

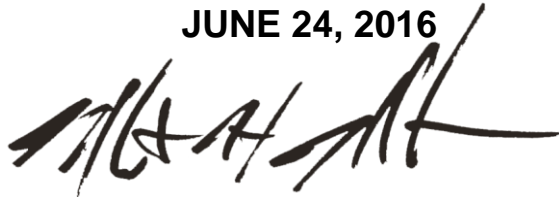
**AGENCY STRATEGIC PLAN**

**FISCAL YEARS 2017 TO 2021**

**BY**

**TEXAS EDUCATION AGENCY**

**JUNE 24, 2016**



**SIGNED:** \_\_\_\_\_



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## Agency Mission

The Texas Education Agency will improve outcomes for all public school students in the state by providing leadership, guidance, and support to school systems.

## Agency Goals and Action Plan

### Goal 1—Recruiting, Supporting, and Retaining Teachers and Principals

The agency will improve educator pre-service and in-service training, and implement systems of continuous educator improvement, because teachers are the greatest asset in our school systems to improve student outcomes.

#### Specific Action Items to Achieve Goal 1

1. By August of 2018, establish and implement a more rigorous teacher preparation and certification process that uses performance metrics and student achievement data to evaluate teacher preparation program effectiveness. Improvement in pre-service training will help ensure an excellent teacher in every classroom and a world-class principal on every campus.
2. By August of 2018, incentivize and support clinical residency models in teacher pre-service programs. Clinical residency models are innovative because they place new teachers in the classrooms of experienced and effective teachers to learn best practices.
3. During the fall semester of 2017, pilot Lesson Study as part of Project Share (now Texas Gateway) as a method for teachers to improve their effectiveness, share best practices online with other teachers, improve student outcomes, and provide a platform to demonstrate mastery within the teaching profession. Lesson Study is cost effective as teachers develop and submit world-class lessons to TEA for review. The best Lesson Studies will be shared with teachers across the state on the Project Share (now Texas Gateway) website. Lesson Study is part of TEA's effort to improve teacher in-service training and support by introducing teacher-driven, reflective, job-embedded professional development and structures.
4. Monitor the ongoing implementation of the Texas Teacher Evaluation and Support System (T-TESS) and the Texas Principal Evaluation and Support System (T-P ESS) to provide teachers and principals with the tools they need to improve teacher effectiveness and facilitate job-embedded professional learning. These efforts will help focus on building the capacity of principals and school leaders to improve instruction through observation, coaching, and facilitation of professional growth.
5. By August of 2018, pilot and expand distributed leadership staffing models that improve principals' span of control to provide more time for them to provide feedback to teachers while growing the leadership pipeline.
6. Throughout the next five years, continue to investigate and prosecute educator misconduct to ensure student safety and uphold the integrity of the teaching profession.

#### How Goal or Action Items Supports Each Statewide Objective

1. Accountable to the tax and fee payers of Texas.  
These action items are cost-effective means for ensuring the highest quality educator preparation and support. They reflect a conscious effort to put taxpayer dollars as close to teachers and their classrooms as possible and are driven by the belief that educators are professionals who can continue to develop their skills and must be held accountable for student achievement results.
2. Efficient such that maximum results are produced with a minimum waste of taxpayer funds, including through the elimination of redundant and non-core functions.  
These action items put a premium on improving student outcomes by using existing resources such as regional education service centers and do not require additional funds. They support the agency's core function of improving teacher quality through existing and new programs.

3. Effective in successfully fulfilling core functions, measuring success in achieving performance measures, and implementing plans to continuously improve.

These action items are directly aligned with the agency's core function to ensure that each child in the state of Texas has quality educators. These action items reflect the agency's commitment to continuous improvement and to implement new initiatives and best practice models for educators.

4. Providing excellent customer service.

These action items put educators first and provide them with the support they need to be successful with the students of Texas. Improving student outcomes and achieving the performance measures set by the legislature are at the forefront of each action item.

5. Transparent such that agency actions can be understood by any Texan.

TEA will provide guidance so that all programs will be fully understood by Texas educators and legislators. There will be no jargon or confusing language, but rather common-sense approaches to achieve results by improving the effectiveness of Texas educators.

## **Goal 2—Improving Transparency of District and Campus Academic and Financial Performance**

The agency will improve the transparency of school district, open-enrollment charter school and campus academic and financial performance ratings so that all stakeholders understand the strengths in their schools and school systems and can more effectively chart paths of improvement.

### **Specific Action Items to Achieve Goal 2**

1. By August 2018, create a comprehensive reporting model for the state's new A–F academic accountability system that provides a clear label and presentation of performance results for each school district, open-enrollment charter school, and individual campus. The model will ensure that parents, educators, legislators, and taxpayers have a comprehensive picture of each school's strengths and weaknesses and have actionable, user-friendly, and transparent information to drive improvement at every school system level (state, district and charter, campus, and individual student) in accordance with HB 2804 (84th Texas Legislature).
2. By September 2018, align the A–F system with the federal accountability requirements under the Every Student Succeeds Act (ESSA) to eliminate redundant systems that potentially send conflicting messages to stakeholders.
3. By August 2017, improve the Financial Integrity Rating System of Texas (FIRST) by providing each school district and open-enrollment charter school an A–F rating that better identifies areas of strength and weakness in financial operations and allows for comparison.
4. Continue to execute an annual statewide student assessment program that rapidly and accurately provides information to stakeholders that allows them to improve the quality of teaching and learning. Implement any changes resulting from the state's efforts to review options as a result of the Texas Commission on Next Generation Assessments and Accountability.
5. By March 2017, redesign the confidential student reports (CSRs) provided to teachers, parents, and students regarding student performance on the state assessment and other measures so that results can be readily understood, information can be actionable, and instructional approaches can be tailored to individual student needs.
6. By September 2019, build comprehensive online dashboards that display performance information so that parents, educators, and taxpayers can go to one place to understand the academic, financial, and profile information for each school district, open-enrollment charter school, and individual campus in the state and easily make comparisons.

### How Goal or Action Items Supports Each Statewide Objective

1. **Accountable to tax and fee payers of Texas.**  
These action items will ensure that performance information about school districts, open-enrollment charter schools, and individual campuses is meaningful and transparent so that parents, students, and taxpayers can hold schools accountable for performance.
2. **Efficient such that maximum results are produced with a minimum waste of taxpayer funds, including through the elimination of redundant and non-core functions.**  
These action items, especially efforts to align the A–F system with the federal accountability requirements under ESSA, will eliminate redundant systems that potentially send conflicting messages to the public. Further, improved CSRs, dashboards, and financial rating systems will drive student improvements and ensure maximum results are produced with a minimum waste of resources.
3. **Effective in successfully fulfilling core functions, measuring success in achieving performance measures, and implementing plans to continuously improve.**  
These actions items are consistent with TEA’s core functions of measuring the success of the agency, school districts, open-enrollment charter schools, campuses, and individual students in achieving performance objectives and of making results transparent to ensure continuous improvement at every level.
4. **Providing excellent customer service.**  
These action items are designed to improve transparency of student results so that all of the agency’s customers—educators, parents, students, taxpayers, and legislators—can understand and take actionable steps at all system levels to drive continuous improvement.
5. **Transparent such that agency actions can be understood by any Texan.**  
The action items will ensure that the agency provides clear student performance and financial integrity information about each school district, open-enrollment charter school, and campus in the state so that parents, educators, legislators, and taxpayers can easily understand each school’s strengths and weaknesses and have actionable, user-friendly, and transparent information to drive improvement at every level.

### Goal 3—Building A Foundation of Literacy and Numeracy

The agency will ensure that our youngest students are capable of reading and doing mathematics at grade level by third grade because a strong foundation sets students on a path to academic success and helps prevent expensive taxpayer-funded remediation later in life.

#### Specific Action Items to Achieve Goal 3

1. By August 2021, ensure that kindergarten through third-grade teachers in low-performing schools and schools with high percentages of students qualifying for free and reduced-priced lunch have had the opportunity to participate in a teacher mathematics achievement academy and received access to high-quality content and instructional strategies aligned to the Texas Essential Knowledge and Skills (TEKS) in accordance with SB 934 (84th Texas Legislature).
2. By August 2021, ensure that kindergarten through fifth-grade teachers in low-performing schools and schools with high percentages of students qualifying for free and reduced-priced lunch have had the opportunity to participate in a teacher literacy achievement or reading-to-learn academy and received access to high-quality content and instructional strategies aligned to the TEKS in accordance with SB 925 and SB 972 (84th Texas Legislature).

3. By April 2018, support the State Board of Education's (SBOE) process to streamline the TEKS in foundation subject areas to ensure that the TEKS are easily understandable by educators, parents, legislators, and taxpayers; sets standards that are targeted, meaningful, and achievable in a school year; and represent essential student learning in every subject and at every grade level.
4. By December 2016, begin providing information on early indicators of third-grade reading and math proficiency by publishing reports on metrics demonstrating progress toward satisfactory third-grade performance, including prekindergarten enrollment and kindergarten readiness.
5. By September 2016, award high-quality prekindergarten grants to school districts and open-enrollment charter schools and monitor and report on district implementation consistent with HB 4 (84th Texas Legislature).
6. By August 2020, work with the Texas Workforce Commission to support local public-private partnerships that increase high-quality prekindergarten opportunities for children across Texas.
7. By September 2016, implement legislation requiring a pilot program to provide struggling campuses with reading excellence teams that provide high-quality, targeted, intense, data-driven training to improve student reading outcomes in accordance with SB 935 (84th Texas Legislature).

#### **How Goal or Action Items Supports Each Statewide Objective**

1. **Accountable to tax and fee payers of Texas.**  
 Implementing these action items will provide intense support for elementary school teachers of reading and mathematics, ensuring more consistent delivery of high-quality instruction across the state and the improvement of student outcomes in school and life. This will save taxpayer money by decreasing remediation costs, the costs of higher education, and other costs associated with low student attainment in core foundational skills. Improved and clearly written TEKS standards will help schools focus on essential knowledge that will help students develop the skills necessary to be productive citizens. Providing access to high-quality prekindergarten for more students will help Texas families ensure their children are sufficiently prepared for future educational success and reduce later remediation costs. By monitoring and reporting on high-quality prekindergarten programs, TEA will provide taxpayers with data that ensures the program is being implemented according to HB 4.
2. **Efficient such that maximum results are produced with a minimum waste of taxpayer funds, including through the elimination of redundant and non-core functions.**  
 These action items support legislation that establishes some of the agency's core functions, such as implementing statewide reading and math teacher achievement academies, which will help eliminate the need for education service centers, school districts, and open-enrollment charter schools to develop their own expensive and duplicative professional development programs and resources devoted to implementing high-quality prekindergarten programs.  
 Improved and clearly written TEKS standards will eliminate the need for school districts and open-enrollment charter schools to develop their own tools, such as TEKS guidance documents, to interpret the standards. The TEKS standards will also improve educational attainment throughout the state.
3. **Effective in successfully fulfilling core functions, measuring success in achieving performance measures, and implementing plans to continuously improve.**  
 These action items support legislation that establishes some of the agency's core functions, such as implementing statewide reading and math teacher achievement academies and high-quality prekindergarten programs. They also support the agency's core function of ensuring that students in the public education system demonstrate exemplary performance in reading and writing and exemplary performance in the understanding of mathematics.
4. **Providing excellent customer service.**

These action items support customer service by providing teachers with meaningful support in reading and mathematics and school districts and open-enrollment charter schools with access to high-quality prekindergarten funding. Additionally, improved and clearly written TEKS standards and reports on student progress toward grade three grade-level proficiency can be easily understood by educators, parents, legislators and taxpayers.

5. Transparent such that agency actions can be understood by any Texan.

These action items support transparency in helping Texans understand student progress toward grade-level performance by third grade. Additionally, improved and clearly written TEKS standards support transparency in understanding expectations for students in each grade.

#### **Goal 4—Improving Low-Performing Schools**

The agency will reduce the number of D or F rated campuses by half within five years of the launch of the state’s A–F academic accountability system, because all students should have access to high-performing schools.

##### **Specific Action Items to Achieve Goal 4**

1. By October of each year, TEA will thoroughly review and provide best practice feedback, templates, training, and thoughtful recommendations to improve the “campus turnaround plans” that struggling school districts and open-enrollment charters schools must submit to TEA. When possible, TEA will provide intense technical support to ensure campus turnaround objectives are implemented.
2. By September of 2018, develop a system to identify school districts, open-enrollment charter schools, and individual campuses that receive a C rating and have declining student performance as indicated in the state’s new A–F academic accountability system and provide tools, support, and best practices to help the campus with early intervention and improved academic performance services.
3. Maximize the expertise in the education service centers (ESCs) so that ESC staff can provide instructional assistance to those school districts, open-enrollment charter schools, and individual campuses in their regions that have a C rating or below and declining performance as indicated in the state’s new A–F academic accountability system.
4. By December of 2016, develop a TEA team with specialized skills, procedures, and templates to work with school boards, boards of managers, and conservators to provide assistance so that these governing bodies remain focused on improving student outcomes.
5. On a biannual basis, evaluate and make public Districts of Innovation best practices to all agency stakeholders to encourage local control and the implementation of school innovation concepts statewide.

##### **How Goal or Action Items Supports Each Statewide Objective**

1. **Accountable to tax and fee payers of Texas.**  
By improving student outcomes at schools that are underperforming, this goal and action plan will save the state remediation, drop out, and other long-term costs associated with poor foundational skills and will help students graduate prepared for success in a career or college.
2. **Efficient such that maximum results are produced with a minimum waste of taxpayer funds, including through the elimination of redundant and non-core functions.**  
These action items are consistent with the agency’s core function of ensuring that all students are in a high-performing school. By focusing the efforts of both TEA and ESCs on school districts and open-enrollment charter schools that are underperforming or have declining results, TEA can maximize the state’s use of funds.



3. Effective in successfully fulfilling core functions, measuring success in achieving performance measures and implementing plans to continuously improve.

By focusing action items on developing best practices, providing training, and identifying root causes for underperformance at the school district, open-enrollment charter school, and individual campus level, TEA will be able to improve the educational experience for all Texas students, as well as its own performance as a state agency.

4. Providing excellent customer service.

These action items will ensure that TEA provides support to its struggling school districts and open-enrollment charter schools and thus ensure that its most important customers—the school children of Texas—are in high-performing classrooms.

5. Transparent such that agency actions can be understood by any Texan.

These action items will help ensure that all Texans understand the steps TEA is taking to improve low-performing schools. TEA will encourage school districts, open-enrollment charter schools, and individual campuses to seek input from and engage with parents and community members regarding how to improve student outcomes.

### **Goal 5—Connecting High School to Career and College**

The agency will improve the career relevance of the high school experience for Texas students to ensure better direct access and success in the workforce in accordance with HB 5 (83rd Texas Legislature) initiatives and to improve performance of students as they transition to a post-secondary institution.

#### **Specific Action Items to Achieve Goal 5**

1. By August 2017, support the State Board of Education in the adoption and implementation of expanded options for rigorous career and technical education (CTE) courses that satisfy high school graduation requirements for foundation subjects (English language arts and reading, math, science and social studies) in all school districts and open-enrollment charter schools. These expanded options are in accordance with the requirements of HB 5 (83rd Texas Legislature).
2. By August 2018, use agency resources to support the State Board of Education, school districts and open-enrollment charter schools as they develop meaningful, coherent sequences of courses that lead to endorsements and industry credentials and support career and college goals and TEKS alignment, in accordance with the requirements of HB 5 (83rd Texas Legislature) and HB 1613 (84th Texas Legislature).
3. Beginning in September 2016, implement Governor Abbott's Tri-Agency Workforce Initiative recommendations, including building an online career opportunity portal for counselors, parents, and students and continue to develop statewide programs that support dual credit and workforce preparation opportunities, such as Early College High Schools, T-STEM academies, and related school/industry partnership models. These initiatives will focus on increasing the relevance of workforce needs, particularly in high-need occupations, in the classroom; industry credentialing; dual credit; and student internship opportunities.
4. By August 2018, support the state's workforce development by expanding the agency's direct connections with business and industry to define education's connection to high-need jobs, identify appropriate and meaningful credentialing, and develop planning tools for students.
5. Provide information to agency stakeholders about current programs that support college enrollment (such as the GEAR UP program) and measure student progress on key indicators, including college and career readiness and attainment of the state's 60x30TX objectives including advanced course examinations such as Advanced Placement and International Baccalaureate; college admissions

testing; endorsements offered; and industry credentialing that inform student progress toward post-secondary success.

### **How Goal or Action Items Supports Each Statewide Objective**

1. **Accountable to tax and fee payers of Texas.**  
Implementing these action items will help students take coursework that is meaningful and keeps them engaged, which in turn reduces the dropout rate, increases student success in higher education, and saves taxpayer dollars. Programs that support dual credit and Advanced Placement courses will help reduce the cost of postsecondary education for Texas families and taxpayers, and the agency's support of appropriate workforce development efforts will help strengthen the Texas economy.
2. **Efficient such that maximum results are produced with a minimum waste of taxpayer funds, including through the elimination of redundant and non-core functions.**  
Implementing this goal is consistent with core agency functions established by HB 5 and will help students identify pathways to careers, endorsements, and dual credit and credentialing opportunities, all of which ensure that students graduating from high school are prepared to create a strong Texas workforce.
3. **Effective in successfully fulfilling core functions, measuring success in achieving performance measures and implementing plans to continuously improve.**  
These action items support the agency's core functions under HB 5 and Governor Abbott's Tri-Agency Workforce Initiative objectives by encouraging school districts and open-enrollment charter schools to adopt student pathway programs, support the development of the Texas workforce in the state's high-need occupations, and accomplishment of the goals of the state's 60x30TX plan.
4. **Providing excellent customer service.**  
Implementing these action items will develop the next generation of qualified employees to meet the needs of Texas businesses and will support the Texas economy. Providing students with a variety of career pathways and opportunities before they graduate from high school will help students be prepared for college and careers.
5. **Transparent such that agency actions can be understood by any Texan.**  
Action item 5 will provide clear information about student progress toward college and career readiness and attainment. This information will help business leaders, parents, and students understand how students can make progress toward post-secondary success.

### **Goal 6—Using Taxpayer Resources Efficiently**

The agency will use its resources efficiently and effectively and encourage school districts and open-enrollment charter schools to use limited taxpayer funding to improve student outcomes and accomplish legislative objectives.

#### **Specific Action Items to Achieve Goal 6**

1. By November 2016, develop and begin implementation of a comprehensive, strategic realignment of agency operations in a manner consistent with zero based budgeting principles. As part of this process, TEA will identify core functions, align state resources to achieve core functions, establish performance metrics for its business units, and implement continuous improvement processes. This effort will focus specifically on ensuring that the agency and the state's 20 ESCs work together and efficiently and effectively achieve core functions, disseminate best practices, remove redundancies and implement legislation and rules by established deadlines.

2. TEA will improve technology systems to provide reliable and secure services, especially with regard to student data, and ensure its contracts and contacting team receive appropriate training and reflect best practices.
3. By December 2017, develop and implement incentive funding programs to encourage school districts and open-enrollment charter schools to use all available state and federal funds to improve student outcomes. Some of these incentive programs will be included in the state's Every Student Succeeds Act (ESSA) application. TEA will also encourage school districts and open-enrollment charter schools to use state and federal grant funds for high-use activities.
4. By August 2016, develop and implement a technical support and training program designed specifically for new open-enrollment charter schools to ensure compliance with state and federal fiscal requirements and to prevent waste, fraud, and abuse. The program will also be available to school districts and existing open-enrollment charter schools.
5. TEA will continue to develop and publish clear school finance and federal fund guidance so that school districts, open-enrollment charter schools, legislators, taxpayers, and the public can better understand state and federal formulas, requirements, and procedures.
6. TEA will implement the asset allocation for the Permanent School Fund in accordance with State Board of Education directives, continue to outperform funds with similar asset allocations, and maintain the fund's AAA credit rating.
7. TEA will collaborate with the Texas Department of State Health Services to ensure that the public is aware of the need for early childhood immunizations and to answer questions related to immunization requirements for students in Texas public schools.

#### **How Goal or Action Items Supports Each Statewide Objective**

1. **Accountable to tax and fee payers of Texas.**  
Implementing these action items will help ensure that the agency and all 1,200 Texas school districts and open-enrollment charter schools use taxpayer dollars to improve student outcomes and ensure that funding is used only for authorized purposes.
2. **Efficient such that maximum results are produced with a minimum waste of taxpayer funds.**  
Implementing these action items will ensure that the agency, and potentially all 1,200 Texas school districts and open-enrollment charter schools, use best practices to improve student success by focusing on core functions and the efficient use of funds.
3. **Effective in successfully fulfilling core functions, measuring success in achieving performance measures, and implementing plans to continuously improve.**  
Implementing these action items will ensure the agency and the state's 20 education services centers align their activities around core functions, measure improvement, and leverage resources to improve student outcomes.
4. **Providing excellent customer service.**  
These action items are focused on disseminating best practices, training, technical support, and leveraging funding tools and resources so that some of TEA's primary customers—the state's 1,200 school district and open-enrollment charter schools, legislators, business leaders, taxpayers, parents, and students—can understand how to use resources effectively to improve student outcomes.
5. **Transparent such that agency actions can be understood by any Texan.**  
Action item 4 is specifically focused on improving TEA's transparency by developing and publishing clear and understandable guidance that explains complex state and federal funding formulas and related issues.

## Redundancies and Impediments

Service, Statute, Rule, or Regulation	Why the Service, Statute, Rule, or Regulation is Resulting in Inefficient or Ineffective Agency Operations	Agency Recommendation for Modification or Elimination	Estimated Cost Savings or Other Benefit Associated with Recommended Change
<b>Commissioner Priority Recommendations</b>			
TEC §12.128(c)(1–2)	This provision directs the commissioner to supervise the disposition of property owned by a closed open-enrollment charter school in accordance with the law. However, there is no law clarifying disposition procedures. As a result, the agency has not been able to dispose of property efficiently.	<p>Modify statute to give agency a statutory framework to address various problems related to open-enrollment charter school closure and resulting property management and disposition. As charter school closure issues can be unique depending on the charter's circumstances, the legislation should provide wide flexibility to the commissioner for appropriate administrative, property management, and disposition activities.</p> <p>A more comprehensive Issue Document is being developed by TEA.</p>	<p>Because of the uncertainty associated with open-enrollment charter school closure, some real property now owned by the state is vacant, resulting in maintenance costs, damage, and the risk of premise liability.</p> <p>In addition, staff time at TEA and numerous other agencies must be used to resolve charter closer issues. Charter school closure activities will be more efficient and effective with a statutory framework, saving taxpayer dollars.</p>
HB 2610, 84th Texas Legislature	HB 2610 requires school districts to provide 75,600 minutes of instruction each school year. Provisions of HB 2610 are difficult to reconcile with existing statutes requiring seven-hour school days and to implement in TEA's <i>Student Attendance Accounting Handbook</i> and school finance system. For example, current law requires school districts to have a seven-hour school day (TEC §25.0812[a]). It is not clear after passage of HB 2610 whether school districts are still required to have a seven-hour school day and whether school districts and charters should receive state formula funding based on existing statutory seven-hour day requirements. It is likewise unclear whether legislative intent it to allow districts that shorten their calendars, but have longer days, to be permitted to have shorter than 187-day contracts for teachers (TEC §21.401[b]).	<p>Modify various statutes to provide a framework to address ambiguities created by HB 2610 with regard to school day length, minute requirements, and school district and open-enrollment charter school funding under HB 2610. Specifically, legislation should address the seven-hour school day and whether it applies to open-enrollment charter schools.</p> <p>A more comprehensive Issue Document is being developed by TEA.</p>	<p>Because of ambiguities in HB 2610, TEA has generally waived school district and open-enrollment charter school compliance with HB 2610 during the 2016–2017 school year. However, unless legislation is passed providing a clear statutory framework, TEA will be required to implement the law as written and draft rules to reconcile ambiguities. These rules could affect school district and open-enrollment charter school funding and teacher contracts. TEA, school districts, and open-enrollment charters schools are spending considerable time and resources on implementation issues related to HB 2610.</p> <p>TEA and school districts will use their resources more efficiently and effectively with a clear statutory framework.</p>

Service, Statute, Rule, or Regulation	Why the Service, Statute, Rule, or Regulation is Resulting in Inefficient or Ineffective Agency Operations	Agency Recommendation for Modification or Elimination	Estimated Cost Savings or Other Benefit Associated with Recommended Change
Provisions for Inappropriate Teacher-Student Contact: TEC §§21.006(c), 21.355, 21.062	There are inadequate standards with regard to superintendents who fail to report educator misconduct. Subpoena provisions do not always compel production of records and do not compel testimony. No provision exists to empower an audit of relevant records, which prevents a wider program of deterrence. Registration as a sex offender does not automatically result in the revocation of educator certification.	Modify the provision to clear up inconsistencies in relevant provisions, clarify agency authority to audit and investigate, and impose a “should have known” standard for superintendents for reporting misconduct.  A more comprehensive Issue Document is being developed by TEA.	Investigations and prosecutions of educator misconduct will be faster, more comprehensive, and more efficient, saving taxpayer dollars and protecting students.
TEC §§39.057; 39.0302	Subpoena power over special accreditation investigations (§39.057) is limited to only two of the 15 itemized investigatory requirements, which impedes the investigatory process when school districts refuse to provide pertinent evidence to TEA. The school district may also redact evidence before providing it to TEA in a timely manner.	Modify by expanding subpoena power to cover all special accreditation investigations under statute.	This modification would provide TEA investigators with authority to access evidence needed to conduct an accurate investigation. Investigations and prosecutions will be faster and more efficient, saving taxpayer dollars and protecting students.
TEC §39.106(e)(1)(A–B)	This provision requires the continued monitoring and support of approximately 450 formerly “improvement required” campuses. Many of these campuses no longer need this monitoring. As a result, the agency is less efficient and effective in its ability to impact student outcomes.  Removing this requirement would allow the agency to focus resources on the approximately 610 “improvement required” campuses.	Modify statute to allow TEA the flexibility to establish rules to select only certain former “improvement required” campuses for further monitoring, or consider making this a one-year instead of two-year requirement.	Modifying this two-year monitoring requirement so that TEA would have flexibility in determining schools to continue to monitor would improve agency effectiveness by creating more time that could be dedicated to those campuses that are not meeting standards. Also, this would save Texas school districts millions of dollars, since many of them would no longer be required to contract with a professional service provider.
TEC §§42.2522, 42.2523, 42.2524, 42.2528, 42.253(g), 42.2531, 42.2517	These sections require TEA to use any surpluses in the Foundation School Program (FSP) (school formula funding) to fund certain programs. Recently, during the 2014-15 biennium, FSP surpluses exceeded \$800 million. Legislative review of these	Modify statutes to ensure FSP surplus funding is prioritized and appropriately limited.	This would clarify what TEA is required to do with surplus FSP funds and potentially limit taxpayer fund exposure to liability.

Service, Statute, Rule, or Regulation	Why the Service, Statute, Rule, or Regulation is Resulting in Inefficient or Ineffective Agency Operations	Agency Recommendation for Modification or Elimination	Estimated Cost Savings or Other Benefit Associated with Recommended Change
	sections is needed to prioritize these provisions and place a limit on the amount of surplus that should be utilized.		
<b>Other Recommendations</b>			
TEC §§7.057(a)(1), 7.057(d)	<p>In the TEC, the legislature has only granted the right to appeal a TEA decision under specific circumstances. For example, an appeal of an open-enrollment charter school closure is governed by TEC §39.152, which provides for a limited review by the State Office of Administrative Hearings (SOAH), with no appeal to district court.</p> <p>However, TEC §§7.057(a)(1), 7.057(d) allows an appeal of any TEA decision by any individual who has been “aggrieved by the school laws of this state.” Therefore, when an individual sues the agency over an agency decision or rule, he or she will cite this provision, arguing that <i>any</i> agency decision may be appealed to the commissioner, and then to district court. This seems inconsistent with legislative intent.</p>	Eliminate TEC §7.057(a)(1) and pass legislation providing a clear statutory framework for when an individual can appeal an agency decision.	TEA and the Office of the Attorney General of Texas must spend extensive time and resources briefing and litigating agency rules and decisions when it is unclear if the legislature intended to provide the right to appeal. Providing a clear statutory framework for when an individual can appeal will likely reduce litigation, saving taxpayer dollars.
TEC §12.118 and other reports required by the TEC that no longer benefit the legislature	This statute requires TEA to undertake an evaluation of open-enrollment charter schools and prepare a report. TEA has conducted the evaluation 12 times since the 1996–1997 school year. To conduct the evaluation, statute requires the agency to hire a third-party vendor at taxpayer expense. The findings from the evaluation have been consistent, with no significant changes in results. The legislature should consider whether this report is an efficient use of funds. Similarly, there are other reports TEA is required to prepare that may no longer be of	Modify the statute to remove the annual evaluation requirement, the prescriptive list of items to be evaluated, and the requirement to use a third-party vendor. Consider providing the commissioner authority to evaluate charter school issues in areas that may lead to improved student achievement.	Modifying the statute would free up valuable staff time and allow staff to focus on improving student outcomes and achieving the stated priorities of the agency as outlined in the Strategic Plan. It would also save taxpayer dollars if a third-party vendor were no longer required.

Service, Statute, Rule, or Regulation	Why the Service, Statute, Rule, or Regulation is Resulting in Inefficient or Ineffective Agency Operations	Agency Recommendation for Modification or Elimination	Estimated Cost Savings or Other Benefit Associated with Recommended Change
	benefit to the legislature.		
TEC §21.0451(a)(2)(D)	<p>TEA Operational Goal 1 is to improve teacher pre-service and in-service training. This statute hinders TEA’s ability to improve teacher pre-service training by creating a one-year minimum waiting period before the State Board of Educator Certification (SBEC) can revoke a low-performing educator preparation program from operating in Texas.</p> <p>This period makes SBEC highly inefficient in removing the accreditation of low-performing educator preparation programs.</p>	Eliminate the requirement that a program spend one year on “Accredited-Probation” status. The full contested case hearing process gives the educator preparation programs sufficient due process before having their accreditation revoked.	Eliminating the requirements for a one-year minimum waiting period on “Accredited-Probation” status will allow SBEC to be more efficient in removing the accreditation of low-performing educator preparation programs, saving staff time and agency resources. It also supports student achievement by helping ensure school districts have prepared educators.
TEC §21.0452(b)(8)	The language in this statute refers to using Teacher Retirement System of Texas (TRS) data to determine whether a beginning teacher is employed three years after becoming certified. The language fails to specify the type of certification.	Modify the statute to remove the TRS reference and replace it with the agency’s Public Education Information Management System (PEIMS) as the data source, and clarify that the type of certification is a standard certificate.	SBEC will be able to more efficiently access employment data using PEIMS.
TEC §21.458(e)	This provision requires that each year, the commissioner must report to the legislature regarding the effectiveness of school district mentoring programs. The legislature should consider whether this annual report is an efficient use of taxpayer funds.	Eliminate this reporting requirement if the legislature does not need the data.	Eliminating the report would free up valuable staff time and allow staff to focus on improving student outcomes and achieving the stated priorities of the agency as outlined in the Strategic Plan.
TEC §§25.001(b)(6) and 25.001(e)	This statute, which requires TEA to provide school districts with “waivers” regarding admission of foreign exchange students, is unnecessary and wastes agency and school district time and resources. Under federal law, school districts already have the power to limit the number of foreign exchange students they accept. In instances when a foreign exchange student has already entered the country and	Eliminate this statute to avoid TEA and school districts preparing unnecessary paperwork.	Eliminating the requirement that TEA provide waivers that are not required will free up valuable staff time and allow staff to focus on improving student outcomes and achieving the stated priorities of the agency as outlined in the Strategic Plan.

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	ends up living in a school district, state law requires the school district to admit the student, even if the school district has a waiver denying admission to foreign exchange students.		
<p>Grants and programs in the TEC that receive little or no appropriation, overlap or may no longer have legislative support.</p> <p>TEA is compiling a comprehensive list for review and consideration.</p>	<p>While programs in the TEC may be valuable, many receive little or no appropriations, overlap in core objective, or are no longer consistent with state initiatives. This strains agency resources in the following ways:</p> <ol style="list-style-type: none"> <li>1. The agency must commit staff and resources to update programmatic and grant rules, even when there is no appropriation.</li> <li>2. If a grant program receives only a small appropriation, it may cost more for TEA to administer the grant than is provided to the grantee.</li> <li>3. The agency must separately administer many similar grants and programs, when consolidation would save administrative costs.</li> <li>4. School districts, teachers, parents, and other stakeholders are confused when they inquire about programs and grants and are told by agency staff that the programs and grants are no longer active due to lack of appropriations.</li> </ol>	<p>Eliminate grants, programs, and requirements that are no longer being sufficiently funded or no longer supported by the legislature.</p> <p>Ensure the law specifies that TEA does not have to operate a program—even if it receives a gift/donation—unless there is appropriate administrative funding and the program is consistent with TEA’s core strategic mission.</p> <p>Consolidate similar grants, programs and requirements and allow for commissioner flexibility so that funding and agency resources can be pooled and used efficiently and effectively.</p> <p>Pass legislation to give the commissioner the general authority to accept gifts or donations for grants instead of having separate provisions with this authority throughout the code.</p>	<p>TEA administrative resources are spent on some very small programs and grants. In some cases, the administrative cost to the agency is greater than the total grant funding.</p> <p>TEA is spending state resources carrying out rule-making for grants and programs that are no longer receiving an appropriation and maintaining agency expertise on programs and grants that are no longer used.</p> <p>Removing or consolidating these programs would free up valuable staff time and allow staff to focus on improving student outcomes and achieving the stated priorities of the agency as outlined in the Strategic Plan.</p>
TEC §25.007	The agency does not currently have the rule-making authority to provide specific guidance or procedures for school districts and open-enrollment charter schools to follow when implementing transition assistance. As a result, TEA has difficulty implementing an effective and consistent program.	Modify the statute to provide the commissioner with rule-making authority.	Modifying the statute would allow the agency to provide school districts and open-enrollment charter schools with consistent and appropriate guidance for implementing transition assistance for these student populations.



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TEC §25.087(b-3)	A 2009 amendment to TEC §25.087 added a provision relating to students diagnosed with autism spectrum disorder (ASD). Subsection (b-3) provides that a temporary absence under subsection (b)(2) includes the temporary absence of a student diagnosed with ASD resulting from an appointment with a health care practitioner to receive a generally recognized service for persons with ASD. School districts are confused as to how the recurring absences of students with ASD can be considered “temporary” and about the implications of the provision for students with chronic health conditions.	Modify TEC §25.087(b-3) by deleting all references to “temporary absences” to ensure that school districts have appropriate guidance.	Modifying the statute will reduce school districts confusion and requests for guidance from TEA. This would free up valuable staff time and allow staff to focus on improving student outcomes and achieving the stated priorities of the agency as outlined in the Strategic Plan.
TEC §29.022	Parts of the statute regarding video surveillance are ambiguous or overly broad. TEA has requested the Texas Attorney General’s opinion regarding the proper construction of the statute; however, legislative action is required to address some of the issues.	Modify the statute to clarify the following: <ol style="list-style-type: none"> <li>1. Whether one request triggers video surveillance in one specific classroom or in all self-contained classrooms across the school district.</li> <li>2. The meaning of the terms “parent” and “staff member.”</li> <li>3. Whether surveillance can be discontinued if the teacher who requested surveillance or the child of the parent who requested surveillance is no longer assigned to the classroom.</li> </ol>	Modification will provide much needed clarification to school districts, parents, and other interested parties. Clarification will also help TEA in adopting rules to implement the statute.
TEC §29.1531(b)(2)	This provision requires school districts to submit prekindergarten tuition requests to the commissioner for approval. TEA receives approximately 90 letters from school districts each year, which TEA must then review and approve. This takes considerable staff time and is not a good use of taxpayer funding at the state or local level.	Eliminate TEC §29.1531(b)(2), but leave the tuition limit in place. By leaving the limit in place, school districts will be prohibited from over-charging.	Eliminating this approval process would free up valuable staff time and allow staff to focus on improving student outcomes and achieving the stated priorities of the agency as outlined in the Strategic Plan. It would also free up time and resources at local school districts.

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TEC §30A.110(c) and review all PIEMS data requirements in the TEC to ensure they are necessary.	<p>This statute requires school districts to report state data that is already reported to TEA by the state’s contractor.</p> <p>Additionally, the agency’s existing PEIMS data system does not include a mechanism to collect assessment results for students taking TxVSN courses separately from other students. As a result, implementing this provision will require costly and unnecessary changes to the PEIMS system.</p>	<p>Eliminate TEC §30A.110(c). Review all PEIMS data requirements in the TEC to ensure they are necessary.</p>	<p>Eliminating this provision will remove the redundant requirement for school districts to report data that is already reported to the state by the state’s contractor. The change would also eliminate the need for costly revisions to the PEIMS system and the associated additional TEA staff resources and costs.</p> <p>Reviewing all PIEMS data requirements to ensure they are still necessary has the potential to save significant taxpayer funding at the state and local level.</p>
TEC §31.103(b)	<p>This section includes the requirement that school districts place instructional material requisitions “not later than June 1 of each year.” This requirement is outdated, unnecessary, and inconsistent with actual school district need. School districts need to be able to place requisitions at any time during the fiscal year.</p> <p>Considerable TEA staff time is spent responding to school district inquiries regarding this provision.</p>	<p>Modify the statute to eliminate the “not later than June 1 of each year” requirement.</p>	<p>Modifying the statute would eliminate school district confusion and reduce inquiries to TEA. This would free up valuable staff time and allow staff to focus on improving student outcomes and achieving the stated priorities of the agency as outlined in the Strategic Plan.</p>
TEC §33.202	<p>Extracurricular athletic activity is already governed in large part by the University Interscholastic League (UIL), which may have already invested in expertise to develop safety training program recommendations.</p>	<p>Modify TEC §33.202(a) by placing responsibility for this program solely with UIL.</p>	<p>Modifying this provision will ensure that the agency does not spend valuable taxpayer dollars developing expertise that may be already in place at UIL.</p>
TEC Chapter 37	<p>The chapter covers discipline requirements for school districts. Over the years, modifications to the chapter have resulted in a confusing mix of requirements that often lend themselves to inconsistency and difficulty in implementation.</p>	<p>Modification of the chapter to align policy considerations with a coherent vision that can be implemented without confusion.</p>	<p>Modification would increase the efficiency of public schools in administering the discipline requirements imposed by the state and streamline interventions and complaint reviews conducted by the agency, saving taxpayer dollars.</p>
TEC §§37.007(h)	<p>It is unclear whether TEC</p>	<p>Modify the statute to clarify</p>	<p>This modification will save</p>

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and 37.007(l).	<p>§37.007(h), which prohibits expulsion of students under age 10, applies to open-enrollment charter schools.</p> <p>Considerable TEA staff time is spent responding to inquiries regarding this provision.</p>	whether open-enrollment charter schools can expel students of any age.	staff time and resources spent assisting open-enrollment charter schools and provide much needed clarification.
TEC §37.0021 (Use of Confinement, Restraint, Seclusion, and Time-Out)	<p>Some provisions apply to all peace officers while some apply only to peace officers who are employed by a school district or who are regularly assigned to a campus.</p> <p>Considerable TEA staff time is spent responding to school district inquiries regarding this provision.</p>	Modify the statute to clarify the provisions relating to the different types of peace officers.	These modifications will provide much needed clarification to school districts, parents, and other interested parties and reduce valuable staff time spent on these issues.
TEC §38.002	This provision requires TEA to create a form regarding immunizations. The Department of State Health Services (DSHS) has an online system called the Child Health Reporting System for reporting immunization data, which serves the same purpose. Therefore, it is unnecessary and redundant for TEA to create this form.	Modify statute to remove the requirement that TEA develop the immunization form. All responsibility should be given to the immunization branch at DSHS.	This change would eliminate duplicate efforts of two state agencies and the requirement better aligns with the mission of DSHS, saving taxpayer dollars.
TEC §38.0025	This provision requires TEA to give school districts procedures for providing information about bacterial meningitis to students and parents each year. Additionally, the agency is required to establish an advisory committee to assist the agency in the initial implementation of this section.	Modify the statute to remove the requirements that TEA is responsible for the dissemination of bacterial meningitis information and assign the responsibility to DSHS.	Modifying the statute would eliminate duplicate efforts of two state agencies and clarify the mission of DSHS, saving taxpayer dollars.
TEC §38.0081	This requires the agency, in conjunction with DSHS, to develop information about the use of anabolic steroids and distribute the information to school districts.	Modify the statute to give the responsibility to the Substance Abuse Division at DSHS and the UIL.	Modifying the statute would eliminate duplicate efforts of two state agencies, and the requirement better aligns with the mission of DSHS and UIL. Modification of the statute would free up valuable staff time and save taxpayer dollars.
TEC §38.208	This requires the commissioner to adopt rules regarding the	Modify statute by giving the	Modifying the statute would eliminate duplicate efforts of

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	maintenance and administration of epinephrine auto-injectors at a school. Additionally, the agency is required to consult with an advisory committee. The use of the auto-injectors is outside the agency's area of expertise.	responsibility to DSHS.	two state agencies, and the requirement better aligns with the mission of DSHS. This would free up valuable staff time and save taxpayer dollars.
TEC §38.209	This provision places a burden on school districts by requiring them to report the use of an epinephrine auto-injector by a volunteer to two state agencies.	Modify statute by requiring school districts to report the information only to DSHS.	Modifying the statute would eliminate duplicate efforts of two state agencies, and the requirement better aligns with the mission of DSHS.
TEC §39.025(a-2)	TEC §39.025(a-2) lists PSAT and ACT-Plan as substitute assessments for STAAR EOCs. However, the PSAT was recently redesigned to be part of the SAT suite of assessments. Similarly, ACT-Plan has been replaced by the ACT-Aspire. The commissioner has not yet determined if the redesigned tests are appropriate substitutes for STAAR EOCs.	Modify statute so that it no longer names specific substitutes for the STAAR EOCs. The commissioner will determine whether the redesigned tests are appropriate substitutes for the STAAR EOCs.	Modification would ensure that school districts, educators, parents, and students are not given misleading information regarding substitutes for the STAAR EOCs.
TEC §§39.025(d) and 39.025(e).	Most students can use the ACT or SAT as a substitute for the TAKS exit-level exam. However, a limited subset of students are still required to take the TAKS pursuant to this statute.  This statute should be amended to allow more individuals to use the ACT or SAT as substitute assessments for the TAKS exit-level exam.	Modify the statute to as follows: “(d) Notwithstanding Subsection (a) <u>as that subsection existed before September 1, 2007,</u> the commissioner by rule <u>may</u> <del>shall</del> adopt one or more alternative nationally recognized norm referenced assessment instruments under this section to administer to <u>an individual [a student] previously enrolled in grade 10, grade 11, or grade 12 in the 2011-2012 school year, or repeated grade 9 in the 2011-2012 school year,</u> to qualify for a high school diploma. <del>[if the student enrolls after January 1 of the school year in which the student is otherwise eligible to graduate:</del> (1) <del>for the first time in a public school in this state; or</del> (2) <del>after an absence of at least four years from any public</del>	Modification would give the commissioner flexibility to designate an alternate assessment for certain students to use to graduate from high school. The amendment would also clarify that these students would not be required to meet current performance standards, but rather a standard that is equivalent to what existed prior to the 2007–2008 school year.  This modification, along with others (see below), would eliminate the requirement that TEA maintain the TAKS and thereby save the state \$2 million per year.

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		<p>school in this state.]</p> <p>(e) The commissioner shall establish a required performance level for an assessment instrument adopted under Subsection (d) that is at least as rigorous as the performance level required to be met under Subsection (a) <u>as that subsection existed before September 1, 2007.</u>"</p>	
TEC §39.025(f)	<p>This provision required TEA to develop a transition plan from TAKS to STAAR EOC testing. While the state was transitioning to STAAR EOC testing, TEA was required to maintain the TAKS. The EOC transition is complete and the last cohort of TAKS students graduated in 2014.</p> <p>Even after the transition, students previously enrolled in school, who did not pass an exit-level exam, must still pass the TAKS exit-level test. Maintaining the TAKS for this small student population is prohibitively expensive on a per-student basis. Further, students should have more options than the TAKS-exit level exam to graduate from high school.</p>	<p>Modify the statute as follows:</p> <p><del>"(f) [The commissioner shall by rule adopt a transition plan to implement the amendments made by Chapter 1312 (S.B. No. 1031), Acts of the 80th Legislature, Regular Session, 2007, replacing general subject assessment instruments administered at the high school level with end-of-course assessment instruments. The rules must provide for the end-of-course assessment instruments adopted under Section 39.023(c) to be administered beginning with students entering the ninth grade during the 2011-2012 school year. During the period under which the transition to end-of-course assessment instruments is made:</del></p> <p><del>(1) for] A student [students] entering a grade above the ninth grade before or during the 2011-2012 school year, or repeating the 9<sup>th</sup> grade during the 2011-2012 school year [; the commissioner shall retain, administer, and use for purposes of accreditation and other campus and district accountability measures under this chapter the assessment instruments required by Section 39.023(a) or (c), as that section existed before amendment by Chapter 1312 (S.B. No. 1031),</del></p>	<p>This modification would eliminate the requirement that TEA maintain the TAKS and thereby save the state \$2 million per year. This modification would also increase student exam options, potentially resulting in more students graduating from high school.</p> <p>Instead of maintaining the TAKS, the commissioner would designate one or more alternate assessment instruments with appropriate cut scores, such as the STAAR or other nationally recognized assessments.</p>

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		<p>Acts of the 80th Legislature, Regular Session, 2007; and <del>(2) a student subject to Subdivision (4) ]</del> may not receive a high school diploma unless the student has performed satisfactorily on each required assessment instrument administered under Section 39.023(c) as that subsection existed before September 1, 2007, or the student meets the exit-level requirements using a commissioner-designated alternate assessment under subsection (d) or an allowed substitute assessment selected by the commissioner under subsection (a-2). [section existed before amendment by Chapter 1312 (S.B. No. 1034), Acts of the 80th Legislature, Regular Session, 2007.]”</p>	
TEC §39.055	<p>This provision exempts open-enrollment charter school residential facilities, or facilities serving adjudicated youth, from performance reporting. Some open-enrollment charter schools have student populations of entirely residential, adjudicated students. These charter schools do not generate an accountability rating. Without an official rating or rating information, it is impossible for TEA to make informed decisions on whether an expansion of the charter is warranted.</p>	<p>Modify and provide statutory framework for performance reporting of open-enrollment charter schools that are residential facilities.</p>	<p>This modification would allow for more transparency and for TEA’s expansion and continuation decisions to be based on student performance.</p>
TEC §39.107(a-1)	<p>This provision requires that campuses that receive an “improvement required” accountability rating for the second year update their targeted improvement plans, duplicating TEC §39.106 and campus turnaround plans required in §39.107. These competing statutes confuse</p>	<p>Eliminate this statutory subsection.</p>	<p>Eliminating this section would clarify for the agency and school districts the timing and process for developing targeted improvement plans resulting in improved effectiveness and efficiency at struggling campuses.</p>

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	school districts and TEA and result in inefficient and ineffective use of state and local time and resources.		
TEC §39.233	The high school allotment recognition process has never generated much interest from school districts. TEA ended the program in 2011 after receiving only 22 applications in the first year of the program and nine in the second year. The recognition program does not generate sufficient participation to justify staff time and resources.	The legislature should consider eliminating this program. The 2012 Sunset Commission report recommended elimination of this program.	This change would eliminate a program that does not generate district interest and that requires a significant amount of staff time and resources to implement. Elimination would free up valuable staff time and allow staff to focus on improving student outcomes and achieving the stated priorities of the agency as outlined in the Strategic Plan.
TEC §39.236	This statute conflicts with the State Board of Education's (SBOE) State Plan for the Education of Gifted and Talented Students. Under its authority, the SBOE has given local school districts the discretion to develop appropriate programs to serve gifted and talented students. Requiring the commissioner to approve and evaluate these programs conflicts with the SBOE decision to allow for local control. Additionally, TEC §29.123 calls for school districts to be accountable for gifted and talented student services.	Eliminate §39.236.	Elimination would allow for more local control and clarify the responsibilities of both TEA and the SBOE.
TEC §39.401–416	The High School Completion and Success Initiative Council required by this statute has not met in several years and completed its work in March 2008. Grant programs associated with the council have not been funded for the last two biennia. Further, the composition and purpose of this council largely parallels that of the State P-16 Council.	Eliminate the following sections: §39.401–407, 411, and 415. The 2012 Sunset Commission's recommendations were to "eliminate the high school completion and success initiative reporting requirements and programs associated with the initiative."	Elimination would provide clarity and free up valuable staff time and allow staff to focus on improving student outcomes and achieving the stated priorities of the agency as outlined in the Strategic Plan.

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TEC §41.206	This statute requires TEA to annex property to school districts according to weighted average daily attendance (WADA) that is lower than the greatest level to which funds are provided under Tier 2 in the state funding formula. This provision was written before there were multiple levels of Tier 2 and multiple equalized wealth levels. As a result, the statute no longer provides clear legislative guidance.	Modify the statute to clarify annexation provisions.	This modification would reduce the state's risk in litigation and provide TEA with clear legislative direction.
TEC §45.208(e)	The statute requires all school districts to submit their depository contracts to TEA. However, the district's independent auditor is also required to verify the depository contracts, which duplicates efforts.	Eliminate this provision. For its business needs, the agency only needs the Direct Deposit Verification Form from each district.  Both the Sunset Review Committee and a TEA internal audit agree with this recommendation.	Elimination of this requirement would free up valuable TEA and local staff time and save taxpayer dollars.
<b>Suggested Education Code Improvement</b>			
TEC §§28.025(b-14); 28.027; 28.002(a)(2)(E) and (F)	The TEC lists career and technical education and technology applications as <i>separate</i> high school subjects, even though they are related. This separation has resulted in duplication of high school courses that address both of these content areas and creates confusion for school districts.	Include technology applications as part of the career and technical education high school subject and eliminate §28.002(a)(2)(F).	Elimination of a separate TEKS and instructional materials review for technology applications would save taxpayer funds by allowing certain coursework to be combined (such as computer programming and computer science). This would also help the agency implement HB 5 by providing additional incentive to school districts to offer classes desired by students and parents but formerly classified as technology applications.
TEC §§7.021(b)(9); 29.9021	Provisions regarding driver education requirements should have been moved from TEA to the Texas Department of Licensing and Regulation (TDLR) when the driver education program was moved.	Modify and transfer provisions to TDLR.	This modification aligns responsibility for the driver education program with the correct agency.



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TEC §7.102(c)(9)	The language in this subsection states the SBOE may grant an open-enrollment charter or approve a revision to an existed charter, as provided by Subchapter D, Chapter 12. However, this authority is now vested in the Commissioner of Education. As a result, this statute is inconsistent with other law and confusing.	Eliminate statute.	The authority to grant or modify charter is now vested in the Commissioner of Education per TEC §7.055.
TEC §7.111 and §25.086; Texas Family Code §65.103(a)(3)	Various statutes that relate to the compulsory attendance exemptions for individuals who are pursuing or who have earned a Texas Certificate of High School Equivalency (TxCHSE) are not in alignment. Better alignment would prevent misconstruction of the law.	Modify to provide alignment and cross-references.	Aligning the provisions would bring clarity to the circumstances under which an individual under the age of 18 is exempt from compulsory attendance because he or she is pursuing a TxCHSE or has already earned a TxCHSE.
TEC §13.010	This section was enacted in 1989 (as Section 19.010) to assist the legislature with redistricting.  The legislature no longer relies on maps held by TEA for redistricting purposes. The Texas Legislative Council (TLC) has informed TEA that it uses boundary information from appraisal districts throughout the state, which is updated annually. In turn, TEA relies on maps from the TLC for the maps that TEA provides on its website.	Eliminate TEC §13.010 and replace with provision that clarifies that TEA can rely upon information from TLC for the number of square miles in a district for purposes of Section 42.103 and for any other purpose for which TEA needs district boundary information.	Modification would clarify that appraisal districts are the primary source for boundary information and establishes TLC as the central state repository for boundary information. The change will prevent conflicting boundary descriptions by streamlining the reporting of changes in boundaries to one agency.
TEC §§21.040(1), (2), and (7)	These provisions authorize the SBEC to supervise its executive director, a position that was eliminated in 2005; to approve the budget and make requests for appropriations; and to execute interagency contracts to perform administrative functions that do not exist.	Eliminate TEC §21.040(1), and modify TEC §§21.040(2) and (7) to clarify that certain administrative functions have been moved to TEA under TEC §21.035.	Modification would align TEC with current practice.
TEC §§21.044(g)(1–5) and 21.0453(a)(1–5)	The language in these provisions is almost identical, with §21.044(g) applying to teachers and §21.0453(a) applying to all educator	Replace TEC §21.0453(a)(3) with §21.044(g) and remove the remaining §21.0453(a) language. Modify §21.044 to specify that the information	Modification would make educator preparation program requirements less confusing making SBEC more efficient and effective.

