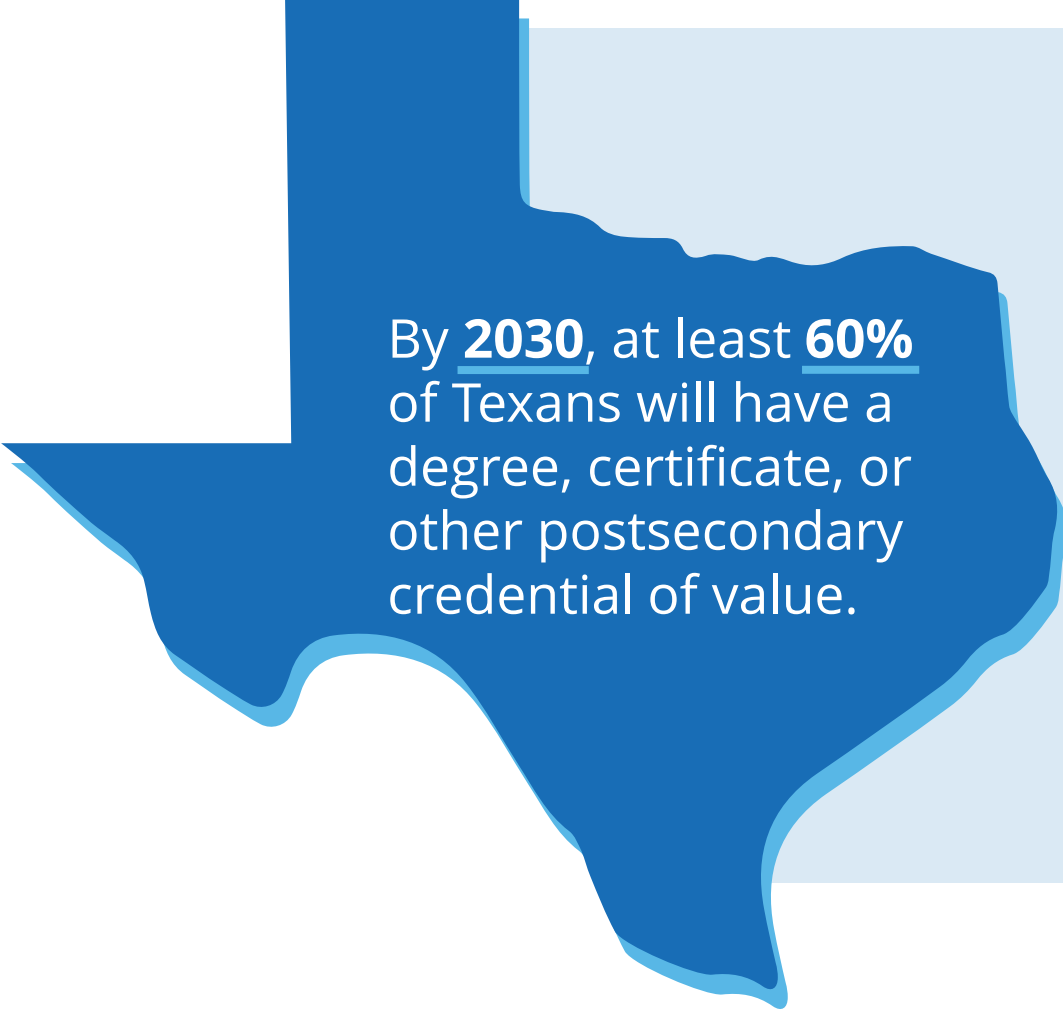




Education Matters Summit

October 1, 2026

Pursuing our vision for Texas students



By 2030, at least 60% of Texans will have a degree, certificate, or other postsecondary credential of value.

At K-12
Graduation

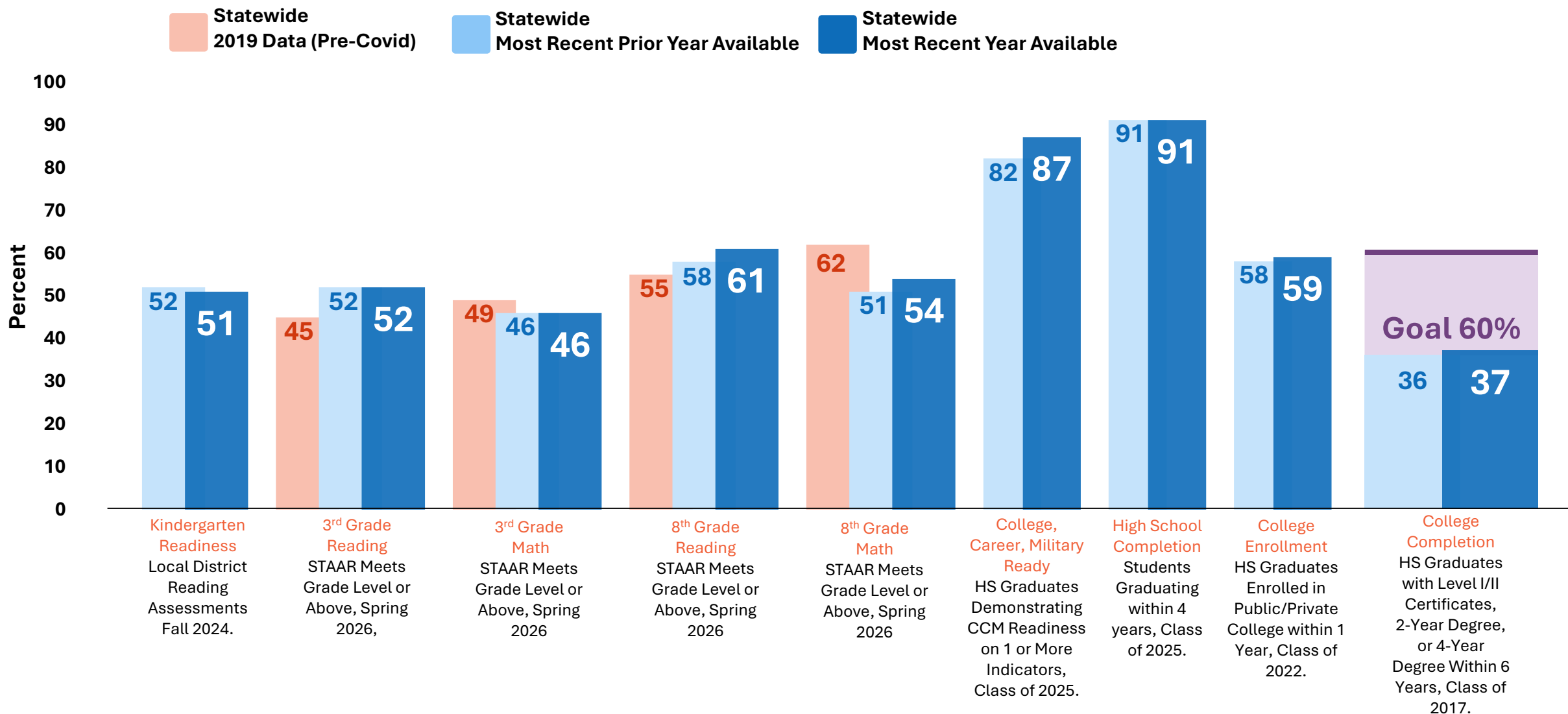
**Every Child, Prepared
for Success in College,
a Career, or the Military**

