



The Commit Partnership

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House Select Committee on Educational Opportunity and Enrichment
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 **commit**
OUR KIDS. OUR TOMORROW.

The Commit Partnership

Founded in 2011, philanthropically funded (\$25M budget) with more than 60 employees, we provide partners (districts, community colleges, etc.) services at no charge

Dallas County
~500K students

Texas Urban Council
~760K students

Texas Impact Network
~2 million students



Working with partners representing **nearly 50% of Texas students**, we:



Build capacity for **ISDs** & **higher ed partners**



Align actions, incentives & funding



Remove barriers via policy



Charge 2: Improving outcomes for Texas public school students

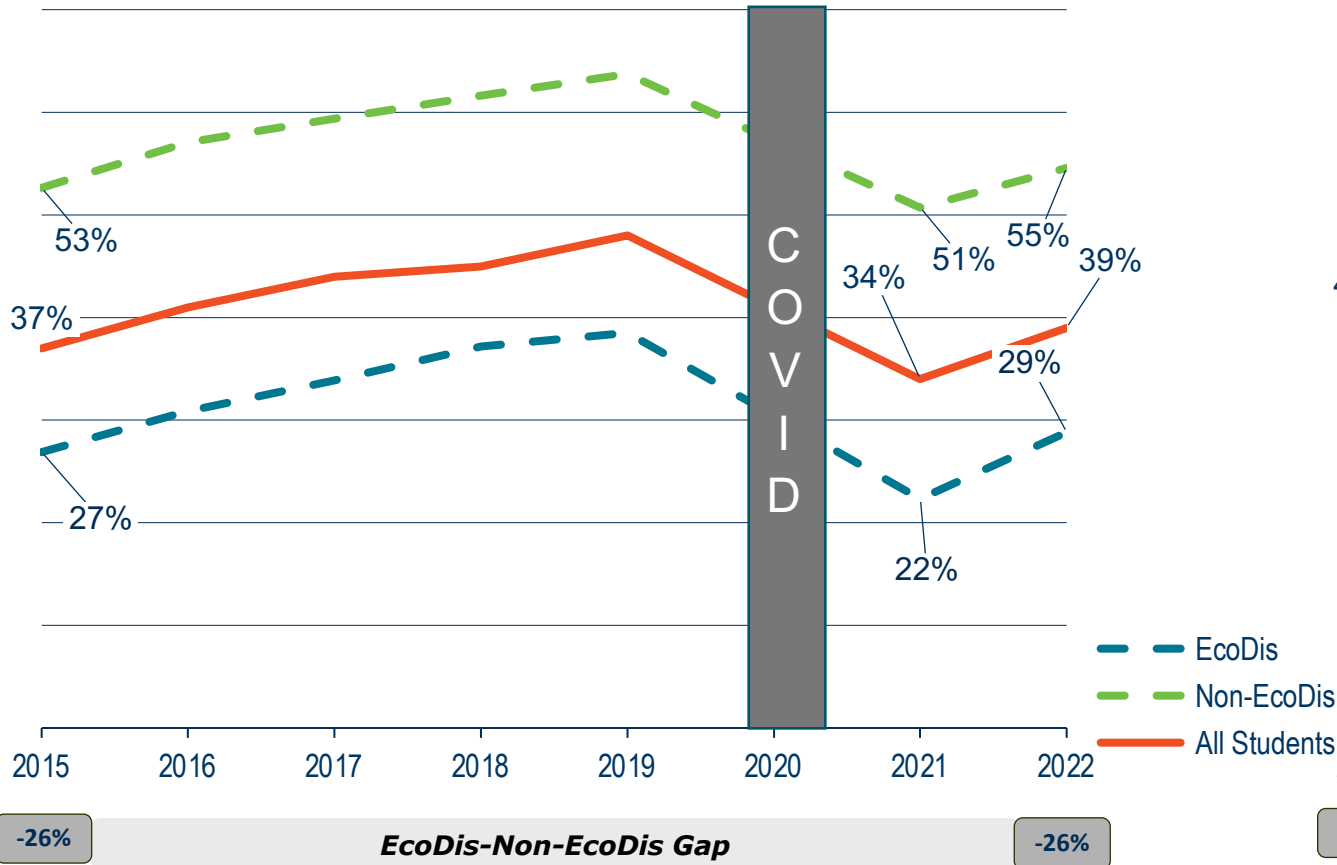


Key Academic Performance Remains Significantly Low

