Texas Urban Council Meeting

September 24, 2021

WELCOME, TUC MEMBERS!

- Please find your seat by locating your name tag.

- If you are the first at your table, please open your table's internet hotspot and follow the directions for powering it on and connecting.

- **Table Topic for Discussion:** What do you love the most about working for your district?

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Welcome &
Vision for Today

commit

Chair-Elect
Nomination & Approval

commit

Minutes Adoption

Membership Dues, Budget Review, & By-Laws Amendment

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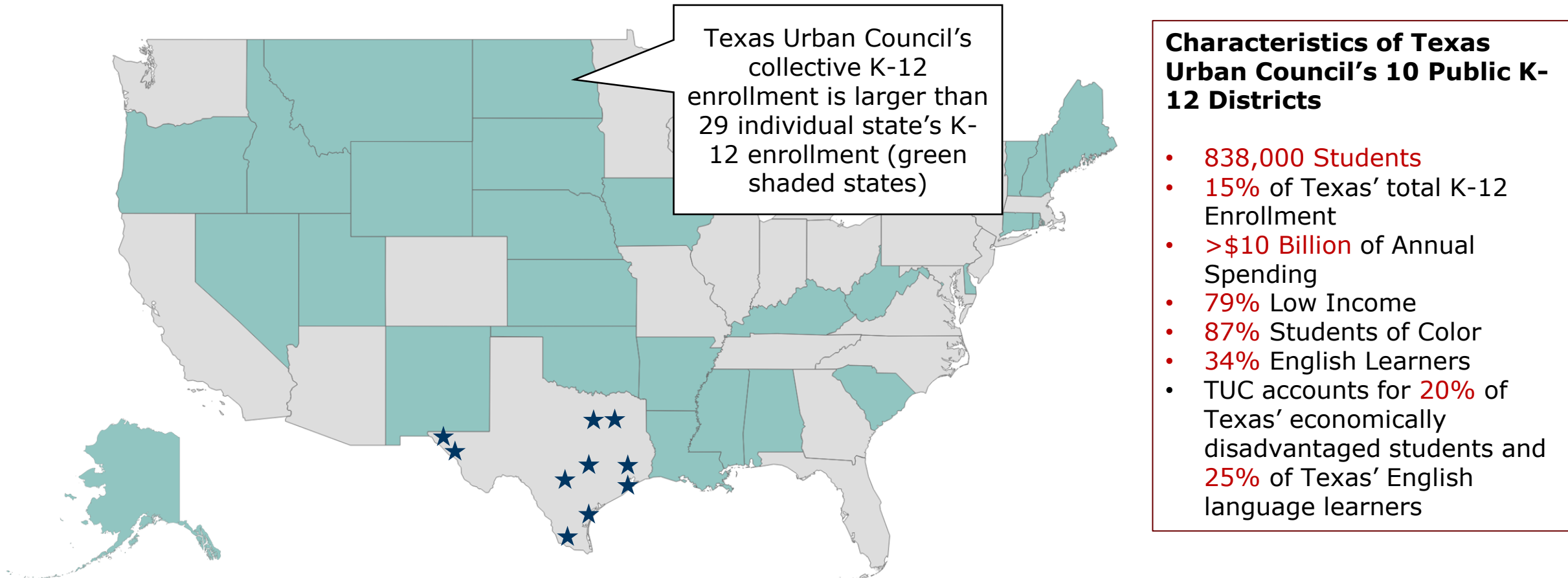# Data Visualization Agreement

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- **Benefit** - allows the viewing of TUC disaggregated data via interactive portal(s)
  - District and campus level comparison capability
  - Share summary comparisons by student groups across TUC districts
  - Outlier campus performance for targeted populations across numerous metrics

- **Cost -** annually paid for by Commit; no cost to Districts.

- **Confidentiality –** Individual district data not shared publicly, only for continuous improvement across TUC districts. Overall TUC data only shared with Executive Committee approval (i.e. on the website showing progress, in grant requests for funding support, etc.)

- **Timeliness -** Updated annually using longitudinal state Education Resource Center data triply-disaggregated by race/ethnicity, family income, and gender

- **Approval Process -** Simple email approval sent to Miguel Solis authorizing sharing with Commit and each other

Vision & Mission Setting

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Why TUC Matters Nationally: K-12 Enrollment >29 Different U.S. States

TUC Districts Collectively Represent 1 in 4 Texas English Learners and 1 in 5 Texas Students Coming From Limited Income Homes, w >$10Bn of Annual Public Funding to Educate 15% of TX K-12

U.S. States with Less K-12 Students Enrolled Than Texas Urban Council, 2019

Texas Urban Council's collective K-12 enrollment is larger than 29 individual state's K-12 enrollment (green shaded states)

Characteristics of Texas Urban Council's 10 Public K-12 Districts

- **838,000 Students**
- **15%** of Texas' total K-12 Enrollment
- **>$10 Billion** of Annual Spending
- **79%** Low Income
- **87%** Students of Color
- **34%** English Learners
- TUC accounts for **20%** of Texas' economically disadvantaged students and **25%** of Texas' English language learners

TUC Districts Represent Some of Texas' Largest Institutions of Economic Mobility
Ten Districts Collectively Educating 20% of State's Economically Disadvantaged and Black and Hispanic Student Populations Creates a Potential Significant Driver of Racial Equity in Texas
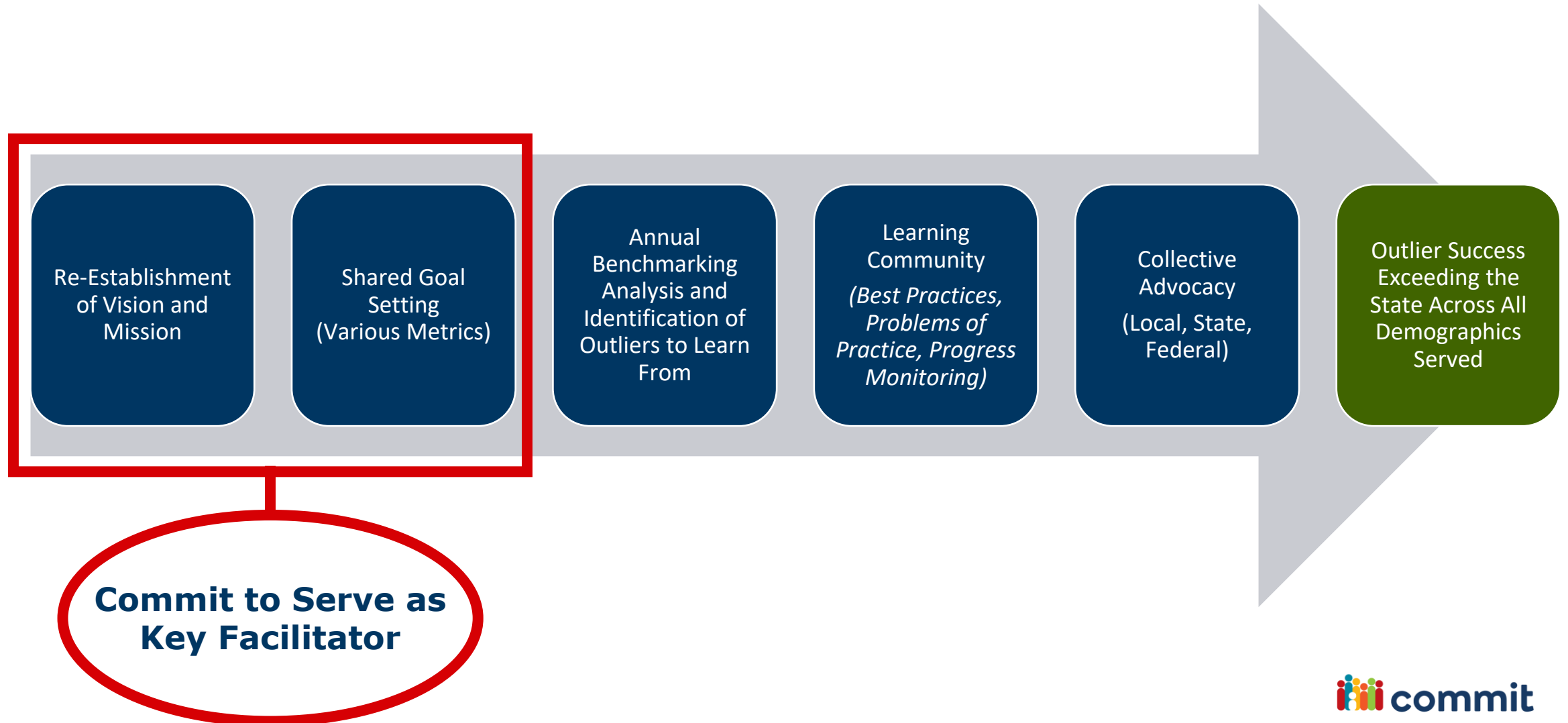
Texas Urban Council Demographics

District	County	Enrollment	% EcoDis Students	% Hispanic or Black Students	% ELL Students	Superintendent
Houston	Harris	209,309	79%	85%	34%	Millard House
Dallas	Dallas	153,784	86%	91%	46%	Michael Hinojosa
Fort Worth	Tarrant	82,704	84%	85%	34%	Kent Scribner
Austin	Travis	80,718	53%	62%	28%	Stephanie Elizalde
Aldine	Harris	67,130	88%	96%	38%	LaTonya Goffney
El Paso	El Paso	55,112	74%	87%	32%	TBD (Search ongoing)
San Antonio	Bexar	48,495	89%	96%	21%	Pedro Martinez
Brownsville	Cameron	42,989	90%	98%	36%	Rene Gutierrez
Ysleta	El Paso	40,404	78%	96%	29%	Xavier De La Torre
Corpus Christi	Nueces	36,502	68%	83%	6%	Roland Hernandez
TUC Average		817,147	79%	87%	34%	
As % of Texas		**15%**	**20%**	**20%**	**25%**	

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TUC Will Leverage its Collective Mindsets and Influence to Assist Members and the State in Continuous Improvement and Policy Efforts
Taking Key Steps as an Organization will Catalyze this Effort

| Re-Establishment of Vision and Mission | Shared Goal Setting (Various Metrics) | Annual Benchmarking Analysis and Identification of Outliers to Learn From | Learning Community *(Best Practices, Problems of Practice, Progress Monitoring)* | Collective Advocacy (Local, State, Federal) | Outlier Success Exceeding the State Across All Demographics Served |

Commit to Serve as Key Facilitator

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How the Texas Urban Council Currently Outlines its Purpose per its By-Laws and Website

- The TUC is established to **promote excellence in education** for the primary benefit of the students of public school districts.

