



Welcome

2020 Fort Hood Education Summit

07 February 2020





Fort Hood Education Summit 2020

Chaplain
MAJ Geun Lee





Fort Hood Education Summit 2020

Belton High School Madrigal Choir





Fort Hood Education Summit 2020

Dr. Peter Craig
Director, FMWR



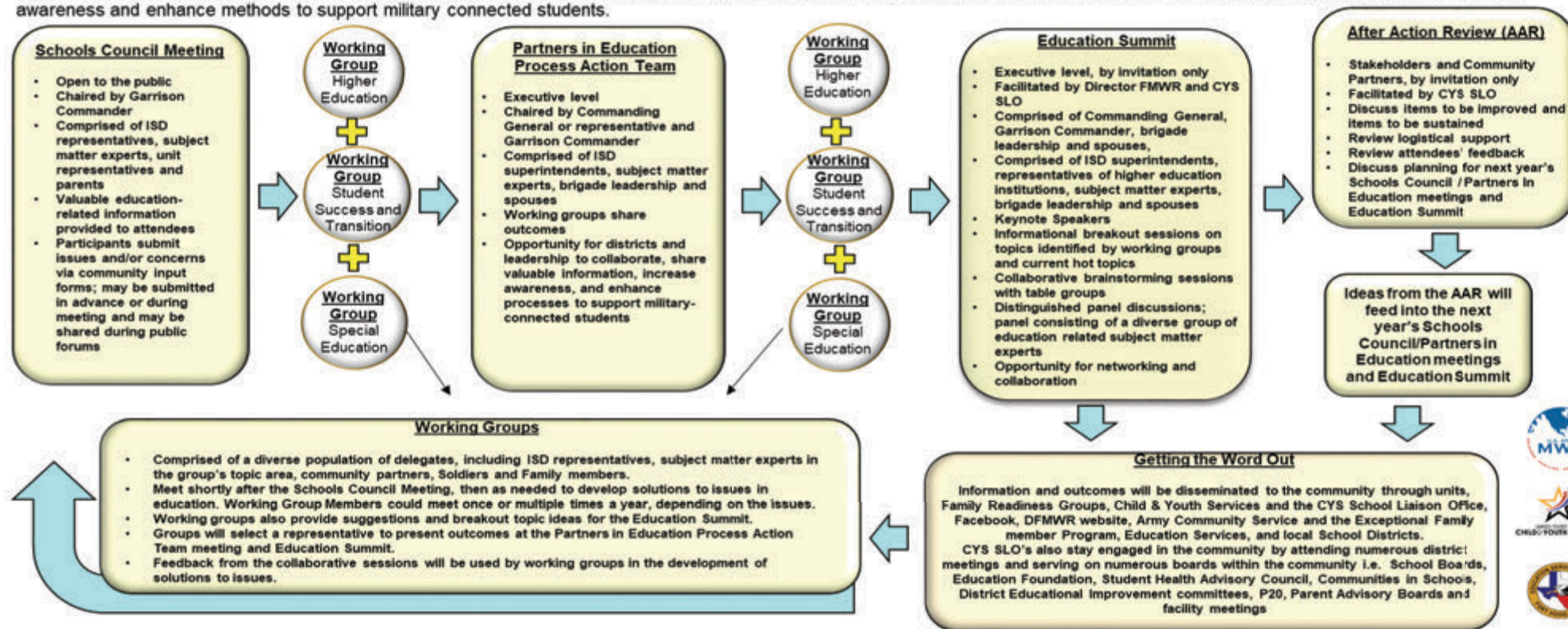


Fort Hood Education Summit 2020

Partners in Education Process

Mission: The Fort Hood Partners in Education Process provides an opportunity to impact, inform and enhance the relationships between local schools and the military community. Through collaborations, it promotes awareness and the improvement and sustinment of initiatives to resolve existing and emerging issues related to education and transition.

Purpose: Fort Hood partners with the nine surrounding school districts that serve Military Connected Students. The Partners In Education Process is a continued commitment to education and ensures that Families are better informed and prepared to make important decisions for their students. This process also provides the opportunity for community collaboration to increase awareness and enhance methods to support military connected students.





Fort Hood Education Summit 2020

MG Scott L. Efflandt
Deputy Commanding General
III Corps and Fort Hood





Fort Hood Education Summit 2020

Dr. Lamar Collins
Motivational Speaker and
Principal, Windsor High School



Dr. Lamar Collins, Sr.

***Transformational
Leadership***



My Family

Rose, Alexis, Alyssa,
Aliyah, & TJ





WHAT IS LEADERSHIP

Peter Drucker: "The only definition of a leader is someone who has followers."

Bill Gates: "As we look ahead into the next century, leaders will be those who empower others."

John Maxwell: "Leadership is influence - nothing more, nothing less."

A close-up portrait of Colin Powell, an older man with grey hair and glasses, wearing a dark suit and tie. He is looking directly at the camera with a serious expression. The background is a plain, light-colored wall.

Leadership is all about people. It is not about organizations. It is not about plans. It is not about strategies. It is all about people-motivating people to get the job done. **You have to be people-centered.**

—— *Colin Powell* ——

AZ QUOTES



Leadership is a potent combination of strategy and character. But if you must be without one, be without the strategy.

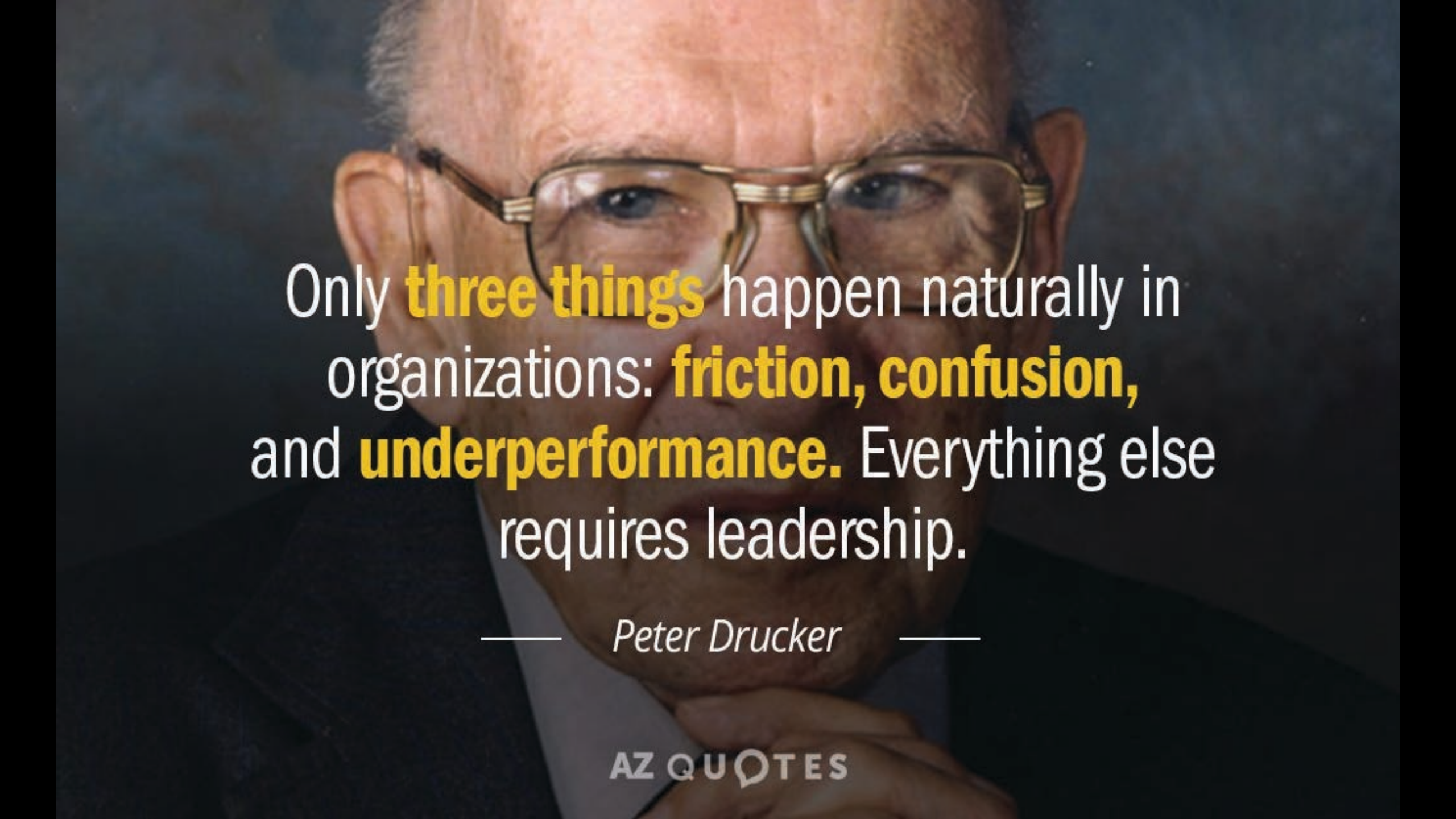
- Norman Schwarzkopf -

A successful person
finds the **right place** for himself.
But a successful leader
finds the **right place** for others.

- John C. Maxwell

Goalcast



A close-up portrait of Peter Drucker, an older man with glasses, resting his chin on his hand. The background is a dark, textured blue.

Only **three things** happen naturally in organizations: **friction, confusion,** and **underperformance.** Everything else requires leadership.

—— *Peter Drucker* ——

AZ QUOTES



**The key to successful leadership today is
influence, not authority.**

- Ken Blanchard -



"Leaders have to provide direction, create the conditions for effective peer interaction, and intervene along the way when things are not working as well as they could."

Michael Fullan

Transformational Leadership



*LEADERSHIP IS NOT A
POSITION*

IT'S A MENTALITY

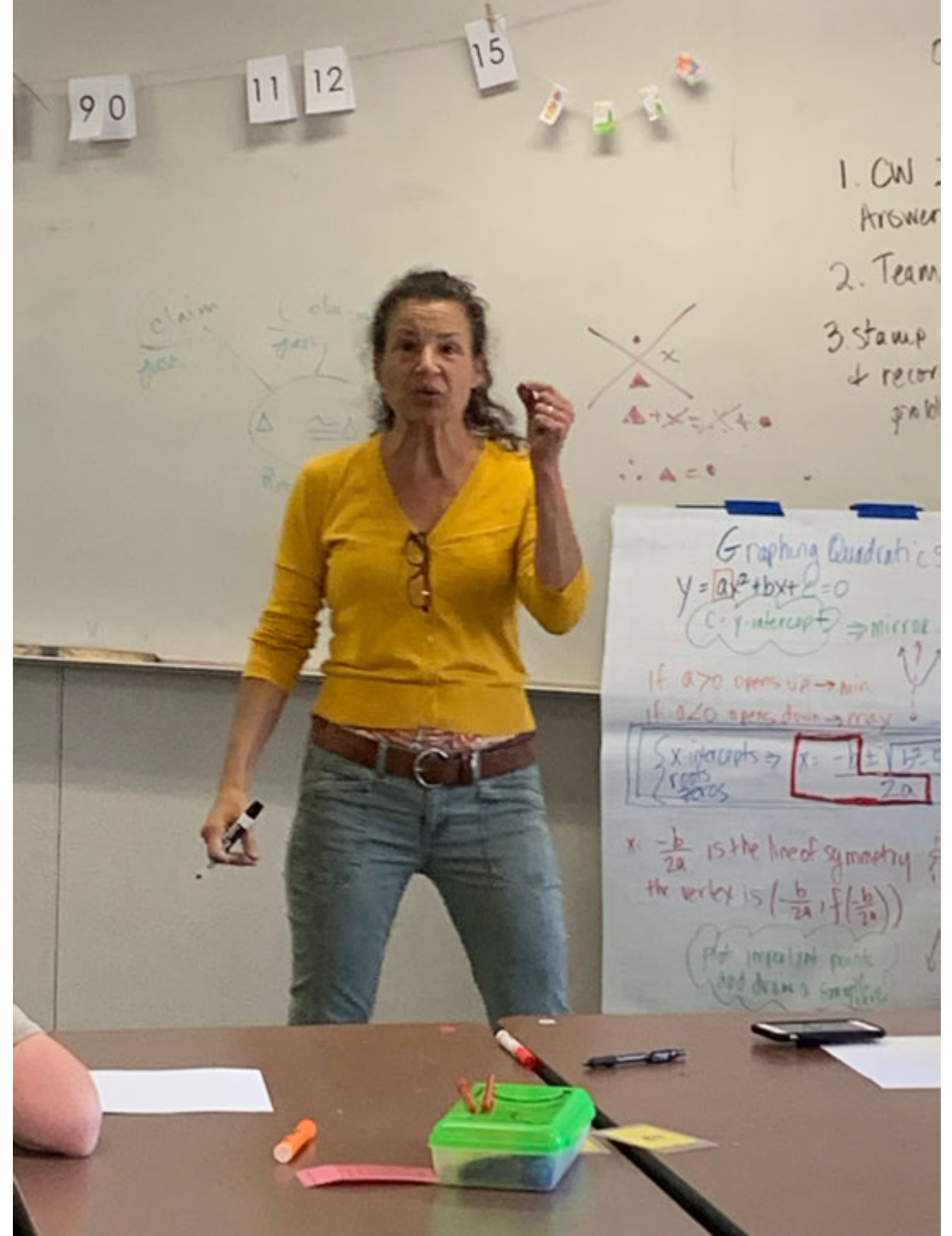
“above and beyond the call of duty”