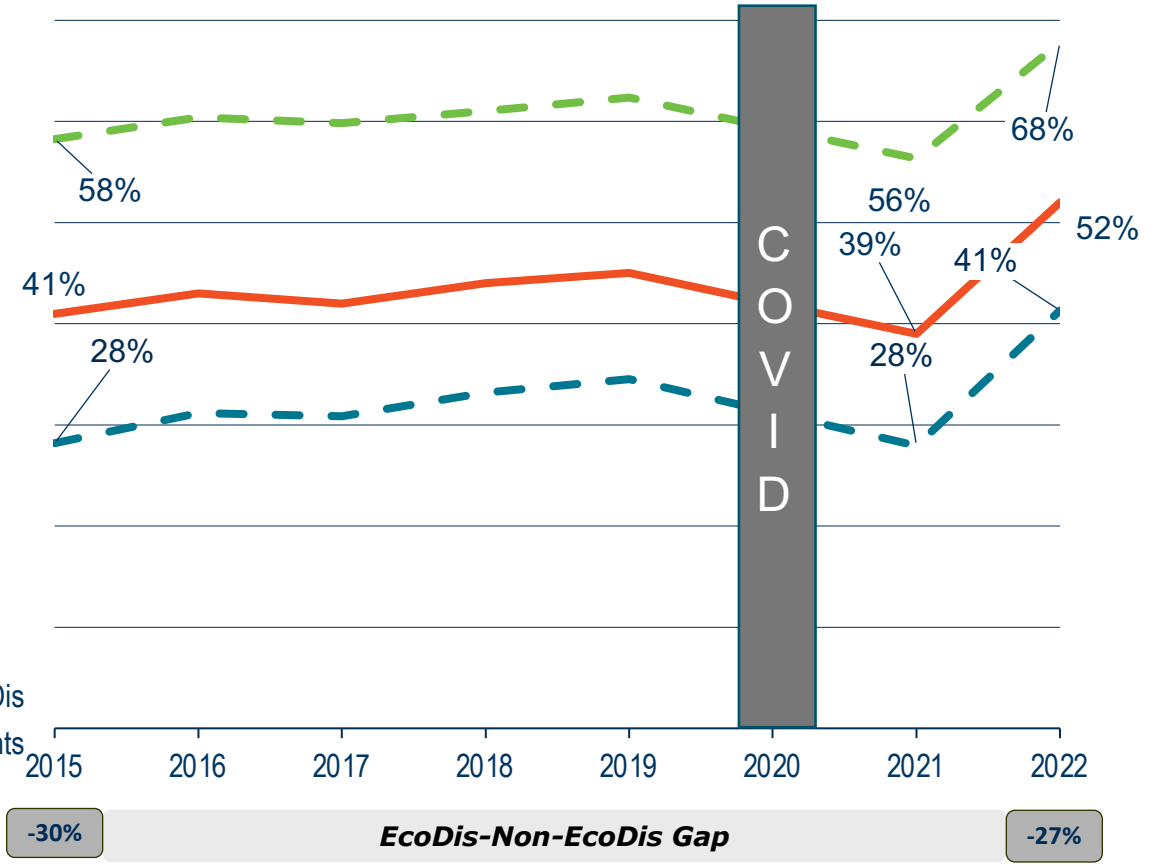
If unaddressed, declines in students' future earnings could result in **1.6% Economic Loss to Texas' GDP**, or **\$938.7 billion** in present value.

STAAR % Meets, 2015-2022

STAAR 3rd – 8th Grade Math



STAAR 3rd – 8th Grade Reading



Source: Hoover Institute, "The Economic Impact of Cost of the Pandemic: Texas." 2023.
 Source: TEA, STAAR Aggregate Reports, Years 2015-2022

Policies from 88th Regular Session Worth Pursuing

Data-driven policies found in several bills hold promise for improving student outcomes



Increase access to more school time through ADSY

In 2021-22, Full Year Redesign campuses in the Additional Day School Year Program (ADSY) **outperformed district accountability scores by an average of 11 points**. **Adjusting the base calendar to 175 days** (currently 180) allows more LEAs to participate and close achievement gaps (HB 100).