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	candidates. This causes confusion.	should be provided to all educator candidates.	
TEC §§21.045(b)(3)(E) and 21.0452(b)(7)	The language in these provision is almost identical. TEC §21.045(b)(3)(E) requires SBEC to report the number of candidates employed as beginning teachers under standard teaching certificates in its annual performance report. TEC §21.0452(b)(7) requires SBEC to report the percentage of candidates employed as beginning teachers under standard teaching certificates on its consumer information website. This results in confusion and duplication of reporting efforts.	Modify §21.045(b)(3)(E) to combine the reporting requirement and eliminate §21.0452(b)(7). The information about beginning teachers will still be shared with the public as intended.	Modification will result in SBEC being efficient in reporting as it will not have to duplicate reporting efforts.
TEC §21.045(b)(2)	This provision duplicates a requirement given in another provision. SBEC must report data related to compliance with requirements for field supervision in its annual performance report by TEC §21.045(b)(1).	Eliminate TEC §21.045(b)(2).	Elimination will result in SBEC being more efficient in reporting as it will not have to duplicate reporting efforts.
TEC §§21.0481; 21.0482; 21.0483; 21.0484	These statutes require master teaching certificates in reading, math, technology, and science. These provisions were originally supported by funding for those who chose these master certificates. The funding is no longer available. However, SBEC must keep the certificates valid and the agency must maintain the exams, costing staff time and resources.	Eliminate the requirement for SBEC to maintain these certificates if this program no longer has legislative support.	Eliminating the number of certificates and exams that must be maintained would free up valuable staff time and taxpayer resources.
TEC §§25.001(b)(5), 25.086(5)(iv); 29.081(d)(12)	The No Child Left Behind Act of 2001 (NCLB) established a definition of “homeless children and youth” for education purposes, but TEC does not use that definition consistently.	Modify the TEC provisions that do not have the NCLB definition in order to make the definitions of “homeless” in the TEC uniform and aligned to the NCLB definition.	Modifying the definitions and aligning them with federal law will eliminate the necessity of applying both definitions and including them in agency publications, saving agency resources and taxpayer dollars.

Service, Statute, Rule, or Regulation	Why the Service, Statute, Rule, or Regulation is Resulting in Inefficient or Ineffective Agency Operations	Agency Recommendation for Modification or Elimination	Estimated Cost Savings or Other Benefit Associated with Recommended Change
TEC §28.006	This section refers to the State Center for Early Childhood Development (SCECD). SCECD no longer implements the requirement because it has been integrated into the Early Childhood Data System and the Texas Student Data System, which are supported by TEA.	Modify §28.006(d-1) to eliminate references to SCECD.	This change would eliminate confusion about the certification system.
TEC §§28.0213 and 28.0217	These statutes require intensive programs of instruction or accelerated instruction to students who do not perform satisfactorily on any state assessment instrument administered under TEC Chapter 39 or who are not likely to receive a diploma before the fifth school year following their enrollment in ninth grade. These statutes duplicate requirements given in in TEC §28.0211 and §29.081, causing confusion and the inefficient use of agency time and resources.	Elimination or modification to clarify that “intensive program of instruction” has the same meaning as “accelerated instruction.”	Elimination will reduce the confusion caused by having multiple statutes with overlapping requirements.
TEC §28.0051; 29.066	TEC §28.0051 duplicates the reference to dual language as a program model under bilingual education already given in TEC §29.066. The separate reference in statute is very confusing for school districts.	Eliminate §28.0051.	Elimination of this redundancy would prevent confusion for school districts, saving staff resources.
TEC §29.007	This provision requires that special education shared service arrangements (SSAs) must be approved by the commissioner. This review is unnecessary.	Eliminate TEC §29.007.	Elimination will allow school districts to enter into special education SSAs under the local procedures adopted by SSAs fiscal agents and to keep the contracts locally. In addition, TEA will be able to remove provisions in the TAC so that it is aligned with the TEC. It will also save time, resources and taxpayer dollars at the state and local level.
TEC §29.0161	The statute requires that, not later than December 1, 2003, TEA and SOAH shall determine whether they should enter into an interagency contract under	Eliminate TEC §29.0161.	Elimination will streamline the TEC by removing a statute that is outdated and unnecessary.

Service, Statute, Rule, or Regulation	Why the Service, Statute, Rule, or Regulation is Resulting in Inefficient or Ineffective Agency Operations	Agency Recommendation for Modification or Elimination	Estimated Cost Savings or Other Benefit Associated with Recommended Change
	which SOAH would conduct all or part of the special education due process hearings. The agencies have fulfilled the requirements of the statute and currently have an interagency contract, making this provision unnecessary.		
TEC §29.185(a–b)	This provision refers to the Federal Tech Prep program, which was defunded in 2010 and is no longer a required program under Carl D. Perkins federal grants.	Eliminate TEC §29.185(a–b).	Eliminating the provision will remove outdated language regarding a defunct section of the federal law.
TEC §30.084	For years, the Regional Day School Programs for the Deaf have been managed at the school district level through shared services arrangements (SSAs). Funding is currently sent to the SSAs and used for direct services to students. Therefore, this provision is unnecessary.	Eliminate TEC §30.084.	Eliminates unnecessary provision, saving staff time and resources.
TEC §33.081	The Commissioner of Education had delegated “no pass, no play” appeals to the UIL many years ago.	Modify to specify that under subsection (g) that UIL will hear all “no pass, no play” appeals instead of the Commissioner of Education.	Clarification will eliminate confusion and streamline the process for appeals.
TEC Chapter 37, Subchapters A and I	Previously, disciplinary alternative education program (DAEP) removals and expulsions under Chapter 37 were limited to removals under Section 36.006 and expulsions under Chapter 37. Those provisions create additional conditions for expulsions, DAEP removals or placements, and juvenile justice alternative education program (JJAEP) placements. However, other sections of Chapter 37 that cross-reference Sections 36.006 and 36.007 were not amended to also apply to Section 37.0081 and Subchapter I, Chapter 37. In addition, recent amendments to Section 37.001 have muddled the former distinction between	Modify and reorganize Chapter 37, Subchapters A and I to remove duplicative provisions and to make the chapter more readable regarding the basis for DAEP placements, expulsions, and JJAEP placements and to clarify the required applicable procedures and responsibilities.	Modification would make the chapter more accessible for TEA, school districts, and parents and save state and local time and resources.

Service, Statute, Rule, or Regulation	Why the Service, Statute, Rule, or Regulation is Resulting in Inefficient or Ineffective Agency Operations	Agency Recommendation for Modification or Elimination	Estimated Cost Savings or Other Benefit Associated with Recommended Change
	mandatory and discretionary removals and expulsions. These provision create confusion at the state and local level.		
TEC §37.082	This provision relates to student possession of a “paging device” at school.	Modify to update terminology in the statute to apply to current technology.	Modification would clarify applicability of the section to current technology.
TEC §39.025(b-1)	Subsection (b-1) requires accelerated instruction for students who fail to perform satisfactorily on an end-of-course assessment. The statute duplicates requirements in §29.081.	Eliminate statute.	The change will reduce the confusion caused by having multiple statutes with overlapping requirements.
TEC §39.309	The current school accountability dashboards report the results of the four performance indexes that are used in the current state accountability system. However, the state is transitioning to a performance system with five domains.	Modify or revise language to address the upcoming transition to a new performance accountability system.	Modification would help to reduce state and local confusion and align the statute with the updated language.
TEC §§43.003; 43.007	The investment restrictions given in these provisions have been superseded by constitutional amendment in article 7, section 5(f). Confusion related to this superseded provision may cause delays and inefficiencies in interactions between the Permanent School Fund and other state entities and in meeting the compliance requirements of counterparties.	Eliminate TEC §§43.003; 43.007.	Elimination of these provisions will prevent confusion within the state and with Permanent School Fund counterparties in the investment industry about the authority of the SBOE to make certain types of investments.
<b>Suggested Health and Safety Code Improvements:</b>			
Health and Safety Code §§114.002; 114.005	The benefits of the reporting requirement given in these provisions is far outweighed by the amount of agency staff time and other agency resources needed to implement the requirement.	Eliminate statute.	Elimination would free up valuable staff time and allow staff to focus on improving student outcomes and achieving the stated priorities of the agency as outlined in the Strategic Plan.
<b>Suggested Local Government Code Improvements</b>			
Local Government Code §140.006	This statute requires school districts to publish their <i>Statement of Revenue</i> ,	Eliminate the requirement to publish the financial statement in two different places.	Elimination will allow school districts to save taxpayer dollars and streamline their

Service, Statute, Rule, or Regulation	Why the Service, Statute, Rule, or Regulation is Resulting in Inefficient or Ineffective Agency Operations	Agency Recommendation for Modification or Elimination	Estimated Cost Savings or Other Benefit Associated with Recommended Change
	<p><i>Expenditures, and Changes in Fund Balance</i> in a local newspaper. However, the statement is part of each school district’s annual financial and compliance report, which is already required to be published on the school district’s website.</p>		<p>operations by publishing information in only one place.</p>
<p><b>Suggested Texas Government Code Improvements</b></p>			
<p>TGC Title 10, Subtitle D (chapters 2151–2176), chapter 2254, chapters 2260–2262 (requirements imposed on non-exempt state entities for contracts for goods and services)</p>	<p>These contracting requirements create unnecessary issues with Permanent School Fund (PSF) counterparties in the financial services industry, especially regarding proprietary licenses. Compliance with these requirements results in no significant value to PSF contracts. Other state investing entities (such as the Teacher Retirement System of Texas, the Employees Retirement System of Texas, and Treasury Safekeeping) have statutory exemptions from these requirements.</p>	<p>Modify provisions to include exemptions for PSF contracts and purchases needed for PSF investments and operations, comparable to similar exemptions at other similar state agencies.</p>	<p>Exemption would save many months of delay and expenditure of time and efforts by PSF legal and operations staff to procure contracts that are vital to the PSF mission and would avoid the risk of losing contracts for items critically necessary to PSF.</p>
<p><b>Suggested Tax Code Improvements</b></p>			
<p>Tax Code §313.025(b-1)</p>	<p>This section requires TEA to determine whether a proposed agreement under chapter 313 of the Tax Code has an impact on the need for instructional facilities in a school district. TEA does not keep data on the quality, size, or capacity of facilities in local districts and cannot make this determination. The local district should be responsible for making these determinations.</p>	<p>Eliminate or modify provision so that school districts, not TEA, make determinations about the need for instructional facilities.</p>	<p>Elimination or modification of the provision would result in a more accurate study since TEA does not have the data to implement the requirement effectively. This would also free up valuable staff time and allow staff to focus on improving student outcomes and achieving the stated priorities of the agency as outlined in the Strategic Plan.</p>

## Supplemental Schedule A: Budget Structure—Goals, Objectives and Outcome Measures, Strategies and Output, Efficiency and Explanatory Measures

### Goal One: Provide Education System Leadership, Guidance, and Resources

TEA will provide leadership, guidance, and resources to create a public education system that continuously improves student performance and supports public schools as the choice of Texas citizens. The agency will satisfy its customers and stakeholders by promoting supportive school environments and by providing resources, challenging academic standards, high-quality data, and timely and clear reports on results.

#### Objective 1.1 Public Education Excellence

All students in the Texas public education system will have the resources needed to achieve their full academic potential to fully participate in the educational, civic, social, and economic, opportunities of our state and nation.

##### Outcome Measures

- 1.1.1 Four-Year High School Graduation Rate
- 1.1.2 Five-Year High School Graduation Rate
- 1.1.3 Four-Year Texas Certificate of High School Equivalency Rate
- 1.1.4 Five-Year Texas Certificate of High School Equivalency Rate
- 1.1.5 Four-Year High School Dropout Rate
- 1.1.6 Five-Year High School Dropout Rate
- 1.1.7 Four-Year Graduation Rate for African American Students
- 1.1.8 Five-Year Graduation Rate for African American Students
- 1.1.9 Four-Year Graduation Rate for Hispanic Students
- 1.1.10 Five-Year Graduation Rate for Hispanic Students
- 1.1.11 Four-Year Graduation Rate for White Students
- 1.1.12 Five-Year Graduation Rate for White Students
- 1.1.13 Four-Year Graduation Rate for Asian American Students
- 1.1.14 Five-Year Graduation Rate for Asian American Students
- 1.1.15 Four-Year Graduation Rate for American Indian Students
- 1.1.16 Five-Year Graduation Rate for American Indian Students
- 1.1.17 Four-Year Graduation Rate for Pacific Islander Students
- 1.1.18 Five-Year Graduation Rate for Pacific Islander Students
- 1.1.19 Four-Year Graduation Rate for Economically Disadvantaged Students
- 1.1.20 Five-Year Graduation Rate for Economically Disadvantaged Students
- 1.1.21 Average Local Tax Rate Avoided from State Assistance for Debt Service
- 1.1.22 Percent of Districts that Applied for the IFA Program and Received IFA Awards
- 1.1.23 Percent of Eligible Districts Receiving Funds from IFA or EDA

#### STRATEGY 1.1.1 FOUNDATION SCHOOL PROGRAM—EQUALIZED OPERATIONS

Fund the Texas public education system efficiently and equitably; ensure that formula allocations support the state's public education goals and objectives and are accounted for in an accurate and appropriate manner.

#### OUTPUT MEASURES

- 1.1.1.1 Total Average Daily Attendance
- 1.1.1.2 Total Average Daily Attendance of Open Enrollment-Charter Schools
- 1.1.1.3 Number of Students Served by Compensatory Education Programs and Services

#### EXPLANATORY MEASURES

- 1.1.1.1 Special Education Full-Time Equivalents (FTEs)
- 1.1.1.2 Compensatory Education Average Daily Attendance Student Count
- 1.1.1.3 Career and Technology Education FTEs
- 1.1.1.4 Bilingual Education/ESL Average Daily Attendance
- 1.1.1.5 Gifted and Talented Average Daily Attendance

#### **STRATEGY 1.1.2 FOUNDATION SCHOOL PROGRAM—EQUALIZED FACILITIES**

Continue to operate an equalized school facilities program by ensuring the allocation of a guaranteed yield of existing debt and disbursing facilities funds.

#### OUTPUT MEASURE

- 1.1.2.1 Total Amount of State and Local Funds Allocated to Facilities Debt (Billions)

#### **Objective 1.2 Academic Excellence**

The TEA will lead the public education system so that all students receive a quality education and are at grade level in reading and math by the end of the third grade and continue reading and developing math skills at appropriate grade level through graduation, demonstrate exemplary performance in foundation subjects, and acquire the knowledge and skills to be responsible and independent Texans.

#### Outcome Measures

- 1.2.1 Percent of Students Graduating with Distinguished Level of Achievement
- 1.2.2 Percent of Students Graduating under the Foundation High School Program with an Endorsement
- 1.2.3 Percent of Students Who Successfully Complete an Advanced Academic Course
- 1.2.4 Percent of Students With Disabilities Who Graduate High School
- 1.2.5 Percent of Districts Identified for Special Education Noncompliance that Correct Noncompliance within a Year of Notification
- 1.2.6 Percent of Eligible Students Taking Advanced Placement/International Baccalaureate Exams
- 1.2.7 Percent of AP/IB Exams Taken Potentially Qualifying for College Credit or Advanced Placement
- 1.2.8 Percent of Career and Technical Education High School Graduates Placed on the Job or in a Post-Secondary Program
- 1.2.9 Percent of Students Exiting Bilingual/ESL Programs Successfully
- 1.2.10 Percent of Limited English Proficient (LEP) Students Making Progress in Learning English
- 1.2.11 Percent of Students Retained in Grade 5
- 1.2.12 Percent of Students Retained in Grade 8
- 1.2.13 Percent of Students Retained in Grade
- 1.2.14 Percent of Students Identified for Accelerated Reading Instruction in Grades K–2
- 1.2.15 Percent of Students that Meet the Passing Standard in Grade 5 Reading
- 1.2.16 Percent of Students that Meet the Passing Standard in Grade 5 Math
- 1.2.17 Percent of Students that Meet the Passing Standard in Grade 8 Reading
- 1.2.18 Percent of Students that Meet the Passing Standard in Grade 8 Math



- 1.2.19 Percent of CIS Case-Managed Students Remaining in School
- 1.2.20 Percent of Districts that Meet All System Safeguards
- 1.2.21 Percent of Campuses that Meet All System Safeguards
- 1.2.22 Percent of Campuses that Meet All System Safeguards for Students with Disabilities
- 1.2.23 Percent of Title I Campuses That Meet All System Safeguard Measures
- 1.2.24 Career and Technical Education (CTE) Graduation Rates
- 1.2.25 Percent of Students Achieving a High School Diploma or Texas Certificate of High School Equivalency through Completion of a Secondary Career and Technical Education (CTE) Program
- 1.2.26 Career and Technical Educational Technical Skill Attainment
- 1.2.27 Percent of Early College High School Students who Successfully Completed at Least Two Dual Credit Courses
- 1.2.28 Percent of Non-Early College High School Students who Successfully Completed a Dual Credit Course
- 1.2.29 Percent of Students Served by Statewide Licenses in Reading
- 1.2.30 Percent of Students Served by Statewide Licenses in Mathematics
- 1.2.31 Percent of Eligible Four-Year-Olds Served in a High-Quality Prekindergarten Grant Program

**STRATEGY 1.2.1 STATEWIDE EDUCATIONAL PROGRAMS**

Support schools so that all Texas students have the knowledge and skills, as well as the instructional programs, they need to succeed; that all third grade, fifth grade, and eighth grade students read at least at grade level and continue to read at grade level; and that all secondary students have sufficient credit to advance and ultimately graduate on time with their class.

OUTPUT MEASURES

- 1.2.1.1 Number of Students Served in Early Childhood School Ready Program
- 1.2.1.2 Number of Students Served in Half-Day Prekindergarten Programs
- 1.2.1.3 Number of Students Served in Full-Day Prekindergarten Programs
- 1.2.1.4 Number of Students Served in Summer School Programs for Limited English-Proficient Students
- 1.2.1.5 Number of Secondary Students Served from Grades 9 through 12
- 1.2.1.6 Number of Students Receiving a T-STEM Education
- 1.2.1.7 Number of T-STEM Academies
- 1.2.1.8 Number of Early College High Schools
- 1.2.1.9 Number of Students Enrolled in Early College High Schools
- 1.2.1.10 Number of Students Served by Career and Technical Education Courses

**STRATEGY 1.2.2 ACHIEVEMENT OF STUDENTS AT-RISK**

Develop and implement instructional support programs that take full advantage of flexibility to support student achievement and ensure that all students in at-risk situations receive a quality education.

EXPLANATORY MEASURE

- 1.2.2.1 Number of Migrant Students Identified

**STRATEGY 1.2.3 STUDENTS WITH DISABILITIES**

Develop and implement programs that help to ensure all students with disabilities receive a quality education.

OUTPUT MEASURES

1.2.3.1 Number of Students Served by Regional Day Schools for the Deaf

1.2.3.2 Number of Students Served by Statewide Programs for the Visually Impaired

**STRATEGY 1.2.4 SCHOOL IMPROVEMENT AND SUPPORT PROGRAMS**

Encourage educators, parents, community members, and university faculty to improve student learning and develop and implement programs that meet student needs.

OUTPUT MEASURES

1.2.4.1 Total Number of Operational Open-Enrollment Charter Campuses

1.2.4.2 Number of Case-Managed Students Participating in Communities in Schools

EXPLANATORY MEASURE

1.2.4.1 Average Expenditure Per Communities in Schools Participant

**Goal Two: Provide System Oversight and Support**

TEA will sustain a system of accountability for student performance that is supported by challenging assessments, high-quality data, highly qualified and effective educators, and high standards for student, campus, district, and agency performance.

**Objective 2.1 Accountability**

The Texas Education Agency will sustain high levels of accountability in the state public education system through challenging and attainable federal and state performance standards.

Outcome Measures

2.1.1 Percent of All Students Passing All Tests Taken

2.1.2 Percent of African American Students Passing All Tests Taken

2.1.3 Percent of Hispanic Students Passing All Tests Taken

2.1.4 Percent of White Students Passing All Tests Taken

2.1.5 Percent of Asian American Students Passing All Tests Taken

2.1.6 Percent of American Indian Students Passing All Tests Taken

2.1.7 Percent of Economically Disadvantaged Students Passing All Tests Taken

2.1.8 Percent of Pacific Islander Students Passing All Tests Taken

2.1.9 Percent of Grades 3 through 8 Students Passing STAAR Reading

2.1.10 Percent of Grades 3 through 8 Students Passing STAAR Mathematics

2.1.11 Percent of all Students Passing All Writing Tests Taken

2.1.12 Percent of all Students Passing All Science Tests Taken

2.1.13 Percent of all Students Passing All Social Studies Tests Taken

2.1.14 Percent of Campuses Receiving a Distinction Designation

2.1.15 Percent of Districts Receiving a Post-Secondary Readiness Distinction Designation

2.1.16 Percent of Campuses Receiving Three or More Distinction Designations

2.1.17 Percent of Districts Receiving the Lowest Performance Rating

2.1.18 Percent of Campuses Receiving the Lowest Performance Rating

2.1.19 Percent of Charter Campuses Receiving the Lowest Performance Rating

- 2.1.20 Percent of Districts That Received a Performance Rating of Improvement Required Performance for the First Time that Achieve Subsequent Year Ratings of Met Standard or Met Alternative Standard Performance
- 2.1.21 Percent of Campuses That Received a Performance Rating of Improvement Required Performance for the First Time that Achieve Subsequent Year Ratings of Met Standard or Met Alternative Standard Performance
- 2.1.22 Percent of Campuses that Achieved a Met Standard or Met Alternative Standard Rating in the State Accountability System in the Subsequent Year of All Campuses Required to Implement a Turnaround Plan.
- 2.1.23 Percent of Graduates Who Take the SAT or ACT
- 2.1.24 Percent of High School Graduates Meeting Texas Success Initiative Readiness Standards
- 2.1.25 Percent of Districts Earning an Overall A or B Rating
- 2.1.26 Percent of Campuses Earning an Overall A or B Rating
- 2.1.27 Percent of Districts Earning an A or B Rating in Domains 1 (Student Achievement), 2 (Student Programs), and 3 (Closing the Performance Gaps)
- 2.1.28 Percent of Campuses Earning an A or B Rating in Domains 1 (Student Achievement), 2 (Student Programs), and 3 (Closing the Performance Gaps)

**STRATEGY 2.1.1 ASSESSMENT AND ACCOUNTABILITY SYSTEM**

Continue to provide a preeminent state and federal assessment system that will drive and recognize improvement in student achievement by providing a basis for evaluating and reporting student performance in a clear and understandable format. The state's accountability system, which is interdependent with the assessment system, will continue to drive and recognize improvement by campuses and districts in education system performance.

OUTPUT MEASURES

- 2.1.1.1 Number of Campuses Receiving the Lowest Performance Rating for Two Out of the Three Most Recent Rated Years
- 2.1.1.2 Number of Districts Receiving the Lowest Performance Rating for Two Out of the Three Most Recent Rated Years
- 2.1.1.3 Number of Local Education Agencies Participating at the Most Extensive Intervention Stage Based on PBMAS Results

EXPLANATORY MEASURE

- 2.1.1.1 Percent of Annual Underreported Students in the Leaver System

**Objective 2.2 Effective School Environments**

The TEA will support school environments that ensure educators and students have the materials they need to receive a quality education.

Outcome Measures

- 2.2.1 Annual Drug Use and Violence Incident Rate on School Campuses, Per 1,000 Students
- 2.2.2 Percent of Incarcerated Students Who Complete the Literacy Level in Which They Are Enrolled
- 2.2.3 Percent of Offenders Released during the Year Served by Windham
- 2.2.4 Percent of Students Earning their Texas Certificate of High School Equivalency or Achieving a High School Diploma—Windham
- 2.2.5 Percent of Career and Technical Course Completions—Windham

- 2.2.6 Percent of Successful Course Completions through the Texas Virtual School Network Statewide Course Catalog
- 2.2.7 Percent of District Instructional Materials Allotment (IMA) Purchases Related to Instructional Materials
- 2.2.8 Percent of District Instructional Materials Allotment (IMA) Purchases Related to Technology
- 2.2.9 Percent of District Instructional Materials Allotment (IMA) Purchases Related to Support Materials/Technology Personnel

**STRATEGY 2.2.1 TECHNOLOGY AND INSTRUCTIONAL MATERIALS**

Implement educational technologies that increase the effectiveness of student learning, instructional management, professional development, and administration.

OUTPUT MEASURE

- 2.2.1.1 Number of Course Enrollments Through the Texas Virtual School Network Statewide Course Catalog

**STRATEGY 2.2.2 HEALTH AND SAFETY**

Enhance school safety and support schools in maintaining a disciplined environment that promotes student learning. Reduce the number of criminal incidents on school campuses, enhance school safety, and ensure that students in the Texas Juvenile Justice Department and disciplinary and juvenile justice alternative education programs are provided the instructional and support services needed to succeed.

OUTPUT MEASURES

- 2.2.2.1 Number of Referrals in Disciplinary Alternative Education Programs (DAEPs)
- 2.2.2.2 Number of Students in DAEPs
- 2.2.2.3 Number of LEAs Participating in Monitoring Interventions Related to Discipline Data and Programs

**STRATEGY 2.2.3 CHILD NUTRITION PROGRAMS**

Implement and support efficient state child nutrition programs.

OUTPUT MEASURES

- 2.2.3.1 Average Number of School Lunches Served Daily
- 2.2.3.2 Average Number of School Breakfasts Served Daily

**STRATEGY 2.2.4 WINDHAM SCHOOL DISTRICT**

Work with the TDCJ to lead students to achieve the basic education skills they need to contribute to their families, communities, and the world.

OUTPUT MEASURES

- 2.2.4.1 Number of Contact Hours Received by Inmates within the Windham School District
- 2.2.4.2 Number of Offenders Earning a Texas Certificate of High School Equivalency or Earning a High School Diploma
- 2.2.4.3 Number of Students Served in Academic Training—Windham
- 2.2.4.4 Number of Students Served in Career and Technical Training—Windham
- 2.2.4.5 Number of Career and Technical Industry Certifications Earned by Windham Students

EFFICIENCY MEASURE

- 2.2.4.1 Average Cost Per Contact Hour in the Windham School District

**Objective 2.3 Educator Recruitment, Retention and Support**

TEA will create an accountability system that supports the recruitment, retention, and support of highly qualified educators and high performing employees in school districts, charter schools, and the TEA so that all students in the Texas public education system receive a quality education.

#### Outcome Measures

- 2.3.1 Turnover Rate for Teachers
- 2.3.2 Percent of Original Grant Applications Processed within 90 Days
- 2.3.3 TEA Turnover Rate
- 2.3.4 Percent of Teachers Who Are Certified
- 2.3.5 Percent of Teachers Who are Employed/Assigned to Teaching Positions for Which They Are Certified
- 2.3.6 Percent of Complaints Resulting in Disciplinary Action
- 2.3.7 Percent of Educator Preparation Programs with a Status of “Accredited”

#### **STRATEGY 2.3.1 IMPROVING EDUCATOR QUALITY/LEADERSHIP**

Support educators through access to quality training tied to the Texas Essential Knowledge and Skills; develop and implement professional development initiatives that encourage P-16 partnerships. Support regional education service centers in facilitating effective instruction and efficient school operations by providing core services, technical assistance, and program support based on the needs and objectives of the school districts they serve.

#### OUTPUT MEASURE

- 2.3.1.1 Number of Individuals Trained at the Education Service Centers (ESCs)

#### **STRATEGY 2.3.2 AGENCY OPERATIONS**

Continuously improve a customer-driven, results-based, high-performing public education system through a strategic commitment to efficient and effective business processes and operations.

#### OUTPUT MEASURES

- 2.3.2.1 Number of LEAs Participating in Interventions Related to Student Assessment Participation Rates
- 2.3.2.2 Number of Certificates of High School Equivalency Issued
- 2.3.2.3 Number of Local Education Agencies Identified in Special Education Performance-Based Monitoring System
- 2.3.2.4 Number of Local Education Agencies Identified in the Performance-Based Monitoring System for Bilingual Education/English as a Second Language
- 2.3.2.5 Number of Special Accreditation Investigations Conducted

#### EFFICIENCY MEASURES

- 2.3.2.1 Internal PSF Managers: Performance in Excess of Assigned Benchmark
- 2.3.2.2 Permanent School Fund (PSF) Investment Expense as a Basis Point of Net Assets

#### EXPLANATORY MEASURE

- 2.3.2.1 Market Value of the Financial Assets of the Permanent School Fund (PSF) in Billions

#### **STRATEGY 2.3.3 STATE BOARD FOR EDUCATOR CERTIFICATION**

Administer services related to the certification, continuing education, and standards and conduct of public school educators.

#### OUTPUT MEASURES

- 2.3.3.1 Number of Individuals Issued Initial Teacher Certificate

- 2.3.3.2 Number of Previously Degreed Individuals Issued Initial Teacher Certificate Through Post-Baccalaureate Programs
- 2.3.3.3 Number of Individuals Issued Initial Teacher Certificate Through University Based Programs
- 2.3.3.4 Number of Previously Degreed Individuals Issued Initial Teacher Certificate through Alternative Certification Programs
- 2.3.3.5 Number of Complaints Pending in Legal Services
- 2.3.3.6 Number of Investigations Pending

EFFICIENCY MEASURES

- 2.3.3.1 Average Days for Credential Issuance
- 2.3.3.2 Average Time for Certificate Renewal (Days)

EXPLANATORY MEASURES

- 2.3.3.1 Percent of Educator Preparation Programs with a Status of “Accredited-Warned”
- 2.3.3.2 Percent of Educator Preparation Programs with a Status of “Accredited-Under Probation”
- 2.3.3.3 Percent of Educator Preparation Programs with a Status of “Not Accredited-Revoked”

**STRATEGY 2.3.4 CENTRAL ADMINISTRATION**

The Commissioner of Education shall serve as the educational leader of the state.

**STRATEGY 2.3.5 INFORMATION SYSTEMS—TECHNOLOGY**

Continue to plan, manage, and implement information systems that support students, educators, and stakeholders.

**STRATEGY 2.3.6 CERTIFICATION EXAM ADMINISTRATION**

Ensure that candidates for educator certification or renewal of certification demonstrate the knowledge and skills necessary to improve academic performance of all students in the state. Estimated and nontransferable.

OUTPUT MEASURE

- 2.3.6.1 Number of Certification Examinations Administered (total)

EXPLANATORY MEASURE

- 2.3.6.1 Percent of Individuals Passing Exams and Eligible for Certification

## Supplemental Schedule B: List of Measure Definitions

### Outcome Measures—Objective 1.1 Public Education

#### 1.1.1 FOUR-YEAR HIGH SCHOOL GRADUATION RATE

Definition:	The percentage of students out of a 9th grade cohort who, graduated within four years.
Purpose:	To report high school longitudinal rates in response to requirements such as TEC §§39.053 and 39.332.
Data Source:	PEIMS. PEIMS submissions from districts: 101 (demographic) records; 110 (enrollment) records; 400 and 500 (attendance) records; 203 (leaver) records; and TxCHSE test files.
Method of Calculation:	Graduation is expressed as a percentage. The numerator includes all students out of a final cohort who graduated within four years of beginning high school. The final cohort is comprised of all entering first-time 9th grade students, plus those who move in, minus those who move out, over a four-year period.
Data Limitations:	Reported once annually. Prior year data reported.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

#### 1.1.2 FIVE-YEAR HIGH SCHOOL GRADUATION RATE

Definition:	The percentage of students out of a 9th grade cohort who graduated within five years.
Purpose:	To report high school longitudinal rates in response to requirements such as TEC §§39.053 and 39.332.
Data Source:	PEIMS. PEIMS submissions from districts: 101 (demographic) records; 110 (enrollment) records; 400 and 500 (attendance) records; 203 (leaver) records; and TxCHSE test files.
Method of Calculation:	Graduation is expressed as a percentage. The numerator includes all students out of a final cohort who graduated within five years of beginning high school. The final cohort is comprised of all entering first-time 9th grade students, plus those who move in, minus those who move out.
Data Limitations:	Reported once annually. Prior year data reported.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

#### 1.1.3 FOUR-YEAR TEXAS CERTIFICATE OF HIGH SCHOOL EQUIVALENCY RATE

Definition:	The percentage of students out of a 9th grade cohort who received Texas Certificate of High School Equivalency (TxCHSE) certificates within four years.
Purpose:	To report high school longitudinal rates in response to requirements such as TEC §§39.053 and 39.332.
Data Source:	PEIMS. PEIMS submissions from districts: 101 (demographic) records; 110 (enrollment) records; 400 and 500 (attendance) records; 203 (leaver) records; and TxCHSE test files.
Method of Calculation:	Receiving TxCHSEs is expressed as a percentage. The numerator includes all students out of a final cohort who received TxCHSEs within four years of beginning high school. The final cohort is comprised of all entering first-time 9th grade students, plus those who move in, minus those who move out, over a four-year period.

Data Limitations: Reported once annually. Prior year data reported.  
Calculations Type: Noncumulative.  
New Measure: No.  
Desired Performance: Higher than target.

#### 1.1.4 FIVE-YEAR TEXAS CERTIFICATE OF HIGH SCHOOL EQUIVALENCY RATE

Definition: The percentage of students out of a 9th grade cohort who received Texas Certificate of High School Equivalency (TxCHSE) certificates within five years.  
Purpose: To report high school longitudinal rates in response to requirements such as TEC §§39.053 and 39.332.  
Data Source: PEIMS. PEIMS submissions from districts: 101 (demographic) records; 110 (enrollment) records; 400 and 500 (attendance) records; 203 (leaver) records; and TxCHSE test files.  
Method of Calculation: Receiving TxCHSEs is expressed as a percentage. The numerator includes all students out of a final cohort who received TxCHSEs within five years of beginning high school. The final cohort is comprised of all entering first-time 9th grade students, plus those who move in, minus those who move out.  
Data Limitations: Reported once annually. Prior year data reported.  
Calculations Type: Noncumulative.  
New Measure: No.  
Desired Performance: Higher than target.

#### 1.1.5 FOUR-YEAR HIGH SCHOOL DROPOUT RATE

Definition: The percentage of students out of a 9th grade cohort who dropped out within four years.  
Purpose: To report high school longitudinal rates in response to requirements such as TEC §§39.053 and 39.332.  
Data Source: PEIMS. PEIMS submissions from districts: 101 (demographic) records; 110 (enrollment) records; 400 and 500 (attendance) records; 203 (leaver) records; and TxCHSE test files.  
Method of Calculation: Dropping out is expressed as a percentage. The numerator includes all students out of a final cohort who dropped out within four years of beginning high school. The final cohort is comprised of all entering first-time 9th grade students, plus those who move in, minus those who move out, over a four-year period.  
Data Limitations: Reported once annually. Prior year data reported.  
Calculations Type: Noncumulative.  
New Measure: No.  
Desired Performance: Lower than target.

#### 1.1.6 FIVE-YEAR HIGH SCHOOL DROPOUT RATE

Definition: The percentage of students out of a 9th grade cohort who dropped out within five years.  
Purpose: To report high school longitudinal rates in response to requirements such as TEC §§39.053 and 39.332.  
Data Source: PEIMS. PEIMS submissions from districts: 101 (demographic) records; 110 (enrollment) records; 400 and 500 (attendance) records; 203 (leaver) records; and TxCHSE test files.  
Method of Calculation: Dropping out is expressed as a percentage. The numerator includes all students out of a final cohort who dropped out within five years of beginning high school. The final cohort is comprised of all entering first-time 9th grade students, plus those who move in, minus those who move out.



Data Limitations: Reported once annually. Prior-year data reported.  
Calculations Type: Noncumulative.  
New Measure: No.  
Desired Performance: Lower than target.

#### 1.1.7 FOUR-YEAR GRADUATION RATE FOR AFRICAN AMERICAN STUDENTS

Definition: The percentage of African American students out of a 9th grade African American cohort who graduated within four years.  
Purpose: To report high school longitudinal rates in response to requirements such as TEC §§39.053 and 39.332.  
Data Source: PEIMS. PEIMS submissions from districts: 101 (demographic) records; 110 (enrollment) records; 400 and 500 (attendance) records; 203 (leaver) records; and TxCHSE test files.  
Method of Calculation: Graduation is expressed as a percentage. The numerator includes all African American students out of a final cohort who graduated within four years of beginning high school. The final cohort is comprised of all African American entering first-time 9th grade students, plus those who move in, minus those who move out, over a four-year period.  
Data Limitations: Reported once annually. Prior-year data reported.  
Calculations Type: Noncumulative.  
New Measure: No.  
Desired Performance: Higher than target.

#### 1.1.8 FIVE-YEAR GRADUATION RATE FOR AFRICAN AMERICAN STUDENTS

Definition: The percentage of African American students out of a 9th grade African American cohort who graduated within five years.  
Purpose: To report high school longitudinal rates in response to requirements such as TEC §§39.053 and 39.332.  
Data Source: PEIMS. PEIMS submissions from districts: 101 (demographic) records; 110 (enrollment) records; 400 and 500 (attendance) records; 203 (leaver) records; and TxCHSE test files.  
Method of Calculation: Graduation is expressed as a percentage. The numerator includes all African American students out of a final cohort who graduated within five years of beginning high school. The final cohort is comprised of all African American entering first-time 9th grade students, plus those who move in, minus those who move out.  
Data Limitations: Reported once annually. Prior year data reported.  
Calculations Type: Noncumulative.  
New Measure: No.  
Desired Performance: Higher than target.

#### 1.1.9 FOUR-YEAR GRADUATION RATE FOR HISPANIC STUDENTS

Definition: The percentage of Hispanic students out of a 9th grade Hispanic cohort who graduated within four years.  
Purpose: To report high school longitudinal rates in response to requirements such as TEC §§39.053 and 39.332.  
Data Source: PEIMS. PEIMS submissions from districts: 101 (demographic) records; 110 (enrollment) records; 400 and 500 (attendance) records; 203 (leaver) records; and TxCHSE test files.  
Method of Calculation: Graduation is expressed as a percentage. The numerator includes all Hispanic students out of a final cohort who graduated within four years of beginning high school. The final cohort is comprised of all Hispanic entering first-time 9th grade

students, plus those who move in, minus those who move out, over a four-year period.

Data Limitations: Reported once annually. Prior year data reported.  
Calculations Type: Noncumulative.  
New Measure: No.  
Desired Performance: Higher than target.

#### 1.1.10 FIVE-YEAR GRADUATION RATE FOR HISPANIC STUDENTS

Definition: The percentage of Hispanic students out of a 9th grade Hispanic cohort who graduated within five years.  
Purpose: To report high school longitudinal rates in response to requirements such as TEC §§39.053 and 39.332.  
Data Source: PEIMS. PEIMS submissions from districts: 101 (demographic) records; 110 (enrollment) records; 400 and 500 (attendance) records; 203 (leaver) records; and TxCHSE test files.  
Method of Calculation: Graduation is expressed as a percentage. The numerator includes all Hispanic students out of a final cohort who graduated within five years of beginning high school. The final cohort is comprised of all Hispanic entering first-time 9th grade students, plus those who move in, minus those who move out.  
Data Limitations: Reported once annually. Prior year data reported.  
Calculations Type: Noncumulative.  
New Measure: No.  
Desired Performance: Higher than target.

#### 1.1.11 FOUR-YEAR GRADUATION RATE FOR WHITE STUDENTS

Definition: The percentage of White students out of a 9th grade White cohort who graduated within four years.  
Purpose: To report high school longitudinal rates in response to requirements such as TEC §§39.053 and 39.332.  
Data Source: PEIMS. PEIMS submissions from districts: 101 (demographic) records; 110 (enrollment) records; 400 and 500 (attendance) records; 203 (leaver) records; and TxCHSE test files.  
Method of Calculation: Graduation is expressed as a percentage. The numerator includes all White students out of a final cohort who graduated within four years of beginning high school. The final cohort is comprised of all White entering first-time 9th grade students, plus those who move in, minus those who move out, over a four-year period.  
Data Limitations: Reported once annually. Prior year data reported.  
Calculation Type: Noncumulative.  
New Measure: No.  
Desired Performance: Higher than target.

#### 1.1.12 FIVE-YEAR GRADUATION RATE FOR WHITE STUDENTS

Definition: The percentage of White students out of a 9th grade White cohort who graduated within five years.  
Purpose: To report high school longitudinal rates in response to requirements such as TEC §§39.053 and 39.332.  
Data Source: PEIMS. PEIMS submissions from districts: 101 (demographic) records; 110 (enrollment) records; 400 and 500 (attendance) records; 203 (leaver) records; and TxCHSE test files.

**Method of Calculation:** Graduation is expressed as a percentage. The numerator includes all White students out of a final cohort who graduated within five years of beginning high school. The final cohort is comprised of all White entering first-time 9th grade students, plus those who move in, minus those who move out.

**Data Limitations:** Reported once annually. Prior year data reported.

**Calculation Type:** Noncumulative.

**New Measure:** No.

**Desired Performance:** Higher than target.

#### 1.1.13 FOUR-YEAR GRADUATION RATE FOR ASIAN AMERICAN STUDENTS

**Definition:** The percentage of Asian students out of a 9th grade Asian cohort who graduated within four years.

**Purpose:** To report high school longitudinal rates in response to requirements such as TEC §§39.053 and 39.332.

**Data Source:** PEIMS. PEIMS submissions from districts: 101 (demographic) records; 110 (enrollment) records; 400 and 500 (attendance) records; 203 (leaver) records; and TxCHSE test files.

**Method of Calculation:** Graduation is expressed as a percentage. The numerator includes all Asian students out of a final cohort who graduated within four years of beginning high school. The final cohort is comprised of all Asian entering first-time 9th grade students, plus those who move in, minus those who move out, over a four-year period.

**Data Limitations:** Reported once annually. Prior-year data reported.

**Calculation Type:** Noncumulative.

**New Measure:** No.

**Desired Performance:** Higher than target.

#### 1.1.14 FIVE-YEAR GRADUATION RATE FOR ASIAN AMERICAN STUDENTS

**Definition:** The percentage of Asian students out of a 9th grade Asian cohort who graduated within five years.

**Purpose:** To report high school longitudinal rates in response to requirements such as TEC §§39.053 and 39.332.

**Data Source:** PEIMS. PEIMS submissions from districts: 101 (demographic) records; 110 (enrollment) records; 400 and 500 (attendance) records; 203 (leaver) records; and TxCHSE test files.

**Method of Calculation:** Graduation is expressed as a percentage. The numerator includes all Asian students out of a final cohort who graduated within five years of beginning high school. The final cohort is comprised of all Asian entering first-time 9th grade students, plus those who move in, minus those who move out.

**Data Limitations:** Reported once annually. Prior-year data reported.

**Calculation Type:** Noncumulative.

**New Measure:** No.

**Desired Performance:** Higher than target.

#### 1.1.15 FOUR-YEAR GRADUATION RATE FOR AMERICAN INDIAN STUDENTS

**Definition:** The percentage of American Indian students out of a 9th grade American Indian cohort who graduated within four years.

**Purpose:** To report high school longitudinal rates in response to requirements such as TEC §§39.053 and 39.332.

**Data Source:** PEIMS. PEIMS submissions from districts: 101 (demographic) records; 110 (enrollment) records; 400 and 500 (attendance) records; 203 (leaver) records; and TxCHSE test files.

**Method of Calculation:** Graduation is expressed as a percentage. The numerator includes all American Indian students out of a final cohort who graduated within four years of beginning high school. The final cohort is comprised of all American Indian entering first-time 9th grade students, plus those who move in, minus those who move out, over a four-year period.

**Data Limitations:** Reported once annually. Prior-year data reported.

**Calculation Type:** Noncumulative.

**New Measure:** No.

**Desired Performance:** Higher than target.

#### 1.1.16 FIVE-YEAR GRADUATION RATE FOR AMERICAN INDIAN STUDENTS

**Definition:** The percentage of American Indian students out of a 9th grade American Indian cohort who graduated within five years.

**Purpose:** To report high school longitudinal rates in response to requirements such as TEC §§39.053 and 39.332.

**Data Source:** PEIMS. PEIMS submissions from districts: 101 (demographic) records; 110 (enrollment) records; 400 and 500 (attendance) records; 203 (leaver) records; and TxCHSE test files.

**Method of Calculation:** Graduation is expressed as a percentage. The numerator includes all American Indian students out of a final cohort who graduated within five years of beginning high school. The final cohort is comprised of all American Indian entering first-time 9th grade students, plus those who move in, minus those who move out.

**Data Limitations:** Reported once annually. Prior-year data reported.

**Calculation Type:** Noncumulative.

**New Measure:** No.

**Desired Performance:** Higher than target.

#### 1.1.17 FOUR-YEAR GRADUATION RATE FOR PACIFIC ISLANDER STUDENTS

**Definition:** The percentage of Pacific Islander students out of a 9th grade Pacific Islander cohort who graduated within four years.

**Purpose:** To report high school longitudinal rates in response to requirements such as TEC §§39.053 and 39.332.

**Data Source:** PEIMS. PEIMS submissions from districts: 101 (demographic) records; 110 (enrollment) records; 400 and 500 (attendance) records; 203 (leaver) records; and TxCHSE test files.

**Method of Calculation:** Graduation is expressed as a percentage. The numerator includes all Pacific Islander students out of a final cohort who graduated within four years of beginning high school. The final cohort is comprised of all Pacific Islander entering first-time 9th grade students, plus those who move in, minus those who move out, over a four-year period.

**Data Limitations:** Reported once annually. Prior-year data reported.

**Calculation Type:** Noncumulative.

**New Measure:** No.

**Desired Performance:** Higher than target.

#### 1.1.18 FIVE-YEAR GRADUATION RATE FOR PACIFIC ISLANDER STUDENTS

**Definition:** The percentage of Pacific Islander students out of a 9th grade Pacific Islander cohort who graduated within five years.

**Purpose:** To report high school longitudinal rates in response to requirements such as TEC §§39.053 and 39.332.

**Data Source:** PEIMS. PEIMS submissions from districts: 101 (demographic) records; 110 (enrollment) records; 400 and 500 (attendance) records; 203 (leaver) records; and TxCHSE test files.

**Method of Calculation:** Graduation is expressed as a percentage. The numerator includes all Pacific Islander students out of a final cohort who graduated within five years of beginning high school. The final cohort is comprised of all Pacific Islander entering first-time 9th grade students, plus those who move in, minus those who move out.

**Data Limitations:** Reported once annually. Prior-year data reported.

**Calculation Type:** Noncumulative.

**New Measure:** No.

**Desired Performance:** Higher than target.

#### 1.1.19 FOUR-YEAR GRADUATION RATE FOR ECONOMICALLY DISADVANTAGED STUDENTS

**Definition:** The percentage of economically disadvantaged students out of a 9th grade economically disadvantaged cohort who graduated within four years.

**Purpose:** To measure student high school completion in response to requirements such as TEC §§39.053 and 39.332.

**Data Source:** PEIMS submissions from districts: 101 (demographic) records; 110 (enrollment) records; 400 and 500 (attendance) records; 203 (leaver) records; and TxCHSE test files.

**Method of Calculation:** Graduation is expressed as a percentage. The numerator includes all economically disadvantaged students out of a final cohort who graduated within four years of beginning high school. The final cohort is comprised of all economically disadvantaged entering first-time 9th grade students, plus those who move in, minus those who move out, over a four-year period.

**Data Limitations:** Reported once annually. Prior-year data reported.

**Calculation Type:** Noncumulative.

**New Measure:** No.

**Desired Performance:** Higher than target.

#### 1.1.20 FIVE-YEAR GRADUATION RATE FOR ECONOMICALLY DISADVANTAGED STUDENTS

**Definition:** The percentage of economically disadvantaged students out of a 9th grade economically disadvantaged cohort who graduated within five years.

**Purpose:** To measure student high school completion in response to requirements such as TEC §§39.053 and 39.332.

**Data Source:** PEIMS submissions from districts: 101 (demographic) records; 110 (enrollment) records; 400 and 500 (attendance) records; 203 (leaver) records; and TxCHSE test files.

**Method of Calculation:** Graduation is expressed as a percentage. The numerator includes all economically disadvantaged students out of a final cohort who graduated within five years of beginning high school. The final cohort is comprised of all economically disadvantaged entering first-time 9th grade students, plus those who move in, minus those who move out.

**Data Limitations:** Reported once annually. Prior-year data reported.

**Calculation Type:** Noncumulative.

**New Measure:** No.

**Desired Performance:** Higher than target.

#### 1.1.21 AVERAGE LOCAL TAX RATE AVOIDED FROM STATE ASSISTANCE FOR DEBT SERVICE

**Definition:** Average Local Tax Rate Avoided from State Assistance for Debt Service is a measure of the degree to which school districts are able to avoid higher debt service

tax rates by using state assistance for debt service for a portion of debt service payments.

- Purpose:** To provide a measure of the principle effects of allotments in TEC Chapter 46.
- Data Source:** State debt service assistance, payment records and property values are extracted from the FSP System.
- Method of Calculation:** Payment amounts are calculated according to the formulas in TEC Chapter 46. The calculation of tax rate avoided is the result of dividing the statewide total of Chapter 46 state aid by the property value of districts that receive the assistance, then multiplying the result by 100.
- Data Limitations:** The computed tax rate for this measure uses the comptroller's property tax division property values for the preceding school year, which are the values used in calculating state aid. If a district has been awarded a decline in property values under TEC §42.2521, then the reduced values are used.
- Calculation Type:** Noncumulative.
- New Measure:** No.
- Desired Performance:** Higher than target.

#### 1.1.22 PERCENT OF DISTRICTS THAT APPLIED FOR THE IFA PROGRAM AND RECEIVED IFA AWARDS

- Definition:** This will measure the degree to which districts that apply to participate in the Instructional Facilities Allotment (IFA) program and have property wealth per ADA that is less than the guaranteed level for IFA receive IFA awards.
- Purpose:** To measure the degree to which districts that applied to participate in the IFA program and have property wealth per ADA that is less than the guaranteed level for the IFA receive IFA awards.
- Data Source:** School district IFA applications are submitted in the FSP System. Debt service data are received from the Municipal Advisory Council (MAC) and uploaded to the FSP System. Allotment data are extracted from the FSP System and used to calculate this measure.
- Method of Calculation:** The denominator is the unique count of districts that applied to participate in the IFA program and have property wealth per ADA that is less than the guaranteed level for the IFA during each application cycle. The numerator is the unique count of districts that received IFA awards during each application cycle.
- Data Limitations:** Reported only once per year in the last quarter, reflecting applicable year's activity. If the state does not have funding for facilities in the applicable year, the value of the measure will be 0 percent.
- Calculation Type:** Noncumulative.
- New Measure:** No.
- Desired Performance:** Higher than target.

#### 1.1.23 PERCENT OF ELIGIBLE DISTRICTS RECEIVING FUNDS FROM IFA OR EDA

- Definition:** This will measure the degree to which districts that are eligible to participate in the Instructional Facilities Allotment (IFA) program or the Existing Debt Allotment (EDA) program receive IFA or EDA funds. Districts that issue bonds or enter lease-purchase agreements to finance the construction of qualified facilities and apply for funding prior to issuing/entering their debt are considered eligible for participation in the IFA program. For a district's bonded debt to be EDA eligible, the district must issue the debt and make one payment on it by September 1 of the odd-numbered year beginning a biennium. The bonded debt must also meet all other criteria for EDA program eligibility. It must be in the form of general obligation bonds.
- Purpose:** To measure the degree to which districts that are eligible to participate in the IFA or EDA programs receive IFA or EDA funds.

**Data Source:** The Municipal Advisory Council of Texas bond data (which determine eligibility for this measure) are loaded into the FSP system. This data, along with the most current IFA & EDA allotment data, are extracted from the FSP System.

**Method of Calculation:** The denominator is the unique count of districts that have eligible debt for the IFA and EDA programs. The numerator is the unique count of districts that received IFA or EDA funds.

**Data Limitations:** Reported only once per year in the last quarter, reflecting the applicable year's activity.

**Calculation Type:** Noncumulative.

**New Measure:** No.

**Desired Performance:** Higher than target.

*Output Measures—Goal 1, Objective 1, Strategy 1*

1.1.1.1 TOTAL AVERAGE DAILY ATTENDANCE

**Definition:** The estimated number of students who are in attendance statewide.

**Purpose:** To measure the number of students who are in attendance statewide.

**Data Source:** Attendance data is reported to PEIMS by all school districts and charter schools. If available in time for reporting, final data is extracted from PEIMS and uploaded into the FSP System. Data include charter schools but exclude non-foundation districts. If final data is unavailable, near-final data is extracted from the FSP System.

**Method of Calculation:** For each student, ADA is computed as the number of days present divided by the number of days taught. The result is then summed for all students in all districts statewide.

**Data Limitations:** PEIMS data.

**Calculation Type:** Noncumulative.

**New Measure:** No.

**Desired Performance:** Higher than target.

1.1.1.2 TOTAL AVERAGE DAILY ATTENDANCE OF OPEN ENROLLMENT-CHARTER SCHOOLS

**Definition:** The estimated number of students in open-enrollment charter schools that are in attendance statewide.

**Purpose:** To measure the number of students in attendance at open-enrollment charter schools statewide.

**Data Source:** On a quarterly basis, staff will secure the most recent estimated charter school refined ADA data from the Summary of Finance link on the TEA website. In November, following the close of the reporting period, staff will request annual final PEIMS ADA data.

