

Transforming Texas to be a Model for American Public Education

The Texas Impact Network 2021 Scorecard





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-Executive Director, Bridget Worley

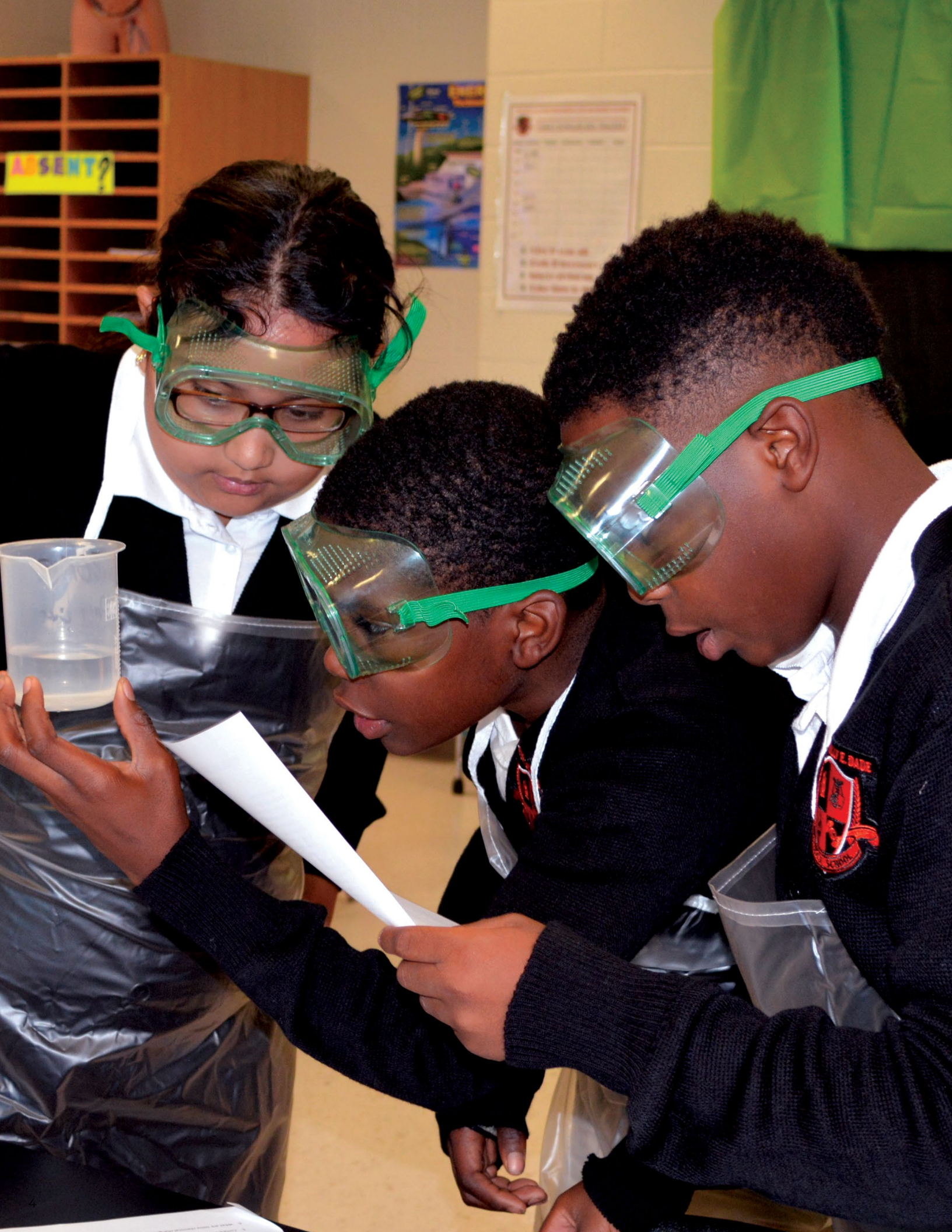


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Letter From Executive Director Bridget Worley



When the Texas Impact Network officially began on Feb. 20, 2020, I knew my life was about to change. But, like everyone else, I had no idea by just how much.

After seven years in the Louisiana Department of Education, I was thrilled to have the opportunity to serve an even greater number of students here in Texas (see Pg. 9 for detailed insight on the students served by the Network). The passage of 2019's school finance reform bill has brought our state to the forefront of innovation in education. But 2020 quickly proved an inauspicious time for ambitious new undertakings.