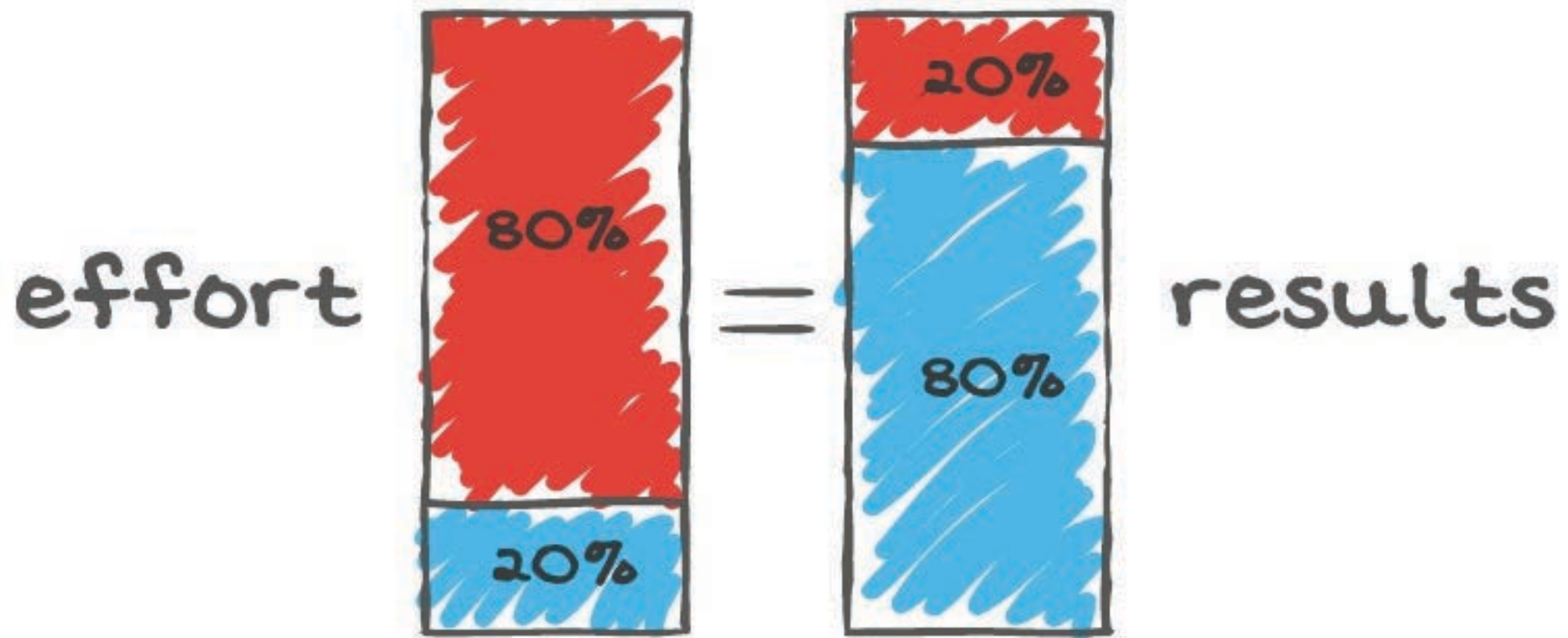
DORIE MILLER

*Received the Navy Cross
at Pearl Harbor, May 27, 1942*

Dorie Miller



The Pareto principle



Questions to Ask

1. How is this year going compared to what you thought it would be?
2. What resources do you need?
3. Who has been helpful, that I might be able to thank?
4. Have you learned in any of your previous stops or trainings that might be useful here?

Informational vs. Transformational





Leadership is a potent combination of strategy and character. But if you must be without one, be without the strategy.

- Norman Schwarzkopf -



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BREAK





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Break-Out Session I

MESQUITE ROOM

Special Needs Strategic Plan

Legislative Update

Ms. Steven Prater and Ms. Dana Garza

WILSHIRE ROOM

Texas Purple Star School Designation and

Military Student Identifier

Ms. Abby Rodriguez

KINGSTON ROOM

ACES Update: Credentialing Assistance

Mr. Michael Engen





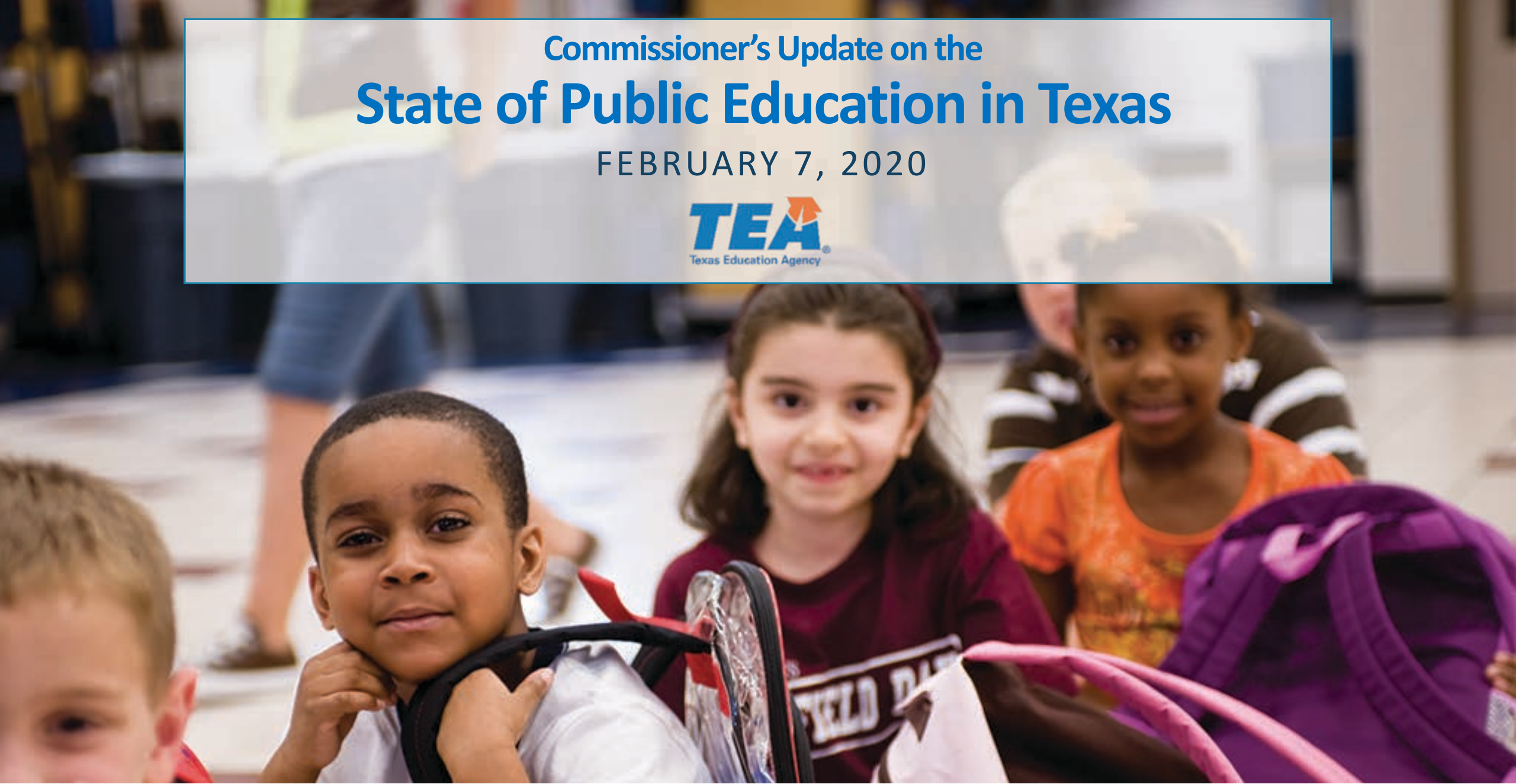
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Mike Morath
Texas Education Commissioner
Texas Education Agency (TEA)



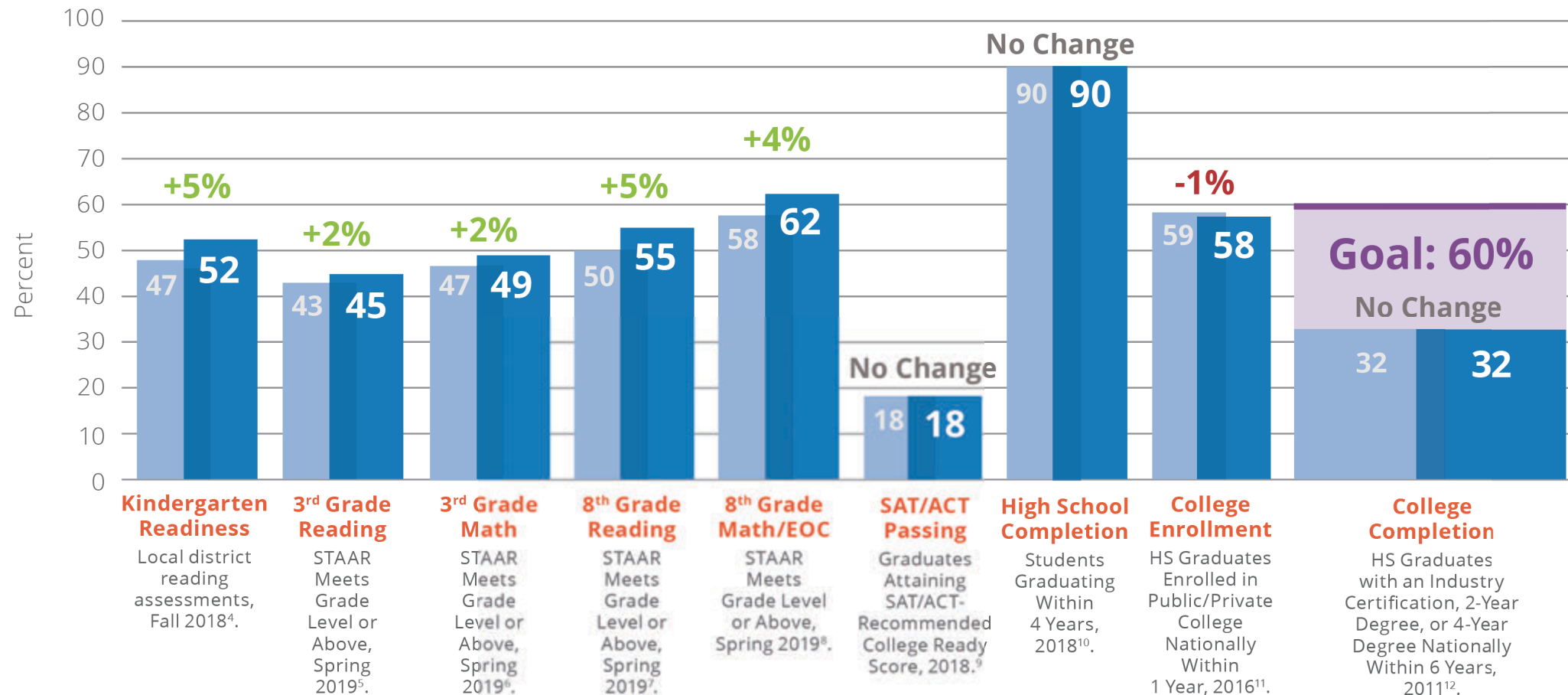
Commissioner's Update on the State of Public Education in Texas

