TEXAS EDUCATION AGENCY
STRATEGIC PLAN

FOR THE FISCAL YEARS 2011–2015

JULY 2, 2010

STRATEGIC PLAN

FOR THE FISCAL YEARS 2011–2015

BY

THE TEXAS EDUCATION AGENCY

JULY 2, 2010

SIGNED: *Robert Scott*   _____

Letter from the Commissioner of Education

July 2, 2010

The Honorable Rick Perry, Governor of Texas
The Honorable David Dewhurst, Lieutenant Governor of Texas
The Honorable Joe Straus, Speaker of the House
John O'Brien, Legislative Budget Board

On behalf of the Texas Education Agency, I am pleased to submit to you the *Texas Education Agency Strategic Plan for Fiscal Years 2011 – 2015*. The strategic plan will be posted on the website on July 2, 2010.

The strategic plan outlines five priority areas that will direct the agency's focus over the next five years: quality early childhood education; educator effectiveness and equity; student achievement; school support; and data quality. These priorities will guide a comprehensive approach to providing the student population of Texas with the tools they need to meet the high academic standards and to succeed both in school and in life beyond school.

Should you require additional information or have any questions regarding the strategic plan, please do not hesitate to contact me or Dr. Nora Hancock, Associate Commissioner for Planning, Grants, and Evaluation at (512) 463-8992.

Sincerely,

Robert Scott

Robert Scott, Commissioner of Education

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Strengthening Our Prosperity: Statewide Planning Elements for Texas State Government

March 2010

Fellow Public Servants:

Since the last exercise in strategic planning began in March 2008, much has changed in the national economic picture. States across the nation have struggled with severe budget shortfalls and the national economy has yet to rebound as many hoped and predicted. Texas, however, has weathered the economic downturn better than other states and been recognized as an example for other states to follow.

Our position relative to other states is not by accident. Texas has demonstrated the importance of fiscal discipline, setting priorities, and demanding accountability and efficiency in state government. We have built important reserves in our state's "Rainy Day Fund," cut taxes on small businesses, and emphasized a stable and predictable regulatory climate in an effort to show that the Lone Star State is a great place to build a business and raise a family.

Over the last year, families across this state and nation have tightened their belts in response to the economic challenges. Government should be no exception. As we begin this next round in our strategic planning process, we must critically reexamine the role of state government by identifying the core programs and activities necessary for the long-term economic health of our state, while eliminating outdated and inefficient functions. We must set clear priorities that will help maintain our position as a national leader now and in the future by:

>   *Ensuring the economic competitiveness of our state by adhering to principles of fiscal discipline, setting clear budget priorities, living within our means, and limiting the growth of government;*

>   *Investing in critical water, energy, and transportation infrastructure needs to meet the demands of our rapidly growing state;*

>   *Ensuring excellence and accountability in public schools and institutions of higher education as we invest in the future of this state and ensure Texans are prepared to compete in the global marketplace;*

>   *Defending Texans by safeguarding our neighborhoods and protecting our international border; and*

>   *Increasing transparency and efficiency at all levels of government to guard against waste, fraud, and abuse, ensuring that Texas taxpayers keep more of their hard-earned money to keep our economy and our families strong.*

I am confident we can address the priorities of our citizens with the limited government principles and responsible governance they demand. I know you share my commitment to ensuring that this state continues to shine as a bright star for opportunity and prosperity for all Texans. I appreciate your dedication to excellence in public service and look forward to working with all of you as we continue charting a strong course for our great state.

Rick Perry

The Mission of Texas State Government

Texas state government must be limited, efficient, and completely accountable. It should foster opportunity and economic prosperity, focus on critical priorities, and support the creation of strong family environments for our children. The stewards of the public trust must be men and women who administer state government in a fair, just, and responsible manner. To honor the public trust, state officials must seek new and innovative ways to meet state government priorities in a fiscally responsible manner.

Aim high . . . we are not here to achieve inconsequential things!

The Philosophy of Texas State Government

The task before all state public servants is to govern in a manner worthy of this great state. We are a great enterprise, and as an enterprise, we will promote the following core principles:

- First and foremost, Texas matters most. This is the overarching, guiding principle by which we will make decisions. Our state, and its future, is more important than party, politics, or individual recognition.
- Government should be limited in size and mission, but it must be highly effective in performing the tasks it undertakes.
- Decisions affecting individual Texans, in most instances, are best made by those individuals, their families, and the local government closest to their communities.
- Competition is the greatest incentive for achievement and excellence. It inspires ingenuity and requires individuals to set their sights high. Just as competition inspires excellence, a sense of personal responsibility drives individual citizens to do more for their future and the future of those they love.
- Public administration must be open and honest, pursuing the high road rather than the expedient course. We must be accountable to taxpayers for our actions.
- State government has a responsibility to safeguard taxpayer dollars by eliminating waste and abuse and providing efficient and honest government.
- Finally, state government should be humble, recognizing that all its power and authority is granted to it by the people of Texas, and those who make decisions wielding the power of the state should exercise their authority cautiously and fairly.

Relevant Statewide Goals and Benchmarks

Priority Goal
To ensure that all students in the public education system acquire the knowledge and skills to be responsible and independent Texans by:

- Ensuring students graduate from high school and have the skills necessary to pursue any option including attending a university, a two-year institution, other post-secondary training, military or enter the workforce;
- Ensuring students learn English, math, science and social studies skills at the appropriate grade level through graduation; and
- Demonstrating exemplary performance in foundation subjects.

Benchmarks
- High school graduation rate
- Percentage of graduates earning recommended high school diploma
- Percentage of graduates earning distinguished achievement diploma
- Percentage of recent high school graduates enrolled at a Texas college or university
- Percentage of high school graduates receiving other post-secondary training
- Percentage of students who demonstrate college and career ready performance on the annual state assessments
- Percentage of students who demonstrate satisfactory performance on the annual state assessments
- Percentage of students earning commended performance on the annual state assessments
- Percentage of students who attend schools or districts rated as recognized or exemplary
- Percentage of Texas high school students who need remediation
- Percentage of eligible juniors and seniors taking Advanced Placement/International Baccalaureate exams
- Percentage of students from third grade and above who are able to read at or above grade level
- Percentage of students from third grade and above who perform at or above grade level in math
- Number of students served under local governance or choice options (e.g., charter schools, open-enrollment charters, home-rule districts, intra-district transfers, etc.)
- Number of teachers certified through alternative programs
- Number of prekindergarten age students served through Texas School Ready!™ (TSR) program
- Percentage of Texas population age 25 and older with a high school diploma
- Percentage of Texas high school students graduating with six hours or more of dual credit

- Percentage of adult education students who are awarded a technical certification

Table 1 aligns the state education benchmarks with the associated Texas Education Agency (TEA) strategies.

Table 1: State Education Benchmarks and TEA Strategies

State Benchmark	TEA Strategy
High school graduation rate Percentage of graduates earning recommended high school diploma Percentage of graduates earning distinguished achievement diploma	1.1.1 Foundation School Program - Equalized Operations 1.1.2 Foundation School Program - Equalized Facilities 1.2.1 Statewide Educational Programs 1.2.2 Achievement of Students at Risk 1.2.3 Students with Disabilities 1.2.4 School Improvement and Support Programs 1.2.5 Adult Education and Family Literacy 2.1.1 Assessment and Accountability System 2.2.1 Technology and Instructional Materials 2.2.2 Health and Safety 2.3.1 Educator Quality/Leadership 2.3.2 Agency Operations
Percentage of recent high school graduates enrolled at a Texas college or university Percentage of high school graduates receiving other post-secondary training	1.1.1 Foundation School Program - Equalized Operations 1.1.2 Foundation School Program - Equalized Facilities 1.2.1 Statewide Educational Programs 1.2.2 Achievement of Students at Risk 1.2.4 School Improvement and Support Programs 2.1.1 Assessment and Accountability System 2.2.1 Technology and Instructional Materials
Percentage of students who demonstrate college and career ready performance on the annual state assessments	1.2.1 Statewide Educational Programs 2.3.1 Educator Quality/Leadership 2.3.2 Agency Operations
Percentage of students who demonstrate satisfactory performance on the annual state assessments	2.1.1 Assessment and Accountability System 2.3.1 Educator Quality/Leadership 2.3.2 Agency Operations
Percentage of students earning commended performance on the annual state assessments	2.1.1 Assessment and Accountability System 2.3.1 Educator Quality/Leadership 2.3.2 Agency Operations
Percentage of students who attend schools or districts rated as recognized or exemplary	2.1.1 Assessment and Accountability System 2.3.1 Educator Quality/Leadership 2.3.2 Agency Operations
Percentage of Texas high school students who need remediation	1.1.1 Foundation School Program - Equalized Operations 1.1.2 Foundation School Program - Equalized Facilities 2.1.1 Assessment and Accountability System 2.3.2 Agency Operations
Percentage of eligible juniors and seniors taking Advanced Placement/International Baccalaureate exams	1.2.1 Statewide Educational Programs 2.3.2 Agency Operations
Percentage of students from third grade and above who are able to read at or above grade level Percentage of students from third grade and above who perform at or above grade level in math	1.2.1 Statewide Educational Programs 1.2.2 Achievement of Students at Risk 2.1.1 Assessment and Accountability System 2.3.1 Educator Quality/Leadership 2.3.2 Agency Operations
Number of students served under local governance or choice options (e.g., charter schools, open-enrollment charters, home-rule districts, intra-district transfers, etc.)	1.1.1 Foundation School Program - Equalized Operations 1.2.4 School Improvement and Support Programs 2.3.2 Agency Operations
Number of teachers certified through alternative programs	1.2.4 School Improvement and Support Programs 2.3.1 Educator Quality/Leadership 2.3.3 State Board for Educator Certification 2.3.4 Certification Exam Administration
Number of prekindergarten age students served through Texas School Ready!™ (TSR) program	1.1.1 Foundation School Program - Equalized Operations 1.1.2 Foundation School Program - Equalized Facilities 1.2.1 Statewide Educational Programs 1.2.2 Achievement of Students at Risk 1.2.3 Students with Disabilities 1.2.4 School Improvement and Support Programs 1.2.5 Adult Education and Family Literacy
Percentage of Texas population age 25 and older with a high school diploma	1.2.1 Statewide Educational Programs
Percentage of Texas high school students graduating with six hours or more of dual credit	1.2.1 Statewide Educational Programs 1.2.2 Achievement of Students at Risk
Percentage of adult education students who are awarded a technical certification	1.2.5 Adult Education and Family Literacy

Texas Education Agency Mission and Philosophy

Mission of the Texas Education Agency

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.

Philosophy of the Texas Education Agency

TEA's philosophy is to support the stakeholders of public education to best achieve local, state, and federal education goals for students.

This philosophy respects the primacy of local control so that the most important decisions are made as close as possible to students, schools, and communities. It is based on the idea that all parties, as well as every TEA employee, must work together efficiently and effectively to support and improve teaching and learning in Texas public schools.

TEA puts its philosophy into action with a consistent focus on results, fact-based decision-making and value-added analysis. Key to TEA's philosophy is the belief that every employee's job, and every business process, is tied to achieving the agency mission.

Texas Education Agency Principles of Public Service

Principles are the commonly held tenets that guide the organization's conduct. In carrying out its philosophy and achieving its mission, TEA employees commit to conducting themselves according to the highest standards of professionalism, ethics, accountability, efficiency, openness, and the agency's stated principles of public service.

The TEA principles of public service are:

Trustworthiness. TEA employees perform their duties with honesty and integrity in conduct and communication. Employees conduct business with competence, fairness, impartiality, efficiency, and effectiveness to enhance the education of public schoolchildren and the public trust.

