



January 28, 2021

Mike Morath, Commissioner
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701-1494

Re: Commissioner's Proposed New Rules for CCMR Outcomes Bonus

Commissioner Morath,

The 43 member districts of the Texas School Alliance (TSA) appreciate the opportunity to comment on the proposed new rules that specify *"the annual calculations of the college, career, or military readiness (CCMR) outcomes bonus added by House Bill (HB) 3, 86th Texas Legislature, 2019."*

Proposed new §74.1007 would: 1) adopt the threshold percentage (25th percentile) of statewide college, career, or military readiness for the cohort of annual graduates during the 2016-2017 school year for annual graduates who are educationally disadvantaged, annual graduates who are not educationally disadvantaged, and annual graduates who are enrolled in a special education program; and 2) adopt the time period by which an annual graduate must enroll at a postsecondary educational institution, earn an associate degree, earn an industry accepted certification, earn a level I or level II certificate, or enlist in the armed forces in order to demonstrate college, career, or military readiness.

Attached to this letter are TSA member districts' feedback and recommendations relative to the proposed new rules. If you have any questions or want to discuss our recommendations in the attachment, please let me know.

Sincerely,

Dr. Roland Hernandez, President, Texas School Alliance
Superintendent, Corpus Christi ISD

Attachment. TSA Recommendations to the Proposed New Rules for Calculating the CCMR Outcomes Bonus

The Texas School Alliance (TSA) comprises 43 of Texas' largest school districts, serving over 2.2 million students or 41 percent of the state's total pupil enrollment. Our students represent 45 percent of the state's economically disadvantaged student population, 51 percent of its English Language Learners, and 45 percent of all at-risk students in the state. The organization works on issues that will improve educational quality for Texas students, particularly those in large and urban districts.

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Hurst-Eules-Bedford ISD*	Tyler ISD*
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	Waco ISD

*Board of Directors

The Texas Education Agency (TEA) proposes new §74.1007, concerning college and career readiness. The proposed new rule would specify applicable guidelines for the annual calculation of the college, career, or military readiness (CCMR) outcomes bonus added by House Bill (HB) 3, 86th Texas Legislature, 2019.

BACKGROUND INFORMATION AND JUSTIFICATION: HB 3, 86th Texas Legislature, 2019, established the CCMR outcomes bonus. The CCMR outcomes bonus allows TEA to annually award school districts funds based on the district's number of annual graduates in excess of the statewide 25th percentile for CCMR, disaggregated by economically disadvantaged status and by enrollment in a special education program under Texas Education Code (TEC), Chapter 29, Subchapter A.

Proposed new §74.1007 would adopt the threshold percentage (25th percentile) of statewide college, career, or military readiness for the cohort of annual graduates during the 2016-2017 school year for annual graduates who are educationally disadvantaged, annual graduates who are not educationally disadvantaged, and annual graduates who are enrolled in a special education program. The proposed new rule would also adopt the time period by which an annual graduate must enroll at a postsecondary educational institution, earn an associate degree, earn an industry-accepted certification, earn a level I or level II certificate, or enlist in the armed forces of the United States in order to demonstrate college, career, or military readiness. TEA issued preliminary CCMR outcomes bonus funds for the 2019-2020 school year.

§74.1007. College, Career, or Military Readiness Outcomes Bonus.

- (a) The standards and thresholds established by the commissioner of education under Texas Education Code (TEC), §48.110(b)(1)-(3); (c); (f)(1)(A) and (B), (2)(A) and (B), and (3)(A) and (B); and (g), shall be used to calculate annual college, career, or military readiness outcomes bonuses for school districts and open-enrollment charter schools.
- (b) The threshold percentages of annual graduates who demonstrate college, career, or military readiness as provided in subsection (c) of this section for each of the following cohorts are as follows:
 - (1) 11% of annual graduates who are educationally disadvantaged;
 - (2) 24% of annual graduates who are not educationally disadvantaged; and
 - (3) 0% of annual graduates who are enrolled in a special education program under TEC, Chapter 29, Subchapter A, regardless of whether the annual graduates are educationally disadvantaged.

Based on clarification provided by TEA's Performance Reporting Division, the 2017 graduates' data used to establish the proposed thresholds INCLUDE military enlistment data reported via PEIMS; yet the funding estimates shown in proposed rule (f), as well as accountability ratings calculations, EXCLUDE military enlistment data.

TSA members recommend that the indicators used to calculate the thresholds be consistent with the indicators used to calculate the bonus payouts.