FEBRUARY 7, 2020



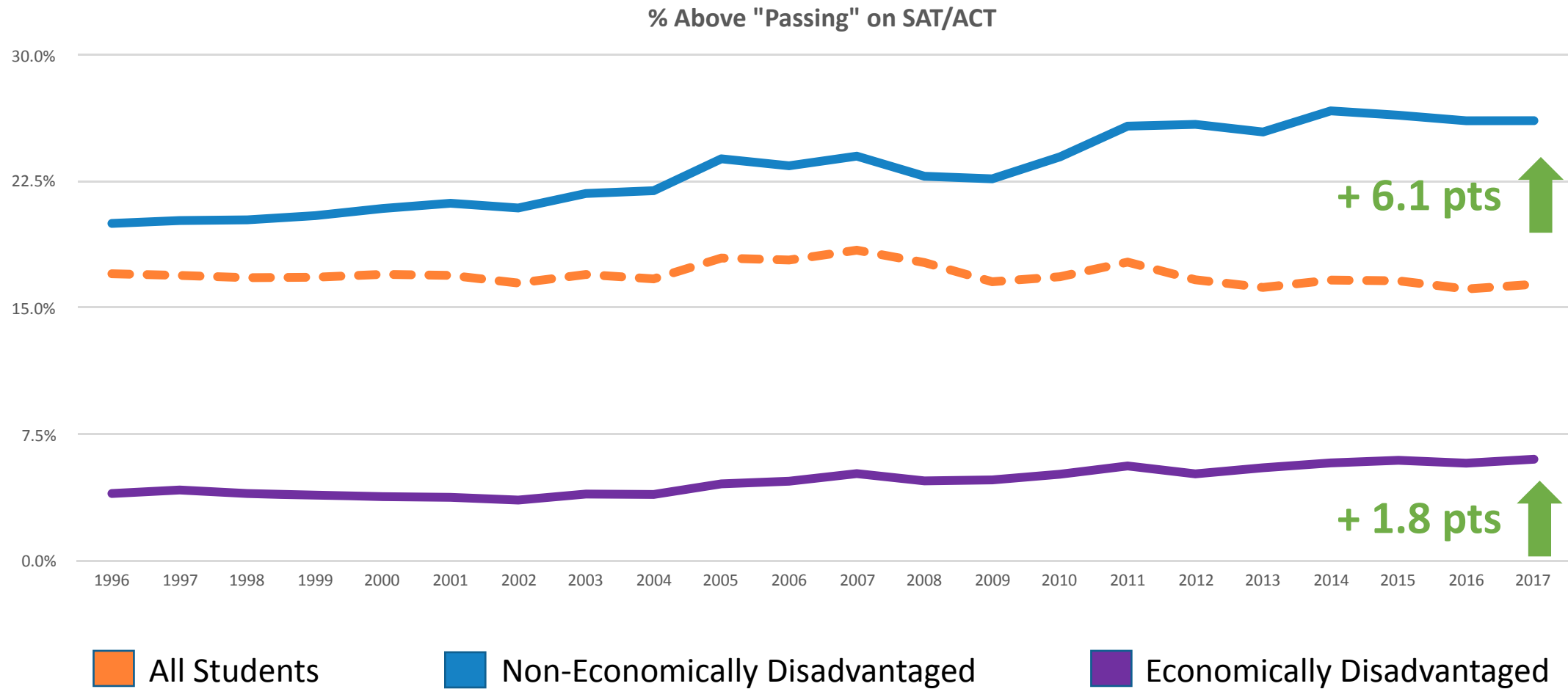
Student Achievement and Attainment Summary

YEAR-OVER-YEAR STUDENT OUTCOMES



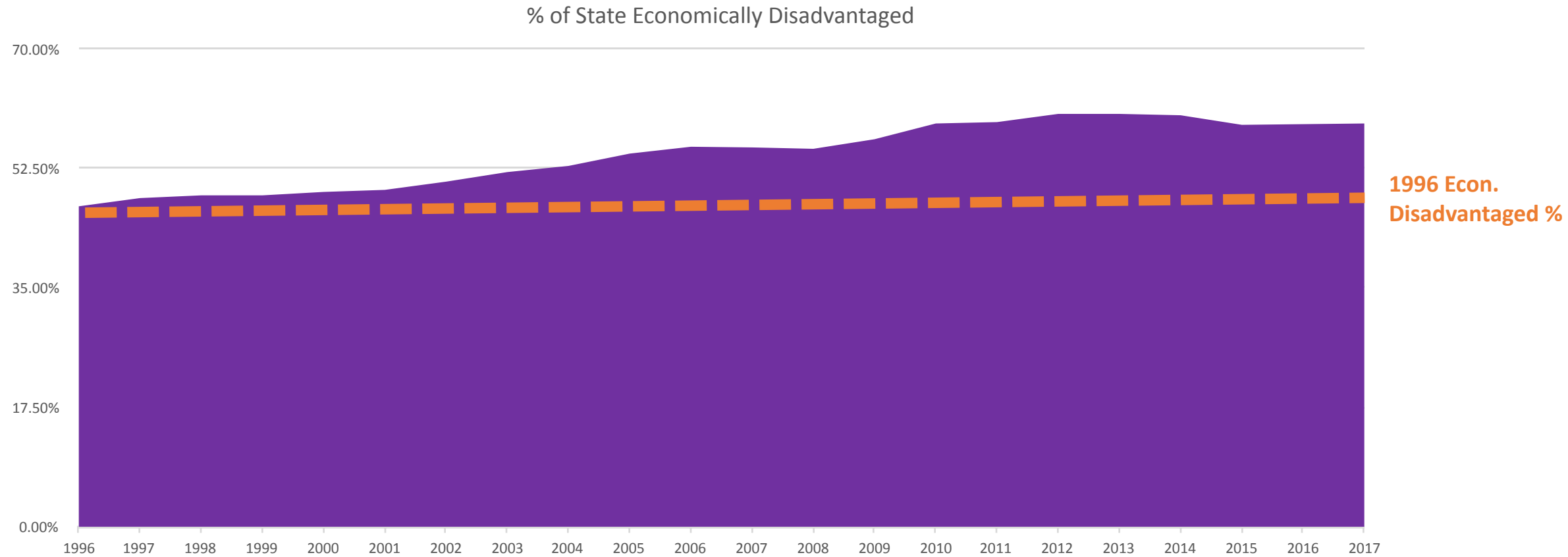
SAT/ACT Performance By Socioeconomic Status

1996 - 2017

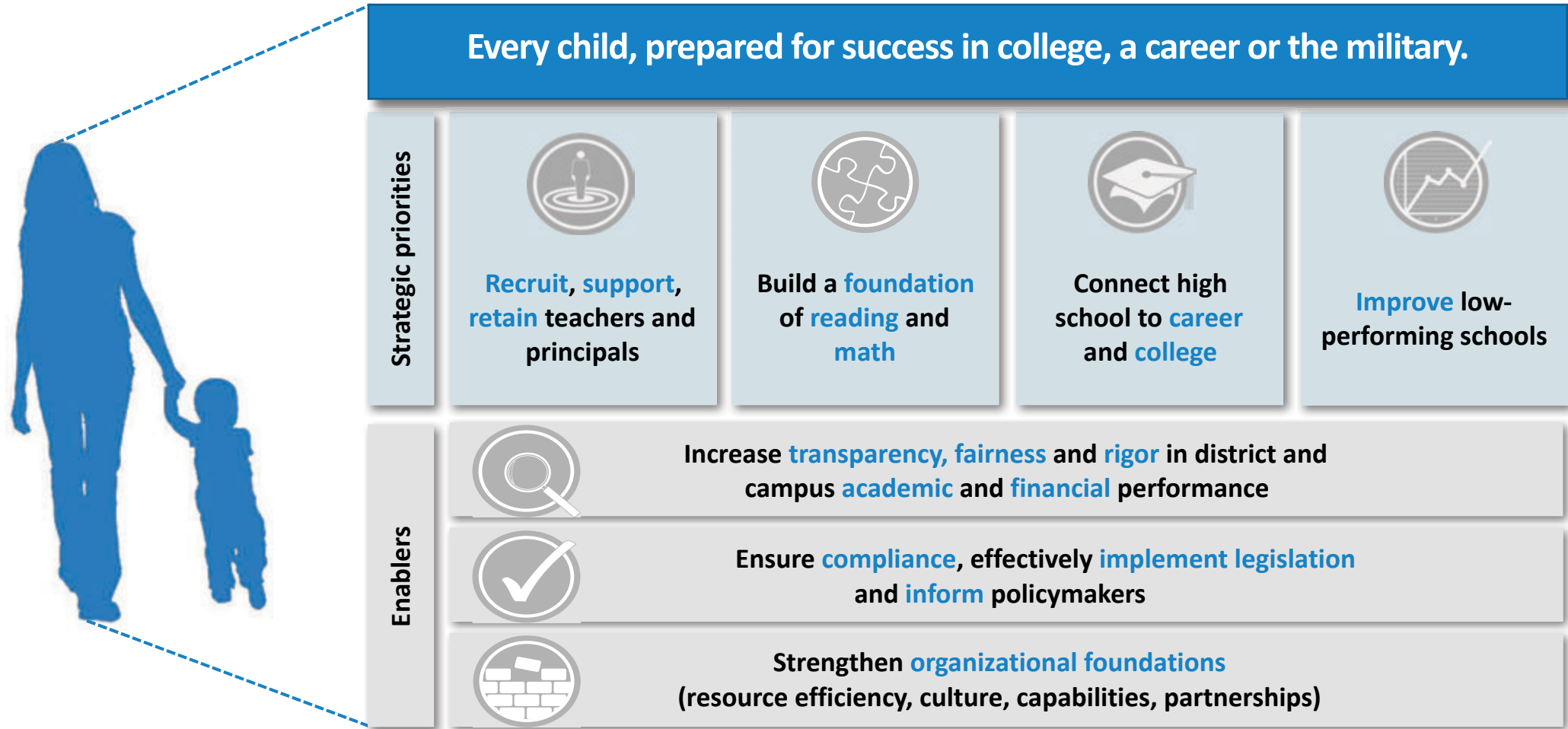


Rise in Student Poverty In Texas

1996 - 2017



TEA Strategic Priorities





- Teacher Incentive funding
- Increased Minimum Salary Schedule
- Teacher Mentor Allotment program
- Do Not Hire registry



- | | |
|---------------------------------------|-----------------------------------|
| - Full day Pre-K, K-3 reading support | - CCMR Outcomes Bonus |
| - Dual Language | - CTE, P-TECH, New Tech |
| - Increased SPED mainstream funding | - Extended elementary school year |
| - Dyslexia funding | - Blended Learning |