Post-
Secondary
Attainment

Goal: 60%

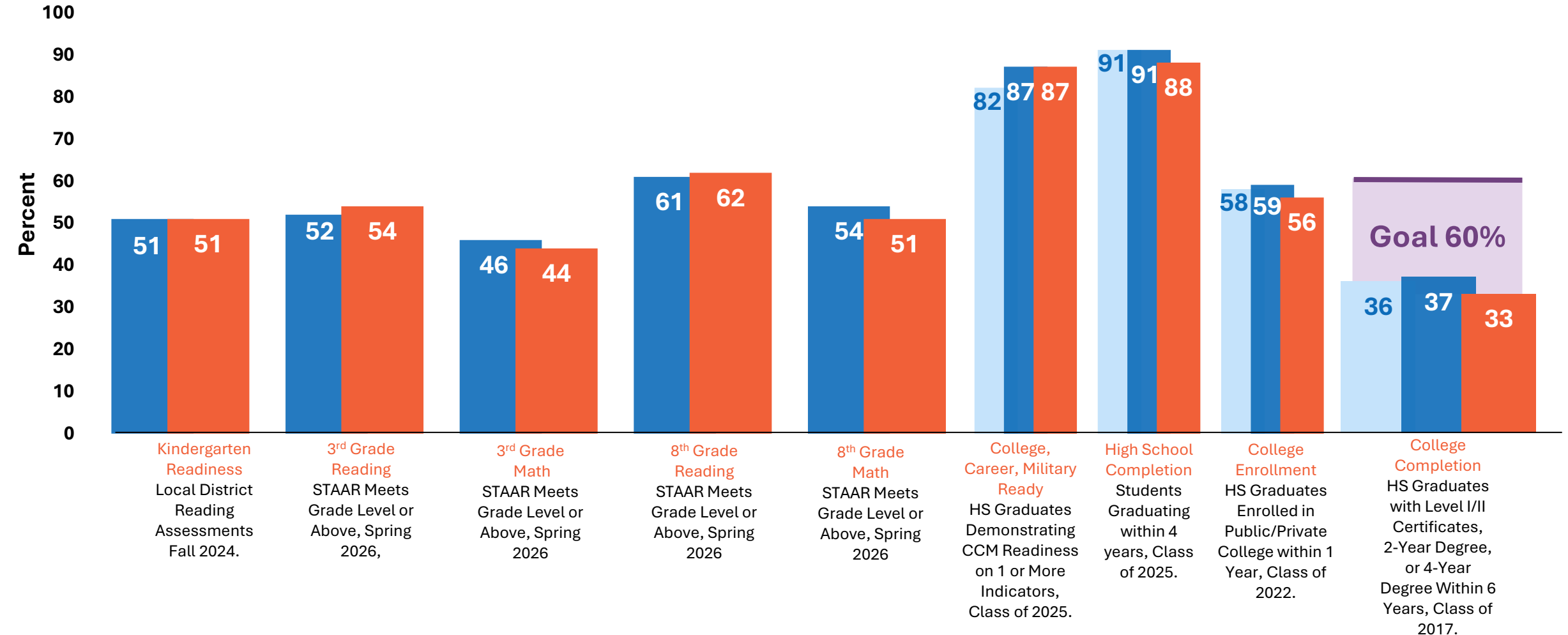
High school graduates have enlisted in the military, earned an industry certification, 2-year degree, or 4-yr degree from any institution nationally within 6 years of graduation.

Statewide Year-Over-Year Student Outcomes



El Paso Region and Statewide Student Outcomes

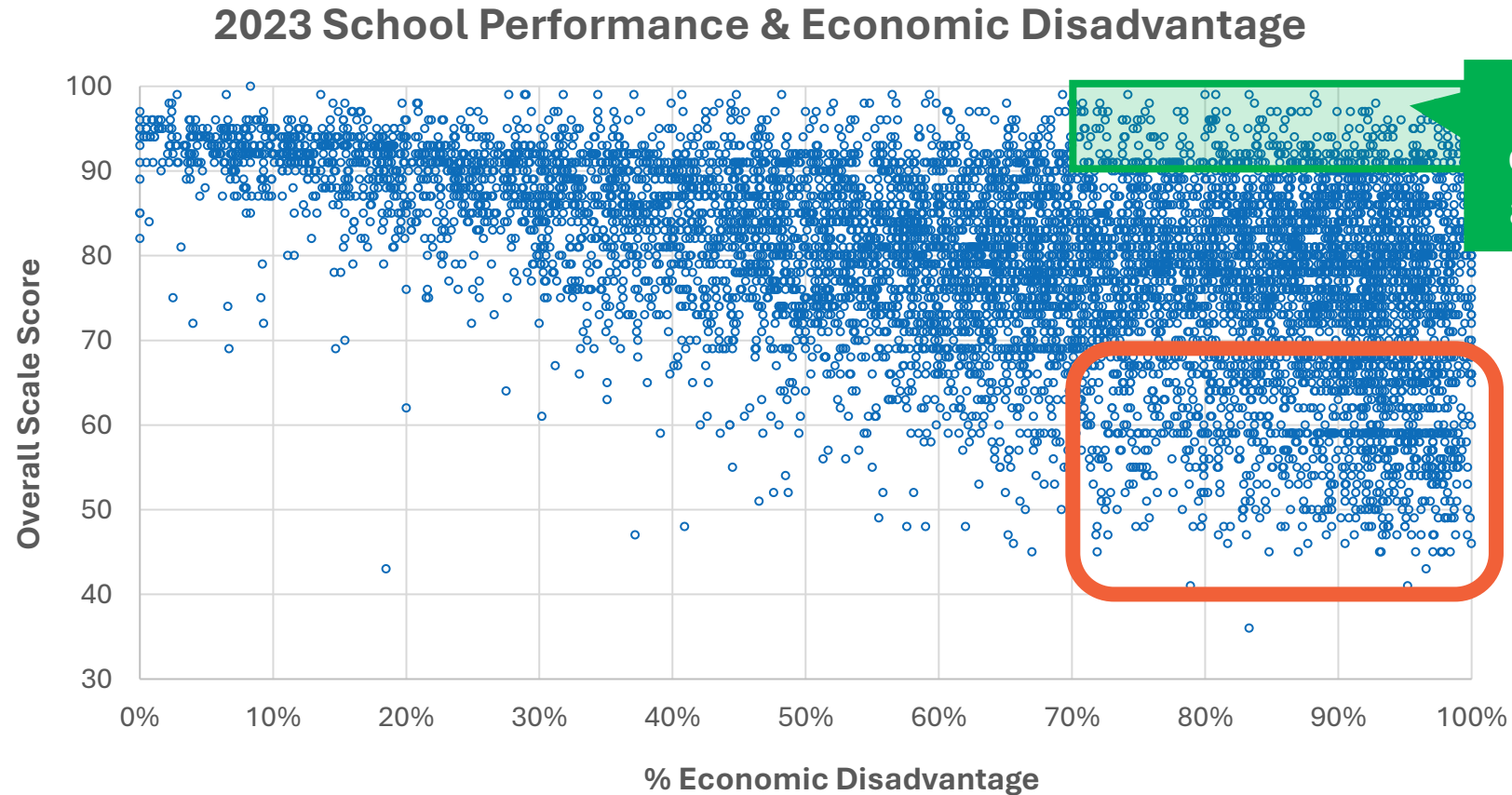
Statewide Most Recent Year Available El Paso Region Most Recent Year Available



There is significant variation in the quality of learning across our schools

We have solid evidence
poverty is not destiny.

But there are
huge variations in
performance.



What do we focus on to get the most improvement for the most kids?

Our primary attention should be focused in the classroom

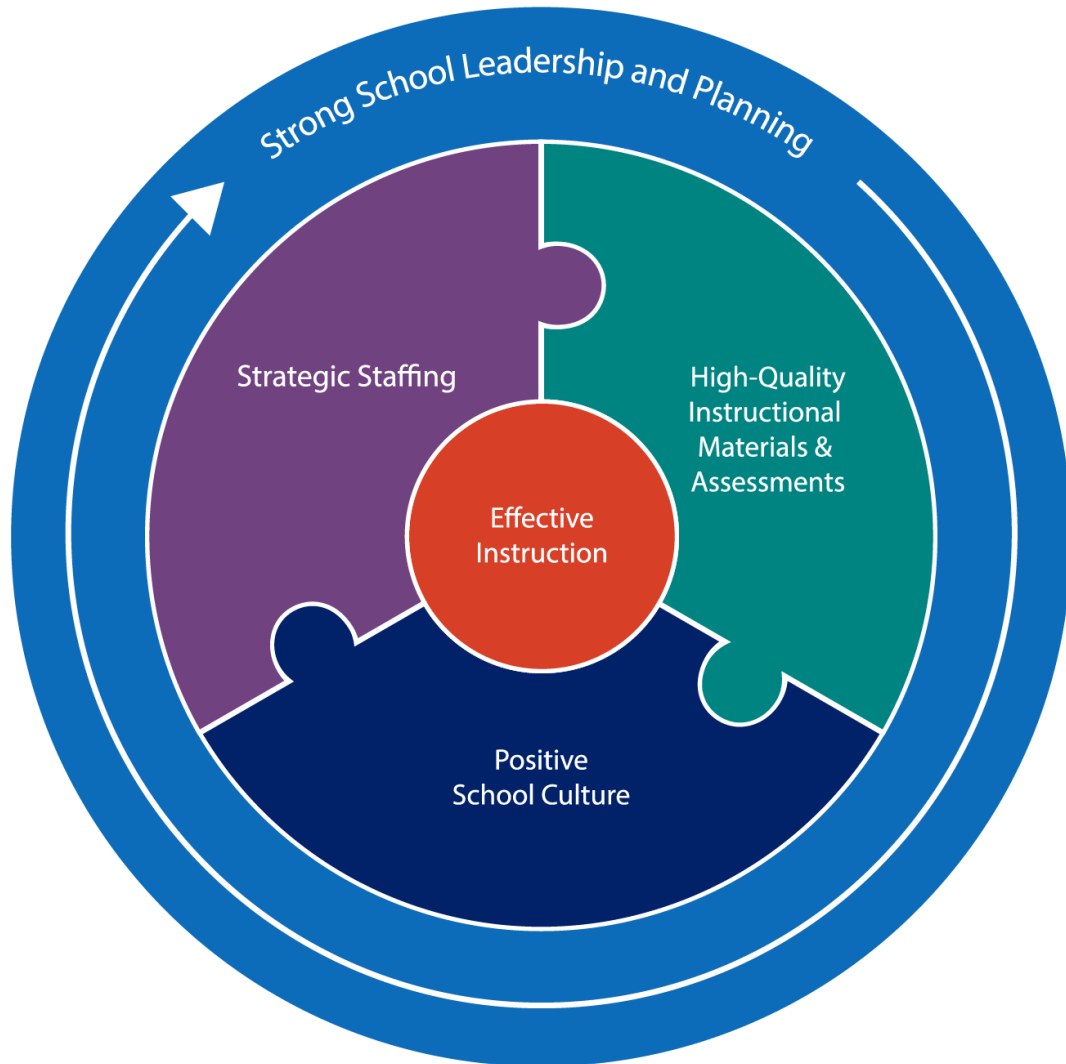
What must be true in a district for students to thrive?