1. ***The thresholds (highlighted in yellow) should be re-calculated WITHOUT the 2017 graduates' military enlistment data; and***
2. ***When / If TEA obtains the Department of Defense (DoD) military enlistment data, then re-calculate the thresholds and the payouts for the next group of annual graduates.***

- (c) An annual graduate demonstrates:
- (1) college readiness if the annual graduate:
 - (A) achieves college readiness standards used for accountability purposes under TEC, Chapter 39, on the ACT, the SAT, or an assessment instrument designated by the Texas Higher Education Coordinating Board (THECB) under TEC, §51.334; and
 - (B) meets one of the following requirements:
 - (i) earns an associate degree by August 31 immediately following high school graduation; or
 - (ii) enrolls at a postsecondary educational institution by the tenth instructional day of the fall semester immediately following high school graduation;
 - (2) career readiness if the annual graduate:
 - (A) achieves college readiness standards used for accountability purposes under TEC, Chapter 39, on the ACT, the SAT, or an assessment instrument designated by THECB under TEC, §51.334; and
 - (B) earns an industry-based certification or a level I or level II certificate by August 31 immediately following high school graduation; and
 - (3) ~~military readiness~~ **enlistment** if the annual graduate enlists in the armed forces of the United States by December 31 immediately following high school graduation.

TEC 39.053 (c)(1)(B)(iv) specifically states, “students who enlist in the armed forces of the United States” are to be included in evaluating the performance of high school campuses and districts that include high school campuses. Statute does not include or use the term “military readiness.”

However, on November 10, 2017, when TEA was unable to obtain the enlistment data from DoD, TEA specifically instructed districts to “...decide how to collect this data” and provided the following examples, “This may be a senior survey, contact with a local recruiter, or any other method. Each district must maintain supporting documentation.”¹ At that point in time, these locally determined indicators became a proxy for ‘military enlistment.’

TSA members recommend that the term military ‘readiness’ be changed to military ‘enlistment’ to accurately reflect statute, as well as TEA’s intent to exclude locally determined military ready data until the Agency obtains the information from DoD as detailed in proposed rule (f).

¹ Texas Education Agency. *This Week in Performance Reporting*. November 10, 2017.



College, Career, or Military Readiness Outcomes Bonus Data Sources

Acronyms

- TSDS: Texas Student Data System
- PEIMS: Public Education Information Management System
- PR: Performance Reporting Division (TEA)
- THECB: Texas Higher Education Coordinating Board
- NSC: National Student Clearinghouse
- Research: Research & Analysis Division (TEA)

Indicator	Data Source (TSDS PEIMS)	TSDS PEIMS PDM Report
Industry Certification	Element ID: E1640	Summer •Student: Student Advanced Academic Roster by Grade (PDM3-120-010) Fall •Student: Student Advanced Academic Roster by Grade (PDM1-120-016)
Associate Degree	Element ID: E1596	Fall Leaver: Graduate Roster by Graduation Type (PDM1-124-007)

Indicator	Data Source (Non-TSDS PEIMS)
TSIA	College Board>THECB>Research>PR
SAT	College Board>Research>PR
ACT	ACT>Research>PR
Level I & Level II Certificates	THECB>Research>PR
Higher Ed Enrollment	THECB & NSC>Research>PR

College Ready



Career Ready



Military Ready



CCMR in Accountability

Meets Texas Success Initiative (TSI) Criteria
or
Earns dual course credits
or
Meets criteria on AP/IB exams
or
Earns an associate degree
or
Qualifies for OnRamps course credits

Earns an Industry-based certification (IBC)
or
Graduates with completed IEP
and workforce readiness
or
Graduates with an advanced degree plan
and received special education services
or
Earns a level I or level II certificate

Enlists in the U.S. Armed Forces
(Not Applicable—Temporarily Suspended)

CCMR in Outcomes Bonuses

Meets TSI Criteria
(college prep courses not applicable)

AND

Enrolls at a postsecondary educational institution
immediately following high school
or
Earns an associate degree

Meets TSI Criteria
(college prep courses not applicable)

AND

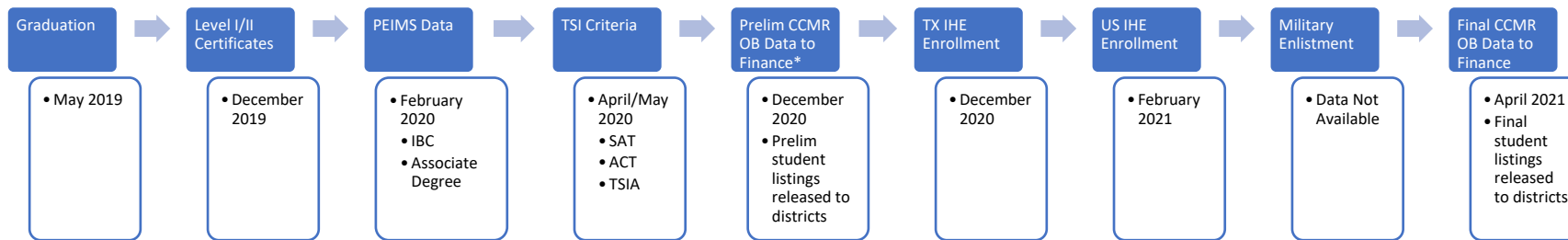
Earns an IBC
or
Earns a level I or level II certificate

Enlists in the U.S. Armed Forces
(Not Applicable—Temporarily Suspended)