**Method of Calculation:** For each student, ADA is computed as the number of days present divided by the number of days taught. The result is then summed for all students in all charters statewide.

**Data Limitations:** None.

**Calculations Type:** Noncumulative.

**New Measure:** No.

**Desired Performance:** Higher than target.

1.1.1.3 NUMBER OF STUDENTS SERVED BY COMPENSATORY EDUCATION PROGRAMS AND SERVICES

**Definition:** Compensatory education programs and services are used to benefit students identified as being in at-risk situations.

**Purpose:** To report the number of students in at-risk situations served.

**Data Source:** PEIMS fall (first) submission, student in at-risk situations indicator.

Method of Calculation: A count of the number of students identified as being at-risk is collected in the PEIMS fall (first) submission.  
Data Limitations: It is available to report only once a year, at the end of the second quarter.  
Calculation Type: Noncumulative.  
New Measure: No.  
Desired Performance: Higher than target.

## **EXPLANATORY MEASURES—GOAL 1, OBJECTIVE 1, STRATEGY 1**

### **1.1.1.1 SPECIAL EDUCATION FULL-TIME EQUIVALENTS (FTEs)**

Definition: The estimated number of full-time equivalent students who are receiving special education services.  
Purpose: To measure the number of students who receive special education services.  
Data Source: Attendance data are reported to the Public Education Information Management System (PEIMS) by all school districts operating approved special education instructional programs. Data include students at charter schools but exclude non-foundation districts. Final PEIMS data are used if available in time to report the measure. Otherwise, the data are derived from the agency's pupil projections.  
Method of Calculation: For each six-week reporting period for each special education instructional arrangement (with the exception of Mainstream and Non-Public day schools), the number of eligible days present for all students counted for funding is converted to contact hours by multiplying the number of days present by the assigned contact hour value for that instructional arrangement. Contact hours are then converted to FTEs by dividing contact hours by the number of days taught in the district multiplied by six. An average of all six weeks is then computed for each instructional arrangement by dividing the sum of the six weeks by six unless the district is a migrant district and then the average is based on the four six week reporting periods that have the largest total refined average daily attendance (RADA).  
Data Limitations: This measure is reported during the fourth quarter only.  
Calculation Type: Noncumulative.  
New Measure: No.  
Desired Performance: Higher than target.

### **1.1.1.2 COMPENSATORY EDUCATION AVERAGE DAILY ATTENDANCE STUDENT COUNT**

Definition: The estimated number of students in who are counted for funding compensatory education programs (which are not necessarily the same students that are receiving the services).  
Purpose: To measure the number of compensatory education students.  
Data Source: The number of students eligible for the free and reduced priced lunch program is received from the Texas Department of Agriculture (TDA) and loaded into the FSP System. Data are then extracted from the FSP System and include charter schools but exclude non-foundation districts.  
Method of Calculation: For each district, the pupil count used to fund compensatory education is based on the monthly average of the best six months of students eligible for the free and reduced price lunch program in the prior federal year.  
Data Limitations: This measure is reported during the fourth quarter only.  
Calculation Type: Noncumulative.  
New Measure: No.  
Desired Performance: Higher than target.

### **1.1.1.3 CAREER AND TECHNOLOGY EDUCATION FTEs**



**Definition:** The estimated number of full-time equivalent students who are participating in an approved career and technology education program.

**Purpose:** To report the number of students participating in an approved career and technology education program.

**Data Source:** Attendance data is reported to PEIMS by all school districts operating approved career and technology education instructional programs. If available in time for reporting, final data is extracted from PEIMS and uploaded into the agency's FSP System. Data include charter schools but exclude non-foundation districts. If final data is unavailable, near-final data is extracted from the FSP System.

**Method of Calculation:** For each six-week reporting, the number of eligible days present for each career and technology "v-code" (instructional program) is multiplied by the corresponding assigned contact hour to convert to the number of contact hours by six weeks. An FTE count is then produced by dividing the number of contact hours by the number of days taught multiplied by six. An FTE average for all six weeks for the entire career and technology program is then computed.

**Data Limitations:** This measure is reported in only the fourth quarter.

**Calculation Type:** Noncumulative.

**New Measure:** No.

**Desired Performance:** Higher than target.

#### 1.1.1.4 BILINGUAL EDUCATION/ESL AVERAGE DAILY ATTENDANCE

**Definition:** The estimated number of students in ADA who are being served in a bilingual/ESL education program.

**Purpose:** To estimate the number of students that are served in a bilingual/ESL education program.

**Data Source:** Attendance data is reported to PEIMS by all school districts operating bilingual/ESL education instructional programs. If available in time for reporting, final data is extracted from PEIMS and uploaded into the FSP System. Data include charter schools but exclude non-foundation districts. If final data is unavailable, near-final data is extracted from the FSP System.

**Method of Calculation:** For each six-week reporting period, the number of eligible days present for those students counted for funding is divided by the number of days taught. An average of all six weeks is then computed.

**Data Limitations:** This measure is reported in the fourth quarter only.

**Calculation Type:** Noncumulative.

**New Measure:** No.

**Desired Performance:** Higher than target.

#### 1.1.1.5 GIFTED AND TALENTED AVERAGE DAILY ATTENDANCE

**Definition:** The estimated number of students who are funded for gifted and talented programs statewide.

**Purpose:** To report the number of students funded for gifted and talented programs statewide.

**Data Source:** Attendance data are reported to PEIMS by all school districts operating approved gifted and talented programs. If available in time for reporting, final data are extracted from PEIMS and uploaded into the FSP System. Data include charter schools but exclude non-foundation districts. If final data are unavailable, near-final data are extracted from the FSP System.

**Method of Calculation:** For each district, the estimate reflects either the number enrolled in its gifted and talented program or 5 percent of its ADA, whichever is smaller.

**Data Limitations:** This measure is reported in the fourth quarter only.

**Calculation Type:** Noncumulative.

New Measure: No.  
Desired Performance: Higher than target.

### *Output Measures—Goal 1, Objective 1, Strategy 2*

#### 1.1.2.1 TOTAL AMOUNT OF STATE AND LOCAL FUNDS ALLOCATED TO FACILITIES DEBT (BILLIONS)

**Definition:** All funds allocated by the state specifically dedicated to pay debt on bonds issued for school facilities will be counted, along with all local funds which can be identified as raised to pay those debts.

**Purpose:** To identify the funds allocated for debt service on bonds issued for school facilities.

**Data Source:** The data for this measure is derived from budgeted expenditures reported to PEIMS by school districts during the fall (Collection 1).

**Method of Calculation:** State and local funds will be reported as an estimate from the fall (Collection 1) submission of budgeted financial information in PEIMS, and will include budget Interest and Sinking Fund tax collections, fund 599.

**Data Limitations:** The PEIMS data that this measure is based on is available to report only once a year which is at the end of the second quarter.

**Calculation Type:** Noncumulative.

New Measure: No.  
Desired Performance: Higher than target.

### **Outcome Measures—Goal 1, Objective 2**

#### 1.2.1 PERCENT OF STUDENTS GRADUATING WITH DISTINGUISHED LEVEL OF ACHIEVEMENT

**Definition:** The distinguished level of achievement indicates students who took advanced course work in mathematics and science by earning four credits in mathematics, including Algebra II, and four credits in science and who earned at least one endorsement in addition to completing the curriculum required under the Foundation High School Program. Students must earn a distinguished level of achievement to qualify under TEC §51.803 for the automatic admissions policy.

**Purpose:** To report successful completion of distinguished level of achievement under the Foundation High School Program.

**Data Source:** Information from the third PEIMS collection of students identified with the FHSP Distinguished Level of Achievement Indicator Code.

**Method of Calculation:** The number of students graduating on the Foundation High School Program with the distinguished level of achievement divided by the total number of students graduating on the Foundation High School Program who receive a diploma.

**Data Limitations:** Data reported for this performance Measure is for the previous school year.

**Calculations Type:** Noncumulative.

New Measure: No.  
Desired Performance: Higher than target.

#### 1.2.2 PERCENT OF STUDENTS GRADUATING UNDER THE FOUNDATION HIGH SCHOOL PROGRAM WITH AN ENDORSEMENT

**Definition:** Students graduating under the Foundation High School program have the opportunity to earn endorsements that focus on particular areas of study that align with students' postsecondary goals. These endorsements include science, technology, engineering, and mathematics (STEM); business and industry; public services; arts and humanities, and multidisciplinary studies. Beginning with the 2014-2015 school year, all students who enter ninth grade must indicate in writing the endorsement they plan to pursue and may, after sophomore year, opt out of an

endorsement with the agreement of their parent/guardian. To earn an endorsement, students must complete the curriculum requirements for the Foundation High School Program, the requirements for a specific endorsement as specified in TAC §74.13 as well as earn an additional credit each in mathematics and science and two additional elective credits.

Purpose:	To report data concerning the percentage of students who are successfully earning endorsements under the Foundation High School Program.
Data Source:	Information from the third PEIMS collection of students identified with the FHSP Endorsement Indicator codes.
Method of Calculation:	The number of students on the Foundation High School Program graduating with at least one endorsement divided by the total number of students graduating on the Foundation High School Program who receive a diploma.
Data Limitations:	Data reported for this performance measure is for the previous school year.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

### 1.2.3 PERCENT OF STUDENTS WHO SUCCESSFULLY COMPLETE AN ADVANCED ACADEMIC COURSE

Definition:	Advanced courses include dual credit, College Board advanced placement and International Baccalaureate courses, and others as defined in §74.30 of the TAC. Advanced courses can be identified through PEIMS Data Standards.
Purpose:	The purpose of the High School Allotment is to ensure all students are prepared for college level work. This measure will assess the percent of students who successfully complete an advanced-level course.
Data Source:	PEIMS database.
Method of Calculation:	The number of students in grades 9-12 who received credit for at least one advanced course <i>divided by</i> the number of students in grades 9-12.
Data Limitations:	To create a non-duplicative count, the calculation will only reflect the number of advanced courses passed by a single student in one year at one campus attended. As a result, the number of advanced courses passed by a student may be undercounted.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

### 1.2.4 PERCENT OF STUDENTS WITH DISABILITIES WHO GRADUATE HIGH SCHOOL

Definition:	The percentage of students with disabilities out of a 9th grade cohort who, in four years' time, graduate high school.
Purpose:	To report the high school graduation rate of students with disabilities.
Data Source:	PEIMS submissions from districts: 101 (demographic) records; 110 (enrollment) records; 400 and 500 (attendance) records; and, as they become available, 203 (leaver) records and TxCHSE test files.
Method of Calculation:	Graduation is expressed as a percentage. The numerator includes all students with disabilities out of a final cohort who graduated high school. The final cohort is comprised of all entering first-time 9th grade students with disabilities, plus those who move in, minus those who move out, over a four-year period.
Data Limitations:	N/A.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

1.2.5 PERCENT OF DISTRICTS IDENTIFIED FOR SPECIAL EDUCATION NONCOMPLIANCE THAT CORRECT NONCOMPLIANCE WITHIN A YEAR OF NOTIFICATION

**Definition:** Title 34 Code of Federal Regulations (CFR) §300.600 requires the State to monitor the implementation of the Act and the regulations. The primary focus of the State’s monitoring activities must be on improving educational results and functional outcomes for all children with disabilities, and ensuring that public agencies meet the program requirements under Part B of the Act.

**Purpose:** The purpose of the measure is to ensure districts correct identified special education noncompliance within a year of notification as required in the Code of Federal Regulations.

**Data Source:** The Intervention, Stage, and Activity Manager (ISAM) system managed by the TEA Division of Program Monitoring and Interventions.

**Method of Calculation:** This measure is calculated annually by determining the percent of LEA’s identified for Special Education noncompliance who correct noncompliance within one year compared to the total number of LEA’s identified for noncompliance in Special Education. The numerator is the number of districts identified for Special Education noncompliance that correct noncompliance within a year of notification. The denominator is the total number of districts identified for Special Education noncompliance during July 1–June 30 of each reporting year.

**Data Limitations:** The number of schools identified vary from year to year in a performance-based system due to noncompliance identified through the findings of on-site monitoring visits determined by the PBM system, LEA identification of noncompliance as reported in the PBM requirements, nonpublic facility approval process, residential facility monitoring and LEA’s data submission for State Performance Plan.

**Calculation Type:** Noncumulative.

**New Measure:** No.

**Desired Performance:** Higher than target.

1.2.6 PERCENT OF ELIGIBLE STUDENTS TAKING ADVANCED PLACEMENT/INTERNATIONAL BACCALAUREATE EXAMS

**Definition:** The percent of public school 11th and 12th graders taking AP/IB examinations.

**Purpose:** The percent of 11th and 12th graders taking the AP/IB exams provide an indication of statewide progress toward college-readiness for all students.

**Data Source:** College Board (CB) and International Baccalaureate Organization (IBO) and Division of Research and Analysis.

**Method of Calculation:** Data for this measure is provided by the CB in July of each year and by IBO in the fall of each year. TEA’s Division of Research and Analysis verifies the data. The number of 11th and 12th grade students who took AP/IB exams is divided by the total number of 11th and 12th grade students.

**Data Limitations:** Data reported for this performance measure is for the previous fiscal year.

**Calculations Type:** Noncumulative.

**New Measure:** No.

**Desired Performance:** Higher than target.

1.2.7 PERCENT OF AP/IB EXAMS TAKEN POTENTIALLY QUALIFYING FOR COLLEGE CREDIT OR ADVANCED PLACEMENT

**Definition:** Students who score a 3 and above on an AP exam or 4 and above on an IB exam have demonstrated they can do college level work while in high school and have the potential to earn college credit. Institutions of higher education make the final determination as to whether or not the college credit is earned and how much college credit is awarded.

Purpose:	Performance on this indicator indicates the amount of college credit that could be earned by a student while in high school and reflects the amount of potential savings to the state.
Data Source:	The College Board (CB), the International Baccalaureate Organization (IBO), and the TEA Division of Research and Analysis. The CB and IBO report the exam scores to TEA, and the Division of Research and Analysis verifies the data.
Method of Calculation:	The number of AP/IB exams with a qualifying score that could result in college credit or advanced placement is divided by the total number of AP/IB exams taken. The amount of college credit earned is determined by the institution of higher education that the student will attend.
Data Limitations:	Data for this measure is provided by the CB in July of each year and by IBO in the fall of each year TEA's Division of Research and Analysis verifies the data, a process requiring several months. Data reported for this performance measure is for the previous fiscal year.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

#### 1.2.8 PERCENT OF CAREER AND TECHNICAL EDUCATION HIGH SCHOOL GRADUATES PLACED ON THE JOB OR IN A POST-SECONDARY PROGRAM

Definition:	Percent of high school graduates who completed a coherent sequence of courses in career and technical education, who are employed, including military, or are continuing their education at a higher level (re: TEC §29.181).
Purpose:	To determine employment and/or educational status of students with a concentration in career and technical education.
Data Source:	(1) PEIMS records; (2) Texas Higher Education Coordinating Board (THECB) records of post-secondary enrollments; (3) wage and unemployment records from the Texas Workforce Commission; and (4) federal employment data from FEDES.
Method of Calculation:	The THECB receives PEIMS records from TEA, wage/unemployment insurance data from TWC, and FEDES federal employment data and compares PEIMS seed records for a given year with post-secondary and employment placements the second quarter after students exit from high school to determine CTE students' placement status.
Data Limitations:	Follow-up data captures approximately 75 percent of the eligible population. Some placements cannot be determined, such as enrollments in out-of-state post-secondary institutions; individuals who are self-employed; or exiters who are incarcerated or deceased. Placement data is reported one year behind the reporting year.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

#### 1.2.9 PERCENT OF STUDENTS EXITING BILINGUAL/ESL PROGRAMS SUCCESSFULLY

Definition:	Percent of students exiting bilingual/English as a second language (ESL) programs successfully.
Purpose:	To report performance of bilingual/ESL programs.
Data Source:	PEIMS data on M1 students (students exited from LEP status in the first year of monitoring) and M2 students (students exited from LEP status in the second year of monitoring).

Method of Calculation: Percentage will be calculated by dividing the number of students identified as M2 who are not reclassified as LEP during the year in which they are M2 by the total number of students identified as M1 in the previous school year.

Data Limitations: PEIMS data is limiting due to the high mobility of the LEP population.

Calculations Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

#### 1.2.10 PERCENT OF LIMITED ENGLISH PROFICIENT (LEP) STUDENTS MAKING PROGRESS IN LEARNING ENGLISH

Definition: This measure will report the percentage of LEP students making progress in learning English based on the state's Annual Measurable Achievement Objectives (AMAOs), as approved by the U.S. Department of Education.

Purpose: The purpose of the measure is to identify an increase or decrease in the number of districts with annual increases in the percentage of LEP students making progress in learning English.

Data Source: The Texas English Language Proficiency Assessment System (TELPAS) Composite Score integrates the results of the Reading Proficiency Test in English (RPTE) and the Texas Observation Protocols (TOP).

Method of Calculation: Number of LEP students progressing at least one proficiency level on the TELPAS Composite Rating from one year to the next divided by the number of LEP students assessed on the TELPAS over a two year period.

Data Limitations: None.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

#### 1.2.11 PERCENT OF STUDENTS RETAINED IN GRADE 5

Definition: The percentage of students repeating Grade 5.

Purpose: Promotion from Grade 5 to Grade 6 is evidence that a student has mastered the knowledge and skills required in Grade 5. Students who master the knowledge and skills required in Grade 5 are prepared to be successful in Grade 6. Retention rates, disaggregated by grade level, are required by TEC §39.332(b)(11).

Data Source: PEIMS. PEIMS submissions from districts: 400 and 500 (attendance) records; 101 (demographic and enrollment status) records; 163, 405, and 505 (special education) records; 203 (leaver) records; and 110 (enrollment) records.

Method of Calculation: Student data for two years are required. Students enrolled in both years and students who graduate at the end of the first year are included in the total student count (the denominator). Students found to have been enrolled in the same grade in both years are counted as retained (numerator). The rate is calculated by dividing the number of students retained by the total student count.

Data Limitations: The calculations require that student records be matched for two successive years. Students who leave Texas public schools for reasons other than graduation, and students new to Texas public schools cannot be included in the calculations. In addition, student records with identification errors that prevent matching in two years cannot be included in the calculations. Data reported once annually. Prior year data reported.

Calculations Type: Noncumulative.

New Measure: No.

Desired Performance: Lower than target.

### 1.2.12 PERCENT OF STUDENTS RETAINED IN GRADE 8

Definition:	The percentage of students repeating Grade 8.
Purpose:	Promotion from Grade 8 to Grade 9 is evidence that a student has mastered the knowledge and skills required in Grade 8. Students who master the knowledge and skills required in Grade 8 are prepared to be successful in Grade 9. Retention rates, disaggregated by grade level, are required by TEC §39.332(b)(11).
Data Source:	PEIMS. PEIMS submissions from districts: 400 and 500 (attendance) records; 101 (demographic and enrollment status) records; 163 405, and 505 (special education) records; 203 (leaver) records; and 110 (enrollment) records.
Method of Calculation:	Student data for two years are required. Students enrolled in both years and students who graduate at the end of the first year are included in the total student count (the denominator). Students found to have been enrolled in the same grade in both years are counted as retained (numerator). The rate is calculated by dividing the number of students retained by the total student count.
Data Limitations:	The calculations require that student records be matched for two successive years. Students who leave Texas public schools for reasons other than graduation, and students new to Texas public schools cannot be included in the calculations. In addition, student records with identification errors that prevent matching in two years cannot be included in the calculations. Data reported once annually. Prior year data reported.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Lower than target.

### 1.2.13 PERCENT OF STUDENTS RETAINED IN GRADE

Definition:	The statewide retention rate for Grades K-12 is reported. The retention rate reflects the percentage of students repeating a grade, and is reported in response to requirements in TEC §39.332(b)(11).
Purpose:	To determine the percent of students who are retained in grade.
Data Source:	PEIMS. PEIMS submissions from districts: 400 and 500 (attendance) records; 101 (demographic and enrollment status) records; 163 405, and 505 (special education) records; 203 (leaver) records; and 110 (enrollment) records.
Method of Calculation:	Student data for two years are required. Students enrolled in both years and students who graduate at the end of the first year are included in the total student count (the denominator). Students found to have been enrolled in the same grade in both years are counted as retained (numerator). The rate is calculated by dividing the number of students retained by the total student count.
Data Limitations:	The calculations require that student records be matched for two successive years. Students who leave Texas public schools for reasons other than graduation, and students new to Texas public schools cannot be included in the calculations. In addition, student records with identification errors that prevent matching in two years cannot be included in the calculations. Data reported once annually. Prior year data reported.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Lower than target.

#### 1.2.14 PERCENT OF STUDENTS IDENTIFIED FOR ACCELERATED READING INSTRUCTION IN GRADES K - 2

Definition:	The percent of students in kindergarten, first, or second grade who are determined, on the basis of reading instrument results, to be at risk for dyslexia or other reading difficulties.
Purpose:	This measure is an indication of the extent of reading-readiness and the need for aggressive reading intervention.
Data Source:	District-reported through TEA survey; Data element in PEIMS (Public Education Information Management System). The data is requested from staff in the PEIMS division.
Method of Calculation:	Districts report the number of students at each grade level, K-2, who qualify for accelerated reading instruction as required by TEC 28.006 to the agency through the PEIMS. The aggregated total is divided by the total number of students enrolled in grades K–2, which is also available through PEIMS.
Data Limitations:	Early reading instruments do not clearly identify students as “at risk” or “not at risk.” Local discretion is used. Additionally, schools are not required to adopt a specific assessment, so local identification measures vary from one district to another. Until a specific and uniform at-risk measure is added as a PEIMS data element, it may be difficult to ensure 100 percent accuracy.
Calculation Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Lower than target.

#### 1.2.15 PERCENT OF STUDENTS THAT MEET THE PASSING STANDARD IN GRADE 5 READING

Definition:	Percent of students that meet the passing standard on the state reading assessment in fifth grade.
Purpose:	To demonstrate the percent of students who meet the passing standard for the Grade 5 statewide reading assessment.
Data Source:	Student assessment data is calculated by the Student Assessment Division and posted online at <a href="http://tea.texas.gov/student.assessment/results/">http://tea.texas.gov/student.assessment/results/</a> .
Method of Calculation:	The number of students passing Grade 5 Reading STAAR after all administrations in a given year divided by total number of students taking Grade 5 Reading STAAR after all administrations in a given year.
Data Limitations:	Student assessment data is reported once a year.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

#### 1.2.16 PERCENT OF STUDENTS THAT MEET THE PASSING STANDARD IN GRADE 5 MATH

Definition:	Percent of students that meet the passing standard on the state math assessment in fifth grade.
Purpose:	To demonstrate the percent of students who meet the passing standard for the Grade 5 statewide mathematics assessment.
Data Source:	Student assessment data is calculated by the Student Assessment Division and posted online at <a href="http://tea.texas.gov/student.assessment/results/">http://tea.texas.gov/student.assessment/results/</a> .
Method of Calculation:	The number of students passing Grade 5 Math STAAR after all administrations in a given year divided by total number of students taking Grade 5 Math STAAR after all administrations in a given year.
Data Limitations:	Student assessment data is reported once a year.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.



### 1.2.17 PERCENT OF STUDENTS THAT MEET THE PASSING STANDARD IN GRADE 8 READING

Definition:	Percent of students that meet the passing standard on the state reading assessment in eighth grade.
Purpose:	To demonstrate the percent of students who meet the passing standard for the Grade 8 statewide reading assessment.
Data Source:	Student assessment data is calculated by the Student Assessment Division and posted online at <a href="http://tea.texas.gov/student.assessment/results/">http://tea.texas.gov/student.assessment/results/</a> .
Method of Calculation:	The number of students passing Grade 8 Reading STAAR after all administrations in a given year divided by total number of students taking Grade 8 Reading STAAR after all administrations in a given year.
Data Limitations:	Student assessment data is reported once a year.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

### 1.2.18 PERCENT OF STUDENTS THAT MEET THE PASSING STANDARD IN GRADE 8 MATH

Definition:	Percent of students that meet the passing standard on the state math assessment in eighth grade.
Purpose:	To demonstrate the percent of students who meet the passing standard for the Grade 8 statewide mathematics assessment.
Data Source:	Student assessment data is calculated by the Student Assessment Division and posted online at <a href="http://tea.texas.gov/student.assessment/results/">http://tea.texas.gov/student.assessment/results/</a> .
Method of Calculation:	The number of students passing Grade 8 Math STAAR after all administrations in a given year divided by total number of students taking Grade 8 Math STAAR after all administrations in a given year.
Data Limitations:	Student assessment data is reported once a year.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

### 1.2.19 PERCENT OF CIS CASE-MANAGED STUDENTS REMAINING IN SCHOOL

Definition:	This measure reports the ratio of the case-managed students served by Communities In School (CIS) that stay in the public school system.
Purpose:	This measure is an indicator of progress made by local CIS programs to keep students who are at risk of dropping out of school, in school.
Data Source:	The data used for this measure is recorded in the Communities In Schools Tracking Management System (CISTMS) by each local CIS program. In order to be classified as "case-managed," a student must meet the CIS state definition of case management as listed in the program requirements in the state-developed policies, standards, and procedures manual. A CIS case-managed student is counted as remaining in school if the student is still enrolled in school at the end of the school year or if the student graduated.
Method of Calculation:	The numerator is the total number of CIS case-managed students in grades 7 through 12 that remain in school at the end of the school year or graduate. The denominator is the total number of CIS case-managed students in grades 7 through 12 served. Divide the numerator by the denominator and multiply by 100 to express the result as a percentage. Students who leave school before the end of the school year for any reason other than for the leaver codes listed below are counted as school leavers when reporting the CIS stay in school performance measure.

Code	Description
01	Graduated
03	Died
16	Return to home country
24	College, pursue degree
60	Home schooling
66	Removed by Child Protective Services
78	Expelled, cannot return
81	Enroll in Texas private school
82	Enroll in school outside Texas
83	Administrative withdrawal
85	Graduated outside Texas, returned, left again
86	Received TxCHSE outside Texas

**Data Limitations:** The agency is dependent upon the local CIS programs for data. There are instances in which some students' stay in school status is "unknown" and local CIS programs are unable to determine if they were still enrolled in school at the end of the school year. These participants are considered school leavers for the purpose of calculating the numerator of this measure.

**Calculation Type:** Noncumulative.  
**New Measure:** No.  
**Desired Performance:** Higher than target.

#### 1.2.20 PERCENT OF DISTRICTS THAT MEET ALL SYSTEM SAFEGUARDS

**Definition:** Districts that meet all of the system safeguard targets.  
**Purpose:** System safeguards are applied to ensure that performance on each subject, indicator, and student group is addressed, and all state and federal accountability requirements are incorporated into the accountability system.  
**Data Source:** State accountability system data.  
**Method of Calculation:** The number of districts meeting all system safeguards is divided by the total number of districts evaluated under the state accountability system.

**Data Limitations:** None.  
**Calculations Type:** Noncumulative.  
**New Measure:** No.  
**Desired Performance:** Higher than target.

#### 1.2.21 PERCENT OF CAMPUSES THAT MEET ALL SYSTEM SAFEGUARDS

**Definition:** Campuses that meet all of the system safeguard targets.  
**Purpose:** System safeguards are applied to ensure that performance on each subject, indicator, and student group is addressed, and all state and federal accountability requirements are incorporated into the accountability system.

**Data Source:** State accountability system data.  
**Method of Calculation:** The number of campuses meeting all system safeguards is divided by the total number of campuses evaluated under the state accountability system.

**Data Limitations:** None.  
**Calculation Type:** Noncumulative.  
**New Measure:** No.  
**Desired Performance:** Higher than target.

#### 1.2.22 PERCENT OF CAMPUSES THAT MEET ALL SYSTEM SAFEGUARDS FOR STUDENTS WITH DISABILITIES

Definition:	Campuses that meet all of the system safeguard targets for students with disabilities.
Purpose:	System safeguards are applied to ensure that performance on each subject, indicator, and student group is addressed, all state and federal accountability requirements are incorporated into the accountability system.
Data Source:	State Accountability System data.
Method of Calculation:	The number of campuses meeting all system safeguards for students with disabilities is divided by the total number of campuses evaluated on one or more students with disabilities safeguard indicators under the state accountability system.
Data Limitations:	None.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

#### 1.2.23 PERCENTAGE OF TITLE I CAMPUSES THAT MEET ALL SYSTEM SAFEGUARD MEASURES

Definition:	The percentage of Title I, Part A campuses identified in the Consolidated Application for Federal Funding that meet all the system safeguard measures on the statewide public school accountability system.
Purpose:	To report performance of campuses receiving Title I funds.
Data Source:	Accountability system files and Consolidated Application for Federal Funding.
Method of Calculation:	The numerator is the number of Title I campuses that meet all the system safeguard measures (obtained from the statewide public school accountability system). The denominator is the total number of Title I campuses.
Data Limitations:	Data is available in the fourth quarter.
Calculation Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

#### 1.2.24 CAREER AND TECHNICAL EDUCATION (CTE) GRADUATION RATES

Definition:	Percent of secondary CTE students pursuing a coherent sequence in career and technical education, who have graduated and have left secondary education in the reporting year.
Purpose:	To determine educational achievement status of students with a concentration in career and technical education.
Data Source:	PEIMS record submissions from school districts.
Method of Calculation:	The number of career and technical education students coded as 2 (coherent sequence) who have graduated and are not enrolled the following school year (numerator) is divided by the total number of students coded as 2 and not enrolled in the following school year (denominator).
Data Limitations:	Refinements in methodology are expected as more comprehensive withdrawal data becomes available in PEIMS. Data is reported one year behind the reporting year.
Calculation Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

#### 1.2.25 PERCENT OF STUDENTS ACHIEVING A HIGH SCHOOL DIPLOMA OR TEXAS CERTIFICATE OF HIGH SCHOOL EQUIVALENCY THROUGH COMPLETION OF A SECONDARY CAREER AND TECHNICAL EDUCATION (CTE) PROGRAM

Definition:	Percent of secondary students who completed a coherent sequence of courses in career and technical education who have attained a high school diploma or Texas Certificate of High School Equivalency and have left secondary education in the reporting year.
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**Purpose:** To determine educational achievement status of students with a concentration in career and technical education.

**Data Source:** PEIMS record submissions from school districts.

**Method of Calculation:** The number of career and technical education students coded as 2 (coherent sequence) who have received a diploma or Texas Certificate of High School Equivalency and are not enrolled the following school year (numerator) is divided by the total number of career and technical education students coded as 2 who are not enrolled the following school year (denominator).

**Data Limitations:** Data is reported one year behind reporting year.

**Calculation Type:** Noncumulative.

**New Measure:** No.

**Desired Performance:** Higher than target.

#### 1.2.26 CAREER AND TECHNICAL EDUCATIONAL TECHNICAL SKILL ATTAINMENT

**Definition:** Percent of CTE Students achieving an industry-recognized end-of-program technical skill credential through completion of a secondary CTE program.

**Purpose:** To determine the number of secondary students who earned a valid, reliable industry recognized certification or licensure through completion of a secondary CTE program.

**Data Source:** Annual district reporting of technical skill attainment in the Perkins program effectiveness report.

**Method of Calculation:** The numerator is the number of CTE concentrators (Code 2) who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year. The denominator is the number CTE concentrators (Code 2) who took the assessments during the reporting year. A CTE Concentrator is a secondary student who has earned three (3) or more credits in two (2) or more CTE courses in a CTE program of study.

**Data Limitations:** For most licensures and certification exams, districts must rely on students to report their passing results to their instructor because the results are only provided to the individuals taking the exams. The district then compiles and submits the district data in an annual report. Currently only a small percent (10 percent) of CTE concentrators take an industry-validated certification and licensure assessment. As CTE courses and coherent sequences of courses are developed and approved by the SBOE, more opportunities for students to complete technical skill assessments will be available.

**Calculation Type:** Noncumulative.

**New Measure:** No.

**Desired Performance:** Higher than target.

#### 1.2.27 PERCENTAGE OF EARLY COLLEGE HIGH SCHOOL STUDENTS WHO SUCCESSFULLY COMPLETED AT LEAST TWO DUAL CREDIT COURSES

**Title:** Percentage of Early College High School students who Successfully Completed at least Two Dual Credit Courses

**Strategy:** A.2.1, Statewide Educational Initiatives

**Type:** Outcome Measure

**Definition:** This measure reflects the percentage of public school students enrolled in designated Early College High Schools who successfully complete at least two dual credit courses in an academic year.

**Purpose:** The purpose of this measure is to identify the percentage of public school students enrolled in designated Early College High Schools who successfully complete at least two dual credit courses in an academic year.

Data Source: PEIMS  
 Method of Calculation: The measure is calculated by dividing the number of public school students enrolled in designated Early College High Schools who successfully complete at least two dual credit courses in an academic year by the number of public school students enrolled in designated Early College High Schools.  
 Data Limitations: The data will be reported for the previous academic year.  
 Calculation Type: Noncumulative  
 New measure: Yes  
 Desired Performance: Higher than target

1.2.28 PERCENTAGE OF NON-EARLY COLLEGE HIGH SCHOOL STUDENTS WHO SUCCESSFULLY COMPLETED A DUAL CREDIT COURSE

Title: Percentage of Non-Early College High School Students who Successfully Completed a Dual Credit Course  
 Strategy: A.2.1, Statewide Educational Initiatives  
 Type: Outcome Measure  
 Definition: This measure reflects the percentage of public school students who are not enrolled in an Early College High School and who successfully complete a dual credit course in an academic year.  
 Purpose: The purpose of this measure is to identify the percentage of public school students who are not enrolled in an Early College High School and who successfully complete a dual credit course in an academic year.

Data Source: PEIMS  
 Method of Calculation: The measure is calculated by dividing the number of public school students who are not enrolled in an ECHS and who successfully complete a dual credit course in an academic year by the total number of public school students who complete a dual credit course in an academic year.  
 Data Limitations: The data will be reported for the previous academic year.  
 Calculation Type: Noncumulative  
 New measure: Yes  
 Desired Performance: Higher than target

1.2.29 PERCENTAGE OF STUDENTS SERVED BY STATEWIDE LICENSES IN READING

Title: Percentage of Students Served by Statewide Licenses in Reading  
 Strategy: A.2.1, Statewide Educational Initiatives  
 Type: Outcome Measure  
 Definition: This measure reflects the percentage of students enrolled in grades 3-10 who are served by statewide licenses in reading.  
 Purpose: The purpose of this measure is to identify the percentage of students enrolled in grades 3-10 who are served by statewide licenses in reading.  
 Data Source: Statewide license vendor  
 Method of Calculation: The measure is calculated by dividing the number of students who logged onto the statewide license program more than once by the total number of students enrolled in grades 3-10.  
 Data Limitations: Logging on to a program more than once does not indicate that a student has met the recommended dosage for a given program. Dosage recommendations vary by vendor.  
 Calculation Type: Noncumulative.  
 New measure: Yes  
 Desired Performance: Higher than target

### 1.2.30 PERCENTAGE OF STUDENTS SERVED BY STATEWIDE LICENSES IN MATHEMATICS

Title:	Percentage of Students Served by Statewide Licenses in Mathematics
Strategy:	A.2.1, Statewide Educational Initiatives
Type:	Outcome Measure
Definition:	This measure reflects the percentage of students enrolled in grades 3-9 who are served by statewide licenses in mathematics
Purpose:	The purpose of this measure is to identify the percentage of students enrolled in grades 3-9 who are served by statewide licenses in mathematics
Data Source:	Statewide license vendor
Method of Calculation:	The measure is calculated by dividing the number of students who logged onto the statewide license program more than once by the total number of students enrolled in grades 3-9.
Data Limitations:	Logging on to a program more than once does not indicate that a student has met the recommended dosage for a given program. Dosage recommendations vary by vendor.
Calculation Type:	Noncumulative
New measure:	Yes
Desired Performance:	Higher than target

### 1.2.31 PERCENTAGE OF ELIGIBLE FOUR-YEAR-OLDS SERVED IN A HIGH-QUALITY PREKINDERGARTEN GRANT PROGRAM

Title:	Percentage of Eligible Four-Year-Olds Served in a High-Quality Prekindergarten Grant Program
Strategy:	A.2.1, Statewide Educational Initiatives
Type:	Outcome Measure
Definition:	This measure reflects the percentage of eligible four-year-olds served in a High-Quality Prekindergarten Grant program.
Purpose:	The purpose of this measure is to identify the percentage of eligible four-year-olds served in a High-Quality Prekindergarten Grant program.
Data Source:	Early Childhood Data System (ECDS)
Method of Calculation:	The measure is calculated by dividing the number of students enrolled in a high-quality prekindergarten program by the total number of eligible four-year-olds served in prekindergarten classes.
Data Limitations:	None
Calculation Type:	Noncumulative
New measure:	Yes
Desired Performance:	Higher than target

#### *Output Measures—Goal 1, Objective 2, Strategy 1*

### 1.2.1.1 NUMBER OF STUDENTS SERVED IN EARLY CHILDHOOD SCHOOL READY PROGRAM

Definition:	Number of Pre-Kindergarten students served in Early Childhood School Ready grant programs.
Purpose:	Represents supplementary funding that targets pre-kindergarten students. Research states that many of the students in the identified group enter school not ready to learn; therefore supplementary instruction targeted at diminishing the gap in the readiness of a large group of students increases chances of their academic success upon entering kindergarten and during subsequent years in school.
Data Source:	Grantee reported through activity/progress reports.
Method of Calculation:	Add the number of students in each grant and enter the cumulative number from all discretionary grants serving this age group.
Data Limitations:	N/A

Calculation Type: Noncumulative.  
New Measure: No.  
Desired Performance: Higher than target.

#### 1.2.1.2 NUMBER OF STUDENTS SERVED IN HALF-DAY PREKINDERGARTEN PROGRAMS

**Definition:** Number of eligible and non-eligible students served in half-day prekindergarten programs.

**Purpose:** To report the number of half-day prekindergarten programs in Texas public schools. Represents supplementary funding that targets pre-kindergarten students.

**Data Source:** PEIMS PK Program Type Code. Code Table C185 (fall submission), codes 01 and 04.

**Method of Calculation:** The measure is calculated by summing the number of prekindergarten eligible students participating in prekindergarten programs that provide instruction to the student at least two hours and less than four hours each day (PK-Program Type Code 01) and the number of prekindergarten ineligible students participating in prekindergarten programs that provide instruction to the student at least two hours and less than four hours each day (PK-Program Type Code 04).

**Data Limitations:** The data for this measure is available only after the third quarter for four-year old kinder bound children only.

**Calculations Type:** Noncumulative.  
**New Measure:** No.  
**Desired Performance:** Neutral.

#### 1.2.1.3 NUMBER OF STUDENTS SERVED IN FULL-DAY PREKINDERGARTEN PROGRAMS

**Definition:** Number of eligible and non-eligible students served in full-day prekindergarten programs.

**Purpose:** To report the number of full-day prekindergarten programs in Texas public school.

**Data Source:** PEIMS PK Program Type Code, Code Table C185 (fall submission), codes 02, 03, and 05.

**Method of Calculation:** The measure is calculated by summing the number of prekindergarten eligible students participating in a prekindergarten program that provides instruction to the student at least four hours each day. (PK-Program Type Code 02) and the number of prekindergarten eligible student participating in a prekindergarten program that provides instruction to the student at least four hours each day and receives special education services (PK-Program Type Code 03), and the number of prekindergarten ineligible students participating in a prekindergarten program that provides instruction to the student at least four hours each day (PK-Program Type Code 05).

**Data Limitations:** The data for this measure is available only after the third quarter.

**Calculations Type:** Noncumulative.  
**New Measure:** No.  
**Desired Performance:** Neutral.

#### 1.2.1.4 NUMBER OF STUDENTS SERVED IN SUMMER SCHOOL PROGRAMS FOR LIMITED ENGLISH-PROFICIENT STUDENTS

**Definition:** Number of LEP students who will be in Kindergarten or 1st grade in September who are served in summer school programs as reported to TEA on the Request for Approval of Bilingual or Special Language Summer School Program form.

**Purpose:** To determine the number of LEP students served in summer school programs.

**Data Source:** Data collection will be PEIMS submission P.DEMOGRAPHIC (yr) E WHERE BIL\_ESL\_ SUMMER ="1".

Method of Calculation: Count the number of LEP students who have been flagged as participants using the bilingual/ESL Summer School Indicator Code. These participants are reported in the extended year PEIMS collection.

Data Limitations: Report data once at the beginning of the fiscal year. Data is from the prior school year.

Calculations Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

#### 1.2.1.5 NUMBER OF SECONDARY STUDENTS SERVED FROM GRADES 9 THROUGH 12

Definition: A count of students enrolled in public schools in grades 9 through 12.

Purpose: To report the number of students enrolled in high school.

Data Source: Fall collection of data on student enrollment as reported in PEIMS.

Method of Calculation: No calculation is required.

Data Limitations: Reported once annually at the end of the third quarter.

Calculations Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

#### 1.2.1.6 NUMBER OF STUDENTS RECEIVING A T-STEM EDUCATION

Definition: This measure reflects the number of students in grade 6-12 or grades 9-12 that are receiving a STEM quality education as determined by the T-STEM blueprint.

Purpose: The T-STEM Academies target a majority student population in grades 6-12 or 9-12 who are at risk of dropping out of school. The purpose of this measure is to identify the number of students receiving a T-STEM education in a designated T-STEM Academy.

Data Source: TEA PEIMS indicator 1559, submission 3 for Designated T-STEM Academies.

Method of Calculation: Total student count from data submitted in PEIMS submission 3 for campuses that are designated as T-STEM Academies.

Data Limitations: Submission 3 data isn't available until mid-September each year. Data may not be available by the measure reporting date.

Type: Cumulative.

New Measure: No.

Desired Performance: Higher than target.

#### 1.2.1.7 NUMBER OF T-STEM ACADEMIES

Definition: This measure reflects the number of campuses that have been designated as a "T-STEM" academy.

Purpose: The T-STEM Academies target a majority student population in grades 6-12 or 9-12 who are who are at risk of dropping out of school. The purpose of this measure is to show the number of designated T-STEM Academies.

Data Source: Annual TEA T-STEM Designation process.

Method of Calculation: Count of Academies that are designated through the annual TEA T-STEM Designation process. An Academy is considered a pathway of students either in grades 6-12 or 9-12. The total number of campuses may be higher than the number of T-STEM Designated academies.

Data Limitations: N/A.

Calculation Type: Cumulative.

New Measure: No.

Desired Performance: Higher than target.



#### 1.2.1.8 NUMBER OF EARLY COLLEGE HIGH SCHOOLS

Title:	Number of Early College High Schools
Strategy:	A.2.1, Statewide Educational Initiatives
Type:	Output Measure
Definition:	This measure reflects the total number of designated Early College High Schools.
Purpose:	The purpose of this measure is to identify the total number of Early College High Schools that are designated by the state each year.
Data Source:	Curriculum Division
Method of Calculation:	The measure is calculated by adding the total the number of schools that are designated as Early College High Schools each year.
Data Limitations:	None
Calculation Type:	Noncumulative
New measure:	Yes
Desired Performance:	Higher than target

#### 1.2.1.9 NUMBER OF STUDENTS ENROLLED IN EARLY COLLEGE HIGH SCHOOLS

Title:	Number of Students Enrolled in Early College High Schools
Strategy:	A.2.1, Statewide Educational Initiatives
Type:	Output Measure
Definition:	This measure reflects the number of students enrolled in Early College High Schools.
Purpose:	The purpose of this measure is to identify the total number of public school students who are enrolled in Early College High Schools.
Data Source:	PEIMS
Method of Calculation:	The measure is calculated by adding all public school students who are identified as enrolled in an ECHS.
Data Limitations:	None
Calculation Type:	Noncumulative
New Measure:	Yes
Desired Performance:	Higher than target

#### 1.2.1.10 NUMBER OF STUDENTS SERVED BY CAREER AND TECHNICAL EDUCATION COURSES

Definition:	The number of secondary students who are participating in career and technical education courses during the reported school year.
Purpose:	To report the number of secondary students who chose career and technical education courses.
Data Source:	PEIMS student data records.
Method of Calculation:	Data are reported by all school districts operating career and technical education instructional programs. Includes CTE Code 1 and 2 students based on fall PEIMS data-unduplicated count.
Data Limitations:	Data are available in March of the reporting year.
Calculations Type:	Non-cumulative
New Measure:	Yes
Desired Performance:	Higher than target.

### **EXPLANATORY MEASURE—GOAL 1, OBJECTIVE 2, STRATEGY 2**

#### 1.2.2.1 NUMBER OF MIGRANT STUDENTS IDENTIFIED

Definition:	The number of Texas children identified and recruited as migratory as defined by current federal law and regulations. Recruited children have been certified according to federal rules to have migrant status. Children identified and recruited under Elementary and Secondary Education Act (ESEA) migrant education provisions are
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provided an array of supplemental education and support services from various federal, state and local funding sources.

**Purpose:** To identify and certify migrant students in order to target appropriate services under Title I, Part C—Education of Migratory Children.

**Data Source:** New Generation System (NGS), a database for encoding migrant student data.

**Method of Calculation:** Districts and ESC NGS data specialists are responsible for encoding migrant student demographic data into the NGS database between the September 1 and August 31 reporting period. A snapshot of the data from this reporting period is taken annually in early November to generate a statewide unduplicated count of migrant students (ages 3-21).

**Data Limitations:** Data limited to period reported.

**Calculation Type:** Noncumulative.

**New Measure:** No.

**Desired Performance:** Higher than target.

### *Output Measures—Goal 1, Objective 2, Strategy 3*

#### 1.2.3.1 NUMBER OF STUDENTS SERVED BY REGIONAL DAY SCHOOLS FOR THE DEAF

**Definition:** The number of students with auditory impairments served by the Regional Day School Programs for the Deaf (RDSPD).

**Purpose:** To report students with auditory impairments served by the Regional Day School Programs for the Deaf.

**Data Source:** PEIMS.

**Method of Calculation:** Total number of students receiving services from a RDSPD reported by districts through PEIMS.

**Data Limitations:** Data is available in the third quarter.

**Calculations Type:** Noncumulative.

**New Measure:** No.

**Desired Performance:** Higher than target.

#### 1.2.3.2 NUMBER OF STUDENTS SERVED BY STATEWIDE PROGRAMS FOR THE VISUALLY IMPAIRED

**Definition:** The number of students with visual impairments in Texas.

**Purpose:** To report the use of statewide programs for students with visual impairments in Texas.

**Data Source:** Annual January Statewide Registration of Visually Impaired Students.

**Method of Calculation:** The number is taken from the Annual January Statewide Registration of Visually Impaired Students.

**Data Limitations:** Data is available in the third quarter.

**Calculations Type:** Noncumulative.

**New Measure:** No.

**Desired Performance:** Higher than target.

### *Output Measures—Goal 1, Objective 2, Strategy 4*

#### 1.2.4.1 TOTAL NUMBER OF OPERATIONAL OPEN-ENROLLMENT CHARTER CAMPUSES

**Definition:** The reported number of open-enrollment charter campuses operating statewide.

**Purpose:** To measure the growth of the number of open-enrollment charter campuses operating statewide.

**Data Source:** Information provided by open-enrollment charters via PEIMS.

Method of Calculation: The number of operational open-enrollment charter campuses reported by open-enrollment charters through PEIMS is counted by Division of Charter School Administration staff.

Data Limitations: None.

Calculations Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

#### 1.2.4.2 NUMBER OF CASE-MANAGED STUDENTS PARTICIPATING IN COMMUNITIES IN SCHOOLS

Definition: This measure reports the number of case-managed students participating in the Communities In Schools (CIS) program. These students are supported by a combination of CIS state grant funds, and funds raised by the local programs.

Purpose: CIS is a specific program model designed to keep youth in school. This measure is an indicator of the number of case-managed students served by the local CIS programs.

Data Source: The number of case-managed students served as reported by local CIS programs in the Communities In Schools Tracking Management System (CISTMS).

Method of Calculation: The CISTMS report “CMS Contract Status—State” is used to compute the number of case-managed students served by CIS within a selected reporting period. This number is computed for each quarter as well as cumulatively (from the beginning of the year through the reporting quarter) selecting all campuses served by CIS.

Data Limitations: The agency is dependent on local CIS programs to provide accurate and timely data in the CISTMS. On rare occasions the local CIS programs may serve the same youth if the youth transfers between programs. When this occurs, the youth may be counted more than once. The amount of duplication is less than 1 percent for any given month.

Calculations Type: Cumulative.

New Measure: No.

Desired Performance: Higher than Target.

### **EXPLANATORY MEASURES—GOAL 1, OBJECTIVE 2, STRATEGY 4**

#### 1.2.4.1 AVERAGE EXPENDITURE PER COMMUNITIES IN SCHOOLS PARTICIPANT

Definition: This measure reports the average amount of funding spent by local CIS programs per case-managed student served by Communities In School (CIS).

Purpose: This measure is an indicator of the average amount of funding that is spent by local CIS programs to provide services to case-managed students.

Data Source: The total amount of funding expended by each local program is reported annually in the End of Year report that is submitted to TEA. The number of case-managed students served is retrieved from the Communities In Schools Tracking Management System (CISTMS).

Method of Calculation: The numerator is the total amount of funding expended by local CIS programs during the fiscal year. The denominator is the total number of case-managed students served from the beginning of the year through the end of the fiscal year.

Data Limitations: An accurate expenditure amount cannot be fully determined until the end of the school year when all student data is complete and all expenditures are determined. A fifth quarter report is used to update the measure after all data has been collected. The data collected is self-reported to TEA by the local CIS programs on an End of Year Report to TEA and the amount of local funding received by local programs varies so the state average is not indicative of the amount spent per student for specific programs throughout the state.

Calculation Type: Noncumulative.  
New Measure: No.  
Desired Performance: Lower than target.

## **Outcome Measures—Goal 2, Objective 1**

### 2.1.1 PERCENT OF ALL STUDENTS PASSING ALL TESTS TAKEN

**Definition:** Number of all students in grades 3 through 12 who met standard on all the tests they took, expressed as a percent of all students in grades 3 through 12 who took the tests. The tests for this measure exclude alternate assessments.

**Purpose:** To measure performance of all students in grades 3 through 12 on academic assessments.

**Data Source:** Student-level data for assessments administered to students. The data are stored in electronic format at the Texas Education Agency.

**Method of Calculation:** Count all students in grades 3 through 12 who took at least one test to determine the denominator, and then count all students in grades 3 through 12 who met the standard on all tests they took to determine the numerator. Then, divide the numerator by the denominator and express as a percent. The data will be based on the STAAR assessments in grades 3 through 12.

**Data Limitations:** Reported once annually, usually by September.

**Calculations Type:** Noncumulative.

**New Measure:** No.

**Desired Performance:** Higher than target.

### 2.1.2 PERCENT OF AFRICAN AMERICAN STUDENTS PASSING ALL TESTS TAKEN

**Definition:** Number of African-American students in grades 3 through 12 who met standard on all the tests they took, expressed as a percent of African-American students in grades 3 through 12 who took the tests. The tests for this measure exclude alternate assessments.

**Purpose:** To measure performance of African-American students in grades 3 through 12 on academic assessments.

**Data Source:** Student-level data for assessments administered to students. The data are stored in electronic format at the Texas Education Agency.

**Method of Calculation:** Count African-American students in grades 3 through 12 who took at least one test to determine the denominator, and then count African-American students in grades 3 through 12 who met the standard on all tests they took to determine the numerator. Then, divide the numerator by the denominator and express as a percent. The data will be based on the STAAR assessments in grades 3 through 12.

**Data Limitations:** Reported once annually, usually by September.

**Calculations Type:** Noncumulative.

**New Measure:** No.

**Desired Performance:** Higher than target.

### 2.1.3 PERCENT OF HISPANIC STUDENTS PASSING ALL TESTS TAKEN

**Definition:** Number of Hispanic students in grades 3 through 12 who met standard on all the tests they took, expressed as a percent of Hispanic students in grades 3 through 12 who took the tests. The tests for this measure exclude alternate assessments.

**Purpose:** To measure performance of Hispanic students in grades 3 through 12 on academic assessments.

**Data Source:** Student-level data for assessments administered to students. The data are stored in electronic format at the Texas Education Agency.

**Method of Calculation:** Count Hispanic students in grades 3 through 12 who took at least one test to determine the denominator, and then count Hispanic students in grades 3 through 12 who met the standard on all tests they took to determine the numerator. Then, divide the numerator by the denominator and express as a percent. The data will be based on the STAAR assessments in grades 3 through 12.

**Data Limitations:** Reported once annually, usually by September.

**Calculations Type:** Noncumulative.

**New Measure:** No.

**Desired Performance:** Higher than target.

#### 2.1.4 PERCENT OF WHITE STUDENTS PASSING ALL TESTS TAKEN

**Definition:** Number of White students in grades 3 through 12 who met standard on all the tests they took, expressed as a percent of White students in grades 3 through 12 who took the tests. The tests for this measure exclude alternate assessments.

**Purpose:** To measure performance of White students in grades 3 through 12 on academic assessments.

**Data Source:** Student-level data for assessments administered to students. The data are stored in electronic format at the Texas Education Agency.