- The purposes are:
  - To **identify current concerns** of public school districts; to **disseminate information and analysis** of public school districts; and to **promote the exchange of information and analysis** among public school districts;
  - To **promote a forum for the consideration of issues** facing public school districts; and
  - To **monitor, evaluate and consider the effect of state and federal laws and regulations**, and to provide information to promote excellence for all students in public education;
  - To advocate for:
    - The **unique needs** of Texas' larger school districts and
    - The **needs of students who are English Language Learners, bilingual, at risk, and/or of lower socio-economic status**.

What Public Story Does TUC Communicate About Itself?

The Chief Communicator for Urban School Districts...

- "The voice of urban schools"

- "The Texas Urban Council of Superintendents is the pre-eminent voice for urban public schools."

Focused on the Unique Needs of Urban Schools...

- "However, the formation of the TUC meets the unique needs of its members in maintaining an urban perspective."

- "recognize the tremendous barriers [students] face relating to poverty, family traumas, racial issues, neighborhood violence, and a multitude of other concerns"

Who Convene People around Practice...

- "We provide networking opportunities in developing transformational leaders who will enhance and enrich high quality education for all students."

- "The Council meets regularly, focusing on governmental relations, governance, school turnaround, leadership development, human capital management, college access for urban youth, second language learning, and many other shared interests."

What Public Story Does TUC Communicate About Itself?

To Shape Public Policy...

- "We develop public policy and shape legislative and regulatory agendas to meet the needs of urban school districts."

- "Our superintendents strive to create and establish resources for the urban youth to be career ready or successful in college."

With the Belief that School Transformation will Lead to Student Excellence

- "they continue to believe they can transform their schools into places where all students can excel."

What We've Heard From TUC Superintendents On What They Want to Be/Do

- **Utilize data** with the purpose of **gaining insight that informs strategies** leading to student outcome improvement

- **Foster a culture that thinks differently than others** and **develop innovative solutions** to close academic gaps that can be spread throughout the state (e.g. HB3)

- **Viewed as the most credible policy voice for urban districts** at the Texas Capitol

- **Ability to influence the national education policy landscape** and narrative around urban public schools

- **Attract national and state public and private dollars** to TUC districts

- **Show the world what is possible** for large urban districts

FUSE Corps Vision, Mission, and Theory of Action Example

Vision

Our country will be free of the social and economic barriers to opportunities that have been perpetuated by a history of systemic and institutionalized racism.

Mission

We partner with local governments and communities to more effectively address pressing challenges facing urban communities.

Theory of Action

We place experienced professionals in local government agencies to lead strategic projects that are designed to accelerate progress and advance racial equity. We are dedicated to sharing the insights that emerge from our work to inspire all civic leaders to think and act differently in their efforts to achieve systemic change.

Establishing the Vision of the Texas Urban Council

Vision

A vision statement creates a different future by answering the questions "where are we going (what does success look like)?" and "why?"

Types of Vision Statements

Quantitative, Competitive, Superlative

Vision Checklist

❑Future Tense (5-10 Years)   ❑Directional   ❑Audacious   ❑Descriptive

Vision Setting Guiding Questions

- *What problem does TUC intend to solve?*

- *What are the changes we believe TUC can make for students? For education?*

- *How will things be different if our vision is realized?*

- *What phrases or keywords describe the type of organization and outcome we want?*

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Re-Establishing Vision and Mission: Focusing TUC on Collective Data-Driven, Research Based Innovation and Advocacy
Conversation Starters re: Vision Statements

Vision No. 1

*Transforming urban school districts to ensure that **race, place,** and **socioeconomic status** no longer predict a child's **life outcomes***

Vision No. 2

*Ensuring a **diverse state** where the **distribution of opportunity** mirrors the **distribution of talent***

Vision No. 3

*To ensure that **every Texas urban school district** can provide an education that **prepares their students for success in life***

Vision No. 4

*Texas urban public school districts will be **places where all students are prepared to thrive in the world***

Vision Setting Directions (30 Minutes)

- Take 5 minutes by yourself to answer the question, "If our success could be guaranteed, what would be the end result of our efforts?"

- After the reflection time is complete, spend 10 minutes discussing your ideal outcomes as a full group. Have someone record your answers on a flip chart.

- Spend the next 5 minutes by yourself drafting your version of a vision.

- After the reflection time is complete, spend the final 10 minutes discussing your thoughts and drafting a full-group vision.

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Establishing the Mission of the Texas Urban Council

Mission

A mission statement answers the questions "why do we exist?" and "how we will achieve our vision?"

Mission Statement Elements

- *Describes what we do, why we do it, and for whom, while defining the benefit we bring to our stakeholders*

Mission Checklist

❏ Present Tense   ❏ Original   ❏ Foundational   ❏ Memorable

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Mission Setting Guiding Questions

- *What work do we do?*

- *Who are we doing this work for?*

- *Why are we doing this work?*

- *How does our work differentiate us?*

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Re-Establishing Vision and Mission: Focusing TUC on Collective Data-Driven, Research Based Innovation and Advocacy
Conversation Starters re: Mission Statements

Mission No. 1

We **leverage the collective power** of Texas' largest urban school districts to **transform** educational practices and improve **student outcomes** through collaborative **innovation** and **strategic advocacy**.

Mission No. 2

We **convene** Texas urban school district leaders to **improve student** outcomes by **developing** data-driven, research-based policies and programs that **inform** state legislation and school district practice.

Mission No. 3

Influencing Texas' education policy and programs through the **innovative practice** and **collective advocacy** of large urban school districts so that our **students'** achievement and life outcomes **improve**.

Mission No. 4

Together we **analyze** data, **share** best practices, **develop** innovative solutions, and **influence** public policy to **improve** the outcomes of **students** in Texas' largest urban school districts.

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Mission Setting Directions (30 Minutes)

- Take 5 minutes by yourself to answer the following questions:
  - TUC will do what (action)?
  - For whom (who do we serve)?
  - So that (result of action)?

- After the reflection time is complete, spend 10 minutes discussing your ideal outcomes as a full group. Have someone record your answers on a flip chart.

- Spend the next 5 minutes by yourself drafting your version of a mission.

- After the reflection time is complete, spend the final 10 minutes discussing your thoughts and drafting a full-group mission.

Mission Setting Directions (30 Minutes)

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- After the reflection time is complete, spend the final 10 minutes discussing your thoughts and drafting a full-group mission.

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Choosing TUC's Vision & Mission

- Grab two colored sticky dots at your table.

- Place one dot on your preferred vision and one on your preferred mission.

- The vision and mission with the most dots will be our final choice.

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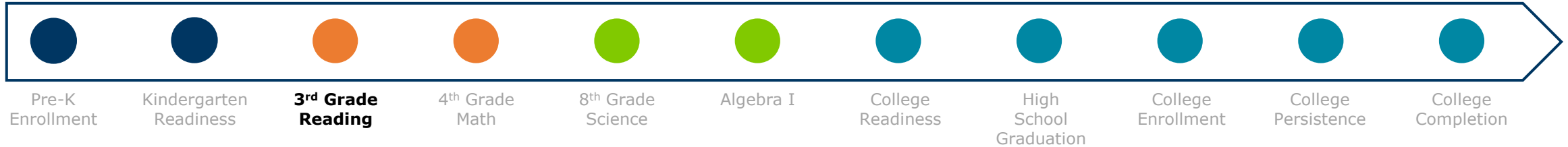
Collective Goal Setting

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Goal Setting Guiding Questions

- *How will we and others know when our mission is working, and our vision is becoming a reality?*

- *How do we capture this information and what do we do with it?*

- *What are the best indicators we can use that correlate to success in our field?*

- *How can we ensure our TUC goals align with our respective board goals?*

Criteria For Selecting Foundational Goals

> ➤ **Valid measure** of the outcome

> ➤ **Available consistently** over time

> ➤ **Produced by a trusted source**

> ➤ **Reasonably similar** across regions and school districts

> ➤ **Affordable** to gather and report

> ➤ **Easily understandable** to local stakeholders

> ➤ **Changeable to a significant degree** by local action, and is useful in the day-to-day work of districts

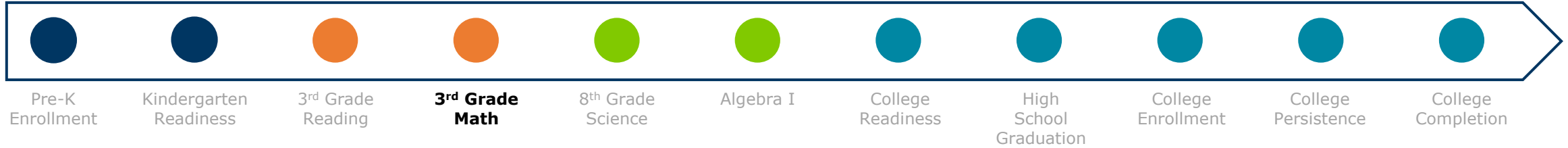> ➤ **Aligns** with state adopted board goals to ensure consistency

Goal 1: 3rd Grade Reading

| Pre-K Enrollment | Kindergarten Readiness | **3rd Grade Reading** | 4th Grade Math | 8th Grade Science | Algebra I | College Readiness | High School Graduation | College Enrollment | College Persistence | College Completion |

In the early grades, children begin to transition from **learning to read to reading to learn**. At these grade levels, the reading curriculum becomes more complex in both meaning and vocabulary. Historically, teachers and researchers have noticed that most children's growth in reading skills tends to stall at third or fourth grade.

- Early grade reading is a particularly crucial milestone, as basic reading skills are being reached and measured. Though state indicators for grade level reading vary, data shows **that disparities in literacy during the early grades are linked to persistent achievement gaps. If children are behind by third grade, they generally stay behind throughout school.**[1]

- One longitudinal study found that **students who do not read at grade level by third grade are four times more likely to drop out of high school than proficient readers.**[2]

- Reading at grade level is one of the strongest predictors of later success in school. Students at or above grade level reading in earlier grades **graduate from high school and attend college at higher rates than peers reading below grade level.**[3]

- When students are not supported to meet or exceed key benchmarks such as 3rd grade reading, they become **~50% less likely to earn a living wage.**

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Goal 1: 3rd Grade Math

| Pre-K Enrollment | Kindergarten Readiness | 3rd Grade Reading | **3rd Grade Math** | 8th Grade Science | Algebra I | College Readiness | High School Graduation | College Enrollment | College Persistence | College Completion |

Elementary math lays the foundation for all future mathematics, as students need a stronger understanding of arithmetic and finite number sets to effectively tackle more complex concepts, such as algebra and infinite number sets.

