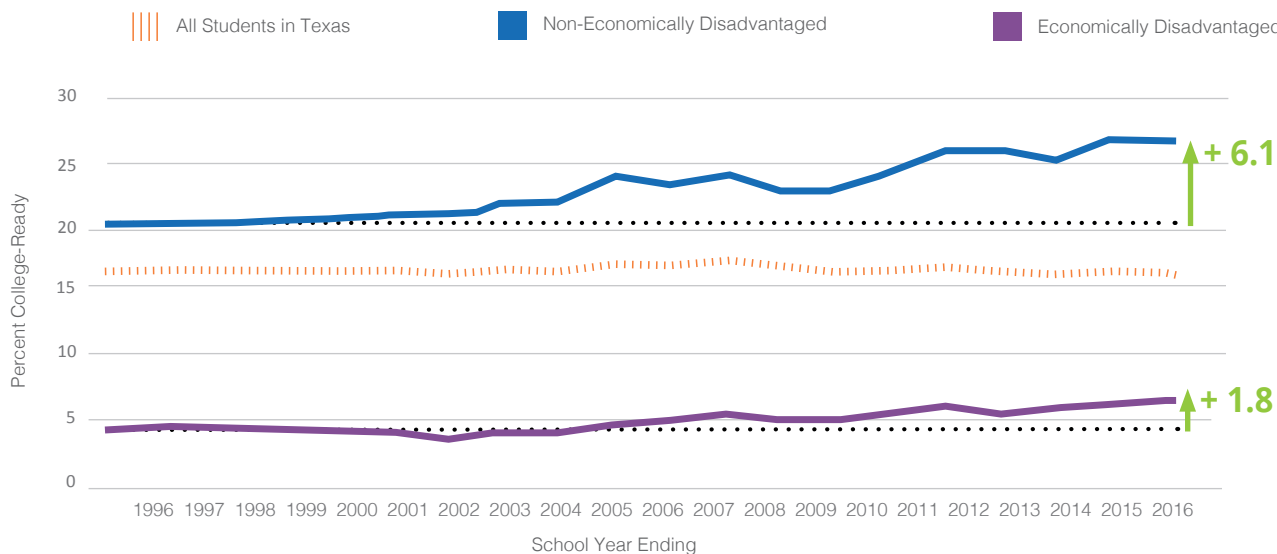
Twenty-five percent of high school graduates **completed college or an industry certification** within a 6-year period (class of 2010).³⁵

35

Thirty-five percent of all students in Texas were **enrolled in rigorous high school coursework** (AP, IB, Dual Credit) in 2016-2017.³⁶

PERCENT COLLEGE READY ON SAT/ACT

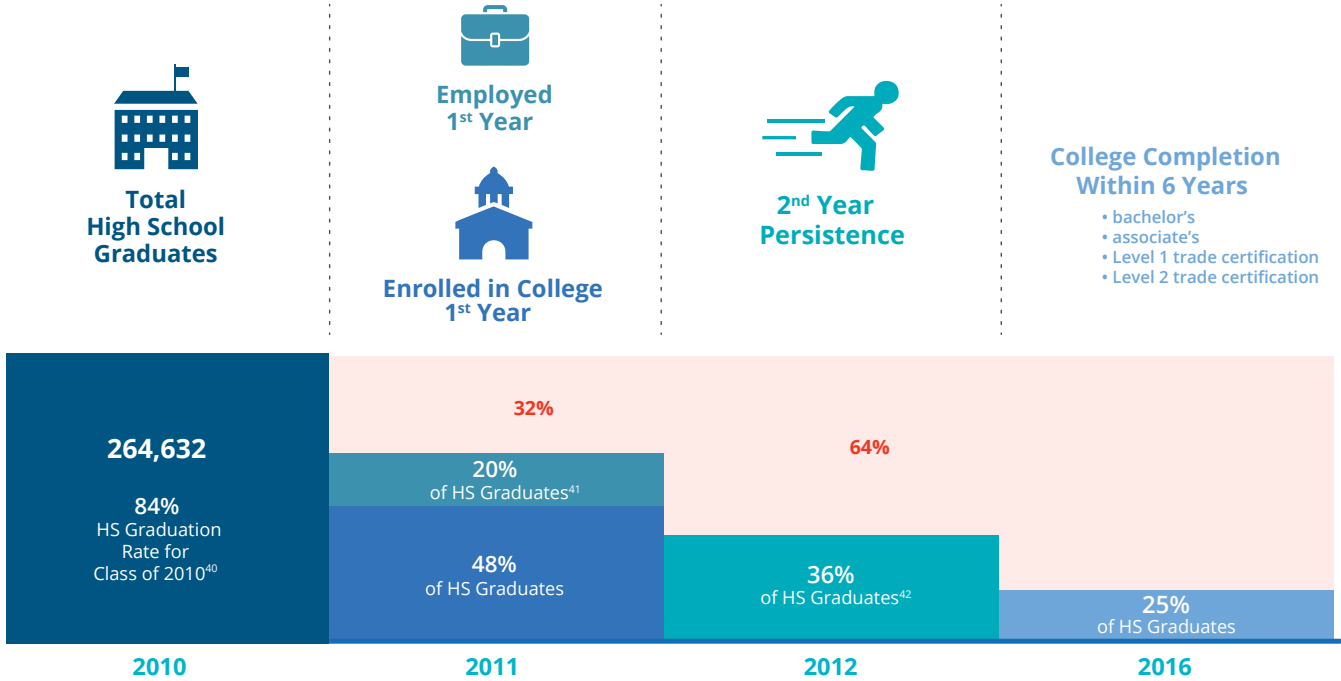
Students who take and score above the college ready criteria on the SAT or ACT have a better than 75% chance of passing freshman-level college courses.³⁷ Texas has seen steady gains in college readiness rates for non-economically disadvantaged students over 20 years. But gains have been slower for their economically disadvantaged peers.³⁸