Yet looking back just over a year later, I'm amazed at what our educators and school leaders have been able to accomplish in spite of every obstacle. Thousands of Texas teachers are making more than they ever thought possible by going where they're needed most (Pg. 14). Tens of thousands of Texas students now have access to additional instructional time when they need it most (Pg. 16). School systems are earning millions of dollars by improving postsecondary outcomes, generating resources to continuously improve how they serve students (Pg. 18). Texas lawmakers have also stood up on behalf of our students, promising to fully fund each of House Bill 3's student-

centered reforms in spite of a budget shortfall. This, too, was due in part to the hard work and advocacy of our Network superintendents. (Pg. 13)

Redesigning professional development systems, re-thinking school calendars, mobilizing for equitable funding– these are difficult tasks even in “normal” times. The pandemic has made each more difficult, but it has also made each more necessary.

The fact is, these already-important initiatives are now absolutely essential in order to avert a generational education crisis. Unfortunately, not all school systems in Texas have the resources necessary to pursue them– especially the small rural systems, of which Texas has more than any other state. This is where our impact can be greatest. (Pg. 20)

A “network” is defined as an “informally interconnected group or association of persons.” Under this definition, the whole of Texas can be seen as a “network”: our future prosperity depends in part on the students being educated today. The Texas Impact Network, then, is a formal recognition of this otherwise “informal” interconnection: By gathering together, sharing insights, and pooling resources (even virtually!) we are stronger than we could ever hope to be on our own.



In gratitude, Bridget Worley

Thank You

The Texas Impact Network would not be possible without the hard work and foresight of so many individuals and institutions.

It is rooted in the transformative power of recent school finance legislation, which was the work of Governor Abbott, Lt. Gov. Patrick, the members of the 86th Texas Legislature, and the Texas Commission on Public School Finance.

It is made possible by each of our valued investment partners:

Blue Meridian Partners

Byrne Family Foundation

Hirsch Family Foundation

Houston Endowment

Meadows Foundation

Eugene McDermott Foundation

Rainwater Charitable Foundation

RootEd Alliance

Charles and Lynn Schusterman

Family Philanthropies

Sealark Foundation

Texas Mutual

The Sid W Richardson Foundation

T.L.L. Temple Foundation

Wallace Foundation

Walton Family Foundation

It is further enabled by the support provided by each of our respective founding organizations– the Commit Partnership and Educate Texas at the Communities Foundation of Texas.

And we are deeply indebted to each of the thousands of teachers and administrators across the state with whom we have the opportunity to work alongside.

Systems change takes time, but it's our hope that by collaborating across sectors and siloes, we can accelerate towards the ultimate goal– improved student outcomes across Texas.

That's why we came together to found the Network, and why we hope you'll join us in this work: When we widen our network, we broaden our impact.

In gratitude,

John Fitzpatrick

Todd Williams



EDUCATE TEXAS
at COMMUNITIES FOUNDATION of TEXAS





Who We Are

The Opportunity

House Bill 3 (HB 3) transformed public school finance in Texas. Passed by the Texas Legislature in 2019, HB 3 not only added \$3.25 billion annually to fund public schools, but also created equitable, innovative funding opportunities that target our state’s highest-need students with up to \$4 billion in additional investments. These three data-proven policies are:

Teacher Incentive Allotment (TIA)	Additional Day School Year (ADSY)	College, Career, and Military Readiness (CCMR) Outcomes Bonus
Funding for school systems that identify and reward their most effective educators to help keep them in the classroom and further incentivize them to teach at rural campuses and/or campuses with high levels of economic instability.	Funding to provide up to 30 additional days of instruction to enhance teacher pay, mitigate pandemic-related learning loss, and prevent summer slide for students who tend to lose some of the achievement gains they made during the previous school year.	Equitable funding granted to school systems for each student that both: <ul style="list-style-type: none">• graduates from high school demonstrating college/career readiness and• completes a successful postsecondary transition to college, career, or the military.

The Strategy

The Texas Impact Network is a joint initiative of the Commit Partnership and Educate Texas that supports pioneering school systems to develop, implement, and evaluate the evidence-based strategies funded through the passage of HB 3. The Network works with regional and statewide partners to create proof points and blueprints for success and facilitates a network of peers sharing their best practices and strategies for assisting school systems in realizing the potential of HB 3’s core innovations with an emphasis on closing achievement gaps and providing equitable support.