- Research indicates that an **early understanding of math concepts is the most powerful predictor of later school success.[1]**

- **Knowledge of fractions and division uniquely predicts subsequent knowledge of Algebra and overall math achievement more than four years later.[2]**

- Research has shown that **students in the lowest quartile of math achievement at ages 6, 8, and 10 are less likely to attend college than students who struggle in other subjects.[3]**

- **Drastic changes in math curriculum and concepts from 2nd to 3rd grade** present critical challenges that yields longitudinal, entrenched academic regression if not remediated.

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Longitudinal Overview of Texas Urban Council Districts

3rd Grade Reading: STAAR "Meets" Proficiency, 2012-2019

% of 3rd Grade Reading Test Takers achieving "meets standard" on exam

☐ Exceeds state avg.

District Information			3rd Grade Reading								
District	Total Enrollment	% Economically Disadvantaged Enrollment	% Meeting Standard 2012	% Meeting Standard 2013	% Meeting Standard 2014	% Meeting Standard 2015	% Meeting Standard 2016	% Meeting Standard 2017	% Meeting Standard 2018	% Meeting Standard 2019	12-19 Change
Austin	80,718	53%	45%	47%	49%	47%	48%	48%	47%	49%	4%
Ysleta	40,404	78%	36%	38%	42%	42%	47%	45%	45%	46%	11%
El Paso	55,112	74%	38%	38%	39%	38%	42%	43%	45%	45%	7%
Brownsville	42,989	90%	32%	32%	31%	39%	42%	44%	40%	44%	12%
Corpus Christi	36,502	68%	35%	32%	33%	32%	37%	40%	39%	42%	6%
Dallas	153,784	86%	28%	31%	30%	28%	33%	36%	38%	40%	12%
Houston	209,309	79%	36%	38%	36%	35%	37%	39%	37%	39%	3%
Fort Worth	82,704	84%	28%	29%	29%	28%	30%	33%	33%	32%	4%
San Antonio	48,495	89%	21%	24%	22%	25%	27%	26%	24%	29%	8%
Aldine	67,130	88%	28%	28%	29%	28%	26%	31%	27%	28%	0%
TUC Average	**817,147**	**79%**	**33%**	**34%**	**34%**	**34%**	**36%**	**38%**	**37%**	**39%**	**6%**
Texas	**5,479,173**	**60%**	**38%**	**39%**	**41%**	**39%**	**42%**	**44%**	**41%**	**43%**	**5%**

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Longitudinal Overview of Texas Urban Council Districts
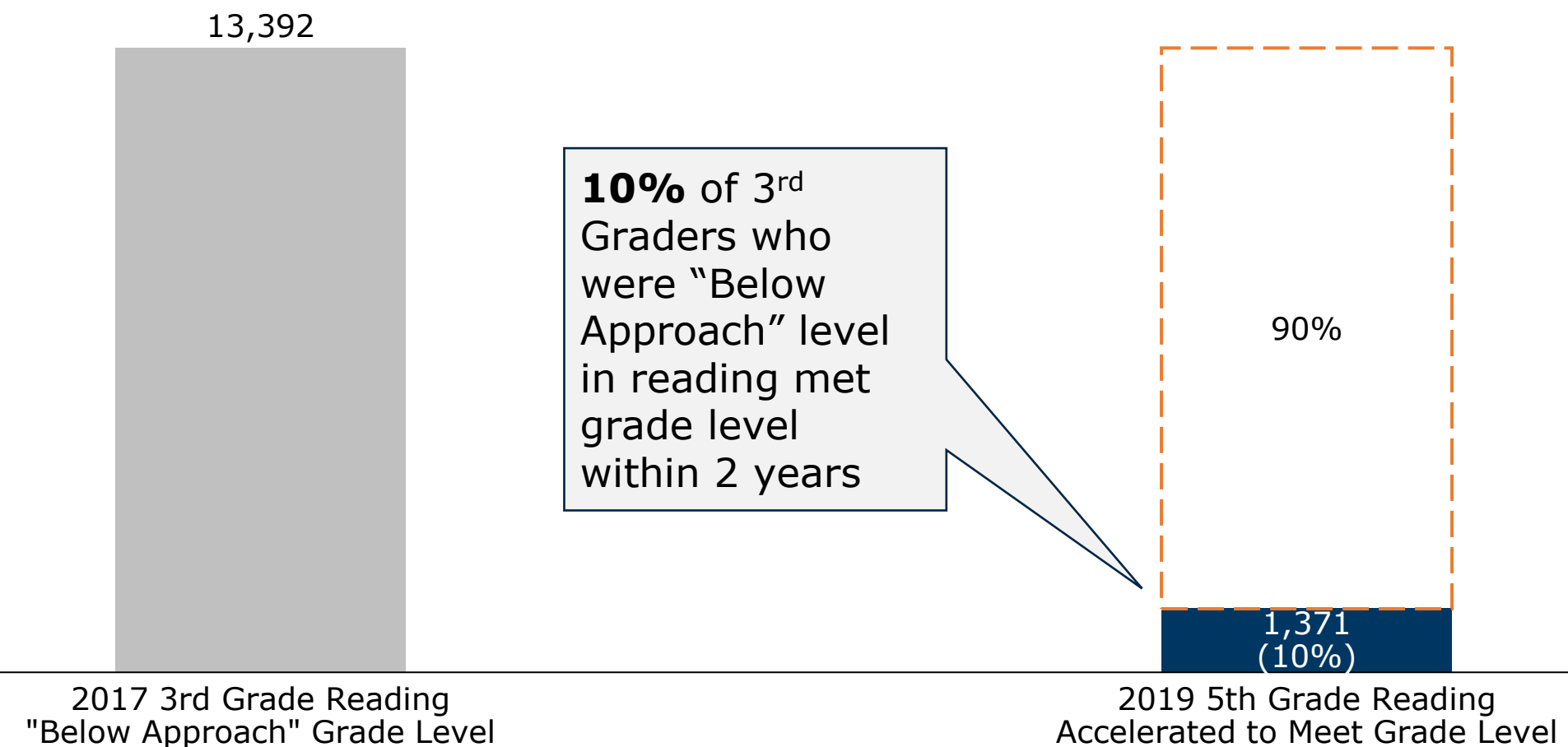
3rd Grade Math: STAAR "Meets" Proficiency, 2012-2019

% of 3rd Grade Math Test Takers achieving "meets standard" on exam

Exceeds state avg.

District Information			3rd Grade Math								
District	Total Enrollment	% Economically Disadvantaged Enrollment	% Meeting Standard *2012*	% Meeting Standard *2013*	% Meeting Standard *2014*	% Meeting Standard *2015*	% Meeting Standard *2016*	% Meeting Standard *2017*	% Meeting Standard *2018*	% Meeting Standard *2019*	12-19 Change
Ysleta	40,404	78%	21%	26%	35%	40%	47%	52%	53%	55%	34%
Brownsville	42,989	90%	29%	34%	34%	43%	46%	54%	52%	54%	25%
Austin	80,718	53%	36%	39%	39%	46%	48%	51%	49%	51%	15%
Corpus Christi	36,502	68%	21%	22%	24%	34%	42%	45%	47%	47%	26%
El Paso	55,112	74%	33%	37%	35%	39%	41%	45%	47%	46%	13%
Houston	209,309	79%	28%	30%	33%	39%	38%	44%	43%	43%	15%
Dallas	153,784	86%	19%	21%	24%	29%	33%	40%	41%	42%	23%
Aldine	67,130	88%	22%	24%	24%	30%	31%	40%	37%	36%	14%
Fort Worth	82,704	84%	20%	22%	23%	28%	29%	31%	31%	32%	12%
San Antonio	48,495	89%	15%	18%	20%	24%	28%	29%	28%	31%	16%
TUC Average	**817,147**	**79%**	**25%**	**27%**	**29%**	**35%**	**37%**	**42%**	**42%**	**43%**	**18%**
Texas	**5,479,173**	**60%**	**29%**	**31%**	**33%**	**41%**	**43%**	**47%**	**45%**	**47%**	**18%**

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10% of 3rd Grade Students Who Were "Below Approach" in Reading Accelerated to Meet Standard by 5th Grade

Texas Urban Council - Acceleration Level[1]

13,392

> **10%** of 3rd Graders who were "Below Approach" level in reading met grade level within 2 years

90%

1,371 (10%)

2017 3rd Grade Reading "Below Approach" Grade Level

2019 5th Grade Reading Accelerated to Meet Grade Level

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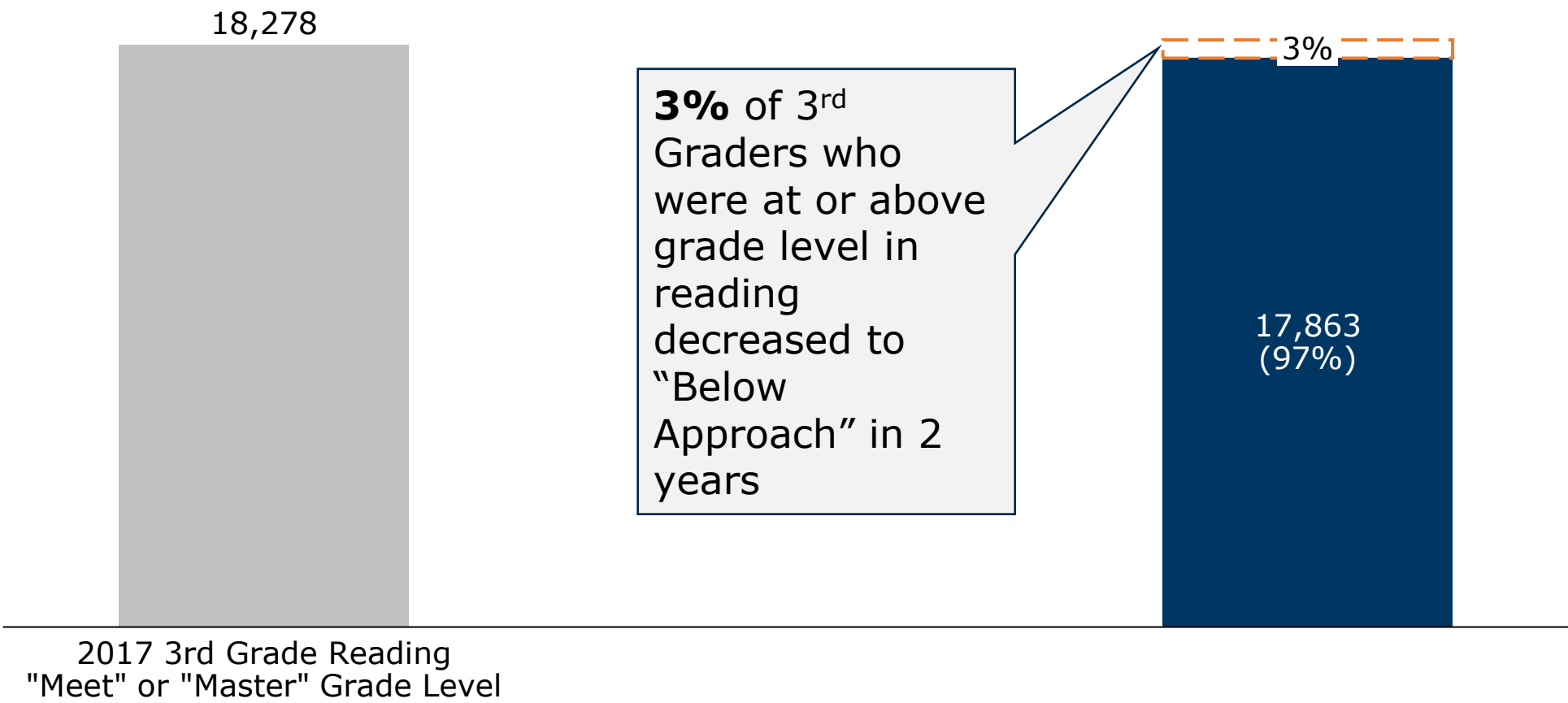# Dallas, Brownsville, and El Paso ISDs Reflected Higher Acceleration Levels than the State Average From 2017-19