GETTING STUDENTS TO THE NEXT STEP AFTER HIGH SCHOOL

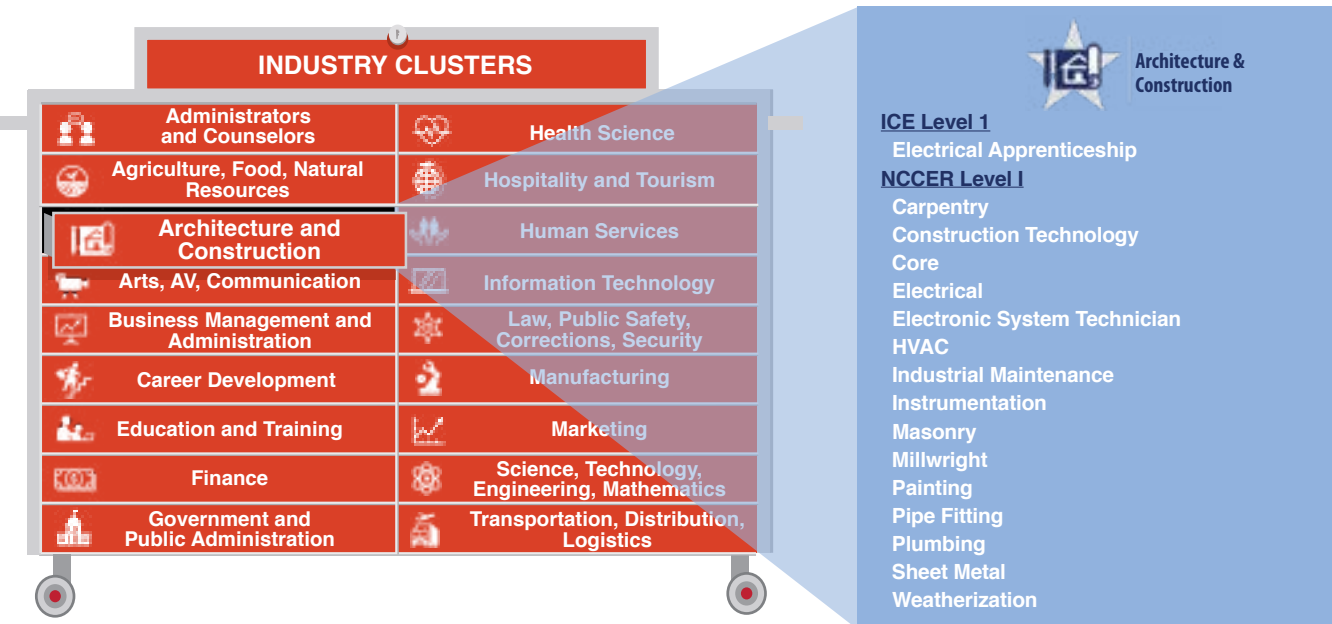
The goal of our K-12 education system isn't solely high school graduation. Rather, we must ensure our graduates are prepared for success in life, and in many cases that requires academic or trade-focused college completion. While Texas high school graduation rates are among the highest in the nation, only 25% of Texas graduates receive a college credential or complete an industry certification within 6 years of high school.³⁹

GRADUATING HIGH SCHOOL SENIORS



INDUSTRY-BASED CERTIFICATIONS

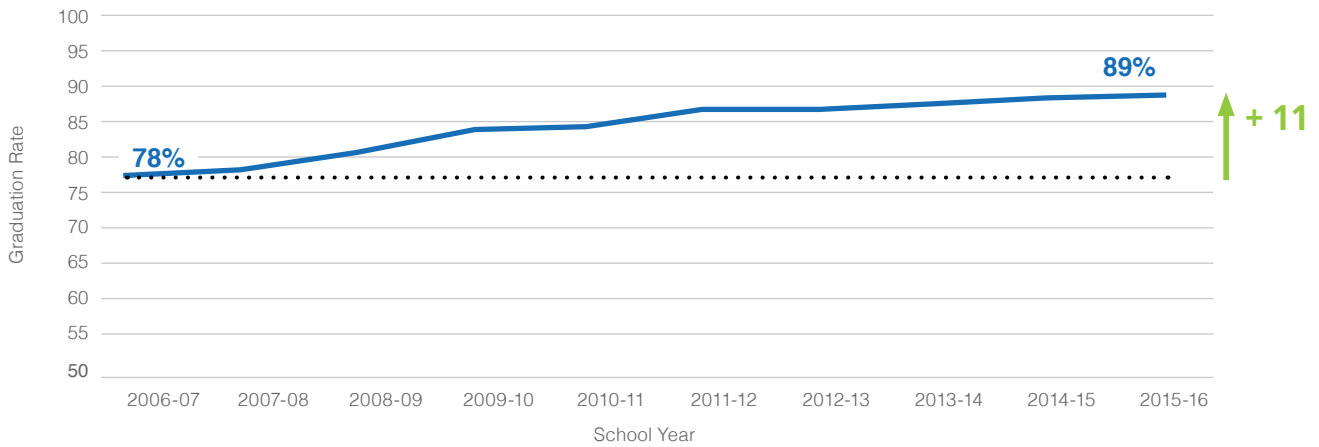
Texas schools work to provide both a strong academic foundation and ensure career readiness. TEA worked closely with Texas businesses to develop a list of industry-based certifications that signify a student is ready for a profession. And TEA modified the school accountability system to ensure that schools are recognized for helping students achieve these certifications just as they are recognized for high SAT/ACT scores.⁴³



HIGH SCHOOL GRADUATION IN TEXAS



Over the course of the past decade, Texas has achieved one of the highest graduation rates in the country. A 22-credit foundation plan is required to graduate and makes up the core of the Texas high school diploma requirements. Beyond that, our students craft a high school graduation program that reflects their personal interests, in areas such as business and industry, public services, arts and humanities, or science, technology, engineering and mathematics (STEM), through specializations called “endorsements.” Students follow a high school graduation program beginning in ninth grade. The graduation rate has risen over 11 percentage points in the past decade.⁴⁴