- **Well Trained, Supported Teacher**
- **Loving, Disciplined, Engaging Classroom Culture**
- **High Quality, Knowledge-Rich Lesson Content**
- **Effective Instructional Delivery**

Excellence for All Students Requires Excellence Every Day in Every Classroom

This only happens when campuses strongly manage instruction

What must we manage in a school to ensure all students thrive in all classrooms at the school?



5 Critical Campus Systems:

- **Lever 1:** Strong School Leadership and Planning
- **Lever 2:** Strategic Staffing
- **Lever 3:** Positive School Culture
- **Lever 4:** High-Quality Instructional Materials and Assessments
- **Lever 5:** Effective Instruction

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It starts with leadership



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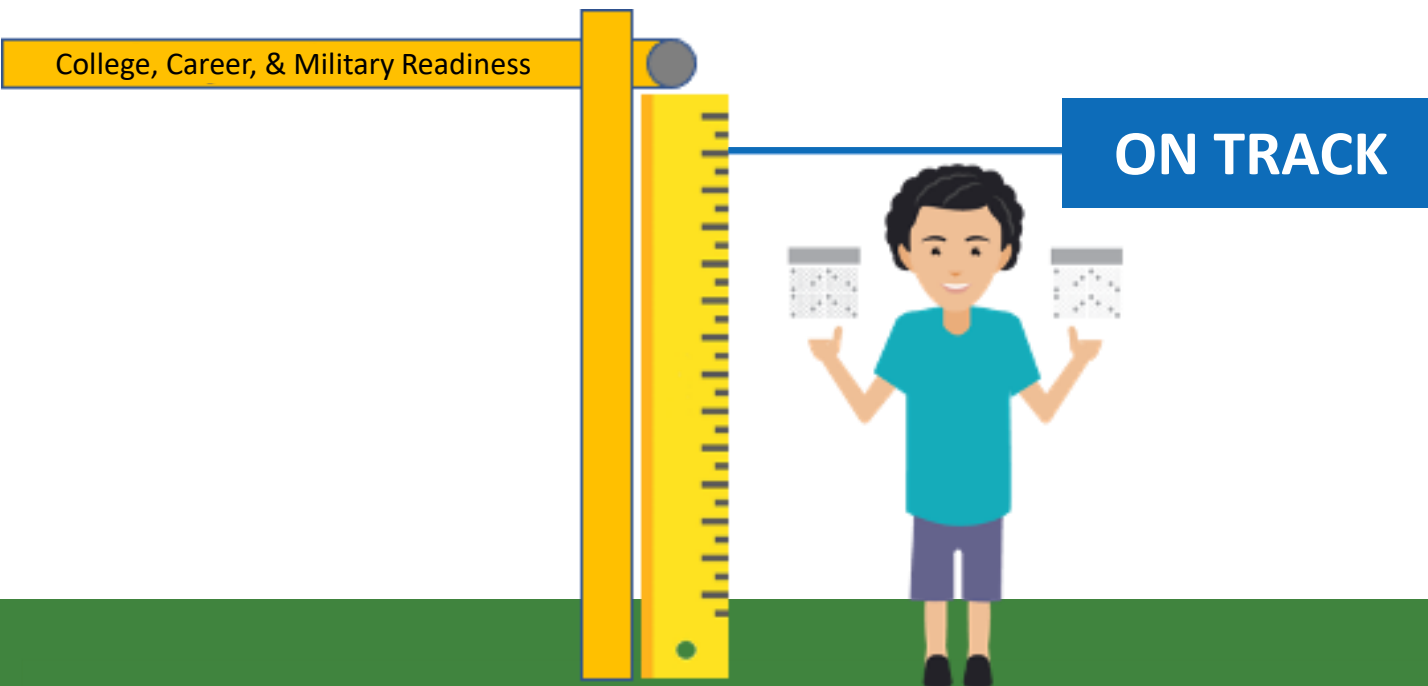
Where Leadership Begins: Expectations Matter

We believe that all students can learn and achieve at high levels.



Expectations Matter, At All Grade Levels

The State Board of Education has defined what all students should know and be able to do at each grade level if they are to be well prepared for success in life. These are called the Texas Essential Knowledge and Skills (TEKS).



What does this look like in practice?

TEKS 3.5A: Represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations.

Leadership Requires Belief that Our Students Can Achieve

TEKS 3.5A: Represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations.



Actual 3rd Grade STAAR Question:

An art teacher had 736 crayons. She threw away 197 broken crayons. Then she bought 150 more crayons. Which equation shows how to find the number of crayons the art teacher has now?

- A) $736 - 197 - 150 = \underline{\quad}$
- B) $736 - 197 + 150 = \underline{\quad}$
- C) $736 + 197 + 150 = \underline{\quad}$
- D) $736 + 197 - 150 = \underline{\quad}$

What must we manage in a school to ensure all students thrive in all classrooms at the school?



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Students Are Not Consistently Exposed To Grade-Level Complexity

A national study examined student classroom work to see if it was on grade-level.¹

only

17%

of assignments were at
grade level (or higher)

TEA reproduced the study methodology with elementary reading teachers.

only

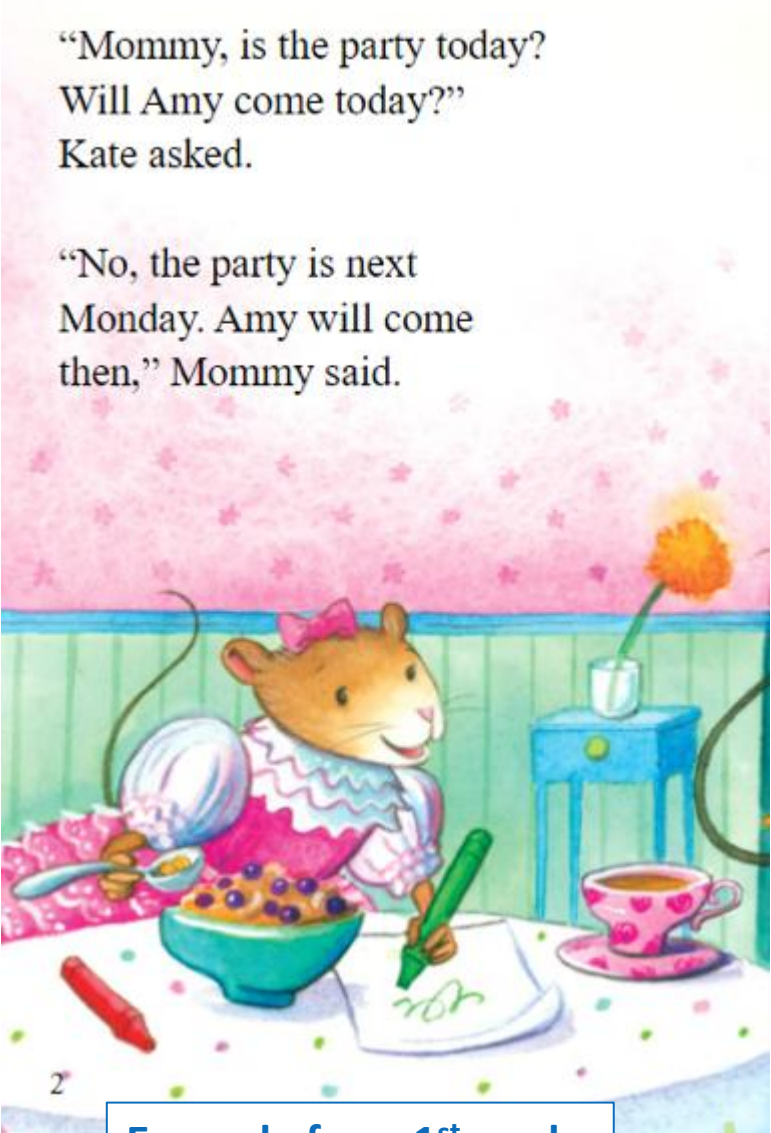
19%

of assignments were at
grade level (or higher)