Texas Urban Council – Acceleration Level

☐ "Below Approach" - 5th Grade Reading Standard   ■ "Meet" or "Master" - 5th Grade Reading Standard

Texas average: 10%

	Dallas	Brownsville	El Paso	Ysleta	Austin	Fort Worth	Corpus Christi	Houston	San Antonio	Aldine	TUC
Below Approach	84%	87%	87%	90%	90%	91%	91%	92%	93%	94%	90%
Meet/Master	16%	13%	13%	10%	10%	9%	9%	8%	7%	6%	10%
Below Approach in 3rd Grade	2,818	517	684	389	880	1,619	536	3,710	1,162	1,113	13,392
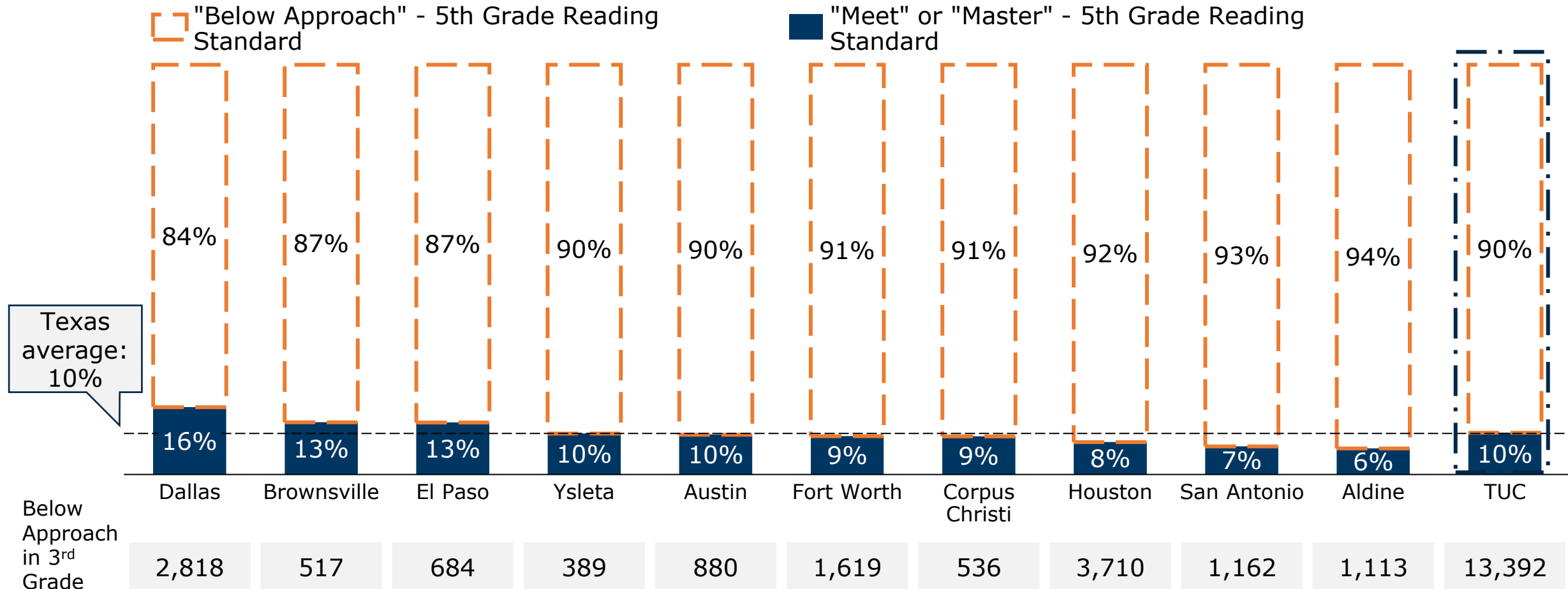
Source: 2017 STAAR Exam, 2019 STAAR Exam. Acceleration level is the percent of 3rd Grade students who did not meet grade level for reading but then met grade level for reading in 5th grade.

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Just 3% of 3rd Grade Students Who Met or Mastered Standard in Reading Decelerated to "Below Approaches" by 5th Grade

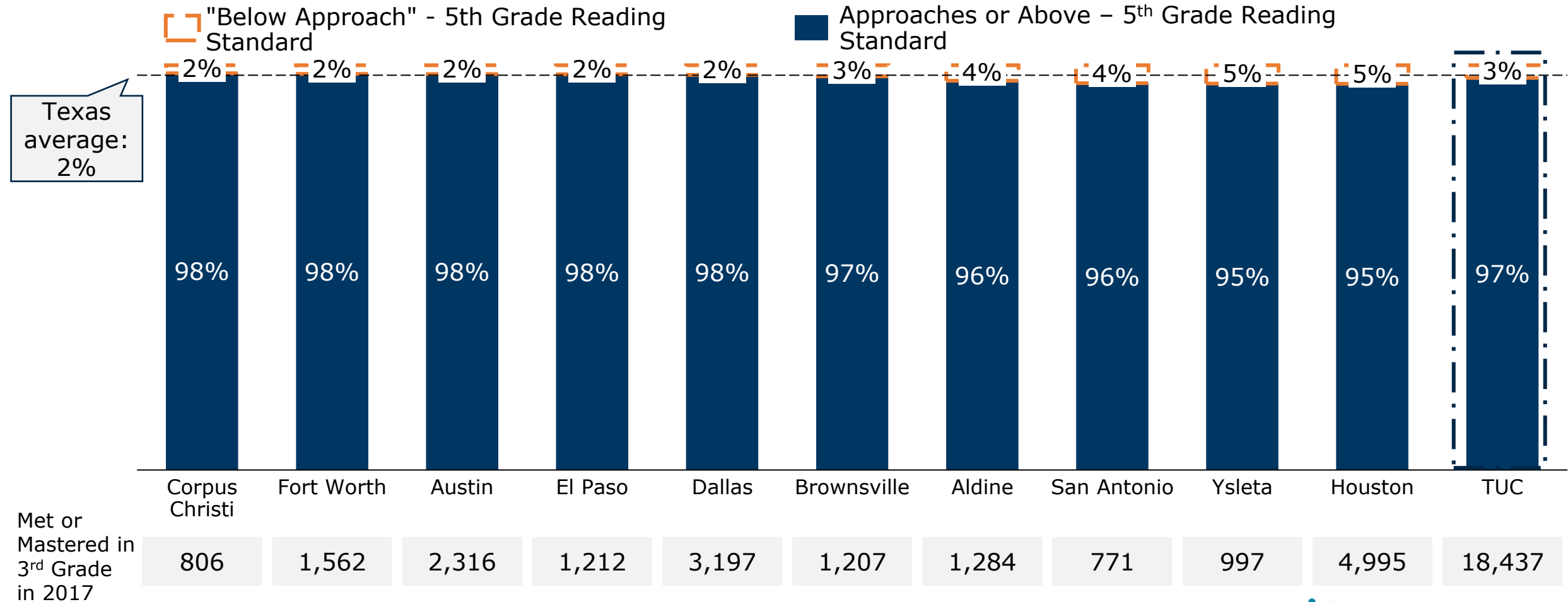## Texas Urban Council - Deceleration Level[1]

18,278

3%

3% of 3rd Graders who were at or above grade level in reading decreased to "Below Approach" in 2 years

17,863 (97%)

2017 3rd Grade Reading "Meet" or "Master" Grade Level
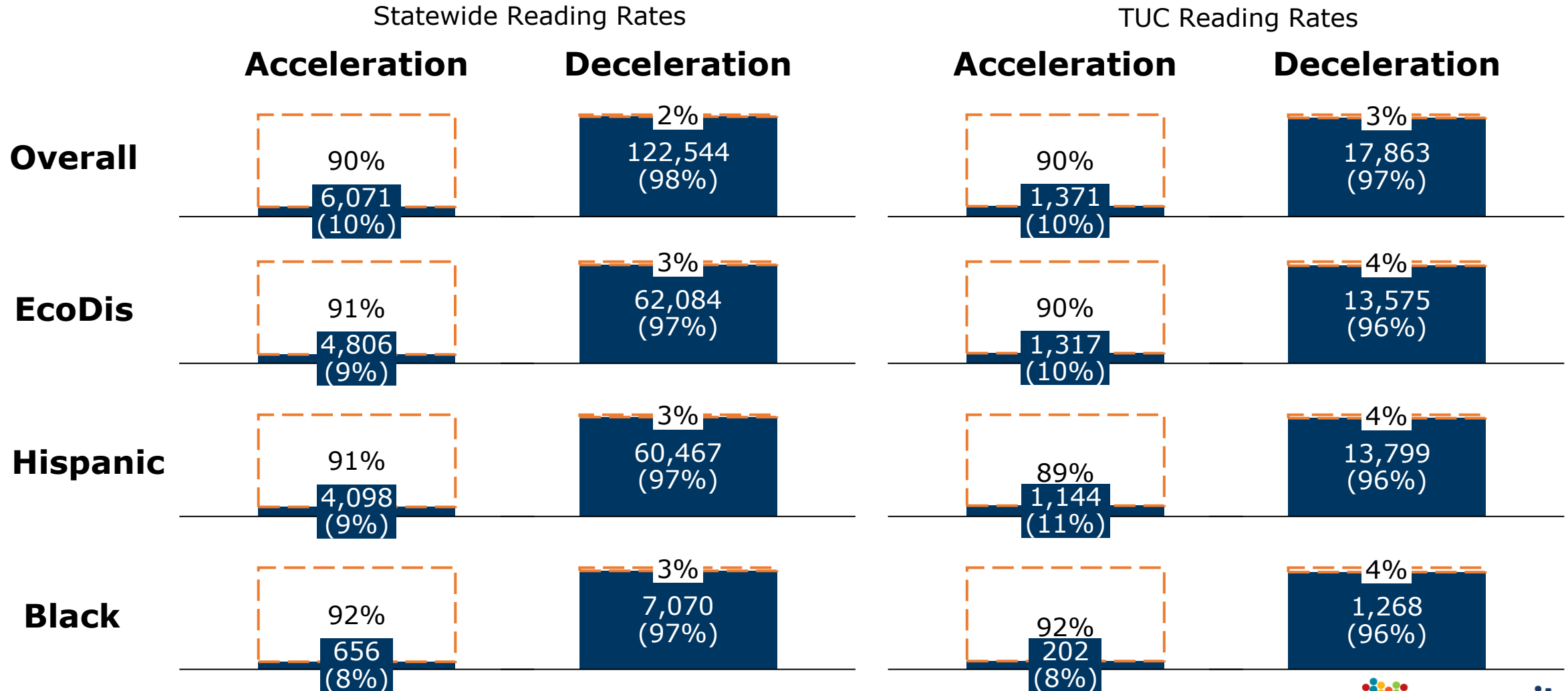
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Deceleration Levels Among TUC ISDs Were Universally Low
Given Sustainability of Early Readiness, Are We Investing Early Enough?