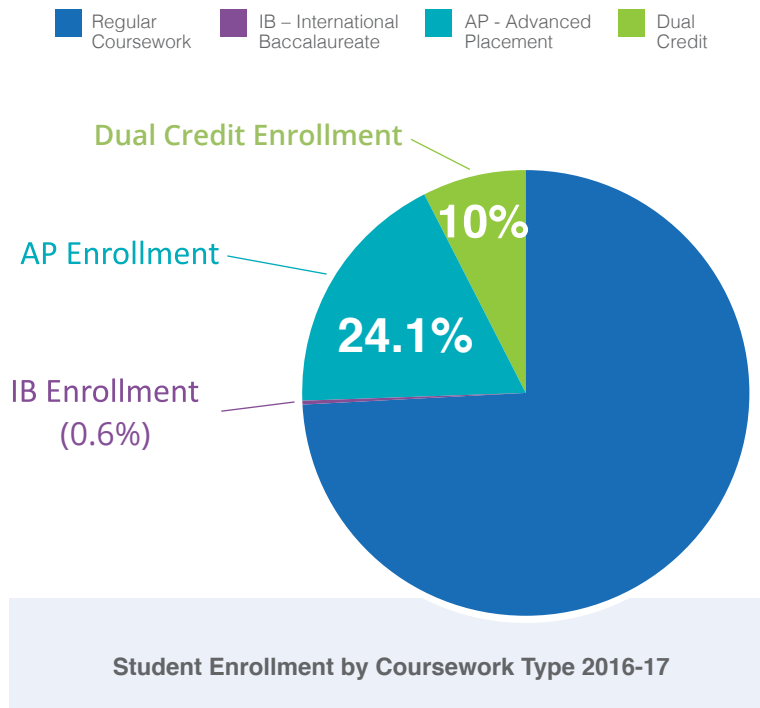


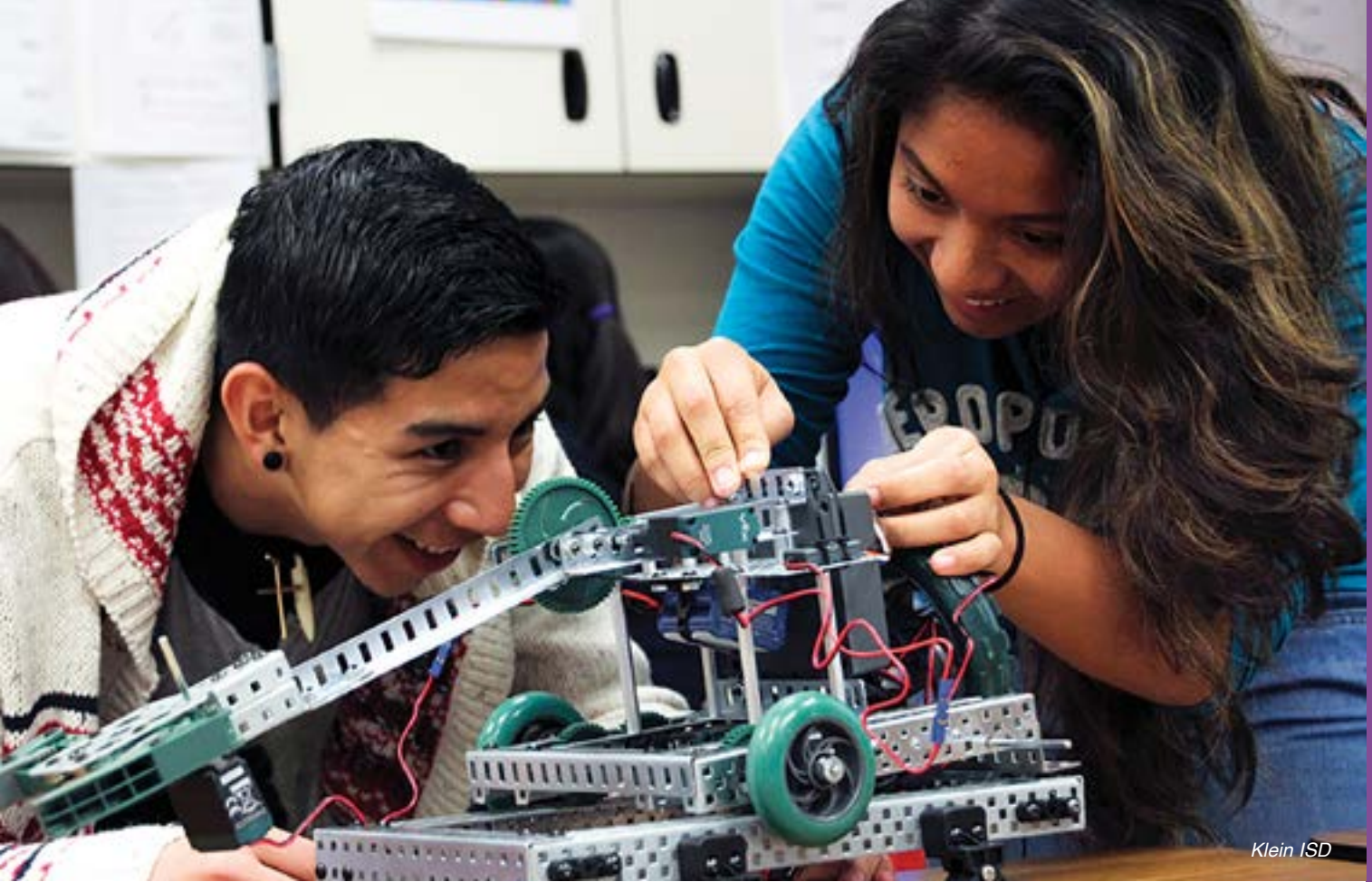
STUDENT ENROLLMENT IN RIGOROUS, HIGH-QUALITY COURSEWORK



Rigorous coursework provides students the opportunity to obtain skills necessary to successfully enroll in entry-level college courses.⁴⁵

Advanced courses, which can include International Baccalaureate (IB), Advanced Placement (AP) and Dual Credit Enrollment courses, create a college-going culture on a school campus and prepare students for the challenges of college in a supportive high school environment. Additionally, college credit earned in high school can lead to cost savings in higher education.