Recruit, train & reward great teachers

High-quality **teacher residency programs** can mitigate teacher shortages by ensuring educators are well prepared before they enter the classroom. The Residency Partnership Allotment (HB 11) creates avenues for more of these programs. Once in the classroom, great teachers should be rewarded. Roughly **one-third of school systems are approved or in the process** of designing their own **Local Designation Systems** to draw down the Teacher Incentive Allotment. **Expanding the program and increasing compensation levels within the designation tiers** can reward great teachers and ease barriers to entry for LEAs (HB 100).



Ensure students have access to quality literacy interventions as early as possible

Roughly **5 percent of students who are behind in third grade catch up within two years**. Waiting until 3rd grade to begin tutoring or other supports is often too late. **Ensuring academically behind students have earlier access to learning supports can reverse this trend** (HB 2162).

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Invest in tutoring that works

HB 1416 (88R) refined Texas' approach to high-impact tutoring, linking it with compensatory education. **A strategic increase in the comp ed allotment** (HB 100) can propel LEAs' abilities to offer **high-impact tutoring for students who are academically behind**.



Improve early learning for eligible students

The Early Education Allotment (HB 3, 86R) ensures LEAs have **access to supports like PreK** for eligible students by boosting funding for certain K-3 students. **Modifying the EEA to begin in PreK** can increase access to quality early learning (HB 11).



Solve for implementation hurdles in PreK Partnerships

Public-private PreK partnerships braid funding between LEAs and child care scholarships. However, students eligible for child care scholarships are not free necessarily eligible for free PreK. By **narrowly addressing this eligibility gap through a grant**, more communities can participate in these partnerships (HB 1614).

Charge 3: Modernizing Assessment & Accountability

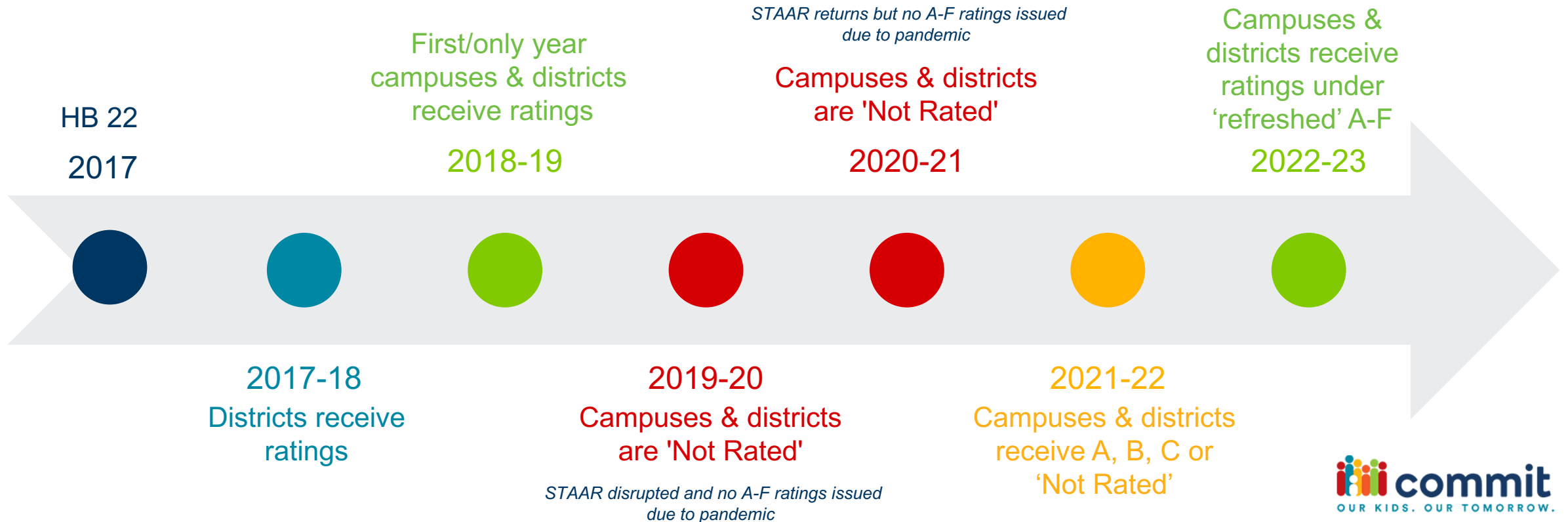


A Brief Overview of the Current System

Though passed in 2017, pauses result in system only effectively being in place 2 years