Desired Outcomes

Broad, diverse and effective implementation

A diverse spectrum of school system partners representing a variety of regions and sizes across Texas demonstrate the equitable potential of HB 3 and its innovative funding opportunities through meaningful implementation that leads to improved student outcomes.

Regional technical assistance capacity to ensure continued support

School systems are provided relevant technical assistance by partners invested in their success and aware of what the region needs because they also live there.

Preservation of HB 3 school finance reform

The potential of HB 3 to improve student outcomes is realized across Texas and policymakers sustain the commitments made in the 2019 legislative session.

Where We Work

To achieve broad, diverse and effective implementation of the core impact areas of HB 3 legislation, the Texas Impact Network works with seven regional partners and runs three statewide programs to provide direct technical support to school systems across Texas.



Rio Grande Valley



Permian Basin



Dallas



Austin



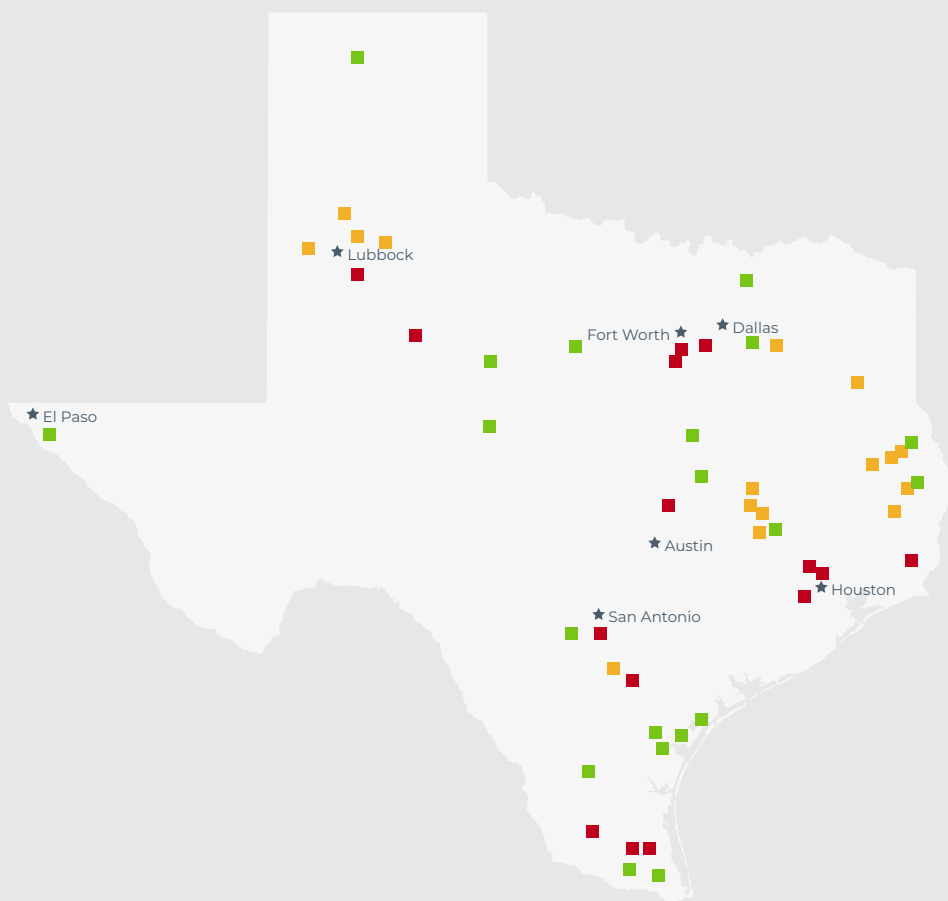
Houston






San Antonio



Tarrant



Statewide Programs

-  Rural TIA Consortium [See Pg. 18]
-  ADSY Planning And Execution Program [See Pg. 14]
-  Rural CCMR Accelerator [See Pg. 17]

Through these 10 avenues of support, the Texas Impact Network is currently equitably reaching:

120+

School Systems

2.1M+

students (39% of Texas public school enrollment)

1.5M+

students experiencing economic instability (45% of Texas' 'eco-dis' public school enrollment)

305,000

Black students (44% of Texas' Black public school enrollment)

1.1M

Hispanic/Latinx students (38% of Texas' Hispanic/Latinx public school enrollment)

Total number of students impacted is larger than K-12 enrollment of 46 different US states

About Our Regional Education Partners:

Regional partners offer focused support to a portfolio of school systems in their community. These partners have established relationships with school system leaders that allow a level of support that can only be achieved through mutual trust and respect. Regional partners selected must be aligned to the mission of the Texas Impact Network to improve outcomes of students in their communities and have established and trusted relationships with school leaders in their region.