Texas Urban Council – Deceleration Levels From 2017 to 2019

[ ] "Below Approach" - 5th Grade Reading Standard   ■ Approaches or Above – 5th Grade Reading Standard

Texas average: 2%

	Corpus Christi	Fort Worth	Austin	El Paso	Dallas	Brownsville	Aldine	San Antonio	Ysleta	Houston	TUC
Below Approach	2%	2%	2%	2%	2%	3%	4%	4%	5%	5%	3%
Approaches or Above	98%	98%	98%	98%	98%	97%	96%	96%	95%	95%	97%
Met or Mastered in 3rd Grade in 2017	806	1,562	2,316	1,212	3,197	1,207	1,284	771	997	4,995	18,437

Source: 2017 STAAR Exam, 2019 STAAR Exam. Deceleration level is the percent of 3rd Grade students who met or mastered grade level for reading but then decreased to "Below Approach" grade level for reading in 5th grade.

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Regardless of Socioeconomic Status or Race/Ethnicity, Acceleration and Deceleration Rates in Reading Varied Very Little

Statewide Reading Rates

Acceleration   Deceleration

Overall
90%
6,071
(10%)

2%
122,544
(98%)

EcoDis
91%
4,806
(9%)

3%
62,084
(97%)

Hispanic
91%
4,098
(9%)

3%
60,467
(97%)

Black
92%
656
(8%)

3%
7,070
(97%)

TUC Reading Rates

Acceleration   Deceleration

Overall
90%
1,371
(10%)

3%
17,863
(97%)

EcoDis
90%
1,317
(10%)

4%
13,575
(96%)

Hispanic
89%
1,144
(11%)

4%
13,799
(96%)

Black
92%
202
(8%)

4%
1,268
(96%)

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Overview of TUC Districts' Existing 3rd Grade Board Goals Compared to 2019 STAAR Data

	3rd Grade Reading					3rd Grade Math				
	% of Students "Meeting" Grade Level, 2019			2024/2025 Board Goals	Growth 2014-2019	% of Students "Meeting" Grade Level, 2019			2024/2025 Board Goals	Growth 2014-2019
	Non Eco Dis	All	Eco Dis	All Students	All	Non Eco Dis	All	Eco Dis	All Students	All
Aldine	39%	28%	27%	40% (+12%)	-1%	44%	36%	35%	49% (+13%)	+12%
Austin	71%	49%	31%	90% (+41%)	0%	70%	51%	35%	90% (+39%)	+12%
Brownsville	65%	44%	42%	49% (+5%)	+13%	74%	54%	52%	59% (+5%)	+20%
Corpus Christi*	63%	42%	33%	48%* (+6%)	+9%	66%	47%	39%	53% (+6%)	+23%
Dallas	60%	40%	37%	56% (+16%)	+10%	61%	42%	40%	56% (+14%)	+18%
El Paso	60%	45%	38%	60% (+15%)	+6%	58%	46%	41%	60% (+14%)	+11%
Ft. Worth	62%	32%	28%	47% (+15%)	+3%	58%	32%	28%	45% (+13%)	+9%
Houston	68%	39%	33%	50% (+11%)	+3%	71%	43%	37%	54% (+11%)	+10%
San Antonio	47%	29%	28%	43% (+14%)	+7%	48%	31%	29%	45% (+14%)	+11%
Ysleta	67%	46%	42%	55% (+9%)	+4%	72%	55%	51%	65% (+10%)	+20%
TUC Total	58%	39%	34%	54% (+15%)		63%	43%	38%	57% (+14%)	
Texas	60%	43%	33%		+2%	62%	47%	38%		+14%

*Actual goal defined as an annual increase year-to-year over post-COVID 2021 levels
Source: TEA Aggregated STAAR Data, 2019

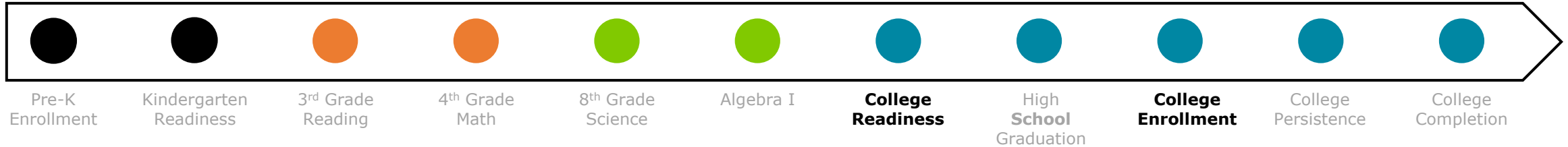# Proposed Goal #1: 3rd Grade Meets Standard

No. 1A

The avg. percentage of students within TUC districts meeting 3rd grade reading standards will increase **from 34% to 55% by 2026** (aligned with current board goals)

No. 1B

The avg. percentage of students within TUC districts meeting 3rd grade math standards will increase **from 43% to 58% by 2026** (aligned with current board goals)

Goal 2: College Readiness and Enrollment

Pre-K Enrollment | Kindergarten Readiness | 3rd Grade Reading | 4th Grade Math | 8th Grade Science | Algebra I | **College Readiness** | High **School** Graduation | **College Enrollment** | College Persistence | College Completion

- **58% of college students not requiring remediation ultimately earn a bachelor's degree, compared to only 17% and 27% of students enrolled in remedial reading and math.[1]**

- **The three-year graduation rate at Texas community colleges for full time students requiring remedial work is only 10%.[2]**

- In 2020, **65% of jobs nationally require some form of postsecondary education.**

- Students from **lower income schools enrolled in college at an average rate of 50%, compared to 65% of students from higher income schools.**

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Median Income vs. Attainment of Associate Degree or Higher
TUC Counties Generally Trail Major U.S. Regions in Post-Secondary Attainment as Well as Median Income and Can Become Major Drivers of State's Economic Mobility