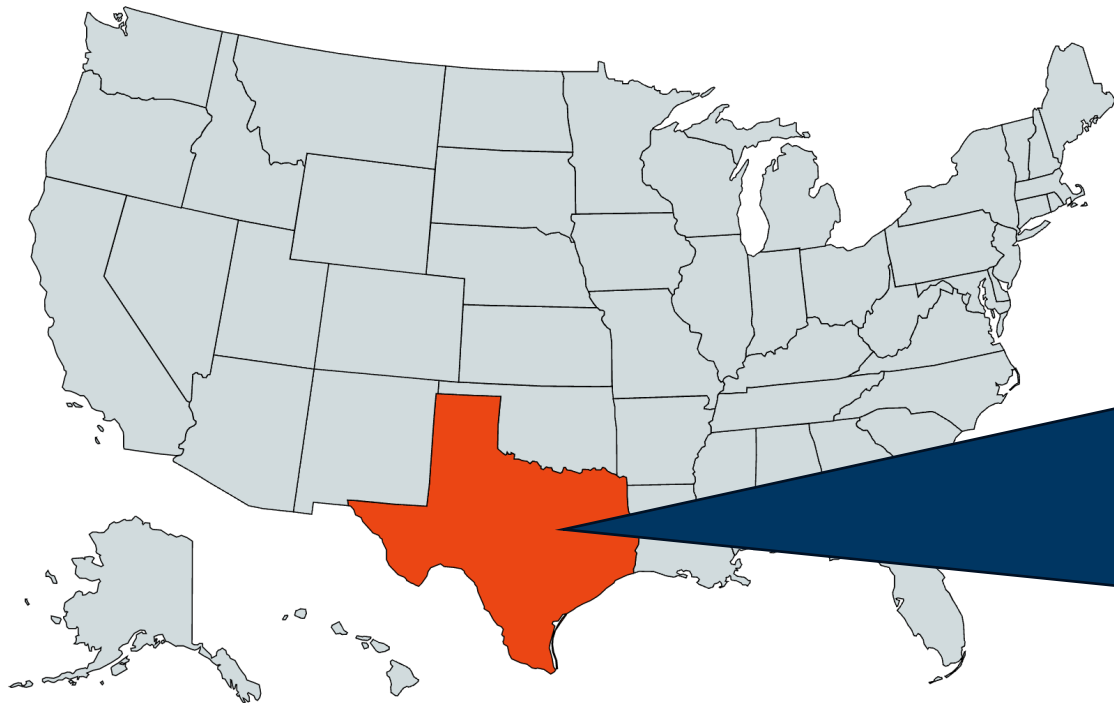


Put in place by HB 22 in 2017, the Texas Legislature enacted our **A-F accountability system** to “**continuously improve student performance** to achieve the goals of **eliminating achievement gaps** based on race, ethnicity, and socioeconomic status and to ensure this state is a **national leader** in preparing students for postsecondary success.”



Texas' A-F System Was Designed to Ensure We Are Nationally Competitive in Postsecondary Success