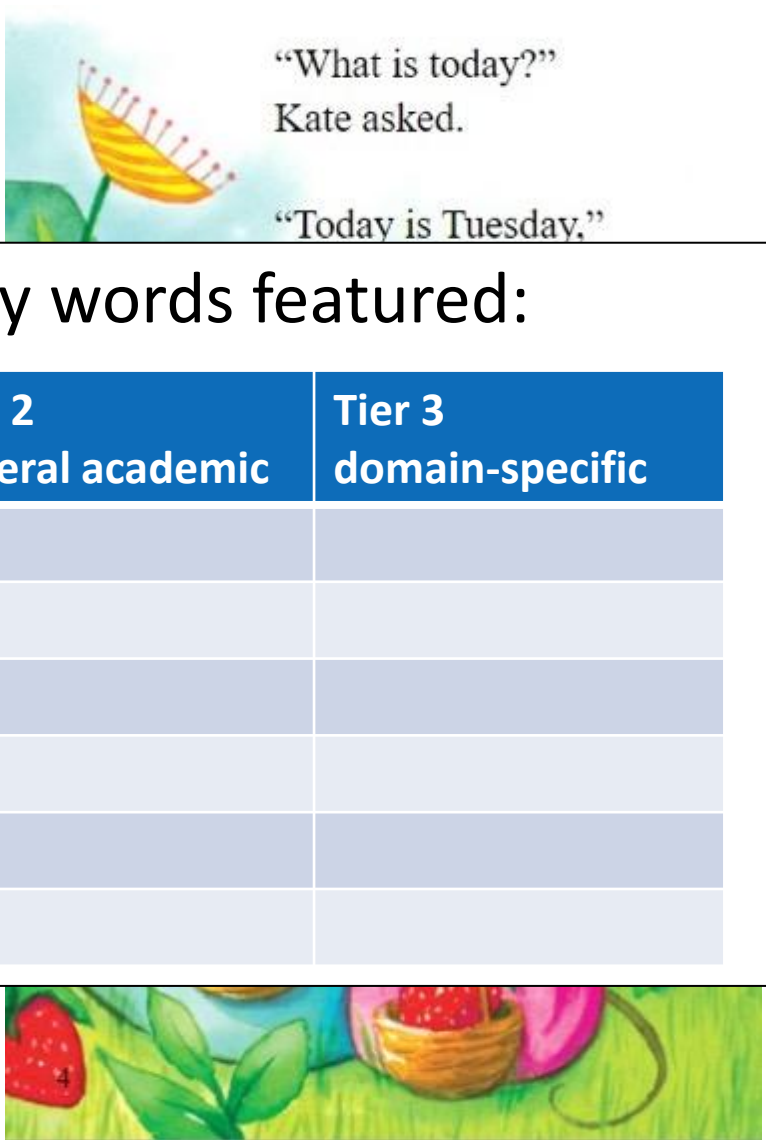
Students & teachers work hard. Students get As and Bs in class.

But student **proficiency does not grow**. Students, parents, and teachers might not even realize this until it is too late to correct – sometimes, after graduation.

Some Commonly Used Curricular Resources Do Not Include On-Grade-Level Vocabulary Development Opportunities



Example from 1st grade



Vocabulary words featured:

Tier 1 everyday speech	Tier 2 general academic	Tier 3 domain-specific
party		
today		
asked		
next		
Monday		
Tuesday		

Quality Curricular Resources Do Build Knowledge (Vocabulary)

Your body is meant to be busy. It's meant to move fast, lift heavy things, and walk or run for miles. Just look at it.



Example from 1st grade

You can do all that because your body is *built* to move. Underneath your skin is a strong, hard skeleton made of bones. Bones keep your body standing tall. Joints connect bones so you can bend.



Muscles are attached to bones by tendons. Muscles let you move and lift and stretch. When you use your muscles again and again, they don't get worn out; instead, they get stronger.

Vocabulary Words

Tier 1 everyday speech	Tier 2 general academic	Tier 3 domain-specific
body	meant	skeleton
busy	miles	bones
fast	built	joints
lift	underneath	muscles
heavy	connect	tendons
because	attached	
bones	worn out	
bend	instead	

Bluebonnet Learning Materials Are Designed to Help Teachers Improve Reading & Math Proficiency in Students

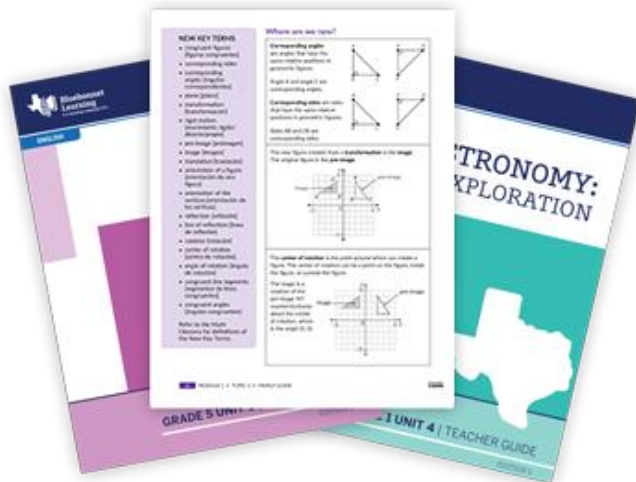
Bluebonnet Learning, Mathematics, K-5

- Kinder (50 minute lessons)
- 1st Grade (60 minute)
- 2nd Grade
- 3rd Grade
- 4th Grade
- 5th Grade

Materials include lesson plans & teacher guides, student editions, readers, etc., for a full school year

Bluebonnet Learning, Mathematics, Secondary

- 6th Grade (45 minute)
- 7th Grade
- 8th Grade
- Algebra I



Bluebonnet Learning, Reading/Language Arts, K-5

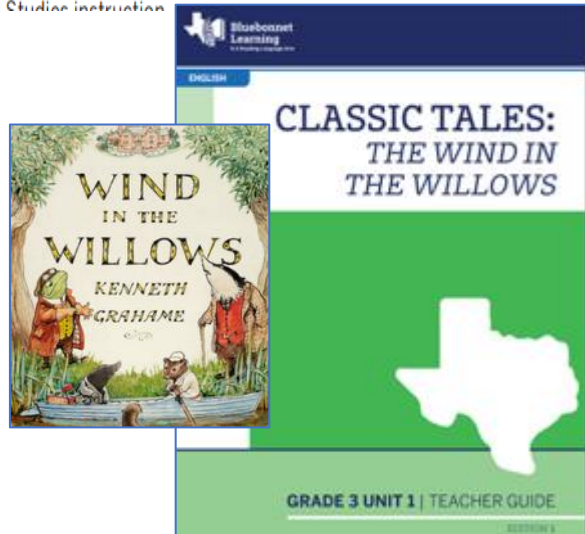
- Kinder Skills (60 minute)
- 1st Grade Skills
- 2nd Grade Skills
- Kinder Knowledge (60 minute)
- 1st Grade Knowledge
- 2nd Grade Knowledge
- 3rd Grade Knowledge & Skills (120 minute)
- 4th Grade (90 minute)
- 5th Grade

Bluebonnet Learning Materials in reading focus on phonics and handwriting while including Classical Literature

KNOWLEDGE: WHY CLASSIC TALES ARE IMPORTANT

This unit will expose students to classic children's stories that use rich language and introduce students to a variety of vocabulary words. Students will be enchanted by descriptive paragraphs and memorable characters as they explore interesting themes and discuss character traits. As they go on adventures with these characters, instruction will reinforce understanding of the elements of fictional narratives, including dialogue, narration, characters, plot, and setting. Students will also discuss the literary tools of personification, perspective, and point-of-view, as well as the themes of friendship, loyalty, hospitality, responsibility, and irresponsibility.

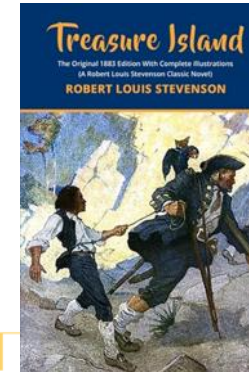
The text that students will be reading and discussing in this unit provides opportunities for students to build content knowledge and draw connections to social studies. You may build on class discussions to support students in making cross-curricular connections to the strands of Culture and Geography from the Social Studies TEKS. This content is not a replacement for grade level Social Studies instruction.



WHY THE TREASURE ISLAND UNIT IS IMPORTANT

This unit examines the fiction genre through a classic novel, *Treasure Island*. Students will focus on character development, setting, and plot, as well as literary devices, while reading an abridged version of Robert Louis Stevenson's popular adventure story. It is important for students in the upper elementary grades to read longer works of fiction and trace the development of plot, characters, and literary elements over the course of a novel; this unit will provide students that opportunity. In addition, this text presents an opportunity for students to learn about the adventure story as a unique subgenre of fiction. Students will also be exposed to other relevant aspects of the text, such as geography, pirates, and sailing. For more information about the quantitative and qualitative measures used to determine the complexity of the texts, see the Measures of Text Complexity in the Teacher Resources.