**Method of Calculation:** Count White students in grades 3 through 12 who took at least one test to determine the denominator, and then count White students in grades 3 through 12 who met the standard on all tests they took to determine the numerator. Then, divide the numerator by the denominator and express as a percent. The data will be based on the STAAR assessments in grades 3 through 12.

**Data Limitations:** Reported once annually, usually by September.

**Calculations Type:** Noncumulative.

**New Measure:** No.

**Desired Performance:** Higher than target.

#### 2.1.5 PERCENT OF ASIAN AMERICAN STUDENTS PASSING ALL TESTS TAKEN

**Definition:** Number of Asian-American students in grades 3 through 12 who met standard on all the tests they took, expressed as a percent of Asian-American students in grades 3 through 12 who took the tests. The tests for this measure exclude alternate assessments.

**Purpose:** To measure performance of Asian-American students in grades 3 through 12 on academic assessments.

**Data Source:** Student-level data for assessments administered to students. The data are stored in electronic format at the Texas Education Agency.

**Method of Calculation:** Count Asian-American students in grades 3 through 12 who took at least one test to determine the denominator, and then count Asian-American students in grades 3 through 12 who met the standard on all tests they took to determine the numerator. Then, divide the numerator by the denominator and express as a percent. The data will be based on the STAAR assessments in grades 3 through 12.

**Data Limitations:** Reported once annually, usually by September.

**Calculations Type:** Noncumulative.

**New Measure:** No.

**Desired Performance:** Higher than target.

#### 2.1.6 PERCENT OF AMERICAN INDIAN STUDENTS PASSING ALL TESTS TAKEN

Definition:	Number of American Indian students in grades 3 through 12 who met standard on all the tests they took, expressed as a percent of American Indian students in grades 3 through 12 who took the tests. The tests for this measure exclude alternate assessments.
Purpose:	To measure performance of American Indian students in grades 3 through 12 on academic assessments.
Data Source:	Student-level data for assessments administered to students. The data are stored in electronic format at the Texas Education Agency.
Method of Calculation:	Count American Indian students in grades 3 through 12 who took at least one test to determine the denominator, and then count American Indian students in grades 3 through 12 who met the standard on all tests they took to determine the numerator. Then, divide the numerator by the denominator and express as a percent. The data will be based on the STAAR assessments in grades 3 through 12.
Data Limitations:	Reported once annually, usually by September.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

#### 2.1.7 PERCENT OF ECONOMICALLY DISADVANTAGED STUDENTS PASSING ALL TESTS TAKEN

Definition:	Number of Economically Disadvantaged students in grades 3 through 12 who met standard on all the tests they took, expressed as a percent of Economically Disadvantaged students in grades 3 through 12 who took the tests. The tests for this measure exclude alternate assessments.
Purpose:	To measure performance of Economically Disadvantaged students in grades 3 through 12 on academic assessments.
Data Source:	Student-level data for assessments administered to students. The data are stored in electronic format at the Texas Education Agency.
Method of Calculation:	Count Economically Disadvantaged students in grades 3 through 12 who took at least one test to determine the denominator, and then count Economically Disadvantaged students in grades 3 through 12 who met the standard on all tests they took to determine the numerator. Then, divide the numerator by the denominator and express as a percent. The data will be based on the STAAR assessments in grades 3 through 12.
Data Limitations:	Reported once annually, usually by September.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

#### 2.1.8 PERCENT OF PACIFIC ISLANDER STUDENTS PASSING ALL TESTS TAKEN

Definition:	Number of Pacific Islander students in grades 3 through 12 who met standard on all the tests they took, expressed as a percent of Pacific Islander students in grades 3 through 12 who took the tests. The tests for this measure exclude alternate assessments.
Purpose:	To measure performance of Pacific Islander students in grades 3 through 12 on academic assessments.
Data Source:	Student-level data for assessments administered to students. The data are stored in electronic format at the Texas Education Agency.
Method of Calculation:	Count Pacific Islander students in grades 3 through 12 who took at least one test to determine the denominator, and then count Pacific Islander students in grades 3 through 12 who met the standard on all tests they took to determine the numerator.

Then, divide the numerator by the denominator and express as a percent. The data will be based on the STAAR assessments in grades 3 through 12.

Data Limitations: Reported once annually, usually by September.  
Calculations Type: Noncumulative.  
New Measure: No.  
Desired Performance: Higher than target.

#### 2.1.9 PERCENT OF GRADES 3 THROUGH 8 STUDENTS PASSING STAAR READING

Definition: Number of all students in grades 3 through 8 who met standard on the STAAR reading test they took, expressed as a percent of all students in grades 3 through 8 who took the STAAR reading test. The reading test for this measure excludes alternate assessments.

Purpose: To measure performance of students in grades 3 through 8 in reading.

Data Source: Student-level data for assessments administered to students. The data are stored in electronic format at the Texas Education Agency.

Method of Calculation: Count all students in grades 3 through 8 who took the STAAR reading test to determine the denominator, and then count all students in grades 3 through 8 who met the standard on the STAAR reading test to determine the numerator. Then, divide the numerator by the denominator and express as a percent.

Data Limitations: Reported once annually.  
Calculations Type: Noncumulative.  
New Measure: No.  
Desired Performance: Higher than target.

#### 2.1.10 PERCENT OF GRADES 3 THROUGH 8 STUDENTS PASSING STAAR MATHEMATICS

Definition: Number of all students in grades 3 through 8 who met standard on the STAAR mathematics test they took, expressed as a percent of all students in grades 3 through 8 who took the STAAR mathematics test. The mathematics test for this measure excludes alternate assessments.

Purpose: To measure performance of students in grades 3 through 8 in mathematics.

Data Source: Student-level data for assessments administered to students. The data are stored in electronic format at the Texas Education Agency.

Method of Calculation: Count all students in grades 3 through 8 who took the STAAR mathematics test to determine the denominator, and then count all students in grades 3 through 8 who met the standard on the STAAR mathematics test to determine the numerator. Then, divide the numerator by the denominator and express as a percent.

Data Limitations: Reported once annually.  
Calculations Type: Noncumulative.  
New Measure: No.  
Desired Performance: Higher than target.

#### 2.1.11 PERCENT OF ALL STUDENTS PASSING ALL WRITING TESTS TAKEN

Definition: Number of all students in grades 4 and 7 who met standard on all the writing tests they took, expressed as a percent of all students in grades 4 and 7 who took the tests. The tests for this measure exclude alternate assessments.

Purpose: To measure performance of all students in grades 4 and 7 on the writing assessments.

Data Source: Student-level data for assessments administered to students. The data are stored in electronic format at the Texas Education Agency.

Method of Calculation: Count all students in grades 4 and 7 who took the STAAR writing tests to determine the denominator, and then count all students in grades 4 and 7 who met the standard

on the STAAR writing test to determine the numerator. Then, divide the numerator by the denominator and express as a percent.

Data Limitations: Reported once annually.  
Calculations Type: Noncumulative.  
New Measure: No.  
Desired Performance: Higher than target.

#### 2.1.12 PERCENT OF ALL STUDENTS PASSING ALL SCIENCE TESTS TAKEN

**Definition:** Number of all students in grades 5 and 8 who met standard on all the science tests they took, expressed as a percent of all students in grades 5 and 8 who took the tests. The tests for this measure exclude alternate assessments.

**Purpose:** To measure performance of all students in grades 5 and 8 on the science assessments.

**Data Source:** Student-level data for assessments administered to students. The data are stored in electronic format at the Texas Education Agency.

**Method of Calculation:** Count all the students in grades 5 and 8 who took the STAAR science tests to determine the denominator, and then count all students in grades 5 and 8 who met the standard on the STAAR science tests to determine the numerator. Then, divide the numerator by the denominator and express as a percent.

Data Limitations: Reported once annually.  
Calculations Type: Noncumulative.  
New Measure: No.  
Desired Performance: Higher than target.

#### 2.1.13 PERCENT OF ALL STUDENTS PASSING ALL SOCIAL STUDIES TESTS TAKEN

**Definition:** Number of all students in grade 8 who met standard on social studies, expressed as a percent of all students in grade 8 who took the test. The tests for this measure exclude alternate assessments.

**Purpose:** To measure performance of all students in grade 8 on the social studies assessment.

**Data Source:** Student-level data for assessments administered to students. The data are stored in electronic format at the Texas Education Agency.

**Method of Calculation:** Count all students in grade 8 who took the STAAR social studies to determine the denominator, and then count all students in grade 8 who met the standard on the STAAR social studies test to determine the numerator. Then, divide the numerator by the denominator and express as a percent.

Data Limitations: Reported once annually.  
Calculations Type: Noncumulative.  
New Measure: No.  
Desired Performance: Higher than target.

#### 2.1.14 PERCENT OF CAMPUSES RECEIVING A DISTINCTION DESIGNATION

**Definition:** Campuses receiving a distinction designation.

**Purpose:** To report outstanding campus academic achievements.

**Data Source:** Accountability system data.

**Method of Calculation:** The number of campuses receiving a distinction designation divided by the total number of campuses receiving a rating.

Data Limitations: None.  
Calculations Type: Noncumulative.  
New Measure: No.  
Desired Performance: Higher than target.



#### 2.1.15 PERCENT OF DISTRICTS RECEIVING A POST-SECONDARY READINESS DISTINCTION DESIGNATION

Definition:	Districts received postsecondary readiness distinctions because their performance met or exceeded the established accountability requirements for postsecondary readiness distinctions.
Purpose:	To report district ratings.
Data Source:	Accountability system data.
Method of Calculation:	The number of districts receiving a postsecondary readiness distinction is divided by the total number of districts that are eligible to receive a rating under the state accountability system.
Data Limitations:	None.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

#### 2.1.16 PERCENT OF CAMPUSES RECEIVING THREE OR MORE DISTINCTION DESIGNATIONS

Definition:	Campuses receiving a distinction designation in at least three distinction areas.
Purpose:	To report outstanding campus academic achievements across multiple areas.
Data Source:	Accountability system data.
Method of Calculation:	The number of campuses receiving three or more distinction designations divided by the total number of campuses.
Data Limitations:	None.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

#### 2.1.17 PERCENT OF DISTRICTS RECEIVING THE LOWEST PERFORMANCE RATING

Definition:	Districts whose performance limits them to the lowest rating in the accountability rating system.
Purpose:	To report district ratings.
Data Source:	Accountability system data.
Method of Calculation:	The number of districts receiving the lowest rating is divided by the total number of districts evaluated under the state accountability system.
Data Limitations:	None.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Lower than target.

#### 2.1.18 PERCENT OF CAMPUSES RECEIVING THE LOWEST PERFORMANCE RATING

Definition:	Campuses whose performance limits them to the lowest rating in the accountability rating system.
Purpose:	To report campus ratings.
Data Source:	Accountability system data.
Method of Calculation:	The number of campuses receiving the lowest rating is divided by the total number of campuses evaluated under the state accountability system.
Data Limitations:	None.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Lower than target.

2.1.19 PERCENT OF CHARTER CAMPUSES RECEIVING THE LOWEST PERFORMANCE RATING

**Definition:** Charter campuses whose performance limits them to the lowest rating in the accountability rating system.

**Purpose:** To report performance for charter campuses.

**Data Source:** Accountability system data.

**Method of Calculation:** The number of charter campuses receiving the lowest rating is divided by the total number of charter campuses evaluated under the state accountability system.

**Data Limitations:** Reported once annually.

**Calculations Type:** Noncumulative.

**New Measure:** No.

**Desired Performance:** Lower than target.

2.1.20 PERCENT OF DISTRICTS THAT RECEIVED A PERFORMANCE RATING OF IMPROVEMENT REQUIRED PERFORMANCE FOR THE FIRST TIME THAT ACHIEVE SUBSEQUENT YEAR RATINGS OF MET STANDARD OR MET ALTERNATIVE STANDARD PERFORMANCE

**Definition:** Texas Education Code (TEC) §39.054 states the commissioner will assign each district a performance rating that reflects met standard or met alternative standard performance or improvement required performance. If a district received a performance rating of improvement required performance for the preceding school year, the commissioner shall notify the district of a subsequent designation. The commissioner shall evaluate against state standards on the basis of the district's performance on the student achievement indicators under TEC §39.053(c). If a district's performance is below any standard it will be identified for sanctions.

**Purpose:** The purpose of the measure is to determine the percent of districts identified with a met standard or met alternative standard performance rating in the subsequent year after having a first year rating of improvement required performance, thereby reflecting performance improvement. In the Senate Bill passed by the 81st Legislature, funds are appropriated to support monitoring and interventions to provide systems of support for districts academic improvement.

**Data Source:** State accountability ratings and the list of districts with a met standard or met alternative standard performance rating provided by the TEA Division of Performance Reporting.

**Method of Calculation:** This measure is calculated annually by determining the percent of districts identified for the first time with a performance rating of improvement required performance in the prior year that achieve a rating of met standard or met alternative standard performance in the subsequent year. The numerator is the total number of districts with a performance rating of improvement required performance in the prior year that achieve a rating of met standard or met alternative standard performance in the subsequent year. The denominator is the total number of districts with a performance rating of improvement required performance in the prior year.

**Data Limitations:** State law requires the use of an external panel to review appeals to the state accountability ratings. Each year, the final state accountability ratings are assigned in mid-October after completion of the appeal review process. The calculation of this measure cannot occur prior to the release of the final ratings. The calculation is affected by changes occurring in the state accountability system.

**Calculation Type:** Noncumulative.

**New Measure:** No.

**Desired Performance:** Higher than target.

2.1.21 PERCENT OF CAMPUSES THAT RECEIVED A PERFORMANCE RATING OF IMPROVEMENT REQUIRED PERFORMANCE FOR THE FIRST TIME THAT ACHIEVE SUBSEQUENT YEAR RATINGS OF MET STANDARD OR MET ALTERNATIVE STANDARD PERFORMANCE

**Definition:** Texas Education Code (TEC) §39.054 states the commissioner will assign each campus a performance rating that reflects met standard or met alternative standard performance or improvement required performance. If a campus received a performance rating of improvement required performance for the preceding school year, the commissioner shall notify the campus of a subsequent designation. The commissioner shall evaluate against state standards on the basis of the campus performance on the student achievement indicators under TEC §39.053(c). If a campus performance is below any standard, it will be identified for sanctions.

**Purpose:** The purpose of the measure is to determine the percent of campuses identified with a met standard or met alternative standard performance rating in the subsequent year after having a first year rating of improvement required performance, thereby reflecting performance improvement. In the Senate Bill passed by the 81st Legislature funds are appropriated to support monitoring and interventions to provide systems of support for campus academic improvement.

**Data Source:** State accountability ratings and the list of campuses with a met standard or met alternative standard performance rating provided by the TEA Division of Performance Reporting.

**Method of Calculation:** This measure is calculated annually by determining the percent of campuses identified for the first time with a performance rating of improvement required performance in the prior year that achieve a rating of met standard or met alternative standard performance or higher in the subsequent year. The numerator is the total number of campuses with a performance rating of improvement required performance in the prior year that achieve a rating of met standard or met alternative standard performance in the subsequent year. The denominator is the total number of campuses with a performance rating of improvement required performance in the prior year.

**Data Limitations:** State law requires the use of an external panel to review appeals to the state accountability ratings. Each year, the final state accountability ratings are assigned in mid-October after completion of the appeal review process. The calculation of this measure cannot occur prior to the release of the final ratings. The calculation is affected by changes occurring in the state accountability system.

**Calculation Type:** Noncumulative.

**New Measure:** No.

**Desired Performance:** Higher than target.

2.1.22 PERCENT OF CAMPUSES THAT ACHIEVED A MET STANDARD OR MET ALTERNATIVE STANDARD RATING IN THE STATE ACCOUNTABILITY SYSTEM IN THE SUBSEQUENT YEAR OF ALL CAMPUSES REQUIRED TO IMPLEMENT A TURNAROUND PLAN.

**Definition:** Texas Education Code (TEC) §39.107 states if a campus has been assigned a campus performance rating of improvement required performance for two consecutive school years, the commissioner shall order the campus to prepare and submit a campus turnaround plan, which is required to be implemented the following year, if the campus receives an additional rating of Improvement Required.

**Purpose:** The purpose of the measure is to determine the percent of campuses assigned a met standard or met alternative standard performance rating in the subsequent year of all campuses required to implement a turnaround plan

**Data Source:** State accountability ratings and the list of campuses provided by the TEA Division of Performance Reporting.

**Method of Calculation:** This measure is calculated annually by determining the percent of campuses assigned a met standard or met alternative standard performance rating the year after implementing a turnaround plan. The numerator is the number of campuses required to implement a turnaround plan that achieve a met standard or met alternative standard rating in the subsequent year. The denominator is the total number of campuses required to implement a turnaround plan the prior year.

**Data Limitations:** State law requires the use of an external panel to review appeals to the state accountability ratings. Each year, the final state accountability ratings are assigned in mid-October after completion of the appeal review process. The calculation of this measure cannot occur prior to the release of the final ratings.

**Calculation Type:** Noncumulative.

**New Measure:** No.

**Desired Performance:** Higher than target.

#### 2.1.23 PERCENT OF GRADUATES WHO TAKE THE SAT OR ACT

**Definition:** The number of graduates taking the ACT and/or SAT will be reported as a percentage of all graduates, and is reported as required by TEC §39.301(c)(2).

**Purpose:** To report the percent of graduates who take the ACT and/or SAT.

**Data Source:** PEIMS and test data. PEIMS submissions from districts: 101 (demographic) records; 203 (leaver) records; 400 (attendance) records; and 020 (campus) records.

**Method of Calculation:** The number of graduates taking the ACT and/or SAT is divided by the total number of graduates.

**Data Limitations:** Reported once annually. Prior year data reported.

**Calculations Type:** Noncumulative.

**New Measure:** No.

**Desired Performance:** Higher than target.

#### 2.1.24 PERCENT OF HIGH SCHOOL GRADUATES MEETING TEXAS SUCCESS INITIATIVE READINESS STANDARDS

**Definition:** Of the Texas public high school graduates who enrolled in a Texas public college or university, the percent who met Texas Success Initiative (TSI) readiness standards in all three subject areas (mathematics, reading, and writing) and who did not require developmental education.

**Purpose:** This measure provides an indication of the students who graduate from the Texas Public Education system intending to attend college and who demonstrate academic skills sufficient to attend college.

**Data Source:** Data is from the latest cohort (fall/spring/summer high school graduates) as reported annually by the institutions to the Texas Education Agency (PEIMS) and Texas Higher Education Coordinating Board (CBM001 and CBM002) and compiled by the Educational Data Center. EDC provides the Center for College Readiness reports based on this data by matching the PEIMS graduates with the CBM002 to determine those students who met state readiness standards on the TSI assessment.

**Method of Calculation:** (1) Take the number of fall/spring/summer high school graduates (from PEIMS) who enrolled in a Texas public college or university. (2) Of those students, determine the number exempt from the TSI Assessment in all three subject areas based on performance on an allowable academic test (SAT, ACT, or End-of-Course) or (3) were exempt in none, one or two subject area(s) on an allowable academic test but met state readiness standards on the TSI Assessment in all subject areas where not exempt. (4) Add #2 and #3. (5) Divide #4 by #1 to determine percent of students who did not require developmental education.

**Data Limitations:** Data is reported to TEA and the THECB by the institutions. This measure does not include students enrolling in Texas non-public and out-of-state institutions. Some

students defer testing for documented reasons. Data does not include non-exempt Texas public high school graduates who do not take the test.

Calculations Type: Noncumulative.  
New Measure: No.  
Desired Performance: Higher than target.

#### 2.1.25 PERCENT OF DISTRICTS EARNING AN OVERALL A OR B RATING.

Definition: The percent of districts who earned an overall rating of A or B.  
Purpose: To evaluate school district and campus performance as specified in TEC §39.054 (a).  
Data Source: PEIMS, STAAR  
Method of Calculation: The number of districts with an overall rating of A or B divided by the total number of districts assigned an accountability rating.  
Data Limitations: Reported annually. Current year and prior year data.  
Calculation Type: Noncumulative.  
New Measure: Yes.  
Desired Performance: Higher than target.

#### 2.1.26 PERCENT OF CAMPUSES EARNING AN OVERALL A OR B RATING.

Definition: The percent of campuses who earned an overall rating of A or B.  
Purpose: To evaluate school district and campus performance as specified in TEC §39.054 (a).  
Data Source: PEIMS, STAAR  
Method of Calculation: The number of campuses with an overall rating of A or B divided by the total number of campuses assigned an accountability rating.  
Data Limitations: Reported annually. Current year and prior year data.  
Calculation Type: Noncumulative.  
New Measure: Yes.  
Desired Performance: Higher than target.

#### 2.1.27 PERCENT OF DISTRICTS EARNING AN A OR B RATING IN DOMAINS 1 (STUDENT ACHIEVEMENT), 2 (STUDENT PROGRESS) AND 3 (CLOSING THE PERFORMANCE GAPS).

Definition: The percent of districts who earned an A or B rating in Domain 1, 2 and 3.  
Purpose: To evaluate school district and campus performance as specified in TEC §39.054 (a).  
Data Source: PEIMS, STAAR  
Method of Calculation: The number of districts that earned rating of A or B in Domain 1, Domain 2, and Domain 3 divided by the total number of districts assigned an accountability rating in Domain 1, Domain 2, and Domain 3.  
Data Limitations: Reported annually. Current year and prior year data.  
Calculation Type: Noncumulative.  
New Measure: Yes.  
Desired Performance: Higher than target.

#### 2.1.28 PERCENT OF CAMPUSES EARNING AN A OR B RATING IN DOMAINS 1 (STUDENT ACHIEVEMENT), 2 (STUDENT PROGRESS) AND 3 (CLOSING THE PERFORMANCE GAPS).

Definition: The percent of campuses that earned an A or B rating in Domains 1, 2 and 3.  
Purpose: To evaluate school district and campus performance as specified in TEC §39.054 (a).  
Data Source: PEIMS, STAAR

Method of Calculation: The number of campuses that earned rating of A or B in Domain 1, Domain 2, and Domain 3 divided by the total number of campuses assigned an accountability rating in Domain 1, Domain 2, and Domain 3.

Data Limitations: Reported annually. Current year and prior year data.

Calculation Type: Noncumulative.

New Measure: Yes.

Desired Performance: Higher than target.

*Output Measures—Goal 2, Objective 1, Strategy 1*

2.1.1.1 NUMBER OF CAMPUSES RECEIVING THE LOWEST PERFORMANCE RATING FOR TWO OUT OF THE THREE MOST RECENT RATED YEARS

Definition: Number of campuses receiving the lowest rating for two out of the three most recent rated years.

Purpose: To report campus improvement.

Data Source: Accountability system data.

Method of Calculation: The three most recent years of ratings are analyzed to determine the number of campuses receiving the lowest rating in any two of these three years.

Data Limitations: Data for this measure is available in the fourth quarter of the fiscal year.

Calculations Type: Noncumulative.

New Measure: No.

Desired Performance: Lower than target.

2.1.1.2 NUMBER OF DISTRICTS RECEIVING THE LOWEST PERFORMANCE RATING FOR TWO OUT OF THE THREE MOST RECENT RATED YEARS

Definition: Number of districts receiving the lowest rating for two out of the three most recent rated years.

Purpose: To report district improvement.

Data Source: Accountability system data.

Method of Calculation: The three most recent years of ratings are analyzed to determine the number of districts receiving the lowest rating in any two of these three years.

Data Limitations: Data for this measure is available in the fourth quarter of the fiscal year.

Calculations Type: Noncumulative.

New Measure: No.

Desired Performance: Lower than target.

2.1.1.3 NUMBER OF LOCAL EDUCATION AGENCIES PARTICIPATING AT THE MOST EXTENSIVE INTERVENTION STAGE BASED ON PBMAS RESULTS

Definition: In response to House Bill 3459 (passed during the 78th legislative session), the agency developed a performance-based monitoring system to replace the former District Effectiveness and Compliance (DEC) monitoring system. Two components of the system are (1) the Performance-Based Monitoring Analysis System (PBMAS), which generates annual reports of LEAs' performance on a series of indicators and (2) an interventions framework which requires LEAs with the greatest degree of performance concern to engage in a series of graduated interventions that are focused on continuous improvement planning. This measure reports the annual number of LEAs participating at the most extensive intervention stage based on their PBMAS results.

Purpose: The purpose of this measure is to identify an increase or decrease in the annual number of LEAs participating at the most extensive intervention stage based on their PBMAS results. The PBMAS consists of key indicators of performance and program

effectiveness that are used to identify LEAs in need of monitoring intervention(s). The agency will engage with LEAs identified through the PBMAS by implementing graduated interventions which are based on the LEA's level of performance and the degree to which that performance varies from established standards.

Data Source:	PEIMS and student assessment data used in each year's PBMAS.
Method of Calculation:	The PBMAS includes performance-based indicators for each of the following program areas: bilingual education/English as a Second Language, career and technical education, special education, and No Child Left Behind. These indicators evaluate a variety of measures, including student performance on statewide assessments and dropout rates. Each LEA's performance on a PBMAS indicator is used to determine LEAs' assigned stage of monitoring intervention. Monitoring interventions range from least extensive to most extensive.
Data Limitations:	Ongoing targets may be difficult to predict and may not be stable because of (a) the phase-in of higher standards in the PBMAS State of Texas Assessment of Academic Readiness (STAAR) indicators and its potential effect on the number of districts not meeting the standard; (b) the significant development/re-development that occurs, in the statewide assessment program; and (c) the impact of other changes in state and federal law that may have effects on the PBMAS that can't be anticipated at this time.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Lower than target.

## **EXPLANATORY MEASURES**

### **2.1.1.1 PERCENT OF ANNUAL UNDERREPORTED STUDENTS IN THE LEAVER SYSTEM**

Definition:	The denominator is the sum across districts of cumulative totals of students enrolled in Grades 7-12 during the school year. Enrollment, attendance, cumulative graduate, TxCHSE, and leaver files are searched to determine students accounted for in each district. Students not accounted for through agency or district records are counted as underreported. The numerator is the statewide sum of unduplicated underreported student records. The result is reported as a percentage.
Purpose:	Policymakers and members of the public depend on district reporting of dropouts from Texas public schools. The accuracy of the dropout data provided to policy makers and members of the public depends on the quality of district reporting. Students not accounted for, or underreported student records, compromise the quality of dropout and leaver data available. Measuring and reporting percent of underreported records enables the agency to monitor and encourage improvements in data quality, and enables policymakers and members of the public to assess the quality of the information.
Data Source:	All data are submitted by school districts to the agency through the Public Education Information Management System (PEIMS). The following PEIMS records are accessed: 101 (demographic and enrollment status) records; 110 (enrollment) records; 203 (leaver) records; 400 and 500 (attendance) records; and TxCHSE database.
Method of Calculation:	The denominator is the sum across districts of cumulative totals of students enrolled in Grades 7-12 during the school year. Enrollment, attendance, cumulative graduate, TxCHSE, and leaver files are searched to determine students accounted for in each district. Students not accounted for through agency or district records are counted as underreported. The numerator is the statewide sum of unduplicated underreported student records. The result is reported as a percentage.

**Data Limitations:** The method of calculation requires that student enrollment and attendance records submitted for a school year be matched to enrollment and leaver records submitted the following school year. In some cases, matches cannot be made because errors have been made in student identification fields. Students whose records are present in both years but fail to match will be included in the count of underreported students. Although these records do indicate flaws in data quality, they do not represent failures of districts to report on the whereabouts of students.

**Calculations Type:** Noncumulative.

**New Measure:** No.

**Desired Performance:** Lower than target.

**Outcome Measures—Goal 2, Objective 2**

**2.2.1 ANNUAL DRUG USE AND VIOLENCE INCIDENT RATE ON SCHOOL CAMPUSES, PER 1,000 STUDENTS**

**Definition:** The rate of incidents of on-campus drug use and violence, per one thousand students, as reported by the districts to the agency.

**Purpose:** Districts receiving funds under ESSA, Title IV, Part A, Student Support and Academic Enrichment Grants should be able to demonstrate a decrease in their incident rates.

**Data Source:** PEIMS (425) records, Discipline Reasons 02, 04, 05, 06, 07, 08, 11, 13, 14, 16, 17, 18, 19, 22, 26, 27, 28, 29, 30, 31, 32, 33, 34, 36, 37, 41, 46, 47, 48, 49 and 59.

**Method of Calculation:** The number of incidents reported statewide will be multiplied by the state's total enrollment, and that number will be multiplied by 1000.

**Data Limitations:** Data is self-reported by school districts and may be over- or under reported. Also, the PEIMS 425 Record in its current format may not give an exact count for this measure, since some incidents of on-campus drug use or violence may not be covered by the codes listed above. The codes listed are as thorough a list as possible without including discipline incidents not concerning drug use or violence.

**Calculations Type:** Noncumulative.

**New Measure:** No.

**Desired Performance:** Lower than target.

**2.2.2 PERCENT OF INCARCERATED STUDENTS WHO COMPLETE THE LITERACY LEVEL IN WHICH THEY ARE ENROLLED**

**Definition:** Percent of offenders who complete the current literacy level of enrollment.

**Purpose:** To assess student performance in adult education.

**Data Source:** Windham student databases.

**Method of Calculation:** Computer searches database for offenders who have advanced to the next grade level based on TABE (Test for Adult Basic Education) scores, achieved college/career readiness scores on TABE tests, earned a high school diploma, or passed a state-adopted high school equivalency test; or offenders enrolled in Lit 1 Reading who attained a Reading score greater than or equal to 5.0; or offenders enrolled in English as a Second Language (ESL) who attained NP EA Reading score greater than or equal to 40.

**Data Limitations:** Search methodology.

**Calculations Type:** Noncumulative.

**New Measure:** No.

**Desired Performance:** Higher than target.



### 2.2.3 PERCENT OF OFFENDERS RELEASED DURING THE YEAR SERVED BY WINDHAM

Definition:	To report the percent of offenders released during the year who have been served by a Windham education program.
Purpose:	To assess educational opportunities available to Windham inmates.
Data Source:	Computer query of Texas Department of Criminal Justice (TDCJ) database and Windham School District database.
Method of Calculation:	The total number of offenders released during the year who received Windham services divided by the number of releases for the year.
Data Limitations:	Search methodology.
Calculation Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

### 2.2.4 PERCENT OF STUDENTS EARNING THEIR TEXAS CERTIFICATE OF HIGH SCHOOL EQUIVALENCY OR ACHIEVING A HIGH SCHOOL DIPLOMA—WINDHAM

Definition:	The percentage of students enrolled in Windham Educational Programs or participating in a High School Diploma program that earned their Texas Certificate of High School Equivalency or achieved a High School Diploma in a state fiscal year.
Purpose:	To assess the educational attainment of student participants
Data Source:	Windham School District Achievements database.
Method of Calculation:	A count of the number of students in the Windham Educational Programs that earn the Texas Certificate of High School Equivalency plus the number of students in a high school diploma program who earn a high school diploma during the fiscal year divided by the total number of students in the Windham Educational Programs that have taken tests towards earning a Texas Certificate of High School Equivalency plus the number of students in a high school diploma program who earn a high school diploma during the fiscal year. These numbers are attained from the Windham School District Achievements Database and reported annually. [NOTE: To be reported as a combined percentage for data aggregation purposes; individual numerator/denominator to be requested for the two programs.]
Data Limitations:	Reported annually.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

### 2.2.5 PERCENT OF CAREER AND TECHNICAL COURSE COMPLETIONS—WINDHAM

Definition:	This measure counts the percent of offenders who complete a Career and Technical Education (CTE) course who are awarded a career and technical certificate by the Windham School District in a state fiscal year.
Purpose:	To assess the educational attainment of the Windham inmates in career and technical education.
Data Source:	Windham School District database.
Method of Calculation:	The numerator is the number of participants that complete a CTE course and receive a Certificate during a fiscal year. The denominator is the number of participants that completed or dropped from the program during a fiscal year.
Data Limitations:	None.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

2.2.6 PERCENT OF SUCCESSFUL COURSE COMPLETIONS THROUGH THE TEXAS VIRTUAL SCHOOL NETWORK STATEWIDE COURSE CATALOG

**Definition:** This measure reflects the percent of online courses offered through the Texas Virtual School Network Statewide Course Catalog that were successfully completed by Texas students. An individual course represents a one-half credit course taken in the fall, spring, or summer within a school year. Successful completion is defined as earning credit for the course.

**Purpose:** The purpose of this measure is to show the percent of TxVSN statewide catalog courses that were successfully completed by students during the preceding school year.

**Data Source:** Reports from the registration system operated by the Texas Virtual School Network Central Operations located at Education Service Center, Region 10.

**Method of Calculation:** The measure is calculated by dividing the total number of successful course completions from the fall, spring, and summer semesters of an academic year by the total number of TxVSN course enrollments as the end of the official drop period for that academic year.

**Data Limitations:** The data is reported to the TEA from TxVSN central operations at ESC Region 10 and is limited by incomplete or late information received from course providers.

**Calculations Type:** Noncumulative.

**New Measure:** No.

**Desired Performance:** Higher than target.

2.2.7 PERCENT OF DISTRICT INSTRUCTIONAL MATERIALS ALLOTMENT (IMA) PURCHASES RELATED TO INSTRUCTIONAL MATERIALS

**Title:** Percent of District Instructional Materials Allotment (IMA) Purchases Related to Instructional Materials

**Strategy:** B.2.1., Technology/Instructional Materials

**Type:** Outcome Measure

**Definition:** This measure reflects the percentage of district instructional materials allotment (IMA) purchases related to instructional materials including consumables, bilingual education materials, supplemental instructional materials, and college preparatory materials.

**Purpose:** The purpose of this measure is to identify the percentage of the IMA that is spent statewide on instructional materials.

**Data Source:** EMAT

**Method of Calculation:** The measure is calculated by dividing the amount of IMA funding spent statewide on instructional materials by the total amount of IMA funding spent by districts and charter schools in a given year.

**Data Limitations:** None

**Calculation Type:** Noncumulative

**New measure:** Yes

**Desired Performance:** Higher than target.

2.2.8 PERCENT OF DISTRICT INSTRUCTIONAL MATERIALS ALLOTMENT (IMA) PURCHASES RELATED TO TECHNOLOGY

**Title:** Percent of District Instructional Materials Allotment (IMA) Purchases Related to Technology

**Strategy:** B.2.1., Technology/Instructional Materials

**Type:** Outcome Measure

**Definition:** This measure reflects the percentage of district instructional materials allotment (IMA) purchases related to technology including equipment.

**Purpose:** The purpose of this measure is to identify the percentage of the IMA that is spent statewide on technology.

Data Source: EMAT  
 Method of Calculation: The measure is calculated by dividing the amount of IMA funding spent statewide on technology by the total amount of IMA funding spent by districts and charter schools in a given year.  
 Data Limitations: None  
 Calculation Type: Noncumulative  
 New measure: Yes  
 Desired Performance: Higher than target.

2.2.9 PERCENT OF DISTRICT INSTRUCTIONAL MATERIALS ALLOTMENT (IMA) PURCHASES RELATED TO SUPPORT MATERIAL TECHNOLOGY PERSONNEL

Title: Percent of District Instructional Materials Allotment (IMA) Purchases Related to Support Material Technology Personnel  
 Strategy: B.2.1., Technology/Instructional Materials  
 Type: Outcome Measure  
 Definition: This measure reflects the percentage of district instructional materials allotment (IMA) purchases related to support material/technology personnel.  
 Purpose: The purpose of this measure is to identify the percentage of the IMA that is spent statewide on support material/technology personnel.  
 Data Source: EMAT  
 Method of Calculation: The measure is calculated by dividing the amount of IMA funding spent statewide on support material/technology personnel by the total amount of IMA funding spent by districts and charter schools in a given year.  
 Data Limitations: None  
 Calculation Type: Noncumulative  
 New measure: Yes  
 Desired Performance: Higher than target.

*Output Measures—Goal 2, Objective 2, Strategy 1*

2.2.1.1 NUMBER OF COURSE ENROLLMENTS THROUGH THE TEXAS VIRTUAL SCHOOL NETWORK STATEWIDE COURSE CATALOG

Definition: This measure reflects the number of online course enrollments by Texas students through the Texas Virtual School Network Statewide Course Catalog. An individual course represents a one-half credit course taken in the fall, spring, or summer within a school year.  
 Purpose: The purpose of this measure is to show the rate at which students enroll in online courses offered through the Texas Virtual School Network Statewide Course Catalog.  
 Data Source: Reports from the registration system operated by the Texas Virtual School Network Central Operations located at Education Service Center, Region 10.  
 Method of Calculation: The measure is calculated by summing the number of TxVSN Statewide Course Catalog course enrollments from the fall, spring, and summer semesters of an academic year as of the end of the official drop period for each semester.  
 Data Limitations: The number of course enrollments is limited by the level of funding available to the LEAs for use in paying course costs.  
 Calculations Type: Cumulative.  
 New Measure: No.  
 Desired Performance: Higher than target.

## Output Measures—Goal 2, Objective 2, Strategy 2

### 2.2.2.1 NUMBER OF REFERRALS IN DISCIPLINARY ALTERNATIVE EDUCATION PROGRAMS (DAEPs)

Definition:	This is the number of students referred to a TEC §37.008 Disciplinary Alternative Education Program (DAEP).
Purpose:	Use of DAEPs is an essential aspect of a safe schools strategy.
Data Source:	TEA's data; PEIMS 425 Record.
Method of Calculation:	This measure counts referrals of students, and is a duplicated count of students referred in the prior school year. One student may be referred to a TEC §37.008 DAEP more than once during the school year.
Data Limitations:	Data is self-reported by school districts and may be over or under reported. Data is collected once a year by TEA. Data reported reflect referrals in the prior year.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Lower than target.

### 2.2.2.2 NUMBER OF STUDENTS IN DAEPs

Definition:	This is the number of students served by a TEC §37.008 Disciplinary Alternative Education Program (DAEP).
Purpose:	Use of Disciplinary Alternative Education Programs is an essential aspect of a safe schools strategy.
Data Source:	PEIMS 425 Record Report.
Method of Calculation:	This measure counts un-duplicated referrals of students, and is a count of students referred in the prior school year. One student will be counted once during the school year, no matter how many times the student is sent to the TEC §37.008 DAEP in that year.
Data Limitations:	Data is collected once a year by TEA. Data is self-reported by school districts and reflects student referrals in the prior school year.
Calculations Type:	Noncumulative.
New Measure:	No
Desired Performance:	Lower than target.

### 2.2.2.3 NUMBER OF LEAs PARTICIPATING IN MONITORING INTERVENTIONS RELATED TO DISCIPLINE DATA AND PROGRAMS

Definition:	This measure reports the number of LEAs requiring intervention as identified by the performance-based and/or discipline data integrity monitoring systems. In response to TEC §37.008(m-1) and §7.028(a)(3)(A), the agency has developed a process for electronically evaluating LEAs' discipline data, including disciplinary alternative education program data. The system is designed to identify LEAs that have a high probability of having inaccurate discipline data, of failing to comply with Chapter 37, Texas Education Code requirements, and/or of disproportionately placing/removing certain student groups to disciplinary settings.
Purpose:	The purpose of the measure is to identify an increase or decrease in the number of LEAs participating in the performance-based monitoring system for reasons related to student discipline and/or the discipline data validation monitoring system on a year to year basis. The PBM system uses key indicators of program effectiveness and data accuracy, to identify LEAs in need of monitoring intervention(s). The agency monitors LEAs identified through the system by implementing graduated interventions which are based on the LEA's level of performance and/or data concern and the degree to which that performance and/or data concern varies from established standards.
Data Source:	PEIMS data used in each year's PBMAS and data validation systems.

**Method of Calculation:** Indicators pertaining specifically to an LEA's discipline data and practices are used to determine districts' assigned level of intervention. Interventions range from least extensive to most extensive. LEAs are identified through indicators in the discipline data validation system and PBMAS for special education. The PBMAS for special education currently includes three indicators related to disciplinary removals. LEAs are evaluated on these discipline and program area indicators on an annual basis, and performance levels are assigned based on the extent to which each LEA's performance or data concern varies from established standards.

**Data Limitations:** Ongoing targets may be difficult to predict and may not be stable because of (a) ongoing consideration of discipline issues in interim Legislative charges and possible legislative changes to Chapter 37 of the Texas Education Code; (b) potential changes to the PEIMS 425 record; and (c) the impact of other changes in state and federal law that may have effects on the PBMAS and data integrity indicators that can't be anticipated at this time.

**Calculations Type:** Noncumulative.

**New Measure:** No.

**Desired Performance:** Lower than target.

*Output Measures—Goal 2, Objective 2, Strategy 3*

2.2.3.1 AVERAGE NUMBER OF SCHOOL LUNCHES SERVED DAILY

**Definition:** This measure is defined as average daily participation (ADP) in the National School Lunch Program (NSLP).

**Purpose:** To report the average number of students served by the school lunch program.

**Data Source:** A monthly reimbursement claim form received from each school district participating in the NSLP. The relevant data is entered monthly into an agency computer subsystem, which subsequently provides monthly reports, on request, which identify statewide NSLP participation (ADA, ADP, etc.).

**Method of Calculation:** This is calculated by dividing the total number of reimbursable school lunches served by the total number of days schools are operational in a given month. Individual monthly data is discrete; however, when two or more month's data are accumulated, moving averages result. Only the first three quarters of the fiscal year are used in determining annual performance since, for the most part, schools are not in operation during the summer (fourth quarter) and use of summer data skews annual data significantly.

**Data Limitations:** None.

**Calculations Type:** Noncumulative.

**New Measure:** No.

**Desired Performance:** Higher than target.

2.2.3.2 AVERAGE NUMBER OF SCHOOL BREAKFASTS SERVED DAILY

**Definition:** This measure is defined as Average Daily Participation (ADP) in the National School Breakfast Program (NSBP).

**Purpose:** To report the average number of students served by the school breakfast program.

**Data Source:** A monthly reimbursement claim form received from each school district participating in the NSBP. The relevant data is entered monthly into an agency computer subsystem, which subsequently provides monthly reports, on request, which identify statewide NSBP participation (ADA, ADP, etc.).

**Method of Calculation:** This measure is calculated by dividing the total number of reimbursable school breakfasts served by the total number of days schools are operational in a given month. Individual monthly data is discrete; however, when two or more month's data

are accumulated, moving averages result. Only the first three quarters of the fiscal year are used in determining annual performance since, for the most part, schools are not in operation during the summer (fourth quarter) and use of summer data skews annual data significantly.

Data Limitations: None.  
Calculations Type: Noncumulative.  
New Measure: No.  
Desired Performance: Higher than target.

#### *Output Measures—Goal 2, Objective 2, Strategy 4*

##### 2.2.4.1 NUMBER OF CONTACT HOURS RECEIVED BY INMATES WITHIN THE WINDHAM SCHOOL DISTRICT

**Definition:** This measure gives the total number of contact hours per year received by inmates at campuses within the Windham School District.  
**Purpose:** To identify the number of contact hours delivered in Windham School District.  
**Data Source:** Windham attendance database.  
**Method of Calculation:** The entries for eligible inmates in the official Windham attendance database are summed daily for each campus. The best 180 days of school attendance for each campus are summed to give the total number of contact hours for the year.  
**Data Limitations:** The data is available at the end of the 4th quarter.  
**Calculation Type:** Noncumulative.  
**New Measure:** No.  
**Desired Performance:** Higher than target.

##### 2.2.4.2 NUMBER OF OFFENDERS EARNING A TEXAS CERTIFICATE OF HIGH SCHOOL EQUIVALENCY OR EARNING A HIGH SCHOOL DIPLOMA

**Definition:** The number of offenders earning a Texas Certificate of High School Equivalency or earning a high school diploma in a state fiscal year.  
**Purpose:** To assess the educational attainment of Windham inmates.  
**Data Source:** Windham School District Achievements database.  
**Method of Calculation:** A count of the number of offenders who earned a Certificate of High School Equivalency or earned a high school diploma during the fiscal year is attained from the Windham School District Achievements Database and reported quarterly.  
**Data Limitations:** None.  
**Calculations Type:** Cumulative.  
**New Measure:** No.  
**Desired Performance:** Higher than target.

##### 2.2.4.3 NUMBER OF STUDENTS SERVED IN ACADEMIC TRAINING –WINDHAM

**Definition:** The number of students served by a Windham Academic Educational Program in the State Fiscal Year. Academic Training refers to all non-Career and Technical programs.  
**Purpose:** To assess the number of students utilizing a Windham Academic Educational Program during the State Fiscal Year.  
**Data Source:** Windham School District database.  
**Method of Calculation:** A count of the number of students that are enrolled in a Windham Academic Educational Program, including high school diploma program participants during the fiscal year. These numbers are attained from the Windham School District Attendance Database and reported annually.  
**Data Limitations:** Reported once annually.  
**Calculations Type:** Noncumulative.

New Measure: No.  
Desired Performance: Higher than target.

#### 2.2.4.4 NUMBER OF STUDENTS SERVED IN CAREER AND TECHNICAL TRAINING—WINDHAM

Definition: The number of secondary students who participate in career and technical education courses in a state fiscal year.  
Purpose: To assess the number of students utilizing Windham career and technical education during the state fiscal year.  
Data Source: Windham School District database.  
Method of Calculation: A count of the number of students that are enrolled in Windham career and technical education during the fiscal year. These numbers are obtained from the Windham School District Attendance Database and reported annually.  
Data Limitations: None.  
Calculation Type: Noncumulative.  
New Measure: No.  
Desired Performance: Higher than target.

#### 2.2.4.5 NUMBER OF CAREER AND TECHNICAL INDUSTRY CERTIFICATIONS EARNED BY WINDHAM STUDENTS

Definition: To report the number of Career and Technical Education (CTE) industry-recognized and endorsed certificates earned by offenders in a school year.  
Purpose: To assess the educational attainment of the Windham offenders participating in Career and Technical Education and their preparedness for the workforce.  
Data Source: Windham School District database.  
Method of Calculation: A count of the total number of CTE industry certifications earned by Windham participants in a school year.  
Data Limitations: Timely receipt and entry of data.  
Calculation Type: Noncumulative.  
New Measure: No.  
Desired Performance: Higher than target

### **EFFICIENCY MEASURE—GOAL 2, OBJECTIVE 2, STRATEGY 4**

#### 2.2.4.1 AVERAGE COST PER CONTACT HOUR IN THE WINDHAM SCHOOL DISTRICT

Definition: The average cost per contact hour in the Windham School District.  
Purpose: To report the cost to serve Windham inmates.  
Data Source: Windham attendance database and Windham accounting system.  
Method of Calculation: The official Windham attendance database is used to compute the average cost per contact hour. It is computed by dividing the total contact hours, accumulating the best 180 days of instruction over the entire year, into the total expenditures by the district.  
Data Limitations: The data is available at the end of the 4th quarter.  
Calculations Type: Noncumulative.  
New Measure: No.  
Desired Performance: Lower than target.

### **Outcome Measures—Goal 2, Objective 3**

#### 2.3.1 TURNOVER RATE FOR TEACHERS

Definition: Average district turnover rate for teachers in the State of Texas.

Purpose:	Teacher turnover can be viewed as one indicator of the relative health of the Texas Education System. Presumably, the lower the turnover rate, the more stability in the educational setting, a feature assumed to promote improved student performance.
Data Source:	The source is PEIMS, Fall Submission, for the two years used in the calculation. The district turnover rate for teachers is published annually in the performance reports required by TEC §39.306.)
Method of Calculation:	Turnover rate for teachers is the total FTE count of teachers not employed in the district in the fall of the current year who were employed as teachers in the district in the fall of the previous year, divided by the total teacher FTE count for the fall of the previous year. Social security numbers of reported teachers are compared from the two semesters to develop this information. Staff members who remain employed in the district but not as teachers are counted as teacher turnover. At the state-level, this measure is the sum of all the district turnover FTE values divided by the sum of the district prior year teacher FTEs. That is, the state-level turnover rate is weighted average of the district turnover rates. The state value is a measure of average district turnover in Texas.
Data Limitations:	The only data limitations are directly related to the accuracy of the data provided by the districts. It is an annual calculation only. This measure is published on the Texas Academic Performance Reports in the fall and represents information about the prior school year.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Lower than target.

### 2.3.2 PERCENT OF ORIGINAL GRANT APPLICATIONS PROCESSED WITHIN 90 DAYS

Definition:	Percent of original grant applications from applicants that are processed within a 90-day cycle as determined from calendar days, not business days.
Purpose:	The measure provides information as to whether TEA is processing grant applications for grantees in a timely manner.
Data Source:	All grant processing information will be tracked by the Division of Grants Administration. Paper grant applications will be tracked in an Access database and eGrant applications will be tracked in Workflow.
Method of Calculation:	The beginning date for competitive grants is defined as the date the commissioner or commissioner's designee approves the selection of the application for funding (via written funding recommendation memo), while noncompetitive grant applications begin the day the application is received at TEA. Both types of grants will be considered completed as of the date the NOGA is approved. The total number of original grants that are completed in less than or equal to 90 calendar days will be divided by the total number of grants processed for grantees. Multiply this number by 100 to determine the percentage of grants that were completed within 90 calendar days.
Data Limitations:	There is not a single data source for tracking and logging grant actions and progress through the award cycle due to the fact that some grants are in eGrants and others are in paper.
Calculation Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.



### 2.3.3 TEA TURNOVER RATE

Definition:	The TEA annualized turnover rate compares the year-to-date separations (vacated positions) in a given fiscal year to the average headcount (filled positions) for the fiscal year.
Purpose:	The structure of TEA depends on a lower TEA turnover rate to provide more stability and quality of service to its customers including School Districts, Education Service Centers, etc.
Data Source:	Month end data downloaded from USPS.
Method of Calculation:	Total year-to-date number of separations (vacated positions) for the fiscal year is divided by the average headcount (filled positions) in a 12-month period beginning September through August.
Data Limitations:	The average filled positions for each month may vary slightly throughout the fiscal year.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Lower than target.

### 2.3.4 PERCENT OF TEACHERS WHO ARE CERTIFIED

Definition:	The percent of individuals identified as teachers during the current academic year who hold a standard, provisional, probationary, one-year, or professional certificate.
Purpose:	This measure attempts to distinguish between individuals serving as teachers who are certified and those who are not certified.
Data Source:	The Social Security Number (SSN) is obtained from the Public Education Information Management System (PEIMS) demographic data and matched to staff responsibilities to identify teachers (roles 025, 029, and 047). The SSN is compared to ITS Certification data to determine what certificate, if any, is held. The sum of full-time equivalents (FTE) for staff responsibilities is calculated for all teachers whose SSNs are found on both data sources and who hold a standard, provisional, probationary, one-year, or professional certificate. Data is imported into Interactive Reports.
Method of Calculation:	The numerator is the number of FTEs for teachers identified in PEIMS for the current academic year who hold a standard, provisional, probationary, one-year, or professional certificate. The denominator is the total FTE for teachers reported in PEIMS for the current academic year. The result is multiplied by 100 to obtain a percentage.
<b>Data Limitations:</b>	None.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

### 2.3.5 PERCENT OF TEACHERS WHO ARE EMPLOYED/ASSIGNED TO TEACHING POSITIONS FOR WHICH THEY ARE CERTIFIED

Definition:	The percent of active teachers who hold a standard, provisional, probationary, one-year, or professional certificate and who are assigned in compliance with State Board for Educator Certification (SBEC) rules.
Purpose:	This measure attempts to distinguish between teachers who hold a certificate and are in compliance with SBEC rules for their assignment and those who are not in compliance.
Data Source:	All professional staff reported by school districts as having teacher roles (roles 087 and 047) are identified on PEIMS for the current academic year. The sum of full-time equivalents (FTE) for staff responsibilities is calculated for all individuals identified as teacher. The list of teachers who hold a standard, provisional, probationary, one-

year, or professional certificate is matched to the certification database. Data is imported into Interactive Reports.

- Method of Calculation: The numerator is the sum of Full-Time Equivalents (FTEs) identified in the Public Education Information Management System (PEIMS) as teachers for the current academic year who hold the standard or provisional certificate in the field and grade level that correspond to their campus assignment. The denominator is the sum of FTEs for all individuals reported in PEIMS as teachers for the current academic year. The result is multiplied by 100 to obtain a percentage. This calculation is based on FTE count.
- Data Limitations: The agency has little control over school district hiring practices and cannot verify the accuracy of information submitted by school districts in PEIMS.
- Calculations Type: Noncumulative.
- New Measure: No.
- Desired Performance: Higher than target.

#### 2.3.6 PERCENT OF COMPLAINTS RESULTING IN DISCIPLINARY ACTION

- Definition: The percent of jurisdictional complaints resolved in Legal Services Division, Professional Discipline Unit during the fiscal year that resulted in disciplinary action. Disciplinary action includes the following: denial of credential application, non-inscribed or inscribed reprimand, restriction, probation, suspension, and revocation.
- Purpose: This measure shows the extent to which the agency exercises its disciplinary authority in relation to the number of complaints received in Legal Services Division, Professional Discipline Unit. Both the public and individuals credentialed by the Board expect that the agency will work to ensure fair and effective enforcement of professional conduct as established by statute and rule. This measure indicates agency responsiveness to this expectation.
- Data Source: The information is derived from the number of complaints received by the Legal Services Division, Professional Discipline Unit and carried on the Unit's Database.
- Method of Calculation: The numerator is the sum of all cases that result in disciplinary action during the reporting period. The denominator is the total number of complaints resolved during the reporting period. The result is multiplied by 100 to obtain a percentage.
- Data Limitations: None.
- Calculations Type: Noncumulative.
- New Measure: No.
- Desired Performance: Higher than target.