CCMR Outcomes Bonus Data Processing Timeline

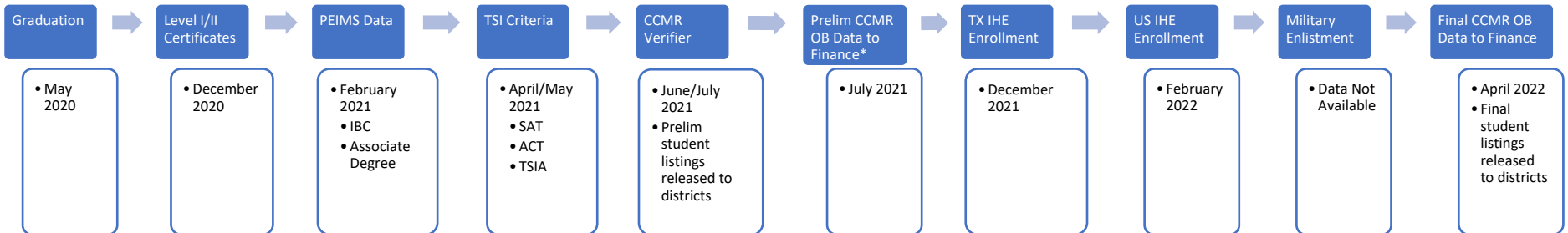
The following timelines provide information on which data are evaluated for College, Career, or Military Outcomes Bonus (CCMR OB) student listings. The timelines also provide when the data are available to TEA and when student listings are released.

2019 Graduates Timeline (For school year 2020-21 funding)



*2020–21 CCMR OB prelim IHE data will be estimated based on the district's two-year IHE enrollment average.

2020 Graduates Timeline (For school year 2021-22 funding)



*2021–22 CCMR OB prelim IHE data will be based on the district's three-year IHE enrollment average.

If you have questions regarding CCMR OB criteria or student listings, please contact TEA's Performance Reporting Division at (512) 463-9704 or performance.reporting@tea.texas.gov.

For questions regarding funding, please contact the State Funding Division at (512) 463-9238 or sfinance@tea.texas.gov.

Student Achievement

All Students

Elementary Schools and Middle Schools

STAAR

- Combined over all STAAR subject areas evaluated (reading, mathematics, writing, science, social studies)
- Credit awarded for Approaches Grade Level or above, Meets Grade Level or above, and Masters Grade Level

High Schools, K–12s, and Districts

STAAR

See description above.

College, Career, and Military Readiness (CCMR)

Percentage of annual graduates that meet any of the following:

- Meet TSI criteria in ELA/reading *and* mathematics on assessments or complete college prep courses
- Meet AP/IB criteria
- Earn dual-course credits
- Earn an approved industry-based certification
- Earn an associate degree while in high school
- Graduate with completed IEP and workforce readiness
- Earn a Level I or Level II certificate
- Complete an OnRamps dual-enrollment course
- Graduate under an advanced diploma plan and be identified as a current special education student

Update for 2021

CCMR was updated to exclude two previously used indicators:

1. Enlist in the U.S. Armed Forces ([pending data receipt](#))
2. Complete CTE coherent sequence coursework and earn credit aligned with approved industry-based certifications

Graduation Rate

Better of four-year, five-year, or six-year graduation rate (or annual dropout rate if no graduation rate is available).

School Progress

All Students

Elementary Schools, Middle Schools, High Schools, K–12s, and Districts

Part A: Academic Growth

Update for 2021

School Progress, Part A: Academic Growth will not be calculated for 2021.

Part B: Relative Performance

Credit awarded based on performance relative to districts or campuses with a similar percentage of economically disadvantaged students.

Summary of 2021 Updates

- No overall or domain scaled scores or A–F ratings
- All districts and campuses labeled **Not Rated: Declared State of Disaster**
- School Progress, Part A & Closing the Gaps: Academic Growth not calculated
- CCMR indicators updated
- Federal graduation rate methodology in Closing the Gaps modified
- Accelerated testers may be included in STAAR components pending USDE response

Closing the Gaps

All Students and Disaggregated Student Groups

Elementary Schools and Middle Schools

Academic Achievement

- Reading and mathematics STAAR results
- Credit awarded for Meets Grade Level or above and Masters Grade Level

Academic Growth Status

Update for 2021

Closing the Gaps: Academic Growth Status will not be calculated for 2021.

English Language Proficiency

- English learners' performance on TELPAS
- Credit for advancing by at least one composite rating from the prior year (2019 or 2020) to the current year, or a composite rating of Advanced High or Basic Fluency

STAAR Component

See Student Achievement–STAAR for description.

High Schools, K–12s, and Districts

Academic Achievement

See description above.

Federal Graduation Rate

Four-year federal graduation rate (without exclusions).

Update for 2021

Methodology updated. Indicator may be met with 3 options:

1. Meet long-term target and improve at least 0.1% over baseline rate
2. If #1 is no, meet interim target and improve at least 0.1% over prior year rate
3. If #1 and #2 are no, meet growth target

English Language Proficiency

See description above.

College, Career, and Military Readiness

Percentage of annual graduates *and* non-graduating grade 12 students that meet any of the CCMR indicators as described in the Student Achievement domain.