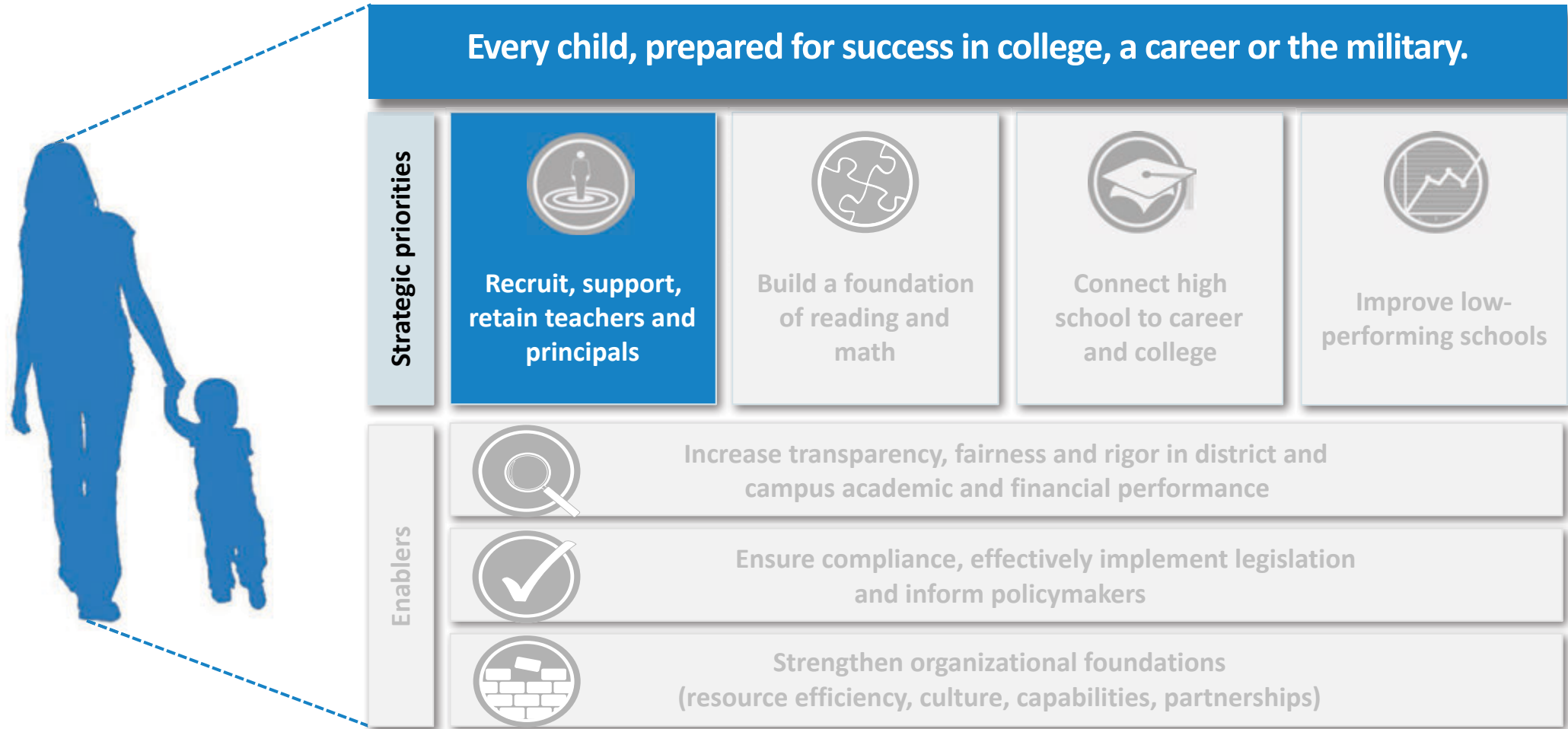


- Compensatory Education increased to 0.225 - 0.275 based on density of neighborhood poverty
- Current year values equalizing Tier One
- Equal treatment of ASF funding



- Tax rates drop an average of 8 cents in year one
- Tax rates continue to decline as property values grow more than 2.5%
- Additional board local discretion
- Recapture cut from \$3.6B to \$2.0B in year one

TEA Strategic Priorities



Recruitment Challenge: Perception of Teaching

Do high school students want to become teachers?

4%

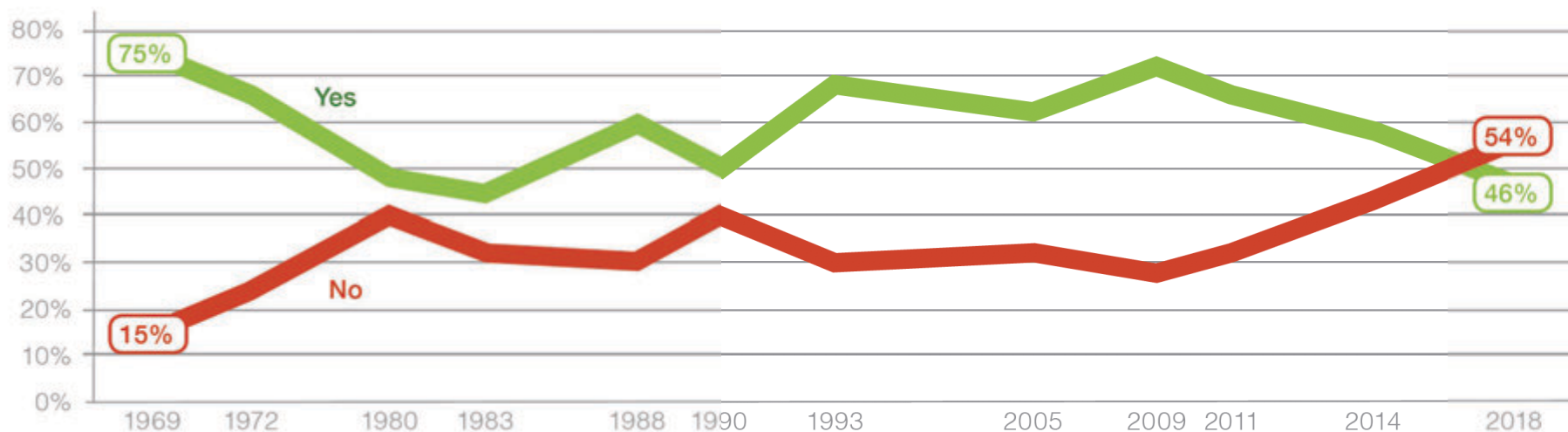
of HS students indicated
interest in education major.*



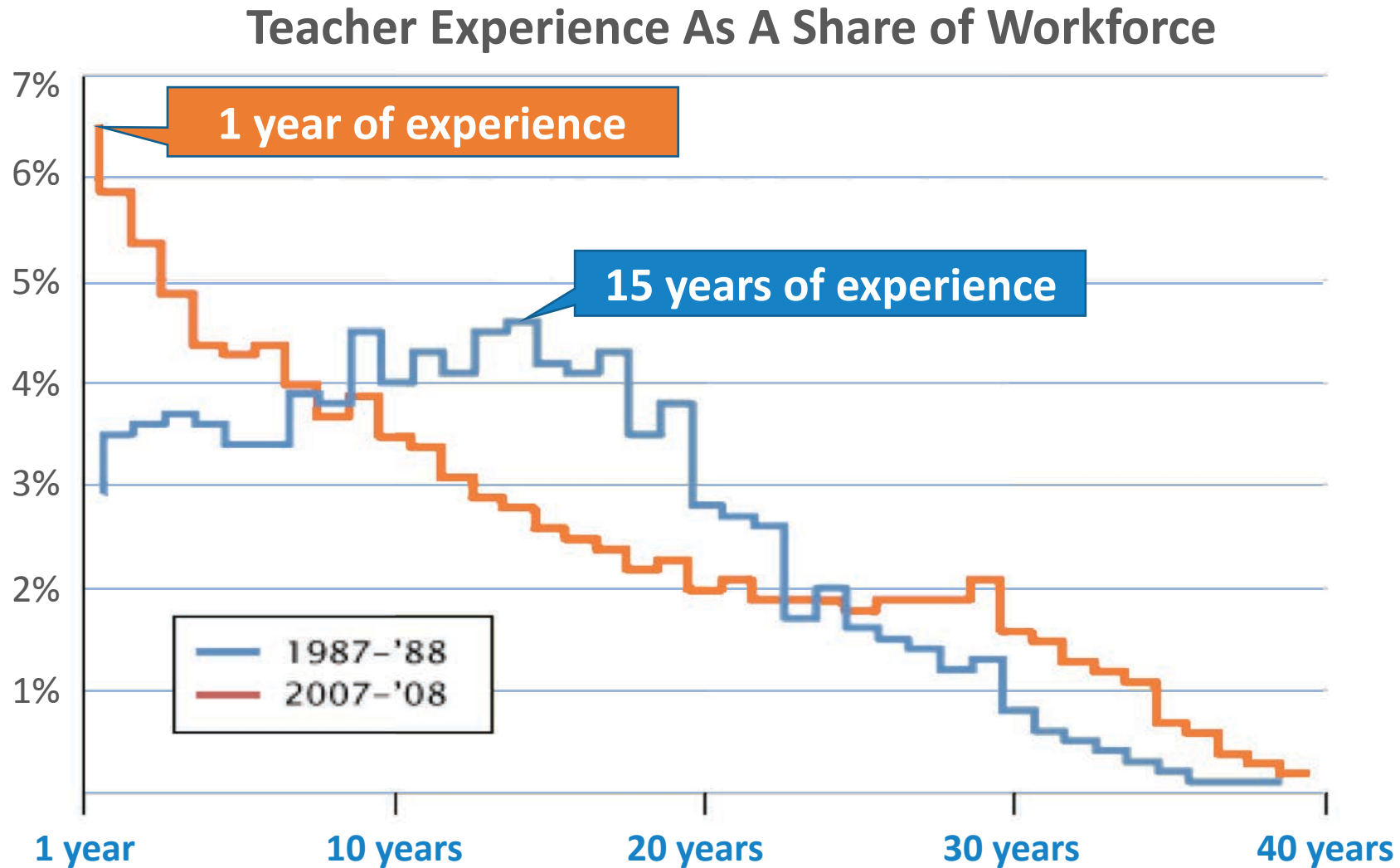
Do parents want their children to become teachers?