Locating & Aligning with Champions

In order to meet our desired outcomes, we must align and partner with key leadership and education champions across the state. The Texas Impact Network has built an advisory council which consists of champion superintendents, leaders of regional partner organizations, and Texas Education Agency leadership.

The Advisory Council works to introduce the work of the Network to every region in Texas, collaborate and share ideas, and speak in support of HB 3 reforms to accelerate success.

Sponsors/Leadership

Jim Nelson, Chair
Todd Williams, Commit Partnership
Libby McCabe, Commit Partnership
John Fitzpatrick, Educate Texas
Chris Coxon, Educate Texas
Ryan Franklin, Educate Texas
George Tang, Educate Texas
Bridget Worley, Texas Impact Network

Superintendent Champions

LaTonya Goffney, Aldine ISD (CCMR)
HD Chambers, Alief ISD (ADSY)
Michael Hinojosa, Dallas ISD (TIA)
Kathy Rollo, Lubbock ISD (TIA)
Pedro Martinez, San Antonio ISD (CCMR)
Celina Estrada Thomas, Hutto ISD (CCMR)
Rural Superintendent Champion - vacancy

Regional Partners

Dottie Smith, Commit Partnership
Adrian Vega, Education Partnership of the Permian Basin
Susan Dawson, E3 Alliance
Alexandra Hales Elizondo, Good Reason Houston
Rodney Rodriguez, RGV Focus (Educate Texas)
Mattie Parker, Tarrant To and Through Partnership
Ryan Lugalia-Hollon, UP Partnership

Texas Education Agency

Commissioner Mike Morath, TEA
Megan Agazadian, TEA

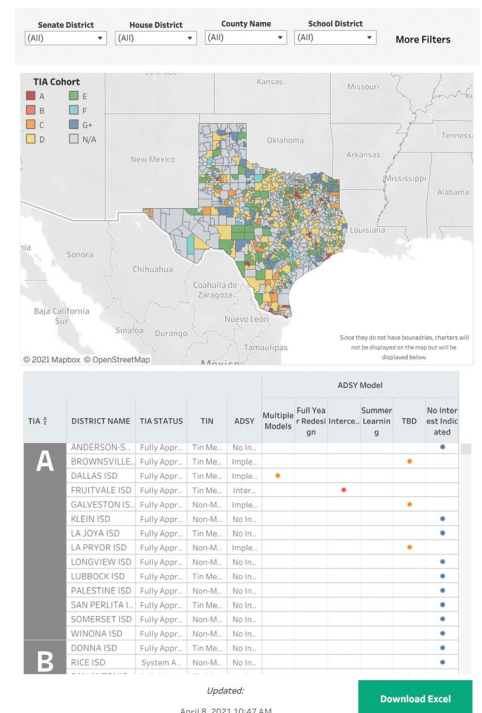
How Texas Impact Network Supports Advocacy Efforts

House Bill 3 represented a sea change in legislative policy, using data and research of best practices to continuously improve the system, with a commitment to evaluate and potentially amend each subsequent legislative session. The Texas Impact Network plays a supporting role in advocating for a sustained commitment to equitable school finance by sharing HB 3 implementation data, identifying and lifting the voices of champions, and sharing stories of courageous and exemplary models.

Data

The HB 3 Implementation Dashboard provides real-time information on the interest and participation in the Teacher Incentive Allotment and Additional Days School Year across the state of Texas. Regular updates provide an accurate snapshot for:

- Legislators to understand the status of statewide adoption and involvement of their constituent school systems
- School systems to share the status of peer implementation and prompt consideration of adoption
- Regional partners to demonstrate the status of regional implementation and inform recruitment and support efforts



Voices

The depth and breadth of the Texas Impact Network enables us to quickly and effectively demonstrate a strong, united message across school leaders statewide. The Network was able to employ this capability in Sept. 2020 when the House Public Education Committee requested written testimony concerning whether funding for Teacher Incentive Allotment should be deferred. 29 letters from Network school systems around the state responded, urging the Legislature to fund TIA on the intended timeline. Each letter told a unique story about the investments school systems have made in designing a TIA program.