Accountability Update

Jamie Crowe

**Performance Reporting
Texas Education Agency**

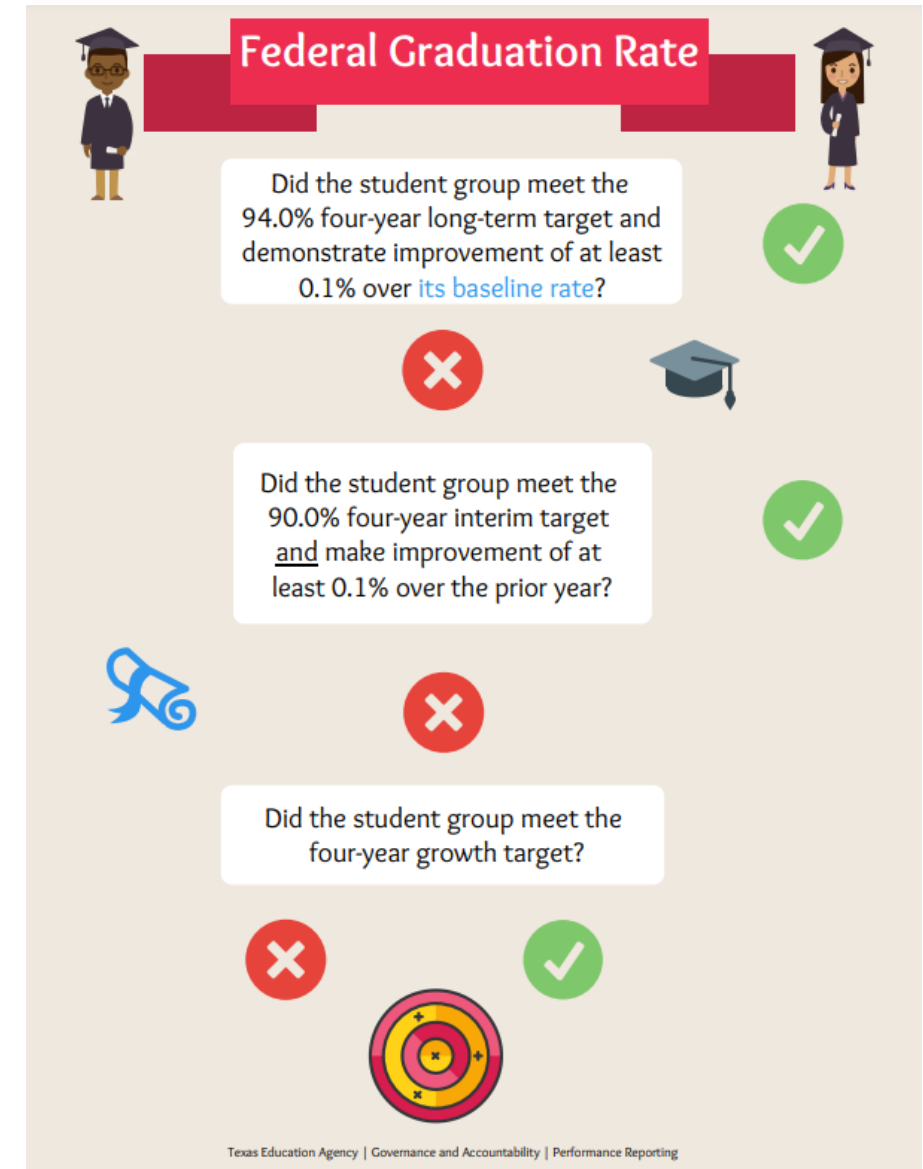
performance.reporting@tea.texas.gov

- Military Enlistment Data
- Graduation Rate Update From ESSA 2020 Amendment
- 2021 ESSA Addendum/Amendment
- Accelerated Testers Update
- 2021 Reporting: What to Expect

- Due to discrepancies between enlistment counts released by the Department of Defense and TSDS PEIMS military enlistment data, TEA will exclude military enlistment data from both CCMR accountability calculations and CCMR OB student listings until data can be obtained directly from the U.S. Armed Forces.
- TEA is working with leadership and PEIMS to determine the appropriate time to remove the Military Indicator from PEIMS.
- In the meantime, districts must continue to report either 0 or 1 for this indicator PEIMS.

Graduation Rate Update From ESSA 2020 Amendment

- Per the Jan. 7, 2021 TAA, the approval of the January 2020 amendment to the State's ESSA State Plan adjusted the Closing the Gaps graduation rate methodology.
- A student group must meet one of the three criteria below:
 1. Did the student group meet the four-year long-term graduation rate target of 94.0% *and* demonstrate improvement of at least 0.1% over the group's statewide baseline (Class of 2015) rate?
 2. Did the student group meet the four-year interim graduation rate target of 90.0% *and* demonstrate improvement of at least 0.1% over the prior year rate?
 3. Did the student group meet or exceed its four-year graduation rate growth target?