46%

of parents want their
kids to become teachers.**



Retention Challenges

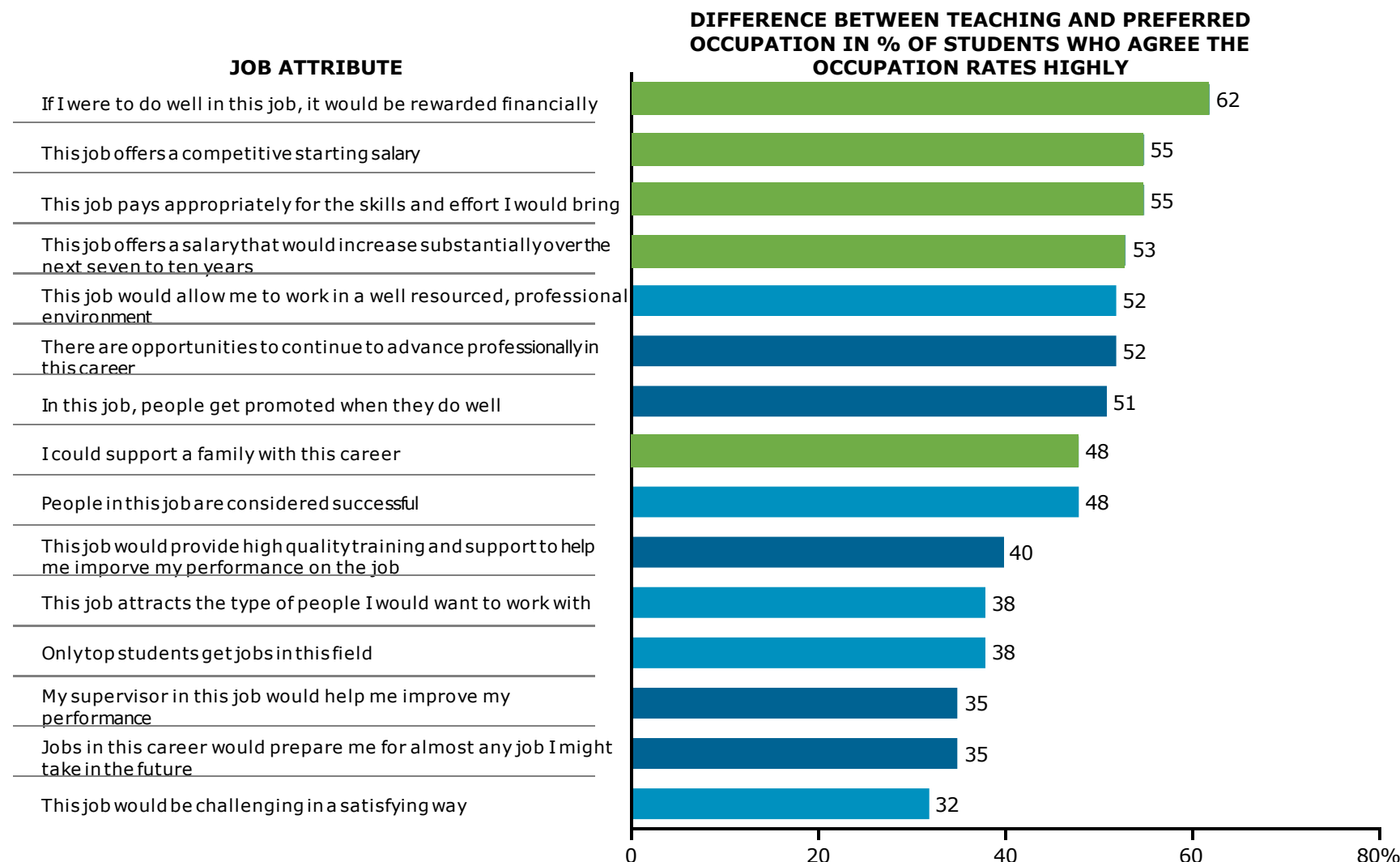


Challenges: Workings Conditions and Pay

Salary & Compensation

Environment/Culture

Professional Development



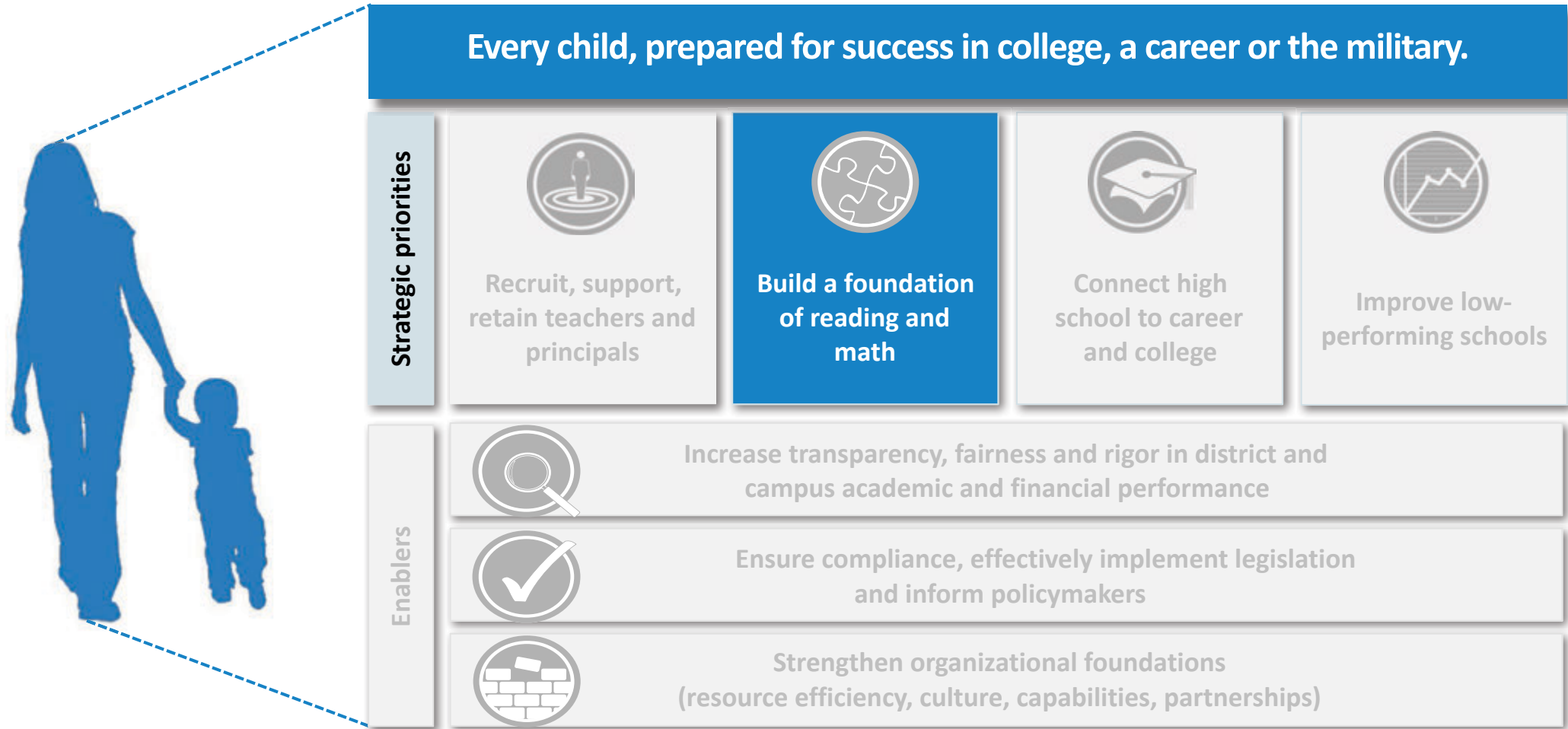
- ✓ HB 3 establishes an optional **Teacher Incentive Allotment** with a stated goal of a six-figure salary for teachers who prioritize teaching in high needs areas and rural district campuses
- ✓ Funding ranges from **\$3,000 - \$32,000** per teacher per year, using new Compensatory Education spectrum system
- ✓ At least **90%** of these funds must be spent on compensation of teachers at these campuses

More Poverty

Designation	Base	Multiplier	Tier	Non Eco-Dis	Tier 1	Tier 2	Tier 3	Tier 4	Tier 5
			Student Point Value	X 0	X 0.5	X 1.0	X 2.0	X 3.0	X 4.0
Recognized	\$3,000	\$1,500	Non-rural	\$ 3,000	\$ 3,750	\$ 4,500	\$ 6,000	\$ 7,500	\$ 9,000
			Rural	\$ 4,500	\$ 6,000	\$ 7,500	\$ 9,000	\$ 9,000	\$ 9,000
Exemplary	\$6,000	\$3,000	Non-rural	\$ 6,000	\$ 7,500	\$ 9,000	\$ 12,000	\$ 15,000	\$ 18,000
			Rural	\$ 9,000	\$ 12,000	\$ 15,000	\$ 18,000	\$ 18,000	\$ 18,000
Master	\$12,000	\$5,000	Non-rural	\$ 12,000	\$ 14,500	\$ 17,000	\$ 22,000	\$ 27,000	\$ 32,000
			Rural	\$ 17,000	\$ 22,000	\$ 27,000	\$ 32,000	\$ 32,000	\$ 32,000

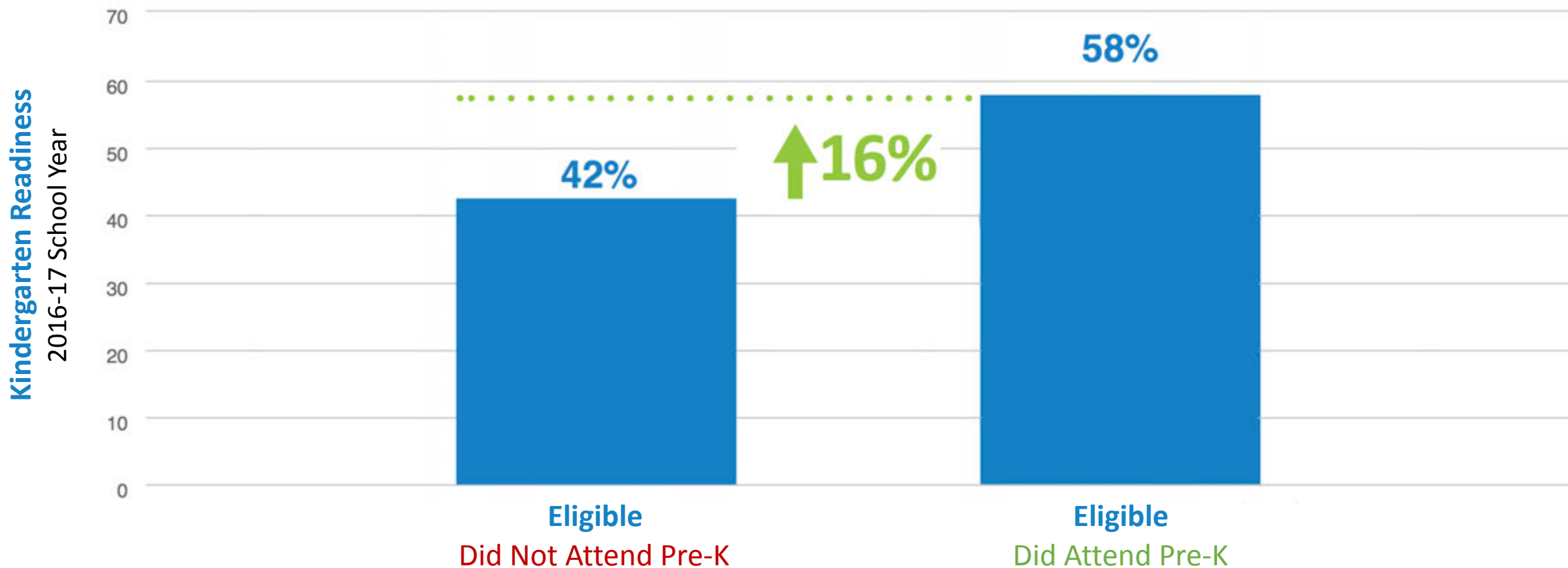
More Funding

TEA Strategic Priorities



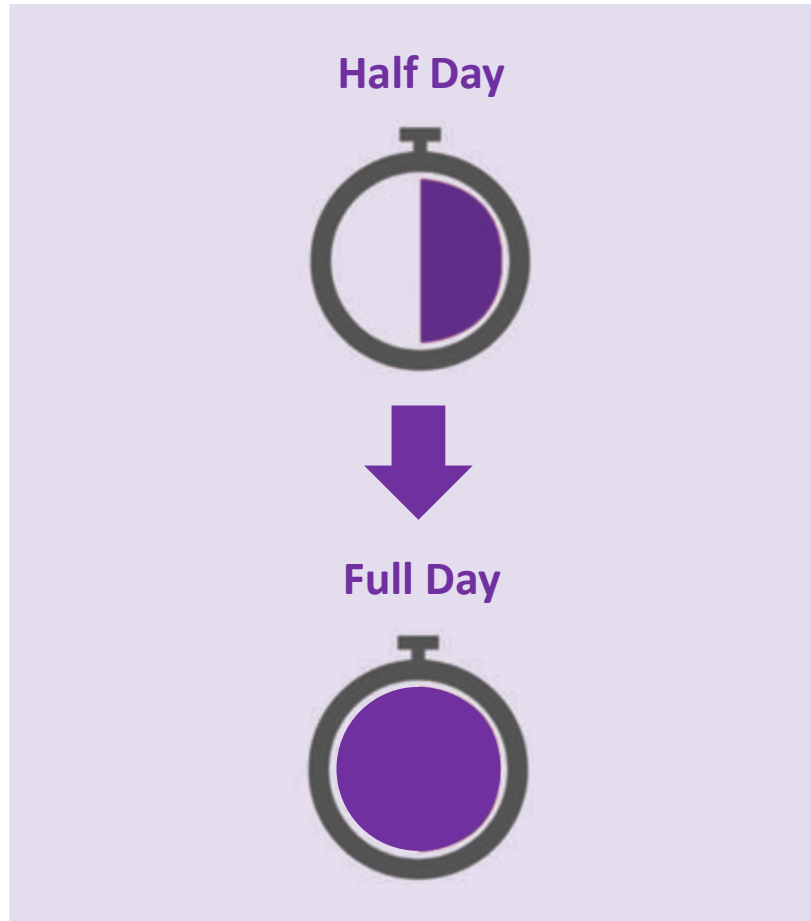
Impact of Pre-Kindergarten

Prekindergarten helps a child begin their educational journey and arrive in kindergarten ready to learn.