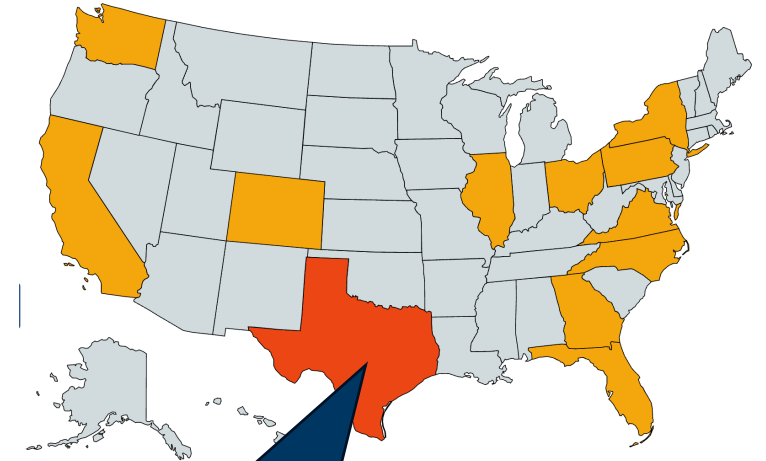
How does Texas stack up?



33rd in 4th Grade
41st in 8th Grade



14th in 4th Grade
25th in 8th Grade



11th out of 12
peer states in
Postsecondary
Attainment

Sources: The Nation's Report Card. "National Assessment for Education Progress 2022;" Texas 2036. "Strategic Framework Dashboard, Goal #4: Postsecondary." [This data reflects 2022 rates of college completion within 6 years of first enrollment.]

Why Does Our System Matter?

Assessments & Accountability Work



Students on A- and B- rated campuses are:

1.8x

as likely to meet
grade-level reading
expectations

2.6x

as likely to meet
grade-level math
expectations

2.7x

as likely to be
college ready
upon graduation

than students on D or F campuses. ¹

Source: TEA Accountability Ratings, 2022; TEA TAPR Report, 2022; TEA STAAR Aggregated Data, 2022

Local Accountability Systems (LAS)

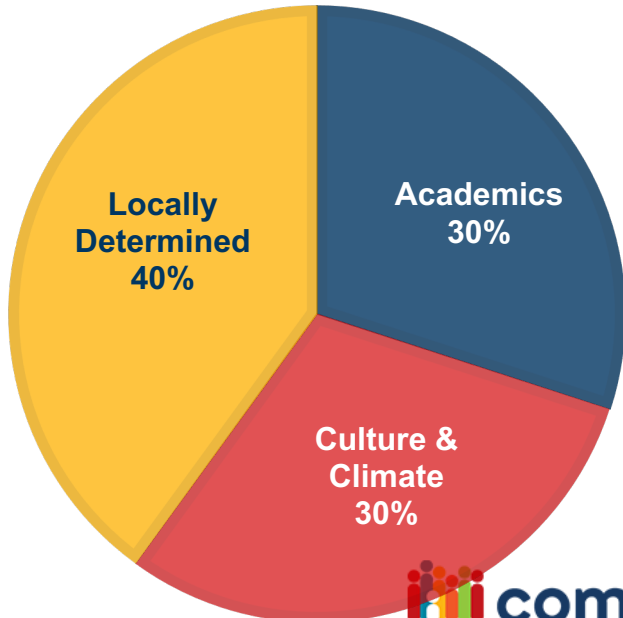
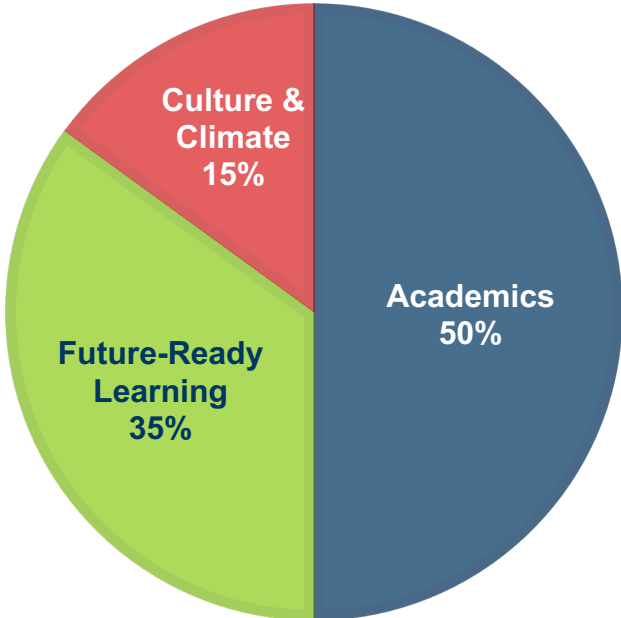
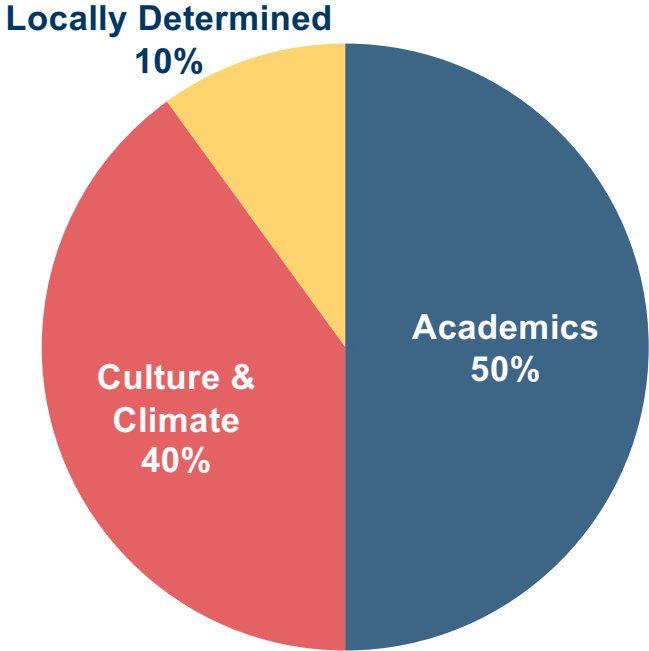
HB 22 (85R) also created the Local Accountability System, an opportunity for LEAs to establish **unique and responsive metrics** to include in a local system, which can count for 50% of the overall A-F score from the state.