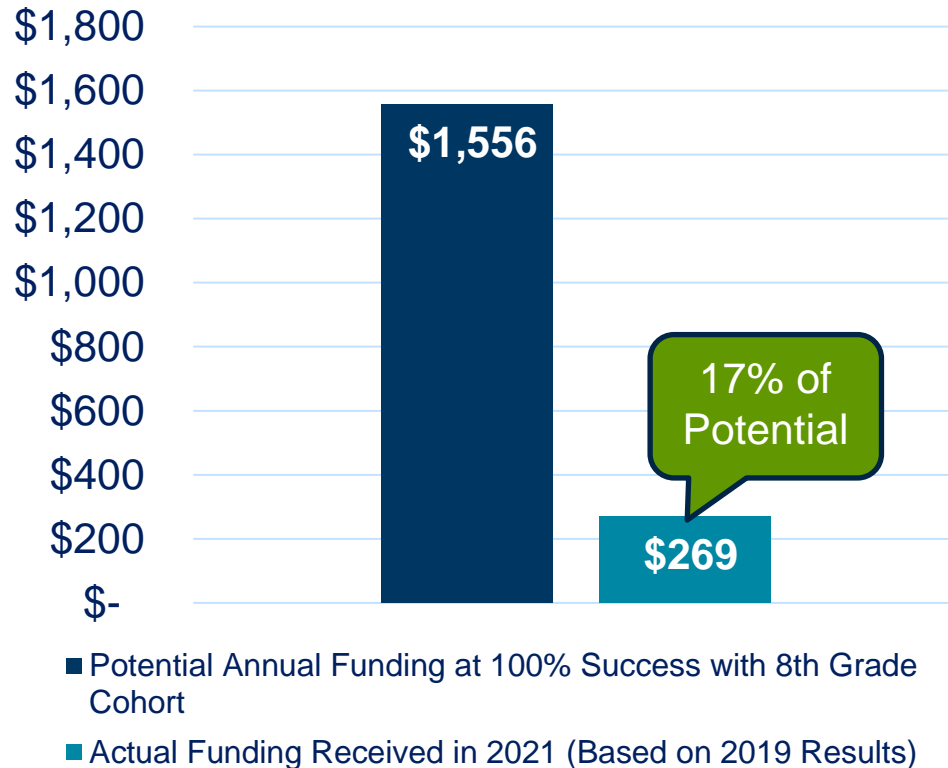**Income and educational attainment of residents aged 25 to 34 (2019)**
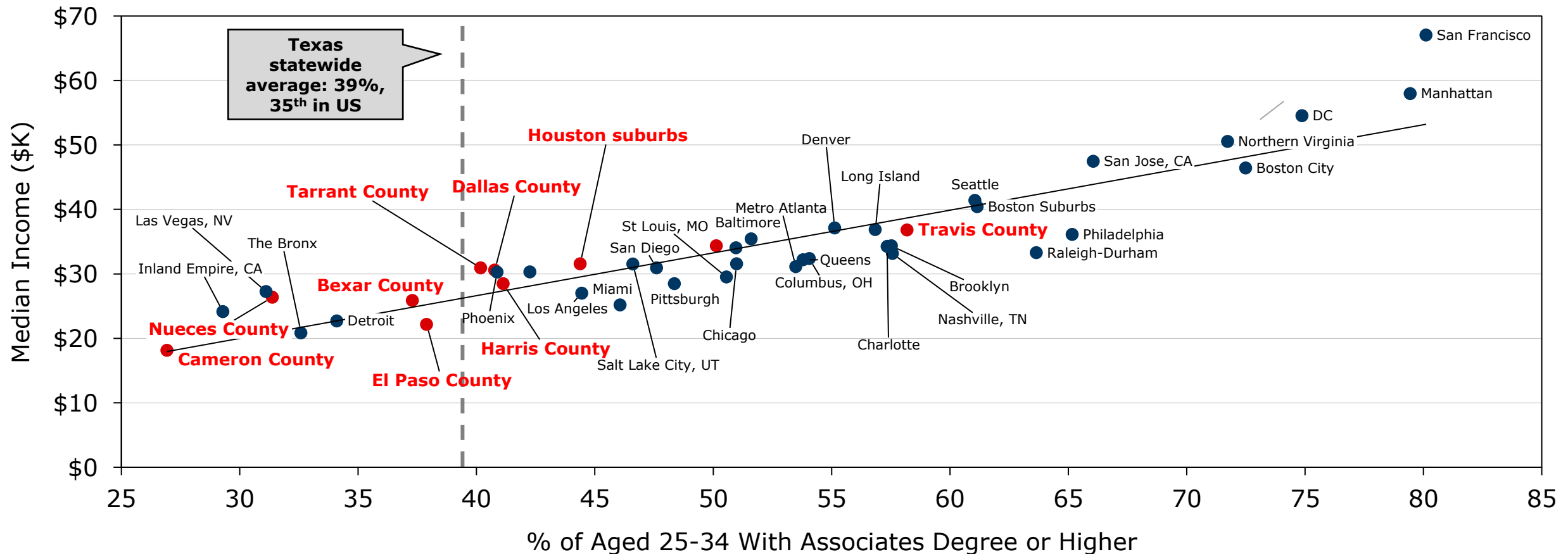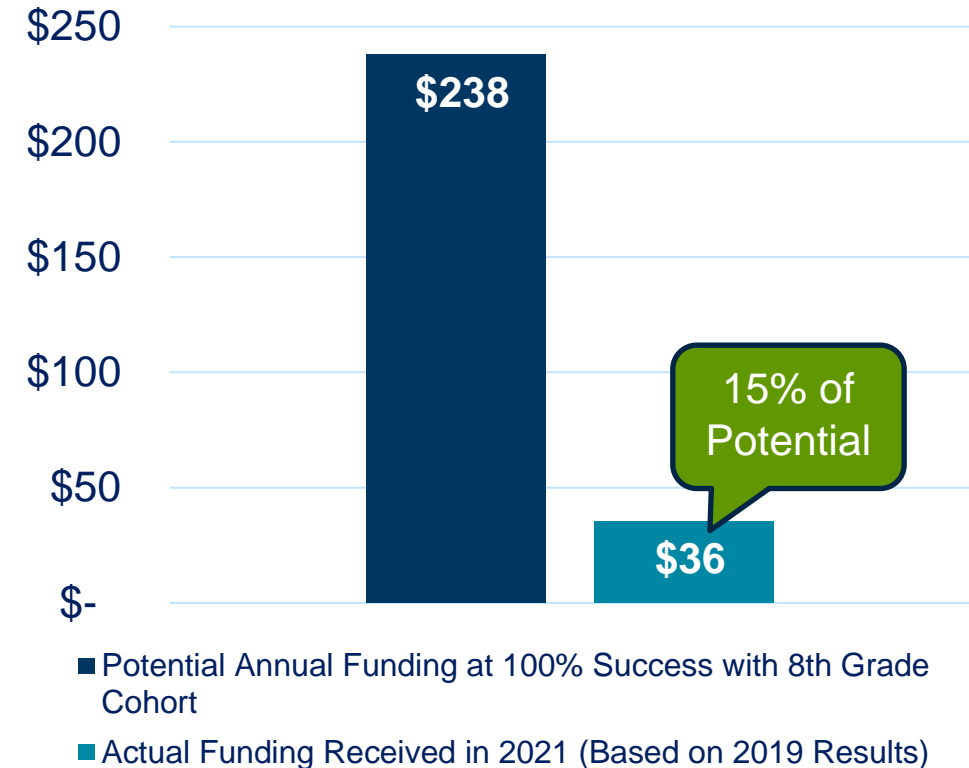
Actual vs. Potential CCMR Success Funding
Available but Non-Accessed Public Dollars Represent Tremendous Potential to Resource Additional Student Supports

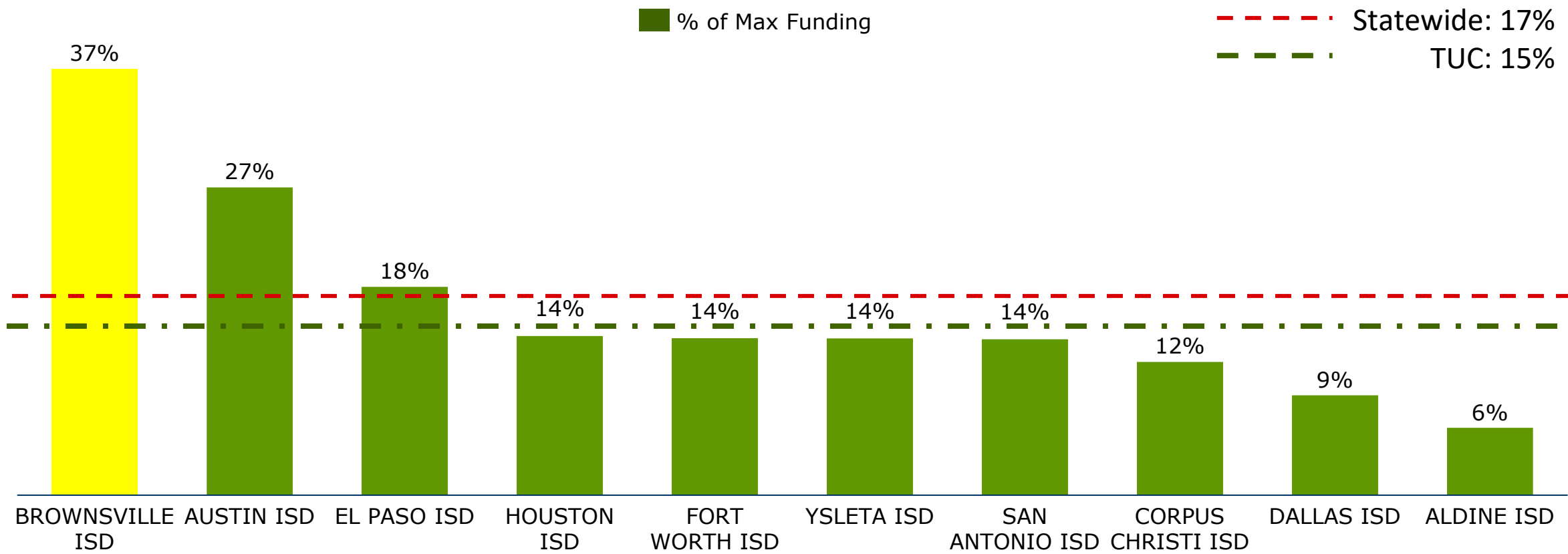**State of Texas CCMR Success Funding (in Millions)**

- $1,556 — Potential Annual Funding at 100% Success with 8th Grade Cohort
- $269 — Actual Funding Received in 2021 (Based on 2019 Results) — 17% of Potential

TUC Districts CCMR Success Funding (in Millions)

- $238 — Potential Annual Funding at 100% Success with 8th Grade Cohort
- $36 — Actual Funding Received in 2021 (Based on 2019 Results) — 15% of Potential

■ Potential Annual Funding at 100% Success with 8th Grade Cohort
■ Actual Funding Received in 2021 (Based on 2019 Results)

Broad Range in % of Eligible CCMR Success Funding Currently Being Received
Texas Urban Council (TUC) Districts can be great thought partners in sharing best practices among them that are currently leading to outlier results for some members

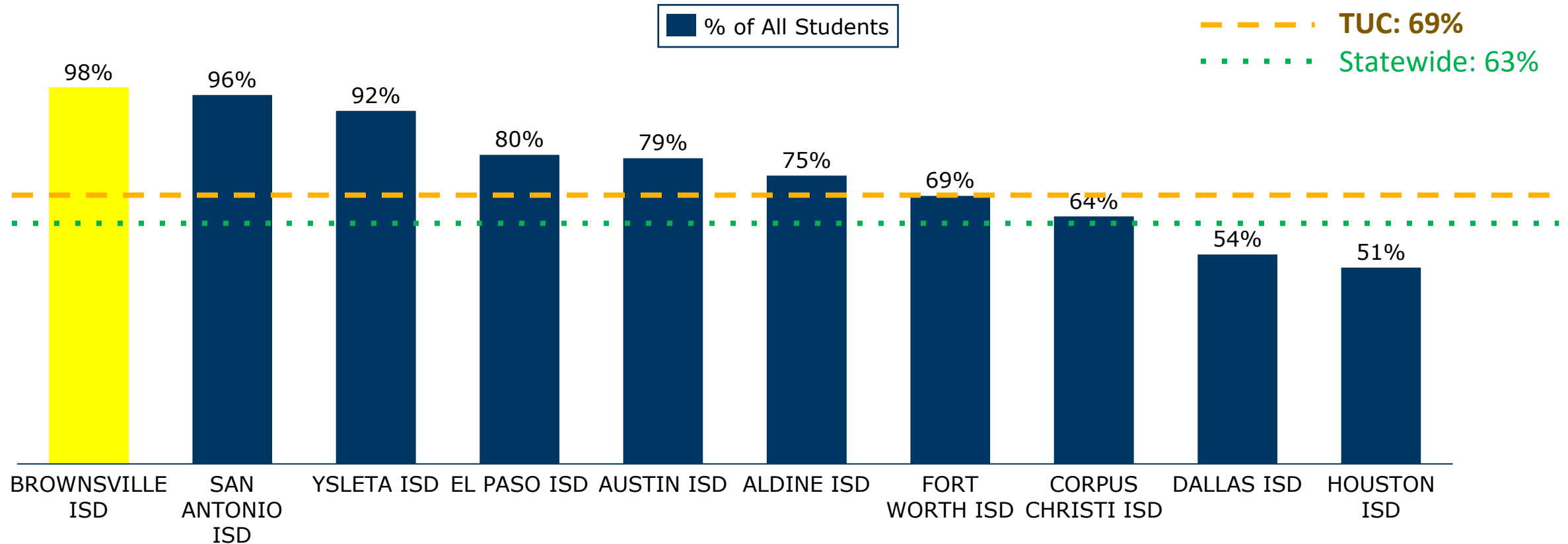**TUC ISDs: CCMR Success Funding Received as % of Total Amount Possible (Based on 8th Grade Cohort)**