Stories

The close relationships our regional partners have with school systems allows the Network to identify passionate, student-centered practitioner voices to promote HB 3. We have placed superintendents, staff, and principals on panels, hosted them at legislative meetings, and provided other platforms (e.g. blogs, social media, presentations) to tell their story of implementation and student benefits.

Program Highlights

Teacher Incentive Allotment (TIA)

The Teacher Incentive Allotment (TIA) was designed to attract and retain highly effective educators at traditionally hard-to-staff schools by providing a realistic pathway for top teachers to earn six-figure salaries. In order to access to the Teacher Incentive Allotment from the state, the school system must achieve the following:

Goal #1: Develop a rigorous plan to implement a high quality local designation system with input from teachers and other stakeholders—ensuring validity and reliability of measures

Goal #2: Submit an application for approval to TEA

Goal #3: Implement the system's Teacher Incentive Allotment plan with fidelity

To date, 82 school systems have been approved by TEA for either Part 1 or the full TIA application. The school systems represent 867,171 students (roughly 16% of Texas' public-school enrollment) and 56,737 teachers. To learn more about this exciting new policy, [visit: https://tiatexas.org/](https://tiatexas.org/)

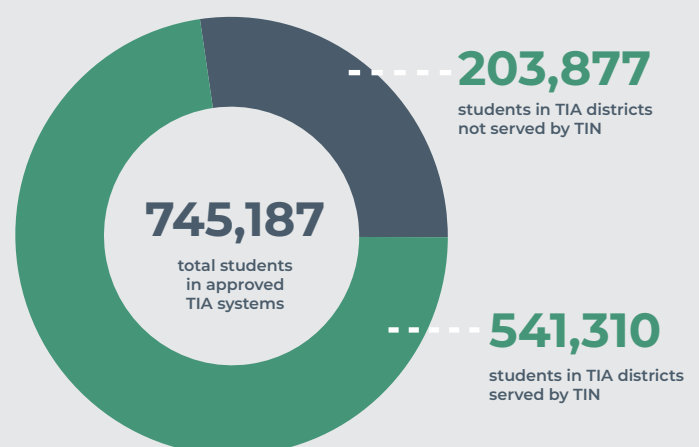
Our Impact

To augment statewide efforts to date, the Texas Impact Network and its content expert partner, Best In Class, are directly supporting 66 school systems through the design and launch of rigorous, multi-measure teacher evaluation and professional development systems approved by TEA. The expertise provided by the Network and BIC informs strategic compensation, professional development, and staffing strategies that will increase the likelihood of successful TIA implementation.

Twenty-one school systems supported by the Network have been approved at some stage of the application process. Twenty-two systems supported by the Network have applied so far – a 95% success rate.

Thirty-six additional school systems supported by the Network will apply for Part 1 in April 2021.

At least seven additional school systems supported by the Network will apply for Cohort E in April 2022.



The school systems represent 745,187 students (roughly 14% of Texas' public-school enrollment) and 60,094 teachers.

Broad and Diverse Support

The Texas Impact Network/Best in Class team currently works with school systems in 16 out of the 20 Education Service Center (ESC) regions, offering support and creating a roadmap for successful TIA implementation uniquely suited to each region of Texas. The largest school system in the Network serves 209,000 students and the smallest serves 123 students. The Network provides special assistance to rural districts in this area through the Rural TIA Consortium [see pg. 19].

Over time, the Network plans to scale support to all 20 ESCs, representing high-quality support for the entire state.

Growing Implementation Capacity

The Network is partnering with staff in nine Education Service Centers to build TIA design and implementation capacity at scale to ensure high-quality support is accessible to any school system in a region. Identified staff at participating ESCs ‘ride along’ as team members support TIA implementation in a school system in their region, leveraging and learning from the team’s expertise in:

- Boutique consulting for one-to-one school system support, including national and state expertise on evaluation/compensation systems project management, and stakeholder engagement
- Effectively utilizing internally developed tools and resources (ie; TIA, Results Delivery, and Strategic Evaluation Toolkits)
- Frequently convening school systems and partners in a community of practice representing more than 1 in 5 students in Texas, creating an unmatched “multiplier effect” of the work.

About Our Content Expert Partners

The Best in Class coalition is a joint venture between the Commit Partnership and Educate Texas of the Communities Foundation of Texas that engages with school districts across Texas to strategically define and measure educator effectiveness and utilize this data to create the conditions for educator and student success.



