

**Report of the State Board of Education  
Committee on School Initiatives  
June 14, 2018**

The State Board of Education Committee on School Initiatives met at 9:08 a.m. on Thursday, June 14, 2018, in Room #1-111 of the William B. Travis Building, 1701 N. Congress Avenue, Austin, Texas. Attendance was noted as follows:

Present: Barbara Cargill, chair; Marisa B. Perez-Diaz, vice chair; Ruben Cortez, Jr.; Keven Ellis; Marty Rowley

Non-Committee Members Present: Lawrence A. Allen, Jr.

**Public Testimony**

The Committee on School Initiatives heard public testimony on agenda item #2. Information regarding the individuals who presented public testimony is included in the discussion of that item.

**CONSENT ITEM**

**1. Adoption of Review of 19 TAC Chapter 61, School Districts, Subchapter A, Board of Trustees Relationship**

(Board agenda page IV-1)  
[Consent agenda item #(9)]

Jeff Cottrill, director of governance and investigations, explained that as part of the required four-year sunset review of state agency rules under Government Code, §2001.039, this action item was presented to adopt the review of rules in 19 TAC Chapter 61, School Districts, Subchapter A, Board of Trustees Relationship.

**MOTION AND VOTE:** *It was moved by Mr. Rowley, seconded by Mr. Cortez, and carried unanimously to recommend that the State Board of Education adopt the review of 19 TAC Chapter 61, School Districts, Subchapter A, Board of Trustees Relationship.*

**ACTION ITEMS**

**2. Review of the Commissioner of Education's Generation 23 Charter Proposals**

(Board agenda page IV-15)  
[Official agenda item #11]

Public testimony was provided by the following individuals:

NAME: Sarah Rivien  
AFFILIATION: Individual

NAME: Patti Quinzi  
AFFILIATION: American Federation of Teachers

Heather Mauzé, director of charter school administration, presented the Commissioner of Education's proposed Generation 23 open-enrollment charter schools and answered questions.

**MOTION:** *It was moved by Mr. Rowley and seconded by Dr. Ellis to recommend that the State Board of Education take no action on the commissioner's Generation 23 open-enrollment charter proposals. Mr. Rowley withdrew his motion.*

**MOTION AND VOTE:** *It was moved by Mr. Cortez, seconded by Ms. Perez-Diaz, and carried unanimously to divide the question.*

**MOTION AND VOTE:** *It was moved by Mr. Cortez, seconded by Mr. Rowley, and carried unanimously to recommend that the State Board of Education take no action on the commissioner's proposed Generation 23 open-enrollment charter school, Elementary School for Education Innovation (Lubbock).*

**MOTION:** *It was moved by Mr. Cortez to recommend that the State Board of Education veto three of the commissioner's proposed Generation 23 open-enrollment charter schools: Bloom Academy Charter School (Houston), Promesa Academy Charter School (San Antonio), and Rêve Preparatory Academy (Houston).*

*The motion failed.*

**MOTION AND VOTE:** *It was moved by Mr. Rowley and seconded by Dr. Ellis to recommend that the State Board of Education take no action on three of the commissioner's proposed Generation 23 open-enrollment charter schools: Bloom Academy Charter School (Houston), Promesa Academy Charter School (San Antonio), and Rêve Preparatory Academy (Houston). The motion carried with 4 members voting Aye and 1 member voting No as follows:*

Aye:	<i>Mrs. Cargill Dr. Ellis Ms. Perez-Diaz Mr. Rowley</i>
No:	<i>Mr. Cortez</i>

### **3. Development of a Long-Range Plan for Public Education**

(Board agenda page IV-19)  
[Official agenda item #12]

Lanet Greenhaw, vice chair for the Long-Range Plan for Public Education Steering Committee; Laura Shankland, senior technical consultant, Texas Comprehensive Center at the American Institutes for Research; and Debbie Ratcliffe, executive director, State Board of Education Support Division, discussed the development of the Long-Range Plan for Public Education vision and recommendations document presented for the committee's consideration.

**MOTION AND VOTE:** *It was moved by Mr. Cortez and seconded by Ms. Perez-Diaz to recommend that the State Board of Education authorize the Texas Comprehensive Center and the Texas Education Agency staff to move forward with drafting a Long-Range Plan for Public Education based on the vision and recommendations proposed by the Long-Range Plan Steering Committee (Attachment A).*

The meeting of the Committee on School Initiatives adjourned at 12:15 p.m.