HB 3: Full Day, High-Quality Pre-K

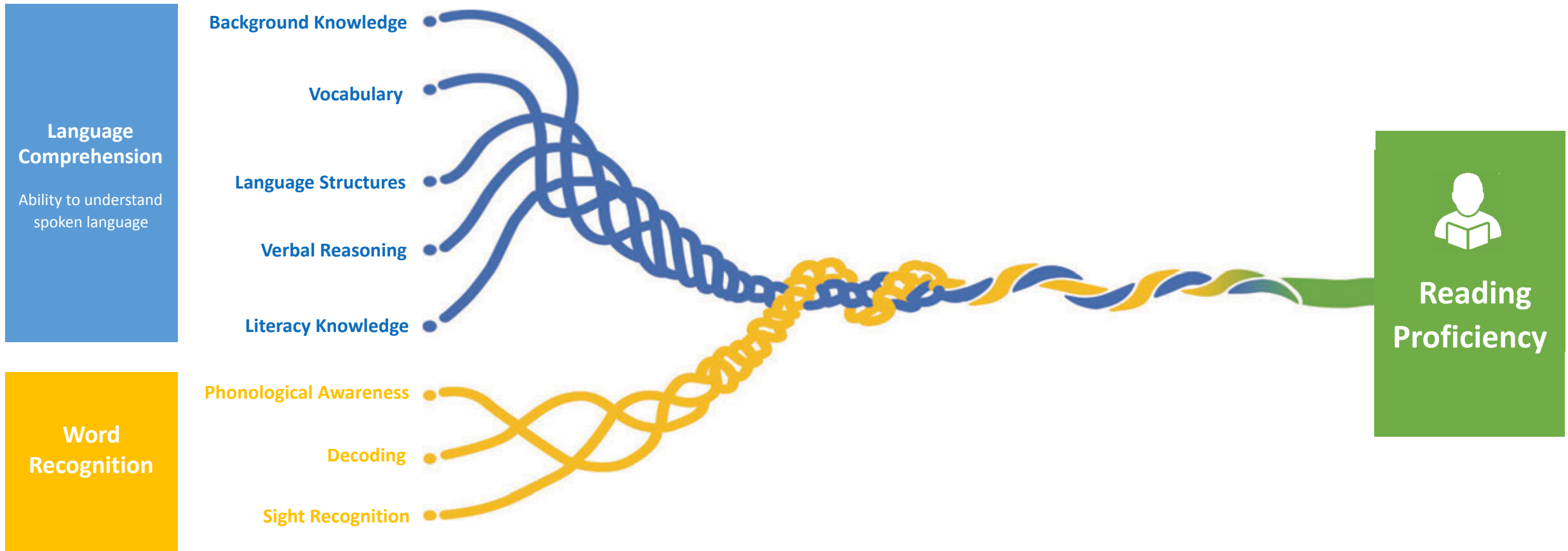
Switching To Full-Day Pre-K



Implementing High-Quality Pre-K



New elementary teachers must pass a science of teaching reading exam by 2021



HB 3: Additional School Days For Elementary

Once In A Lifetime Opportunity



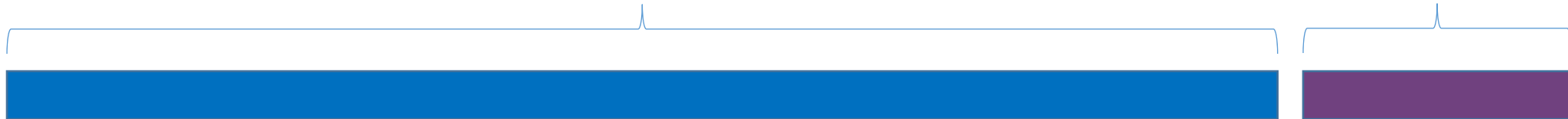
For Students



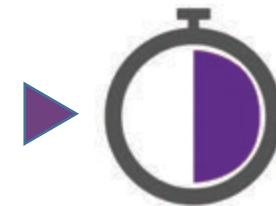
For Teachers

Minimum 180 Instructional Days

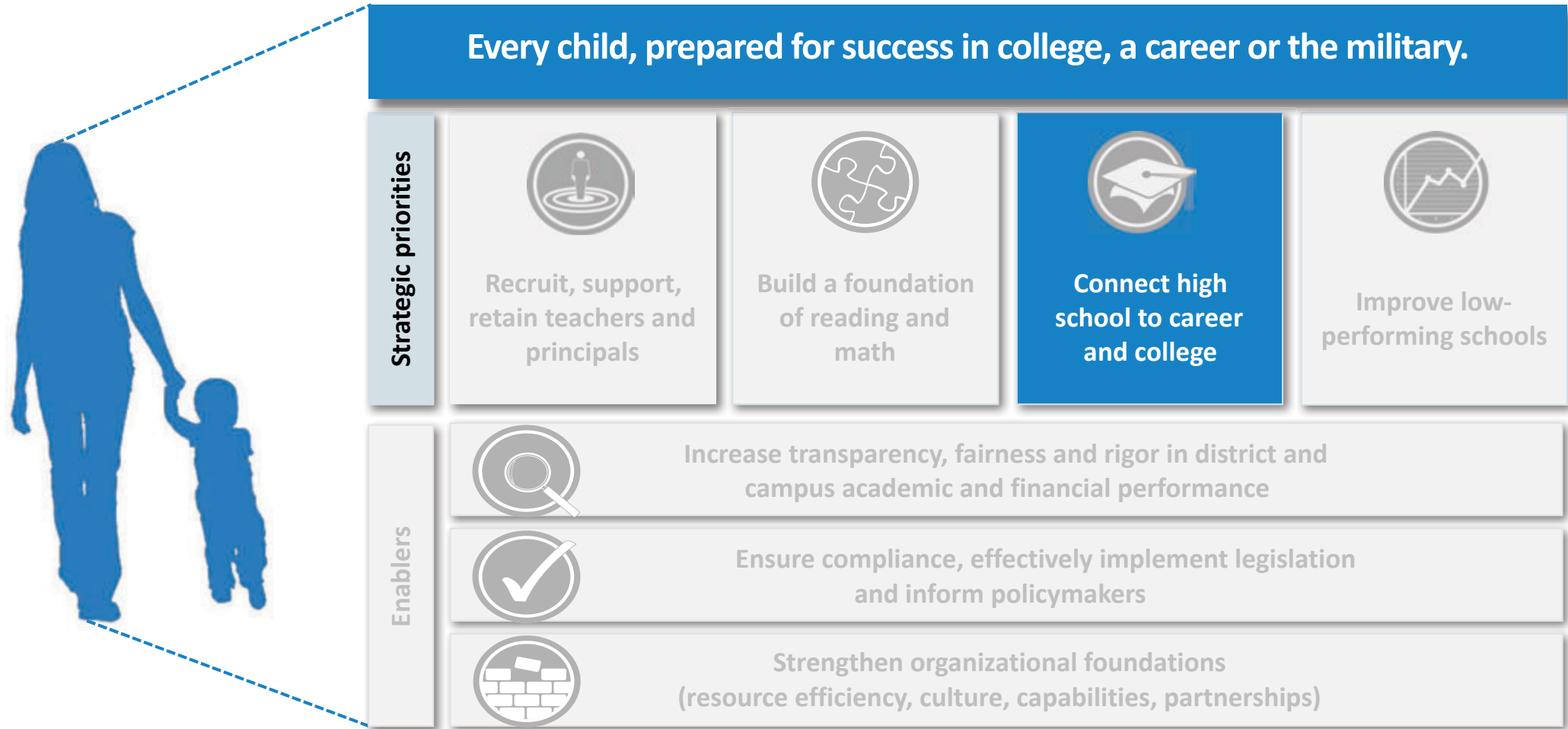
30 Additional Days



Half-day formula funding



TEA Strategic Priorities



Increase In Texas Innovative Academies

TX Innovative
Academies

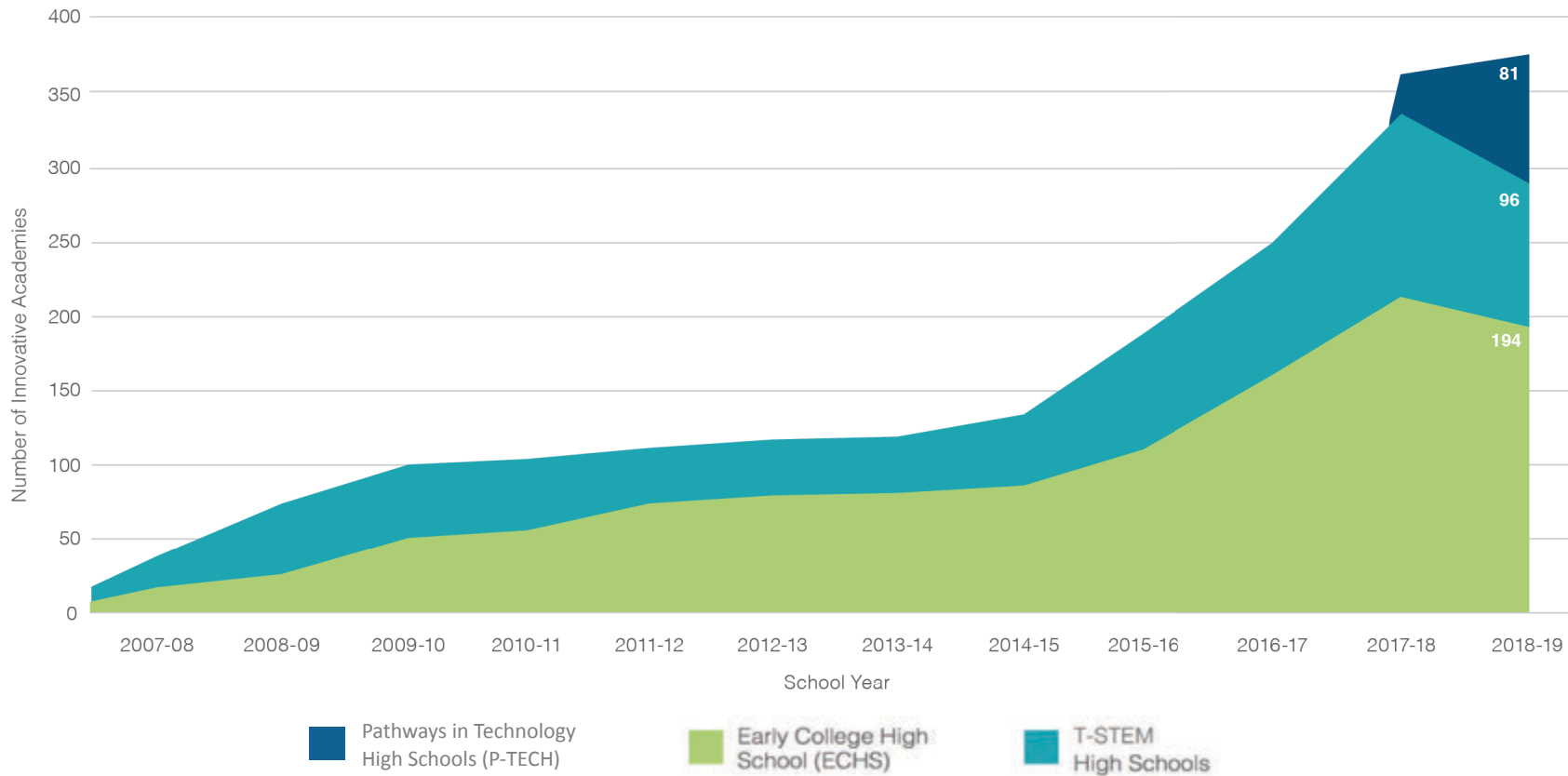
6%

vs.

Statewide
Average

1%

Receive an Associate's Degree



HB 3 now provides
\$50 per student in
extra funding for
P-TECH and New
Tech High Schools.