Additional Days School Year (ADSY)

The Additional Days School Year provides elementary schools with funding to provide up to 30 additional half-days of instruction to enhance teacher pay, mitigate pandemic-related learning loss, and prevent summer slide for students who tend to lose some of the achievement gains they made during the previous school year. The effects of the global pandemic on learning loss has increased and accelerated the number of school systems exploring implementation of this program.

TEA identified three potential models for school systems looking to implement ADSY:

Option 1: Voluntary Summer Learning: A base 180 day calendar and up to 30 days of summer programming for a targeted subset of students.

Option 2: Intersessional Calendar: A base calendar of 180 days with up to 30 additional days interspersed over the full year for accelerated learning and enrichment with a subset of students.

Option 3: Full Year Redesign: A revamped 210 day calendar and a revised daily schedule to increase time for teacher planning and collaboration and student enrichment and break breaks during the school day.

The true status of implementation of ADSY across the state won't be known until the fall of 2022, but there are some indications of how school systems are approaching the opportunity:

A survey TEA administered in September 2020 showed 94 school systems were planning to offer instructional days that would generate ADSY funding in 2020-2021, and 134 were considering it in 2021-2022. The majority of systems were considering Voluntary Summer Learning.

Attendance projection data collected by TEA in December showed a 202% increase in the number of students likely to have access to ADSY instruction opportunities. TEA has estimated 55,600 students in 2020-2021 and 127,400 students in 2021-2022 will have access to an average of 21.5 additional instruction days.

Our Impact

The Texas Impact Network has worked with 15 regionally diverse school systems that are on track to build additional instructional time for students into their school calendars in 2021-2022. The support is provided through a statewide program in collaboration with the Texas Education Agency, as well as direct support in a small number of large, urban systems.



Our Impact Continued

The Texas Impact Network has partnered with the Texas Education Agency to run the ADSY Planning and Execution Program (PEP). The ADSY PEP is a competitive grant program offering planning and execution supports for school systems interested in implementing ADSY. The first cohort of the PEP program included school systems implementing either the Voluntary Summer Learning or Full Year Redesign models. All systems received planning year grants and technical assistance from either Education Resource Strategies (Full Year Redesign) or The Learning Agenda (Voluntary Summer Learning) to design and implement a plan for extending the school year for elementary students. Thirteen school systems in the first cohort are on track to implement in the 2021-2022 school year. In the spring of 2021, the application for Cohort 2 of the ADSY PEP program will be released with a goal of selecting 35 new systems and expanding to allow support implementation of the Intersessional Model.

Additionally, with assistance from the Texas Impact Network, Dallas ISD approved Intersessional and Full Year Redesign calendars and engaged staff and families to opt in to participating in the new models. Forty-one campuses have opted into the intersessional calendar and five campuses have opted into the full year redesign, representing total of 23,295 students receiving increased instructional time.

The Network also helped Uplift Education implement a new summer learning model and hopes to expand direct ADSY support to school systems in other major urban areas.

Broad and Diverse Support

The ADSY PEP Program is accessible to any school system in the state of Texas. The 15 school systems implementing the program through support from the Texas Impact Network span the state and range from Dallas ISD serving 157,000 students to the Betty M Condra School serving 64 students.

Growing Implementation Capacity

The first year of support for the ADSY program focused primarily on direct school system recruitment and implementation. In the second year, we will start to codify the materials that have been developed, the lessons learned, and exemplary models in place to provide tools accessible to any school system in Texas. There will be a particular emphasis on summer learning since so many school systems are leaning in this direction. The Texas Impact Network is grateful for the generous support from The Wallace Foundation to grow the number of school systems implementing research-backed summer learning strategies.

About Our Content Expert Partners

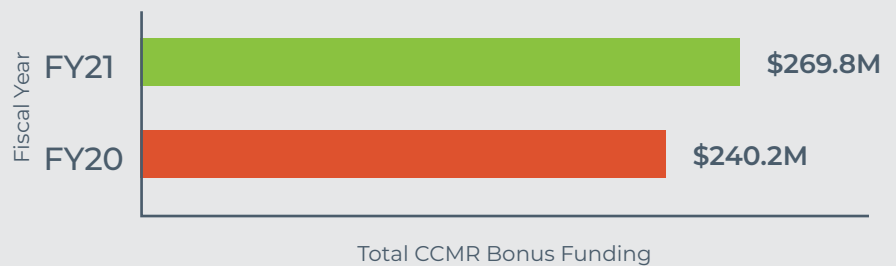
ERS is a national nonprofit that partners with district, school, and state leaders to transform how they use resources (people, time, and money) so that every school prepares every child for tomorrow, no matter their race or income.