Responsibility. TEA employees take responsibility for actions, decisions, and statements that impact the education community and the public. Employees effectively

use the public resources entrusted to the agency for the benefit of the public school students, the state, and the public good.

Respect. TEA employees treat others with professionalism, consideration, and courtesy. Employees respect others' opinions and beliefs, value individual differences, and seek to reach new solutions based on consensus.

Caring. TEA employees build professional relationships with colleagues, peers, and the public based on the highest standards of fairness and consideration. These standards are the foundation of a caring professional environment that supports mutual respect, collaboration toward common goals, and excellence in job performance.

Citizenship. TEA employees strive to be good stewards of the public trust and public resources. They honor and abide by agency policies and the laws of the State of Texas and the United States.

Fairness. TEA employees conduct business with the public and co-workers in an equitable, impartial, and honest manner, without prejudice or favoritism. Decisions are based on objective and operational excellence.

Internal and External Assessment

Overview of Agency Scope and Function

Enabling Statute and Main Function

The Texas Education Agency (TEA) consists of the commissioner of education and agency staff, as stipulated in §7.002(a) of the Texas Education Code (TEC). TEA is the state executive agency for primary and secondary public education and is responsible for guiding and monitoring certain activities related to public education in Texas. The agency is authorized to carry out education functions specifically delegated under §7.021, §7.055, and other provisions of the TEC. In addition, TEC §21.035 directs the agency to perform the administrative functions and services of the State Board for Educator Certification (SBEC).

As provided by TEC §7.003, educational functions not specifically assigned to TEA or the State Board of Education (SBOE) fall under the authority of independent school districts (ISDs) and charter schools.

The TEC provides that the commissioner of education serve as the educational leader of the state, executive secretary of the SBOE, and executive officer of TEA. Providing general leadership and direction for public education, the commissioner's responsibilities include the following:

- Administering the distribution of state and federal funding to public schools
- Administering the statewide accountability system
- Administering the statewide assessment program
- Providing support to the SBOE in the development of the statewide curriculum
- Assisting the SBOE in the textbook adoption process and managing the textbook distribution process
- Administering a data collection system on public school students, staff, and finances
- Monitoring for compliance with certain federal and state guidelines

Affected Populations

TEA supports students, parents, teachers, and administrators, as well as other educational partners throughout the State of Texas. During the 2008–2009 school year, TEA served over 4.7 million students in either public or charter schools. These students attended schools that were organized into 1,030 ISDs and 437 charter schools.

History

In 1949, the Gilmer-Aikin Act created TEA as one component of the Central Education Agency. Significant historical events relating to TEA reflect educational reform at the state and national levels.

1981   House Bill (HB) 246, passed by the 67th Texas Legislature, mandated that

all ISDs provide a uniform state-developed curriculum consisting of essential elements for every subject area.

1984   The SBOE adopted a statewide curriculum.

HB 72, a comprehensive reform bill enacted by the 68th Texas Legislature, Second Called Session, mandated sweeping changes in the Texas public education system. This legislation changed the state's system of school finance and called for an appointed SBOE; student mastery of the state-mandated competency tests for high school graduation; the "no pass, no play" rule; local school board training, teacher testing, and career ladders; increased compulsory attendance requirements; and the five-day-per-semester student absence rule.

1987   The 70th Texas Legislature proposed a referendum to let voters decide whether the SBOE should remain an appointed body. Voters supported the decision to return the SBOE to an elected board.

1989   Senate Bill (SB) 417, enacted by the 71st Texas Legislature, Regular Session, mandated a performance indicators system, the Academic Excellence Indicator System (AEIS), that was implemented in the 1990-1991 school year.

1990   SB 1, enacted by the 71st Texas Legislature, Sixth Called Session, mandated the Texas Assessment of Academic Skills (TAAS) testing program, which was implemented during the 1990-1991 school year.

1993   SB 7, mandated by the 73rd Texas Legislature, Regular Session, adopted Chapter 35 of the TEC to align laws related to assessment, accreditation, performance reporting, and accountability.

1995   The Texas Supreme Court upheld the constitutionality of the school finance provisions of SB 7, enacted by the 73rd Texas Legislature in 1993. The court ruled that the guaranteed yield provision in SB 7 reduced the disparities in spending between property-rich and property-poor districts. The court also established that the bill's guaranteed yield provision enabled every school district in the state to meet or exceed requirements for accrediting education programs.

The 74th Texas Legislature enacted SB 1, which significantly overhauled the TEC. The revised code emphasized excellence in core academic subjects, innovation in local programs, increased local decision making, and accountability for student achievement. It streamlined the state's waiver process, and it created the State Board of Educator Certification (SBEC). The revised code modified the "no pass, no play" rule, established a required and enriched curriculum for kindergarten through grade 12 (K–12), and altered the state's system of approving and purchasing textbooks.

SB 1 established new roles and relationships between state, regional, and local educators and strictly defined and limited the powers of TEA, the SBOE, and regional education service centers (ESCs). In addition to limiting these entities to specifically delegated functions, the education

code abolished the public education rules in the Texas Administrative Code (TAC) during review by the Texas Sunset Advisory Commission.

1996   TEA reduced its number of full-time equivalent employees (FTEs) by 22%, from the 1994 budgeted level of 1,144 to 889. As part of this reduction, technical assistance functions were decentralized to the regional ESCs.

1997   With the transfer of educator preparation and certification functions to the SBEC, the number of FTEs at the agency was reduced to 834.

The 75th Texas Legislature addressed the state's system of school funding in HB 4. The bill provided significant property-tax relief through increased exemptions, created a new program for funding facilities, provided transition to a higher minimum salary schedule for teachers, and dedicated state lottery proceeds to public education.

The SBOE completed adoption of the Texas Essential Knowledge and Skills (TEKS). As the first major rewrite of state curriculum requirements since 1981, the TEKS set higher standards for the content and skills that students must acquire. Local educational agencies (LEAs) were required to implement the TEKS beginning with the 1998–1999 school year.

The 75th Texas Legislature created the Texas Reading Initiative to improve students' fundamental reading skills in the early grades.

1999   The Student Success Initiative (SSI), originated by the 76th Texas Legislature, phased in new standards in reading and mathematics for student promotion at grades 3 (reading only), 5, and 8. The intent of the law was to ensure that all students could perform at grade level in reading and mathematics and to eliminate the practice of social promotion. In addition, the 76th Texas legislature mandated a new statewide student assessment system, the Texas Assessment of Knowledge and Skills (TAKS), to be implemented no later than the 2002–2003 school year.

The 76th Texas Legislature fully funded the estimated amount to support the statutory public school finance system. SB 4 revised the funding elements of the Foundation School Program (FSP) to increase state aid to ISDs by almost $1.4 billion for the 2000–2001 biennium via a $141 increase in the basic allotment. SB 4 also provided a $3,000 annual salary increase in the 1999–2000 school year for every teacher, counselor, librarian, and nurse in Texas public schools.

2001   SB 218 in the 77th Texas Legislature required the commissioner to adopt rules for the implementation and administration of a school district financial accountability rating system.

The 77th Texas Legislature created the Texas Mathematics Initiative. Similar to the Reading Initiative, the Mathematics Initiative trained teachers to instruct students with research-based strategies proven successful for increasing student performance.

2002   The No Child Left Behind Act of 2001 (NCLB) reauthorized the federal

Elementary and Secondary Education (ESEA) Act and extended accountability provisions that previously applied to only Title I funded campuses to all campuses (first AYP designations assigned to 2003).

2003   The 78th Texas Legislature overcame a $9.9 billion budget deficit by focusing on improving government efficiency, restructuring and streamlining the operations of state agencies, decreasing the number of FTEs and the size of budgets, and maximizing the use of all funding sources, particularly federal funds. Despite this budget challenge, the legislature continued its decades-long commitment to standards-based education reform, increasing public education funding by $1.2 billion. In addition, major initiatives supporting student achievement and high school completion were enacted.

The 78th Texas Legislature mandated a new approach to compliance monitoring for TEA. HB 3459 limited TEA's role to ensuring compliance with federal laws and regulations, financial accountability, and data integrity. It authorized TEA to conduct on-site monitoring based upon an analysis of risk factors. Under this law, ISDs and charter schools were the primary entities responsible for ensuring compliance with all requirements of state education programs. The law preserved TEA's monitoring of state special education compliance, allowing special accreditation visits and special investigations. HB 3459 also directed TEA to audit dropout records electronically.

The Governor's Science Initiative and the High School Completion Initiative were created. The Science Initiative, modeled after the Reading and Mathematics Initiatives, was designed to improve student achievement in science through teacher training, more intensive instruction, and high-quality instructional materials. The High School Completion Initiative, enacted by SB 1108, required personal graduation plans for all students at risk of dropping out of school and provided a comprehensive program of intensive instruction in support of high school graduation. In addition, SB 976 created a pilot Middle College Grant Program to ensure the continued success, sustainability, and expansion of Middle and Early College High Schools. The grant focused on capturing and disseminating best practices in order to allow for replication of these school models, which gave students who would not typically go on to college an opportunity to pursue post-secondary studies. The grant program was the precursor to TEA's current Early College High School (ECHS) grant programs.

2004   As a result of budget cuts in the previous year, TEA's workforce was reduced by 12% in 2004 from a 2003-budgeted level of 860.5 FTEs to 768.2. In addition, the agency eliminated all non-core functions, which included reducing resources dedicated to state monitoring activities.

The spring 2004 TAKS administration marked the first time students enrolled in grade 11 were required to pass exit-level TAKS tests to fulfill state-mandated graduation testing requirements. The following four exit-level TAKS tests were established: English language arts (ELA),

mathematics, science, and social studies. Students were provided five opportunities to pass these four exit-level assessments before their regularly scheduled graduation dates.

2005   The 79th Texas Legislature passed SB 42, which addressed many components of health education. It allowed the SBOE to adopt rules, including a requirement for daily physical activity, for grades 6–8. The legislation required TEA, in consultation with the Department of State Health Services, to designate nationally recognized health and physical education guidelines for the use of ISDs.

In August 2005, the governor issued Executive Order No. RP-47, directing the commissioner of education to include in the School Financial Accountability Rating System an indicator establishing a requirement that 65% of school district funds be expended for instructional purposes, as defined by the National Center for Education Statistics.

In the fall of 2005, Hurricanes Katrina and Rita created many challenges for TEA and Texas public schools. TEA assisted ISDs in the enrollment of over 45,000 displaced students from areas impacted by Hurricane Katrina in Louisiana. During Hurricane Rita, approximately 145,000 students were temporarily displaced from Texas public schools.

On November 22, 2005, the Texas Supreme Court ruled that the then-current school property-tax system violated the Texas Constitution, which states "No State ad valorem taxes shall be levied upon any property within this State." The court gave the Texas Legislature until June 1, 2006, to make changes to the system.

In December 2005, the governor issued Executive Order No. RP-53, which directed TEA to work with the Texas Higher Education Coordinating Board (THECB) to enhance college-readiness standards and programs for Texas public schools.

2006   The Third Called Session of the 79th Texas Legislature, which began work in April of 2006, passed HB 1, dealing most notably with the issue of school property-tax rates. The bill reduced local property taxes, mandating a one-third reduction in school district maintenance and operations taxes by 2007 and provided ISDs with meaningful discretion through access to local enrichment.

HB 1 also included several provisions related to teacher compensation and quality, such as a $2,000 salary increase for all teachers, counselors, librarians, and school nurses, and the conversion of the $500 health insurance supplement to salary. New performance-pay incentive programs intended to reward educators for improved student achievement were also included in HB 1.