- A campus's economically disadvantaged graduation rate fell from 98.1% in 2019 to 97.8% in 2020. This student group meets the updated criteria as its graduation rate is still above the four-year long-term goal of 94.0% and shows an improvement over the economically disadvantaged Class of 2015 baseline rate of 86.0%.
- A campus's Asian graduation rate fell from 96.4% in 2019 to 94.8% in 2020. This student group does not meet the updated criteria. While its graduation rate is above the four-year long-term goal of 94.0%, it did not show an improvement over the Asian Class of 2015 baseline rate of 95.0%.
- For more information, see the graduation rate methodology [flowchart](#) and federal four-year graduation rate baselines in Appendix A [here](#).

Long-Term and Interim Goals for ESSA Federal Accountability
2017-18 through 2031-32

	Year	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Educ.	Econ. Disadv.	ELL
Participation Rates: Reading	2018 – 2032	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
Participation Rates: Mathematics	2018 – 2032	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
Federal Grad. Rates: 4-year longitudinal rate*	Baseline: Class of 2015	89%	85%	87%	93%	86%	95%	89%	92%	78%	86%	72%
	Class of 2017 through Class of 2021	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	Class of 2022 through Class of 2026	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	Class of 2027 through Class of 2032	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Graduation Rate Growth Target Example

To calculate if the student group exceeded its four-year graduation rate growth target:

$$\begin{array}{ccc} \text{current year four-year} & & 94.0 \text{ (long term target) –} \\ \text{graduation rate –} & \geq & \text{prior year four-year} \\ \text{prior year four-year} & & \text{graduation rate} \\ \text{graduation rate} & & \hline & & 10 \end{array}$$

For example, if a special education student group had a 2019 four-year federal graduation rate of 66.7% and 2020 four-year graduation rate of 70.0%:

$$\begin{array}{ccccc} 70.0 - 66.7 = 3.3 & \geq & \frac{94.0 - 66.7}{10} & = & 2.73 \end{array}$$

Because 3.3 is $\geq$ to 2.73, this student group met the criteria for the Closing the Gaps graduation rate component.

- TEA's addendum is requesting the following one-year adjustments for 2021 accountability:
 - Delay the implementation of the accelerated testers requirement by one year
 - Report only STAAR participation rates for districts and campuses
 - Process Closing the Gaps without Academic Growth due to the lack of data.

- TEA's addendum is requesting the following one-year adjustments for 2021 accountability:
 - Delay the identification of the next cohort of federal school improvement campuses by one year.
 - This request also postpones the escalation of three-year ATS campuses to comprehensive status until August 2023.
 - Retain existing federal school improvement labels for 2021–2022.
 - CSI campuses must opt-in for continued interventions and funding. Campuses that opt-out of interventions remain identified and opt-out of funding.
 - Current CSI campuses identified solely by the graduation rate criteria will have an opportunity to exit if they meet exit criteria.
- Refrain from calculating or assigning scaled scores or *A–F* rating labels to Closing the Gaps.

- TEA's amendment is requesting to amend the following sections of the state plan:
 - The language in the school interventions section to reflect current interventions.
 - The language in the Title I, Part C: Education of Migratory Children to reflect current needs and procedures.
 - The language in the accountability section to align with the addendum request. For example, the definition of “three consecutive years” of data for TSI identification will be updated to exclude data from the 2020–2021 school year due to the lack 2021 Academic Growth.

- TEA has requested to delay the implementation of the accelerated testers requirement by one year.
- If the request is denied, grade 12 accelerated testers who do not have an ACT/SAT test before graduation will be included as non-participants in participation calculations.
- The accelerated testers requirement *does not* impact a student's ability to graduate.
- The final list of 2021 accelerated testers will be released in March.
- The preliminary list of 2022 accelerated testers will be made available fall of 2021.

- No overall or domain scores or *A–F* ratings in 2021.
 - All districts and campuses will be labeled *Not Rated: Declared State of Disaster*.
- School Progress, Part A & Closing the Gaps: Academic Growth will not be calculated.
- CCMR indicators will be updated.
 - No CTE coherent sequence ½ point
 - No military enlistment
- Accelerated testers may be included in STAAR components pending USDE response.
- Federal graduation rate methodology in Closing the Gaps will evaluate growth toward target.

- Unmasked accountability reports and confidential student listings will be released in TEAL to districts.
- Masked accountability reports will be released on TXschools.gov and on TEA's 2021 accountability page.
- School Report Cards, Federal Report Cards, TAPR, etc. will be released on the usual schedule.
- Data will be submitted via EdFacts to the USDE.
- Performance Reporting will have access to attendance data in fall 2021. Additional COVID impact on student-level outcomes will be analyzed and shared during the winter.

From: Smalley, Heather [REDACTED]
Sent: Monday, February 8, 2021 7:25 AM
To: Dee Carney
Subject: FW: Follow-Up Questions

FYI, we received these questions that I thought I would share with you in case you are getting similar questions.



Question 1: On slide 7, it was noted that TEA is requesting to delay the implementation of the accelerated testers requirement by one year. What will it mean if this is denied?

If denied, those students WILL be included in the report-only accountability data. If granted, those students WILL NOT be included in the report-only accountability data.