Klein ISD

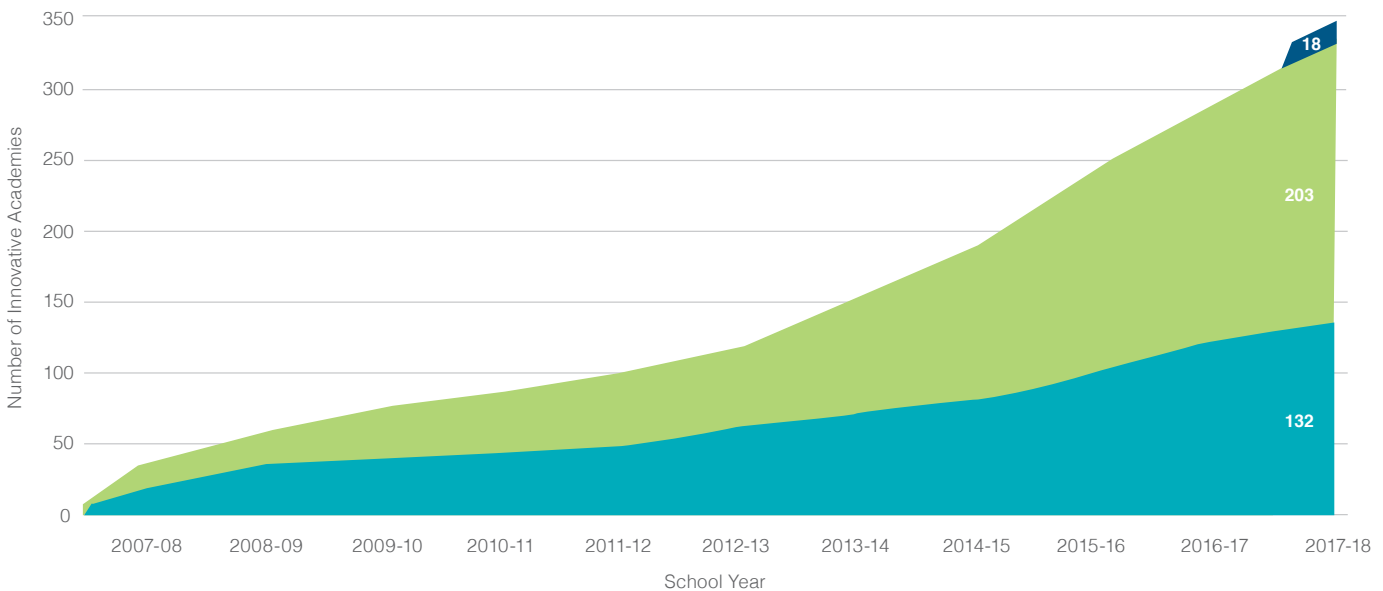
GROWTH OF CUTTING-EDGE HIGH SCHOOL MODELS



Texas is home to 164 designated Early College High Schools⁴⁶, including 16 newly designated campuses for the 2016-2017 school year. Texas science, technology, engineering and mathematics (T-STEM) high schools⁴⁷, along with Industry Cluster Innovative Academies (ICIA),⁴⁸ allow students to prepare for emerging high-demand professions. The number of new Pathways in Technology (P-TECH) Early College High School models will also grow statewide in the coming years.

INCREASE IN TEXAS INNOVATIVE ACADEMIES

- Industry Cluster Innovative Academies High Schools (ICIA)
- Early College High School (ECHS)
- T-STEM High Schools



Improve Low-Performing Schools

“When student outcomes remain the priority, decisions made by school board members can and should lead to success for every student on every campus.”

— Angelina Osteguín
Board President
South San Antonio ISD



Fort Worth Cohort, Instructional Leadership Initiative, TEA

WHY THIS MATTERS

If we are to achieve our vision that every child is prepared for success in college, a career, or the military, we must commit to ensuring that all of our students, regardless of zip code, attend schools that can support them in this preparation. Attending a low-performing school has a long-lasting impact on student achievement, including effects on a college GPA. As a state, we commit to using all the tools in our toolkit to help all schools to launch students on their path to success.

180K

180,000 **students attended an Improvement Required (IR) campus** in the 2016-2017 academic school year.⁴⁹

40

Forty schools have been on the Improvement Required (IR) list for **4 or more years**.⁵⁰

STATEWIDE INITIATIVES AND INTERVENTIONS

Improving low-performing schools requires a relentless focus, along with effective state-level support and guidance to school administrators, teachers, counselors and students. TEA provides a variety of district and campus-level supports.



Lone Star Governance

Provides a continuous improvement model for school board members, working with their superintendent, who choose to focus on improving student outcomes within their school district.



System of Great Schools Network

Support to design and implement a plan to continuously improve how districts (1) empower educators to design and lead high-quality schools, (2) support families to access desired best-fit school options, and (3) focus central office on school support, innovation, and oversight.



School Redesign Grants

Support for school districts to remake a campus's academic program to offer new learning environments that represent better opportunities for students to learn and excel.



Texas Instructional Leadership

Provides campus and district leaders with increased instructional leadership capacity to improve student outcomes.