HB 3: Rewarding Successful College, Career, Military Prep

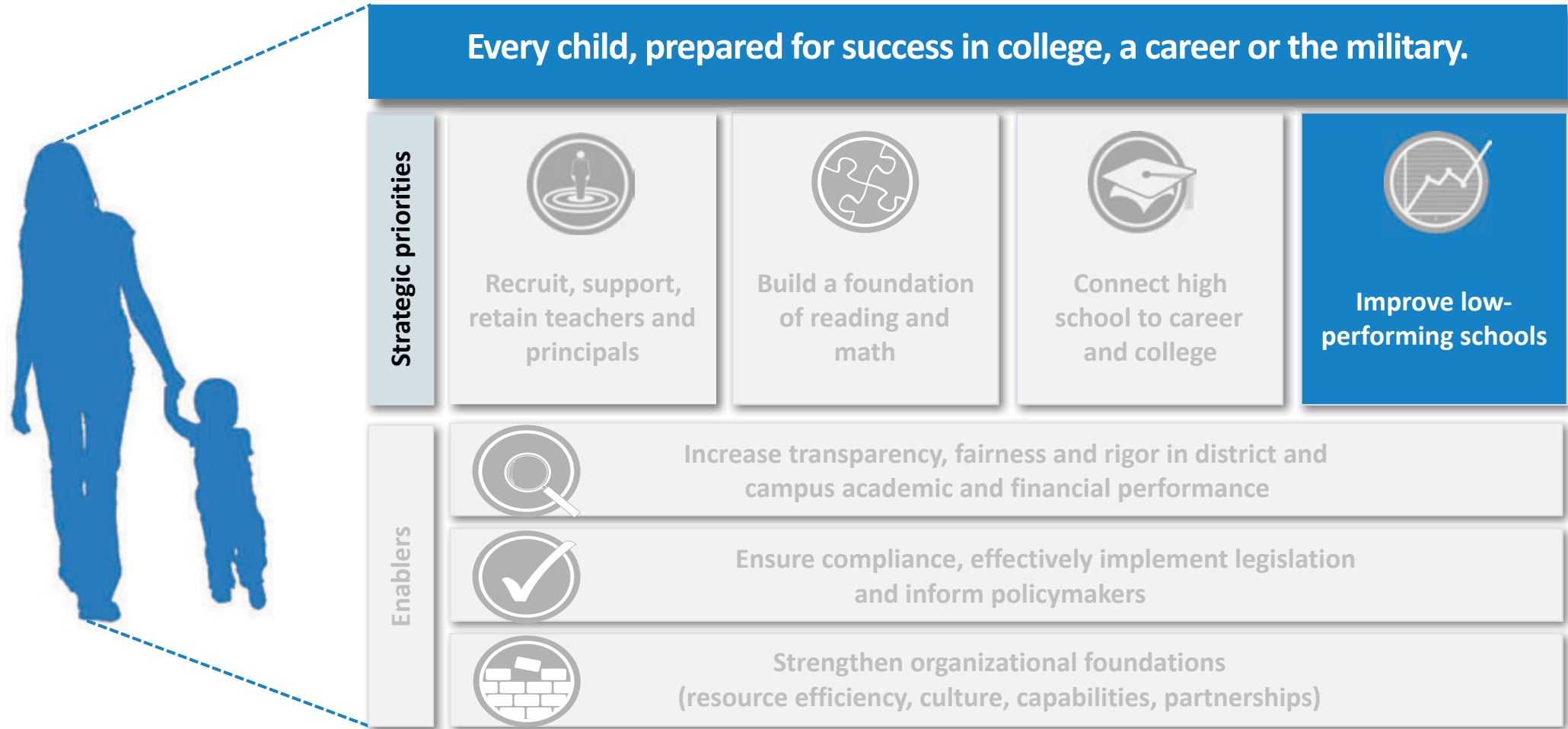


Outcomes Bonus and CTE Expansion

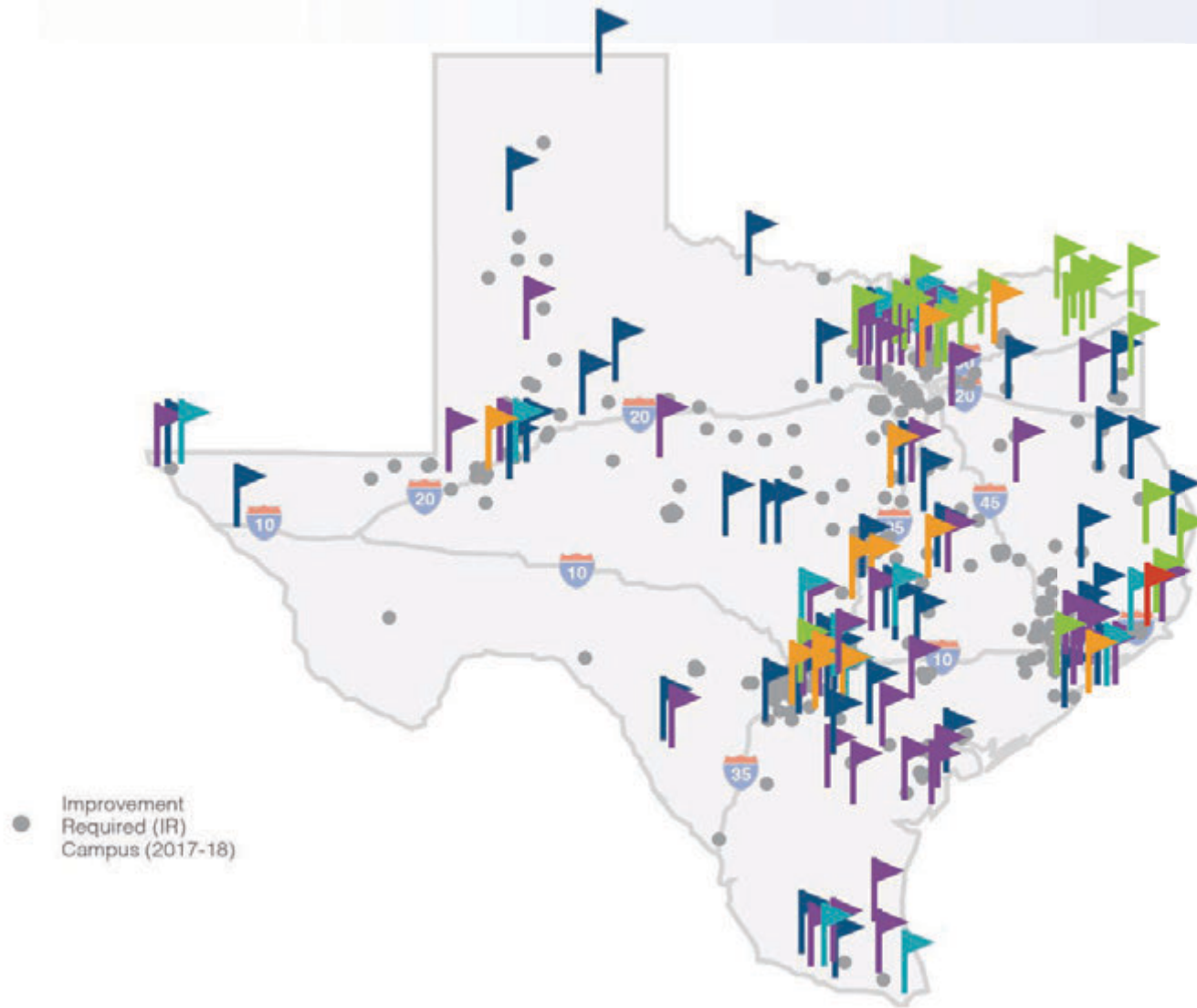
Establishes a CCMR Outcomes Bonus paid for each graduate about a certain threshold percentage:

- **Economically Disadvantaged: \$5,000** for each CCMR graduate (Likely to be above the first 9% of eco-dis graduates)
- **Non-Economically Disadvantaged: \$3,000** for each CCMR graduate (Likely to be above the first 20% of non eco-dis graduates)
- **Special Education: \$2,000** In addition to the above, for each CCMR graduate enrolled in special education

TEA Strategic Priorities



Improving Low-Performing Schools



Lone Star Governance

Provides a continuous improvement model for school board members, working with their superintendent, focused on improving student outcomes within their school district.



School Redesign Grants

Provides support for school districts to remake a campus's academic program to offer new learning environments that represent better opportunities for students to learn and excel.



System of Great Schools Network

Supports the design and implementation of plans to improve how districts (1) empower educators to lead high-quality schools, (2) support families to access best-fit options, and (3) focus central office on school support, innovation, and oversight.



Texas Instructional Leadership

Provides campus and district leaders with increased instructional leadership capacity to improve student outcomes.



SB 1882 Partnerships

Encourages districts to work collaboratively with new and existing partners to promote innovation and dramatically improve student outcomes.



Reading Excellence Teams

Improves teacher and campus leader knowledge and skills around early reading best practices in order to facilitate high quality, rigorous early reading instruction through the ongoing coaching and support of a dedicated Reading Specialist.

Compensatory Education (Comp Ed) funding is provided for students from low income families.

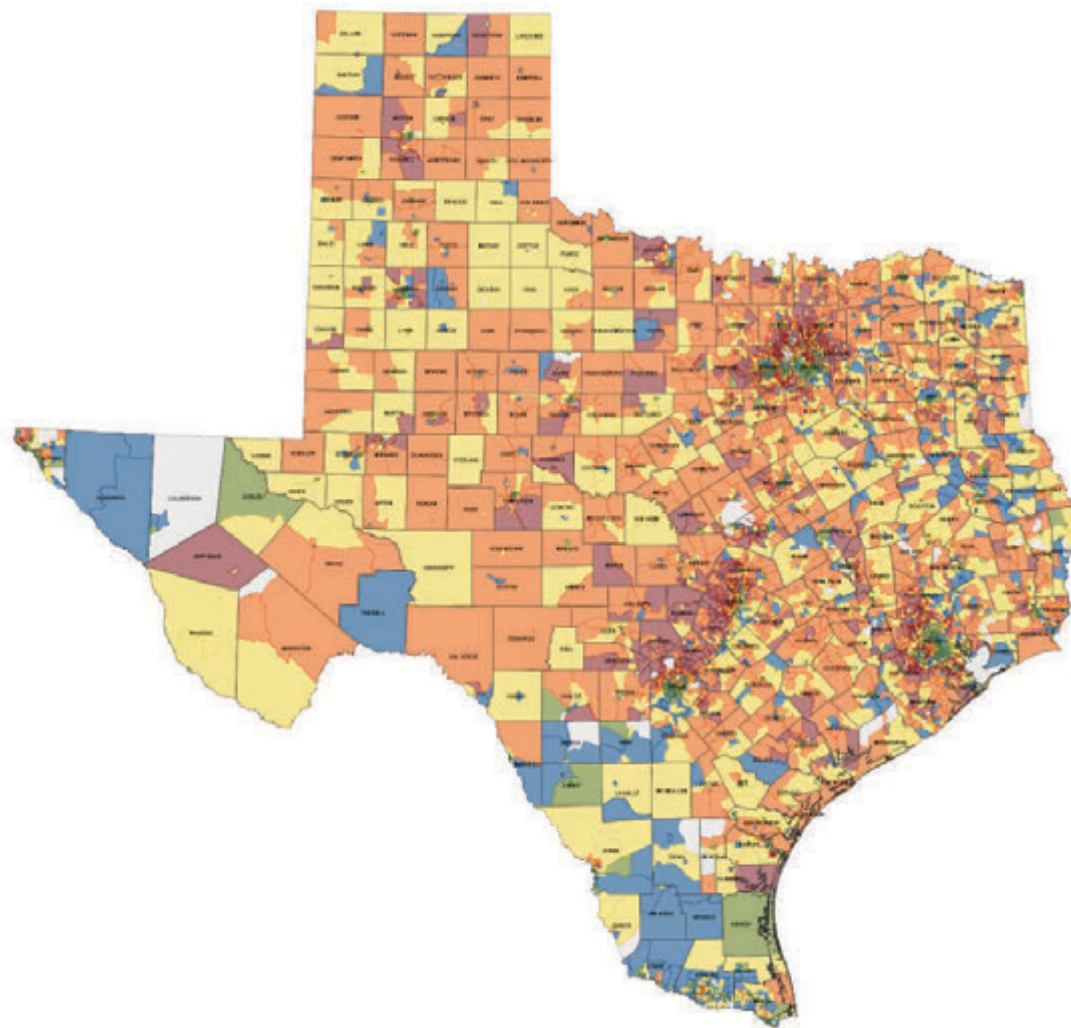
HB 3 increases Comp Ed funding by **up to 64%** with more money for students from neighborhoods with greatest poverty.