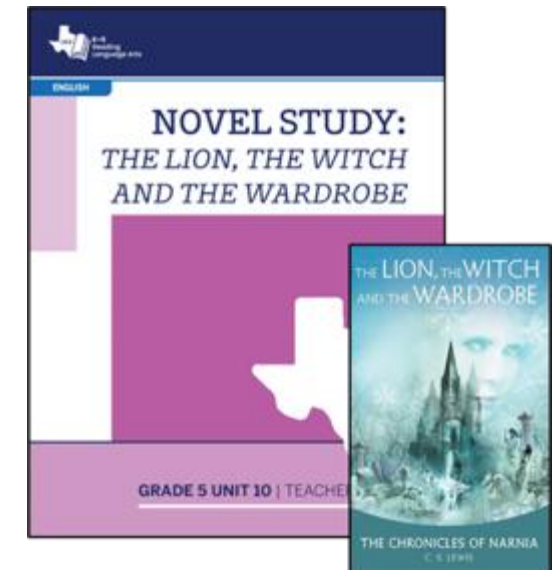
The texts that students will be reading and discussing in this unit also provide opportunities for students to build content knowledge and draw connections to the social studies subject area. At times throughout the unit, you may wish to build on class discussions to support students in making cross-curricular connections to the strand of Social Studies Skills from the Social Studies TEKS. This content is not a replacement for grade-level social studies instruction.



WHY THE LION, THE WITCH, AND THE WARDROBE IS IMPORTANT

Published in 1950, *The Lion, the Witch and the Wardrobe* tells the story of four young children—Peter, Susan, Edmund, and Lucy—who evacuated from London during the Blitz in 1940, and on exploring the country house in which they are sent to, they discover a magical world called Narnia at the back of a wardrobe. And thus begins an engaging tale that explores topics of courage, justice, new birth, good versus evil, and redemption.

By reading this classical literary text, students will have the opportunity to infer multiple themes, analyze the relationships of and conflicts among the characters, and examine plot elements and the influence of setting, including historical and cultural settings on the plot. As students analyze the texts, they will be able to describe how the author uses imagery, literal, and figurative language such as similes and metaphors to gain a greater understanding of the text. One critical element to analyzing *The Lion, the Witch and the Wardrobe* is considering how biblical allegories were used by C.S. Lewis to convey messages. Thus, analysis of the author's purpose for these allegories involves multiple lessons



Bluebonnet Learning materials in math include extensive practice in foundational mathematics concepts, including arithmetic

BLUEBONNET LEARNING K-5 MATH Lesson 2 Addition Fluency Review 1 • 4

Name _____ Date _____

Addition Fluency Review

1. $2 + 0 =$ _____	16. $1 + 6 =$ _____	31. $5 + 3 =$ _____
2. $2 + 1 =$ _____	17. $6 + 1 =$ _____	32. $3 + 5 =$ _____
3. $2 + 2 =$ _____	18. $6 + 2 =$ _____	33. $3 + 4 =$ _____
4. $4 + 0 =$ _____	19. $5 + 2 =$ _____	34. $3 + 3 =$ _____
5. $0 + 4 =$ _____	20. $4 + 3 =$ _____	35. $4 + 4 =$ _____
6. $0 + 3 =$ _____	21. $2 + 3 =$ _____	36. $5 + 4 =$ _____
7. $0 + 0 =$ _____	22. $2 + 4 =$ _____	37. $4 + 6 =$ _____
8. $3 + 1 =$ _____	23. $4 + 2 =$ _____	38. $2 + 7 =$ _____
9. $1 + 3 =$ _____	24. $3 + 2 =$ _____	39. $2 + 8 =$ _____
10. $1 + 4 =$ _____	25. $9 + 1 =$ _____	40. $2 + 5 =$ _____
11. $1 + 5 =$ _____	26. $8 + 2 =$ _____	41. $5 + 5 =$ _____
12. $5 + 1 =$ _____	27. $7 + 2 =$ _____	42. $4 + 5 =$ _____
13. $1 + 7 =$ _____	28. $7 + 3 =$ _____	43. $2 + 6 =$ _____
14. $7 + 1 =$ _____	29. $6 + 3 =$ _____	44. $3 + 6 =$ _____
15. $1 + 8 =$ _____	30. $6 + 4 =$ _____	45. $3 + 7 =$ _____

Lesson 2: Use the place value chart to record and name tens and ones within a two-digit number.

Lesson 8 Sprint 1 • 4

Number Correct: _____

Date _____

on to the addition or subtraction sign.

16.	$28 + 10 =$ □	
17.	$9 + 1 =$ □	
18.	$19 + 1 =$ □	
19.	$29 + 1 =$ □	
20.	$39 + 1 =$ □	
21.	$40 - 1 =$ □	
22.	$30 - 1 =$ □	
23.	$20 - 1 =$ □	
24.	$10 + \square = 11$	
25.	$10 + \square = 20$	
26.	$22 + \square = 32$	
27.	$22 + \square = 23$	
28.	$\square + 10 = 39$	
29.	$\square - 10 = 19$	
30.	$\square - 10 = 29$	

10.	$37 - 1 =$ □	
11.	$37 - 10 =$ □	
12.	$27 - 10 =$ □	
13.	$17 - 10 =$ □	
14.	$8 + 10 =$ □	
15.	$18 + 10 =$ □	

Lesson 11: Compare two quantities, and identify the greater or lesser of the two given numerals.

Triangles

Examples		Nonexamples	
Exemplars	Variants	Palpable Distractors	Difficult Distractors

Rectangles

Examples		Nonexamples	
Exemplars	Variants	Palpable Distractors	Difficult Distractors

Exemplars are the typical visual prototypes of the shape category.

Variants are other examples of the shape category.

Palpable distractors are nonexamples with little or no overall resemblance to the exemplars.

Difficult distractors are visually similar to examples but lack at least one defining attribute.

How to Bridge to a Better Understanding

Encourage students to manipulate the hands on the clock to switch between the hour and half past the hour.



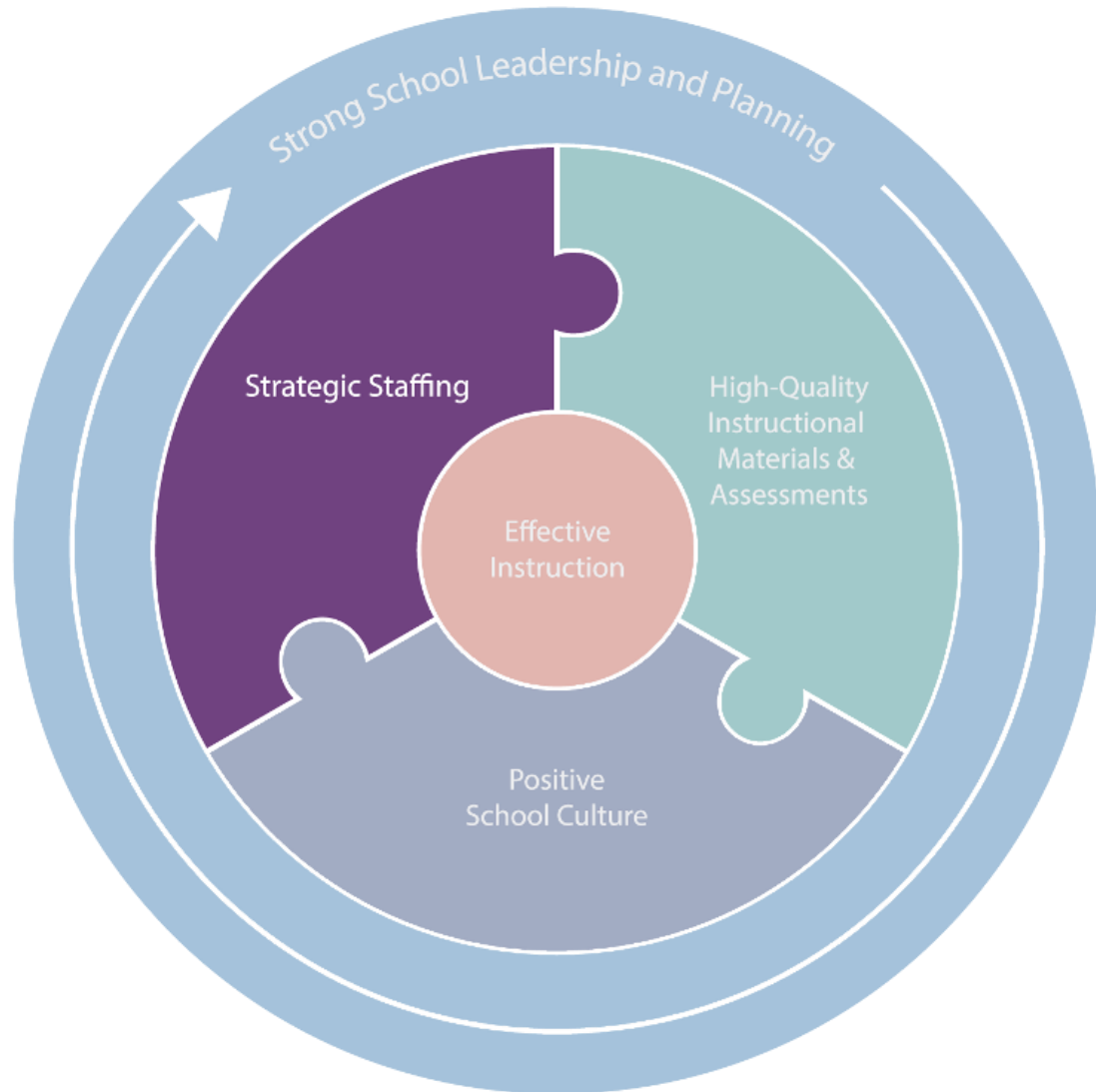
Show me 6:00



Show me 6:30

Ask questions such as, "What happens to the hour hand when you move from 6 o'clock to half past 6?"