Continuing the focus on high school success, HB 1 also established the High School Allotment funded at the rate of $275 per student in grades 9–12. The funding was directed at initiatives to decrease dropout rates,

promote graduation, and prepare for post-secondary education. High school students were also required to complete four years of math and science to graduate from high school.

Accountability, financial transparency, and efficiency were other topics covered in HB 1. The bill called for new ISD accreditation standards that consider both financial and academic performance. Provisions were also included to make ISD financial data accessible to the public and to establish an electronic student records system to allow for the rapid transfer of records among public schools and institutions of higher education (IHEs).

2007   The 80th Texas Legislature passed HB 2237, establishing a variety of pilot projects and grant programs for dropout prevention, high school success, and post-secondary readiness. The bill expanded state efforts to improve the graduation rate and reduce the dropout rate by providing $57.4 million in funding for the family of innovative Texas High School Project grant programs and another $50 million in new funding for other high school initiatives.

The 80th Texas Legislature also passed SB 1031. This bill replaced TAKS for grades 9–11 with end-of-course (EOC) assessments in the four core subject areas of math, science, ELA, and social studies. Freshmen entering high school in 2011–2012 were identified to be the first class required to take the EOC assessments. SB 1031 also created the Select Committee on Public School Accountability to conduct a comprehensive review of the public school accountability system.

SB 9, also passed by the 80th Texas Legislature, was directed at ensuring a safe school environment in Texas public schools. Every certified employee of a Texas ISD was required to be fingerprinted and to undergo a national criminal-history background check by September 1, 2011. This legislation also created a clearinghouse at the Texas Department of Public Safety for national criminal history information.

2009   The 81st Texas Legislature passed HB 3 to reform the state's public school accountability system. This legislation modified the accountability system to align to post-secondary readiness standards, promoted efficient use of resources, and recognized excellence at individual campuses. The bill emphasizes rigor and relevance in the recommended graduation requirements for students.

HB 3 repealed the requirement that the School Financial Accountability Rating System include an indicator requiring ISDs to expend at least 65% of school district funds for instructional purposes.

HB 3646 was also passed to revise the school finance system by changing the calculations of the basic allotment, guaranteed yield allotment, and equalized wealth level for ISDs. It appropriated an additional $1.87 billion to public schools. The bill commissioned a comprehensive review of public school finance by establishing a 15-member Select Committee on Public

School Finance Weights, Allotments and Adjustments.

HB 4294 required the commissioner of education to adopt a list of electronic textbooks and instructional materials that convey information to a student or otherwise contribute to the learning process. It also established a computer lending pilot program to provide computers to public schools in which 50% or more of the students enrolled are educationally disadvantaged and to make computers available for use by students and parents.

Customer Service and Public Perception of the Agency

Between February 19, 2010, and March 21, 2010, 3,804 school- and district-level personnel across the State of Texas completed TEA's customer satisfaction survey, representing a wide variety of job classifications. (See Appendix G.) Respondents were asked to provide their degree of agreement with statements reflecting positive experiences with TEA customer service, such as "Staff members identify themselves by name."

Responses fell on a five-point scale ranging from "Strongly agree" to "Strongly disagree," where 5 indicated the greatest agreement with the statement and 1 indicated the least agreement. The survey results indicate that, in general, respondents were satisfied with the quality of service they received. Of respondents who had contact with TEA during the time period covered by the survey, 80% either agreed (57%) or strongly agreed (23%) that, overall, their contact with TEA was satisfactory. Contact by telephone and in person also received high average satisfaction ratings (4.1 out of 5).

Although ratings were positive in all survey areas, TEA's complaint procedures garnered the lowest satisfaction ratings (3.5). Respondents also gave lower satisfaction ratings to navigating (3.8) and locating information on (3.9) the new Web site, although these too were still in the positive range.

Qualitative feedback received from an open-ended question in the customer satisfaction survey indicates some confusion surrounding TEA's role as distinct from the roles of the SBOE and the legislature. This finding is based on only a few responses. However, the finding may indicate a need for further inquiry into the public's perceptions of TEA's role.

During a strategic planning focus group session conducted with a geographically diverse sample of teachers via the Texas Education Agency Telecommunications Network (TETN) (as described in Appendix I), several participant teachers noted that, from their perspective, TEA is often seen as a separate, powerful, far-removed entity that exists to provide the TEKS and information about assessment. Teachers expressed a desire to establish a more personal connection between TEA and the classroom. Participants suggested that TEA send a regular newsletter to teachers. They also suggested that TEA reach out to teachers and inform them by running a positive campaign to reintroduce TEA, along with its responsibilities and goals, and to explain how teachers can be ongoing participants in TEA's strategic planning. Again, because this feedback came

from a small sampling of teachers, it is unknown how pervasive this perspective is. It may, though, also provide direction for further inquiry.

Organizational Aspects of the Agency

Size and Composition of Workforce

Reflecting the fact that many TEA employees are former educators, 67% of the agency's 1,041 employees are female, and 33% are male. Of TEA's employees, 61% are white, 22% are Hispanic, and 11% are African American. The remaining members of the TEA workforce (6%) represent other racial and ethnic origins.

Many of TEA's education-related professional positions require several years of public school education experience, which is a contributing factor to the relatively high average age of the TEA workforce. Of the agency's workforce, 76% are over the age of 40, with 47% of the workforce over the age of 50.

Employee tenure statistics show that 33% of TEA employees have been with the agency less than five years, 22% have been employed at TEA for five to nine years, and 29% have been employed from ten to twenty years. The remaining 16% of TEA's employees have worked for the agency for more than twenty years.

Employee Turnover

The turnover rate at the end of fiscal year 2005 was 16.8%, just slightly higher than the state average of 16.6%. Since then, the agency's turnover rate has consistently been significantly lower than the state's average. In FY 2009, the TEA turnover rate at 8.0% compared to the state turnover rate of 14.4%. According to the state auditor's report, the 14.4% state turnover rate for fiscal year 2009 is the state's lowest turnover rate in the last five years. The state auditor's report indicates several reasons that may have contributed to the state's decreasing turnover rate, such as increase of employee salaries, implementation of agency programs to improve retention efforts, and the increase in the statewide unemployment rate from 4.6% in fiscal year 2008 to 6.5% in fiscal year 2009.

Retirement

Approximately 35% of TEA's authorized workforce are currently eligible or will become eligible to retire within the next five years. Although this number is comparable to the one published in the FY2008 Workforce Plan, over the last three fiscal years, the actual rate of retirement has been less than 2% each year. The low percentage of actual retirements can be attributed to several factors, such as the economy or the trend for people to work longer. While the agency has been fortunate that a low percentage of eligible employees have retired, should the eligible employees actually exercise their retirement option, the projected number of retirees would have a significant negative impact on TEA's ability to perform its core functions.

Key Organizational Events and Areas of Change

Since the agency reorganization of December 11, 2007, there have been two significant events in the structure of the agency. The first was the appointment in November 2009 of Todd Webster as the chief of staff. This internal change allows the commissioner to maintain a strong external strategic focus while the chief of staff maintains a strong internal operational focus.

In March of 2010, a minor restructuring of the agency occurred after the appointment of Ann Smisko, Associate Commissioner of School Improvement and Support. The rationale for creating this position was to provide a clearly defined area of responsibility in the agency to assist LEAs and individual campuses in reaching their highest performance potential. Two existing functions were relocated (Individuals with Disabilities in Education [IDEA] Coordination and NCLB Program Coordination), and two new functions were created (School Engagement and Improvement and Statewide Center for Innovation and School Success) to complete Dr. Smisko's new responsibilities. There were some other minor movements of agency functions (Driver Training, GED, etc.) that were relocated to improve supervision and performance. See Figure 1 for the December 11, 2007, organization chart and Figure 2 for the April 1, 2010, organization chart.

As depicted in Figure 2, the agency's three deputy commissioners are responsible for statewide policy and programs, school district leadership and educator quality, and finance and administration. The major functional areas of the agency are the following:

- State Initiatives
- Standards and Programs
- Assessment, Accountability, and Data Quality
- Planning, Grants, and Evaluation
- Technology and Agency Operations
- Finance
- School Improvement and Support
- Educator and Student Policy Initiatives
- Accreditation

Nine associate commissioners oversee these functional areas under the leadership of the three deputy commissioners, the chief of staff, and the commissioner of education. The guiding principles of the agency organization are to maintain the integrity of agency functions, focus on results rather than process, and support the philosophy of local control so that most important decisions are made closest to students, schools, and communities.

Figure 1: TEA Organization Chart December 11, 2007

Texas Education Agency
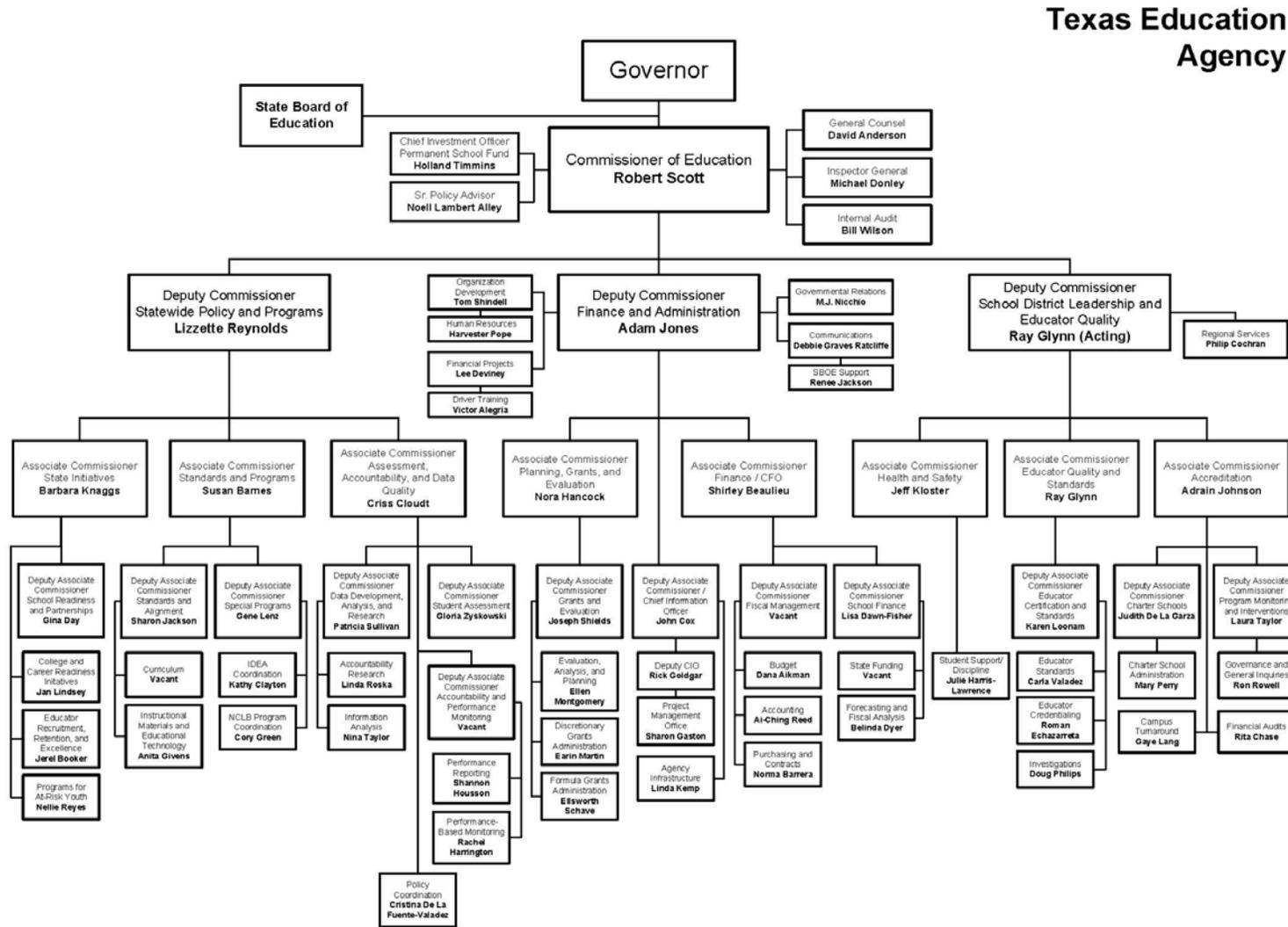
Effective December 11, 2007