The Learning Agenda is a national team of consultants that helps youth-invested philanthropies and youth-serving organizations accomplish their goals with greater clarity and efficiency.

College, Career, and Military Readiness

The College, Career, and Military Readiness (CCMR) Outcomes Bonus provided by HB 3 supports the state's mission to prepare every child for success in college, career, or the military. Using graduate data, school systems receive additional funding for preparing students for college, a career, and the military when they take the next step in their career planning by enrolling in postsecondary institutions, completing an industry approved credential, and/or enlisting in the military by the fall after graduation. These outcomes bonuses are distributed equitably, with more funds awarded for students experiencing economic instability.

Preliminary allocations for FY21 provided school systems CCMR Outcomes Bonuses totaled \$269.8M, an increase of \$29.6M from FY20. The maximum amount of funding possible is \$1.6B.



Our Impact

Unlike TIA and ADSY, which require school systems to opt-in in order to benefit, every Texas school system with graduates is eligible to receive CCMR Outcomes Bonus Funding. The Texas Impact Network's goal is to ensure awareness of CCMR Outcomes Bonus funding across the state and use the funding as a prompt to analyze the effectiveness of current CCMR programming and identify strategies to increase student outcomes, thereby generating more funding to expand successful initiatives and continuous improvement efforts.

This is done through five connected initiatives:

1. Bi-monthly convenings of the CCMR-focused staff in regional partner organizations around the state in a professional learning community
2. Replicating an in-depth CCMR data analysis and strategic plan development process used by Aldine ISD in Dallas ISD, Midland ISD, Ector County ISD, Greenwood ISD, and Stanton ISD with the hopes of launching in other large school systems
3. Expanding use of the CCMR Insights data tool statewide and working with TEA to explore integration of the tool with their systems and counselor training
4. Expanding awareness and use of the Texas College Bridge program to increase the number of students accessing personalized college preparatory coursework in high school
5. The Rural CCMR Accelerator Program providing unique support specifically for rural school systems [see Pg. 18].

Broad and Diverse Support

By targeting support at the regional partner level, the Network aims to build capacity that touches all school systems within the portfolio of regional partners through the professional learning community.

Broad and Diverse Support continued

The professional learning community is helping each regional partner work with their school system partners to:

- identify their strengths and weaknesses
- develop a cross-functional CCMR strategic plan, including evidence-based strategies to address areas of weakness
- maximize the use of the CCMR Outcomes Bonus funding to sustain successful programming to increase student outcomes.

The professional learning community breaks down regional silos between individuals with the same goals across the state and allows for sharing of resources and best practices and common problem-solving.

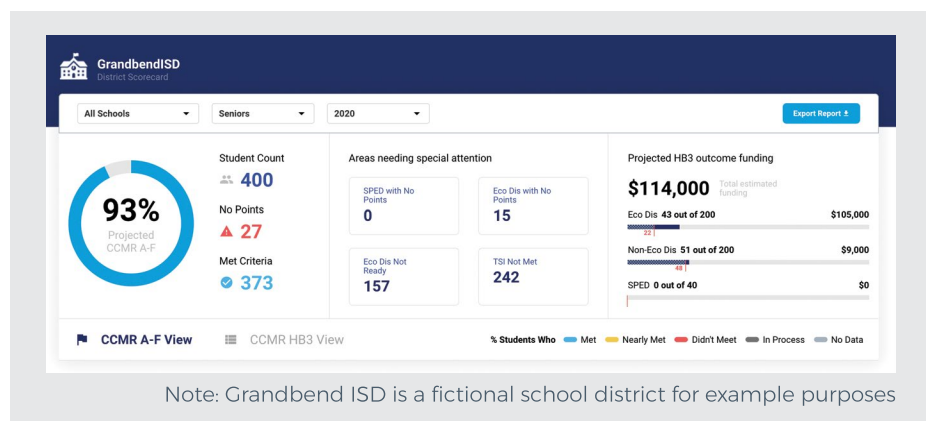
Growing Implementation Capacity

Similar to all facets of the Texas Impact Network, the goal in the CCMR space is to bring best-practices to scale. CCMR Insights was initially a tool only available to school systems within ESC Region 10 but a partnership with the Texas Impact Network is transitioning it statewide. Currently, 18 school systems serving 317,480 students are signed up to use the tool and we plan to double that number by next year.