Question 2: On slide 7, it was noted that TEA is requesting to report only STAAR participation rates for districts and campuses. Does this mean that...if approved... participation rate data will be the ONLY data point reported to the USDE? What will happen if this is not approved?

Clarification: We want to "report only" participation rates to the public, districts, and campuses. We do not want to recalculate the Academic Achievement component in the cases a student group does not meet the 95% participation rule as is specified in our ESSA state plan. We will be reporting all data to the USDE, without regard to this request. If this request is denied, we will have to recalculate the AA component for student groups that do not meet the 95% participation rule. Again, whether this request is granted or denied, we will not be assigning scaled scores or grades to any domain.

Question 3: On the first page of the "Accountability Ratings Overall Summary"...it denotes a component score, scaled score, and ratings. I understand that the scaled scores and ratings will not be displayed for 2020-21. Will the component score be displayed?

Yes. Something similar to the image I've pasted at the bottom of this email.

Question 4: It is my understanding that distinction designations will not be awarded. However, will the distinction designation summary pages for each area be reported along with the indicator score and quartile?

No. We will generate campus comparison groups for informational purposes, but we will not run or display any outcomes data.

Question 5: Will the distinction designation summary page that denotes...indicator score numerator, indicator score denominator, score, quartile 1 minimum score and quartile...be reported?

No. No distinction designation data will be run.

Question 6: What exactly does this mean... "Accelerated testers may be included in STAAR components pending USDE response"?

Same response as Question 1. If the request to delay is denied, those students will be included in the STAAR components of the accountability data displayed for 2021.

Texas Education Agency
2021 Accountability Ratings Overall Summary
TEXAS H S (123456001) - TEXAS ISD

Accountability Rating Summary

	Component Score
Student Achievement	
STAAR Performance	55
College, Career and Military Readiness	63
Graduation Rate	100
School Progress	
Academic Growth	N/A
Relative Performance (Eco Dis: 46.7%)	57
	% Met of Indicators
Closing the Gaps	
Academic Achievement Status	56
Growth Status	N/A
Graduation Rate Status	0
English Language Proficiency Status	0
Student Success Status	90
School Quality Status	80
% Participation (All Tests)	
2019	100
2021	74

Distinction Designations

Distinction designations were not awarded in 2021.



TEXAS HOUSE *of* REPRESENTATIVES

Diego M. Bernal

State Representative, District 123

February 8, 2021

The Honorable Mike Morath
Commissioner, Texas Education Agency
1701 N. Congress Avenue
Austin, Texas, 78701

Commissioner Morath:

We are writing to request the Texas Education Agency create a formal mechanism for students and families to opt-out of the 2020-2021 administration of the State of Texas Assessments of Academic Readiness (STAAR) exams. A summary of student enrollment trends published by the Agency indicates that 46%—or 2,463,481 students—are engaged in online instruction. These students and their families are choosing virtual learning for a variety of reasons including, but certainly not limited to, protecting the health, well-being, and safety of themselves or family members.

Since March 2020, there has been and continues to be some degree of remote instruction for students across the State which allows districts to mitigate the transmission of coronavirus in our schools. Through the waiver of the Student Success Initiative for fifth and eighth grade students and the pause of the A-F Accountability system, the Agency has sought to balance the impacts of COVID-19 induced learning loss with the health and safety of students and educators.

Data reported to the Texas Department of State Health Services indicates that with only 54% of students present on-campus, 104,365 students and 58,358 school staff members have been infected with coronavirus. These weekly numbers have continued to rise, tracking the rising trend of coronavirus transmission in our communities. Requiring that all students be in-person for the administration of exams creates an untenable environment that puts students and school personnel at immense risk of transmission. Since it is evident that the Agency has no plans to seek the federal waivers necessary to cancel the 2020-2021 administration of the STAAR, something we strongly believe the Agency should reconsider, at a minimum it should allow students and their families the opportunity to opt-out of the exam.

We appreciate your time on this matter. As always, our offices stand ready to assist you in any manner you deem necessary.

Sincerely,

A handwritten signature in black ink, appearing to read "Diego M. Bernal".

Representative Diego M. Bernal
House District 123



Representative Alma Allen
House District 131



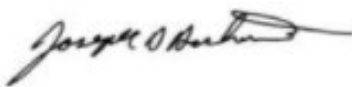
Representative Trent Ashby
House District 57



Representative Rhetta Andrews Bowers
House District 113



Representative Terry Canales
House District 40



Representative Joe Deshotel
House District 22



Representative Barbara Gervin-Hawkins
House District 120



Representative Vikki Goodwin
House District 47



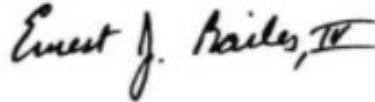
Representative Sam Harless
House District 126



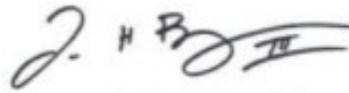
Representative Abel Herrero
House District 34



Representative Steve Allison
House District 121



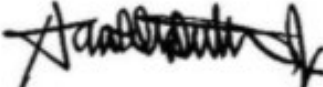
Representative Ernest Bailes
House District 18