Without technical assistance, this option cannot be fully leveraged.

Elementary Campuses

Middle School Campuses

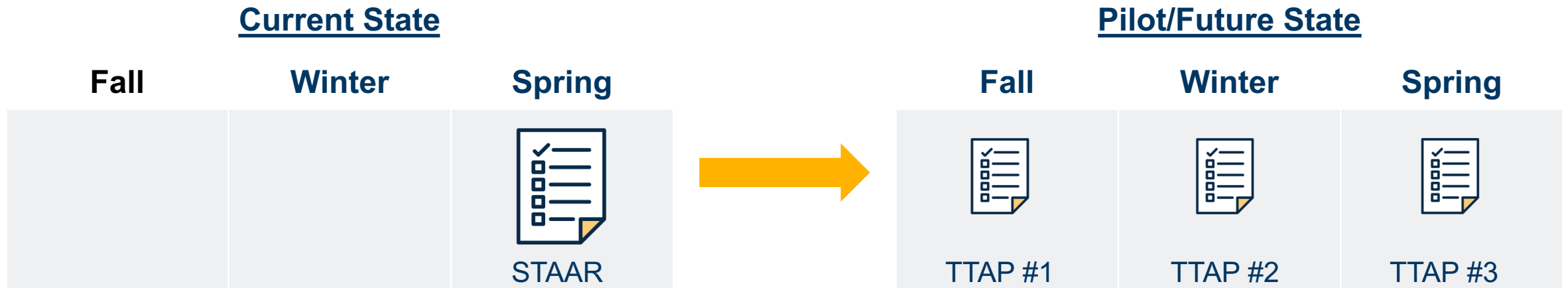
High School Campuses



Examples of potential LAS

Texas Through Year Assessment Pilot (TTAP)

In complying with House Bill 3906 (86R), Texas now leads the nation in piloting an innovative assessment model with shorter, adaptive tests administered throughout the year.



- TTAP’s goal is “to provide a **progress monitoring system** that gives students **multiple opportunities** to demonstrate their mastery of standards and **contribute to their summative performance level** at the end of the year.”
- TTAP began in SY22-23 and will **pilot the model for 4 school years** before decisions are made on the replacement of STAAR with a through-year model; **reports to be provided to the Legislature in 2024 and 2026.**
- With **wide geographic and student demographic representation** mirroring the state, **121 LEAs and 60,000 students participated in Year 1** piloting assessments in 5th grade Science, 6th and 7th grade Math, and 8th grade Social Studies.