What must we manage in a school to ensure all students thrive in all classrooms at the school?



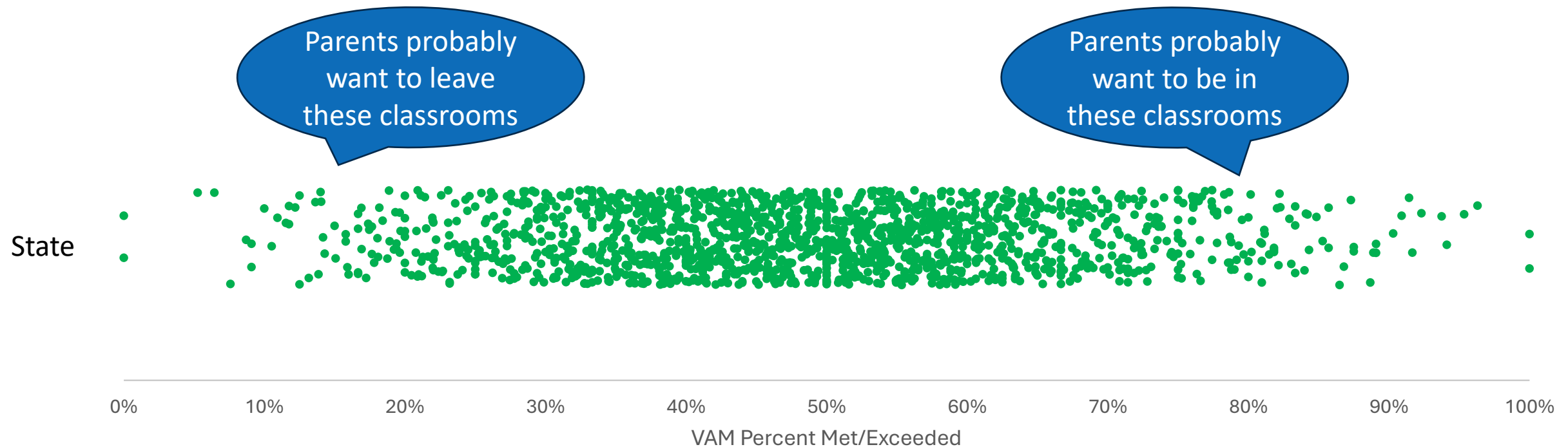
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Teachers are the most important in-school factor impacting students, but there is significant variability

It is our responsibility to
improve teacher supports



We embrace a comprehensive approach to support teachers, and the teaching profession