Figure 2: TEA Organization Chart April 1, 2010
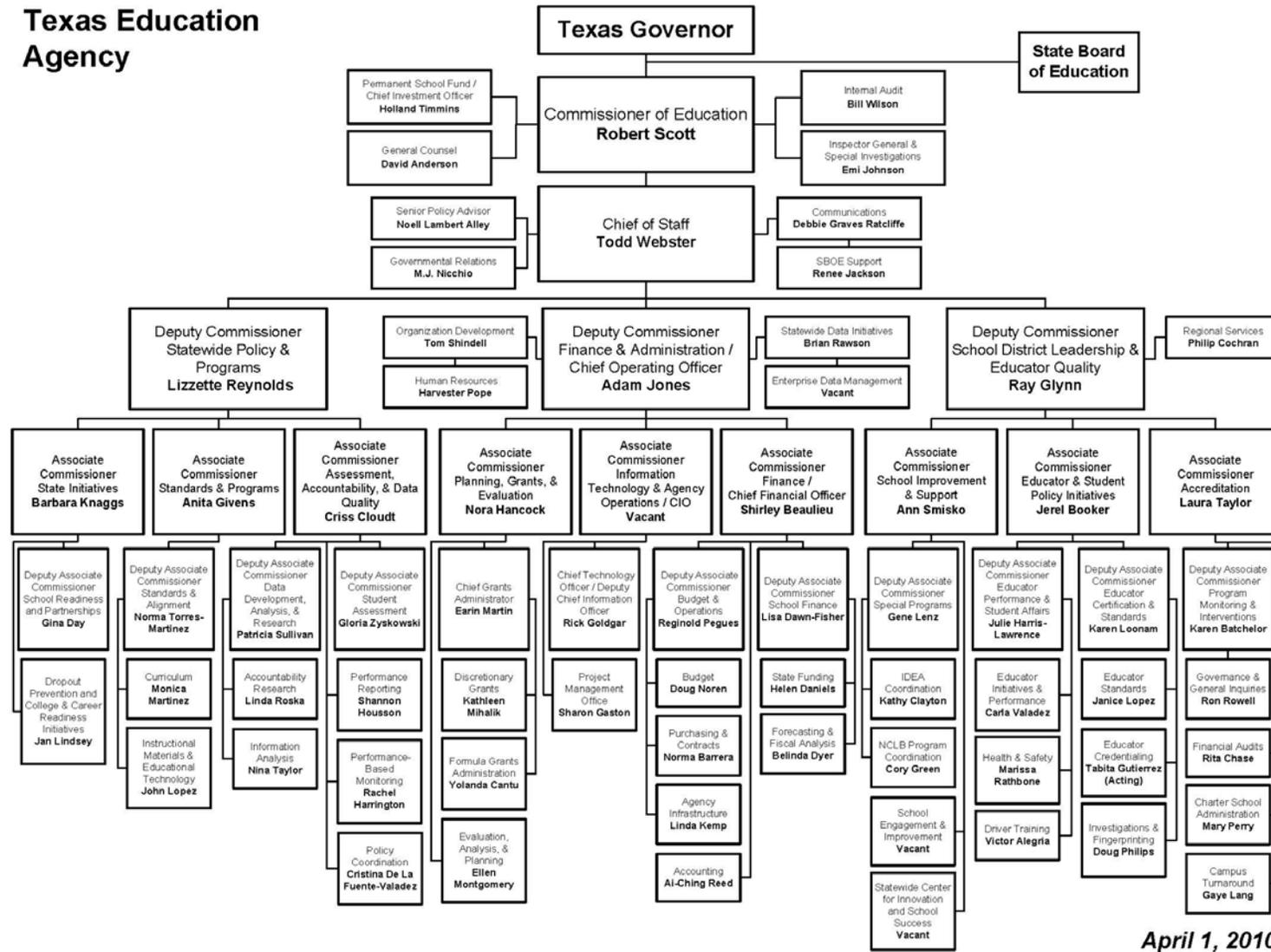
Geographic Location of the Agency

The main TEA offices are located on the ground through the sixth floors of the William B. Travis building at 1701 N. Congress Avenue, Austin, Texas. The majority of TEA employees work at this location. Some TEA staff are located nearby on the second and eleventh floors of the Wells Fargo Tower (WFT) located at 400 West 15th Street. TEA divisions at the WFT include the Permanent School Fund, NCLB, IDEA Coordination, Special Programs, and a few information technology (IT) staff. The Texas Council for Developmental Disabilities is in an Austin facility located at 6201 East Oltorf, Suite 600. TEA also leases a warehouse facility at 4708-B East Martin Luther King Jr. Blvd.

Service Populations

The 4.75 million students in Texas attend 7,885 schools within 1,030 ISDs and 437 charter schools operated by 205 charter holders. These ISDs and charter holders (or local educational agencies, LEAs) are organized under 20 regional ESCs.

ESCs are an important partner with TEA in serving Texas LEAs. ESCs are key partners in supporting the delivery of most major state educational initiatives and technical assistance for schools and provide a full range of core and expanded services to LEAs, such as accountability; professional development for classroom teachers and administrative leaders; instructional strategies in all areas of the statewide curriculum; and support to struggling campuses and districts.

ESCs also assist LEAs in operating more efficiently and economically through various instructional and non-instructional cooperative and shared services arrangements, regional and multiregional purchasing cooperatives, and other cost-saving practices that have a positive impact on Texas schools. ESCs also provide many administrative services to LEAs.

Some ESCs include LEAs in counties that have been identified as border regions in the Texas Government Code (TGC) §2056.002(e)(2) and (3), specifically, the Texas-Louisiana and the Texas-Mexico border regions. Because many LEAs in those regions are likely to serve students who have relocated from Mexico or Louisiana, these ESCs provide specialized training in Homeless and Migrant Education Training; professional development on strategies to meet the needs of English language learner (ELL) students, including the use of technological resources that are focused on language skills; health services; and testing program assistance to help ensure accurate assessment of newly enrolled students.

Figure 3 maps the 20 regional ESCs.

Figure 3: Map of ESC Regions in Texas

1 Edinburg
2 Corpus Christi
3 Victoria
4 Houston
5 Beaumont
6 Huntsville
7 Kilgore
8 Mount Pleasant
9 Wichita Falls
10 Richardson
11 Fort Worth
12 Waco
13 Austin
14 Abilene
15 San Angelo
16 Amarillo
17 Lubbock
18 Midland
19 El Paso
20 San Antonio
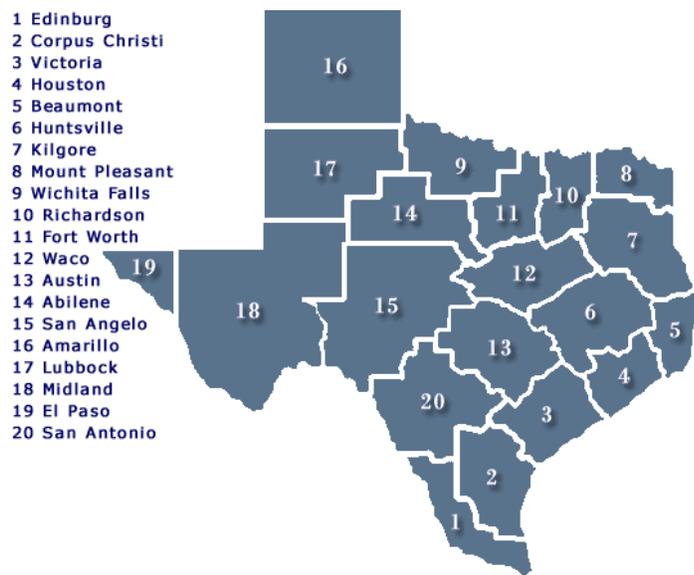
Historically, a large percentage of Texas students are served by a small number of large urban ISDs (e.g., Houston, Dallas). In school year 2009–2010, three ISDs each enrolled more than 100,000 students:

- Houston ISD, with almost 200,000 students

- Dallas ISD, with over 157,000 students

- Cypress-Fairbanks ISD (northwest of Houston ISD), with just over 100,000 students

The three largest charter holders each enrolled more than 5,000 students:

- The Harmony Public Schools (throughout the state), with 12,550 students

- KIPP charters (Houston, Dallas, San Antonio, and Austin), with over 6,000 students

- IDEA Public Schools (in the Rio Grande Valley), with just over 5,500 students

In contrast to these populous LEAs, a majority of Texas LEAs (69%) are classified as small and serve fewer than 1,600 students each. The smallest charter holder operates one charter school, Guardian Angel Performance Arts Academy) with an enrollment of 17 students, and the smallest ISD, Doss Consolidated, enrolls 20 students.

Capital Assets

In years past, TEA has focused its capital plan on the procurement of the hardware and software required to support agency business applications. The contract for statewide Data Center Services (DCS), executed by the Texas Department of Information

Resources (DIR) in April 2007, provides the agency with mainframe and server hardware procurement, refresh, and support, along with related software. TEA anticipates the demand for its IT products and services will continue to increase and evolve, and these capital needs will be addressed by the DCS service provider, the Team for Texas (TfT), led by IBM. The Legislative Budget Board (LBB) considers DCS expenditures to be capital expenditures, and the agency will plan for its technology growth and procure services through the DCS contract.

The current Desktop and Laptop Seat Management Services contract is effective through August 2010, when the DIR master seat management contract will be up for re-bid. The contract currently supports approximately 1,350 workstation and laptop computers, standardized software (Microsoft Office), and help-desk services for problem reporting. Agency growth (contractors within the agency, spare equipment for checkouts, etc.) continues to impact the current seat management contract each fiscal year. Deliverables-based contracts currently in place and planned for re-bid between fiscal year 2011 and fiscal year 2015 include the following:

- Support, development, and maintenance of the PEIMS application
- Support and maintenance of the PeopleSoft Financials application
- Support, development, and maintenance of the Texas Records Exchange (TREx) Electronic Student Records System
- Multiple Applications support contract
- Develop application for Financial Integrity Rating System of Texas (FIRST) for Charter Schools

TEA will continue to make IT commodity purchases for printers and monitors as appropriate to support its business users. As part of its 2008 legislative appropriations request (LAR), TEA requested funding to consolidate printer and monitor procurements, but funding was not approved. To reduce replacement and toner costs, the Information Technology Services (ITS) Division will continue to work with the divisions to ensure printer purchases are standard throughout the TEA environment. The ITS Division will again request centralized funding for printer procurements to consolidate funding and replacement throughout the agency. Standardized equipment, bulk purchases, and planned refresh will reduce costs, support, and toner procurements. Primarily in the ITS Division, TEA supplements its employees with technical temporaries obtained under a contract with DIR.

TEA is implementing new technology in support of its Security and Confidentiality Initiative, which will include comprehensive database security monitoring, implementation of application security tools, wider use of encryption, and replacement of its legacy identity and access management system. Where implementation of security tools is deemed "out of scope" for the DCS project, this technology will need to be acquired and managed separately.