■ % of Max Funding

- - - Statewide: 17%
- - - TUC: 15%

District	%
BROWNSVILLE ISD	37%
AUSTIN ISD	27%
EL PASO ISD	18%
HOUSTON ISD	14%
FORT WORTH ISD	14%
YSLETA ISD	14%
SAN ANTONIO ISD	14%
CORPUS CHRISTI ISD	12%
DALLAS ISD	9%
ALDINE ISD	6%

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Broad Range in TSI Testing Rates for TUC Member Districts
98% for Brownsville ISD vs. 51% for Houston ISD

TUC ISDs: % of All Eligible Students Taking TSI Assessment

Legend: ■ % of All Students — — TUC: **69%** ⋯ Statewide: 63%

District	%
BROWNSVILLE ISD	98%
SAN ANTONIO ISD	96%
YSLETA ISD	92%
EL PASO ISD	80%
AUSTIN ISD	79%
ALDINE ISD	75%
FORT WORTH ISD	69%
CORPUS CHRISTI ISD	64%
DALLAS ISD	54%
HOUSTON ISD	51%

Source: TEA, TAPR Report 2020

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Range of Remediation Levels Needed in TX Public Colleges by ISD
How Can Tools Such as Texas College Bridge Achieve Remediation in H.S. at No Cost to Student While Removing a Key Barrier to Their Taking Credit Bearing Courses

TUC Districts: Students Enrolled at TX Public Colleges Needing Remediation vs Students Not Needing Remediation

Legend: Remediation Needed | No Remediation Needed

ISD	Total	No Remediation Needed	Remediation Needed
Ysleta ISD	1,720	39%	61%
Dallas ISD	3,974	40%	60%
Aldine ISD	1,496	44%	56%
San Antonio ISD	1,098	44%	56%
Corpus Christi ISD	1,291	49%	51%
El Paso ISD	2,296	52%	48%
Brownsville ISD	1,876	54%	46%
Houston ISD	4,873	57%	43%
Fort Worth ISD	1,888	58%	42%
Austin ISD	2,146	77%	23%

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Improving Graduation and Enrollment Rates in TUC Counties Could Provide Billions of Additional Lifetime Earnings to Its Students

	EcoDis				Non-EcoDis				
	# of 8th Grade Students	H.S. Grad Rate	Enrolled in TX Public College	Received PS degree in 6 years	# of 8th Grade Students	H.S. Grad Rate	Enrolled in TX Public College	Received PS degree in 6 years	Lost Lifetime Earnings ($bn)
Bexar	13,602	71%	41%	13%	9,246	83%	64%	34%	$9.6
Cameron	6,223	78%	50%	20%	948	86%	69%	35%	$2.7
Dallas	20,941	74%	40%	12%	11,467	84%	63%	30%	$13.5
El Paso	9,663	77%	55%	17%	3,302	81%	66%	31%	$4.8
Harris	33,504	72%	43%	14%	22,399	84%	65%	33%	$22.7
Nueces	2,746	73%	41%	12%	1,846	84%	66%	29%	$1.9
Tarrant	10,620	70%	42%	14%	13085	83%	63%	30%	$9.3
Travis	4,915	69%	33%	9%	4570	85%	63%	33%	$4.0
TOTAL	**102,214**	**73%**	**43%**	**14%**	**66,863**	**84%**	**65%**	**32%**	**$68.50**

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Overview of TUC Districts' Existing CCMR Board Goals Compared to Their Class 2019 Data

	Current % of Students CCMR* (Class of 2019)				2024/2025 CCMR Board Goals			
	All	EcoDis	Black	Hispanic	All	EcoDis	Black	Hispanic
Aldine	42%	41%	33%	44%	69% (+27%)	n/a	n/a	n/a
Austin	83%	75%	66%	79%	n/a	n/a	n/a	n/a
Brownsville	68%	66%	n/a	68%	71% (+3%)	71%	n.a	72%
Corpus Christi	58%	51%	54%	55%	70% (+12%)	n/a	n/a	n/a
Dallas	46%	42%	31%	47%	54% (+8%)	n/a	n/a	n/a
El Paso	72%	69%	61%	71%	90% (+18%)	n/a	n/a	n/a
Ft. Worth	55%	51%	43%	54%	48%*	44%	32%	48%
Houston	64%	62%	55%	65%	71% (+7%)	n/a	n/a	n/a
San Antonio	62%	60%	54%	63%	78% (+16%)	n/a	n/a	n/a
Ysleta	75%	75%	55%	75%	70%*	n/a	n/a	n/a
TUC Total	**61%**	**57%**	**49%**	**61%**	**66% (+5)**	n/a	n/a	n/a
Texas	**64%**	**56%**	**49%**	**60%**				

*All CCMR data reflect annual graduates without CTE. Unclear if board goals are aligned with this standard – need to more clearly define.
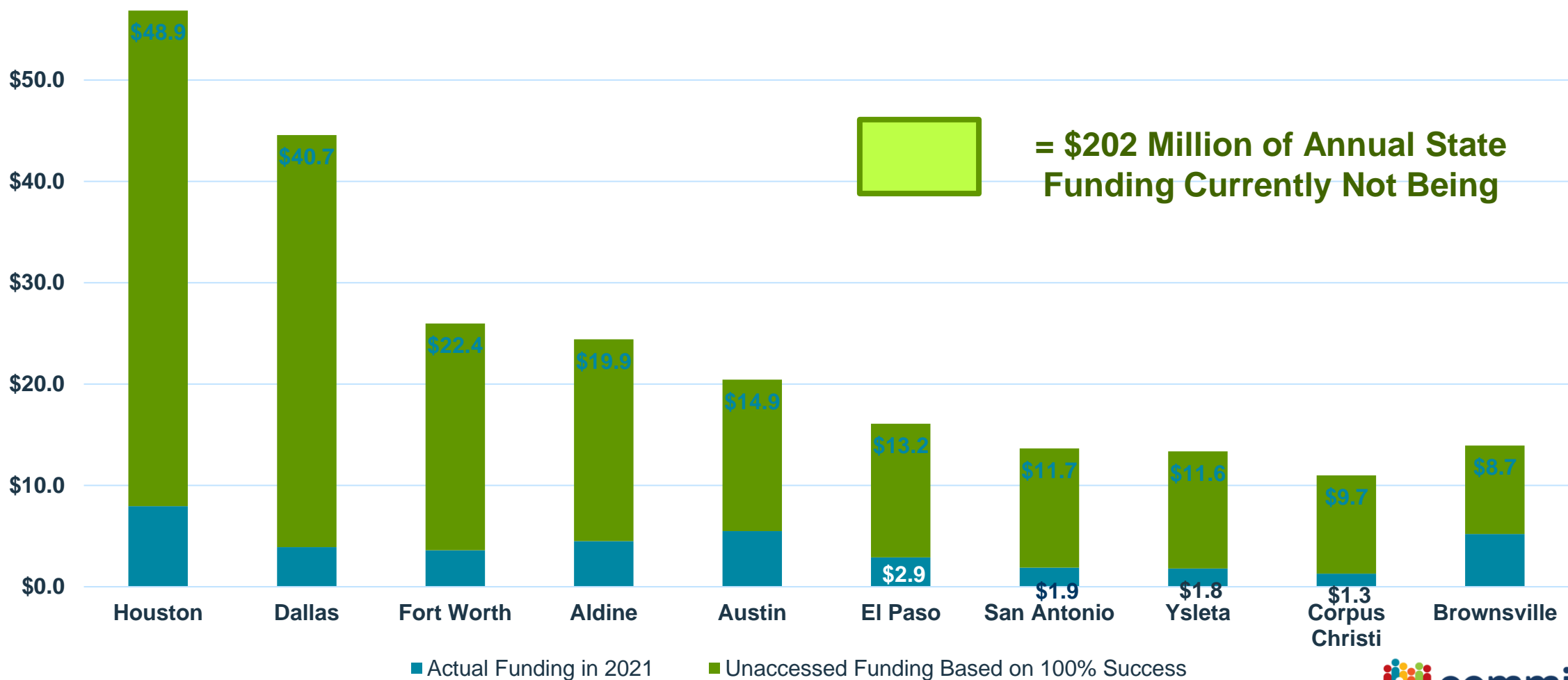Source: TEA TAPR Report, 2020
Note: Board Goal Calculations are assuming no growth in student enrollment

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Across TUC, Total Unaccessed CCMR Success Funding Exceeds $200 Million
Strategic Focus Can Generate Substantial State Dollars to Resource Student Supports in Areas Such as Advisement Ratios, Assessment Preparation, TSI Remediation, Career Exploration, etc.

Actual vs. Unaccessed State CCMR Success Funding

= **$202 Million of Annual State Funding Currently Not Being**

City	Unaccessed Funding	Actual Funding
Houston	$48.9	
Dallas	$40.7	
Fort Worth	$22.4	
Aldine	$19.9	
Austin	$14.9	
El Paso	$13.2	$2.9
San Antonio	$11.7	$1.9
Ysleta	$11.6	$1.8
Corpus Christi	$9.7	$1.3
Brownsville	$8.7	

■ Actual Funding in 2021   ■ Unaccessed Funding Based on 100% Success

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Proposed Goal #2: CCMR

No. 2A

The avg. percentage of TUC graduates qualifying as CCMR per A-F accountability will increase **from 61% to 70% by 2026.**

No. 2B

Actual CCMR Success Funding received by TUC districts (as a % of total possible funding assuming 100% graduate assessed as ready and successfully transition to college or career certificate) will increase **from 15% based on 2019 results to 40% based on 2026 results.**

- Measured as number of High Schools meeting TSI Criteria, number of HS Grads Enrolling in a post secondary institution, number of HS grads meeting hb3 outcomes bonus requirement, and not including CTE

Next Steps

- Other goals for consideration?

- Formal adoption of vision, mission, and goals

- Update website to reflect all agreed-upon changes

- Preliminary Planning for November 2021 Retreat
  - Group deep-dive analysis based on adopted goals
  - COVID remediation/acceleration progress and insights
  - Legislature and an interim agenda
  - Problems of practice
    - Common theme identification exercise
    - Role-alike time
    - High Quality Pre-Kindergarten infrastructure
    - CCMR ESSER-HB3 infrastructure
  - Other ideas?

Legislative Updates

THANK YOU, TUC MEMBERS!

Please complete the survey at your table so that we can capture your thoughts on today's work together.