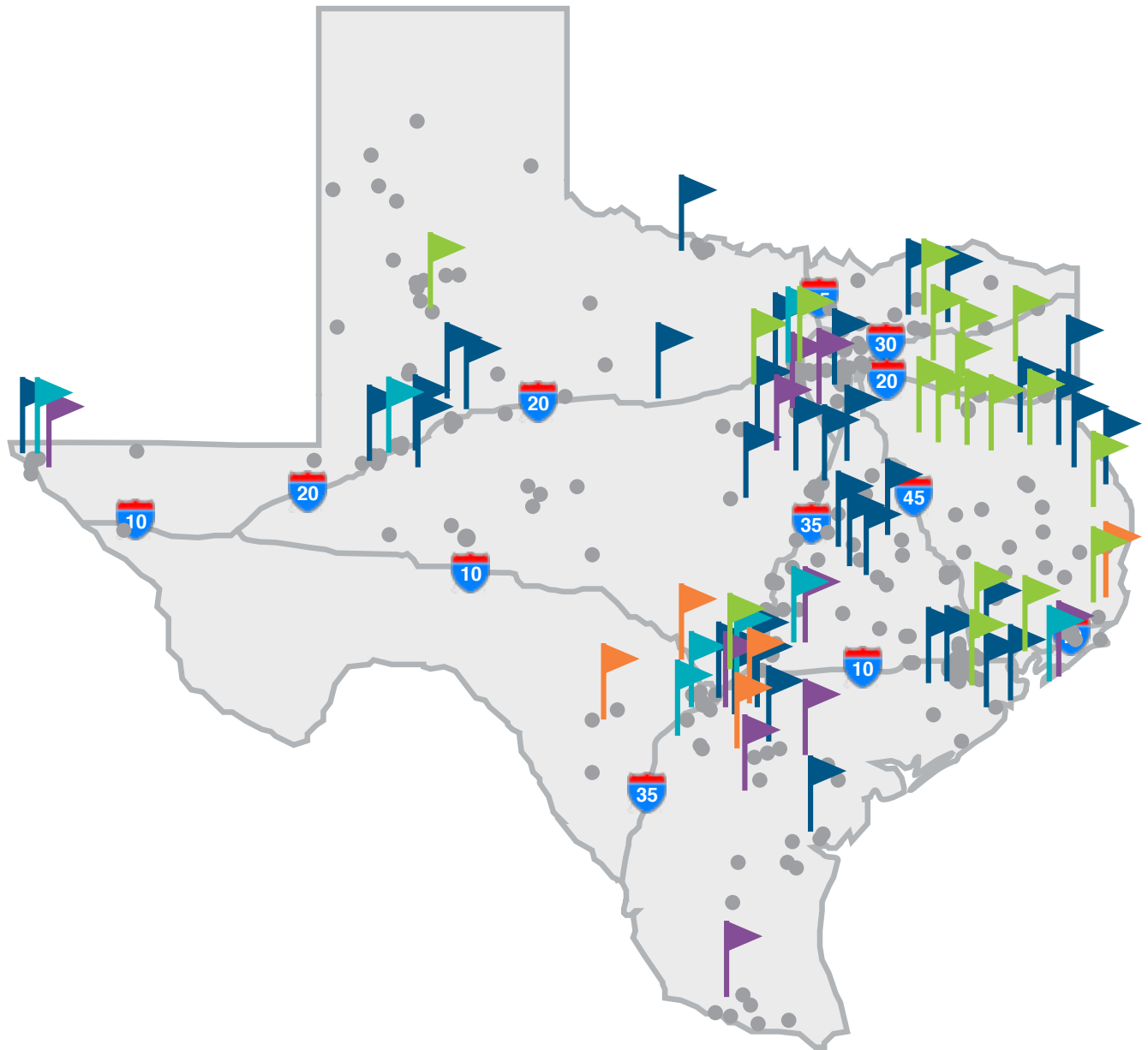
Reading Excellence Teams

Improve teacher and campus leader knowledge and skills around early reading best practices in order to facilitate high quality, rigorous early reading instruction through the ongoing coaching and support of a dedicated Reading Specialist.

IMPROVING LOW-PERFORMING SCHOOLS

TEA provides a wide range of support to districts seeking to improve low-performing schools.⁵¹ Initiatives such as the System of Great Schools and School Redesign Grants address issues at the campus level. The Texas Instructional Leadership initiative and Reading Excellence Teams work to provide instructional coaching to our principals and teachers. Lone Star Governance works to make student outcomes the center of every governance decision, which not only improves low-performing schools but also helps districts go from good to great.

TEA SUPPORT TO IMPROVE LOW-PERFORMING SCHOOLS



● Improvement Required (IR) Campus (2016-17)	DISTRICT SUPPORTS	System of Great Schools Network	Texas Instructional Leadership
— Major Highway	Lone Star Governance	School Redesign Grants	Reading Excellence Teams

IMPROVE LOW-PERFORMING SCHOOLS

Enrollment and Financial Information

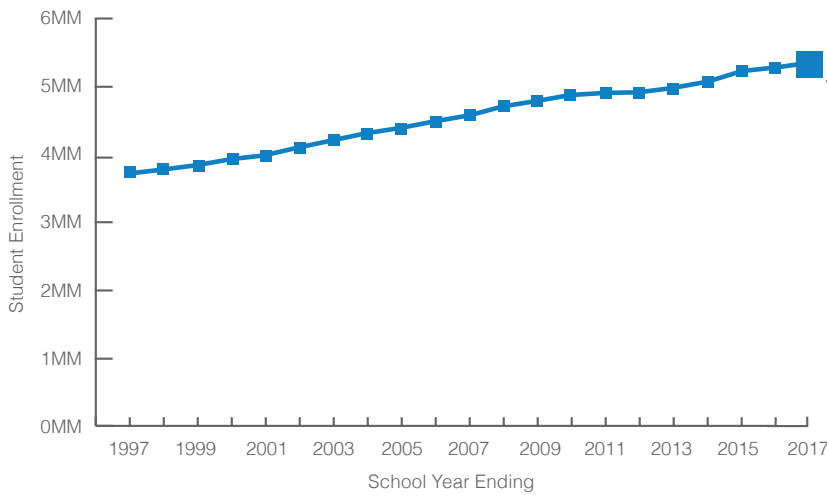
Detailed information about our Texas students and how we as a state support them.



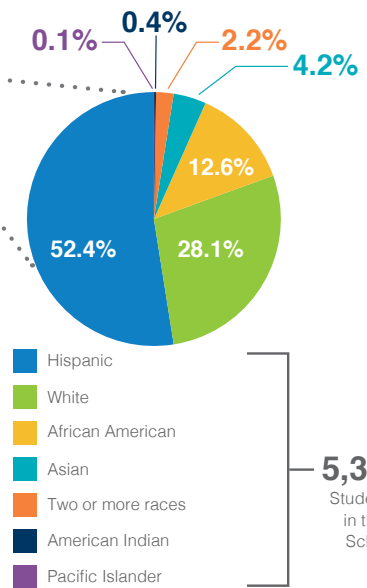
TEXAS PUBLIC SCHOOL ENROLLMENT

Over the past two decades, the number of students in Texas public schools has steadily grown by more than 39%⁵² and demographic trends suggest this growth will continue.