#### 2.3.7 PERCENT OF EDUCATOR PREPARATION PROGRAMS WITH A STATUS OF "ACCREDITED"

- Definition: The percent of approved educator preparation programs that meet the status of "Accredited" based on the five accountability standards outlined in statute.
- Purpose: The quality of educator preparation programs is dictated by five standards: the rate at which individuals pass the examinations required for certification; the quality of beginning teachers as determined by principal appraisal; student performance of beginning teachers; the quality, duration, and frequency of field supervision; and new teachers' satisfaction with their preparation program after the first year. Pursuant to state statute and TAC 229, the Board has developed an accountability system to annually rate the performance of programs based on these indicators of quality and provide assistance to those programs not meeting Board standards. This measure demonstrates agency efforts to improve the quality of teacher preparation.
- Data Source: The data source is the Accountability System for Educator Preparation (ASEP) Online system containing educator assessment and demographic data.

**Method of Calculation:** The programmer calculates pass rates of students in each program, applying the Board’s methodologies and accreditation standards for ASEP, and captures data attesting to the other four standards in accordance with Texas Education Code 21.045. The data and resulting accreditation ratings are verified to ensure accurate performance measure reporting. The numerator is the number of programs meeting the Board’s ASEP standards for the “Accredited” rating. The denominator is the total number of approved programs that are rated based on ASEP performance data. The result is multiplied by 100 to obtain a percentage.

**Data Limitations:** None.

**Calculations Type:** Noncumulative.

**New Measure:** No.

**Desired Performance:** Higher than target.

*Output Measures—Goal 2, Objective 3, Strategy 1*

2.3.1.1 NUMBER OF INDIVIDUALS TRAINED AT THE EDUCATION SERVICE CENTERS (ESCs)

**Definition:** The total number of individuals trained at the ESCs.

**Purpose:** To track the number of individuals trained by the ESCs for the purpose of increasing the effectiveness of school district personnel.

**Data Source:** ESC training/registration logs. (ESC registration system).

**Method of Calculation:** A count of the number trained. Includes only sign-in training.

**Data Limitations:** Reported once annually. May be a duplicate count.

**Calculations Type:** Noncumulative.

**New Measure:** No.

**Desired Performance:** Higher than target.

*Output Measures—Goal 2, Objective 3, Strategy 2*

2.3.2.1 NUMBER OF LEAs PARTICIPATING IN INTERVENTIONS RELATED TO STUDENT ASSESSMENT PARTICIPATION RATES

**Definition:** Schools are required to determine appropriate assessment options for special education or LEP students by action of the local Admission, Review, and Dismissal (ARD) Committee or the Language Proficiency Assessment Committee (LPAC). This measure reports the number of LEAs participating in interventions related to student assessment participation rates of students with limited English proficiency and students served in special education. Participation rates are evaluated by the agency through participation indicators in the Performance-Based Monitoring Analysis System (PBMAS). LEAs identified as having participation rates that are of concern are required to engage in a series of graduated interventions.

**Purpose:** The purpose of this measure is to identify an increase or decrease in the number of LEAs participating in interventions related to student assessment participation rates. Depending on the particular assessment, it is important for the state to monitor whether students with limited English proficiency or students served in special education are participating in state assessments at rates that are too low or rates that are too high. The agency monitors LEAs identified through participation indicators in the PBMAS by implementing graduated interventions based on the LEA’s participation rates and the degree to which those rates vary from established standards.

**Data Source:** PEIMS and Student Assessment Data used in each year’s PBMAS.

**Method of Calculation:** Districts are identified through participation indicators in the PBMAS, which currently includes four indicators that evaluate the extent to which students served by special education and students with limited English proficiency participate in various state

assessments. All districts are evaluated on these indicators on an annual basis, and performance levels are assigned based on the extent to which each district's performance varies from established standards.

**Data Limitations:** Ongoing targets may be difficult to predict and may not be stable because of (a) the phase-in of higher assessment standards and its potential effect on participation decisions that LPAC and ARD committees make, which may in turn have an effect on the number of districts not meeting the standard in the PBMAS participation indicators; (b) lack of longitudinal data with new and continuously revised participation indicators; and (c) the implementation of new assessments which may have an impact on whether any new PBMAS indicators require a phase-in period before school districts are assigned a performance level result.

**Calculations Type:** Noncumulative.

**New Measure:** No.

**Desired Performance:** Lower than target.

#### 2.3.2.2 NUMBER OF CERTIFICATES OF HIGH SCHOOL EQUIVALENCY ISSUED

**Definition:** The Certificate of High School Equivalency Unit issues certificates of high school equivalency to students who successfully complete the High School Equivalency tests. Issuance of certificates is automated and will be reported on a quarterly basis.

**Purpose:** To report the number of certificates issued by the Certificate of High School Equivalency Unit.

**Data Source:** TxCHSE Database (Source of all Certificate of High School Equivalency records).

**Method of Calculation:** Data will come from TxCHSE database records. A count of the number of examinees that were issued a Certificate of High School Equivalency during the quarter is reported.

**Data Limitations:** Self-reported.

**Calculations Type:** Cumulative.

**New Measure:** No.

**Desired Performance:** Higher than target.

#### 2.3.2.3 NUMBER OF LOCAL EDUCATION AGENCIES IDENTIFIED IN SPECIAL EDUCATION PERFORMANCE-BASED MONITORING SYSTEM

**Definition:** SB 1, Chapter 29, Special Education Program, calls for monitoring of special education programs using a system that is responsive to program data in determining the appropriate schedule for and extent of review. Monitoring interventions include, but are not limited to, focused data analysis, program effectiveness reviews, program performance reviews, including local public meetings, compliance reviews, and onsite visits to local education agencies (LEAs) and programs that provide special education services. This count is the number of LEA programs that provide special education services that are participating in the special education component of PBM.

**Purpose:** The focus of the review is to accurately identify those programs in need of improvement to ensure improved student performance and program effectiveness.

**Data Source:** The Interventions Stage and Activity Manager (ISAM) system managed by the TEA Division of Program Monitoring and Interventions.

**Method of Calculation:** The number of LEAs participating in defined monitoring interventions.

**Data Limitations:** Selection numbers will vary from year to year in a performance-based system.

**Calculations Type:** Noncumulative.

**New Measure:** No.

**Desired Performance:** Lower than target.

2.3.2.4 NUMBER OF LOCAL EDUCATION AGENCIES IDENTIFIED IN THE PERFORMANCE-BASED MONITORING SYSTEM FOR BILINGUAL EDUCATION/ENGLISH AS A SECOND LANGUAGE

**Definition:** SB 1, Chapter 29, Bilingual Education and Special Language Programs, in conjunction with the requirements of Texas Education Code (TEC), §7.028, call for the agency to evaluate the effectiveness of programs under the subchapter based on the academic excellence indicators, including the results of assessment instruments. Performance is assessed through the Performance-Based Monitoring Analysis System (PBMAS), and monitoring interventions based on the PBMAS results include, but are not limited to, focused data analysis, program performance reviews, including local public meetings, and optional program effectiveness reviews. This count is the number of local education agencies (LEAs) that provide services to limited English proficient students that are participating in the bilingual education/English as a Second Language (ESL) component of PBM.

**Purpose:** The focus of the review is to accurately identify those programs in need of improvement to ensure improved student performance and program effectiveness.

**Data Source:** The Intervention Stage and Activity Manager (ISAM) system managed by the TEA Division of Program Monitoring and Interventions.

**Method of Calculation:** The number of LEAs participating in defined bilingual education/ESL monitoring interventions.

**Data Limitations:** Selection numbers will vary from year to year in a performance-based system.

**Calculations Type:** Noncumulative.

**New Measure:** No.

**Desired Performance:** Lower than target.

2.3.2.5 NUMBER OF SPECIAL ACCREDITATION INVESTIGATIONS CONDUCTED

**Definition:** Special accreditation investigations are conducted in districts based on allegations of violations outlined in Texas Education Code Sec 39.057.

**Purpose:** To measure the number of agency special accreditation investigations completed.

**Data Source:** Records are maintained by the Special Investigations Unit, within the Office of Complaints, Investigations, and Enforcement.

**Method of Calculation:** The number reported reflects the number of special accreditation investigations completed in school districts and charter schools. The number does not indicate the extent, complexity, or results of the investigation.

**Data Limitations:** None.

**Calculation Type:** Noncumulative.

**New Measure:** No.

**Desired Performance:** Lower than target.

**EFFICIENCY MEASURE—GOAL 2, OBJECTIVE 3, STRATEGY 2**

2.3.2.1 INTERNAL PSF MANAGERS: PERFORMANCE IN EXCESS OF ASSIGNED BENCHMARK

**Definition:** The Investments Division of the TEA is expected to produce returns over a complete investment cycle that are in excess of the benchmark assigned by the State Board of Education (SBOE) as set forth in the PSF Investment Procedures Manual.

**Purpose:** To serve as a measure of value added by the internal investment managers for the PSF.

**Data Source:** Performance reports provided by the performance measurement consultant to the PSF, fair market valuations of the portfolios provided by custodian, and the PSF Investment Procedures Manual as adopted by the SBOE.

**Method of Calculation:** The method of calculation is to compare the composite returns of internal managers to their respective assigned benchmarks as reported by the performance

measurement consultant. For example: If the assigned benchmark is 10.0 percent, and the internal managers return is 10.1 percent, the performance in excess of the assigned benchmark equals 101 percent (10.1 percent/10.0 percent). It is 101 percent growth over the benchmark.

Data Limitations: None.  
Calculation Type: Noncumulative.  
New Measure: No.  
Desired Performance: Higher than target.

#### 2.3.2.2 PERMANENT SCHOOL FUND (PSF) INVESTMENT EXPENSE AS A BASIS POINT OF NET ASSETS

Definition: The Investment Division's total expenses to manage the assets of the Permanent School Fund are expected not to exceed 12 basis points annually.  
Purpose: To serve as a measure of the relative cost of managing the Fund assets.  
Data Source: Fair market valuations of the Fund provided by annual financial report for year end and custodian bank for monthly valuations; budgeted expenses per appropriation bill.  
Method of Calculation: The method of calculation is to calculate expenses as basis points of the net assets by dividing the total expenses projected/budgeted by the average net asset value of the Fund for the period and converting the result to basis point value by multiplying by 100. Average net asset value for the Fund is calculated using the ending balance as of the previous fiscal year end and the value as of the current period month end.  
Data Limitations: None.  
Calculation Type: Noncumulative.  
New Measure: No.  
Desired Performance: Lower than target.

### **EXPLANATORY MEASURES—GOAL 2, OBJECTIVE 3, STRATEGY 2**

#### 2.3.2.1 MARKET VALUE OF THE FINANCIAL ASSETS OF THE PERMANENT SCHOOL FUND (PSF) IN BILLIONS

Definition: This measure reports the current market value of the financial assets managed by the PSF in billions of dollars.  
Purpose: To monitor the value of the financial assets managed by the PSF.  
Data Source: PSF custodian bank accounting system provides holding and prices or market value.  
Method of Calculation: Holdings are multiplied by current market prices.  
Data Limitations: None currently.  
Calculations Type: Noncumulative.  
New Measure: No.  
Desired Performance: Higher than target.

### *Output Measures—Goal 2, Objective 3, Strategy 3*

#### 2.3.3.1 NUMBER OF INDIVIDUALS ISSUED INITIAL TEACHER CERTIFICATE

Definition: The number of previously uncertified individuals issued the standard classroom teacher certificate for the first time during the reporting period.  
Purpose: A successful licensing structure ensures that preparation and examination requirements have been satisfied prior to certification. This measure indicates the extent to which individuals have satisfied all certification requirements established by statute and rule as verified by the agency during the reporting period.  
Data Source: Extract from the certification database the number of individuals who were issued a standard certificate during the reporting period who did not previously hold a standard, provisional, or professional certificate. Data is imported into Interactive Reports.

**Method of Calculation:** Sum the number of individuals who were issued the standard certificate for the first time during the reporting period. Certificates issued to individuals previously issued a provisional, professional, or standard teacher certificate are not included in the calculation. Individuals issued multiple certificates are counted only once.

**Data Limitations:** None.

**Calculations Type:** Cumulative.

**New Measure:** No.

**Desired Performance:** Higher than target.

### 2.3.3.2 NUMBER OF PREVIOUSLY DEGREED INDIVIDUALS ISSUED INITIAL TEACHER CERTIFICATE THROUGH POST-BACCALAUREATE PROGRAMS

**Definition:** The total number of previously degreed individuals issued a standard classroom teacher certificate for the first time through a post-baccalaureate program.

**Purpose:** A significant number of teachers each year are prepared by post-baccalaureate programs, designed for individuals who already hold an undergraduate degree and who are seeking to change careers. The number reported in this measure will indicate the agency's success in producing teachers to meet the needs of schools and districts.

**Data Source:** Identify all records in the certification database indicating that the individual issued an initial standard classroom teacher certificate held a baccalaureate degree prior to entering the preparation program and/or had appropriate work experience required for certain career and technology certificates. Records having an issuance date within the reporting period are counted. Data is imported into Interactive Reports.

**Method of Calculation:** Sum the number of individuals issued the standard classroom teacher certificate during the reporting period who either entered a teacher preparation program after receiving the baccalaureate degree or after obtaining appropriate work experience for certain career and technical certificates. Individuals issued multiple certificates are counted only once.

**Data Limitations:** The agency has limited impact on increasing the total number of individuals in this category.

**Calculations Type:** Cumulative.

**New Measure:** No.

**Desired Performance:** Higher than target.

### 2.3.3.3 NUMBER OF INDIVIDUALS ISSUED INITIAL TEACHER CERTIFICATE THROUGH UNIVERSITY BASED PROGRAMS

**Definition:** The total number of individuals issued a standard classroom teacher certificate for the first time concurrently with receiving a baccalaureate degree through a university based program.

**Purpose:** The number of undergraduate students certified by the state's colleges and universities has remained unchanged for a number of years. This measure will indicate the agency's success in producing teachers to meet the needs of schools and districts.

**Data Source:** Identify all educators in the certification database having a certificate that was issued at or near the time of their receiving a baccalaureate degree. Records showing a certificate issuance date within the reporting period are counted. Data is imported into Interactive Reports.

**Method of Calculation:** Sum (the number of individuals issued the standard classroom teacher certificate during the reporting period who entered a university undergraduate teacher preparation program prior to receiving the baccalaureate degree. Individuals issued multiple certificates are counted only once.

**Data Limitations:** The agency has limited impact on increasing the number of individuals receiving an initial certificate in conjunction with receiving a baccalaureate degree. The agency can influence these numbers only through encouraging existing university undergraduate programs to expand their capacity to prepare new teachers.

**Calculations Type:** Cumulative.

**New Measure:** No.

**Desired Performance:** Higher than target.

#### 2.3.3.4 NUMBER OF PREVIOUSLY DEGREED INDIVIDUALS ISSUED INITIAL TEACHER CERTIFICATE THROUGH ALTERNATIVE CERTIFICATION PROGRAMS

**Definition:** The total number of previously degreed individuals issued a standard classroom teacher certificate for the first time through an alternative certification program.

**Purpose:** A significant number of teachers each year are prepared by Alternative Certification programs, designed for individuals who already hold a baccalaureate degree and who are seeking to change careers. The number reported in this measure will indicate the agency's success in producing teachers to meet the needs of schools and districts.

**Data Source:** Identify all records in the certification database indicating that the individual issued an initial standard classroom teacher certificate held a baccalaureate degree prior to entering the preparation program and/or had appropriate work experience required for certain career and technology certificates. Records having an issuance date within the reporting period are counted. Data is imported into Interactive Reports.

**Method of Calculation:** Sum the number of individuals issued the standard classroom teacher certificate during the reporting period who either entered an alternative certification program after receiving the baccalaureate degree or after obtaining appropriate work experience for certain career and technology certificates. Individuals issued multiple certificates are counted only once.

**Data Limitations:** The agency has limited impact on increasing the total number of individuals in this category.

**Calculation Type:** Cumulative.

**New Measure:** No.

**Desired Performance:** Higher than target.

#### 2.3.3.5 NUMBER OF COMPLAINTS PENDING IN LEGAL SERVICES

**Definition:** The total number of jurisdictional complaints in the Legal Services Division, Professional Discipline Unit at the end of the reporting period awaiting hearing or final Board action.

**Purpose:** Taken with the measure for number of complaints resolved, these measures indicate the agency's total workload for litigating contested complaints.

**Data Source:** The information is derived from the total numbers of complaints received by the Legal Services Division and carried on the Unit's Database.

**Method of Calculation:** Sum of the number of jurisdictional complaints remaining unresolved during the reporting period, irrespective of when the complaint was received by Legal Services.

**Data Limitations:** None.

**Calculations Type:** Noncumulative.

**New Measure:** No.

**Desired Performance:** Lower than target.

#### 2.3.3.6 NUMBER OF INVESTIGATIONS PENDING

**Definition:** The total number of investigations pertaining to an educator or applicant for credential that, at the end of a reporting period, are pending a resolution or referral to



Legal Services. A resolution can include completion of the investigation without action against the educator or applicant, the entering of an agreed order, or sanction by operation of law.

Purpose:	The measure is an indicator of the workload of the Investigations Unit.
Data Source:	Investigations pertaining to educators and applicants for credentials are entered into and queried from a database.
Method of Calculation:	The calculation is performed by running a query for matters that are “Opened”, but not “Complete.”
Data Limitations:	The Unit has no control over general increases or decreases in complaints or reports that lead to investigations. For example, an overall change in the number of investigations opened would, over time, result in a change in the number of investigations pending at the end of a reporting period.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Lower than target.

### **EFFICIENCY MEASURES—GOAL 2, OBJECTIVE 3, STRATEGY 3**

#### **2.3.3.1 AVERAGE DAYS FOR CREDENTIAL ISSUANCE**

Definition:	The average number of calendar days that elapsed from receipt of completed credential applications until credentials are issued during the reporting period.
Purpose:	This measure shows the agency’s efficiency in processing certificate applications in a timely manner as well as its responsiveness to a primary customer group.
Data Source:	The average difference between the receipt date of a completed credential application and the credential issuance date is calculated using the certification database. Data is imported into Interactive Reports.
Method of Calculation:	The numerator is the sum of the number of calendar days that elapsed between receipt of a completed application and credential issuance, for all credentials issued during the reporting period. The denominator is the number of credentials issued during the reporting period.
Data Limitations:	If an applicant has a reported criminal history, the agency has little control over the time it takes to receive requested information from the applicant and relevant law enforcement agencies or court officials.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Lower than target.

#### **2.3.3.2 AVERAGE TIME FOR CERTIFICATE RENEWAL (DAYS)**

Definition:	The average number of calendar days that elapsed from receipt of a completed standard certificate renewal application until the renewal is issued.
Purpose:	This measure will show the agency’s efficiency in processing standard certificate renewal applications in a timely manner.
Data Source:	The average difference between the date a completed certificate renewal application is received and the date the renewal is issued is calculated using the ITS certification database. Information about temporary credentials is not collected. Data is imported into Interactive Reports.
Method of Calculation:	The numerator is the sum of the number of calendar days that elapsed between receipt of a completed renewal application and issuance of the renewal, for certificates issued during the reporting period. The denominator is the number of certificates issued during the reporting period. Temporary credentials are not included in the calculation.

Data Limitations: Renewals are not performed until all background research is complete. The agency has little control over the amount of time it takes to receive supporting documentation from the educator, law enforcement agencies, or court officials if the applicant has reported criminal history, student loans or child support in arrears.

Calculations Type: Noncumulative.

New Measure: No.

Desired Performance: Lower than target.

### **EXPLANATORY MEASURES—GOAL 2, OBJECTIVE 3, STRATEGY 3**

#### **2.3.3.1 PERCENT OF EDUCATOR PREPARATION PROGRAMS WITH A STATUS OF “ACCREDITED-WARNED”**

**Definition:** The percent of approved educator preparation programs that meet the status of “Accredited-Warned” based on the five accountability standards outlined in statute.

**Purpose:** The quality of educator preparation programs is described by five standards: the rate at which individuals pass the examinations required for certification; the quality of beginning teachers as determined by principal appraisal; student performance of beginning teachers; the quality, duration, and frequency of field supervision; and new teachers’ satisfaction with their preparation program after the first year. Pursuant to state statute and TAC 229, the Board has developed an accountability system to annually rate the performance of programs based on these indicators of quality and provide assistance to those programs not meeting Board standards. This measure demonstrates agency efforts to improve the quality of teacher preparation.

**Data Source:** The data source is the Accountability System for Educator Preparation (ASEP) Online system containing educator assessment and demographic data.

**Method of Calculation:** The programmer calculates pass rates of students in each program, applying the Board’s methodologies and accreditation standards for ASEP, and captures data attesting to the other four standards in accordance with Texas Education Code 21.045. The data and resulting accreditation ratings are verified to ensure accurate performance measure reporting. The numerator is the number of programs meeting the Board’s ASEP standards for the “Accredited-Warned” rating. The denominator is the total number of approved programs that are rated based on ASEP performance data. The result is multiplied by 100 to obtain a percentage.

**Data Limitations:** None.

**Calculations Type:** Noncumulative.

**New Measure:** No.

**Desired Performance:** Lower than target.

#### **2.3.3.2 PERCENT OF EDUCATOR PREPARATION PROGRAMS WITH A STATUS OF “ACCREDITED-UNDER PROBATION”**

**Definition:** The percent of approved educator preparation programs that meet the status of “Accredited-Under Probation” based on the five accountability standards outlined in statute.

**Purpose:** The quality of educator preparation programs is described by five standards: the rate at which individuals pass the examinations required for certification; the quality of beginning teachers as determined by principal appraisal; student performance of beginning teachers; the quality, duration, and frequency of field supervision; and new teachers’ satisfaction with their preparation program after the first year. Pursuant to state statute and TAC 229, the Board has developed an accountability system to annually rate the performance of programs based on these indicators of quality and provide assistance to those programs not meeting Board standards. This measure demonstrates agency efforts to improve the quality of teacher preparation.

**Data Source:** The data source is the Accountability System for Educator Preparation (ASEP) Online system containing educator assessment and demographic data.

**Method of Calculation:** The programmer calculates pass rates of students in each program, applying the Board’s methodologies and accreditation standards for ASEP, and captures data attesting to the other four standards in accordance with Texas Education Code 21.045. The data and resulting accreditation ratings are verified to ensure accurate performance measure reporting. The numerator is the number of programs meeting the Board’s ASEP standards for the “Accredited-Under Probation” rating. The denominator is the total number of approved programs that are rated based on ASEP performance data. The result is multiplied by 100 to obtain a percentage.

**Data Limitations:** None.

**Calculations Type:** Noncumulative.

**New Measure:** No.

**Desired Performance:** Lower than target.

2.3.3.3 PERCENT OF EDUCATOR PREPARATION PROGRAMS WITH A STATUS OF “NOT ACCREDITED-REVOKED”

**Definition:** The percent of approved educator preparation programs that meet the status of “Not Accredited-Revoked” based on the five accountability standards outlined in statute.

**Purpose:** The quality of educator preparation programs is described by five standards: the rate at which individuals pass the examinations required for certification; the quality of beginning teachers as determined by principal appraisal; student performance of beginning teachers; the quality, duration, and frequency of field supervision; and new teachers’ satisfaction with their preparation program after the first year. Pursuant to state statute and TAC 229, the Board has developed an accountability system to annually rate the performance of programs based on these indicators of quality and provide assistance to those programs not meeting Board standards. This measure demonstrates agency efforts to improve the quality of teacher preparation.

**Data Source:** The data source is the Accountability System for Educator Preparation (ASEP) Online system containing educator assessment and demographic data.

**Method of Calculation:** The programmer calculates pass rates of students in each program, applying the Board’s methodologies and accreditation standards for ASEP, and captures data attesting to the other four standards in accordance with Texas Education Code 21.045. The data and resulting accreditation ratings are verified to ensure accurate performance measure reporting. The numerator is the number of programs meeting the Board’s ASEP standards for the “Not Accredited-Revoked” rating. The denominator is the total number of approved programs that are rated based on ASEP performance data. The result is multiplied by 100 to obtain a percentage.

**Data Limitations:** None.

**Calculations Type:** Noncumulative.

**New Measure:** No.

**Desired Performance:** Lower than target.

*Output Measure—Goal 2, Objective 3, Strategy 6*

2.3.6.1 NUMBER OF CERTIFICATION EXAMINATIONS ADMINISTERED (TOTAL)

**Definition:** The total number of certification examinations administered during the reporting period.

**Purpose:** Current state law requires all candidates for certification to pass examinations prescribed by the Board. This requirement represents a significant portion of the agency’s revenues as well as expenditures related to development, administration,

scoring, and notification activities. This measure reflects the total volume of the examination function.

Data Source:	The agency’s manager of test administration reports, based on data provided by the test contractor, to the test manager, the number of certification examinations administered on a monthly basis.
Method of Calculation:	Sum of the total number of certification examinations administered during the reporting period.
Data Limitations:	The agency has no control over when individuals take their certification exams. Individuals tested include candidates from preparation programs, Texas educators adding a certificate, candidates seeking entry into educator preparation programs, and educators from other states seeking Texas certification.
Calculations Type:	Cumulative.
New Measure:	No.
Desired Performance:	Higher than target.

### **EXPLANATORY MEASURE—GOAL 2, OBJECTIVE 3, STRATEGY 6**

#### 2.3.6.1 PERCENT OF INDIVIDUALS PASSING EXAMS AND ELIGIBLE FOR CERTIFICATION

Definition:	The percent of individuals to whom examinations were administered during the reporting period and passed the examination(s) and, thereby, became eligible for certification. This result considers only those requirements related to assessment; eligibility requirements such as coursework/training, student teaching, and internship. Criminal history clearance is not considered.
Purpose:	This measure shows the performance of individuals tested in terms of their success in meeting testing requirements for a certificate. All individuals must pass a Pedagogy and Professional Responsibilities and content examination to be eligible for certification. Individuals who are certified may take additional examinations.
Data Source:	The Accountability System for Educator Preparation Programs (ASEP) and the State Board for Educator Certification Online (SBEC Online) maintains test results for certified educators and individuals in educator preparation programs. Both of these systems maintain test results, which is part of the determination for certification eligibility.
Method of Calculation:	Individuals who are “eligible for certification” include those individuals who took any certification test during the reporting period and have passed all tests, at any time, required for obtaining at least one certificate. The numerator is the unduplicated number of individuals who are eligible for certification. The denominator is the total unduplicated number of examinees who attempted all of the combination of tests required to be eligible for a certificate. The result is multiplied by 100 to obtain a percentage.
Data Limitations:	Other certification requirements such as holding certain degrees and criminal-history criteria are not considered, so the data will reflect a higher number than the actual number of individuals eligible for certification.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

## Supplemental Schedule C: Historically Underutilized Business Plan

### Mission Statement

TEA will demonstrate its good-faith effort to use historically underutilized businesses (HUBs) and will strive to meet or exceed the HUB program goals and objectives in all its procurement efforts in the applicable procurement categories. TEA has adopted Title 34, Texas Administrative Code, Subchapter 20B.

### Program Goals

#### Goal 1

Promote fair and competitive opportunities that maximize the inclusion of HUBs in contracts with TEA and its prime contractors and subcontractors. The agency has specific goals for fiscal year 2017 for the following categories\*:

Professional Services	10%
Other Services Contracts	16%
Commodity Contracts	21%

\*Please note that TEA does not have strategies or programs relating to Heavy Construction, Building Construction, or Special Trades categories. In accordance with Texas Government Code 2161.123, the agency establishes its HUB goals at the beginning of each fiscal year.

#### Strategy

Implement and maintain policies and procedures, in accordance with the HUB Rules, to guide the agency in increasing the use of HUB business through direct contracting and/or subcontracting.

#### Output Measures

1. The total amount of direct HUB expenditures.
2. The total number of contracts awarded to HUBs.

#### Goal 2

Increase the use of HUB vendors and subcontractors through external and internal outreach and provide education on the agency's procurement practices and policies.

#### Strategies

1. Advise contractors and the business community regarding the agency's procurement processes and opportunities.
2. Evaluate the structure of procurements to identify subcontracting opportunities that meet established criteria for HUB subcontracting plans.
3. Facilitate mentor-protégé agreements to foster long-term relationships between prime contractors and HUBs.
4. Conduct outreach activities that foster relationships between HUB vendors, prime contractors, and procurement staff.
5. Educate agency staff on HUB statutes and rules through training.
6. Review existing policies and procedures and amend as necessary to encourage use of HUBs.

*Output Measures*

The number of forums attended, sponsored or co-sponsored by the agency.

TEA is committed to achieving solid results in its good-faith effort to provide full and equal opportunities for all qualified businesses to compete for the procurement of agency goods and services (see Table 1 and 2 below).

**Table 1: HUB Expenditures (TEA)**

	<b>FY 2012</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016 (Est)</b>
<b>Total Expenditures</b>	\$158M	\$162M	\$174M	\$158M	\$160M
<b>Expenditures with HUBS</b>	\$14.1M	\$20.9M	\$20.5M	\$17.5M	\$20.0M
<b>Percentage of Expenditures with HUBS</b>	8.91%	12.89%	11.01%	11.04%	12.00%

**Table 2: HUB Expenditures (State of Texas Average)**

	<b>FY 2012</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>
<b>Total Expenditures</b>	\$14.0M	\$14.6B	\$16.3B	\$16.9B
<b>Expenditures with HUBS</b>	\$1.9B	\$1.9B	\$2.0B	\$2.0B
<b>Percentage of Expenditures with HUBS</b>	13.87%	13.42%	12.58%	11.97%

## Supplemental Schedule D: Statewide Capital Plan

Not applicable to the Texas Education Agency.

## Supplemental Schedule E: Health and Human Services Strategic Plan

Not applicable to the Texas Education Agency.

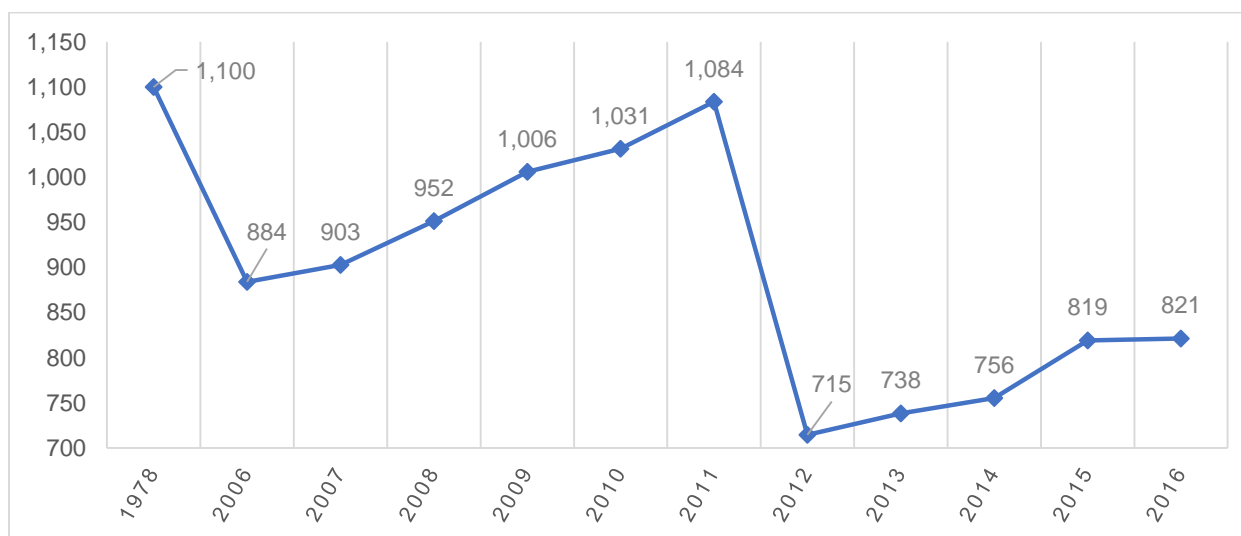


## Supplemental Schedule F: Agency Workforce Plan and the Texas Workforce System Strategic Plan

Public education is the largest function of the state and of many local governments. The Texas Education Agency is responsible for serving approximately 5.2 million students enrolled in 8,656 campuses that are administered by 1,219 school districts and open-enrollment charters schools.<sup>1</sup> TEA is responsible for distributing approximately \$54.5 billion<sup>2</sup> in funds each biennium through numerous state and federal programs.

When compared to other large state agencies with significant responsibilities and complicated programs, TEA has relatively few full-time equivalent positions (FTEs). In 1978, TEA had approximately 1,100 FTEs compared to only 821 FTEs in March 2016, a decrease of 279 or 25.4 percent (see Figure 1). Today, TEA has fewer FTEs than in 2011. This is largely because during the 82nd Texas Legislature, TEA was required to undertake a reduction in force and reduce its FTEs from 1,084 to 715, a 34 percent decrease.

**Figure 1: TEA Full-Time Equivalent Positions 1978, 2006–2016**



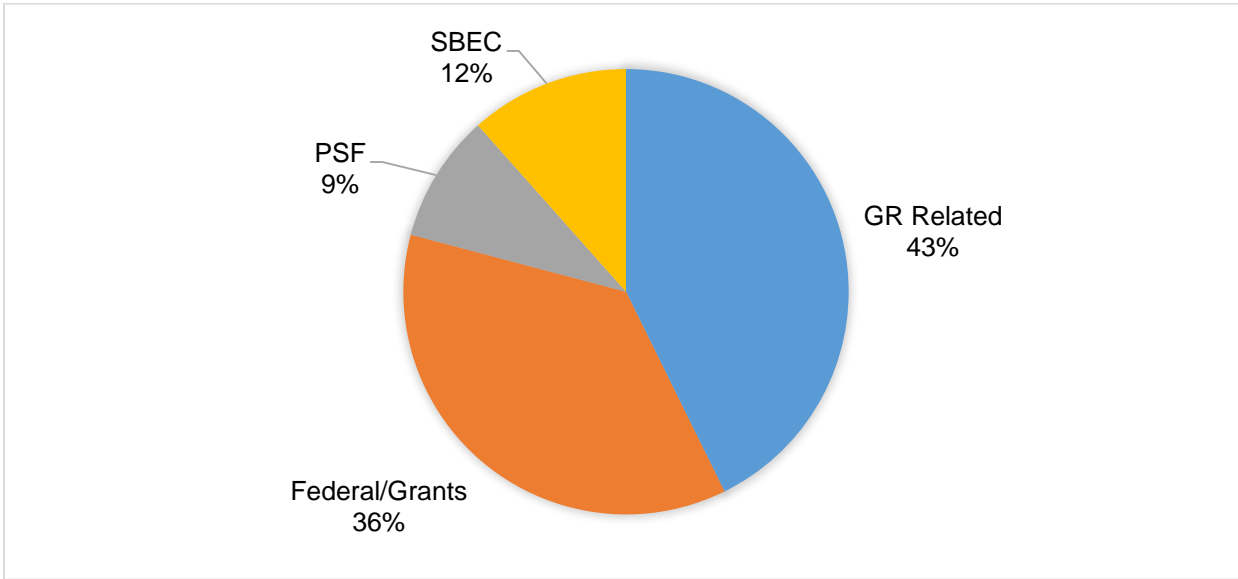
Source: Texas State Auditor's Office Quarterly FTE Report (4th Quarter).

In terms of the method of finance for its FTEs, less than half of TEA's funding comes from general revenue (GR); specifically, 36 percent of FTEs are funded by federal funds, 12 percent by the State Board of Educator Certification (SBEC), nine percent by the Permanent School Fund (PSF), and 43 percent by GR (see Figure 2).

<sup>1</sup> Pocket Education, 2014–2015 Texas Public School Statistics, Texas Education Agency.

<sup>2</sup> Legislative Budget Board, Fiscal Size-Up 2016–2017, pg. 225.

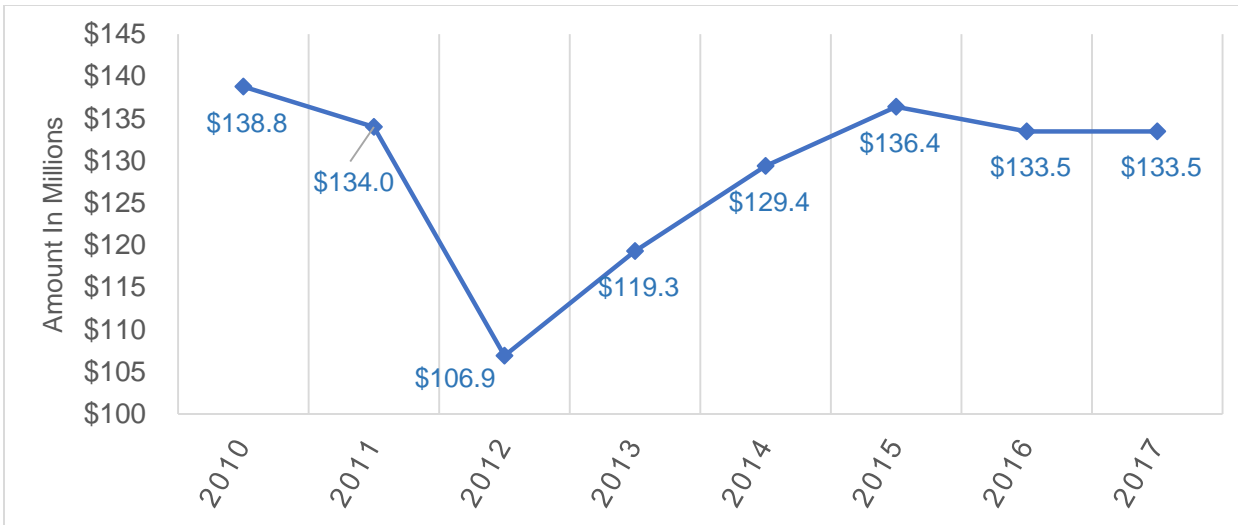
**Figure 2: 2016 TEA Full Time Equivalent Positions by Method of Finance**



Source: Texas State Auditor's Office Quarterly FTE Report (4th Quarter).

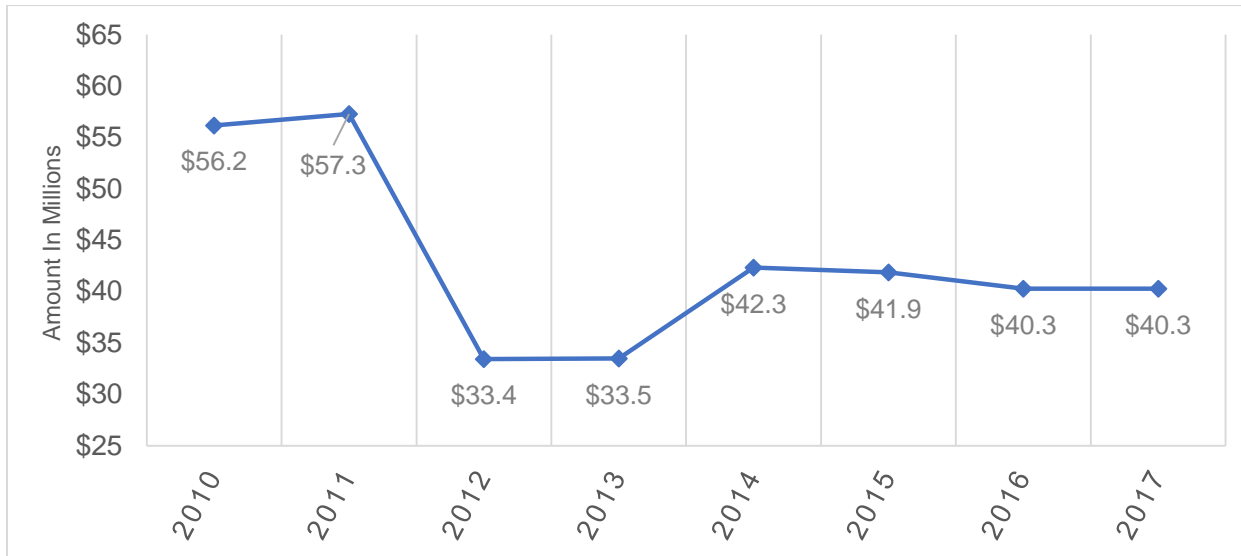
Since 2010, TEA's administrative budget has also declined (see Figure 3). In 2010, TEA's all funds administrative budget was \$138.8 million. That amount has been reduced to \$133.5 million for 2017.

**Figure 3: TEA All Funds Administrative Budget 2010–2017**



General revenue–funded administration has seen a significant reduction from \$56.2 million in 2010 to \$40.3 million in 2017, a \$15.9 million or 28.3 percent reduction (see Figure 4).

**Figure 4: TEA General Revenue Funds Administrative Budget 2010–2017**



TEA will continue to be highly effective and efficient with all FTEs and available funds. TEA has prepared a Redundancies and Impediments Schedule and included it in TEA’s Strategic Plan. TEA will work with the legislature to reduce unnecessary and inefficient agency tasks required by legislation and implement legislation to ensure TEA has clear guidance and directives in order to better focus the agency’s limited resources on core strategic goals.

### **Current Workforce Profile (Supply Analysis)**

#### *Critical Workforce Skills*

Please review TEA’s Strategic Plan Goals and Action Plans for an understanding of TEA’s future staff needs. The following areas are critical functions of TEA staff:

- School turnaround and improvement.
- Administration of statewide assessment, accreditation, and accountability systems.
- Educator leadership, support, retention, and quality.
- Development of statewide policy and education initiatives, including grants and programs.
- Distribution of nearly \$54.5 billion in state and federal funds; operating the highly complex state school finance and federal funding systems.
- Administration of public school data collection, analysis, and dissemination.
- Supporting the State Board of Education in curriculum development, textbook adoption, and other activities.
- Budget, operations, legislative, media and communications, legal, human resources, and other administrative functions.
- Dissemination of best program and funding practices.
- Information technology systems and support.
- Audit, monitoring, complaints, investigations, and enforcement; supervision of compliance with grants and federal regulations.
- Texas Permanent School Fund.

Additional critical workforce skills include change management; strategy development, implementation, and evaluation; teamwork; and communication.

*Workforce Demographics*

*Gender.* As of March 1, 2016, of the agency’s 821 FTEs, 64 percent are female and 36 percent are male. A large proportion of the workforce consists of former educators.

*Ethnicity.* Just over one-half (56 percent) of TEA’s workforce is white, while 23 percent is Hispanic and 10 percent is African American. The remaining 11 percent of the TEA workforce represents other racial and ethnic origins.

*Employee Turnover*

A comparison of the state’s employee turnover rate to TEA’s turnover rate for fiscal years 2011 through 2015 is depicted in Table 1.

**Table 1: Comparison of Employee Turnover Rate by Year**

Fiscal Year	State Turnover Rate	TEA Turnover Rate
2011	16.8%	40.0%
2012	17.3%	13.0%
2013	17.6%	12.0%
2014	17.5%	12.0%
2015	18.0%	11.0%

Source: Texas State Auditor’s Office Report No. 16-702.

TEA’s turnover rate for the past several years has consistently been below the state’s turnover rate, except for FY 2011, when the agency was required to undertake a reduction in force. Without the reduction in force, the turnover rate would have been 13 percent for FY 2011.

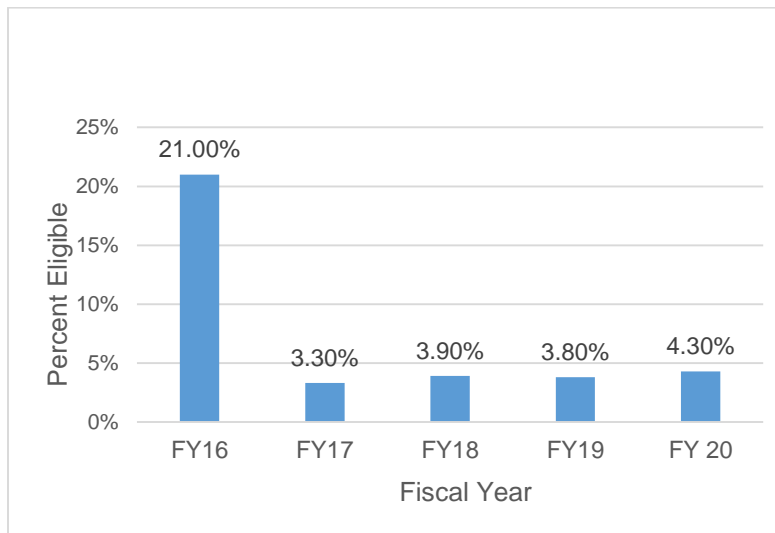
*Tenure*

About 26 percent of TEA’s workforce has been with the agency for less than five years, while 23 percent has been employed for five to nine years, and 33 percent has been employed from 10 to 20 years. Of the remainder, 12 percent of TEA’s employees have worked for the agency between 20 and 30 years, and five percent have worked for the agency for over 30 years.

*Retirement*

Approximately 36 percent of TEA’s authorized workforce is currently eligible or will become eligible to retire within the next five years (see Figure 5). While the agency has been fortunate that only small numbers of the employees eligible have actually retired, the projected number of retirees for the next several years may have a significant negative affect on TEA’s ability to perform its core functions.

**Figure 5: TEA Current Workforce Eligible for Retirement in FY 2016–2020**



Over three-quarters (77 percent) of TEA’s workforce is over the age of 40, with 46 percent of the workforce over the age of 50. Many of TEA’s education-related professional positions require several years of public school education experience, which is a contributing factor to the high average age of the workforce.

Table 2 shows the cumulative number and percentage of TEA employees who are eligible to retire in each of the next five years.

**Table 2: Percent of TEA Employees Eligible to Retire by Year**

	FY 16	FY 17	FY 18	FY 19	FY 20
Number of Employees Eligible to Retire	170	27	32	31	35
Percent of Workforce	21.0%	3.3%	3.9%	3.8%	4.3%
Cumulative Number of Employees Eligible to Retire	170	197	229	260	295
Cumulative Percent of Workforce	21.0%	24.3%	28.2%	32.0%	36.3%

**Future Workforce Profile (Demand Analysis)**

*Expected Workforce Changes and Needs*

Given TEA’s enormous responsibilities and limited FTEs and administrative budget, TEA must be strategic in preparing for future workforce changes, which include:

- An increasing need for higher levels of knowledge, skills, education, experience, and expertise to perform complex budget, accounting, IT, monitoring, and programmatic functions to meet the agency’s mission, goals, and action items.
- An aging workforce, with almost 36 percent eligible to retire in the next five years, and the possible retirement of employees with significant historical knowledge and expertise.
- Persistent problems retaining key staff due to market competition, including competition from other state agencies offering higher salaries and merit programs, especially in the contracting, budget, school funding distribution, grants, program, legal and IT divisions.
- Continuous increases in agency responsibilities caused by federal or state legislative changes, without additional state administrative funding to hire or compete for personnel.

- A normal turnover rate that is slightly above 10 percent, requiring the continuous recruitment of talented candidates with the proper skill sets to meet the agency's critical staffing needs.
- Increased competition for hard-to-fill positions in contracting, budget, grants, programmatic, IT, and legal divisions.

#### *Anticipated Increase/Decrease in Number of Employees Needed to Perform Core Functions*

In FY 2016, the agency's FTE cap was increased to 875. Although the FTE cap has increased, the agency was not provided a significant increase in administrative funding to fill these positions. Currently, TEA has only 821 FTEs.

#### *Gap Analysis*

The number of potential retirements may cause TEA to experience a significant shortage of employees within the next year. If the worst-case scenario of 100 percent of the eligible retirees (approximately 170) left the agency in FY 2016, this would reduce the workforce by 21 percent. TEA could expect to experience a range from 170 employees to 295 eligible retirees leaving the agency within the next five years solely for retirement reasons.

#### *Strategy Development*

To bridge the gap between the current workforce and future needs, TEA will use methods that provide the highest return on investment to attract, develop, and retain employees needed to accomplish TEA's mission.

These methods include the following:

- TEA will conduct an operations review in the summer and fall of 2016 and realign FTEs to be consistent with the agency's Strategic Plan and to achieve core functions.
- TEA will continue to be highly efficient, effective, and creative with available administrative funding.
- To retain critical employees, TEA will provide training and development, career advancement, and career ladder opportunities, and provide targeted promotions, reclassifications, and equity adjustments.
- TEA will continue to develop no-cost ways to improve employee satisfaction, including flexible hours, work-life balance incentives and programs, changes in job duties, and special project assignments.
- Funding permitting, TEA will develop and implement a performance-based merit program to retain key personnel.
- TEA will work to identify and hire highly skilled and knowledgeable personnel by advertising job vacancies in educational and professional association publications. In addition, TEA will use various online advertising avenues such as electronic job boards, job banks, and internet job sites to assist in recruiting.
- To ensure TEA can function effectively when key personnel retire or leave the agency, TEA will capture and codify knowledge; create teams to share content knowledge; rotate jobs so current staff are cross-trained; and cross-train replacement staff in areas that have large number of employees that are eligible for retirement.

TEA's Human Resources Division will support all of these goals and work with the agency's executive management team to balance the diverse and challenging needs of the agency as well as the needs of the agency's internal and external customers and stakeholders in maintaining and improving its greatest asset—its human resources.

## Texas Workforce System Strategic Plan

As required by Texas Government Code, Section 2308.104, the TEA Strategic Plan must align with the Texas Workforce System Strategic Plan. The Texas Workforce System Strategic Plan provides that TEA should:

- Involve business and industry in Texas Essential Knowledge and Skills review and programs of study.
- Use third-party, industry-based certifications where relevant as an education or training outcome to connect graduate competencies to job skill requirements.
- Align career and technical education program content and outcomes with third-party, industry-based certifications.
- Develop and implement programs of study in community and technical colleges and align them with secondary programs of study.

TEA should also support the TWIC pillars of system competence, including: customer service and satisfaction, data-driven program improvement, and continuous improvement and innovation.

To ensure alignment with the TWIC Strategic Plan, TEA will complete the following activities:

- TEA has identified Goal 5—Connecting High School to Career and College, in its Strategic Plan. Under this goal, the agency has several action items designed to improve the career relevance of the high school experience for Texas students, both to ensure better direct access to the workforce and to improve the performance of students as they transition to a post-secondary institution. As part of this effort, TEA will implement provisions of HB 5 (83rd Texas Legislature) regarding increasing high school relevancy and improving the seamless transition for students from K–12 into higher education, the workforce, and the military. These efforts will include improving industry-based certification to connect graduation to job skill competencies and aligning career and technical education programs and content and outcomes with third-party, industry-based certifications.
- TEA has identified Goal 6—Using Taxpayer Resources Efficiently, in its Strategic Plan. As part of this goal, TEA will identify its core functions, complete a strategic realignment of its resources around these functions, establish performance metrics for its business units, and implement continuous improvement processes. These efforts will help ensure that the agency and all 1,200 Texas school districts and open-enrollment charter schools use taxpayer dollars to improve student outcomes and ensure that funding is used only for authorized purposes.
- The Commissioner of Education is currently serving on the Governor Abbott’s Tri-Agency Workforce Initiative. As part of that initiative, the commissioner, along with the commissioners of the Texas Workforce Commission (TWC) and the Texas Higher Education Coordinating Board (THECB), is attending Regional Education Workforce meetings and is charged with working with local stakeholders to assess local workforce needs and develop innovative models to support career and technical education and STEM education. The work also involves evaluating TEA’s efforts to connect students, parents, and educators to high-demand jobs; promoting employment opportunities for veterans; and making recommendations that build skills and support Texas workforce expansion, job creation, and the goals of the state’s 60x30TX plan. The Tri-Agency Workforce Initiative plan will be announced in September 2016, and fully executed thereafter.
- TEA has entered into mutual assistance and cooperation agreements with TWC and the University of Texas at Austin to maximize available resources to ensure the goals of HB 5 are met. Specifically, these initiatives include the development of online tools and a joint online state portal that parents, educators, students and others can use to understand job demand, formulate graduation plans, and prepare students for appropriate workforce or postsecondary paths. To implement the portal, TEA will provide information about attaining industry licensures and certifications and professional development training to secondary

administrators and counselors in career options and third-party, industry-based licensures or certifications for students.

- The State Board of Education (SBOE) is charged with the development of the Texas Essential Knowledge and Skills (TEKS). TEA supports the SBOE's efforts to implement HB 5 by encouraging the SBOE to increase its involvement with business and industry representatives as it reviews and revises the TEKS for career and technical education (CTE). In the most recent revisions, representatives from business and industry were included as part of TEKS review committees and were specifically invited to provide feedback on draft recommendations. The revised standards will be implemented in schools beginning with the 2017–2018 school year. In addition, TEA annually collects third-party, industry-based certification information from school districts and open-enrollment charter schools. TEA is in the process of actively engaging business and industry representatives to review the current certifications list and identify those that are most meaningful. Relevant third-party, industry-based licensures and certifications will then be used as examples in revised programs of study that are developed and made available by TEA. TEA plans to make the revised programs of study available to school districts and open-enrollment charter schools in the 2017–2018 school year, when the revised TEKS CTE standards are also implemented.