Recruit

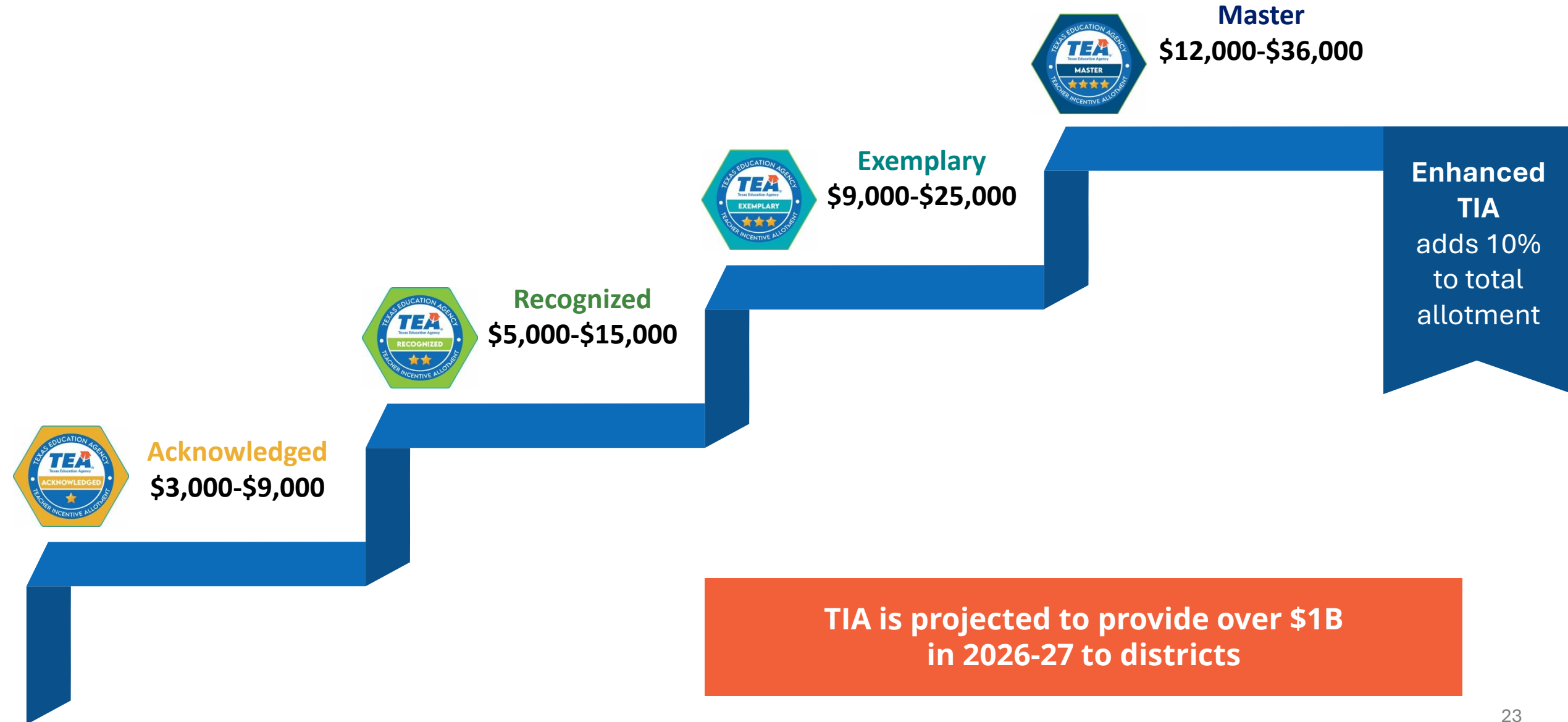
Prepare

Support

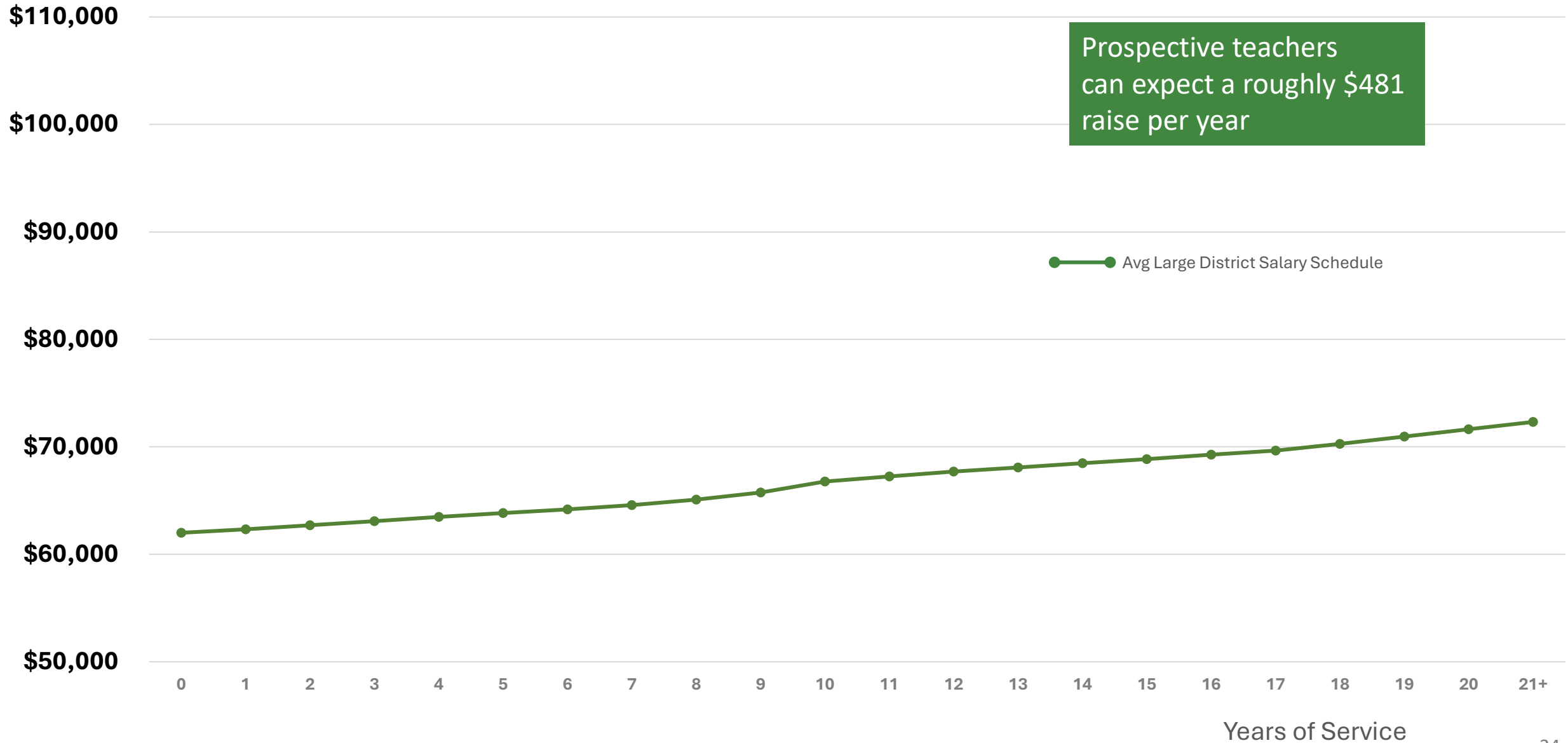
Retain

- Higher top-end salary potential
- Paraprofessionals pipeline
 - Residencies, Paid Undergrad, Intensive Summer
 - Structured Mentoring
- Instructional Leadership
 - HQIM & PLCs
 - Discipline Supports
- Performance-based Raises
 - Professional Recognition

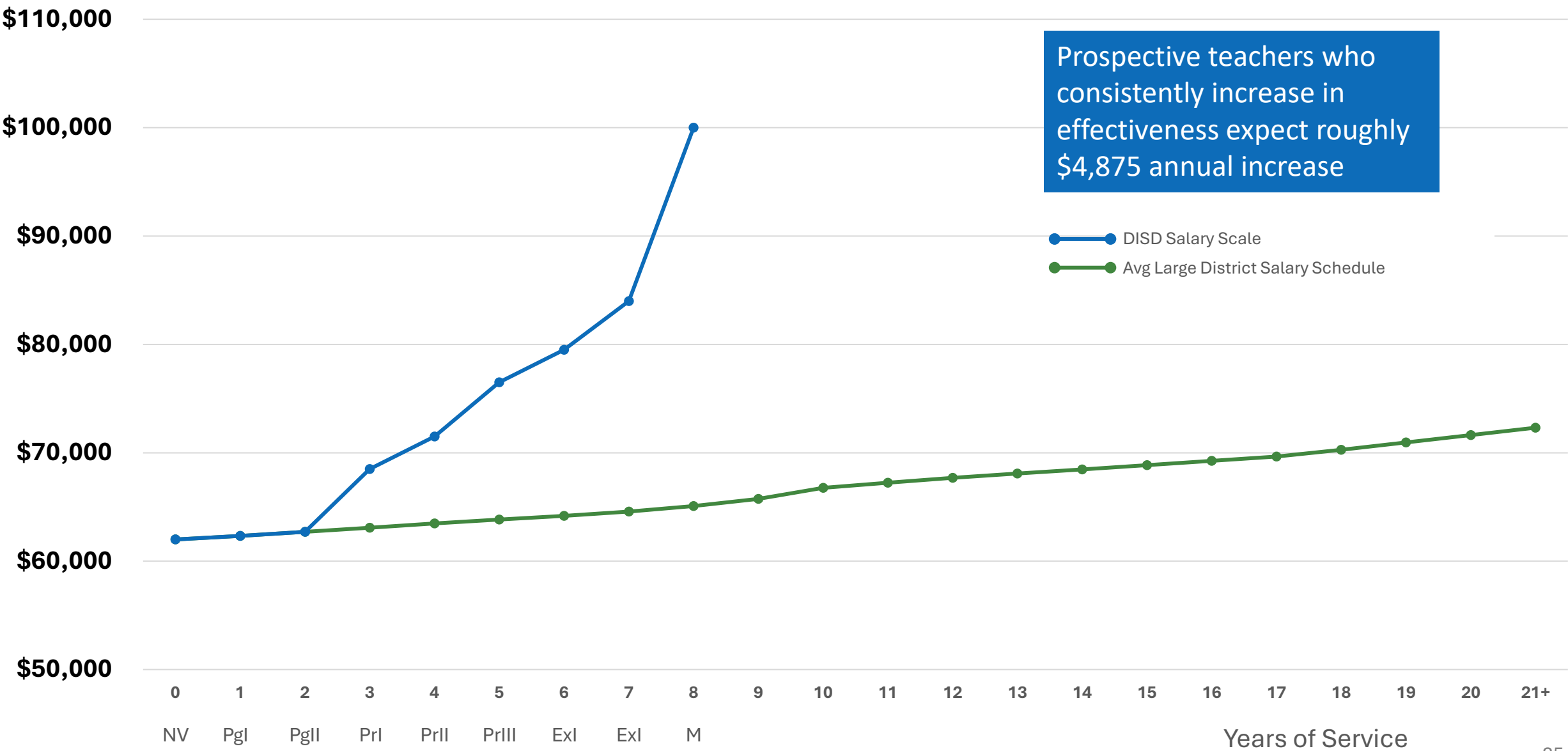
The Teacher Incentive Allotment can anchor a district's academic continuous improvement efforts