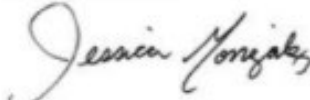
Representative John Bucy III
House District 136



Representative Philip Cortez, Ph.D.
House District 117



Representative Harold V. Dutton, Jr.
House District 142



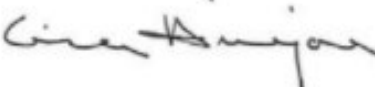
Representative Jessica González
House District 104



Representative R. D. "Bobby" Guerra
House District 41



Representative Cody Harris
House District 8



Representative Gina Hinojosa
House District 49



Representative Rafael Anchía
House District 103



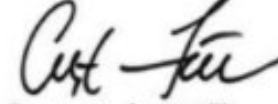
Representative Michelle Beckley
House District 65



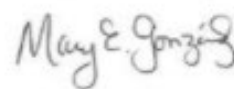
Representative Elizabeth "Liz" Campos
House District 119



Representative Jasmine Crockett
House District 100



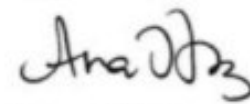
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House District 79



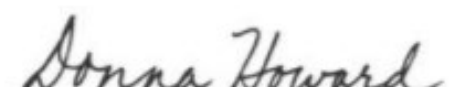
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House District 75



Representative Ryan Guillen
House District 31



Representative Ana Hernandez
House District 143



Representative Donna Howard
House District 48



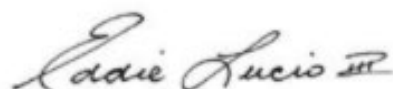
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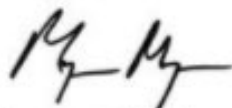
Representative Julie Johnson
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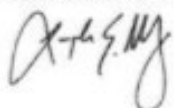
Representative Lyle Larson
House District 122



Representative Eddie Lucio III
House District 38



Representative Morgan Meyer
House District 108



Representative Joe Moody
House District 78



Representative Penny Morales Shaw
House District 148



Representative Lina Ortega
House District 77



Representative Ana-Maria Ramos
House District 102



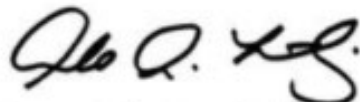
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House District 134



Representative Kyle Kacal
House District 12



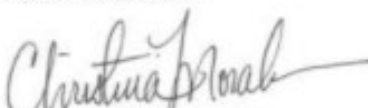
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House District 35



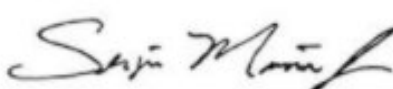
Representative Armando "Mando" Martinez
House District 39



Representative Terry Meza
House District 105



Representative Christina Morales
House District 145



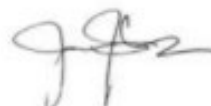
Representative Sergio Muñoz, Jr.
House District 36



Representative Leo Pacheco
House District 118



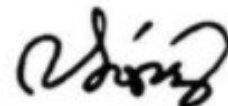
Representative Richard Peña Raymond
House District 42



Representative Jarvis Johnson
House District 139



Representative Stan Lambert
House District 71



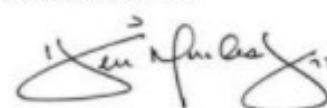
Representative Ray Lopez
House District 125



Representative Trey Martinez Fischer
House District 116



Representative Ina Minjarez
House District 124



Representative Eddie Morales, Jr.
House District 74



Representative Claudia Ordaz Perez
House District 76



Representative Mary Ann Perez
House District 144



Representative Ron Reynolds
House District 27



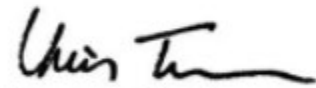
Representative Eddie Rodriguez
House District 51



Representative Jon Rosenthal
House District 135



Representative James Talarico
House District 52



Representative Chris Turner
House District 101



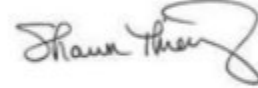
Representative Erin Zwiener
House District 45



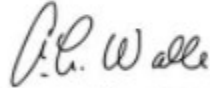
Representative Ramon Romero, Jr.
House District 90



Representative Carl Sherman
House District 109



Representative Shawn Thierry
House District 146



Representative Armando Walle
House District 140



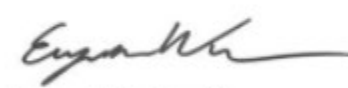
Representative Toni Rose
House District 110



Representative Hugh D. Shine
House District 55



Representative Senfronia Thompson
House District 141



Representative Gene Wu
House District 137

DATE:	January 28, 2021
SUBJECT:	Seeking Stakeholder Feedback on P-TECH and T-STEM Blueprints
CATEGORY:	P-TECH & T-STEM Blueprint Revision
NEXT STEPS:	Share with appropriate individuals: district and campus leadership; teachers; counselors; students; families; community members; college and university partners; and business partners

The Texas Education Agency (TEA) seeks stakeholder feedback to revise the current [2020 Pathways in Technology Early College High School \(P-TECH\)](#) and [Texas Science, Technology, Engineering and Mathematics \(T-STEM\)](#) Blueprints.