ENROLLMENT GROWTH – 20 YEARS



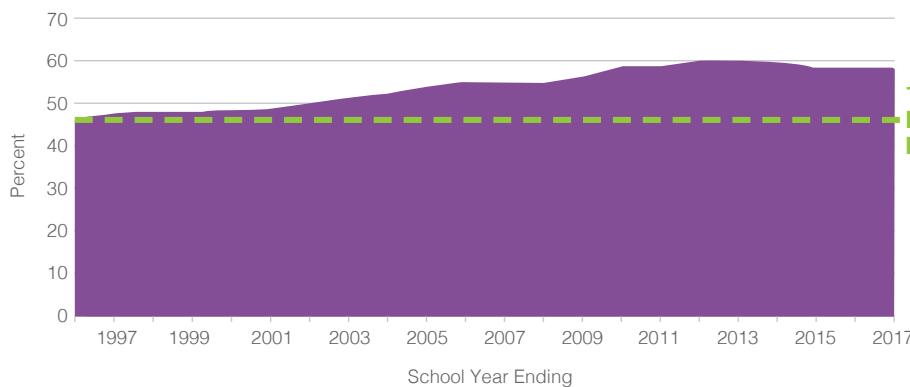
ETHNICITY⁵³



STUDENT POPULATIONS IN THE STATE OF TEXAS

Students in Texas schools are coming in increasing numbers from low income households. Over the past 20 years, the percentage of students who are economically disadvantaged, as measured by being eligible for a free or reduced-price lunch, has risen over 11%.⁵⁴

ECONOMICALLY DISADVANTAGED STUDENTS



STUDENTS BY PROGRAM

Bilingual/ESL	18.8%
Gifted/Talented	7.8%
Special Ed.	8.9%

Texas schools support a diverse array of student educational needs.⁵⁵



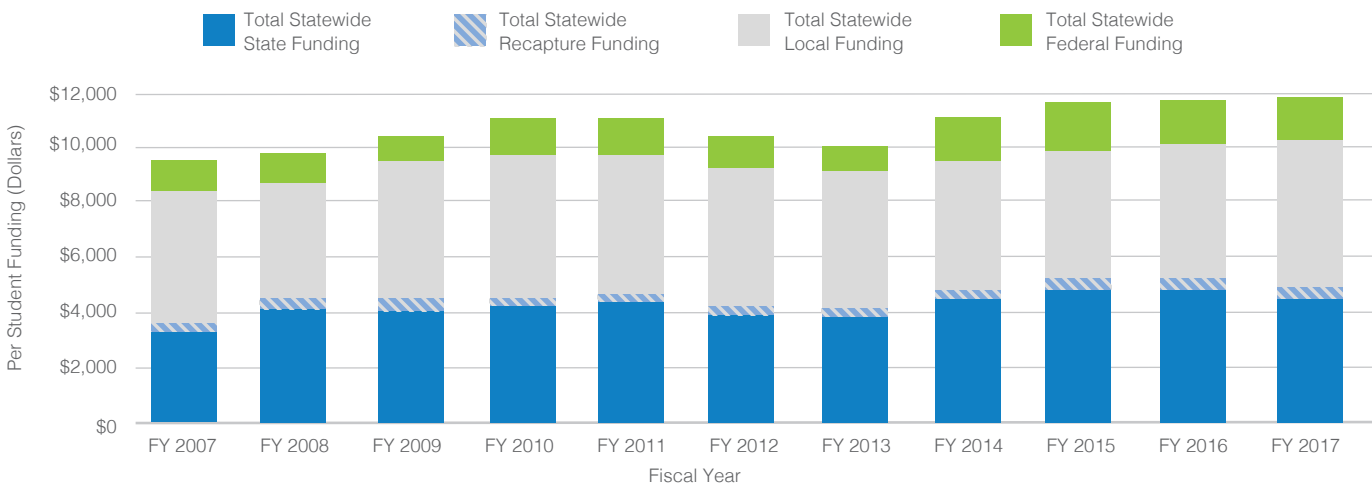
Channelview ISD

TOTAL PUBLIC EDUCATION SPENDING IN THE STATE OF TEXAS

The Texas public education system is funded by a mix of local school district property tax collections, state funding predominantly based on the sales tax, and federal funds. Much of the state and federal funding is distributed to school systems based on weighted per pupil funding formulas. A smaller amount of the funding is used for competitive grants and statewide coordinated services.

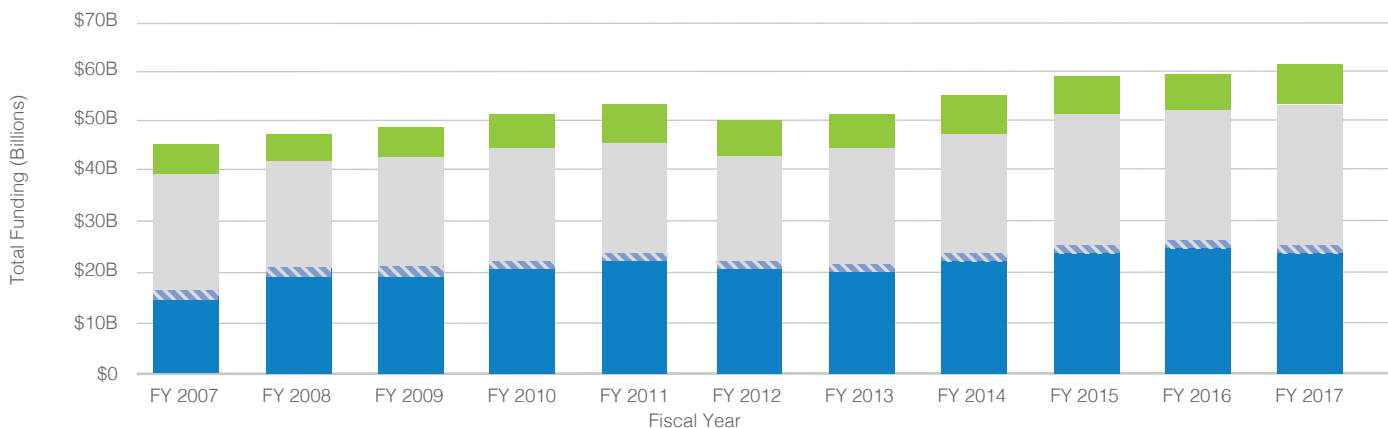
TOTAL FUNDING – 2016-17
\$60,615,514,821