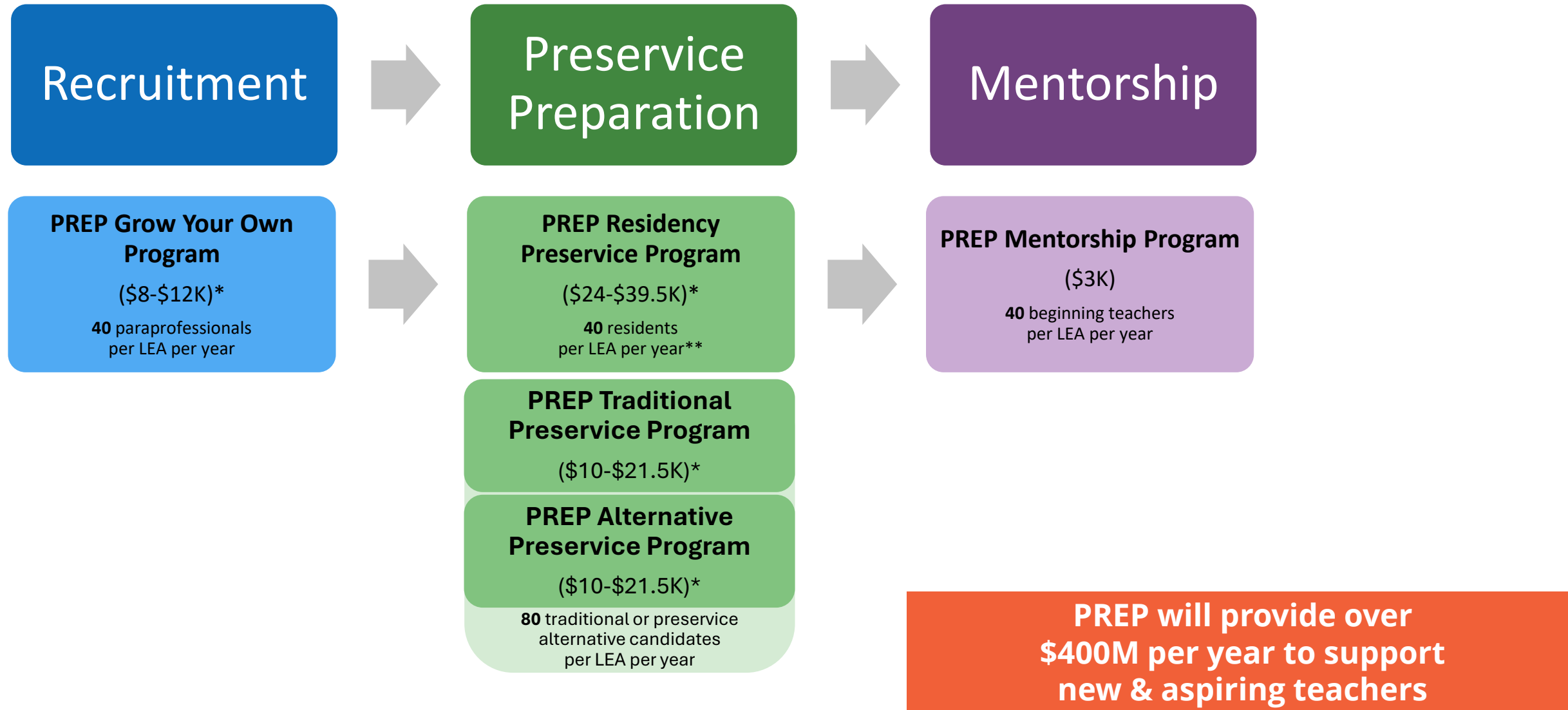
Teacher Raises: The Status Quo



Teacher Raises: with Enhanced TIA



New **PREP Allotment** to sustain the reforms via the pipeline

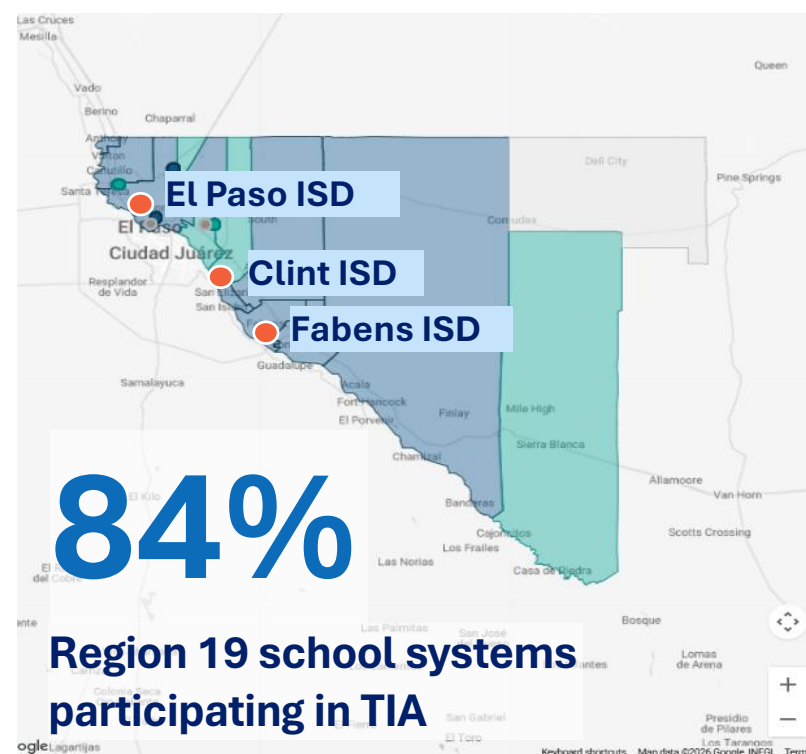


*FSP Formulas are structured with higher levels of funding for small/rural districts

**If total number of residents exceeds 40, funding can also be provided from eligible slots from the Traditional/Preservice Alternative allocation at that lower funding level for up to an additional 40 residents

Improvements in Support for Teachers in the El Paso Region

REGIONAL TIA MOMENTUM



Source: TIA funding map tiatexas.org

TEACHER DEVELOPMENT AND STRATEGIC COMPENSATION

El Paso ISD is pursuing an **Enhanced TIA** designation

EDUCATOR RECOGNITION

In February 2025, TEA honored TIA Master teachers and **Milken Educator Award winners** in **Clint ISD** and **Fabens ISD**



Joshua Marmolejo, Clint High School P-TECH automotive technology

Photo Source: Milken Family Foundation



Nancy Chivara, O'Donnell Intermediate School, 5th grade math and science

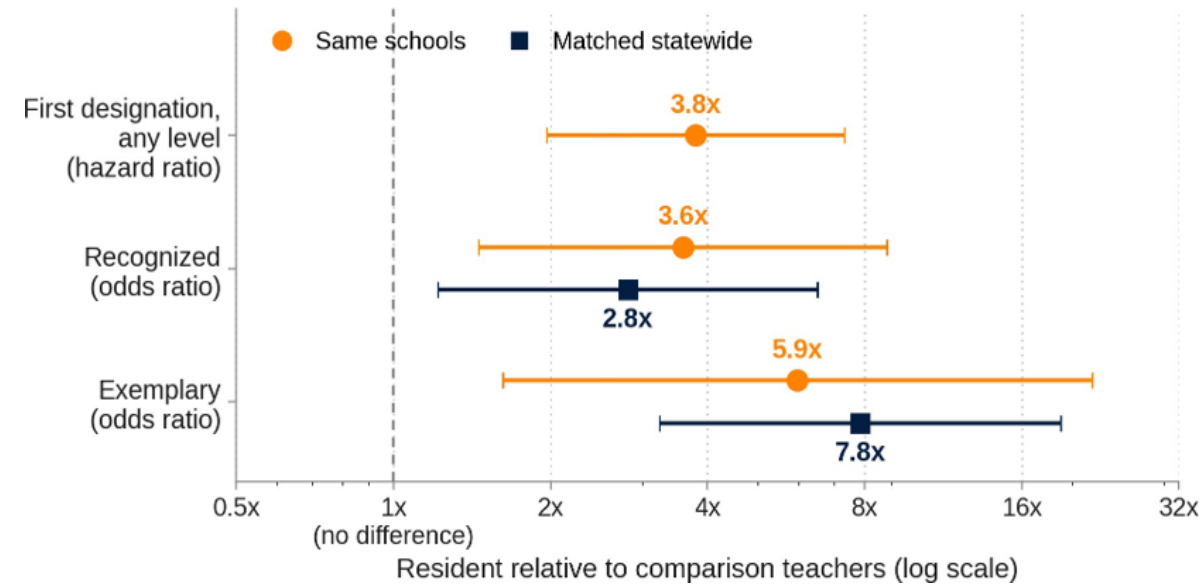
TALENT PATHWAYS

Pipeline to Leadership - Clint ISD currently has 4 elementary schools and 2 middle schools implementing Pipeline to Leadership with a total of 28 teacher leaders. Below are some pictures from their 2026 Implementation Year Launch Meeting.



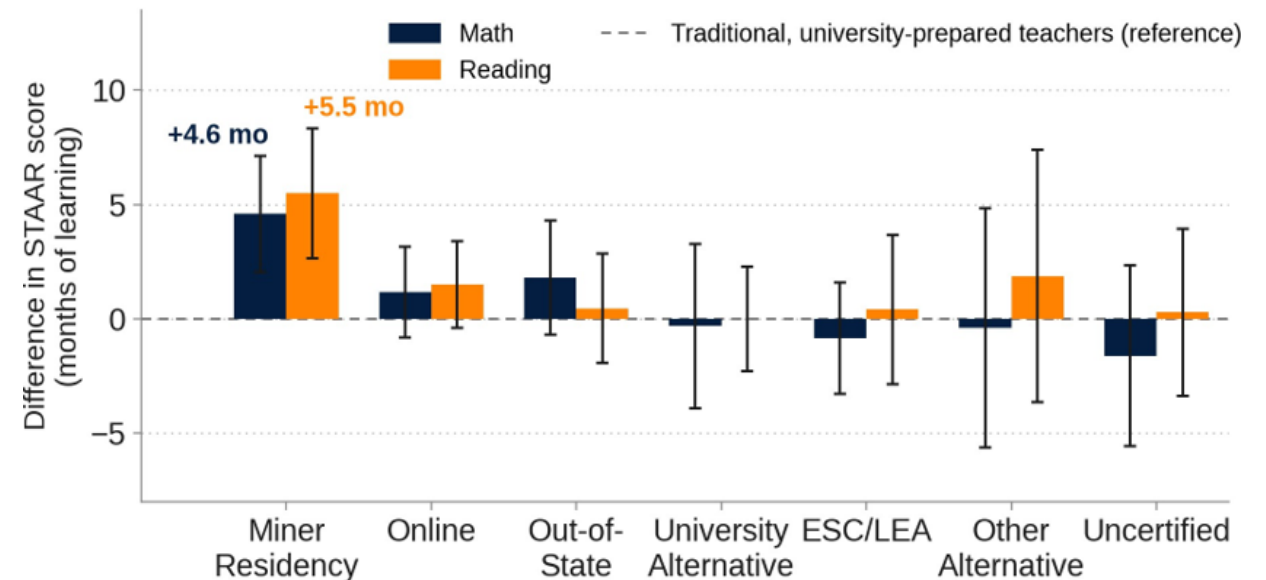
UTEP Teacher Residency Program Acts as Proof Point for the State

Residents reach a first designation 3.8 times as fast, and the gap holds at the Exemplary level



UTEP Residents outperform every other pathway into teaching in both reading and math achievement.

Only Miner residents score significantly above university-prepared peers at the same campuses in both math and reading



TIA funds flow to the designated teacher's pay, so UTEP is proving that earlier and higher TIA designation is how the residency year pays back



Thank You!