In addition, the ITS Division will work closely with the Statewide Data Initiatives Division to provide IT systems and solutions in support of the Commissioner's Data Quality Priority. The Data Quality Priority will facilitate the use of data through state-of-

the-art data systems for teachers, parents, and administrators and will continuously improve instruction at the student, campus, and district levels.

The ITS Division will also be working closely with the Comptroller of Public Accounts (CPA) in support of the CPA Enterprise Resource Planning (ERP) consolidation project, as well as planning for a major financials application upgrade to ISAS PeopleSoft Financials Version 9.0 or 9.1.

Technological Developments

TEA supports over 1,200 LEAs that are geographically dispersed throughout the state. The agency makes extensive use of Web-based applications and other communication tools to transact business statewide. LEAs access more than half of the agency's 70-plus data-collection applications through the Web.

TEA anticipates demand for innovative IT infrastructure and support services to continue to expand and evolve. The ITS Division works closely with all agency divisions in support of the priorities that the commissioner defines each biennium.

The agency's strengths in technology operations include strong project-management organization, mature project and software processes, and strong management, technical, and security staff.

Challenges include a significant number of legislative mandates related to education and any future needs for legislated or policy changes to business processes in support of the Commissioner's Data Quality Initiative. Furthermore, transformation to the state DCS contract is an ongoing effort and will continue to add workload to many agency staff for the foreseeable future.

TEA has achieved a high degree of business automation. Most key agency business processes, including most data collections, finance, reporting, and customer relationship management, have been automated or are in the process of being automated. New business automation needs are typically either incorporated into existing automated systems or met through the creation of new systems.

The agency's technology strategy can best be described as "data-centric," focusing on how data are modeled, organized, delivered, reused, and protected. All of the following strategies are driven by business needs, rather than by the technology itself, and are geared toward making TEA's operations more flexible and efficient:

- Use of business intelligence (BI) tool sets allowing for better and more flexible reporting
- Use of services-oriented architecture (SOA) products to allow service-based applications and end-to-end, business-model-to-application deployment support, including integration of reusable application services
- Use of Web portals for more focused information delivery to stakeholders
- Rewrite of PEIMS for improved data collection
- Rollout of encryption to protect data at rest and in transit

TEA's 70-plus data collection applications employ multiple methods of reporting. The agency's standard for software development is C# and .Net for traditional object-oriented efforts, with some more recent applications moving to Java on Websphere and an SOA to maximize cost-effective reuse of assets. MSSQL Server is used for small to medium-sized applications, and DB2 UDB/AIX is used for larger applications and the agency data warehouse. A fault-tolerant feature of Oracle is being used for mission-critical applications that require high availability.

The ITS Division manages and maintains the Integrated Statewide Administrative System (ISAS), a PeopleSoft Financials application that uses Oracle database architecture. ISAS is used by the Finance Division in carrying out agency financial and budget operations. The financial modules used to conduct daily agency business are Asset Management, Accounts Payable, General Ledger, Inventory, and Purchasing.

The Oracle financial system interfaces to the Comptroller of Public Accounts' (CPA) Uniform Statewide Accounting System (USAS) that produces payments to vendors. Payments are processed for the following subsystems: Child Nutrition Program, Educational Materials (EMAT), FSP, and Master Teacher.

The statewide interfaces run daily, weekly, monthly, or as requested. The following statewide interfaces are used: USAS, Texas Building and Procurement Commission (TBPC), Texas Identification Number System (TINS), State Property Assets (SPA) and Treasury, and Uniform Statewide Payroll System (USPS).

In 2009, the new EMAT application was implemented using Oracle/PeopleSoft modules and PeopleCode. LEAs use EMAT to requisition instructional materials, update populations, and manage inventory. It is also used by the publishers of state-adopted textbooks and the freight companies that transport these materials.

The Complete Asset Management, Reporting, and Accounting (CAMRA) application, used by TEA investment managers, interfaces with ISAS and is used to create and load journals from the Permanent School Fund Division.

The ITS Division plans and implements all version upgrades to PeopleSoft in coordination with statewide ISAS projects coordinated by the CPA.

Over the next several years, overall agency technology-resource needs are expected to stay relatively level, with an anticipated decline in the need for contractors. The few exceptions to this trend include continued short-term investment in SOA expertise to develop the services library, short-term investment in BI and data-warehouse expertise to expand their use, and initial and continued short-term investment in application input forms technology to reduce long-term forms development and maintenance costs.

TEA continues work to provide an integrated solution to better automate data capture and provide the reuse of built-in and custom modules through the blending of electronic forms, process management, document security, and document generation. The solution will allow the creation and management of forms with less programming, more security, and lower maintenance costs. The solution will provide applications that

reduce paperwork, accelerate decision making, and help better ensure regulatory compliance.

The protection and security of student and other confidential data will remain a key concern for the agency. TEA has several critical information assets. One of the most important of these assets is the agency's repository of K–12 student data. As the DCS project progresses, the agency's most critical security need is to protect the confidentiality of student data guaranteed under the federal Family Educational Rights and Privacy Act (FERPA). Many of the anticipated technological advances will present both opportunities for increased flexibility and efficiency and security challenges.

As Texas state agencies work to increase collaboration, they must also address the security and privacy issues associated with the data they exchange. The DCS project places an additional burden on the agency to ensure that it is still in control of and accountable for the security of its confidential data. Server virtualization technology is being used widely by this project.

Virtualization is a broad term that refers to the abstraction of computer resources. Virtualization hides the physical characteristics of computing resources from its users, be they applications or end users. This includes making a single physical resource (such as a server, an operating system, an application, or storage device) appear to function as multiple virtual resources. It can also include making multiple physical resources (such as storage devices or servers) appear as a single virtual resource. While virtualization is a key technology that promises to reduce management overhead, space, and power consumption, traditional security products have not yet been adapted to this new environment. In addition, the adoption of SOA requires a complete redesign of the agency's development governance and testing processes. TEA must aggressively pursue new security solutions to allow for best use of these new technologies.

Any increase in volume—more data, more users to manage—leads to a requirement for more automation. The agency has been managing up to 40,000 users using its legacy automated access management system, the TEA Secure Environment (TEA SE). TEA SE must now be replaced with a more robust commercial solution in order to handle an anticipated additional 400,000 potential users of a new online educator certification application.

Agency Use of Historically Underutilized Businesses
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 identified in Table 2.

Table 2: HUB Goals for TEA and State

Procurement Category	Agency Goal	State Goal
Heavy Construction*	0.0%	11.9%
Building Construction*	0.0%	26.1%
Special Trade Construction	60.0%	57.2%
Professional Services	10.0%	20.0%
Other Services	20.0%	33.0%
Commodity Purchasing	20.0%	12.6%

TEA does not expend funds in these categories.

Use of HUBs by Procurement Category

Of the six procurement categories identified by the CPA, Texas Procurement and Support Services (TPASS) Division, TEA expends no funds in heavy construction and building construction and minimum funds in special trade construction. TEA's mission does not lend itself to expenditures for goods or services in these categories. TEA has consistently exceeded the state HUB goal for commodity purchasing, attaining 13.0% in fiscal year 2008 and 24.0% in fiscal year 2009. Many of TEA's contracts in the "Other Services" category are with national companies, Texas universities, and investment firms that generally do not qualify as HUB vendors; however, these contracts are evaluated closely for competitive HUB subcontractor opportunities because the "Other Services" category offers the greatest opportunity for expanding TEA's business partnerships with HUB vendors.

Programs to Increase HUB Participation

TEA is committed to increasing HUB participation and continuing its outreach and education efforts. TEA is active in community outreach efforts to inform minority- and women-owned businesses about contracting opportunities with TEA and to link them, if necessary, with TPASS staff to complete the HUB certification process. Outreach activities include, but are not limited to, attending economic opportunity forums, specialized forums, spot bid fairs, TEA HUB fairs, and vendor presentations to agency procurement staff, and to informing outreach participants about the Mentor-Protégé Program.

TEA encourages prime contractors to use HUBs as partners and subcontractors whenever possible and encourages HUB firms to collaborate when bidding on larger contracts. In addition, HUB firms are encouraged to bid on agency opportunities. All subcontractors that submit HUB subcontracting plans and meet the HUB requirements are contacted and encouraged to obtain HUB certification. The Purchasing and Contracts Division notifies registered HUB vendors of specific bid and subcontracting opportunities to attract additional minority and women-owned businesses to compete for procurement opportunities. TEA has also recently implemented second- and third-tier subcontracting opportunities and reporting with the agency's largest contractors. For more detail on the agency's HUB plan, see Appendix L.

Fiscal Aspects of the Agency

Agency Operating Budget

TEA is responsible for the 2010–2011 biennial expenditure of over $36.7 billion in state general revenue (GR) funds, including the Property Tax Relief Fund. This represents a decrease of $3.3 billion compared to the 2008–2009 fiscal biennium. The decrease in GR funding is offset by the State Fiscal Stabilization Funds – Education Grant federal funding that the agency received as part of the American Recovery and Reinvestment Act of 2009 (ARRA).

One major factor drives increases in funding to public education: demographic growth of the student population. Texas public-school enrollment could increase by approximately 80,000 students in each of fiscal years 2012 and 2013, for a total of 160,000 additional students over a two-year period. This is roughly the equivalent of adding two more LEAs the size of Austin ISD or Fort Worth ISD. The cost of these students would be ostensibly borne by the state. Decreases in the rate of local property value growth will exacerbate state expense, in correlation with decreasing local access to revenue. Assuming an increase of roughly 4.5% per year in local property values, the state could almost completely bear the fiscal impact of increased student population.

All other program funding administered by TEA, including the Student Success Initiative, Early Childhood Education, and the District Awards for Teacher Effectiveness, should remain stable in the absence of legislative action.

Federal funding for education amounted to over $14.9 billion for the 2010–2011 fiscal biennium. This funding falls into four broad categories: funding for students with disabilities through IDEA, funding for economically disadvantaged students through NCLB, the federal Child Nutrition Program (funded at TEA, but administered by the Texas Department of Agriculture), and one-time funding of $5.9 billion received as part of ARRA, of which $3.2 billion was used to help fund FSP.

TEA maintains a commitment to high standards of fiduciary stewardship over state and federal funds. There is an aggressive internal audit schedule, and TEA exercises oversight over local fiscal management through the Division of Financial Audits.

TEA's operating budget has been adequate to accomplish required tasks. However, as part of a statewide GR reduction for the 2010–2011 biennium, TEA submitted a plan to reduce its administrative budget by $5.5 million and its program budget by $120.8 million, for a total biennial reduction of approximately $126.3 million in GR funding.

The agency requested two waivers during fiscal year 2010. TEA requested to exceed the capital budget threshold requirement for the SBEC Rewrite Phase 2 project. Completion of this project will bring this Web-based application into alignment with current agency architecture standards and technologies and address security concerns. Additionally, TEA requested to exceed the limitation on expenditures for reimbursement of three advisory committees.

The agency has few ongoing capital needs. Utility computing services such as hardware procurement and network and server administration are now provided through the DCS contract. (See the Capital Assets section.) TEA has no vehicle fleet, nor is it significantly impacted by capital depreciation.

Method of Finance

Figure 4 identifies the major components of financing for the $26.3 billion budget administered by TEA during fiscal year 2010. They include $16.2 billion from FSP; $4.3 billion in ARRA funding; $2.2 billion from NCLB Titles I–III and V–VI; $1.4 billion from Nutrition; $982.8 million from Special Education; $1.1 billion from state and GR; and $145.6 million from Administrative, funded by multiple state and federal sources.