## Supplemental Schedule G: Report on Customer Service

### Executive Summary

Results from the 2016 TEA Customer Satisfaction Survey found that 82 percent of TEA customers are satisfied with the customer service TEA provides, 91 percent of respondents state TEA treats them with respect, and 86 percent report the staff demonstrates a willingness to assist them.

The survey collected information about TEA's website, service provided by phone and email, information quality, educator certification support, complaints process, and online training resources. Overall, school and district staff responded positively across these services. A random sample of ~17,000 school and district-level personnel across the state of Texas were surveyed with a total of 3,527 responding.

Responses were received from a variety of school staff including teachers, superintendents, assistant superintendents, principals, and other district staff throughout all 20 of the Education Service Center regions. The survey was available from April 4 through April 18, 2016. There was a >20 percent response rate with a margin of sampling error of +/- .59 at a 95 percent confidence level.

### Introduction

TEA conducted the 2016 Customer Satisfaction Survey for the purposes of fulfilling a legislative mandate to assess the satisfaction level of customers who have had contact with the agency since September 1, 2014 (Texas Government Code § 2114.002), and identifying opportunities for improvement. The Texas Government Code specifies that each agency and higher education institute within the state will collect feedback from its customers along several areas of customer service that may include, but are not limited to, the following:

- Facilities, including the customer's ability to access the agency, the office location, signs and cleanliness.
- Staff, including employee courtesy, friendliness, knowledge, and whether staff adequately identifies themselves to customers by name, including the use of name plates or tags for accountability.
- Communications, including toll-free telephone access, the average amount of time a customer spends on hold, call transfers, access to a live person, letters, and electronic mail.
- Internet site, including the ease of use of the site, information found on the site, such as the physical location of the agency, program and service listings, and who to contact for further information or to complain.
- Complaint handling process, including whether it is easy to file a complaint and whether responses are timely.
- Ability to timely serve its customers, including the amount of time a customer waits for service in person, by phone, by letter or at a website.
- Brochures or other printed information, including the accuracy of that information.
- In accordance with these requirements and in an effort to obtain valuable feedback about the services it provides, TEA conducted the Customer Satisfaction Survey with school and district-level personnel across the state of Texas between April 4 and April 18, 2016. The Texas Government Code
- §2114.002 also states agencies are required to submit a report on customer service to the Governor's Office of Budget, Planning and Policy and to the Legislative Budget Board no later than June 1 of every even-numbered year. This report presents the findings from the evaluation of customer service and fulfills the reporting requirements.

## Methodology

### *Survey Development*

The TEA Customer Satisfaction Survey was developed based on suggested content from the Texas Government Code § 2114.002, as well as agency-specific requests. The survey included a range of questions seeking customer input regarding levels of satisfaction related to TEA-customer interactions, and with the products and projects TEA administers.

### *Participants and Data Collection*

For the purposes of this evaluation tool, TEA customers were defined as school and district-level personnel who may have had contact with TEA since September 1, 2014. The respondents included teachers (36 percent), school principals (26 percent), superintendents/assistant superintendents (17 percent), district office staff (11 percent), counselors (3 percent), and a variety of additional personnel (7 percent).

In order to obtain a wide sample of respondents from across the state, a list of email addresses for certified teachers (as of March 1, 2016) was used to create a random sample of ~11,000 classroom educators. In addition, ~6,000 principals, administrators, superintendents, and other district personnel were randomly selected from emails queried from the AskTED directory.

The survey was emailed to ~17,000 customers utilizing a link to a web-based survey administration system at no monetary cost to the agency. The survey link was also provided on the Texas Association of School Administrators' website to promote additional customer feedback. The survey was voluntary and remained open for data collection from April 4 through April 18, 2016.

### *Respondents*

A total of 3,527 individuals responded to the online customer satisfaction survey.

Of those responding, 1,705 (48 percent) reported they had contacted (or had been contacted) by TEA since September 1, 2014. The remainder of the respondents had not had direct contact with TEA within that timeframe.

When asked their job titles: 36 percent were teachers, 26 percent principals, 17 percent superintendents or assistant superintendents, 11 percent district office staff, with the remainder being counselors, librarians, teacher assistants, assistant principals, and other support staff.

The state of Texas is divided into 20 Education Service Center regions. Survey respondents were from all of the 20 regions across the state with the largest percentage from Region 4 (15.34 percent) which serves the Houston area. The next two largest response rates came from Region 10 (11.95 percent) and Region 11 (9.18 percent) which serve the Richardson/Dallas and Fort Worth areas respectively. These areas are some of the more densely populated regions in the state; therefore, more respondents from these areas would be expected.

## Key Findings

The following highlights the responses received from the 3,527 school and district-level personnel.

- The top reasons for contacting (or being contacted by) TEA was to seek information about (in percent order):
  1. STAAR/Assessment Testing
  2. Educator Certification and Exams
  3. Accountability Ratings and Reporting

4. Information Technology (such as PEIMS, TSDS, TEASE, and TEAL)
5. Federal Program Compliance
6. Grant Administration
7. Foundation School Program/School Funding
8. State Board of Education or Commissioner's Rules
9. Curriculum and Graduation Plans
10. Programs for Students with Disabilities (Special Education)

Inquiries represent a minimum of 4,609 contacts made by the 3,527 respondents during the two-year timeframe.

- For those interacting with TEA by telephone (adjusted for those marking N/A), over 92 percent reported that the TEA staff were courteous and that they were treated in a professional manner. Almost two-thirds of the respondents (~74 percent) indicated they were routed directly to the proper person and were given a clear explanation. 77 percent reported TEA staff responded to their telephone requests promptly. 67 percent agreed they gained access to a live person quickly with 16 percent disagreeing.
- When interacting with TEA via email (adjusted for those marking N/A), 92 percent stated the staff was courteous and they were treated in a professional manner. 78 percent said their email requests were responded to promptly, were routed directly to the proper person, and they received a clear explanation to their request via email.
- Overall, 82 percent of TEA customers were satisfied with the customer service provided by TEA.
- 91 percent of respondents agreed they were treated with respect by TEA staff (with only 1 percent in disagreement). 86 percent reported staff members demonstrated a willingness to assist.
- The majority of respondents (84 percent) indicated they had not accessed the TEA complaint process (such as skipped questions or marked N/A). Of those applicable, 98 percent were satisfied or neutral regarding the ease of submitting complaints to TEA and their timely handling; only 2 percent indicated dissatisfaction.
- Overall, 71 percent were satisfied with the information that was provided by TEA during this timeframe. "Usefulness" of the information provided by TEA was dis-aggregated by subject areas and adjusted for those marking N/A. Rankings in order of usefulness were:
- Educator Preparation and Certification 80 percent; (2) Curriculum and Graduation Plans 74 percent; (3) Accountability Ratings and Reporting 73 percent; (4) STAAR/ Assessment Testing 71 percent; (5) School Financial Information 69 percent; (6) Grant Information 67 percent; and (7) Program Guidance 64 percent.
- When asked if TEA allows adequate time for school personnel to respond to TEA requests (adjusting for those marking N/A) 68 percent agreed, 7 percent disagreed, 25 percent were neutral. When asked if requests were reasonable: 65 percent agreed, 12 percent disagreed, and 23 percent were neutral.
- About half (59 percent) of the respondents believed TEA's process for requesting information seemed to be improving, with 6 percent disagreeing when adjusted for those marking N/A.
- Correspondence received from TEA was considered useful and accurate by the majority of respondents (~72 percent); 10 percent disagreed that the correspondence was understandable.
- When asked about their experience with "To the Administrator Addressed Letters", half of the respondents had seen or utilized them. Of those, 94 percent believed they were relevant and useful, with 86 percent agreeing that they "greatly benefitted from this correspondence" (with only 1 percent disagreeing).
- With regard to TEA's website, 97 percent had utilized the website during the last two years. 78 percent agreed the content was accurate; however, 29 percent disagreed that it was easy for them to find the information they needed. Approximately 66 percent stated the website met their needs and the content was easy to understand.
- Over half (57 percent) of the respondents believed TEA's website quality and ease-of-use seemed to be improving, with 14 percent disagreeing, and others marking N/A or staying neutral.

- When asked about their experience with the Educator Certification process, over one-third of respondents marked N/A. Of those applicable, 86 percent agreed that the information provided was helpful and understandable, and that they were satisfied with their experience when contacting TEA for guidance regarding educator certifications.
- When respondents were asked if they had accessed the Project Share educator training and/or the newly launched Texas Gateway Online Resources, only 18 percent said they had during this timeframe. Of those, over 60 percent agreed that the online training was easy to access, useful, clear, understandable, and in a good format for their learning style. Over half agreed they would recommend the online educator training to their colleagues (with 14 percent disagreeing). It should be noted that The Texas Gateway Online Resources site was launched only 7 weeks prior to this survey being conducted.

## Conclusions

The survey indicates school and district-level personnel were satisfied with the quality of service received from TEA since September 1, 2014. During this period, the “overall satisfaction rating” increased from 75 percent in 2014 to 82 percent in 2016.

Respondents gave their highest satisfaction ratings (92 percent) to their experience interacting directly with TEA staff—being treated courteously and professionally. In addition, customers were highly satisfied with TEA staff treating them with respect and demonstrating a willingness to assist them.

Opportunities exist regarding: phones being answered quickly by a live-person, improving the reasonableness of requests for information from the districts, improving the agency website to help customers find information quickly, making TEA’s correspondence more understandable, and increasing the number of educators using the TEA-provided online training resources.

In summary, TEA is very pleased with the overall results and high survey response rate of >20 percent and appreciates all the customers who took the time to respond. We look forward to continuously improving our services provided to our customers in the coming years.

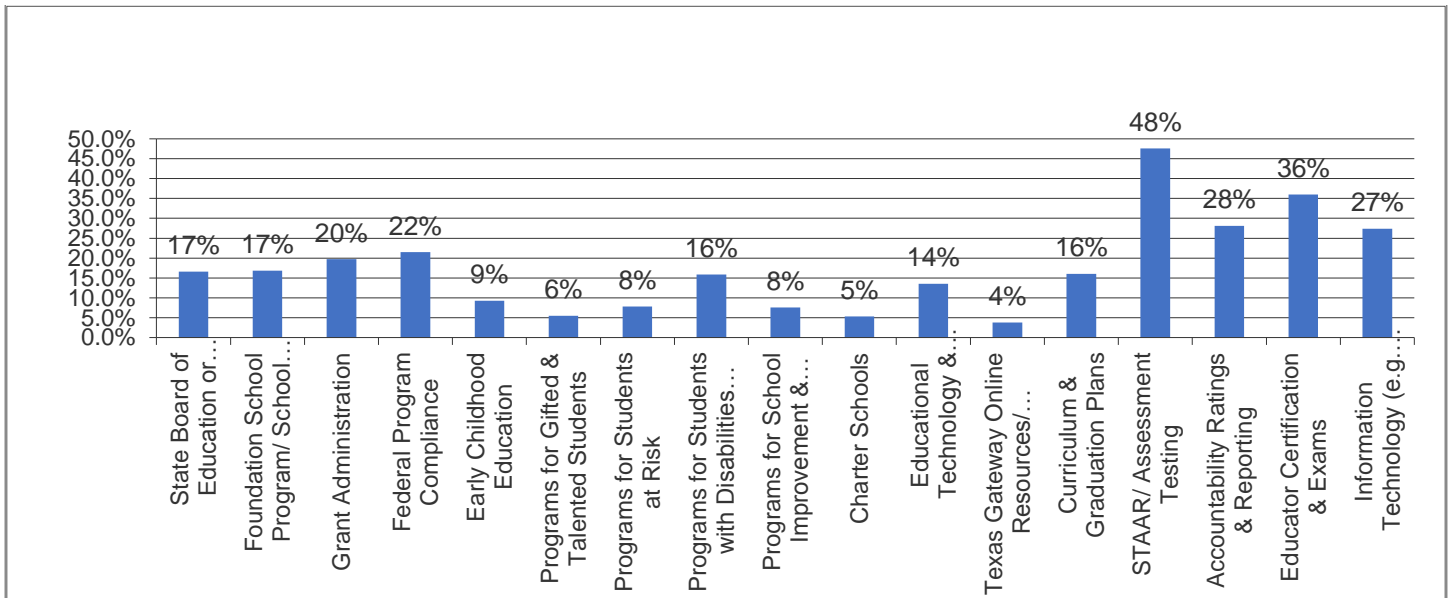
The following charts show detailed survey results.

## Texas Education Agency 2016 Customer Service Survey Results

1. Have you contacted TEA, or have you been contacted by TEA in the last two years (since September 1, 2014)?

Answer Options	Percent Response	Response Count
Yes	48.3%	1705
No	51.7%	1822
<i>answered question</i>		3527
<i>skipped question</i>		0

2. In the past two years, I have contacted TEA or have been contacted by TEA to obtain information on the following (please select all that apply):



In the past two years, I have contacted TEA or have been contacted by TEA to obtain information on the following (please select all that apply):	Response Percent	Response Count
State Board of Education or Commissioner's Rules	16.6%	256
Foundation School Program/School Funding	16.8%	259
Grant Administration	19.7%	305
Federal Program Compliance	21.5%	332
Early Childhood Education	9.3%	143
Programs for Gifted and Talented Students	5.5%	85
Programs for Students at Risk	7.8%	120
Programs for Students with Disabilities (Special Education)	15.9%	245
Programs for School Improvement and Accreditation	7.6%	118
Charter Schools	5.3%	82
Educational Technology and Instructional Materials (Textbooks)	13.5%	209
Texas Gateway Online Resources/ Educator Professional Development (Project Share)	3.8%	58

In the past two years, I have contacted TEA or have been contacted by TEA to obtain information on the following (please select all that apply):	Response Percent	Response Count
Curriculum and Graduation Plans	16.0%	247
STAAR/ Assessment Testing	47.6%	736
Accountability Ratings and Reporting	28.1%	434
Educator Certification and Exams	36.0%	556
Information Technology (such as PEIMS, TSDS, TEASE, and TEAL)	27.4%	424
Other (please specify)		187
	<i>answered question</i>	<b>1545</b>
	<i>skipped question</i>	1982

187 respondents specified other areas such as: bilingual programs, UIL, grievance issues, waivers, Early College High Schools, career education, retirement, compliance issues, monitoring site visits, military and homeless students, Pre-K programs, foster care issues, extracurricular credits, graduation and transition plans, attendance, music and fine arts.

3. If you have contact with TEA via telephone, please respond regarding your overall experience with the following:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	Total
Staff members are courteous.	41.40% 623	42.72% 643	5.85% 88	1.06% 16	0.27% 4	8.70% 131	1,505
I gain access to a live person quickly.	22.29% 335	38.19% 574	15.17% 228	11.18% 168	3.46% 52	9.71% 146	1,503
I am routed directly to the proper person.	23.72% 356	42.04% 631	14.26% 214	8.06% 121	2.00% 30	9.93% 149	1,501
I am given a clear explanation.	27.16% 408	41.08% 617	13.85% 208	7.72% 116	1.60% 24	8.59% 129	1,502
I am treated in a professional manner.	41.96% 629	43.16% 647	4.60% 69	1.27% 19	0.33% 5	8.67% 130	1,499
Staff members respond to my telephone request promptly.	29.37% 440	40.05% 600	12.22% 183	6.07% 91	2.07% 31	10.21% 153	1,498

4. If you have contact with TEA via email, please respond regarding your overall experience with the following:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	Total
Staff members respond to email requests promptly.	23.11% 339	35.51% 521	9.68% 142	4.98% 73	1.57% 23	25.15% 369	1,467
Staff members are courteous.	31.42% 459	37.37% 546	5.61% 82	0.55% 8	0.14% 2	24.91% 364	1,461
I am routed directly to the proper person.	22.88% 334	36.03% 526	10.34% 151	3.77% 55	0.75% 11	26.23% 383	1,460
I am given a clear explanation.	24.57% 358	33.84% 493	10.09% 147	6.25% 91	1.03% 15	24.23% 353	1,457
I am treated in a professional manner.	33.58% 490	35.98% 525	5.28% 77	0.62% 9	0.14% 2	24.40% 356	1,459

5. Regarding contact with TEA staff in general, please respond regarding your overall experience with the following:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	Total
TEA staff members treat me with respect.	43.71% 657	47.24% 710	4.79% 72	1.13% 17	0.13% 2	2.99% 45	1,503
TEA staff members demonstrate a willingness to assist.	41.45% 628	44.55% 675	7.92% 120	2.77% 42	0.40% 6	2.90% 44	1,515

6. Overall, I am satisfied with my contact with TEA.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	Total
Overall, I am satisfied with my contact with TEA.	35.48% 541	46.03% 702	11.80% 180	4.79% 73	0.79% 12	1.11% 17	1,525

*82% of customers reported they were satisfied with the customer service provided by TEA.*

7. Please respond to the following regarding your overall experience with TEA's customer complaint process for any TEA employee concerns:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	Total
Complaints to TEA are easy to submit.	6.68% 99	13.57% 201	12.42% 184	4.79% 71	1.08% 16	61.44% 910	1,481
My complaints are handled in a timely manner.	6.51% 97	12.42% 185	13.76% 205	3.96% 59	0.94% 14	62.42% 930	1,490

8. Please respond to the following regarding your overall experience with information provided by or requested from TEA:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	Total
TEA provides thorough and accurate information.	17.93% 507	52.78% 1,492	15.99% 452	7.61% 215	1.38% 39	4.32% 122	2,827
School financial information is useful.	13.86% 389	40.22% 1,129	19.56% 549	3.63% 102	0.86% 24	21.87% 614	2,807
Program guidance information is useful.	15.82% 444	48.24% 1,354	17.35% 487	4.63% 130	0.89% 25	13.07% 367	2,807
STAAR/Assessment information is useful.	21.75% 612	40.30% 1,134	12.69% 357	7.75% 218	4.87% 137	12.65% 356	2,814
Curriculum and graduation plan information is useful.	17.07% 479	42.27% 1,186	16.43% 461	3.35% 94	0.89% 25	19.99% 561	2,806

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	Total
Accountability ratings and reporting information is useful.	20.55% 578	44.17% 1,242	13.73% 386	6.79% 191	3.31% 93	11.45% 322	2,812
Grant information is useful.	14.15% 395	36.22% 1,011	19.81% 553	3.58% 100	0.86% 24	25.37% 708	2,791
Educator preparation and certification information is useful.	20.31% 572	45.58% 1,284	12.71% 358	2.98% 84	1.10% 31	17.32% 488	2,817
Overall, I am satisfied with the information I receive from TEA.	20.06% 566	51.13% 1,443	17.68% 499	5.81% 164	2.06% 58	3.26% 92	2,822
TEA's requests of information from educators are reasonable.	13.14% 369	42.86% 1,204	19.97% 561	7.33% 206	3.42% 96	13.28% 373	2,809
TEA allows adequate time for me to respond to their requests.	13.76% 388	43.49% 1,226	20.75% 585	3.97% 112	2.23% 63	15.79% 445	2,819
TEA's process for requesting information from me seems to be improving.	11.30% 318	36.26% 1,020	28.47% 801	3.45% 97	1.71% 48	18.81% 529	2,813

9. Please respond to the following questions regarding your overall experience with TEA's distributed correspondence:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	Total
Correspondence from TEA is generally useful to me.	19.45% 546	53.22% 1,494	17.06% 479	3.53% 99	0.96% 27	5.77% 162	2,807
Correspondence from TEA is accurate.	19.64% 551	51.80% 1,453	19.61% 550	2.60% 73	0.61% 17	5.74% 161	2,805
Correspondence from TEA is easy to understand.	14.81% 415	47.57% 1,333	22.02% 617	8.14% 228	2.32% 65	5.14% 144	2,802

10. Have you seen or utilized the TEA correspondence entitled "To the Administrator Addressed Letters" which provide important messages of interest to school districts?

Answer Options	Response Percent	Response Count
Yes	50.76%	1432
No	28.08%	792
I don't think so	21.16%	597
<i>answered question</i>		2,821



11. Please respond to the following regarding your overall experience with information in the “To the Administrator Addressed Letters”:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	Total
This information is relevant and useful.	34.76% 495	59.48% 847	4.71% 67	0.70% 10	0.21% 3	0.14% 2	1,424
It is easy for me to join the email distribution list for this correspondence.	33.52% 477	48.56% 691	11.03% 157	1.97% 28	0.56% 8	4.36% 62	1,423
Overall, I greatly benefit from this correspondence (“To the Administrator Addressed Letters”).	33.36% 475	53.37% 760	11.24% 160	1.33% 19	0.28% 4	0.42% 6	1,424

12. Have you visited the TEA website (www.tea.texas.gov)?

Answer Options	Response Percent	Response Count
Yes	96.52%	2715
No	3.48%	98
<i>answered question</i>		2,813

13. Please respond to the following questions regarding your experience with the TEA website:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	Total
It is easy to find information I need on the website.	11.34% 302	43.43% 1,156	16.23% 432	22.65% 603	6.24% 166	0.11% 3	2,662
I am able to easily find contact information for agency employees.	11.65% 310	38.52% 1,025	22.40% 596	14.66% 390	3.98% 106	8.79% 234	2,661
The website content is accurate.	17.04% 453	60.61% 1,611	17.80% 473	2.67% 71	1.02% 27	0.87% 23	2,658
The information on the website is easy to understand.	14.19% 377	52.71% 1,400	18.67% 496	11.60% 308	2.60% 69	0.23% 6	2,656
It is easy for me to locate complaint procedures.	6.79% 180	20.89% 554	23.64% 627	9.24% 245	3.17% 84	36.27% 962	2,652
It is easy for me to locate the Compact With Texans.	6.28% 166	17.25% 456	25.04% 662	7.83% 207	2.61% 69	41.00% 1,084	2,644
I am satisfied with the content quality.	12.16% 322	51.87% 1,373	24.37% 645	8.42% 223	2.23% 59	0.94% 25	2,647
The overall organization of the website helps me locate what I am looking for.	11.15% 297	43.56% 1,160	19.71% 525	18.21% 485	6.76% 180	0.60% 16	2,663
My visits to the website meet my needs.	13.97% 372	52.29% 1,392	19.72% 525	10.33% 275	3.38% 90	0.30% 8	2,662
TEA’s website quality and ease-of-use seems to be improving.	12.62% 335	43.92% 1,166	27.34% 726	10.58% 281	3.73% 99	1.81% 48	2,655

14. Do you have a suggestion to improve TEA’s website? (Please do not include confidential or personally identifiable information. Thanks!)

Over 700 respondents provided comments. Many simply said “Make it more user friendly”.

Specific suggestions included topics such as: improving website navigation, purging old information, revising the sensitivity of the menu bar and banner, improving the drop-down tool, linking directly to the information needed (rather than just the page), making STAAR information easier to find and more usable, providing instructions for using various reports, limiting information on the web pages and writing more succinctly (“less wordy”).

In addition, many respondents complimented the website, felt it was “very helpful”, and acknowledged recent improvements.

15. Please respond to the following regarding your overall experience with TEA’s Educator Certification process:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	Total
TEA provides thorough information regarding educator certifications.	15.82% 419	40.18% 1,064	8.91% 236	3.44% 91	1.02% 27	30.63% 811	2,648
TEA’s website information on this topic has been helpful to me.	13.92% 368	37.86% 1,001	11.69% 309	3.59% 95	1.10% 29	31.85% 842	2,644
I am satisfied with my experience when contacting TEA for guidance regarding educator certifications.	13.45% 355	32.93% 869	11.60% 306	2.96% 78	0.87% 23	38.20% 1,008	2,639
I understand the process necessary to register and take educator certification exams.	15.40% 407	37.76% 998	8.82% 233	2.99% 79	0.95% 25	34.09% 901	2,643
I understand the process necessary to maintain my educator certification.	17.64% 467	40.88% 1,082	7.86% 208	2.98% 79	0.98% 26	29.66% 785	2,647

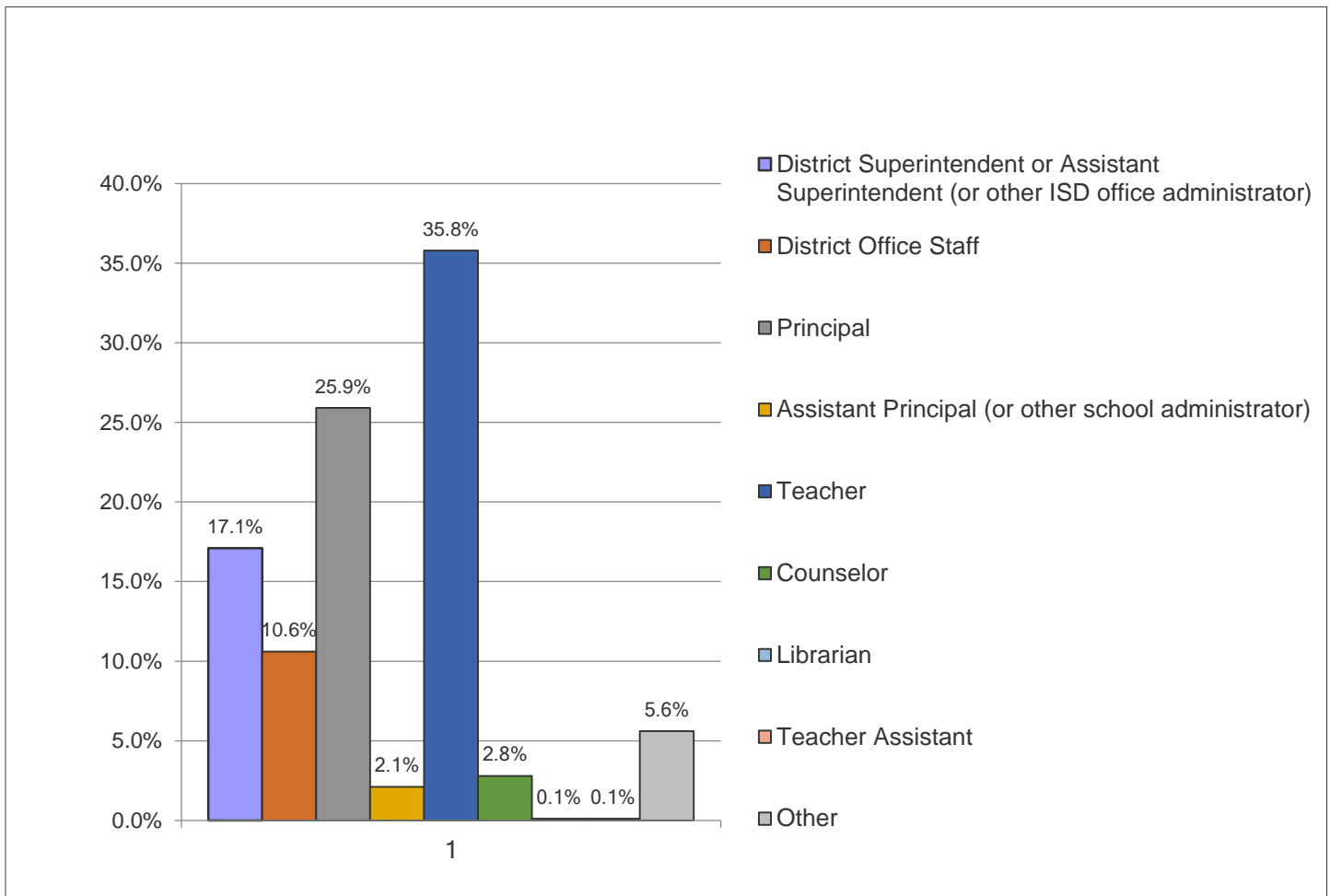
16. Have you accessed TEA’s online educator training (Project Share) and/or the newly launched Texas Gateway Online Resources in the last two years?

Answer Options	Response Percent	Response Count
Yes	18.49%	504
No	81.51%	2,222
<i>answered question</i>		2,726

17. Please respond to the following questions regarding your overall experience with TEA’s online educator training (Project Share) and/or the newly launched Texas Gateway Online Resources:

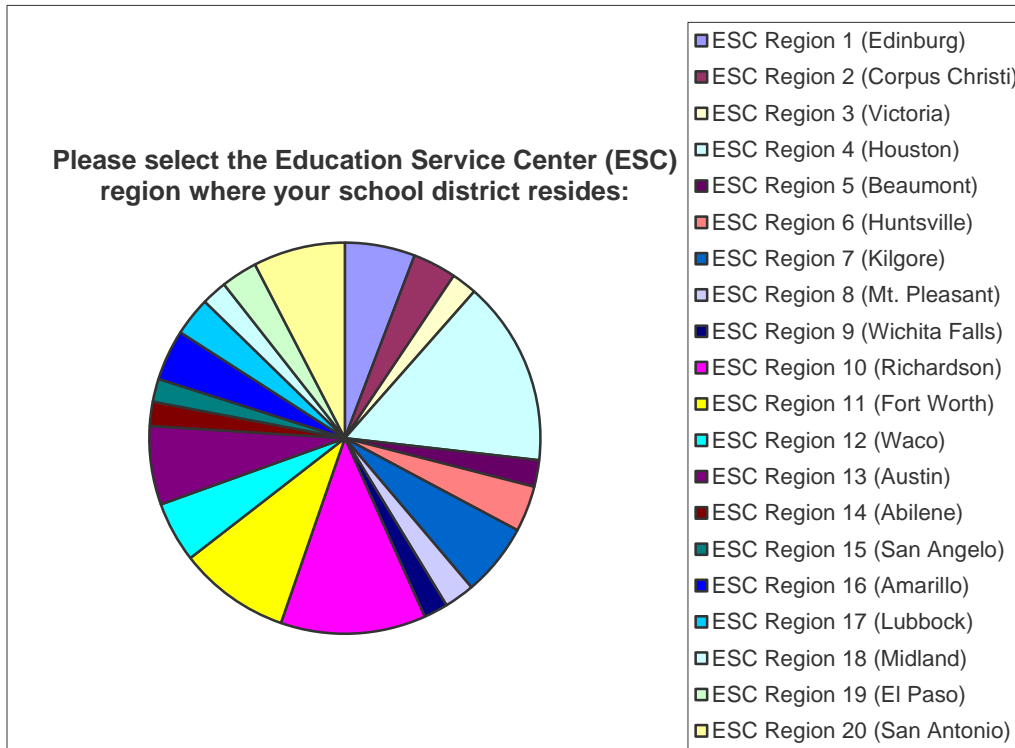
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	Total
It is easy for me to access TEA’s online educator training.	15.80% 79	48.20% 241	18.20% 91	12.00% 60	3.60% 18	2.20% 11	500
The information provided in TEA’s online educator training is clear and understandable.	15.60% 78	46.00% 230	22.60% 113	9.00% 45	3.20% 16	3.60% 18	500
The information provided in the online training is useful.	15.80% 79	50.40% 252	21.60% 108	5.20% 26	2.80% 14	4.20% 21	500
The online training resources are in a good format for my learning style.	15.00% 75	48.20% 241	21.80% 109	7.60% 38	3.00% 15	4.40% 22	500
I would recommend TEA’s online educator training to my colleagues.	16.20% 81	44.20% 221	23.00% 115	10.00% 50	3.80% 19	2.80% 14	500

18. Please select the category which best describes your role:



19. Please select the Education Service Center (ESC) region where your school district resides:

<b>Education Service Center (ESC) Regions:</b>	<b>Response Percent</b>	<b>Response Count</b>
ESC Region 1 (Edinburg)	5.8%	157
ESC Region 2 (Corpus Christi)	3.6%	98
ESC Region 3 (Victoria)	2.1%	57
ESC Region 4 (Houston)	15.3%	416
ESC Region 5 (Beaumont)	2.2%	60
ESC Region 6 (Huntsville)	3.8%	102
ESC Region 7 (Kilgore)	6.0%	164
ESC Region 8 (Mt. Pleasant)	2.5%	68
ESC Region 9 (Wichita Falls)	2.0%	55
ESC Region 10 (Richardson)	12.0%	324
ESC Region 11 (Fort Worth)	9.2%	249
ESC Region 12 (Waco)	5.0%	135
ESC Region 13 (Austin)	6.5%	175
ESC Region 14 (Abilene)	2.0%	54
ESC Region 15 (San Angelo)	1.9%	52
ESC Region 16 (Amarillo)	4.2%	115
ESC Region 17 (Lubbock)	3.2%	87
ESC Region 18 (Midland)	2.1%	58
ESC Region 19 (El Paso)	3.0%	80
ESC Region 20 (San Antonio)	7.6%	205
<i>answered question</i>		2711
<i>skipped question</i>		816



20. Do you have a suggestion to improve customer service at TEA? (Please do not include confidential or personally identifiable information. Thanks!)

TEA received over 500 comments on topics such as: phone wait-times, communications to teachers, assessment testing, teacher certifications, and consistent answers provided throughout TEA. Respondents also asked for more information about the new Texas Gateway Online Resources, and many complimented TEA for their efforts and thanked the staff for their support and assistance.

## Supplemental Schedule H: Assessment of Advisory Committees

This schedule provides an assessment of the Texas Education Agency's advisory committees. The information was submitted through the advisory committee supporting schedule in the agency's legislative appropriations request. The following committees participated:

1. Title I, Committee of Practitioners/Ed Flex State Panel (Title I COP)
2. Continuing Advisory Committee for Special Education (CACSE)
3. Communities in Schools State Advisory Committee (CISSAC)
4. Instructional Materials State Review Panel (IMSRP) [Formerly State Textbook Advisory Committee]
5. Expanded Learning Opportunities Council (ELOC)
6. Policy Committee on Public Education Information (PCPEI)
7. Educator Preparation Advisory Committee (EPAC)
8. Accountability Technical Advisory Committee (ATAC)
9. Accountability Policy Advisory Committee (APAC)
10. Information Task Force Advisory Subcommittee (ITF)
11. Texas Technical Advisory Committee (TTAC)
12. Commissioner's Advisory Council for Gifted/Talented Education
13. Charter School Proposal Evaluation Committee (CSPEC)
14. Data Security Advisory Committee (DSAC)
15. HIV Program Review Panel
16. Texas Permanent School Fund Committee of Investment Advisors (CIA)
17. State Parent Advisory Council for Migrant Education (State PAC)
18. Texas Essential Knowledge and Skills (TEKS) Review Committees
19. Texas Environmental Education Advisory Committee (TEEAC)
20. Educational Technology Advisory Committee (ETAC)
21. Texas Educator Review Committees (TERC)

**Section A: Information Submitted through Advisory Committee Supporting Schedule in Legislative Appropriations Request**

Committee name: Title I, Committee of Practitioners/Ed Flex State Panel (Title I COP)  
 Number of members: 12  
 Committee status (ongoing or inactive): Ongoing  
 Date created: 03/28/2001  
 Date to be abolished:  
 Budget strategy/strategies (such as 1-2-4): 2.3.2  
 Budget strategy/strategies:  
 Strategy title (such as Occupational Licensing): Agency Operations

State/Federal Authority	Select Type	Identify Specific Criterion
State authority		
State authority		
Federal authority		PL 107-110 Section 1903(b)
Federal authority		
Federal authority		

**Advisory Committee Costs**

*This section includes reimbursements for committee member costs and costs attributable to agency staff support.*

Committee Members Direct Expenses	Expended 2015	Estimated 2016	Budgeted 2017
Travel	\$0	\$0	\$0
Personnel	\$0	\$0	\$0
Number of FTEs	0.0	0.0	0.0
Other operating costs	\$0	\$0	\$0
Total, committee expenditures:	\$0	\$0	\$0
Committee Members Indirect Expenses	Expended 2015	Estimated 2016	Budgeted 2017
Travel	\$0	\$0	\$0
Personnel	\$0	\$0	\$0
Number of FTEs	0.0	0.0	0.0
Other operating costs	\$0	\$0	\$0
Total, committee expenditures:	\$0	\$0	\$0
Method of Financing	Expended 2015	Estimated 2016	Budgeted 2017
1-General Revenue Fund	\$0	\$0	\$0
Expenses/MOFs difference:	\$0	\$0	\$0
Meetings per Fiscal Year	Expended 2015	Estimated 2016	Budgeted 2017
	5	5	5

**Committee Description**

The purpose of the Title I Committee of Practitioners (Title I COP) is to review any state rules, regulations and policies relating to Title I of the Elementary and Secondary Education Act to ensure they conform to the purposes of Title I. The Title I COP must review and approve each change to said rules, regulations and policies. The committee also conducts a peer review of Individual Programmatic Ed-Flex waiver applications and makes recommendations for approval to the Commissioner or his/her designee, thus functioning as the state's Ed-Flex committee.

## Section B: Additional Committee Information

### 1. When and where does the committee typically meet and is there any requirement as the frequency of committee meetings?

The Title I Committee of Practitioners (Title I COP) conducts regular meetings four to six times per calendar year. In addition the Texas Education Agency may call special meetings of the committee as needed. Title I COP members set the meeting schedule on an annual basis. The Title I COP meetings are held at SEDL at 4700 Mueller Blvd. Austin, Texas, in the first floor conference room, from 9:00 am to 3:00 pm.

### 2. What kinds of deliverables or tangible output does the committee produce? If there are documents the committee is required to produce for your agency or the general public, please supply the most recent iterations of those.

Title I COP does not produce deliverables

### 3. What recommendations or advice has the committee most recently supplied to your agency? Of these, which were adopted by your agency and what was the rationale behind not adopting certain recommendations, if this occurred?

Title I COP made recommendations on the Title I funds reallocation process for 2015-2016. The recommendations were adopted by Grants Administration.

### 4a. Does your agency believe that the actions and scope of committee work is consistent with their authority as defined in its enabling statute and relevant to the ongoing mission of your agency?

Yes.

### 4b. Is committee scope and work conducted redundant with other functions of other state agencies or advisory committees?

No.

### 5a. Approximately how much staff time (in hours) was used to support the committee in fiscal year 2015?

20.0

### 5b. Please supply a general overview of the tasks entailed in agency staff assistance provided to the committee.

One staff has the responsibility of coordinating with other agency staff when developing the meeting agenda. In addition we secure the meeting location, free of cost. The preparation of materials and attending the meeting is also staff responsibility.

### 6. Have there been instances where the committee was unable to meet because a quorum was not present? (Please provide committee member attendance records for their last three meetings, if not already captured in meeting minutes.)

No.

### 7a. What opportunities does the committee provide for public attendance, participation, and how is this information conveyed to the public (such as online calendar of events, notices posted in *Texas Register*, etc.)?

Title I COP meeting days, membership and minutes are posted on the agency's website under NCLB.

### 7b. Do members of the public attend at least 50 percent of all committee meetings?

Yes.

### 7c. Are there instances where no members of the public attended meetings?

No.

### 8. Please list any external stakeholders you recommend we contact regarding this committee.

Shirley Clark; Tavenner, Jayne; Anderson, Martha (contact information is attached).

### 9a. In the opinion of your agency, has the committee met its mission and made substantive progress in its mission and goals?

Yes.

### 9b. Please describe the rationale for this opinion.

The mission and goal was to meet the statutory requirements by providing recommendations to the agency on Title I items. They have continuously accomplished that requirement.



**10. Given that state agencies are allowed the ability to create advisory committees at will, either on an ad-hoc basis or through amending agency rule in Texas Administrative Code:**

**10a. Is there any functional benefit for having this committee codified in statute?**

No.

**10b. Does the scope and language found in statute for this committee prevent your agency from responding to evolving needs related to this policy area?**

No.

**11a. Does your agency recommend this committee be retained, abolished or consolidated with another committee elsewhere (either at your agency or another in state government)?**

Retain.

**11b. Please describe the rationale for this opinion.**

The advisory committee is required by statute.

**12a. Were this committee abolished, would this impede your agency's ability to fulfill its mission?**

Yes.

**12b. If "Yes" for Question 12a, please describe the rationale for this opinion.**

The agency would not meet the commitment in the NCLB State Plan.

**Section A: Information Submitted through Advisory Committee Supporting Schedule in Legislative Appropriations Request**

Committee name: Continuing Advisory Committee for Special Education (CACSE)  
 Number of members: 17  
 Committee status (ongoing or inactive): Ongoing  
 Date created: 09/01/1976  
 Date to be abolished:  
 Budget strategy/strategies (such as 1-2-4): 2.3.2  
 Budget strategy/strategies:  
 Strategy title (such as Occupational Licensing): Agency Operations

State/Federal Authority	Select Type	Identify Specific Criterion
State authority	Statute	TEC 29.006
State authority		
Federal authority	Rules	34 CFR 167-169
Federal authority		
Federal authority		

**Advisory Committee Costs**

*This section includes reimbursements for committee member costs and costs attributable to agency staff support.*

Committee Members Direct Expenses	Expended 2015	Estimated 2016	Budgeted 2017
Travel	\$7,638	\$7,500	\$12,000
Personnel	\$0	\$0	
Number of FTEs	0.0	0.0	
Other operating costs	\$0	\$2,000	\$2,500
Total, committee expenditures:	\$7,638	\$9,500	\$14,500
Committee Members Indirect Expenses	Expended 2015	Estimated 2016	Budgeted 2017
Travel	\$0	\$0	\$0
Personnel	\$0	\$0	\$0
Number of FTEs	0.0	0.0	0.0
Other operating costs	\$0	\$0	\$0
Total, committee expenditures:	\$0	\$0	\$0
Method of Financing	Expended 2015	Estimated 2016	Budgeted 2017
148-Federal Health, Education and W	\$7,638	\$9,500	\$14,500
Expenses/MOFs difference:	\$0	\$0	\$0
Meetings per Fiscal Year	Expended 2015	Estimated 2016	Budgeted 2017
	3	3	3

**Committee Description**

To advise TEA on the unmet needs of students with disabilities. This committee is a federal requirement of the Individuals with Disabilities Education Act (IDEA).

## Section B: Additional Committee Information

**1. When and where does the committee typically meet and is there any requirement as the frequency of committee meetings?**

The CACSE meets 3 times a year in Austin, and once over TETN (video conference system). No.

**2. What kinds of deliverables or tangible output does the committee produce? If there are documents the committee is required to produce for your agency or the general public, please supply the most recent iterations of those.**

The CACSE provides advice to the Texas Education Agency and allows public comment on proposed rules.

**3. What recommendations or advice has the committee most recently supplied to your agency? Of these, which were adopted by your agency and what was the rationale behind not adopting certain recommendations, if this occurred?**

The CACSE has commented on homeless education and is still processing comments.

**4a. Does your agency believe that the actions and scope of committee work is consistent with their authority as defined in its enabling statute and relevant to the ongoing mission of your agency?**

Yes.

**4b. Is committee scope and work conducted redundant with other functions of other state agencies or advisory committees?**

No.

**5a. Approximately how much staff time (in hours) was used to support the committee in fiscal year 2015?**

200.0

**5b. Please supply a general overview of the tasks entailed in agency staff assistance provided to the committee.**

Meeting and agenda planning with members, inviting presenters, conducting the meeting, presenting, minute taking, post meeting debrief, processing travel, and planning for the next meeting.

**6. Have there been instances where the committee was unable to meet because a quorum was not present? (Please provide committee member attendance records for their last three meetings, if not already captured in meeting minutes.)**

Yes.

**7a. What opportunities does the committee provide for public attendance, participation, and how is this information conveyed to the public (such as online calendar of events, notices posted in *Texas Register*, etc.)?**

Meeting notices are published in the Texas Register, and on the TEA webpage. Additionally, the members added a public comment period to the agenda.

**7b. Do members of the public attend at least 50 percent of all committee meetings?**

Yes.

**7c. Are there instances where no members of the public attended meetings?**

No.

**8. Please list any external stakeholders you recommend we contact regarding this committee.**

**9a. In the opinion of your agency, has the committee met its mission and made substantive progress in its mission and goals?**

Yes.

**9b. Please describe the rationale for this opinion.**

The CACSE helps to meet state and federal requirements.

**10. Given that state agencies are allowed the ability to create advisory committees at will, either on an ad-hoc basis or through amending agency rule in Texas Administrative Code:**

**10a. Is there any functional benefit for having this committee codified in statute?**

No.

**10b. Does the scope and language found in statute for this committee prevent your agency from responding to evolving needs related to this policy area?**

Yes

**10c. If "Yes" for Question 10b, please describe the rationale for this opinion.**

Committee members should be appointed by the Commissioner of Education instead of the Governor to streamline the appointment process.

**11a. Does your agency recommend this committee be retained, abolished or consolidated with another committee elsewhere (either at your agency or another in state government)?**

Other.

**11b. Please describe the rationale for this opinion.**

Retained, but change the appointment process from the Texas Governor to the Commissioner of Education.

**12a. Were this committee abolished, would this impede your agency's ability to fulfill its mission?**

Yes.

**12b. If "Yes" for Question 12a, please describe the rationale for this opinion.**

The State of Texas and TEA would be in non-compliance with federal law/regulation.

**Section A: Information Submitted through Advisory Committee Supporting Schedule in Legislative Appropriations Request**

Committee name: Communities in Schools State Advisory Committee (CISSAC)  
 Number of members:  
 Committee status (ongoing or inactive): Inactive  
 Date created:  
 Date to be abolished: 08/01/2016  
 Budget strategy/strategies (such as 1-2-4):  
 Budget strategy/strategies:  
 Strategy title (such as Occupational Licensing):

State/Federal Authority	Select Type	Identify Specific Criterion
State authority	Other	77th Leg., R.S. Ch.1165, Section
State authority	Agency Rider	Article III, Rider 11
Federal authority		
Federal authority		
Federal authority		

**Advisory Committee Costs**

*This section includes reimbursements for committee member costs and costs attributable to agency staff support.*

Committee Members Direct Expenses	Expended 2015	Estimated 2016	Budgeted 2017
Travel	\$0	\$0	\$0
Personnel	\$0	\$0	\$0
Number of FTEs	0.0	0.0	0.0
Other operating costs	\$0	\$0	\$0
Total, committee expenditures:	\$0	\$0	\$0
Committee Members Indirect Expenses	Expended 2015	Estimated 2016	Budgeted 2017
Travel	\$0	\$0	\$0
Personnel	\$0	\$0	\$0
Number of FTEs	0.0	0.0	0.0
Other operating costs	\$0	\$0	\$0
Total, committee expenditures:	\$0	\$0	\$0
Method of Financing	Expended 2015	Estimated 2016	Budgeted 2017
148-Federal Health, Education and W	\$0	\$0	\$0
Expenses/MOFs difference:	\$0	\$0	\$0
Meetings per Fiscal Year	Expended 2015	Estimated 2016	Budgeted 2017
	0	0	0

**Committee Description**

The CIS State Advisory Committee (CISSAC) was created in HB 2879 sponsored by Representative Sadler and Senator Bivens during the 77th Legislative Session. The advisory committee shall advise and provide guidance to programs operating under the auspices of the Communities In Schools in Texas.

## Section B: Additional Committee Information

1. When and where does the committee typically meet and is there any requirement as the frequency of committee meetings?

2. What kinds of deliverables or tangible output does the committee produce? If there are documents the committee is required to produce for your agency or the general public, please supply the most recent iterations of those.

3. What recommendations or advice has the committee most recently supplied to your agency? Of these, which were adopted by your agency and what was the rationale behind not adopting certain recommendations, if this occurred?

4a. Does your agency believe that the actions and scope of committee work is consistent with their authority as defined in its enabling statute and relevant to the ongoing mission of your agency?

No.

4b. Is committee scope and work conducted redundant with other functions of other state agencies or advisory committees?

Yes.

5a. Approximately how much staff time (in hours) was used to support the committee in fiscal year 2015?

5b. Please supply a general overview of the tasks entailed in agency staff assistance provided to the committee.

6. Have there been instances where the committee was unable to meet because a quorum was not present? (Please provide committee member attendance records for their last three meetings, if not already captured in meeting minutes.)

7a. What opportunities does the committee provide for public attendance, participation, and how is this information conveyed to the public (such as online calendar of events, notices posted in *Texas Register*, etc.)?

7b. Do members of the public attend at least 50 percent of all committee meetings?

7c. Are there instances where no members of the public attended meetings?

8. Please list any external stakeholders you recommend we contact regarding this committee.

9a. In the opinion of your agency, has the committee met its mission and made substantive progress in its mission and goals?

9b. Please describe the rationale for this opinion.

10. Given that state agencies are allowed the ability to create advisory committees at will, either on an ad-hoc basis or through amending agency rule in Texas Administrative Code:

10a. Is there any functional benefit for having this committee codified in statute?

**10b. Does the scope and language found in statute for this committee prevent your agency from responding to evolving needs related to this policy area?**

**10c. If "Yes" for Question 10b, please describe the rationale for this opinion.**

**11a. Does your agency recommend this committee be retained, abolished or consolidated with another committee elsewhere (either at your agency or another in state government)?**

Abolish

**11b. Please describe the rationale for this opinion.**

Through collaboration with Communities in Schools local affiliate executive directors, the agency is able to effectively meet its statutory responsibilities related to Communities in Schools. The advisory committee has not met in several years and there has not been a negative impact on the work in that time.

**12a. Were this committee abolished, would this impede your agency's ability to fulfill its mission?**

No.

**12b. If "Yes" for Question 12a, please describe the rationale for this opinion.**

**13. Please describe any other suggested modifications to the committee that would help the committee or agency better fulfill its mission.**

Through collaboration with Communities in Schools local affiliate executive directors, the agency is able to effectively meet its statutory responsibilities related to Communities in Schools. The advisory committee has not met in several years. The agency has been in periodic contact with currently appointed committee members and will execute a plan to notify committee members of plans to abolish this committee.

**Section A: Information Submitted through Advisory Committee Supporting Schedule in Legislative Appropriations Request**

Committee name: Instructional Materials State Review Panel (IMSRP) [Formerly State Textbook Advisory Committee]  
 Number of members: 200-315  
 Committee status (ongoing or inactive): Ongoing  
 Date created: 09/01/1996  
 Date to be abolished:  
 Budget strategy/strategies (such as 1-2-4): 2.3.2  
 Budget strategy/strategies:  
 Strategy title (such as Occupational Licensing): Agency Operations

State/Federal Authority	Select Type	Identify Specific Criterion
State authority	Statute	31.021(c)(3)
State authority	Admin Code	66.30
Federal authority		
Federal authority		
Federal authority		

**Advisory Committee Costs**

*This section includes reimbursements for committee member costs and costs attributable to agency staff support.*

Committee Members Direct Expenses	Expended 2015	Estimated 2016	Budgeted 2017
Travel	\$0	\$320,000	\$470,491
Personnel	\$0	\$0	\$0
Number of FTEs	0.0	0.0	0.0
Other operating costs	\$0	\$0	\$0
Total, committee expenditures:	\$0	\$320,000	\$470,491
Committee Members Indirect Expenses	Expended 2015	Estimated 2016	Budgeted 2017
Travel	\$0	\$0	\$0
Personnel	\$0	\$0	\$0
Number of FTEs	0.0	0.0	0.0
Other operating costs	\$3,472	\$37,500	\$59,509
Total, committee expenditures:	\$3,472	\$37,500	\$59,509
Method of Financing	Expended 2015	Estimated 2016	Budgeted 2017
3-Instructional Materials Fund No. 003	\$3,472	\$357,500	\$530,000
Expenses/MOFs difference:	\$0	\$0	\$0
Meetings per Fiscal Year	Expended 2015	Estimated 2016	Budgeted 2017
	15	25	15

**Committee Description**

The State Review Panel reviews instructional materials submitted for adoption by the State Board of Education to determine the extent to which those materials cover the required standards (the Texas Essential Knowledge and Skills and the English Language Proficiency Standards) and to determine if errors exist in the materials. The committee only meets when a proclamation has been issued for the following school year. The committee did not meet in FY2015.



## Section B: Additional Committee Information

### 1. When and where does the committee typically meet and is there any requirement as the frequency of committee meetings?

The committee meets in Austin each summer if the SBOE has issued a proclamation for instructional materials to be available for the following school year (i.e., Summer, 2016 for Proclamation 2017).

### 2. What kinds of deliverables or tangible output does the committee produce? If there are documents the committee is required to produce for your agency or the general public, please supply the most recent iterations of those.

The committee completes extensive evaluation documents for each set of instructional materials submitted for consideration. Hundreds of these documents are produced each Summer that the committee meets.

### 3. What recommendations or advice has the committee most recently supplied to your agency? Of these, which were adopted by your agency and what was the rationale behind not adopting certain recommendations, if this occurred?

The committee recommended adoption of 323 products in Summer, 2014. 319 of those products were adopted at the November, 2014 State Board of Education (SBOE) meeting and became available for school districts to purchase in April, 2015.

### 4a. Does your agency believe that the actions and scope of committee work is consistent with their authority as defined in its enabling statute and relevant to the ongoing mission of your agency?

Yes.

### 4b. Is committee scope and work conducted redundant with other functions of other state agencies or advisory committees?

No.

### 5a. Approximately how much staff time (in hours) was used to support the committee in fiscal year 2015?

0.0

### 5b. Please supply a general overview of the tasks entailed in agency staff assistance provided to the committee.

Agency staff receives and processes the materials submitted for review, receives and processes review panel nominations, manages contracts with the hotel for meeting space and accommodations and with an audio/visual company for technological needs during the meeting, facilitates the review for both panel members and the publishers, processes travel reimbursements, and prepares the reports of the committee for presentation to the commissioner and the SBOE. These tasks are required in fiscal years when a review occurs. No review occurred in fiscal year 2015.