After learning more about the data analysis and strategic planning process undertaken by Aldine ISD, the Network is working to implement the same process in a number of other school systems around the state. Through our relationships with school systems and regional partners, we will continue to look for other opportunities to expand the impact of proven practices.

Resulting Innovation: Launch of the CCMR Insights Tool

CCMR Insights is a tool created by Commit, the Dallas County Promise, ESC 10, Ed-Fi, and Eduforic through funding from the Michael and Susan Dell Foundation. The tool combines multiple data streams from several sources to provide school system practitioners a calculation of the projected A-F accountability and HB 3 Outcomes Bonus Funding in real time. In addition, the tool also provides school systems the ability to monitor student progress to determine appropriate interventions to ensure all students are meeting their CCMR goal. The Texas Impact Network has assumed the role of planning for the tool's expansion throughout Texas, as well as its long term management, with the goal of making the tool accessible to any school system in the state in coordination with training on how to use the tool most effectively to support student case management and CCMR program effectiveness.



Support for All: Texas Impact Network’s Rural Focus

Texas has more schools in rural areas than any other state, with more than 20 percent of campuses located in rural areas. Rural school systems face challenges but also possess a unique set of advantages over their larger, urban counterparts. The Texas Impact Network recognizes that rural systems need the same access to tools as other systems, but with a different support model catered to their unique needs in order to successfully augment their current programs so they can successfully draw down additional funding for their schools.

Rural Impact

To address this unique opportunity, the Network has worked with our partners and stakeholders to develop two programs specifically crafted to the needs of rural school systems across the state.

The Rural CCMR Accelerator Program

Rural school systems have the passion and dedication, but not always the resources, to improve college, career, and military-readiness outcomes and successful postsecondary transitions for their high school students. For this reason, the Network launched the Rural CCMR Accelerator Program extending expert support and start-up funding to implement CCMR interventions in select rural Texas school systems. Through this program we work with participating rural school systems to:

- analyze the effectiveness of their current CCMR programming
- develop and implement low-cost, high-impact CCMR strategies
- access CCMR Outcomes Bonus funding to continue improving postsecondary outcomes

The Goal

- Improve College, Career, and Military (CCMR) outcomes across rural school systems

The Opportunity

- Expert CCMR data analysis resulting in customized CCMR strategic plans and a year-long CCMR pilot alongside other committed, goal-driven school systems to
 1. Improve understanding of rural CCMR needs
 2. Identify evidence-based, scalable solutions to improve student outcomes

The Benefits

- Guidance developing a system-level CCMR strategic plan based on a gap analysis of current programming
- Assistance with capturing state CCMR funding
- Professional learning opportunities with peers across the state
- Expert, subsidized implementation assistance with pilot CCMR intervention(s)

Rural TIA Consortium

Historically, teachers in rural school systems have made significantly less than their counterparts in urban and suburban systems, and the limited resources in small systems are not conducive for improving the situation. TIA provides an unprecedented opportunity for exceptional teachers working in rural school systems to earn salaries comparable to their counterparts in urban and suburban school systems and slows the flight of rural teachers to larger neighboring school systems.

The Texas Impact Network developed the Rural TIA consortium to ensure 20 pioneering rural school systems receive hands-on instruction and support to guide the successful implementation of TIA requirements and provide a blueprint and proof point for their peer school systems around the state.

The Goal

- Improve the ability of rural school systems to recruit and retain excellent educators

The Opportunity

- Targeted consulting in human capital management that prepares school systems to receive Teacher Incentive Allotment funds and give substantial salary increases to effective teachers

The Benefits

- Build capacity with school system officials on the key system decisions related to human capital management
- Prepare leadership teams for new processes and procedures to ensure reliable teacher observation data
- Assist school systems with compiling the necessary data to provide personalized professional development



“ With the Teacher Incentive Allotment, we check every box there is: Rural, low-income students. [But] in our rural communities, it’s me, a business manager, and we share a secretary. We depend on experts like the Impact Network to help us with information and build these programs. ”

-Crosbyton ISD Supt. Shawn Mason



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<https://www.texasimpactnetwork.org>
<https://commitpartnership.org>