Figure 4: Agency Budget

Texas Education Agency
Budget Year 2010 Agency Budget by Major Components
$26.3 Billion

Foundation School Program
$16.2 Billion (61.7%)

ARRA Stimulus Funding
$4.3 Billion (16.2%)

Titles I-III, V-VI
$2.2 Billion (8.3%)

Nutrition
$1.4 Billion (5.3%)

State & General Revenue
$1.1Billion (4.2%)

Special Education
$982.8 Million (3.7%)

Administrative
$145.6 Million (0.6%)
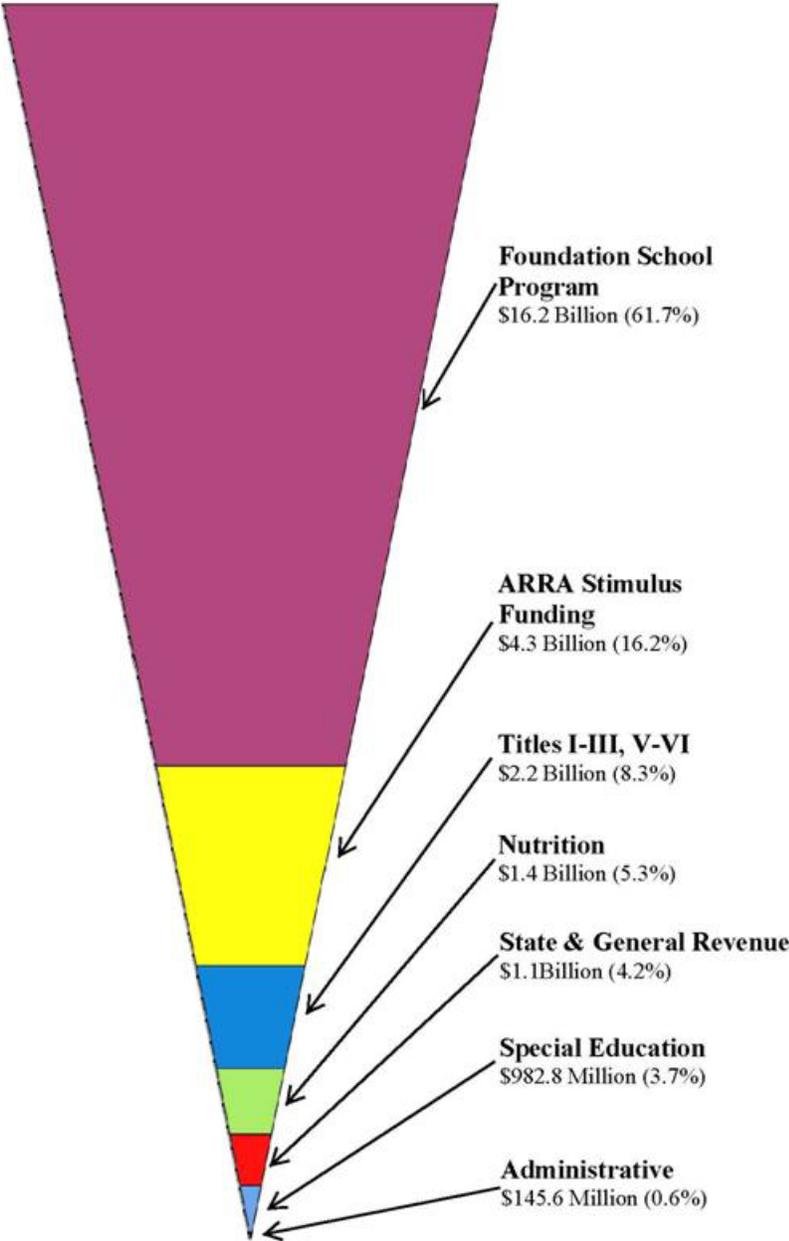
Federal Funding

After steady growth since the passage of NCLB, federal education funding for Texas has started to level off. For fiscal year 2010, Texas will receive roughly $4.5 billion from the federal government for public education (not including the one-time increase of $4.3 billion in ARRA funding).

TEA plans to use ARRA funds in order to be effective in improving student academic performance in meeting and exceeding state and federal standards through the four target investments ARRA outlines:

- Increase efforts to institute rigorous post-secondary standards and high-quality (valid, reliable) assessments.
- Enhance prekindergarten to post-secondary data systems that track progress and foster continuous improvement.
- Ensure continued improvement of teacher effectiveness and support the equitable distribution of qualified teachers across the state.
- Expand the state's support and effective interventions for the lowest-performing schools.

For funding purposes, the federal oversight agency for TEA is the U.S. Department of Education (USDE). The expenditure of federal funds is monitored and audited by USDE entities including the USDE Office of the Inspector General (OIG), the Office of Special Education Programs, and various other program offices tied to provisions of the federal NCLB title programs. In addition, TEA's administration of federal programs is governed by the USDE Indirect Cost Unit, and TEA negotiates an indirect cost rate annually for its administrative overhead activities beyond the direct administrative costs of each federal program.

Compared to health and human service agencies, which are subject to dollar-for-dollar state contributions required to draw down federal matching funds, state education agencies (SEAs) have been subjected to relatively few federal matching requirements since the advent of both IDEA and the federal title programs for economically disadvantaged students. Instead, K–12 education experienced more lenient requirements to "maintain effort" in state programs supplemented by federal funds. It is important to note that USDE federal programs almost universally require states to supplement current services with additional resources, as opposed to states' "supplanting" statutory state activities with federal funds and withholding state funds from LEAs to the benefit of state budgets.

One major exception is the federal child nutrition program. This program is administered not by the USDE but by the U.S. Department of Agriculture and requires a match of $14 million in state funds to draw down over $1 billion in federal funds. At the state level, this program is administered by the Texas Department of Agriculture, but payments to LEAs are sent through TEA. A state match is also required for the federal adult education program, which does not impact K–12 education.

The Carl D. Perkins Career and Technical Education Grant also requires a dollar-for-dollar state match for administrative expenses and maintenance-of-effort requirement for program dollars distributed to LEAs.

Expected Expenditures That Relate to Federally Owned or Operated Military Installations

TEA does not have any state funding programs that provide funding specifically for federally owned military installations or facilities. However, state funds do flow to the three ISDs located on military installations: Randolph ISD, Fort Sam Houston ISD, and Lackland ISD, all located in Bexar County in the San Antonio area. Because they do not have taxing authority, FSP state funding for these ISDs is based upon the average tax effort of Bexar County ISDs. During the 2009–2010 school year, the state is projected to send $18,928,889 in FSP funds to these three military installation ISDs. Total FSP payments to the ISDs for the biennium are projected at $38.5 million. Assuming that enrollment maintains at approximately 3,595 students, the annual FSP payments to those ISDs are projected at $20 million, or $40 million for the 2012–2013 biennium.

In 2006, eligibility for prekindergarten programs was expanded to four-year-old children who are dependents of military personnel. Prekindergarten students are funded for a half day of instruction, and the state cost per prekindergarten student in average daily attendance (ADA) is approximately $3,650. During the 2009–2010 school year, 5,497 prekindergarten students were enrolled under these provisions. Based on the average attendance rate of 94.94% of this population and the number of enrolled students, the cost to serve these students in the 2012–2013 biennium is projected at $38,097,618.

In 2007, new provisions were added to the state's facilities programs that would provide special consideration for ISDs that are affected by a decision of the Base Closure and Realignment (BRAC) committee. ISDs that experience an increase in enrollment due to a BRAC decision will be given a boost in priority for new awards under the Instructional Facilities Allotment (IFA) program. While the provision that provides the boost does not guarantee that the BRAC-affected district will receive an IFA award, it does increase the likelihood that the district would receive an award. This provision does not increase the cost of the IFA program but rather provides further direction in the prioritization of available funds.

Provisions were also added to the Existing Debt Allotment (EDA) program that would allow a BRAC-affected district to gain access to state funding based on its current-year debt-service tax effort. Otherwise, access to EDA funds is capped by the debt-service effort in the last year of the preceding biennium. While this provision has the potential to increase the cost of the EDA program, actual costs would depend upon whether ISDs that are eligible to use this provision issue bonds during the biennium. During the 2008–2009 biennium, El Paso ISD issued bonds in the amount of $219,113,014. The BRAC-related provisions allowed the ISD to generate $1,095,653 more EDA assistance during the 2007–2008 school year than El Paso ISD would have otherwise received. These provisions also provided El Paso ISD $929,077 more during the 2008–2009 school year than it would have otherwise received.

El Paso ISD does not currently have authority to issue more bonded debt. As a result, the BRAC-related provisions are not expected to have any additional EDA state costs for El Paso ISD in the 2010-2011 biennium. Unless an eligible ISD chooses to issue additional bonds during the next biennium, there will be no additional cost to the state based on the BRAC-related provisions. Although projections of future costs are contingent upon many factors, the experience of the current biennium indicates that a debt issuance of approximately $100 million in new bonds in an ISD eligible for EDA funding would have state costs for the 2010–2011 biennium of approximately $2 million.

Impact of Federal Statutes and Regulations
Historical Role of Federal Government and Description of Current Federal Activities

NCLB, passed by the U.S. Congress in 2001, was a sweeping reform of the Elementary and Secondary Education Act of 1965 (ESEA). Since 2002, the USDE has promulgated numerous federal regulations, nonregulatory guidance documents, and state letters to support NCLB implementation. These regulations include, but are not limited to, basic program services, federal assessment requirements, assessment of students with disabilities and ELL, Adequate Yearly Progress (AYP), school improvement interventions, highly qualified teachers, and migrant students.

Along with federal regulations, nonregulatory guidance, and state letters, each of these new requirements has specific implementation dates/timelines that have made full implementation difficult. Additionally, TEA has been subject to numerous federal monitoring/audit activities across all the NCLB title programs. The effect of these multiple events/visits has stretched both TEA and local school district personnel to their respective limits.

Under NCLB, accountability provisions that formerly applied only to LEAs and campuses receiving Title I, Part A, funds now apply to all LEAs and campuses. TEA and all LEAs and campuses are evaluated annually for AYP. The Texas AYP Plan approved by the USDE in July 2004 meets NCLB requirements and provides a mechanism for evaluating district and campus AYP.

In late 2004, the U.S. Congress passed, and the president signed into law, the reauthorization of IDEA. The federal entitlement that students with disabilities receive a free appropriate public education began in the mid-1970s. This law requires that all students receive educational benefit.

Furthermore, the law requires states and LEAs to maintain a system of child find, procedural safeguards, individual evaluation, parental involvement, development of an individualized education program/plan (IEP), a continuum of services to ensure students have access to the least restrictive environment (LRE) with their nondisabled

peers, and systems to resolve disputes between parents and LEAs.[1] Major changes in the 2004 reauthorization include, but are not limited to, the alignment of IDEA with NCLB requirements for the assessment of students and the assignment of highly qualified teachers, the development of a state performance plan (SPP) with state performance targets, changes in the eligibility determination of students with learning disabilities, and support for local efforts to prevent the need for special education services.

The initial development and the continuous revision of the SPP, the yearly submission of the annual performance report (APR), and the implementation of the determination process have been especially challenging for the state and LEAs. In a state as large as Texas, with its 1200-plus LEAs that must develop local systems to implement the new requirements, the addition of new data collection requirements and the adoption of performance standards requires time and resources. The USDE promulgated final regulations in August 2006. Like NCLB, IDEA 2004 implementation requirements and timelines have stretched both TEA and local LEA personnel to their respective limits.