# **Building a Stronger Texas Through Stronger Education**

**Draft Vision and Recommendations from the Long-Range Plan  
for Public Education Steering Committee**

**Texas Comprehensive Center at American Institutes for Research**

**June 14, 2018**

## Introduction

**VISION:** An equitable and accessible Texas public education system, supported by rigorous academic programs, will equip students with the knowledge, skills, and integrity to become citizens who contribute to society in positive ways, thereby building a stronger Texas.

The purpose of this brief is to present the Long-Range Plan (LRP) for Public Education Steering Committee's vision for and recommendations on improving Texas public education to be considered for adoption and inclusion into the State Board of Education's (SBOE) Long-Range Plan for Public Education.

The 18-member LRP Steering Committee, composed of SBOE members, various stakeholder group representatives, and representatives from the Texas Education Agency (TEA), the Texas Higher Education Coordinating Board (THECB), and the Texas Workforce Commission (TWC), has outlined key goals and strategies to enable the Texas public education system to achieve the above vision by 2030. The topic-specific vision statements and recommendations in this report are informed by presentations and reports from subject-matter experts, stakeholder input collected through a statewide survey and 12 community conversations (10 in person and 2 remote), and other state agency strategic plans and reports.<sup>1</sup> The stakeholder feedback process included questions on the four priority topics listed below and on the purpose and desired outcome of public education. There were also opportunities for open feedback on topics of importance to community conversation participants and survey respondents.

In assessing strengths, opportunities, and challenges across the Texas public education system, the steering committee members identified four areas of focus that, when addressed by education officials, policymakers, and stakeholders, will significantly impact education in Texas:

- Equity and access
- Student engagement and empowerment
- Family engagement and empowerment
- Educator preparation, recruitment, and retention

LRP Steering Committee members identified vision statements and recommendations toward which Texans can work to ensure that all students get the education they need to succeed.

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<sup>1</sup> Learn more about the Long-Range Plan, the steering committee, and its work on the Texas Education Agency Website: [https://tea.texas.gov/SBOE/long-range\\_plan/](https://tea.texas.gov/SBOE/long-range_plan/).

## Overarching Vision and Recommendations: Equity and Access

The LRP Steering Committee has identified equity and access as the umbrella under which student engagement and empowerment, family engagement and empowerment, and educator preparation, recruitment, and retention should be addressed, as this topic is fundamental to ensuring the success of all students. The committee defines equity not as every child getting the same education, but rather as all children getting what they need to learn, thrive, and grow. The committee recognizes that every student, school, and district has different needs, challenges, strengths, and talents, and, as such, the supports for each should be differentiated and tailored to reflect these unique contexts while ensuring consistent, rigorous outcomes.

### *Vision—By 2030:*

- All student demographic groups will be expected, supported, and enabled to reach their academic potential and goals.
- All students will have access to high-quality, monitored systems of support (including out of school) that are equitably distributed.
- Texas public schools will have more funding that is equitably based on student needs and that 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 and academic outcomes.
- All students will have educators who effectively facilitate their learning, development, and success, particularly students who are traditionally served at low-performing schools and/or who are considered at-risk.

### *Recommendations*

1. **TEA and research institutions** will conduct ongoing research and monitoring of inequities to guide effective implementation of policy decisions/systems change.
2. **TEA and school districts** will adopt and utilize the long-range technology plan that is being developed.
3. **State policymakers, locally elected boards, and appointed governing boards** will identify inequities, update policies, and responsibly distribute funding and resources aligned with improving student outcomes in all schools and with all demographic groups.

Below are the visions and recommendations for student engagement and empowerment; family engagement and empowerment; and educator preparation, recruitment, and retention.

## **Student Engagement and Empowerment**

**All students are actively engaged and equipped to be invested in their own academic and personal growth to achieve educational, civic, financial, career, and interest goals.**

The steering committee believes that all Texas students should engage in their own learning, taking responsibility for what they do in and out of school. This vision asks that all districts and communities in the state provide opportunities and support for students to learn in school and in the world and to ensure that students become empowered for lifelong learning—in academic pursuits, social and emotional effectiveness, problem solving, critical thinking, and good citizenship.

***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.
- 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 social and emotional teaching and learning experiences to build and foster healthy and confident individuals who embody and exhibit empathy, courage, respect, optimism, and grit.
- Quality early learning programs will be fully funded, supported, and recognized as the building blocks to future academic and social success.