PER STUDENT ANNUAL FUNDING



Total funding per student enrolled has increased from \$9,423 in FY 2007 to \$11,349 in FY 2017, an increase of 20%.⁵⁶

TOTAL ANNUAL FUNDING



Total funding has increased from \$43.1B in FY 2007 to \$60.6B in FY 2017, an increase of 41%.⁵⁷

A National Comparison

The National Assessment of Educational Progress (NAEP) is the largest nationally representative assessment of what America's students know and can do.

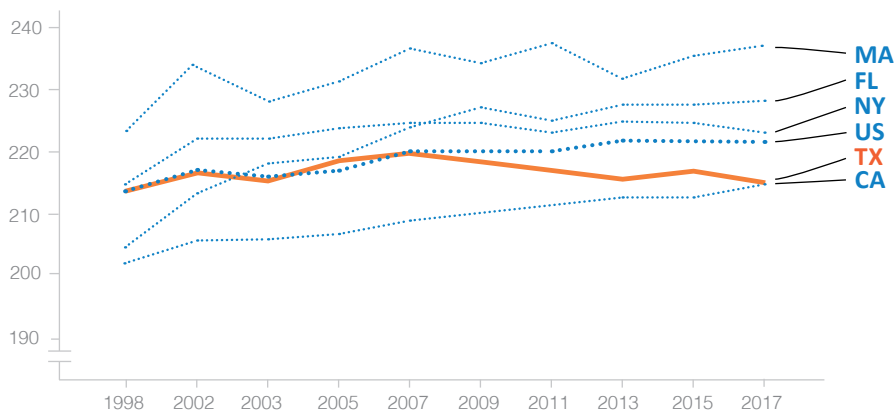


NAEP READING COMPARISON

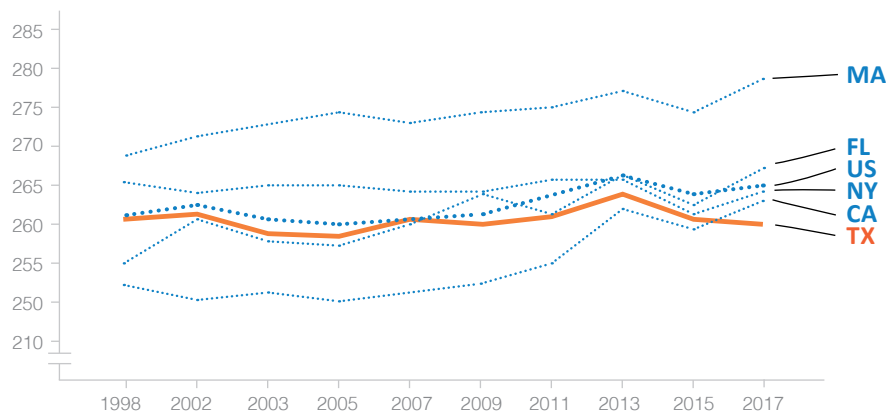
Overall comparison in 4th and 8th Grade reading⁵⁸

There is still work to be done to boost our reading achievement relative to our peers.

4TH GRADE



8TH GRADE



20 HOW TEXAS STACKS UP

Comparatively, Texas has comparable scores in mathematics. However, there is a need for growth in 4th grade reading.

ALL STUDENTS

46th

NAEP 4TH READING

42nd

NAEP 8TH READING

WHITE STUDENTS



23rd in the country for 4th grade reading
8th in the country for 4th grade math



37th in the country for 8th grade reading
7th in the country for 8th grade math

AFRICAN-AMERICAN STUDENTS



9th in the country for 4th grade reading
6th in the country for 4th grade math



21st in the country for 8th grade reading
7th in the country for 8th grade math



Splendor ISD

NAEP MATH COMPARISON

Overall comparison in 4th and 8th Grade math⁵⁹

Texas continues to outpace many of its peer states in overall math achievement.



17th UP TO OTHER STATES

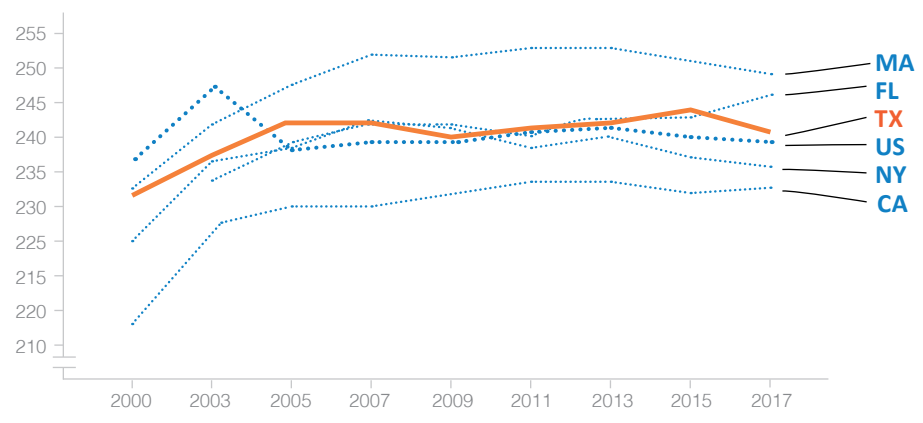
Competitive 4th grade and 8th grade reading, there is still substantial room for improvement in 4th and 8th grade math.