Background

Blueprint revisions are a part of TEA's work to revise and unify all College and Career Readiness School Models (CCRSM), including Early College High School (ECHS), P-TECH, and T-STEM campuses. CCRSM blueprints contain clearly defined design requirements and student outcomes goals to promote high-quality implementation of the models. The expansion and evolution of CCRSM offers an opportunity to provide customized support to schools and districts to increase the college and career readiness of their students, create academic and career pathways for students, and spur cross-model learning throughout Texas.

In the 2019-2020 academic year, TEA engaged with the CCRSM network through focus groups, surveys, and a public comment period to revise the ECHS Blueprint. The [2020-21 ECHS Blueprint](#) is now being implemented.

In the spring of 2021, TEA will launch a series of engagement opportunities for both the P-TECH Blueprint and the T-STEM Blueprint that will enable campus and district leaders implementing these programs to engage in a comprehensive revision process to improve each model design. New blueprints will be operationalized in 2022-2023.

How to provide feedback

There will be three ways to provide feedback during the P-TECH and T-STEM Blueprint revision process. More information regarding the registration links, surveys, and public comment will be provided directly to program leaders closer to each date.

Surveys: P-TECH and T-STEM Landscape Surveys will be available between February 1, 2021, and April 2, 2021, for interested stakeholders to provide feedback on design elements and the outcomes-based measures.

[T-STEM Landscape Survey](#)
[P-TECH Landscape Survey](#)

Focus Groups: Both P-TECH and T-STEM programs will hold eight focus group sessions starting in February and concluding in June 2021. Registration links are located on the [CCRSM web page](#).

Public Comment: A public comment period will be available for all stakeholders to review the revised P-TECH and T-STEM Blueprints during February and March 2022. More information will be provided through the CCRSM network.

For Further Information

If you have questions regarding [Pathways in Technology Early College High School \(P-TECH\)](#) or [Texas Science, Technology, Engineering, and Mathematics \(T-STEM\)](#), contact us at (512) 936-6060 or CCRSM@tea.texas.gov.

DATE:	February 4, 2021
SUBJECT:	Statewide Rate for College Preparation Assessments
CATEGORY:	Funding Implications
NEXT STEPS:	Share with advanced academics staff, testing coordinators, and other interested individuals.

This letter announces the statewide negotiated rate for the school day administration of an ACT or SAT in the state of Texas as a result of House Bill (HB) 3, 86th Texas Legislature, 2019.

Background

Texas Education Code (TEC), §48.155, added by HB 3, entitles districts to reimbursement for the cost of the administration of one college preparation assessment (ACT, SAT, or TSIA) per student in the spring of the student's junior year or in the student's senior year, beginning in the 2019-2020 school year.

Under TEC, §39.0261(b), the agency must

- (1) select and approve vendors of the specific assessment instruments; and
- (2) provide reimbursement to a school district for all fees associated with the administration of the assessment instrument from funds appropriated for that purpose.

Statewide Rate

The Texas Education Agency (TEA) released a request for proposals (RFP) calling for organizations to offer a uniform, statewide rate for a universally accepted, norm-referenced college preparation assessment administered on a school day. As a result of the RFP, TEA awarded two-year contracts with the opportunity for three optional renewals with ACT, Inc. for the administration of the ACT and the College Board for the administration of the SAT. The pricing structure is as follows:

	2020-21	2021-22	2022-23	2023-24	2024-25
ACT, Inc. ACT State and District Testing	\$35	\$36	\$37	\$38	\$39
The College Board SAT School Day	\$35	\$36	\$37	\$39	\$41

The rates are **uniform** and apply to Texas public school students who test on a school day and who are eligible for reimbursement (i.e., students who test either in the spring of their junior year or during their senior year). Students who are identified in other grade levels may not receive this statewide rate and may be charged at a higher rate by the vendor.

All local education agencies (LEAs) should review pricing with the vendor prior to test administration.

Reimbursement Reminders

As noted above, LEAs cannot receive more than **one** reimbursement per student. TEA provides each district estimated funding annually for assessment reimbursements, which can be found in the [Summary of School Finance Report](#) (line 40). TEA will settle up with districts in the spring of the following fiscal year, once all student assessment data is processed.

Other Benefits

Other benefits for Texas educators and students as a result of these contracts include, but are not limited to:

The College Board

- [Texas specific website](#)
- Income eligible benefits for students who qualify for fee waivers
- SAT and TEKS alignment report
- Personalized Official SAT Practice and diagnostics through [Khan Academy](#)
- Statewide support for school day administration implementation

ACT

- Texas specific website (forthcoming)
- Income eligible benefits for students who qualify for fee waivers
- ACT and TEKS alignment report
- ACT practice through [ACT Learning Resources](#)
- Statewide support for school day administration implementation

For Further Information

If you have additional questions regarding this correspondence, please contact Advanced Academics at advancedacademics@tea.texas.gov or 512-463-9762.