***Recommendations***

1. **Local education agencies (LEAs), workforce boards, and counselors** will create systems or frameworks that allow students to discover passions/interests for college and career pathways from elementary to graduation, including ongoing and systemic career advising using labor market and career information about a wide range of global occupations and pathways to achieve those.
2. **TEA and the Legislature** will financially incentivize a coordinated and data-driven academic and non-academic multi-tiered system of support (MTSS) on every campus for connecting and following all students and support programs, including supports for behavioral health, mental health, and social and emotional learning.
3. **TEA and the Legislature** will balance assessment and accountability systems to focus on multiple measures of sharing 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).
4. **The Legislature** will expand early learning opportunities to allow parents access to state-funded, full-day pre-K for financially eligible 3 and 4 year olds. By 2030, work toward universal pre-K.



5. **LEAs, community, business, education service centers, and local workforce boards** will support teachers working with businesses and industry to gain hands-on experiences that can be incorporated into the classroom.
6. **LEAs** will provide multiple enrichment and leadership opportunities (clubs, organizations, teams, projects, internships, etc.) in addition to athletics, fine arts, and student council.
7. **TEA, TWC, THECB, and SBOE** will establish a clear connection and application between the Texas Essential Knowledge and Skills (TEKS) and the College and Career Readiness (CCR) Standards. (THECB will revisit the CCR standards to update them and establish a regular timeframe for periodic review to ensure relevance and application.)
8. **Students, families, and counselors** will ensure students take ownership of their educational journeys, pursuing success through active engagement with education and by taking advantage of opportunities with business and community.



## Family Engagement and Empowerment

### All families are actively involved in their students' education at all levels.

A strong education system requires the involvement of families at all levels, throughout their children's school years. Families are a key support for student growth, and involving them as partners in education is important, regardless of the challenges this poses to educators and families.

The steering committee based much of its vision and many of its recommendations for family engagement on the National Parent Teacher Association (PTA) Standards for Family-School Partnerships.

#### *Vision—By 2030:*

- Texas will have an education system and culture of trust that welcomes and values every family as an active partner by building relationships.
- All cultures that interplay with the educational system will be valued and welcomed into the process for student success.
- All current and future forms of communication will be fully utilized to engage, empower, and communicate with all stakeholders.
- The State and LEAs will have systems and resources in place to engage, empower, and support families as they navigate through the complex educational process.

#### *Recommendations*

1. **TEA** will create a division of family engagement and empowerment that is a resource for families.
2. **TEA** will create a family support call center and online portal to assist families in navigating the public school system.
3. **TEA** will create an advisory council on family engagement and empowerment to inform the TEA, legislative and state board policymakers, THECB, local districts, and other stakeholders on best practice on family and school partnerships.
4. **TEA and LEAs** will create family engagement and empowerment metrics that are incentivized and rewarded in the state accountability system.
5. In partnerships with **families, the LEA and communities (institutions of higher education, businesses, etc.)** will build and foster relationships, address differences, and support advocacy as illustrated by the following examples:
  - LEA Builds 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.
- LEA Addresses Differences
  - Host welcome and other events for families in the primary language.
  - There is a standard translation and interpretation process.
  - Create 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.
- LEA Supports 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

**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.**

The vision statements and recommendations include all school leaders, teachers, and the district's local governance system, as all local leaders have a broad impact on the quality of education.

### *Vision—By 2030:*

- Texas will have educator preparation programs that produce an abundant talent pool of highly effective educators, ready to teach TEKS at the level those expectations are written.
- Texas educators will be well equipped and willing 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, parents, students, and policymakers.
- Texas will have a compensation system that facilitates the recruitment and retention of high-quality educators.
  - Educators will have opportunities to advance their careers while directly impacting the classroom, including increased compensation and responsibility, based on their effectiveness, aspirational goals, and school environment.
- 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 highly effective leadership exerting high-quality instructional leadership and human capital and resource management.
- Every district/charter school will have highly effective executive leadership and governing boards committed to improving student outcomes.

### *Recommendations*

1. **TEA** will have meaningful performance-based accountability processes and standards for educator preparation programs that ensure new/entry-level educators are classroom-/school-ready.
2. **Education service centers and institutions of higher education** will provide just-in-time guidance, training, mentoring, and support for educators and support for mentoring consortiums or other collaborative efforts.
3. **The Legislature and LEAs** will establish and sustain competitive salaries and career paths for educators through innovative compensation plans, induction programs, professional development, mentoring, and administration.

4. **The Legislature** will compensate or incentivize educators who teach in hard-to-staff areas or low-performing, urban, rural or challenging schools.
5. **TEA, the Legislature, LEAs, and professional associations** will provide incentives and support for teachers to engage in internships, externships, and ongoing professional development as part of continuing education, and for industry partners to provide these experiences.
6. **The Legislature and institutions of higher education** will provide greater flexibility to state higher education institutions regarding the 120-hour degree plan for teacher education programs.