NCLB, the Carl D. Perkins Career and Technical Education Act (Perkins), and IDEA require SEAs to monitor the extent to which grantees are effectively meeting program goals and requirements. These federal laws specifically require the SEA to monitor whether grant funds are contributing to improved student performance for particular student groups, including students with disabilities, LEP students, migrant students, and students served in career and technology education programs.

To meet these federal requirements, TEA implemented a performance-based monitoring (PBM) system that includes a comprehensive system of performance, program effectiveness, and data integrity indicators and related interventions to monitor LEAs. In addition, the federal NCLB, Title III, requirements for annual measurable achievement objectives (AMAO) were incorporated into the PBM system in 2005[2].

On February 17, 2009, President Obama signed ARRA into law. ARRA provides an unprecedented amount of federal funding across multiple federal educational programs, including the following:

- Title I Grants to LEAs
- School Improvement Grants
- Educational Technology State Grants
- Individuals with Disabilities Education Act Grants to States
- Individuals with Disabilities Education Grants to State—Preschool Grants
- State Fiscal Stabilization Fund - Education Grant
- State Fiscal Stabilization Fund - Government Services Grant

ARRA funds to Texas for education total more than $6 billion and must be expended by September 30, 2011. These funds, in addition to regular federal grant awards, have been distributed to LEAs in the form of formula and discretionary grants benefiting every

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[1] The Individuals with Disabilities Education Act (IDEA), P.L. 108-446, §612, 20 U.S.C. §1412(a)(3)(A).
[2] PBMAS reports are available on the TEA Web site.

LEA in the state. Like NCLB and IDEA, implementation requirements and reporting timelines have stretched both TEA and local LEA personnel to their respective limits.

Anticipated Impact on Service Populations and Agency Operations of Future Federal Actions

Perkins and IDEA were reauthorized in 2006 and 2004, respectively. NCLB was not reauthorized as scheduled in 2008. Although President Obama and many members of Congress have both called for its reauthorization, it remains uncertain whether that will happen in 2010. Although NCLB was not reauthorized during the previous presidential administration, Margaret Spellings, the former U.S. secretary of education, exercised her authority to bring forward additional regulatory and interpretive changes specific to NCLB. In April and May of 2008, the USDE filed two *Federal Register* postings for public comment related to proposed changes to federal regulations pertaining to Title I and proposed changes of interpretation regarding Title III.

ARRA Reporting Requirements

Since the February 2009 passage of ARRA, the administration, including the USDE, has filed numerous *Federal Register* notices and issued many guidance documents regarding the implementation of ARRA funding. Additionally, state acceptance of ARRA funds has included extensive federal reporting requirements regarding the use of the funds, federal application development, and additional oversight from the USDE program offices, USDE OIG, Government Accounting Office (GAO), and State Auditor's Office (SAO). These new reporting, application, and oversight requirements are all in addition to existing federal requirements and have increased the procedural efforts of the state and LEAs.

Based on current trends, TEA anticipates the current administration, including the USDE, will continue to make procedural and regulatory changes to ARRA implementation in an effort to transition to more application- and incentive-based programs. For example, under ARRA, the requirements for the State Improvement/Turnaround Grant were changed dramatically and now require a new state application. To receive funding over the next three years, each LEA with low-performing campuses must develop and submit a new competitive application for each low-performing campus. The same is expected for the Teacher/Leader Effectiveness State Grant.

NCLB, Perkins, IDEA Regulatory Changes

Any statutory or regulatory changes made to NCLB, Perkins, or IDEA will influence TEA's monitoring system and overall programmatic implementation of the respective federal laws. In addition, the federal Office of Civil Rights (OCR) establishes procedures and minimum requirements for states to ensure program access compliance for LEAs that receive Perkins funds. If OCR regulations are modified, TEA's PBM system must be revised to accommodate the changes. Currently, two bills/resolutions specific to the use of restraint and seclusion in public schools have been filed in Congress. Both proposal bills/resolutions will increase monitoring, data collection, and procedural requirements for states and LEAs.

Federal laws and regulations require the USDE to monitor states' implementation of required monitoring activities, and any findings or recommendations that result from USDE's monitoring of TEA would need to be considered. It is not possible to predict the anticipated impact of any of these potential changes until TEA is made aware, and can evaluate the extent to which new or revised requirements would impact agency or LEA operations. In addition, further federal procedural and process requirements, resulting from unfunded or underfunded mandates (i.e., reauthorization or amendments to current federal regulations without an increase in federal funding), will increase the need for more state and local funds to implement new and current federal requirements.

Federal Regulatory Changes and Texas Legislative Sessions

One additional area of concern is the timing of any federal changes. Because the Texas Legislature meets only once every two years, from January to June, Congress or the administration is likely to make changes to current federal requirements that the Texas Legislature cannot address until its next session. Federal changes sometimes create inconsistencies and incongruities with current state statute, which can cause confusion and duplication of work for LEAs. To avoid this, the legislature could consider giving the commissioner waiver authority to temporarily suspend only those sections of state statute that conflict or interfere with amended or new federal requirements until the legislature convenes.

Other Legal Issues

Impact of Anticipated State Statutory Changes

Major initiatives enacted by the 81st Texas Legislature affecting TEA include HB 3, relating to public school accountability, curriculum, and promotion requirements. HB 3 requires the agency to deliver, no later than December 1, 2010, a transition plan containing a detailed description of the process to be used by the agency to implement these legislative requirements through the 2013–2014 school year and beyond. HB 3 requires substantive redevelopment of the state's current systems of student assessment and district and campus accountability. The bill also provides for a period of transition to the new accountability and accreditation systems, which will result in the suspension of state accountability ratings for the 2011–2012 school year (2012 ratings) and the implementation of the new accountability system beginning in 2012–2013 (2013 ratings).

In addition to other actions, and as referenced above, HB 3 revises a number of provisions relating to public school accountability, including changes to the existing academic excellence indicator system used as the basis for district and campus accountability and ratings. The bill requires the exclusion of certain students from the computing of required dropout and completion rates and from student achievement indicators for purposes of accountability; establishes methods and standards for evaluating school district and campus performance; and eliminates the gold performance rating program. HB 3 further requires the commissioner of education to

establish a recognized and exemplary rating for awarding districts and campuses an academic distinction designation and sets forth specific rating criteria.

HB 3 also creates new distinction designations for college readiness, academic improvement, high performance, closing achievement gaps, fine arts, physical education, 21st-century workforce development, and second-language acquisition programs that will be assigned concurrent with the release of the district and campus performance ratings. The bill further requires the commissioner to adopt and regularly review indicators of quality learning for the purpose of preparing reports for districts, parents, and teachers.

HB 3 also extends the scope of the financial accountability rating system to include open-enrollment charter schools. TEA is also required to develop a process for anticipating each LEA's future financial solvency and a system that alerts TEA to related factors. LEAs that are identified as having financial solvency problems will be required to submit corrective action plans that are approved and monitored by TEA. These changes will impact the future assignment of financial accountability ratings and accreditation statuses to districts and charters as well as the need for monitoring and oversight of school district financial operations.

The bill revises certain procedures and requirements concerning accreditation interventions and sanctions, including the ability of a campus intervention team (CIT) to conduct a targeted, as opposed to comprehensive, needs assessment as appropriate and to consider in that needs assessment, when relevant, certain new guidelines and procedures related to non-education-related factors, cross-campus comparisons, and other teacher-related factors contributing to campus performance issues. HB 3 further establishes updated procedures and, in some cases, revised timelines for the reconstitution, repurposing, alternative management, or closure of underperforming campuses. These changes, and others, require TEA to update existing rules and enhance its supports to struggling districts and schools, including the development of expanded training programs to support CITs and other professional services providers who assist these entities.

HB 3 also adds reasons for which a special accreditation investigation is authorized, which may increase the number of agency investigations conducted, beginning with the 2011–2012 school year.

Impact of Current Outstanding Court Cases

TEA continues to be involved in litigation regarding the statewide desegregation order, *U.S. v. Texas* ("CA5281"). Earlier this year, the federal Fifth Circuit Court of Appeals entered an order favorable to the state in the appeal of two interventions, one involving interdistrict transfers and another related to the monitoring of bilingual education programs. Currently, TEA is involved in procedures before the trial court regarding modifications to the original order in light of the Fifth Circuit's decision.

With respect to interdistrict transfers, the Fifth Circuit stated that the trial court order should be modified to no longer apply to districts that either have been declared unitary by a federal court or are under the continuing jurisdiction of another federal court in a

desegregation proceeding. TEA is currently collecting information to compile a complete list of districts that meet either of those criteria for submission to the court. The decision further states that all other districts in Texas may be removed from the order by the trial court unless proven to continue to implement vestiges of the former dual school system. TEA is working with the attorney general's office to determine the best manner in which to accomplish that goal.

With respect to the second part of the decision concerning language programs for students with limited English proficiency at the secondary level and the state's monitoring of those programs, there is no change. TEA anticipates that the court will begin proceedings before the end of this year to consider the guidance from the Fifth Circuit. Addressing the matters pending before the trial court regarding modifications to the order will significantly impact agency staff resources.

TEA is also defending an action in Travis County district court against several ISDs contesting the legality of a "To the Administrator Addressed" letter that the commissioner issued in October 2009 to advise LEAs of SB 2033's impact on grading policies. In *Fort Bend I.S.D., et al., v. Scott,* the plaintiff ISDs allege that the commissioner's letter is a "rule" as defined in the Administrative Procedures Act and that issuance of the letter was outside the commissioner's authority because the rulemaking procedures in that act were not followed. If the plaintiffs are successful, the commissioner's ability to communicate with LEAs about the impact of legislation that does not directly require or authorize rulemaking will be severely hampered and may result in inefficient and fractured implementation of many amendments to the TEC.

Demographic Trends

Changing Structure of Student Demographics
TEA served over 4.75 million Texas public schoolchildren during the 2008–2009 school year. Since the 2000–2001 school year, total enrollment has increased by over 680,000 students, or approximately 17%.

In addition to growth in overall enrollment, the ethnic distribution of the student population has also shifted dramatically. In school year 2000–2001, Hispanic students accounted for 41% of the student population, while white students accounted for 42%. In school year 2008–2009, as shown in Figure 5, the percentage of Hispanic students rose to 48% and the percentage of white students dropped to 34%. The percentage of African-American students remained unchanged (14%). The percentage of Asian students grew from 3% to 4%, and the percentage of Native Americans remains unchanged at less than 1% of the student population.

Figure 5: Ethnic Distribution of the Student Population, 2008-09
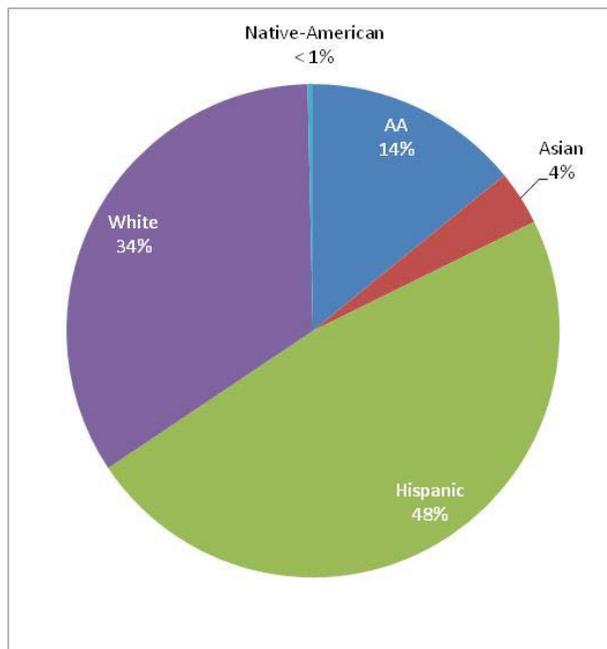
As shown in Figure 6, the Asian student population has increased by 56% since 2000–2001, the fastest rate of any ethnic group, with the rate of growth increasing during the last four years. The Hispanic and Native-American student populations both grew at a rate of 38%. The number of African-American students has grown by 14%, and the number of white students has decreased by 6%. Moving forward, the Texas state demographer predicts the population of children will grow by 14% overall between 2010 and 2020, with the number of Hispanic children growing by 28%, African-American children by 5%, white children by 4%, and all other children by 30%[3].