### 6. Have there been instances where the committee was unable to meet because a quorum was not present? (Please provide committee member attendance records for their last three meetings, if not already captured in meeting minutes.)

No.

### 7a. What opportunities does the committee provide for public attendance, participation, and how is this information conveyed to the public (such as online calendar of events, notices posted in *Texas Register*, etc.)?

Panel members can be nominated by anyone in the State. The nomination forms are available on the TEA website. Calls for nominations go out to the public through TEA bulletins and various listserv groups. The meeting schedule is also posted on the TEA website.

### 7b. Do members of the public attend at least 50 percent of all committee meetings?

Yes.

### 7c. Are there instances where no members of the public attended meetings?

Yes.

### 8. Please list any external stakeholders you recommend we contact regarding this committee.

### 9a. In the opinion of your agency, has the committee met its mission and made substantive progress in its mission and goals?

Yes.

**9b. Please describe the rationale for this opinion.**

The review panels complete the review of instructional materials each time it is needed. Without that work, the SBOE would not have the information it needs to adopt instructional materials as required by TEC §31.022.

**10. Given that state agencies are allowed the ability to create advisory committees at will, either on an ad-hoc basis or through amending agency rule in Texas Administrative Code:**

**10a. Is there any functional benefit for having this committee codified in statute?**

No.

**10b. Does the scope and language found in statute for this committee prevent your agency from responding to evolving needs related to this policy area?**

No.

**10c. If "Yes" for Question 10b, please describe the rationale for this opinion.**

**11a. Does your agency recommend this committee be retained, abolished or consolidated with another committee elsewhere (either at your agency or another in state government)?**

Retain.

**11b. Please describe the rationale for this opinion.**

The review panels complete the review of instructional materials each time it is needed. Without that work, the SBOE would not have the information it needs to adopt instructional materials as required by TEC §31.022.

**12a. Were this committee abolished, would this impede your agency's ability to fulfill its mission?**

Yes.

**12b. If "Yes" for Question 12a, please describe the rationale for this opinion.**

Without the work of the review panels, the SBOE would not have the information it needs to adopt instructional materials as required by TEC §31.022.

**Section A: Information Submitted through Advisory Committee Supporting Schedule in Legislative Appropriations Request**

Committee name: Expanded Learning Opportunities Council (ELOC)  
 Number of members: 13  
 Committee status (ongoing or inactive): Ongoing  
 Date created: 09/01/2013  
 Date to be abolished: 09/01/2017  
 Budget strategy/strategies (such as 1-2-4): 2.3.2  
 Budget strategy/strategies:  
 Strategy title (such as Occupational Licensing): Agency Operations

State/Federal Authority	Select Type	Identify Specific Criterion
State authority	Statute	TEC Chapter 33, Subchapter G, Sec. 251–260
State authority	Admin Code	Government Code §2110.004
Federal authority		
Federal authority		
Federal authority		

**Advisory Committee Costs**

*This section includes reimbursements for committee member costs and costs attributable to agency staff support.*

Committee Members Direct Expenses	Expended 2015	Estimated 2016	Budgeted 2017
Travel	\$0	\$0	\$0
Personnel	\$0	\$0	\$0
Number of FTEs	0.0	0.0	0.0
Other operating costs	\$0	\$0	\$0
Total, committee expenditures:	\$0	\$0	\$0
Committee Members Indirect Expenses	Expended 2015	Estimated 2016	Budgeted 2017
Travel	\$0	\$0	\$0
Personnel	\$0	\$0	\$0
Number of FTEs	0.0	0.0	0.0
Other operating costs	\$2,840	\$0	\$0
Total, committee expenditures:	\$2,840	\$0	\$0
Method of Financing	Expended 2015	Estimated 2016	Budgeted 2017
1-General Revenue Fund	\$2,840	\$0	\$0
Expenses/MOFs difference:	\$0	\$0	\$0
Meetings per Fiscal Year	Expended 2015	Estimated 2016	Budgeted 2017
	3	3	3

**Committee Description**

The ELOC is established to study issues concerning expanded learning opportunities for Texas public school students and to make recommendations to address these issues. The council continues to be active and study issues that focus on innovative, hands-on learning approaches that complement rather than replicate the regular school curriculum. The continuation of the ELOC will allow the members the opportunity to provide guidance on implementing their recommendations after the next required report that is due on November 1, 2017.

## Section B: Additional Committee Information

### 1. When and where does the committee typically meet and is there any requirement as the frequency of committee meetings?

The ELOC typically meets in Austin. Statute currently requires at least three in-person meetings per year and the council may hold additional meetings by conference call if necessary.

### 2. What kinds of deliverables or tangible output does the committee produce? If there are documents the committee is required to produce for your agency or the general public, please supply the most recent iterations of those.

The ELOC shall develop a comprehensive statewide action plan and submit it to both houses of the legislature, the governor, and the agency on or before November 1 of each even-numbered year.

### 3. What recommendations or advice has the committee most recently supplied to your agency? Of these, which were adopted by your agency and what was the rationale behind not adopting certain recommendations, if this occurred?

As part of the federal requirement for seeking input into the competitive grants awarded under the federal 21st Century Community Learning Centers (CCLC), Cycle 9 grant program, the agency presented to the Council and received recommendations. The agency adopted their recommendation to develop program-specific requirements designed to increase access to supplementary out-of-school-time programs across the state in order to reach students and families who are most in need.

### 4a. Does your agency believe that the actions and scope of committee work is consistent with their authority as defined in its enabling statute and relevant to the ongoing mission of your agency?

Yes.

### 4b. Is committee scope and work conducted redundant with other functions of other state agencies or advisory committees?

Yes.

### 5a. Approximately how much staff time (in hours) was used to support the committee in fiscal year 2015?

288.0

### 5b. Please supply a general overview of the tasks entailed in agency staff assistance provided to the committee.

Planning and coordinating all aspects of the required meetings; coordinating materials and the planning process with the Texas Comprehensive Center at the American Institute for Research (AIR), Texas Partnerships for Out-of-School time, national experts, and other interested parties; facilitating subcommittee workgroups; developing and maintaining planning tools; writing and publishing the required reports; maintaining a Council website.

### 6. Have there been instances where the committee was unable to meet because a quorum was not present? (Please provide committee member attendance records for their last three meetings, if not already captured in meeting minutes.)

No.

### 7a. What opportunities does the committee provide for public attendance, participation, and how is this information conveyed to the public (such as online calendar of events, notices posted in *Texas Register*, etc.)?

All in-person meetings are open to the public and several have provided the opportunity for public input. TEA maintains an email account for the council where interested parties can email ideas, input, questions, requests, etc. Meeting notices are shared through the TXPOST listserv and the Texas 21st CCLC listserv.

### 7b. Do members of the public attend at least 50 percent of all committee meetings?

Yes.

### 7c. Are there instances where no members of the public attended meetings?

Yes.

### 8. Please list any external stakeholders you recommend we contact regarding this committee.

Texas Partnership for Out-of-School-Time, Texas Comprehensive Center at AIR.

### 9a. In the opinion of your agency, has the committee met its mission and made substantive progress in its mission and goals?

Yes.

**9b. Please describe the rationale for this opinion.**

The Council has been very active and committed. They are currently working in smaller workgroups in order to construct the recommendations for the required report that is due to the Texas Legislature in November 2016.

**10. Given that state agencies are allowed the ability to create advisory committees at will, either on an ad-hoc basis or through amending agency rule in Texas Administrative Code:**

**10a. Is there any functional benefit for having this committee codified in statute?**

Yes.

**10b. Does the scope and language found in statute for this committee prevent your agency from responding to evolving needs related to this policy area?**

No.

**10c. If "Yes" for Question 10b, please describe the rationale for this opinion.**

**11a. Does your agency recommend this committee be retained, abolished or consolidated with another committee elsewhere (either at your agency or another in state government)?**

Other.

**11b. Please describe the rationale for this opinion.**

The Council continues to be active and study issues concerning expanded learning opportunities for public school students that focus on innovative, hands-on learning approaches that complement rather than replicate the regular school curriculum. The authorizing statute is set to expire on September 1, 2017.

**12a. Were this committee abolished, would this impede your agency's ability to fulfill its mission?**

No.

**12b. If "Yes" for Question 12a, please describe the rationale for this opinion.**

The agency provides coordination and resources for the Committee to study and make recommendations.

**13. Please describe any other suggested modifications to the committee that would help the committee or agency better fulfill its mission.**

Currently the authorizing statute is set to expire September, 2017. If extended, reduce the number of required in-person meetings to 2 per year.

**Section A: Information Submitted through Advisory Committee Supporting Schedule in Legislative Appropriations Request**

Committee name: Policy Committee on Public Education Information (PCPEI)  
 Number of members: 31  
 Committee status (ongoing or inactive): Ongoing  
 Date created: 08/05/1991  
 Date to be abolished:  
 Budget strategy/strategies (such as 1-2-4): 2.3.5  
 Budget strategy/strategies:  
 Strategy title (such as Occupational Licensing): Information Systems—Technology

State/Federal Authority	Select Type	Identify Specific Criterion
State authority	Admin Code	Chapter 19, 61.1025 c
State authority		
Federal authority		
Federal authority		
Federal authority		

**Advisory Committee Costs**

*This section includes reimbursements for committee member costs and costs attributable to agency staff support.*

Committee Members Direct Expenses	Expended 2015	Estimated 2016	Budgeted 2017
Travel	\$0	\$0	\$0
Personnel	\$0	\$0	\$0
Number of FTEs	0.0	0.0	0.0
Other operating costs	\$0	\$0	\$0
Total, committee expenditures:	\$0	\$0	\$0
Committee Members Indirect Expenses	Expended 2015	Estimated 2016	Budgeted 2017
Travel	\$0	\$0	\$0
Personnel	\$0	\$0	\$0
Number of FTEs	0.0	0.0	0.0
Other operating costs	\$0	\$0	\$0
Total, committee expenditures:	\$0	\$0	\$0
Method of Financing	Expended 2015	Estimated 2016	Budgeted 2017
1-General Revenue Fund	\$0	\$0	\$0
Expenses/MOFs difference:	\$0	\$0	\$0
Meetings per Fiscal Year	Expended 2015	Estimated 2016	Budgeted 2017
	0	0	0

**Committee Description**

Texas Administrative Code §61.1025(c) requires the Commissioner of Education to establish a policy advisory group that provides oversight of data collections and reporting standards policies. The Texas Education Agency (TEA) utilizes the services of this advisory committee known as the Policy Committee on Public Education Information (PCPEI). The PCPEI serves as an advisory group to oversee policy issues related to the TSDS/PEIMS data collection. The group reviews and approves current and ongoing data collections. The committee also recommends the elimination of data collections considered not useful or mandatory, recommends the repeal or amendment of rules that address information, and it recommends agency policies that promote data quality.

Consequences of Abolishing: Abolishing PCPEI would negatively impact TEA, school districts, and educational service centers. These entities rely on this committee to provide guidance on how to implement state mandated data collections in

a manner that will not cause the school districts unnecessary burden and that will have the least impact to school resources.

## **Section B: Additional Committee Information**

### **1. When and where does the committee typically meet and is there any requirement as the frequency of committee meetings?**

PCPEI meets at least three times a year in October, February, and May/June. The meeting takes place at the Texas Education Agency with the option for participants to attend via webinar. Please note that committee members are responsible for any travel expenses incurred by attending meetings at the Texas Education Agency.

### **2. What kinds of deliverables or tangible output does the committee produce? If there are documents the committee is required to produce for your agency or the general public, please supply the most recent iterations of those.**

Decisions made during PCPEI meetings are published in the data standards. Refer to link for most recent release of data standards. [http://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS\\_Latest\\_Release/](http://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release/)

### **3. What recommendations or advice has the committee most recently supplied to your agency? Of these, which were adopted by your agency and what was the rationale behind not adopting certain recommendations, if this occurred?**

During the October 27, 2015 meeting the PCPEI committee made multiple recommendations and provided advice for ways to implement proposed changes to data collections as a result of the 84th Legislative Session. Recommendations made by the committee included: TReX Data Reporting Changes (SB 149); changes required as a result of decriminalizing student truancy (HB 2398); and changes in how schools calculate instruction for students from days to minutes (HB 2610). Refer to PCPEI Meeting Minutes 2015-10-27 for the complete list of recommendations, recommendations that were adopted, and the rationale behind the decisions made.

### **4a. Does your agency believe that the actions and scope of committee work is consistent with their authority as defined in its enabling statute and relevant to the ongoing mission of your agency?**

Yes.

### **4b. Is committee scope and work conducted redundant with other functions of other state agencies or advisory committees?**

No.

### **5a. Approximately how much staff time (in hours) was used to support the committee in fiscal year 2015?**

248

### **5b. Please supply a general overview of the tasks entailed in agency staff assistance provided to the committee.**

TEA agency staff are responsible for the following tasks:

Preparing agenda prior to meeting; Preparing all documentation, handouts and presentations used during the meeting; Set up and prepare meeting room; Facilitation of all meetings; Providing all communications on meeting times, outcomes; Provide meeting minutes from all meetings.

### **6. Have there been instances where the committee was unable to meet because a quorum was not present? (Please provide committee member attendance records for their last three meetings, if not already captured in meeting minutes.)**

No.

### **7a. What opportunities does the committee provide for public attendance, participation, and how is this information conveyed to the public (such as online calendar of events, notices posted in *Texas Register*, etc.)?**

PCPEI meetings are not open to the public.

### **7b. Do members of the public attend at least 50 percent of all committee meetings?**

No.

### **7c. Are there instances where no members of the public attended meetings?**

No.

### **8. Please list any external stakeholders you recommend we contact regarding this committee.**

TEA recommends that you contact the current Chair of the PCPEI committee, Mary Ann Whiteker.

**9a. In the opinion of your agency, has the committee met its mission and made substantive progress in its mission and goals?**

Yes.

**9b. Please describe the rationale for this opinion.**

It is the opinion of TEA that PCPEI has met its mission and made substantive progress as the committee reviews proposals to implement the required state mandated data collections and provides guidance on implementing the data collections in a manner that will not cause the school districts unnecessary burden and that will have the least impact to school resources.

**10. Given that state agencies are allowed the ability to create advisory committees at will, either on an ad-hoc basis or through amending agency rule in Texas Administrative Code:**

**10a. Is there any functional benefit for having this committee codified in statute?**

Yes.

**10b. Does the scope and language found in statute for this committee prevent your agency from responding to evolving needs related to this policy area?**

No.

**10c. If "Yes" for Question 10b, please describe the rationale for this opinion.**

**11a. Does your agency recommend this committee be retained, abolished or consolidated with another committee elsewhere (either at your agency or another in state government)?**

Retain.

**11b. Please describe the rationale for this opinion.**

TEA recommends that this committee be retained as the agency and school districts rely on this committee to provide guidance on how to implement state mandated data collections in a manner that will not cause the schools, and school districts unnecessary burden and that will have the least impact to school resources.

**12a. Were this committee abolished, would this impede your agency's ability to fulfill its mission?**

Yes.

**12b. If "Yes" for Question 12a, please describe the rationale for this opinion.**

If PCPEI were abolished TEA's ability to fulfill its mission would be greatly impeded. The mission of TEA is to provide leadership, guidance, and resources to help school districts meet the educational needs of all students and prepare them for success in the global economy. The PCPEI committee allows multiple stakeholders to collaborate and determine the most efficient way to implement state mandated data collections, which is a valuable resource to TEA, the school districts, and the educational resource centers. The committee helps prevent an unnecessary burden on these entities.



**Section A: Information Submitted through Advisory Committee Supporting Schedule in Legislative Appropriations Request**

Committee name: Educator Preparation Advisory Committee (EPAC)  
 Number of members: 25  
 Committee status (ongoing or inactive): Ongoing  
 Date created: 03/01/2006  
 Date to be abolished:  
 Budget strategy/strategies (such as 1-2-4): 2.3.3  
 Budget strategy/strategies:  
 Strategy title (such as Occupational Licensing): State Board for Educator Certification

State/Federal Authority	Select Type	Identify Specific Criterion
State authority	Statute	Texas Education Code Sec. 21.040
State authority	Other	State Board for Educator Certification Board Operating Policies and Procedures
Federal authority		
Federal authority		
Federal authority		

**Advisory Committee Costs**

*This section includes reimbursements for committee member costs and costs attributable to agency staff support.*

Committee Members Direct Expenses	Expended 2015	Estimated 2016	Budgeted 2017
Travel	\$0	\$0	\$0
Personnel	\$0	\$0	\$0
Number of FTEs	0.0	0.0	0.0
Other operating costs	\$0	\$0	\$0
Total, committee expenditures:	\$0	\$0	\$0
Committee Members Indirect Expenses	Expended 2015	Estimated 2016	Budgeted 2017
Travel	\$0	\$0	\$0
Personnel	\$0	\$0	\$0
Number of FTEs	0.0	0.0	0.0
Other operating costs	\$0	\$0	\$0
Total, committee expenditures:	\$0	\$0	\$0
Method of Financing	Expended 2015	Estimated 2016	Budgeted 2017
1-General Revenue Fund	\$0	\$0	\$0
Expenses/MOFs difference:	\$0	\$0	\$0
Meetings per Fiscal Year	Expended 2015	Estimated 2016	Budgeted 2017
	0	0	0

**Committee Description**

The Educator Preparation Advisory Committee (EPAC) exists to advise the agency and the State Board for Educator Certification (SBEC) on matters relating to the educator preparation programs in Texas. The committee is intended to reflect the proportionate representation of the various types of programs that have been approved by the board and reflect the diverse population of Texas. Because of the volume of changes in statute and rule affecting educator preparation programs, the committee's continuation is necessary to ensure appropriate input to the board and communication back to educator preparation programs.

## Section B: Additional Committee Information

### 1. When and where does the committee typically meet and is there any requirement as the frequency of committee meetings?

The committee convenes bi-monthly or as needed to review relevant rule items according to regular scheduled SBEC meetings. The committee meetings are held in an on-site conference room; the meeting is also made available via webinar for those members who are not able to travel to the meeting.

### 2. What kinds of deliverables or tangible output does the committee produce? If there are documents the committee is required to produce for your agency or the general public, please supply the most recent iterations of those.

The committee is not required to produce documents for the agency or the general public. The committee has not produced any deliverables or tangible output other than feedback to staff during the 2016–2017 biennium.

### 3. What recommendations or advice has the committee most recently supplied to your agency? Of these, which were adopted by your agency and what was the rationale behind not adopting certain recommendations, if this occurred?

The committee has provided much needed feedback for recent rule reviews, revisions, and adoptions for Texas Administrative Code chapters 227, 228, 229, 230, and 232.

### 4a. Does your agency believe that the actions and scope of committee work is consistent with their authority as defined in its enabling statute and relevant to the ongoing mission of your agency?

Yes.

### 4b. Is committee scope and work conducted redundant with other functions of other state agencies or advisory committees?

No.

### 5a. Approximately how much staff time (in hours) was used to support the committee in fiscal year 2015?

70.0

### 5b. Please supply a general overview of the tasks entailed in agency staff assistance provided to the committee.

Agency staff schedule the meetings, develop relevant background materials, facilitate the meetings, and provide other input as necessary for the committee members.

### 6. Have there been instances where the committee was unable to meet because a quorum was not present? (Please provide committee member attendance records for their last three meetings, if not already captured in meeting minutes.)

No.

### 7a. What opportunities does the committee provide for public attendance, participation, and how is this information conveyed to the public (such as online calendar of events, notices posted in *Texas Register*, etc.)?

Members of the public may attend committee meetings but participation is usually limited to observing the meeting. Information about the committee is included in the SBEC board operating procedures that are posted on the TEA website.

### 7b. Do members of the public attend at least 50 percent of all committee meetings?

Yes.

### 7c. Are there instances where no members of the public attended meetings?

Yes.

### 8. Please list any external stakeholders you recommend we contact regarding this committee.

A list of EPAC members and their contact information is attached.

### 9a. In the opinion of your agency, has the committee met its mission and made substantive progress in its mission and goals?

Yes.

### 9b. Please describe the rationale for this opinion.

The committee members represent the diverse population of Texas. They continue to offer crucial feedback of the rule's relevancy to educator preparedness with current standards and they make suggestions on how staff recommendations will impact educator candidates.

**10. Given that state agencies are allowed the ability to create advisory committees at will, either on an ad-hoc basis or through amending agency rule in Texas Administrative Code:**

**10a. Is there any functional benefit for having this committee codified in statute?**

No.

**10b. Does the scope and language found in statute for this committee prevent your agency from responding to evolving needs related to this policy area?**

No.

**10c. If "Yes" for Question 10b, please describe the rationale for this opinion.**

Retain.

**11a. Does your agency recommend this committee be retained, abolished or consolidated with another committee elsewhere (either at your agency or another in state government)?**

**11b. Please describe the rationale for this opinion.**

Because of the volume of changes in statute and rule affecting educator preparation programs, the committee's continuation is necessary to ensure appropriate input to the board and communication back to educator preparation programs.

**12a. Were this committee abolished, would this impede your agency's ability to fulfill its mission?**

Yes.

**12b. If "Yes" for Question 12a, please describe the rationale for this opinion.**

The actions and scope of EPAC's work is consistent with their authority as defined in its enabling statute and relevant to the ongoing mission of the agency because the statute gives broad authority to SBEC to form necessary advisory committees, and educator preparation governance is a critical and complex aspect of SBEC's functions with a wide variety of interests.

**Section A: Information Submitted through Advisory Committee Supporting Schedule in Legislative Appropriations Request**

Committee name: Accountability Technical Advisory Committee (ATAC)  
 Number of members: 27  
 Committee status (ongoing or inactive): Ongoing  
 Date created: 01/01/2012  
 Date to be abolished:  
 Budget strategy/strategies (such as 1-2-4): 2.1.1  
 Budget strategy/strategies:  
 Strategy title (such as Occupational Licensing): Assessment and Accountability System

State/Federal Authority	Select Type	Identify Specific Criterion
State authority		
State authority		
Federal authority		
Federal authority		
Federal authority		

**Advisory Committee Costs**

*This section includes reimbursements for committee member costs and costs attributable to agency staff support.*

Committee Members Direct Expenses	Expended 2015	Estimated 2016	Budgeted 2017
Travel	\$0	\$0	\$0
Personnel	\$0	\$0	\$0
Number of FTEs	0.0	0.0	0.0
Other operating costs	\$0	\$0	\$0
Total, committee expenditures:	\$0	\$0	\$0
Committee Members Indirect Expenses	Expended 2015	Estimated 2016	Budgeted 2017
Travel	\$0	\$0	\$0
Personnel	\$0	\$0	\$0
Number of FTEs	0.0	0.0	0.0
Other operating costs	\$0	\$0	\$0
Total, committee expenditures:	\$0	\$0	\$0
Method of Financing	Expended 2015	Estimated 2016	Budgeted 2017
1-General Revenue Fund	\$0	\$0	\$0
Expenses/MOFs difference:	\$0	\$0	\$0
Meetings per Fiscal Year	Expended 2015	Estimated 2016	Budgeted 2017
	2	3	3

**Committee Description**

Accountability Technical Advisory Committee (ATAC) includes representatives from school districts and regional education service centers (ESCs). The ATAC is designed to ensure that the membership represents each of the twenty education service centers in Texas. ATAC members make recommendations annually to address major policy and technical issues for state accountability development.

## Section B: Additional Committee Information

### 1. When and where does the committee typically meet and is there any requirement as the frequency of committee meetings?

This committee typically meets two to three times a year in Austin in Room 1-104 of the William B. Travis building. There are no requirements to the frequency of committee meetings.

### 2. What kinds of deliverables or tangible output does the committee produce? If there are documents the committee is required to produce for your agency or the general public, please supply the most recent iterations of those.

The ATAC annually produces a set of accountability development recommendations for review by the Accountability Policy Advisory Committee (APAC) and ultimately the Commissioner. The most recent recommendations were developed for the 2016 accountability system and are posted online at <http://tea.texas.gov/2016accountability.aspx>.

### 3. What recommendations or advice has the committee most recently supplied to your agency? Of these, which were adopted by your agency and what was the rationale behind not adopting certain recommendations, if this occurred?

In February 2016, the ATAC and APAC forwarded their recommendations for 2016 accountability development to the commissioner. The Commissioner is in the process of adopting these into the TAC via the 2016 Accountability Manual.

### 4a. Does your agency believe that the actions and scope of committee work is consistent with their authority as defined in its enabling statute and relevant to the ongoing mission of your agency?

Yes.

### 4b. Is committee scope and work conducted redundant with other functions of other state agencies or advisory committees?

No.

### 5a. Approximately how much staff time (in hours) was used to support the committee in fiscal year 2015?

480.0

### 5b. Please supply a general overview of the tasks entailed in agency staff assistance provided to the committee.

Performance Reporting staff prepare documents and data for the committee to review in order to form accountability recommendations. Staff members prepare documents and handle the logistics of scheduling the meeting room, setting up the room, and preparing the meeting materials.

### 6. Have there been instances where the committee was unable to meet because a quorum was not present? (Please provide committee member attendance records for their last three meetings, if not already captured in meeting minutes.)

No.

### 7a. What opportunities does the committee provide for public attendance, participation, and how is this information conveyed to the public (such as online calendar of events, notices posted in *Texas Register*, etc.)?

This is a closed meeting. Meeting materials are posted on the TEA website following each meeting at <https://rptsvr1.tea.texas.gov/perfreport/account/index.html>.

### 7b. Do members of the public attend at least 50 percent of all committee meetings?

No.

### 7c. Are there instances where no members of the public attended meetings?

Yes.

### 8. Please list any external stakeholders you recommend we contact regarding this committee.

### 9a. In the opinion of your agency, has the committee met its mission and made substantive progress in its mission and goals?

Yes.

### 9b. Please describe the rationale for this opinion.

The ATAC's review and discussion of the complex technical and policy issues related to the state assessment and accountability systems is a critical component of the annual accountability development process. The expertise of the ATAC members in these areas provides the commissioner with the assurance that their recommendations are based on a wide range of experience and knowledge with accountability issues that affect Texas public school districts.

**10. Given that state agencies are allowed the ability to create advisory committees at will, either on an ad-hoc basis or through amending agency rule in Texas Administrative Code:**

**10a. Is there any functional benefit for having this committee codified in statute?**

No.

**10b. Does the scope and language found in statute for this committee prevent your agency from responding to evolving needs related to this policy area?**

No.

**10c. If "Yes" for Question 10b, please describe the rationale for this opinion.**

**11a. Does your agency recommend this committee be retained, abolished or consolidated with another committee elsewhere (either at your agency or another in state government)?**

Retain.

**11b. Please describe the rationale for this opinion.**

See response 9b. The ATAC is a critical component of the accountability development process that annually provides recommendations to the commissioner from school district representatives.

**12a. Were this committee abolished, would this impede your agency's ability to fulfill its mission?**

Yes.

**12b. If "Yes" for Question 12a, please describe the rationale for this opinion.**

The abolishment of this committee would eliminate a structured process that provides the commissioner with accountability development recommendations from school district representatives.

**Section A: Information Submitted through Advisory Committee Supporting Schedule in Legislative Appropriations Request**

Committee name: Accountability Policy Advisory Committee (APAC)  
 Number of members: 27  
 Committee status (ongoing or inactive): Ongoing  
 Date created: 01/01/2012  
 Date to be abolished:  
 Budget strategy/strategies (such as 1-2-4): 2.1.1  
 Budget strategy/strategies:  
 Strategy title (such as Occupational Licensing): Assessment and Accountability System

State/Federal Authority	Select Type	Identify Specific Criterion
State authority		
State authority		
Federal authority		
Federal authority		
Federal authority		

**Advisory Committee Costs**

*This section includes reimbursements for committee member costs and costs attributable to agency staff support.*

Committee Members Direct Expenses	Expended 2015	Estimated 2016	Budgeted 2017
Travel	\$0	\$0	\$0
Personnel	\$0	\$0	\$0
Number of FTEs	0.0	0.0	0.0
Other operating costs	\$0	\$0	\$0
Total, committee expenditures:	\$0	\$0	\$0
Committee Members Indirect Expenses	Expended 2015	Estimated 2016	Budgeted 2017
Travel	\$0	\$0	\$0
Personnel	\$0	\$0	\$0
Number of FTEs	0.0	0.0	0.0
Other operating costs	\$0	\$0	\$0
Total, committee expenditures:	\$0	\$0	\$0
Method of Financing	Expended 2015	Estimated 2016	Budgeted 2017
1-General revenue fund	\$0	\$0	\$0
Expenses/MOFs difference:	\$0	\$0	\$0
Meetings per Fiscal Year	Expended 2015	Estimated 2016	Budgeted 2017
	2	2	2

**Committee Description**

Accountability Policy Advisory Committee (APAC) includes representatives from legislative offices, school districts, and the business community. Annually, members identify issues critical to the accountability system and review the ATAC recommendations. The APAC either endorses the ATAC’s recommendations or develops its own, which are forwarded to the commissioner who makes the final decisions.

## Section B: Additional Committee Information

### 1. When and where does the committee typically meet and is there any requirement as the frequency of committee meetings?

This committee typically meets two to three times a year in Austin in Room 1-104 of the William B. Travis Building. There are not requirements to the frequency of committee meetings.

### 2. What kinds of deliverables or tangible output does the committee produce? If there are documents the committee is required to produce for your agency or the general public, please supply the most recent iterations of those.

The APAC annually produces a set of accountability development recommendations for review by the commissioner. The most recent recommendations were developed for the 2016 accountability system and are posted online at <http://tea.texas.gov/2016accountability.aspx>.

### 3. What recommendations or advice has the committee most recently supplied to your agency? Of these, which were adopted by your agency and what was the rationale behind not adopting certain recommendations, if this occurred?

In February 2016, the ATAC and APAC forwarded their recommendations for 2016 accountability development to the commissioner. The commissioner is in the process of adopting these into the TAC via the 2016 Accountability Manual.

### 4a. Does your agency believe that the actions and scope of committee work is consistent with their authority as defined in its enabling statute and relevant to the ongoing mission of your agency?

Yes.

### 4b. Is committee scope and work conducted redundant with other functions of other state agencies or advisory committees?

No.

### 5a. Approximately how much staff time (in hours) was used to support the committee in fiscal year 2015?

480.0

### 5b. Please supply a general overview of the tasks entailed in agency staff assistance provided to the committee.

Performance Reporting staff prepare documents and data for the committee to review in order to form accountability recommendations. Staff members prepare documents and handle the logistics of scheduling the meeting room, setting up the room, and preparing the meeting materials.

### 6. Have there been instances where the committee was unable to meet because a quorum was not present? (Please provide committee member attendance records for their last three meetings, if not already captured in meeting minutes.)

No.

### 7a. What opportunities does the committee provide for public attendance, participation, and how is this information conveyed to the public (such as online calendar of events, notices posted in *Texas Register*, etc.)?

This is a closed meeting. Meeting materials are posted on the TEA website following each meeting at <https://rptsvr1.tea.texas.gov/perfreport/account/index.html>.

### 7b. Do members of the public attend at least 50 percent of all committee meetings?

No.

### 7c. Are there instances where no members of the public attended meetings?

Yes.

### 8. Please list any external stakeholders you recommend we contact regarding this committee.

### 9a. In the opinion of your agency, has the committee met its mission and made substantive progress in its mission and goals?

Yes.

### 9b. Please describe the rationale for this opinion.



The APAC provides accountability recommendations for the commissioner based on a wide range of experience and knowledge from legislative staff, business and community organizations, and education-related organizations and associations.

**10. Given that state agencies are allowed the ability to create advisory committees at will, either on an ad-hoc basis or through amending agency rule in Texas Administrative Code:**

**10a. Is there any functional benefit for having this committee codified in statute?**

No.

**10b. Does the scope and language found in statute for this committee prevent your agency from responding to evolving needs related to this policy area?**

No.

**11a. Does your agency recommend this committee be retained, abolished or consolidated with another committee elsewhere (either at your agency or another in state government)?**

Retain.

**11b. Please describe the rationale for this opinion.**

See response 9b. The APAC is a critical component of the accountability development process that annually provides recommendations to the commissioner from legislative, business, and higher education representatives along with parents.

**12a. Were this committee abolished, would this impede your agency's ability to fulfill its mission?**

Yes.

**12b. If "Yes" for Question 12a, please describe the rationale for this opinion.**

The abolishment of this committee would eliminate a structured process that provides the commissioner with accountability development recommendations from parents, legislative staff, business representatives, and higher education representatives.

**Section A: Information Submitted through Advisory Committee Supporting Schedule in Legislative Appropriations Request**

Committee name: Information Task Force Advisory Subcommittee (ITF)  
 Number of members: 18  
 Committee status (ongoing or inactive): Ongoing  
 Date created: 01/01/1994  
 Date to be abolished:  
 Budget strategy/strategies (such as 1-2-4): 2.3.5  
 Budget strategy/strategies:  
 Strategy title (such as Occupational Licensing): Information Systems - Technology

State/Federal Authority	Select Type	Identify Specific Criterion
State authority	Admin Code	Chapter 19, 61.1025 c
State authority		
Federal authority		
Federal authority		
Federal authority		

**Advisory Committee Costs**

*This section includes reimbursements for committee member costs and costs attributable to agency staff support.*

Committee Members Direct Expenses	Expended 2015	Estimated 2016	Budgeted 2017
Travel	\$0	\$0	\$0
Personnel	\$0	\$0	\$0
Number of FTEs	0.0	0.0	0.0
Other operating costs	\$0	\$0	\$0
Total, committee expenditures:	\$0	\$0	\$0
Committee Members Indirect Expenses	Expended 2015	Estimated 2016	Budgeted 2017
Travel	\$0	\$0	\$0
Personnel	\$0	\$0	\$0
Number of FTEs	0.0	0.0	0.0
Other operating costs	\$0	\$0	\$0
Total, committee expenditures:	\$0	\$0	\$0
Method of Financing	Expended 2015	Estimated 2016	Budgeted 2017
1-General Revenue Fund	\$0	\$0	\$0
Expenses/MOFs difference:	\$0	\$0	\$0
Meetings per Fiscal Year	Expended 2015	Estimated 2016	Budgeted 2017
	0	0	0

**Committee Description**

The Information Task Force (ITF) is a subcommittee of the Policy Committee on Public Education Information (PCPEI) that consists of technical experts and representatives from user groups that is established by the commissioner to provide timely and impartial reviews of requested changes or additions to TEA data collections and reporting standards (Texas Administrative Code §61.1025(c)). The Texas Education Agency (TEA) along with PCPEI Advisory Committee utilizes the services of this subcommittee to provide technical recommendations regarding current and ongoing data collections.

## Section B: Additional Committee Information

### 1. When and where does the committee typically meet and is there any requirement as the frequency of committee meetings?

ITF meets six to nine times a year. The meeting takes place at the Texas Education Agency with the option for participants to attend via webinar. Please note that committee members are responsible for any travel expenses incurred by attending meetings at the Texas Education Agency.

### 2. What kinds of deliverables or tangible output does the committee produce? If there are documents the committee is required to produce for your agency or the general public, please supply the most recent iterations of those.

Technical recommendations made during ITF subcommittee meetings provide guidance to the PCPEI committee and aid in their decision making process. Final decisions are published in the data standards. Refer to link for most recent release of data standards.

[http://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS\\_Latest\\_Release/](http://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release/)

### 3. What recommendations or advice has the committee most recently supplied to your agency? Of these, which were adopted by your agency and what was the rationale behind not adopting certain recommendations, if this occurred?

During the April 12, 2016 meeting the ITF subcommittee made multiple technical recommendations to the PCPEI advisory committee on ways to implement proposed changes to data collections as a result of the 84th Legislative Session. Technical recommendations made by the subcommittee included, Foundation High School Program changes (HB 5) and discussion on data sharing with PEIMS and other TSDS Systems. Refer to ITF Meeting Minutes 2016-04-12 for the complete list of technical recommendations that were adopted and the rationale behind the decisions made.

### 4a. Does your agency believe that the actions and scope of committee work is consistent with their authority as defined in its enabling statute and relevant to the ongoing mission of your agency?

Yes.

### 4b. Is committee scope and work conducted redundant with other functions of other state agencies or advisory committees?

No.

### 5a. Approximately how much staff time (in hours) was used to support the committee in fiscal year 2015?

1,540.0

### 5b. Please supply a general overview of the tasks entailed in agency staff assistance provided to the committee.

TEA agency staff are responsible for the following tasks:

- Preparing agenda prior to meeting
- Preparing all documentation, handouts and presentations used during the meeting
- Set up and prepare meeting room
- Facilitation of all meetings
- Providing all communications on meeting times, outcomes
- Provide meeting minutes from all meetings

### 6. Have there been instances where the committee was unable to meet because a quorum was not present? (Please provide committee member attendance records for their last three meetings, if not already captured in meeting minutes.)

No.

### 7a. What opportunities does the committee provide for public attendance, participation, and how is this information conveyed to the public (such as online calendar of events, notices posted in *Texas Register*, etc.)?

ITF meetings are not open to the public.

### 7b. Do members of the public attend at least 50 percent of all committee meetings?

No.

### 7c. Are there instances where no members of the public attended meetings?

Yes.

**8. Please list any external stakeholders you recommend we contact regarding this committee.**

TEA recommends that you contact the current Chair of the ITF subcommittee, Nancy Dunnam.

**9a. In the opinion of your agency, has the committee met its mission and made substantive progress in its mission and goals?**

Yes.

**9b. Please describe the rationale for this opinion.**

It is the opinion of TEA that ITF has met its mission and made substantive progress as the committee reviews proposals to implement the required state mandated data collections and provides technical guidance on implementing the data collections in a manner that will not cause the school districts unnecessary burden and that will have the least impact to school resources.

**10. Given that state agencies are allowed the ability to create advisory committees at will, either on an ad-hoc basis or through amending agency rule in Texas Administrative Code:**

**10a. Is there any functional benefit for having this committee codified in statute?**

Yes.

**10b. Does the scope and language found in statute for this committee prevent your agency from responding to evolving needs related to this policy area?**

No.

**10c. If "Yes" for Question 10b, please describe the rationale for this opinion.**

**11a. Does your agency recommend this committee be retained, abolished or consolidated with another committee elsewhere (either at your agency or another in state government)?**

Retain.

**11b. Please describe the rationale for this opinion.**

TEA recommends that this subcommittee be retained as the agency and school districts rely on this subcommittee to provide technical guidance on how to implement state mandated data collections in a manner that will not cause the schools, and school districts unnecessary burden and that will have the least impact to school resources.

**12a. Were this committee abolished, would this impede your agency's ability to fulfill its mission?**

Yes.

**12b. If "Yes" for Question 12a, please describe the rationale for this opinion.**

If ITF were abolished TEA's ability to fulfill its mission would be greatly impeded. The mission of TEA is to provide leadership, guidance, and resources to help schools meet the educational needs of all students and prepare them for success in the global economy. The ITF subcommittee allows multiple stakeholders to collaborate and provide technical guidance on the most efficient way to implement state mandated data collections, which is a valuable resource to TEA, the school districts, and the educational resource centers.

**Section A: Information Submitted through Advisory Committee Supporting Schedule in Legislative Appropriations Request**

Committee name: Texas Technical Advisory Committee (TTAC)  
 Number of members: 9  
 Committee status (ongoing or inactive): Ongoing  
 Date created: 09/01/2001  
 Date to be abolished:  
 Budget strategy/strategies (such as 1-2-4): B.1.1  
 Budget strategy/strategies:  
 Strategy title (such as Occupational Licensing): Assessment

State/Federal Authority	Select Type	Identify Specific Criterion
State authority		
State authority		
Federal authority	Rules	Title I, Regulation, 200.22, National Technical
Federal authority		
Federal authority		

**Advisory Committee Costs**

*This section includes reimbursements for committee member costs and costs attributable to agency staff support.*

Committee Members Direct Expenses	Expended 2015	Estimated 2016	Budgeted 2017
Travel	\$20,910	\$28,900	\$28,900
Personnel	\$68,940	\$95,100	\$103,300
Number of FTEs	0.0	0.0	0.0
Other operating costs	\$0	\$0	\$0
Total, committee expenditures:	\$89,850	\$124,000	\$132,200
Committee Members Indirect Expenses	Expended 2015	Estimated 2016	Budgeted 2017
Travel	\$0	\$0	\$0
Personnel	\$8,169	\$11,400	\$11,700
Number of FTEs	0.0	0.0	0.0
Other operating costs	\$0	\$0	\$0
Total, committee expenditures:	\$8,169	\$11,400	\$11,700
Method of Financing	Expended 2015	Estimated 2016	Budgeted 2017
148-Federal Health, Education and W	\$98,019	\$135,400	\$143,900
Expenses/MOFs difference:	\$0	\$0	\$0
Meetings per Fiscal Year	Expended 2015	Estimated 2016	Budgeted 2017
	2	4	4

**Committee Description**

The Texas Technical Advisory Committee (TTAC) serves as an advisory body to the TEA. Required by the Elementary and Secondary Education Act (ESEA) as amended by No Child Left Behind, the committee makes recommendations on technical aspects of large-scale assessments including item development, test construction, administration procedures, scoring and equating methodologies, and standard-setting workshops. The committee also provides guidance on other technical matters, such as practices not already described in the Standards for Educational and Psychological Testing, and continues to provide advice and consultation on the implementation of the state assessments and meeting the federal requirements of the ESEA. TTAC's members include educational measurement technical and policy experts by invitation. The committee's two-day meetings are typically held two to four times per year in Austin, TX. Committee expenses are paid by TEA's assessment vendor as a pass through cost.

## Section B: Additional Committee Information

**1. When and where does the committee typically meet and is there any requirement as the frequency of committee meetings?**

TTAC meetings, two to four per year in year in Austin, TX.

**2. What kinds of deliverables or tangible output does the committee produce? If there are documents the committee is required to produce for your agency or the general public, please supply the most recent iterations of those.**

The committee makes recommendations on technical aspects of large-scale assessments including item development, test construction, administration procedures, scoring and equating methodologies, and standard-setting workshops. The committee also provides guidance on other technical matters, such as practices not already described in the Standards for Educational and Psychological Testing, and continues to provide advice and consultation on the implementation of new state assessments and meeting the federal requirements of the ESEA.

**3. What recommendations or advice has the committee most recently supplied to your agency? Of these, which were adopted by your agency and what was the rationale behind not adopting certain recommendations, if this occurred?**

Regarding standard setting for the revised grades 3-8 mathematics assessments in 2014-2015, gave recommendations for resetting grades 3-8 mathematics performance standards, psychometric considerations for the English prompt study, STAAR test security, uses and effects of STAAR testing, STAAR A considerations, STAAR Alternate 2 standard setting, accountability, and sampling. (see TTAC201409.pdf)

**4a. Does your agency believe that the actions and scope of committee work is consistent with their authority as defined in its enabling statute and relevant to the ongoing mission of your agency?**

Yes.

**4b. Is committee scope and work conducted redundant with other functions of other state agencies or advisory committees?**

No.

**5a. Approximately how much staff time (in hours) was used to support the committee in fiscal year 2015?**

224.0

**5b. Please supply a general overview of the tasks entailed in agency staff assistance provided to the committee.**

TEA staff reviews meeting materials and attends meetings. Specific tasks to assist the TTAC are a part of the state's assessment contracts.

**6. Have there been instances where the committee was unable to meet because a quorum was not present? (Please provide committee member attendance records for their last three meetings, if not already captured in meeting minutes.)**

No.

**7a. What opportunities does the committee provide for public attendance, participation, and how is this information conveyed to the public (such as online calendar of events, notices posted in *Texas Register*, etc.)?**

TTAC are closed meetings comprised of technical experts.

**7b. Do members of the public attend at least 50 percent of all committee meetings?**

No.

**7c. Are there instances where no members of the public attended meetings?**

Yes.

**8. Please list any external stakeholders you recommend we contact regarding this committee.**

None.

**9a. In the opinion of your agency, has the committee met its mission and made substantive progress in its mission and goals?**

Yes.

**9b. Please describe the rationale for this opinion.**

The committee makes recommendations on technical aspects of large-scale assessments including item development, test construction, administration procedures, scoring and equating methodologies, and standard-setting workshops. The committee also provides guidance on other technical matters, such as practices not already described in the Standards for Educational and Psychological Testing, and continues to provide advice and consultation on the implementation of new state assessments and meeting the federal requirements of the ESEA.

**10. Given that state agencies are allowed the ability to create advisory committees at will, either on an ad-hoc basis or through amending agency rule in Texas Administrative Code:**

**10a. Is there any functional benefit for having this committee codified in statute?**

No.

**10b. Does the scope and language found in statute for this committee prevent your agency from responding to evolving needs related to this policy area?**

No.

**10c. If "Yes" for Question 10b, please describe the rationale for this opinion.**

**11a. Does your agency recommend this committee be retained, abolished or consolidated with another committee elsewhere (either at your agency or another in state government)?**

Retain.

**11b. Please describe the rationale for this opinion.**

TTAC is a federally required national advisory committee. The committee makes recommendations on technical aspects of large-scale assessments including item development, test construction, administration procedures, scoring and equating methodologies, and standard-setting workshops. The committee also provides guidance on other technical matters, such as practices not already described in the Standards for Educational and Psychological Testing, and continues to provide advice and consultation on the implementation of new state assessments and meeting the federal requirements of the ESEA.

**12a. Were this committee abolished, would this impede your agency's ability to fulfill its mission?**

Yes.

**12b. If "Yes" for Question 12a, please describe the rationale for this opinion.**

This is a federally required committee. The committee also provides useful input about the Texas Assessment program. It is unlikely the expertise could be duplicated by other means.

**Section A: Information Submitted through Advisory Committee Supporting Schedule in Legislative Appropriations Request**

Committee name: Commissioner's Advisory Council for Gifted/Talented Education  
 Number of members: 15  
 Committee status (ongoing or inactive): Ongoing  
 Date created: 1992-1993  
 Date to be abolished:  
 Budget strategy/strategies (such as 1-2-4): A.2.1  
 Budget strategy/strategies:  
 Strategy title (such as Occupational Licensing): Statewide Educational Programs

State/Federal Authority	Select Type	Identify Specific Criterion
State authority	Admin Code	19 TAC §161.1003
State authority		
Federal authority		
Federal authority		
Federal authority		

**Advisory Committee Costs**

*This section includes reimbursements for committee member costs and costs attributable to agency staff support.*

Committee Members Direct Expenses	Expended 2015	Estimated 2016	Budgeted 2017
Travel	\$0	\$0	\$0
Personnel	\$0	\$0	\$0
Number of FTEs	0.0	0.0	0.0
Other operating costs	\$0	\$0	\$0
Total, committee expenditures:	\$0	\$0	\$0
Committee Members Indirect Expenses	Expended 2015	Estimated 2016	Budgeted 2017
Travel	\$0	\$0	\$0
Personnel	\$3,601	\$3,601	\$3,601
Number of FTEs	0.1	0.1	0.1
Other operating costs	\$200	\$200	\$200
Total, committee expenditures:	\$3,801	\$3,801	\$3,801
Method of Financing	Expended 2015	Estimated 2016	Budgeted 2017
1-General Revenue Fund	\$3,801	\$3,801	\$3,801
Expenses/MOFs difference:	\$0	\$0	\$0
Meetings per Fiscal Year	Expended 2015	Estimated 2016	Budgeted 2017
	4	4	4

**Committee Description**

The Commissioner's Advisory Council for Gifted/Talented Education provides advice to the Texas Education Agency (TEA) regarding policy and practice related to gifted/talented (G/T) education and advanced academics.



## Section B: Additional Committee Information

### 1. When and where does the committee typically meet and is there any requirement as the frequency of committee meetings?

The Commissioner's Advisory Council for Gifted/Talented Education typically meets 3-4 times per year. Most meetings are generally held at ESC Region 13. One meeting per year is usually held at the time of the Texas Association for Gifted and Talented (TAGT) annual leadership meeting at the hotel where the conference is held.

### 2. What kinds of deliverables or tangible output does the committee produce? If there are documents the committee is required to produce for your agency or the general public, please supply the most recent iterations of those.

The Commissioner's Advisory Council for Gifted/Talented Education serves in an advisory capacity. They provide guidance and leadership regarding G/T education and provide input related to agency G/T projects and initiatives. They do not typically produce documents.

### 3. What recommendations or advice has the committee most recently supplied to your agency? Of these, which were adopted by your agency and what was the rationale behind not adopting certain recommendations, if this occurred?

The Commissioner's Advisory Council for Gifted/Talented Education is currently working on recommendations to the TEA regarding the process for updating the State Board of Education's State Plan for the Education of Gifted/Talented Students. Prior to that the CAC most recently provided feedback and recommendations on trainings that have been developed for G/T teachers and administrators and counselors. Additionally, the CAC annually provides input on the next year's projects and initiatives. Feedback from the CAC regarding trainings and plans for upcoming projects and initiatives are almost always adopted.

### 4a. Does your agency believe that the actions and scope of committee work is consistent with their authority as defined in its enabling statute and relevant to the ongoing mission of your agency?

Yes.

### 4b. Is committee scope and work conducted redundant with other functions of other state agencies or advisory committees?

No.

### 5a. Approximately how much staff time (in hours) was used to support the committee in fiscal year 2015?

40.0

### 5b. Please supply a general overview of the tasks entailed in agency staff assistance provided to the committee.

Create agenda and staff quarterly meetings, organize annual meeting schedule, update the committee on agency G/T projects and initiatives and other relevant topics at quarterly meetings, and organize the identification and vetting of candidates to fill vacant positions.

### 6. Have there been instances where the committee was unable to meet because a quorum was not present? (Please provide committee member attendance records for their last three meetings, if not already captured in meeting minutes.)

No.

### 7a. What opportunities does the committee provide for public attendance, participation, and how is this information conveyed to the public (such as online calendar of events, notices posted in *Texas Register*, etc.)?

Committee meetings are not publicly announced.

### 7b. Do members of the public attend at least 50 percent of all committee meetings?

No.

### 7c. Are there instances where no members of the public attended meetings?

Yes.

### 8. Please list any external stakeholders you recommend we contact regarding this committee.

### 9a. In the opinion of your agency, has the committee met its mission and made substantive progress in its mission and goals?

Yes.

**9b. Please describe the rationale for this opinion.**

The committee has made recommendations regarding any topic for which feedback has been requested.

**10. Given that state agencies are allowed the ability to create advisory committees at will, either on an ad-hoc basis or through amending agency rule in Texas Administrative Code:**

**10a. Is there any functional benefit for having this committee codified in statute?**

No.

**10b. Does the scope and language found in statute for this committee prevent your agency from responding to evolving needs related to this policy area?**

No.

**10c. If "Yes" for Question 10b, please describe the rationale for this opinion.**

**11a. Does your agency recommend this committee be retained, abolished or consolidated with another committee elsewhere (either at your agency or another in state government)?**

Abolish.

**11b. Please describe the rationale for this opinion.**

While the committee has provided helpful feedback in the past, it does not always have sufficient work.

Additionally, if the committee were to be abolished it would not hinder the agency's ability to carry out its functions in this area. The agency will amend the administrative rule to eliminate this committee.

**12a. Were this committee abolished, would this impede your agency's ability to fulfill its mission?**

No.

**12b. If "Yes" for Question 12a, please describe the rationale for this opinion.**

**Section A: Information Submitted through Advisory Committee Supporting Schedule in Legislative Appropriations Request**

Committee name: Charter School Proposal Evaluation Committee (CSPEC)  
 Number of members:  
 Committee status (ongoing or inactive): Inactive  
 Date created: 06/10/1998  
 Date to be abolished: TBD  
 Budget strategy/strategies (such as 1-2-4):  
 Budget strategy/strategies:  
 Strategy title (such as Occupational Licensing):

State/Federal Authority	Select Type	Identify Specific Criterion
State authority	Statute	7.055(a)(11)
State authority	Statute	12.110(a)(1) not in current statute
Federal authority		
Federal authority		
Federal authority		

**Advisory Committee Costs**

*This section includes reimbursements for committee member costs and costs attributable to agency staff support.*

Committee Members Direct Expenses	Expended 2015	Estimated 2016	Budgeted 2017
Travel	\$0	\$0	\$0
Personnel	\$0	\$0	\$0
Number of FTEs	0.0	0.0	0.0
Other operating costs	\$0	\$0	\$0
Total, committee expenditures:	\$0	\$0	\$0
Committee Members Indirect Expenses	Expended 2015	Estimated 2016	Budgeted 2017
Travel	\$0	\$0	\$0
Personnel	\$0	\$0	\$0
Number of FTEs	0.0	0.0	0.0
Other operating costs	\$0	\$0	\$0
Total, committee expenditures:	\$0	\$0	\$0
Method of Financing	Expended 2015	Estimated 2016	Budgeted 2017
1-General Revenue Fund	\$0	\$0	\$0
Expenses/MOFs difference:	\$0	\$0	\$0
Meetings per Fiscal Year	Expended 2015	Estimated 2016	Budgeted 2017
	0	0	0

**Committee Description**

Advise the SBOE on the qualifications of applicants seeking SBOE-approved open enrollment charters

## **Section B: Additional Committee Information**

**1. When and where does the committee typically meet and is there any requirement as the frequency of committee meetings?**

**2. What kinds of deliverables or tangible output does the committee produce? If there are documents the committee is required to produce for your agency or the general public, please supply the most recent iterations of those.**

**3. What recommendations or advice has the committee most recently supplied to your agency? Of these, which were adopted by your agency and what was the rationale behind not adopting certain recommendations, if this occurred?**

**4a. Does your agency believe that the actions and scope of committee work is consistent with their authority as defined in its enabling statute and relevant to the ongoing mission of your agency?**

No.