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Appendix

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Additional Vision Examples

- *Google:* *"To provide access to the world's information in one click"*

- *Nike:* *"To bring inspiration and innovation to every athlete in the world"*

- *Tesla:* *"To accelerate the world's transition to sustainable energy"*

- *Amazon:* *"Our vision is to be earth's most customer-centric company, where customers can find and discover anything they might want to buy online."*

Overall, % of Texans Meeting $50,000 Threshold Grew Slightly to 25% in 2019 with Significant Gaps Persisting Across Race

% of Young Adults Ages 25-34 in Texas Meeting 2019 $50,000 Threshold for Living Wage
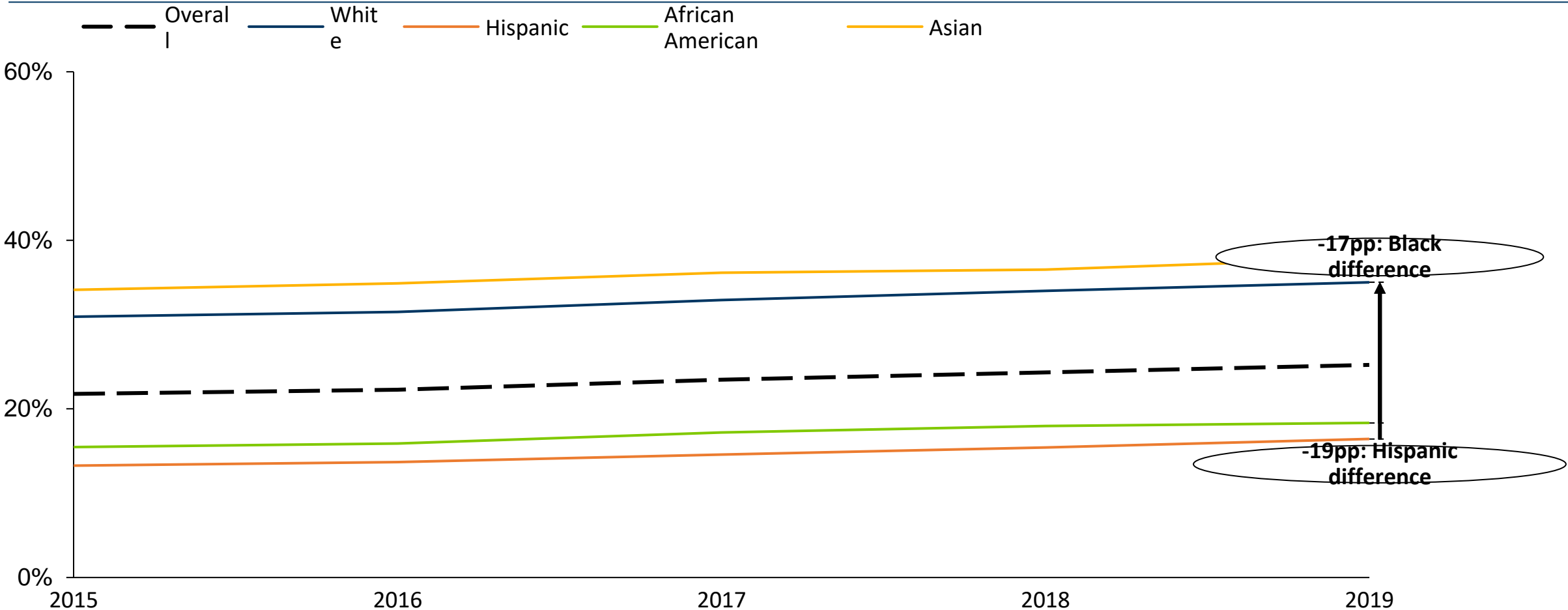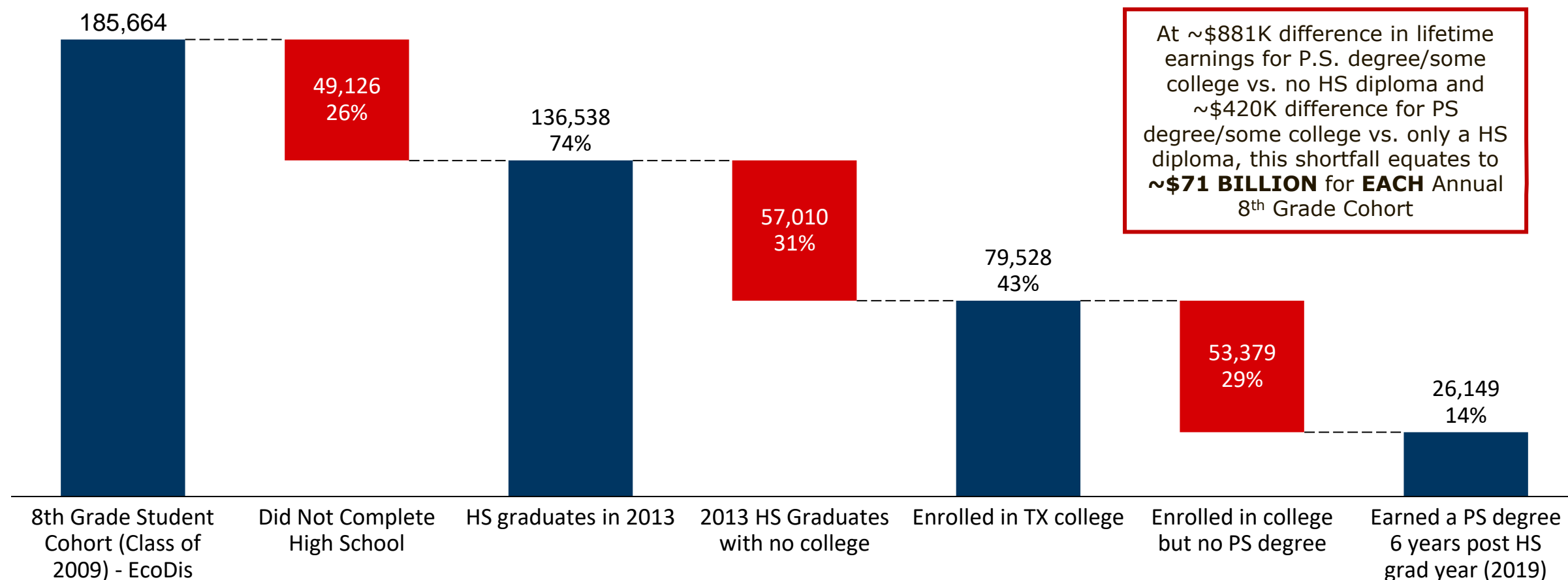
Legend: — — Overall | —— White | —— Hispanic | —— African American | —— Asian

-17pp: Black difference

-19pp: Hispanic difference

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Our State's Major Challenge – Low Income Post Secondary Completion
Only 14% of Texas' Most Recent Econ. Disadvantaged 8th Grade Cohort Earned a TX PS Degree by Age of 24, Resulting in $71Bn in Foregone Lifetime Earnings for that Cohort

THECB 8th Grade Econ. Disadvantaged Cohort Pipeline to a Degree or Certificate, 2008 8th Graders thru 2018

At ~$881K difference in lifetime earnings for P.S. degree/some college vs. no HS diploma and ~$420K difference for PS degree/some college vs. only a HS diploma, this shortfall equates to **~$71 BILLION** for **EACH** Annual 8th Grade Cohort

185,664

49,126
26%

136,538
74%

57,010
31%

79,528
43%

53,379
29%

26,149
14%

8th Grade Student Cohort (Class of 2009) - EcoDis | Did Not Complete High School | HS graduates in 2013 | 2013 HS Graduates with no college | Enrolled in TX college | Enrolled in college but no PS degree | Earned a PS degree 6 years post HS grad year (2019)

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Improving Graduation and Enrollment Rates in TUC Counties Could Provide Billions of Additional Lifetime Earnings to Its Students

	EcoDis				Non-EcoDis				
	# of 8th Grade Students	H.S. Grad Rate	Enrolled in TX Public College	Received PS degree in 6 years	# of 8th Grade Students	H.S. Grad Rate	Enrolled in TX Public College	Received PS degree in 6 years	Lost Lifetime Earnings ($bn)
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TOTAL	**102,214**	**73%**	**43%**	**14%**	**66,863**	**84%**	**65%**	**32%**	**$68.50**

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Estimated Cost of Optimal CCMR Infrastructure for TUC ISD's Would Require ~2% to ~11% of Annual ESSER Funding to Bridge Interim Gap
ISD's Would Need to Qualify for ~50% to 60% of CCMR Success Funding to Fully Sustain

District	8th Grade Student Enrollment	Est. Cost of Optimal CCMR Infrastructure	CCMR Funding in 2021 Based on 2019 Results	Resulting Cost Gap That Needs to Be Bridged	Annual ESSER Funding Thru 2024	Gap as % of Annual ESSER Funding	Maximum CCMR Success Funding Possible Under HB3	2021 CCMR Funding as % of Maximum Possible Success Funding	Optimal CCMR Infrastructure Cost as % of Maximum Success Funding
Houston	13,550	$ 30,383,000	$7,962,000	$ 22,421,000	$387,550,667	6%	$56,867,000	14%	53%
Dallas	10,300	$ 23,484,000	$3,914,000	$ 19,570,000	$261,543,000	7%	$45,107,000	9%	52%
Fort Worth	6,025	$ 13,599,000	$3,588,000	$ 10,011,000	$126,005,667	8%	$25,971,000	14%	52%
Austin	5,200	$ 11,759,000	$5,544,000	$ 6,215,000	$74,955,333	8%	$20,482,000	27%	57%
San Antonio	3,250	$ 7,409,000	$1,866,000	$ 5,543,000	$100,177,667	6%	$13,604,000	14%	54%
Aldine	4,700	$ 10,643,000	$1,254,000	$ 9,389,000	$113,606,000	8%	$21,180,000	6%	50%
El Paso	4,050	$ 9,194,000	$2,960,000	$ 6,234,000	$91,852,333	7%	$16,156,000	18%	57%
Ysleta	3,150	$ 7,186,000	$1,849,000	$ 5,337,000	$67,267,333	8%	$13,402,000	14%	54%
Brownsville	3,200	$ 7,298,000	$5,237,000	$ 2,061,000	$89,293,667	2%	$13,974,000	37%	52%
Corpus Christi	2,800	$ 6,405,000	$1,286,000	$ 5,119,000	$44,974,667	11%	$10,966,000	12%	58%
Totals	**56,225**	**$ 127,360,000**	**$ 35,460,000**	**$ 91,900,000**	**$ 1,357,226,333**	**7%**	**$ 237,709,000**	**15%**	**54%**

Notes: Numbers conservatively assign no credit for what districts are already spending on CCMR; gaps will be notably less once those dollars are determined and evaluated. Numbers also do not account for miscellaneous costs noted on earlier page.

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