STUDENTS

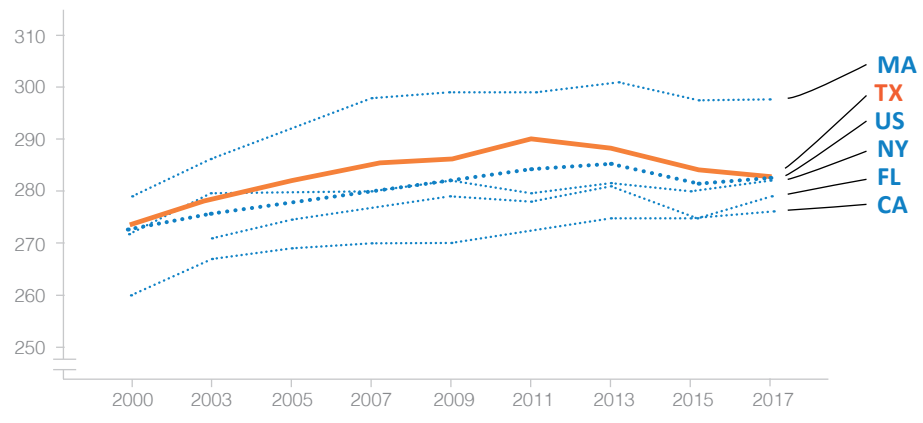
19th
NAEP 4TH MATH

25th
NAEP 8TH MATH

4TH GRADE



8TH GRADE



HISPANIC STUDENTS

32nd in the country for 4th grade reading
5th in the country for 4th grade math

31st in the country for 8th grade reading
8th in the country for 8th grade math

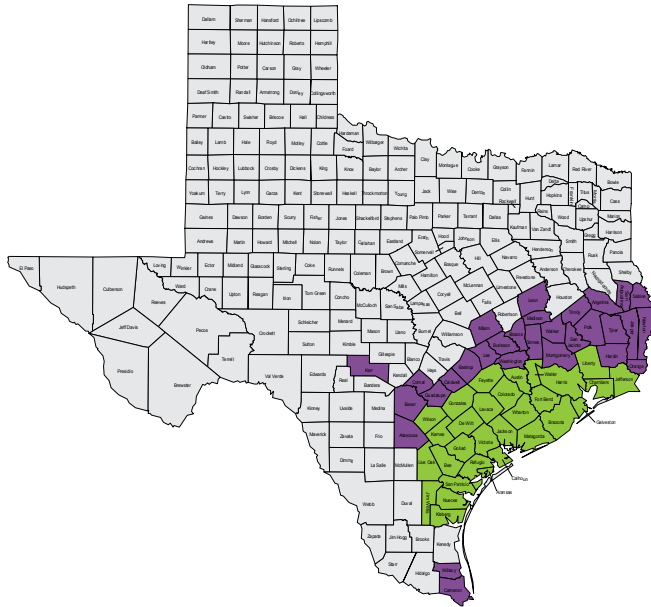
ECONOMICALLY DISADVANTAGED

41st in the country for 4th grade reading
9th in the country for 4th grade math

40th in the country for 8th grade reading
12th in the country for 8th grade math

HURRICANE HARVEY

In August 2017, Hurricane Harvey made landfall on the Texas coast, bringing damaging winds, extreme flooding and severe property damage to many of our communities. In the months that followed, TEA provided support to school systems in the form of waivers, site visits, and financial and accountability flexibility. To address the mental health needs of students and educators affected by the storm, the Hurricane Harvey Task Force on School Mental Health was established.



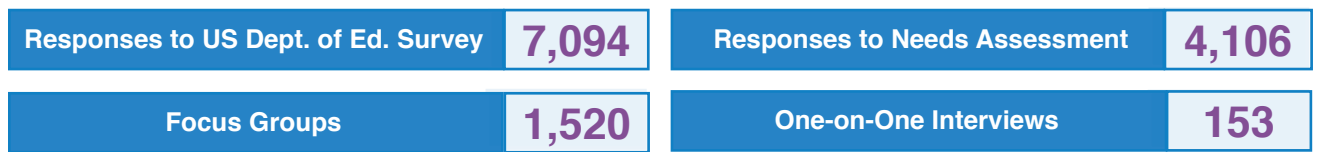
■ Initial Disaster Declaration⁶⁰ ■ Subsequent Disaster Declarations⁶¹

AGENCY ACTIONS TO SUPPORT DISTRICTS

- 
Flexibility and Waivers
- 
FEMA Support
- 
ADA Hold Harmless
- 
Mental Health Task Force
- 
Other Resources
- 
Accountability Flexibility

SPECIAL EDUCATION STRATEGIC PLAN

In April 2018, TEA completed work on a comprehensive strategic plan for special education. This plan provides a solid foundation to make meaningful, lasting change in how our state educates and supports children with special needs. The plan is based on input received during one of the agency’s most comprehensive outreach efforts that included town halls, a statewide online survey, focus groups, and one-on-one interviews with parents, students and teachers.⁶²



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A Message from Commissioner Mike Morath

3

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²Texas Education Agency. PEIMS and THECB

³National Assessment of Educational Progress, 2017

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4-5 TEA Vision and Strategic Plan

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Recruit, Retain and Support Teachers and Principals

6-7

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Building a Foundation of Reading and Math

8-11

²¹Third Grade Reading Longitudinal Study: The Annie E. Casey Foundation

²²First Things First. <https://www.firstthingsfirst.org/early-childhood-matters/brain-development/>

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²⁶Texas Education Agency. STAAR Blueprint Equating Study, 2016.

²⁷Texas Education Agency. 2017 Consolidated Accountability File (CAF)

²⁸Texas Education Agency. 2017 Consolidated Accountability File (CAF) (This pool of students includes End Of Course test takers.)

²⁹⁻³³Texas Public Education Information Resource (TPEIR) <http://www.texaseducationinfo.org/> and TEA Prekindergarten Outcomes for Texas Public School Students, 2/13/17

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Connect High School to Career and College

12-15

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Enrollment and

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Major Events and Special

22-23 Education and End Notes

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