**4b. Is committee scope and work conducted redundant with other functions of other state agencies or advisory committees?**

No.

**5a. Approximately how much staff time (in hours) was used to support the committee in fiscal year 2015?**

**5b. Please supply a general overview of the tasks entailed in agency staff assistance provided to the committee.**

**6. Have there been instances where the committee was unable to meet because a quorum was not present? (Please provide committee member attendance records for their last three meetings, if not already captured in meeting minutes.)**

**7a. What opportunities does the committee provide for public attendance, participation, and how is this information conveyed to the public (such as online calendar of events, notices posted in *Texas Register*, etc.)?**

**7b. Do members of the public attend at least 50 percent of all committee meetings?**

**7c. Are there instances where no members of the public attended meetings?**

**8. Please list any external stakeholders you recommend we contact regarding this committee.**

**9a. In the opinion of your agency, has the committee met its mission and made substantive progress in its mission and goals?**

**9b. Please describe the rationale for this opinion.**

**10. Given that state agencies are allowed the ability to create advisory committees at will, either on an ad-hoc basis or through amending agency rule in Texas Administrative Code:**

**10a. Is there any functional benefit for having this committee codified in statute?**

**10b. Does the scope and language found in statute for this committee prevent your agency from responding to evolving needs related to this policy area?**

**10c. If "Yes" for Question 10b, please describe the rationale for this opinion.**

**11a. Does your agency recommend this committee be retained, abolished or consolidated with another committee elsewhere (either at your agency or another in state government)?**

Abolish.

**11b. Please describe the rationale for this opinion.**

The statute was created to form a committee to advise SBOE members on the qualifications of applicants seeking SBOE-approved open-enrollment charters. Since the passing of SB2 in the 2013 session, SBOE no longer approves open-enrollment charters. The committee is no longer needed.

**12a. Were this committee abolished, would this impede your agency's ability to fulfill its mission?**

No.

**12b. If "Yes" for Question 12a, please describe the rationale for this opinion.**

**Section A: Information Submitted through Advisory Committee Supporting Schedule in Legislative Appropriations Request**

Committee name: Data Security Advisory Committee (DSAC)  
 Number of members: 13  
 Committee status (ongoing or inactive): Ongoing  
 Date created: 10/01/2014  
 Date to be abolished:  
 Budget strategy/strategies (such as 1-2-4): 2.3.5  
 Budget strategy/strategies:  
 Strategy title (such as Occupational Licensing): Information Systems - Technology

State/Federal Authority	Select Type	Identify Specific Criterion
State authority		
State authority		
Federal authority		
Federal authority		
Federal authority		

**Advisory Committee Costs**

*This section includes reimbursements for committee member costs and costs attributable to agency staff support.*

Committee Members Direct Expenses	Expended 2015	Estimated 2016	Budgeted 2017
Travel	\$0	\$0	\$0
Personnel	\$0	\$0	\$0
Number of FTEs	0.0	0.0	0.0
Other operating costs	\$0	\$0	\$0
Total, committee expenditures:	\$0	\$0	\$0
Committee Members Indirect Expenses	Expended 2015	Estimated 2016	Budgeted 2017
Travel	\$0	\$0	\$0
Personnel	\$0	\$0	\$0
Number of FTEs	0.0	0.0	0.0
Other operating costs	\$0	\$0	\$0
Total, committee expenditures:	\$0	\$0	\$0
Method of Financing	Expended 2015	Estimated 2016	Budgeted 2017
1-General Revenue Fund	\$0	\$0	\$0
Expenses/MOFs difference:	\$0	\$0	\$0
Meetings per Fiscal Year	Expended 2015	Estimated 2016	Budgeted 2017
	0	0	0

**Committee Description**

The Data Security Advisory Committee (DSAC) provides technical advice and recommendations regarding programmatic, policy, operational, administrative, and technological issues that relate to protecting the security and privacy of statutorily mandated student and educator data. The DSAC consists of information technology representatives from the agency and school districts. Committee members have in depth knowledge in establishing, improving, measuring and monitoring information security programs. The Texas Education Agency (TEA) along with the school districts utilize the services of this committee to provide technical recommendations and guidance regarding the continuation of ensuring the security and privacy of over 5.1M students' data.

## Section B: Additional Committee Information

### 1. When and where does the committee typically meet and is there any requirement as the frequency of committee meetings?

DSAC meets approximately 12 times a year. The meeting takes place via webinar. Please note that travel expenses are not incurred by committee members as all meetings are held via webinar.

### 2. What kinds of deliverables or tangible output does the committee produce? If there are documents the committee is required to produce for your agency or the general public, please supply the most recent iterations of those.

Technical recommendations and guidance provided during DSAC committee meetings allow to the agency and school districts to make best practice decisions on how best to protect their information resources. Deliverables produced as a result of committee meetings will be made available through Texas Gateway.  
<http://www.texasgateway.org/>

### 3. What recommendations or advice has the committee most recently supplied to your agency? Of these, which were adopted by your agency and what was the rationale behind not adopting certain recommendations, if this occurred?

During the April 20, 2016 meeting the DSAC committee provided guidance and technical recommendations on best practices for handling a security breach. Refer to DSAC presentation 04202016 for the complete list of technical guidance provided and the rationale behind the recommendations.

### 4a. Does your agency believe that the actions and scope of committee work is consistent with their authority as defined in its enabling statute and relevant to the ongoing mission of your agency?

Yes.

### 4b. Is committee scope and work conducted redundant with other functions of other state agencies or advisory committees?

No.

### 5a. Approximately how much staff time (in hours) was used to support the committee in fiscal year 2015?

40.0

### 5b. Please supply a general overview of the tasks entailed in agency staff assistance provided to the committee.

Staff are responsible for preparing agenda prior to meeting; preparing all documentation, handouts and presentations used during the meeting; set up technical requirements for participating via webinar; facilitation of all meetings; providing all communications on meeting times, outcomes; and research topics for consideration.

### 6. Have there been instances where the committee was unable to meet because a quorum was not present? (Please provide committee member attendance records for their last three meetings, if not already captured in meeting minutes.)

Yes.

### 7a. What opportunities does the committee provide for public attendance, participation, and how is this information conveyed to the public (such as online calendar of events, notices posted in *Texas Register*, etc.)?

DSAC meetings are not open to the public.

### 7b. Do members of the public attend at least 50 percent of all committee meetings?

No.

### 7c. Are there instances where no members of the public attended meetings?

Yes.

### 8. Please list any external stakeholders you recommend we contact regarding this committee.

### 9a. In the opinion of your agency, has the committee met its mission and made substantive progress in its mission and goals?

Yes.

### 9b. Please describe the rationale for this opinion.

It is the opinion of TEA that DSAC has met its mission and made substantive progress as the committee provides technical guidance and recommendations on best practices for securing statutorily mandated student data. This

provides schools districts ways in which to implement security solutions that will not cause the school districts unnecessary burden and that will have the least impact to school resources.

**10. Given that state agencies are allowed the ability to create advisory committees at will, either on an ad-hoc basis or through amending agency rule in Texas Administrative Code:**

**10a. Is there any functional benefit for having this committee codified in statute?**

No.

**10b. Does the scope and language found in statute for this committee prevent your agency from responding to evolving needs related to this policy area?**

No.

**10c. If "Yes" for Question 10b, please describe the rationale for this opinion.**

**11a. Does your agency recommend this committee be retained, abolished or consolidated with another committee elsewhere (either at your agency or another in state government)?**

Retain.

**11b. Please describe the rationale for this opinion.**

TEA recommends that this committee be retained as the agency and school districts rely on this committee to provide technical guidance and recommendations on how to protect and secure state mandated data collections in a manner that will not cause the schools, and school districts unnecessary burden and that will have the least impact to school resources.

**12a. Were this committee abolished, would this impede your agency's ability to fulfill its mission?**

Yes.

**12b. If "Yes" for Question 12a, please describe the rationale for this opinion.**

If DSAC were abolished TEA's ability to fulfill its mission would be greatly impeded. The mission of TEA is to provide leadership, guidance, and resources to help schools meet the educational needs of all students and prepare them for success in the global economy while ensuring the security and privacy of student and educator data. The DSAC committee allows multiple stakeholders to collaborate and provide technical guidance on the most efficient way to protect state mandated data collections, which is a valuable resource to TEA, the school districts, and the educational resource centers.



**Section A: Information Submitted through Advisory Committee Supporting Schedule in Legislative Appropriations Request**

Committee name: HIV Program Review Panel  
 Number of members:  
 Committee status (ongoing or inactive): Inactive  
 Date created: 2003  
 Date to be abolished: TBD  
 Budget strategy/strategies (such as 1-2-4):  
 Budget strategy/strategies:  
 Strategy title (such as Occupational Licensing):

State/Federal Authority	Select Type	Identify Specific Criterion
State authority	Admin Code	19 TAC §161.1003
State authority		
Federal authority		
Federal authority		
Federal authority		

**Advisory Committee Costs**

*This section includes reimbursements for committee member costs and costs attributable to agency staff support.*

Committee Members Direct Expenses	Expended 2015	Estimated 2016	Budgeted 2017
Travel	\$0	\$0	\$0
Personnel	\$0	\$0	\$0
Number of FTEs	0.0	0.0	0.0
Other operating costs	\$0	\$0	\$0
Total, committee expenditures:	\$0	\$0	\$0
Committee Members Indirect Expenses	Expended 2015	Estimated 2016	Budgeted 2017
Travel	\$0	\$0	\$0
Personnel	\$0	\$0	\$0
Number of FTEs	0.0	0.0	0.0
Other operating costs	\$0	\$0	\$0
Total, committee expenditures:	\$0	\$0	\$0
Method of Financing	Expended 2015	Estimated 2016	Budgeted 2017
1-General Revenue Fund	\$0	\$0	\$0
Expenses/MOFs difference:	\$0	\$0	\$0
Meetings per Fiscal Year	Expended 2015	Estimated 2016	Budgeted 2017
	0	0	0

**Committee Description**

In accordance with the Centers for Disease Control (CDC) Cooperative Agreement Award No. 5U87DP001214-05: Improving Health and Educational Outcomes of Young People grant, the TEA was required to host a Materials Review Panel to identify HIV/AIDS prevention resources. The panel last convened in the 2013–2014 school year and made recommendations for materials that focus on HIV/AIDS intervention and prevention. The agency no longer receives the grant from the CDC, and as a result, the panel was eliminated a few years ago.

## Section B: Additional Committee Information

**1. When and where does the committee typically meet and is there any requirement as the frequency of committee meetings?**

**2. What kinds of deliverables or tangible output does the committee produce? If there are documents the committee is required to produce for your agency or the general public, please supply the most recent iterations of those.**

**3. What recommendations or advice has the committee most recently supplied to your agency? Of these, which were adopted by your agency and what was the rationale behind not adopting certain recommendations, if this occurred?**

**4a. Does your agency believe that the actions and scope of committee work is consistent with their authority as defined in its enabling statute and relevant to the ongoing mission of your agency?**

No.

**4b. Is committee scope and work conducted redundant with other functions of other state agencies or advisory committees?**

No.

**5a. Approximately how much staff time (in hours) was used to support the committee in fiscal year 2015?**

0.0

**5b. Please supply a general overview of the tasks entailed in agency staff assistance provided to the committee.**

**6. Have there been instances where the committee was unable to meet because a quorum was not present? (Please provide committee member attendance records for their last three meetings, if not already captured in meeting minutes.)**

No.

**7a. What opportunities does the committee provide for public attendance, participation, and how is this information conveyed to the public (such as online calendar of events, notices posted in *Texas Register*, etc.)?**

**7b. Do members of the public attend at least 50 percent of all committee meetings?**

No.

**7c. Are there instances where no members of the public attended meetings?**

Yes.

**8. Please list any external stakeholders you recommend we contact regarding this committee.**

**9a. In the opinion of your agency, has the committee met its mission and made substantive progress in its mission and goals?**

Yes.

**9b. Please describe the rationale for this opinion.**

The purpose of the review panel was to review materials in compliance with a grant. The materials have been reviewed and work related to the grant has been completed.

**10. Given that state agencies are allowed the ability to create advisory committees at will, either on an ad-hoc basis or through amending agency rule in Texas Administrative Code:**

**10a. Is there any functional benefit for having this committee codified in statute?**

No.

**10b. Does the scope and language found in statute for this committee prevent your agency from responding to evolving needs related to this policy area?**

No.

**10c. If "Yes" for Question 10b, please describe the rationale for this opinion.**

**11a. Does your agency recommend this committee be retained, abolished or consolidated with another committee elsewhere (either at your agency or another in state government)?**

Abolish.

**11b. Please describe the rationale for this opinion.**

The agency no longer receives the grant from the CDC, and as a result, the panel was eliminated. Agency rulemaking has not yet caught up, however. TEA will amend the administrative rule to eliminate the reference to the panel in administrative code.

**12a. Were this committee abolished, would this impede your agency's ability to fulfill its mission?**

No.

**12b. If "Yes" for Question 12a, please describe the rationale for this opinion.**

**Section A: Information Submitted through Advisory Committee Supporting Schedule in Legislative Appropriations Request**

Committee name: Texas Permanent School Fund Committee of Investment Advisors (CIA)  
 Number of members: 1  
 Committee status (ongoing or inactive): Ongoing  
 Date created: 07/19/2002  
 Date to be abolished:  
 Budget strategy/strategies (such as 1-2-4):  
 Budget strategy/strategies:  
 Strategy title (such as Occupational Licensing):

State/Federal Authority	Select Type	Identify Specific Criterion
State authority		
State authority		
Federal authority		
Federal authority		
Federal authority		

**Advisory Committee Costs**

*This section includes reimbursements for committee member costs and costs attributable to agency staff support.*

Committee Members Direct Expenses	Expended 2015	Estimated 2016	Budgeted 2017
Travel	\$0	\$0	\$0
Personnel	\$0	\$0	\$0
Number of FTEs	0.0	0.0	0.0
Other operating costs	\$0	\$0	\$0
Total, committee expenditures:	\$0	\$0	\$0
Committee Members Indirect Expenses	Expended 2015	Estimated 2016	Budgeted 2017
Travel	\$0	\$0	\$0
Personnel	\$0	\$0	\$0
Number of FTEs	0.0	0.0	0.0
Other operating costs	\$100	\$100	\$200
Total, committee expenditures:	\$100	\$100	\$200
Method of Financing	Expended 2015	Estimated 2016	Budgeted 2017
1-General Revenue Fund			
44-Permanent School Fund No. 044	\$100	\$100	\$200
Expenses/MOFs difference:	\$0	\$0	\$0
Meetings per Fiscal Year	Expended 2015	Estimated 2016	Budgeted 2017
	0	0	0

**Committee Description**

The Committee of Investment Advisors (CIA) shall be comprised of no more than 15 members. Each member must have considerable institutional investment expertise and be free from conflicts of interest. Each member of the committee serves at the pleasure of each incumbent State Board of Education (SBOE) member who individually selects them. The CIA is an independent investment expert who closely advises their respective SBOE member on investment issues. The CIA do not have a recent history of meeting as a group.

## Section B: Additional Committee Information

### 1. When and where does the committee typically meet and is there any requirement as the frequency of committee meetings?

The CIA may meet semi-annually or more frequently with the entire SBOE membership at the call of the chairman of the SBOE. (Citation:19 TAC 33.20 (f); TPSF Investment Procedures Manual §A.2.c; TEC §43.005(b))

### 2. What kinds of deliverables or tangible output does the committee produce? If there are documents the committee is required to produce for your agency or the general public, please supply the most recent iterations of those.

The CIA are independent investment experts who closely advise their respective SBOE member on investment issues. (Citation: 19 TAC 33.20 (f); TPSF Investment Procedures Manual §A.2.e)

### 3. What recommendations or advice has the committee most recently supplied to your agency? Of these, which were adopted by your agency and what was the rationale behind not adopting certain recommendations, if this occurred?

### 4a. Does your agency believe that the actions and scope of committee work is consistent with their authority as defined in its enabling statute and relevant to the ongoing mission of your agency?

Yes.

### 4b. Is committee scope and work conducted redundant with other functions of other state agencies or advisory committees?

No.

### 5a. Approximately how much staff time (in hours) was used to support the committee in fiscal year 2015?

5.0

### 5b. Please supply a general overview of the tasks entailed in agency staff assistance provided to the committee.

Preparation and mail out of SBOE Committee of School Finance/Permanent School Fund meeting agenda materials - 5 times per year.

### 6. Have there been instances where the committee was unable to meet because a quorum was not present? (Please provide committee member attendance records for their last three meetings, if not already captured in meeting minutes.)

No.

### 7a. What opportunities does the committee provide for public attendance, participation, and how is this information conveyed to the public (such as online calendar of events, notices posted in *Texas Register*, etc.)?

The CIA committee meets only when called by the SBOE chairman. When a meeting is called notices are posted with the Texas Register and the SBOE webpage.

### 7b. Do members of the public attend at least 50 percent of all committee meetings?

No.

### 7c. Are there instances where no members of the public attended meetings?

Yes.

### 8. Please list any external stakeholders you recommend we contact regarding this committee.

No.

### 9a. In the opinion of your agency, has the committee met its mission and made substantive progress in its mission and goals?

Yes.

### 9b. Please describe the rationale for this opinion.

A CIA member serves as an independent financial advisor to each SBOE member that appoints him or her. Over the years, CIA members have been appointed by various SBOE members and advise them accordingly about investment matters.

### 10. Given that state agencies are allowed the ability to create advisory committees at will, either on an ad-hoc basis or through amending agency rule in Texas Administrative Code:

**10a. Is there any functional benefit for having this committee codified in statute?**

Yes.

**10b. Does the scope and language found in statute for this committee prevent your agency from responding to evolving needs related to this policy area?**

No.

**10c. If "Yes" for Question 10b, please describe the rationale for this opinion.**

**11a. Does your agency recommend this committee be retained, abolished or consolidated with another committee elsewhere (either at your agency or another in state government)?**

Retain.

**11b. Please describe the rationale for this opinion.**

The CIA existence is governed by the SBOE and is to be retained or abolished at their pleasure. Currently, it is to be retained. The committee requires minimal time and minimal cost absorbed by the agency.

**12a. Were this committee abolished, would this impede your agency's ability to fulfill its mission?**

Yes.

**12b. If "Yes" for Question 12a, please describe the rationale for this opinion.**

The CIA existence is governed by the SBOE and is to be retained or abolished at their pleasure. Currently, individual SBOE members find value in being able to appoint individual independent advisors.

**Section A: Information Submitted through Advisory Committee Supporting Schedule in Legislative Appropriations Request**

Committee name: State Parent Advisory Council for Migrant Education (State PAC)  
 Number of members: 15  
 Committee status (ongoing or inactive): Ongoing  
 Date created:  
 Date to be abolished:  
 Budget strategy/strategies (such as 1-2-4): A.2.2  
 Budget strategy/strategies:  
 Strategy title (such as Occupational Licensing): Achievement of Students

State/Federal Authority	Select Type	Identify Specific Criterion
State authority	Public Law	107-110, Title I, Part C, Section 1304(c)(3)
State authority		
Federal authority		
Federal authority		
Federal authority		

**Advisory Committee Costs**

*This section includes reimbursements for committee member costs and costs attributable to agency staff support.*

Committee Members Direct Expenses	Expended 2015	Estimated 2016	Budgeted 2017
Travel	\$0	\$0	\$0
Personnel	\$0	\$0	\$0
Number of FTEs	0.0	0.0	0.0
Other operating costs	\$13,189	\$28,000	\$28,000
Total, committee expenditures:	\$13,189	\$28,000	\$28,000
Committee Members Indirect Expenses	Expended 2015	Estimated 2016	Budgeted 2017
Travel	\$0	\$0	\$0
Personnel	\$3,105	\$3,105	\$3,105
Number of FTEs	0.1	0.1	0.1
Other operating costs	\$0	\$0	\$0
Total, committee expenditures:	\$3,105	\$3,105	\$3,105
Method of Financing	Expended 2015	Estimated 2016	Budgeted 2017
148-Federal Health, Education and W	\$16,294	\$31,105	\$31,105
Expenses/MOFs difference:	\$0	\$0	\$0
Meetings per Fiscal Year	Expended 2015	Estimated 2016	Budgeted 2017
	0	0	0

**Committee Description**

The purpose of the State Parent Advisory Committee for Migrant Education (State PAC) is to advise TEA and the commissioner in planning, implementing, and evaluating the Texas Migrant Education Program (MEP) in meeting the educational needs of migrant children. In advising TEA, the State PAC is invited to comment and make recommendations to improve the Texas Migrant State Plan, programs and services offered to migrant children, the evaluation of the migrant programs, the quantity and quality of parent involvement, and other items which may be appropriate.

## Section B: Additional Committee Information

### 1. When and where does the committee typically meet and is there any requirement as the frequency of committee meetings?

The State PAC meets 1-3 times per year in Austin. According to the by-laws for the committee, they must convene at least once per year.

### 2. What kinds of deliverables or tangible output does the committee produce? If there are documents the committee is required to produce for your agency or the general public, please supply the most recent iterations of those.

The State PAC does not typically have deliverables or documents that they produce. The committee generally assists the agency by providing recommendations regarding decisions about program implementation and evaluation

### 3. What recommendations or advice has the committee most recently supplied to your agency? Of these, which were adopted by your agency and what was the rationale behind not adopting certain recommendations, if this occurred?

An example of recent recommendations provided by the committee are recommendations for improving the recruitment process of migrant students and the recommendation that a contract with a specific provider of online courses be reestablished by the agency. The recommendation for improving the recruitment process was incorporated in agency guidance regarding recruitment. The agency did not accept the recommendation that a specific online course provider be used, but did provide guidance to the field informing districts that their migrant funds could be used to purchase these and other online courses for migrant students.

### 4a. Does your agency believe that the actions and scope of committee work is consistent with their authority as defined in its enabling statute and relevant to the ongoing mission of your agency?

Yes.

### 4b. Is committee scope and work conducted redundant with other functions of other state agencies or advisory committees?

No.

### 5a. Approximately how much staff time (in hours) was used to support the committee in fiscal year 2015?

40.0

### 5b. Please supply a general overview of the tasks entailed in agency staff assistance provided to the committee.

TEA contracts out the support of the State PAC to a regional education service center. Staff time is dedicated to preparing and monitoring the contract, overseeing the work of the contractor, preparing for meetings, providing information and updates to the committee during its meetings, and organizing the identification and vetting of candidates to fill vacant positions on the committee.

### 6. Have there been instances where the committee was unable to meet because a quorum was not present? (Please provide committee member attendance records for their last three meetings, if not already captured in meeting minutes.)

No.

### 7a. What opportunities does the committee provide for public attendance, participation, and how is this information conveyed to the public (such as online calendar of events, notices posted in *Texas Register*, etc.)?

State PAC meetings are not publicly announced, but members of the public are welcome to attend meetings.

### 7b. Do members of the public attend at least 50 percent of all committee meetings?

No.

### 7c. Are there instances where no members of the public attended meetings?

Yes.

### 8. Please list any external stakeholders you recommend we contact regarding this committee.

Regional education service centers (ESCs) and school districts with representation on the State PAC.

### 9a. In the opinion of your agency, has the committee met its mission and made substantive progress in its mission and goals?

Yes.



**9b. Please describe the rationale for this opinion.**

The State PAC plays an important role in assisting TEA and ESCs in implementing and improving the Texas Migrant Education Program. Feedback from committee members is critical in addressing the needs of migrant students.

**10. Given that state agencies are allowed the ability to create advisory committees at will, either on an ad-hoc basis or through amending agency rule in Texas Administrative Code:**

**10a. Is there any functional benefit for having this committee codified in statute?**

No.

**10b. Does the scope and language found in statute for this committee prevent your agency from responding to evolving needs related to this policy area?**

No.

**10c. If "Yes" for Question 10b, please describe the rationale for this opinion.**

**11a. Does your agency recommend this committee be retained, abolished or consolidated with another committee elsewhere (either at your agency or another in state government)?**

Retain.

**11b. Please describe the rationale for this opinion.**

The State PAC plays an important role in assisting TEA and ESCs in implementing and improving the Texas Migrant Education Program including addressing issues as they arise. Feedback from committee members helps the agency to make the best decisions regarding support for migrant students.

**12a. Were this committee abolished, would this impede your agency's ability to fulfill its mission?**

Yes.

**12b. If "Yes" for Question 12a, please describe the rationale for this opinion.**

It would impact the agency's ability meet the federal statutory requirements for Title I, Part C, Migrant Education.

**Section A: Information Submitted through Advisory Committee Supporting Schedule in Legislative Appropriations Request**

Committee name: Texas Essential Knowledge and Skills (TEKS) Review Committees  
 Number of members: Depends upon subject area - typically at least 100 per subject  
 Committee status (ongoing or inactive): Ongoing  
 Date created: 2004  
 Date to be abolished:  
 Budget strategy/strategies (such as 1-2-4): A.2.1  
 Budget strategy/strategies:  
 Strategy title (such as Occupational Licensing): Statewide Educational Programs

State/Federal Authority	Select Type	Identify Specific Criterion
State authority	Statute	TEC 28.002(c)
State authority		
Federal authority		
Federal authority		
Federal authority		

**Advisory Committee Costs**

*This section includes reimbursements for committee member costs and costs attributable to agency staff support.*

Committee Members Direct Expenses	Expended 2015	Estimated 2016	Budgeted 2017
Travel	\$50,000	\$200,000	\$175,000
Personnel	\$0	\$0	\$0
Number of FTEs	0.0	0.0	0.0
Other operating costs	\$20,000	\$100,000	\$100,000
Total, committee expenditures:	\$70,000	\$300,000	\$275,000
Committee Members Indirect Expenses	Expended 2015	Estimated 2016	Budgeted 2017
Travel	\$0	\$0	\$0
Personnel	\$172,820	\$165,022	\$124,747
Number of FTEs	2.0	1.9	1.5
Other operating costs	\$0	\$0	\$0
Total, committee expenditures:	\$172,820	\$165,022	\$124,747
Method of Financing	Expended 2015	Estimated 2016	Budgeted 2017
1-General Revenue Fund	\$172,820	\$165,022	\$124,747
193-Foundation School Fund No. 193	\$70,000	\$300,000	\$275,000
Expenses/MOFs difference:	\$0	\$0	\$0
Meetings per Fiscal Year	Expended 2015	Estimated 2016	Budgeted 2017
	0	0	0

**Committee Description**

TEKS review committees are responsible for making recommendations to the State Board of Education (SBOE) for revisions to the current TEKS for specific subject areas. The SBOE nominates committee members from around the state who are K-12 educators, higher education professors, parents, business and industry representatives, and employers to serve on TEKS review committees. The committees follow the SBOE's official process for the revision of the TEKS

## Section B: Additional Committee Information

### 1. When and where does the committee typically meet and is there any requirement as the frequency of committee meetings?

No requirement as to the frequency of the meetings, but the SBOE TEKS review process calls for face-to-face meetings. TEKS review processes in recent years have typically had three 3- day face-to-face meetings spread throughout the year.

### 2. What kinds of deliverables or tangible output does the committee produce? If there are documents the committee is required to produce for your agency or the general public, please supply the most recent iterations of those.

The committees produce draft recommendations for revisions to the TEKS, final recommendations for revisions to the TEKS, and breakouts of their final recommendations. These documents for the career and technical education TEKS review committees are available online at [http://tea.texas.gov/Curriculum\\_and\\_Instructional\\_Programs/Curriculum\\_Standards/TEKS\\_Texas\\_Essential\\_Knowledge\\_and\\_Skills\\_%28TEKS%29\\_Review/Career\\_and\\_Technical\\_Education\\_Texas\\_Essential\\_Knowledge\\_and\\_Skills/](http://tea.texas.gov/Curriculum_and_Instructional_Programs/Curriculum_Standards/TEKS_Texas_Essential_Knowledge_and_Skills_%28TEKS%29_Review/Career_and_Technical_Education_Texas_Essential_Knowledge_and_Skills/).

Documents for the English and Spanish language arts and reading TEKS review (as of April 8, 2016) are available at the following links:

[http://tea.texas.gov/Curriculum\\_and\\_Instructional\\_Programs/Curriculum\\_Standards/TEKS\\_Texas\\_Essential\\_Knowledge\\_and\\_Skills\\_%28TEKS%29\\_Review/English\\_Language\\_Arts\\_and\\_Reading\\_TEKS/](http://tea.texas.gov/Curriculum_and_Instructional_Programs/Curriculum_Standards/TEKS_Texas_Essential_Knowledge_and_Skills_%28TEKS%29_Review/English_Language_Arts_and_Reading_TEKS/)

[http://tea.texas.gov/Curriculum\\_and\\_Instructional\\_Programs/Curriculum\\_Standards/TEKS\\_Texas\\_Essential\\_Knowledge\\_and\\_Skills\\_%28TEKS%29\\_Review/Spanish\\_Language\\_Arts\\_and\\_Reading\\_and\\_English\\_as\\_a\\_Second\\_Language\\_TEKS/](http://tea.texas.gov/Curriculum_and_Instructional_Programs/Curriculum_Standards/TEKS_Texas_Essential_Knowledge_and_Skills_%28TEKS%29_Review/Spanish_Language_Arts_and_Reading_and_English_as_a_Second_Language_TEKS/)

### 3. What recommendations or advice has the committee most recently supplied to your agency? Of these, which were adopted by your agency and what was the rationale behind not adopting certain recommendations, if this occurred?

The committees make recommendations for revisions to the TEKS. The agency does not accept or reject recommendations because it is a SBOE process. The SBOE generally accepts all recommendations for revisions unless they receive public comment during the official public comment period with alternate recommendations.

### 4a. Does your agency believe that the actions and scope of committee work is consistent with their authority as defined in its enabling statute and relevant to the ongoing mission of your agency?

Yes.

### 4b. Is committee scope and work conducted redundant with other functions of other state agencies or advisory committees?

No.

### 5a. Approximately how much staff time (in hours) was used to support the committee in fiscal year 2015?

900.0

### 5b. Please supply a general overview of the tasks entailed in agency staff assistance provided to the committee.

Staff must complete bids and identify hotels for committee sleeping rooms and meeting space. Staff must correspond with committee members prior to and in between meetings. Staff members complete reimbursement of all travel related to committee meetings. Staff members prepare a variety of documents for committee use and for reporting committee work back to the SBOE. Staff also facilitates all in person committee meetings and committee webinars.

### 6. Have there been instances where the committee was unable to meet because a quorum was not present? (Please provide committee member attendance records for their last three meetings, if not already captured in meeting minutes.)

No.

### 7a. What opportunities does the committee provide for public attendance, participation, and how is this information conveyed to the public (such as online calendar of events, notices posted in *Texas Register*, etc.)?

Members of the public are welcome to attend face-to-face TEKS review committee meetings as observers. Additionally, the SBOE TEKS review process incorporates both an informal feedback period, during which comments from educators and the general public are collected by TEA and shared with committee members, and

a formal public comment period, during which comments received related to the SBOE's rulemaking are shared with SBOE members on a weekly basis.

**7b. Do members of the public attend at least 50 percent of all committee meetings?**

No.

**7c. Are there instances where no members of the public attended meetings?**

Yes.

**8. Please list any external stakeholders you recommend we contact regarding this committee.**

Since this is an SBOE process, it might be helpful to contact members of the State Board of Education.

**9a. In the opinion of your agency, has the committee met its mission and made substantive progress in its mission and goals?**

Yes.

**9b. Please describe the rationale for this opinion.**

The SBOE is statutorily required to include the input of educators, parents, business and industry representatives, and employers in the review of the TEKS. TEKS review committees provide expertise regarding the subject area that is essential in shaping the revisions to the TEKS.

**10. Given that state agencies are allowed the ability to create advisory committees at will, either on an ad-hoc basis or through amending agency rule in Texas Administrative Code:**

**10a. Is there any functional benefit for having this committee codified in statute?**

No.

**10b. Does the scope and language found in statute for this committee prevent your agency from responding to evolving needs related to this policy area?**

No.

**10c. If "Yes" for Question 10b, please describe the rationale for this opinion.**

**11a. Does your agency recommend this committee be retained, abolished or consolidated with another committee elsewhere (either at your agency or another in state government)?**

Retain.

**11b. Please describe the rationale for this opinion.**

TEKS review committees provide expertise regarding the subject area that is essential in shaping the revisions to the TEKS. The input of these committees is a critical part of the SBOE's process for revising the TEKS.

**12a. Were this committee abolished, would this impede your agency's ability to fulfill its mission?**

Yes.

**12b. If "Yes" for Question 12a, please describe the rationale for this opinion.**

TEA could not do the work of the committees as staff does not have the breadth of knowledge that is represented by the committees.

**Section A: Information Submitted through Advisory Committee Supporting Schedule in Legislative Appropriations Request**

Committee name: Texas Environmental Education Advisory Committee (TEEAC)  
 Number of members: 20  
 Committee status (ongoing or inactive): Ongoing  
 Date created: 1991  
 Date to be abolished: TBD  
 Budget strategy/strategies (such as 1-2-4): B.3.2  
 Budget strategy/strategies:  
 Strategy title (such as Occupational Licensing): Agency Operations

State/Federal Authority	Select Type	Identify Specific Criterion
State authority	Admin Code	19 TAC §161.0113
State authority		
Federal authority		
Federal authority		
Federal authority		

**Advisory Committee Costs**

*This section includes reimbursements for committee member costs and costs attributable to agency staff support.*

Committee Members Direct Expenses	Expended 2015	Estimated 2016	Budgeted 2017
Travel	\$0	\$0	\$0
Personnel	\$0	\$0	\$0
Number of FTEs	0.0	0.0	0.0
Other operating costs	\$0	\$0	\$0
Total, committee expenditures:	\$0	\$0	\$0
Committee Members Indirect Expenses	Expended 2015	Estimated 2016	Budgeted 2017
Travel	\$0	\$0	\$0
Personnel	\$3,850	\$3,850	\$3,850
Number of FTEs	0.05	0.05	0.05
Other operating costs	\$0	\$0	\$0
Total, committee expenditures:	\$3,850	\$3,850	\$3,850
Method of Financing	Expended 2015	Estimated 2016	Budgeted 2017
1-General Revenue Fund	\$3,850	\$3,850	\$3,850
Expenses/MOFs difference:	\$0	\$0	\$0
Meetings per Fiscal Year	Expended 2015	Estimated 2016	Budgeted 2017
	2	2	2

**Committee Description**

The committee provides input, upon request, to the commissioner and agency staff about issues relating to outdoor/environmental education and works with the agency to assure that non-formal education providers receive up-to-date information and professional development to better serve Texas public schools.

## Section B: Additional Committee Information

**1. When and where does the committee typically meet and is there any requirement as the frequency of committee meetings?**

The committee meets about twice a year in Austin.

**2. What kinds of deliverables or tangible output does the committee produce? If there are documents the committee is required to produce for your agency or the general public, please supply the most recent iterations of those.**

The committee is not required to produce any specific documents.

**3. What recommendations or advice has the committee most recently supplied to your agency? Of these, which were adopted by your agency and what was the rationale behind not adopting certain recommendations, if this occurred?**

In recent meetings, agency staff has presented updates and information and has engaged in informal conversation that did not result in recommendations.

**4a. Does your agency believe that the actions and scope of committee work is consistent with their authority as defined in its enabling statute and relevant to the ongoing mission of your agency?**

No.

**4b. Is committee scope and work conducted redundant with other functions of other state agencies or advisory committees?**

No.

**5a. Approximately how much staff time (in hours) was used to support the committee in fiscal year 2015?**

20.0

**5b. Please supply a general overview of the tasks entailed in agency staff assistance provided to the committee.**

Staff prepares the agenda for each meeting including identifying individuals to present to the group and facilitates the meetings.

**6. Have there been instances where the committee was unable to meet because a quorum was not present? (Please provide committee member attendance records for their last three meetings, if not already captured in meeting minutes.)**

No.

**7a. What opportunities does the committee provide for public attendance, participation, and how is this information conveyed to the public (such as online calendar of events, notices posted in *Texas Register*, etc.)?**

These meetings are not public meetings and members of the public have not historically been invited to attend.

**7b. Do members of the public attend at least 50 percent of all committee meetings?**

No.

**7c. Are there instances where no members of the public attended meetings?**

Yes.

**8. Please list any external stakeholders you recommend we contact regarding this committee.**

The organizations that are currently involved in this work are listed in the committee roster.

**9a. In the opinion of your agency, has the committee met its mission and made substantive progress in its mission and goals?**

Yes.

**9b. Please describe the rationale for this opinion.**

The committee provides input, upon request, to the commissioner and agency staff about issues relating to outdoor/environmental education and receive information from the agency related to relevant topics.

**10. Given that state agencies are allowed the ability to create advisory committees at will, either on an ad-hoc basis or through amending agency rule in Texas Administrative Code:**

**10a. Is there any functional benefit for having this committee codified in statute?**

No.

**10b. Does the scope and language found in statute for this committee prevent your agency from responding to evolving needs related to this policy area?**

No.

**10c. If "Yes" for Question 10b, please describe the rationale for this opinion.**

**11a. Does your agency recommend this committee be retained, abolished or consolidated with another committee elsewhere (either at your agency or another in state government)?**

Abolish.

**11b. Please describe the rationale for this opinion.**

This committee has existed for many years, but in recent years is not a critical resource and does not have a direct impact on the core mission or the work of the agency. The agency intends to amend the administrative code to remove this committee from administrative rule.

**12a. Were this committee abolished, would this impede your agency's ability to fulfill its mission?**

No.

**12b. If "Yes" for Question 12a, please describe the rationale for this opinion.**

**Section A: Information Submitted through Advisory Committee Supporting Schedule in Legislative Appropriations Request**

Committee name: Educational Technology Advisory Committee (ETAC)  
 Number of members: 17  
 Committee status (ongoing or inactive): Inactive  
 Date created: 08/01/2004  
 Date to be abolished: TBD  
 Budget strategy/strategies (such as 1-2-4): B.2.1  
 Budget strategy/strategies:  
 Strategy title (such as Occupational Licensing): Technology/Instructional Materials

State/Federal Authority	Select Type	Identify Specific Criterion
State authority	Admin Code	19 TAC §161.1003
State authority		
Federal authority		
Federal authority		
Federal authority		

**Advisory Committee Costs**

*This section includes reimbursements for committee member costs and costs attributable to agency staff support.*

Committee Members Direct Expenses	Expended 2015	Estimated 2016	Budgeted 2017
Travel	\$0	\$0	\$0
Personnel	\$0	\$0	\$0
Number of FTEs	0.0	0.0	0.0
Other operating costs	\$0	\$0	\$0
Total, committee expenditures:	\$0	\$0	\$0
Committee Members Indirect Expenses	Expended 2015	Estimated 2016	Budgeted 2017
Travel	\$0	\$0	\$0
Personnel	\$0	\$0	\$0
Number of FTEs	0.0	0.0	0.0
Other operating costs	\$0	\$0	\$0
Total, committee expenditures:	\$0	\$0	\$0
Method of Financing	Expended 2015	Estimated 2016	Budgeted 2017
1-General Revenue Fund	\$0	\$0	\$0
Expenses/MOFs difference:	\$0	\$0	\$0
Meetings per Fiscal Year	Expended 2015	Estimated 2016	Budgeted 2017
	0	0	0

**Committee Description**

The Educational Technology Advisory Committee was instrumental in drafting the Long-Range Plan for Technology, 2006–2020. The State Board of Education was required to develop this plan by TEC §32.001. Subsequent reports on that plan, required biennially, have been produced by agency staff.



## Section B: Additional Committee Information

### 1. When and where does the committee typically meet and is there any requirement as the frequency of committee meetings?

No requirement as to the frequency of the meetings, but the SBOE TEKS review process calls for face-to-face meetings. TEKS review processes in recent years have typically had three 3- day face-to-face meetings spread throughout the year.

### 2. What kinds of deliverables or tangible output does the committee produce? If there are documents the committee is required to produce for your agency or the general public, please supply the most recent iterations of those.

The committees produce draft recommendations for revisions to the TEKS, final recommendations for revisions to the TEKS, and breakouts of their final recommendations. These documents for the career and technical education TEKS review committees are available online at [http://tea.texas.gov/Curriculum\\_and\\_Instructional\\_Programs/Curriculum\\_Standards/TEKS\\_Texas\\_Essential\\_Knowledge\\_and\\_Skills\\_%28TEKS%29\\_Review/Career\\_and\\_Technical\\_Education\\_Texas\\_Essential\\_Knowledge\\_and\\_Skills/](http://tea.texas.gov/Curriculum_and_Instructional_Programs/Curriculum_Standards/TEKS_Texas_Essential_Knowledge_and_Skills_%28TEKS%29_Review/Career_and_Technical_Education_Texas_Essential_Knowledge_and_Skills/)

Documents for the English and Spanish language arts and reading TEKS review (as of April 8, 2016) are available at the following links:

[http://tea.texas.gov/Curriculum\\_and\\_Instructional\\_Programs/Curriculum\\_Standards/TEKS\\_Texas\\_Essential\\_Knowledge\\_and\\_Skills\\_%28TEKS%29\\_Review/English\\_Language\\_Arts\\_and\\_Reading\\_TEKS/](http://tea.texas.gov/Curriculum_and_Instructional_Programs/Curriculum_Standards/TEKS_Texas_Essential_Knowledge_and_Skills_%28TEKS%29_Review/English_Language_Arts_and_Reading_TEKS/)

[http://tea.texas.gov/Curriculum\\_and\\_Instructional\\_Programs/Curriculum\\_Standards/TEKS\\_Texas\\_Essential\\_Knowledge\\_and\\_Skills\\_%28TEKS%29\\_Review/Spanish\\_Language\\_Arts\\_and\\_Reading\\_and\\_English\\_as\\_a\\_Second\\_Language\\_TEKS/](http://tea.texas.gov/Curriculum_and_Instructional_Programs/Curriculum_Standards/TEKS_Texas_Essential_Knowledge_and_Skills_%28TEKS%29_Review/Spanish_Language_Arts_and_Reading_and_English_as_a_Second_Language_TEKS/)

### 3. What recommendations or advice has the committee most recently supplied to your agency? Of these, which were adopted by your agency and what was the rationale behind not adopting certain recommendations, if this occurred?

The committees make recommendations for revisions to the TEKS. The agency does not accept or reject recommendations because it is a SBOE process. The SBOE generally accepts all recommendations for revisions unless they receive public comment during the official public comment period with alternate recommendations.

### 4a. Does your agency believe that the actions and scope of committee work is consistent with their authority as defined in its enabling statute and relevant to the ongoing mission of your agency?

Yes.

### 4b. Is committee scope and work conducted redundant with other functions of other state agencies or advisory committees?

No.

### 5a. Approximately how much staff time (in hours) was used to support the committee in fiscal year 2015?

900.0

### 5b. Please supply a general overview of the tasks entailed in agency staff assistance provided to the committee.

Staff must complete bids and identify hotels for committee sleeping rooms and meeting space. Staff must correspond with committee members prior to and in between meetings. Staff members complete reimbursement of all travel related to committee meetings. Staff members prepare a variety of documents for committee use and for reporting committee work back to the SBOE. Staff also facilitates all in person committee meetings and committee webinars.

### 6. Have there been instances where the committee was unable to meet because a quorum was not present? (Please provide committee member attendance records for their last three meetings, if not already captured in meeting minutes.)

No.

### 7a. What opportunities does the committee provide for public attendance, participation, and how is this information conveyed to the public (such as online calendar of events, notices posted in *Texas Register*, etc.)?

Members of the public are welcome to attend face-to-face TEKS review committee meetings as observers. Additionally, the SBOE TEKS review process incorporates both an informal feedback period, during which comments from educators and the general public are collected by TEA and shared with committee members, and

a formal public comment period, during which comments received related to the SBOE's rulemaking are shared with SBOE members on a weekly basis.

**7b. Do members of the public attend at least 50 percent of all committee meetings?**

No.

**7c. Are there instances where no members of the public attended meetings?**

Yes.

**8. Please list any external stakeholders you recommend we contact regarding this committee.**

Since this is an SBOE process, it might be helpful to contact members of the State Board of Education.

**9a. In the opinion of your agency, has the committee met its mission and made substantive progress in its mission and goals?**

Yes.

**9b. Please describe the rationale for this opinion.**

The SBOE is statutorily required to include the input of educators, parents, business and industry representatives, and employers in the review of the TEKS. TEKS review committees provide expertise regarding the subject area that is essential in shaping the revisions to the TEKS.

**10. Given that state agencies are allowed the ability to create advisory committees at will, either on an ad-hoc basis or through amending agency rule in Texas Administrative Code:**

**10a. Is there any functional benefit for having this committee codified in statute?**

No.

**10b. Does the scope and language found in statute for this committee prevent your agency from responding to evolving needs related to this policy area?**

No.

**10c. If "Yes" for Question 10b, please describe the rationale for this opinion.**

**11a. Does your agency recommend this committee be retained, abolished or consolidated with another committee elsewhere (either at your agency or another in state government)?**

Retain.

**11b. Please describe the rationale for this opinion.**

TEKS review committees provide expertise regarding the subject area that is essential in shaping the revisions to the TEKS. The input of these committees is a critical part of the SBOE's process for revising the TEKS.

**12a. Were this committee abolished, would this impede your agency's ability to fulfill its mission?**

Yes.

**12b. If "Yes" for Question 12a, please describe the rationale for this opinion.**

TEA could not do the work of the committees as staff does not have the breadth of knowledge that is represented by the committees.

**Section A: Information Submitted through Advisory Committee Supporting Schedule in Legislative Appropriations Request**

Committee name: Texas Educator Review Committees (TERC)  
 Number of members: 15-20 per committee meeting  
 Committee status (ongoing or inactive): Ongoing  
 Date created: Annually  
 Date to be abolished:  
 Budget strategy/strategies (such as 1-2-4): B.1.1  
 Budget strategy/strategies:  
 Strategy title (such as Occupational Licensing): Assessment

State/Federal Authority	Select Type	Identify Specific Criterion
State authority		
State authority		
Federal authority	Other	Peer review. Though not in federal statute, federal
Federal authority		
Federal authority		

**Advisory Committee Costs**

*This section includes reimbursements for committee member costs and costs attributable to agency staff support.*

Committee Members Direct Expenses	Expended 2015	Estimated 2016	Budgeted 2017
Travel	\$1,340,492	\$1,380,600	\$1,825,100
Personnel	\$36,229	\$45,000	\$46,300
Number of FTEs	0.0	0.0	0.0
Other operating costs	\$6,100	\$6,100	\$6,300
Total, committee expenditures:	\$1,382,821	\$1,431,700	\$1,877,700
Committee Members Indirect Expenses	Expended 2015	Estimated 2016	Budgeted 2017
Travel	\$0	\$0	\$0
Personnel	\$434,754	\$435,800	\$476,100
Number of FTEs	0.0	0.0	0.0
Other operating costs	\$0	\$0	\$0
Total, committee expenditures:	\$434,754	\$435,800	\$476,100
Method of Financing	Expended 2015	Estimated 2016	Budgeted 2017
193-Foundation School Fund No. 193	\$1,817,575	\$1,867,500	\$2,353,800
Expenses/MOFs difference:	\$0	\$0	\$0
Meetings per Fiscal Year	Expended 2015	Estimated 2016	Budgeted 2017
	140	140	140

**Committee Description**

Texas educators, including K–12 classroom teachers, higher education representatives, curriculum specialists, administrators, and ESC staff, play a vital role in the test-development process. When a new assessment is developed, committees of Texas educators review the state-required curriculum, help develop appropriate reporting categories for the specific grade/subject or course tested, and provide advice on a model for assessing the particular content that aligns closely with the curriculum and good classroom instruction. Draft reporting categories with corresponding Texas Essential Knowledge and Skills (TEKS) student expectations are reviewed by teachers, curriculum specialists, assessment specialists, and administrators. Texas educator committees assist in developing draft guidelines that outline the eligible test content and test item formats. TEA refines and clarifies these draft reporting categories and guidelines based on input from Texas educators. Following the development of test items by professional item writers, many of whom are current or former Texas teachers, committees of Texas educators review the items to ensure appropriate content and level of

difficulty and to eliminate potential bias. Items are revised based on input from these committees, and then the items are field-tested. Additionally, Texas educators participate in meetings to define the grade-specific performance level descriptors (PLDs) and to recommend the performance standards on the assessments. Committee expenses are paid by TEA's assessment vendor as a pass through cost.

### **Section B: Additional Committee Information**

**1. When and where does the committee typically meet and is there any requirement as the frequency of committee meetings?**

Missing in data provided

**2. What kinds of deliverables or tangible output does the committee produce? If there are documents the committee is required to produce for your agency or the general public, please supply the most recent iterations of those.**

Missing in data provided

**3. What recommendations or advice has the committee most recently supplied to your agency? Of these, which were adopted by your agency and what was the rationale behind not adopting certain recommendations, if this occurred?**

Secure test and item review documents are developed by compiling educator feedback provided during the meetings.

**4a. Does your agency believe that the actions and scope of committee work is consistent with their authority as defined in its enabling statute and relevant to the ongoing mission of your agency?**

Yes.

**4b. Is committee scope and work conducted redundant with other functions of other state agencies or advisory committees?**

No.

**5a. Approximately how much staff time (in hours) was used to support the committee in fiscal year 2015?**

2240.0

**5b. Please supply a general overview of the tasks entailed in agency staff assistance provided to the committee.**

TEA staff works with its testing contractor to review materials for the educator meeting. TEA staff also attends each meeting.

**6. Have there been instances where the committee was unable to meet because a quorum was not present? (Please provide committee member attendance records for their last three meetings, if not already captured in meeting minutes.)**

No.

**7a. What opportunities does the committee provide for public attendance, participation, and how is this information conveyed to the public (such as online calendar of events, notices posted in *Texas Register*, etc.)?**

Attendance is by invitation only. Superintendents, professional educator organizations, institutions of higher education, and others recommend educators to serve on the educator review committees. Attached is a sample roster from one educator committee meeting to review grade 3 mathematics items

**7b. Do members of the public attend at least 50 percent of all committee meetings?**

No.

**7c. Are there instances where no members of the public attended meetings?**

Yes.

**8. Please list any external stakeholders you recommend we contact regarding this committee.**

**9a. In the opinion of your agency, has the committee met its mission and made substantive progress in its mission and goals?**

Yes.

**9b. Please describe the rationale for this opinion.**

Texas educators, including K–12 classroom teachers, higher education representatives, curriculum specialists, administrators, and ESC staff, play a vital role in the test-development process. When a new assessment is developed, committees of Texas educators review the state-required curriculum, help develop appropriate reporting categories for the specific grade/subject or course tested, and provide advice on a model for assessing the particular content that aligns closely with the curriculum and good classroom instruction. Draft reporting categories with corresponding Texas Essential Knowledge and Skills (TEKS) student expectations are reviewed by teachers, curriculum specialists, assessment specialists, and administrators. Texas educator committees assist in developing draft guidelines that outline the eligible test content and test item formats.

**10. Given that state agencies are allowed the ability to create advisory committees at will, either on an ad-hoc basis or through amending agency rule in Texas Administrative Code:**

**10a. Is there any functional benefit for having this committee codified in statute?**

No.

**10b. Does the scope and language found in statute for this committee prevent your agency from responding to evolving needs related to this policy area?**

*Left blank*

**10c. If "Yes" for Question 10b, please describe the rationale for this opinion.**

**11a. Does your agency recommend this committee be retained, abolished or consolidated with another committee elsewhere (either at your agency or another in state government)?**

Retain.

**11b. Please describe the rationale for this opinion.**

Texas educators, including K–12 classroom teachers, higher education representatives, curriculum specialists, administrators, and ESC staff, play a vital role in the test-development process. When a new assessment is developed, committees of Texas educators review the state-required curriculum, help develop appropriate reporting categories for the specific grade/subject or course tested, and provide advice on a model for assessing the particular content that aligns closely with the curriculum and good classroom instruction. Draft reporting categories with corresponding Texas Essential Knowledge and Skills (TEKS) student expectations are reviewed by teachers, curriculum specialists, assessment specialists, and administrators. Texas educator committees assist in developing draft guidelines that outline the eligible test content and test item formats.

**12a. Were this committee abolished, would this impede your agency's ability to fulfill its mission?**

Yes.

**12b. If "Yes" for Question 12a, please describe the rationale for this opinion.**

Texas educators, including K–12 classroom teachers, higher education representatives, curriculum specialists, administrators, and ESC staff, play a vital role in the test-development process. When a new assessment is developed, committees of Texas educators review the state-required curriculum, help develop appropriate reporting categories for the specific grade/subject or course tested, and provide advice on a model for assessing the particular content that aligns closely with the curriculum and good classroom instruction. Draft reporting categories with corresponding Texas Essential Knowledge and Skills (TEKS) student expectations are reviewed by teachers, curriculum specialists, assessment specialists, and administrators. Texas educator committees assist in developing draft guidelines that outline the eligible test content and test item formats.