Tier 1	Tier 2	Tier 3	Tier 4	Tier 5
0.225	0.2375	0.25	0.2625	0.275

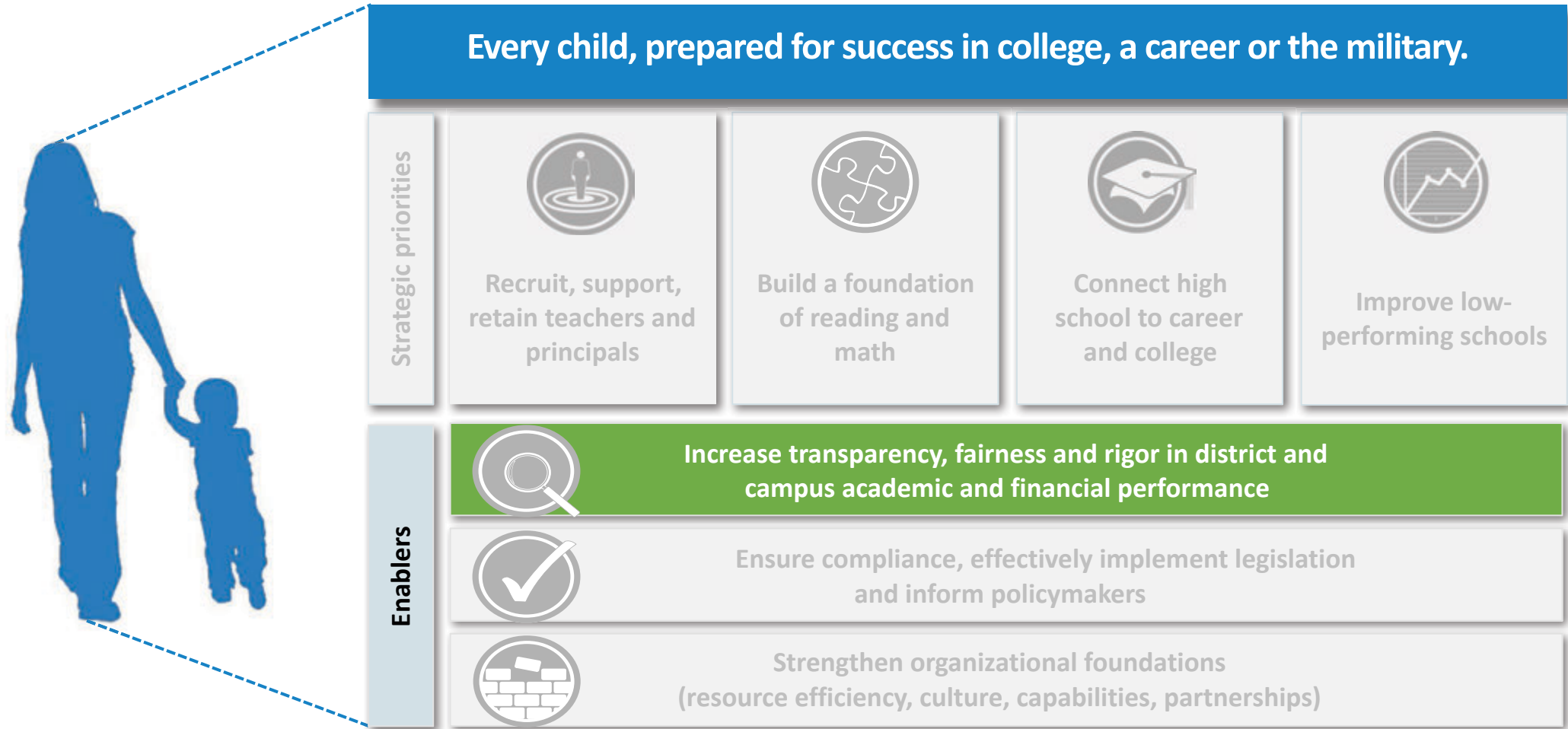
Highest
Socio-economic



Lowest
Socio-economic



TEA Strategic Priorities



Introducing TXschools.gov



HOW WELL IS THIS DISTRICT PERFORMING OVERALL?



[Tell Me More](#)

UNDERSTANDING OVERALL PERFORMANCE



This report card is designed to tell us how well we are helping students reach grade level and how well we are preparing them for success after high school. Much like the grades we give students, we can use these grades to identify ways to help schools improve over time. The overall grade is based on performance in three different areas, or domains, which are noted below.

STUDENT ACHIEVEMENT



Student Achievement shows how much students know and are able to do at the end of the school year.

[Additional Details](#)

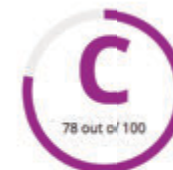
SCHOOL PROGRESS



School Progress shows how students perform over time and how that growth compares to similar schools.

[Additional Details](#)

CLOSING THE GAPS



The Closing the Gaps domain tells us how well different populations of students in a district are performing.

[Additional Details](#)

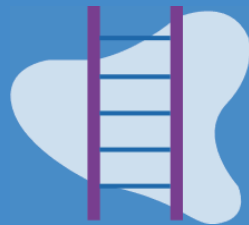
Three Domains: Combining for Overall Score

Best of Achievement or Progress: 70%

30%



Student
Achievement



School
Progress



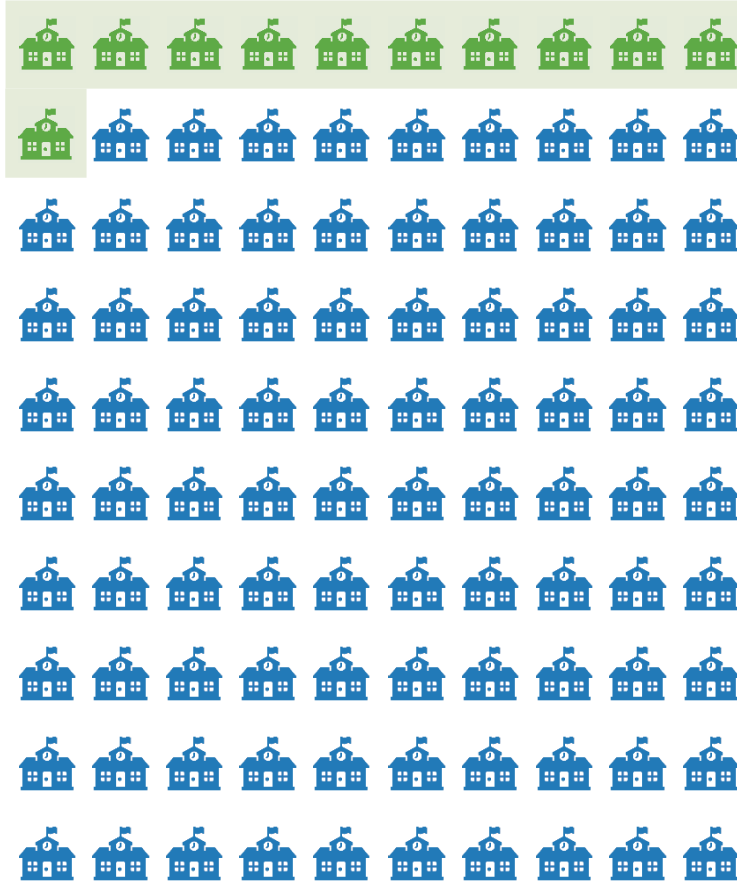
Closing
The Gaps

This design reflects a commitment:

- to recognize **high student achievement** and
- to recognize the impact of **highly effective educators**,
- while maintaining focus on the **students most in need**.

This design has produced ratings that are not strongly correlated with poverty.

High Poverty, High Performing Campuses



◀ What can we learn from these **259** campuses?

11%



of all high-poverty* campuses
in Texas scored **90 or above**
(the A range).

* 80-100% of students qualify for a free or reduced price lunch

Students Are Helped In School And In Life

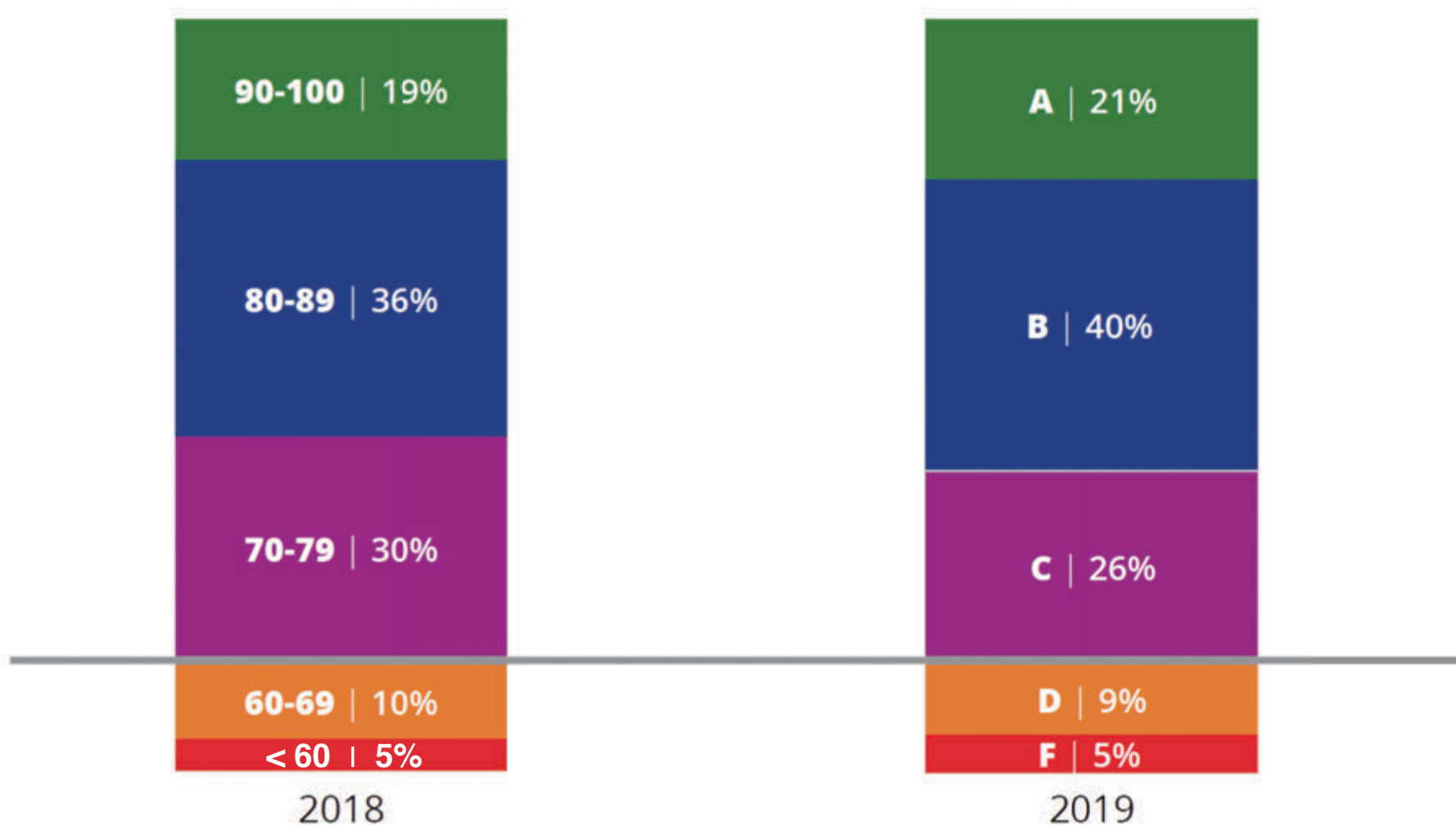
Monitoring performance with school ratings has been shown to have long term benefits for students:

“Our analysis reveals that pressure on schools to avoid a low performance rating led low-scoring students to score significantly higher on a high-stakes math exam in 10th grade. These students were also more likely to accumulate significantly more math credits and to graduate from high school on time. *Later in life, they were more likely to attend and graduate from a four-year college, and they had higher earnings at age 25.*”

Source: <https://www.educationnext.org/when-does-accountability-work-texas-system/>



Performance is Improving



With the passage of House Bill 3, support for improved student outcomes has never been greater.



Our Schools Need Your Support





Fort Hood Education Summit 2020

LUNCH





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Break-Out Session II

MESQUITE ROOM

Mental and Behavioral Health in Schools

Ms. Julie Wayman,

Ms. Michelle Aguayo

Ms. Lana Sveda

WILSHIRE ROOM

Human Trafficking of School-Aged Children

Ms. Crystal Daniel

KINGSTON ROOM

ACES Update: Credentialing Assistance

Mr. Michael Engen





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Schools Council Working Group

Special Education

Dr. Jan Peronto
Executive Director of Special Education
Killeen Independent School District





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Schools Council Working Group

Student Success

Dr. Michael Novotny
Superintendent

Salado Independent School District





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Schools Council Working Group

Higher Education

SPC Kawai Lani

Alpha Battery, 1st Armored Brigade
Combat Team, 1st Cavalry Division





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BREAK





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Distinguished Panel





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Awards and Recognition





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Closing Remarks