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[3] Texas State Data Center and Office of the State Demographer. Population Projections for the State of Texas (online), http://www.txsdc.utsa.edu/tpepp/2008projections/downloads/table2/agegrp/State_of_Texas.zip, San Antonio, TX: Texas State Data Center and Office of the State Demographer, Institute for Demographic and Socioeconomic Research, The University of Texas at San Antonio, May 17, 2010

Figure 6: Rate of Student Population Change Since 2000-01, by Student Ethnicity
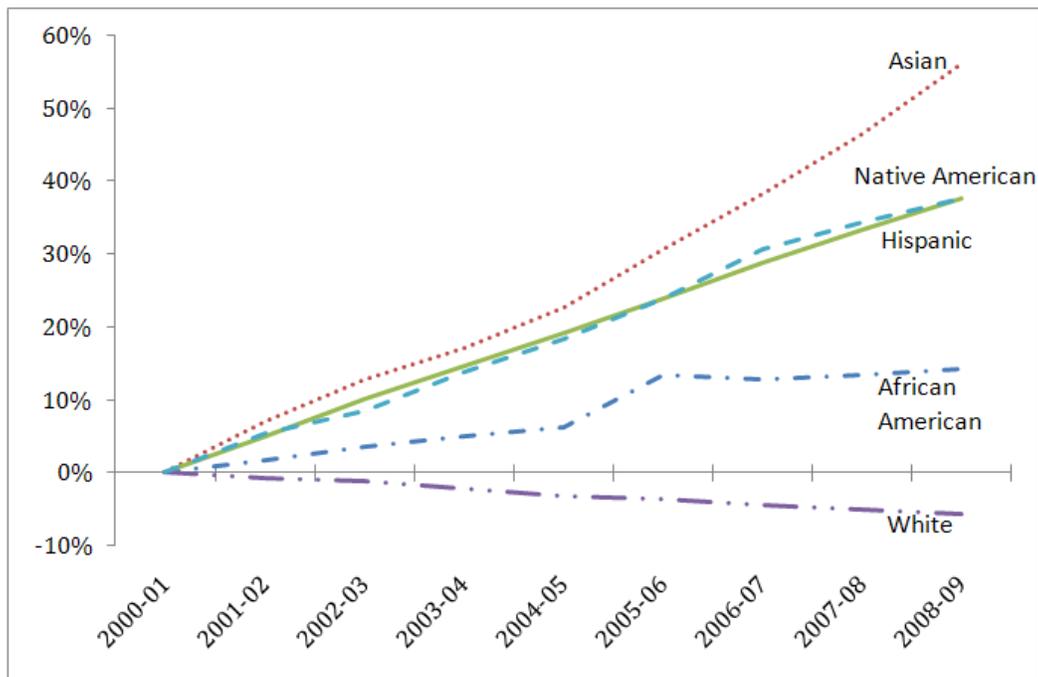
Note: Based on AEIS data.

As the student population changes, so too do the academic needs, talents, and goals of Texas students. For example, since school year 2000–2001, the number of ELL students in bilingual/ESL programs has grown from 570,453 to 800,671, a 40% growth rate. The number of students who were ELL but are now English proficient has grown from approximately 359,000 to 548,000 during the same timeframe, a 49% growth rate. The number of economically disadvantaged students has increased by approximately 680,000 students to 2.68 million, a 34% growth rate. The number of students receiving special education services has decreased by 10% to almost 445,000.

The number of students participating in the gifted and talented (GT) program has increased by 7% to more than 355,000, and the number participating in career and technical education (CTE) programs has increased by 20% to just over 1 million. Finally, since school year 2000–2001, the number of students in high school taking college courses that enable them to receive both college and high school credits has increased by over 200% to nearly 84,500.

Regional Differences in Ethnic Distribution, Including Border Areas

The ethnic distribution of students also differs substantially among the various geographic regions of the state. The data for school year 2008–2009 indicate that LEAs in ESCs 1, 4, 10, and 20 serve the majority of Hispanic students in the state (62%), whereas ESCs 4, 10, and 11 serve the majority of African-American students (66%). (See Figure 3 for a map of ESCs).

Hispanic students make up the largest ethnic group of students in the state. A closer look at the ethnic diversity of the populations served by the various ESCs highlights the

need for different services in the different regions of the state. ESCs 1, 2, 19, and 20 serve predominantly Hispanic students (97%, 71%, 89%, and 68%, respectively). All four of these regions are on the Texas-Mexico border. The other regions along this border are ESCs 15 and 18, and roughly half of their student populations is Hispanic (53% and 60%, respectively).

ESC 5 (on the Texas-Louisiana border) has the largest percentage of African-American students with 30%, and ESC 8 (on the border with Arkansas and Oklahoma) and ESC 12 (Waco) are the two next largest with 22% and 23%, respectively. By comparison, ESCs 8 and 9 (on the border with Oklahoma) have the largest percentages of white students (61% and 67%, respectively).

To fund the special needs of identified student populations, the TEC includes funding formulas that are weighted specifically to help LEAs meet these needs. TEA provides grants to ESCs, LEAs, and campuses to assist them with providing these special services. In addition, each ESC helps identify and provide for some of the special needs of students within its area.

The need to provide these types of services will become even more critical during the next decade, given the expected changes in student populations. Reflective of broader societal changes, this increase in the size and diversity of the student population is also likely to require greater attention from schools to such issues as single-parent families, students requiring supplemental resources, and unique student needs. At the same time, TEA remains committed to serving the entire state and recognizing the varied needs of the regions it serves.

Texas Economy and the Changing Face of Education

The range of services that TEA and LEAs offer is being considered in light of tightening budgets and new technology. The commissioner of education is exploring new, cost-effective ways of providing high-quality education to all students. The Texas Virtual School Network (TxVSN) (see New Learning Environments under the Student Achievement priority of the Commissioner's Priorities) enables students around the state to take classes online. For example, a student in a small West Texas LEA that does not offer Spanish III could take the course via her computer from an educator in Houston. The dual-credit program offers students the opportunity to receive both college and high school credits for completing approved college courses. Generally, students can earn up to 12 college credits before graduating from high school; students in ECHSs can earn up to 60 college credits.

A new statewide system is under development for delivering high-quality professional development to educators. The commissioner's Project Share initiative uses Web 2.0 technology to provide educators and administrators with professional learning communities, engaging and interactive professional development, and tools for creating and sharing classroom curricula. Through the Project Share Web portal, professional development will be offered in English language arts, math, science, social studies, Career and Technical Education and other enrichment subjects, as well as English language proficiency standards, classroom instruction and management techniques, and

much more. This delivery method is expected to dramatically reduce costs while simultaneously increasing professional development effectiveness.

An Educated Workforce

According to the Governor's Competitiveness Council, "Texas is expected to experience critical workforce deficits in higher education graduates as well as graduates from quality training and certification programs in nearly every industry cluster" (July 2008). The TWC reports that the number of jobs in Texas is expected to increase by over 2.4 million from 2006 to 2016. Analysis of TWC projections for the 50 fastest-growing job categories in Texas reveals that 56% of these jobs will require some form of post-secondary education. As shown in Table 3, the largest numbers of new Texas jobs will occur in the office and administrative support occupations (296,450), followed by restaurant and food preparation (251,400), education (250,100), sales (185,950), and health care (158,300). To provide an educated workforce will require collaborative efforts among TEA, THECB, TWC, the governor's office, the Texas Legislature, and the SBOE. Several of these efforts have been implemented and are described in the following sections.

Table 3: Job Growth by Industry Cluster

Occupation Title	Number of Projected Jobs Added	Growth Rate (%)
Office and Administrative Support Occupations	296,450	16.2%
Food Preparation and Serving Related Occupations	251,400	30.0%
Food and Beverage Serving Workers	156,400	31.1%
Education, Training, and Library Occupations	250,100	35.5%
Primary, Secondary, & Special Education Teachers	154,350	38.3%
Sales and Related Occupations	185,950	15.8%
Retail Sales Workers	106,600	16.6%
Healthcare Practitioners and Technical Occupations	158,300	32.8%
Personal Care and Service Occupations	152,400	34.9%
Other Personal Care and Service Workers	124,500	40.1%
Construction and Extraction Occupations	141,650	23.0%
Management Occupations	108,350	14.2%
Transportation and Material Moving Occupations	107,850	15.0%
Business and Financial Operations Occupations	100,350	22.3%

Source: Texas Workforce Commission[4]

[4] Texas Workforce Commission. Texas Long-term Occupation Projections (online), http://www.tracer2.com/admin/uploadedPublications/826_826_Tx_OCC.XLS, Austin, TX: Texas Workforce Commission, Department of Labor Market and Career Information, May 18, 2010.

Possible Future Changes in Education

The USDE is considering reauthorization of ESEA, but this is unlikely to substantially impact Texas because many of the state's programs are already aligned with the proposed changes.

For example, since 2006, the State of Texas has systematically adopted education policy to establish and fully implement a college- and career-readiness agenda. This agenda includes college- and career-readiness standards, end-of-course (EOC) assessments, a statewide system of supports for educators and campus leadership, and direct classroom resources to improve student achievement and post-secondary readiness. Toward this end, TEA and THECB collaborated to create the Texas College and Career Readiness Standards (TXCCRS). These vertically aligned, K-12 standards were externally validated, incorporated into the TEKS, and approved by the SBOE. Experts analyzed these standards for gaps between the TXCCRS and the common core standards currently proposed by the Council of Chief State School Officers and the National Governors Association. The gap analysis found the TXCCRS were more comprehensive than the proposed national common core standards. Given recent legislative changes, new high school EOC and grades 3–8 assessments are also being created by TEA that align with the TXCCRS and the new TEKS.

Acknowledging Texas's success with regard to this college- and career-readiness agenda, Achieve's American Diploma Project recently reported that Texas was the only state in the country to meet all five of their key college- and career-readiness measures. Achieve said "Texas has the most comprehensive approach to college- and career-ready accountability [in the United States]."

Commissioner's Priorities

The state has undergone large demographic changes in the past 20 years. These changes are projected to continue and pose both challenges and opportunities for the public education system in Texas. From growth in enrollment, to increasing diversity, to changes in labor force needs, these large demographic shifts have major implications. At the same time, the state faces a large budget deficit, which underscores the need to prioritize and seek cost-effective ways of providing high-quality education to all students.

The commissioner of education has identified five areas that TEA will prioritize during the 2011–2015 period covered under the strategic plan: quality early childhood education; educator effectiveness and equity; student achievement; school support; and data quality. These five areas represent priorities which will serve as the organizing structure for key initiatives for the agency over the next five years.

Quality Early Childhood Education

Support high-quality early learning that promotes kindergarten school readiness for Texas children.

All students, particularly those with the greatest need, reap benefits from the state's investment in high-quality early childhood programs. The State of Texas is invested in the identification and dissemination of well researched early childhood education instructional strategies. Supported through key partnerships with the University of Texas Health Science Center in Houston (UTHSC-Houston), the Education Service Centers and numerous licensed child care programs, including Head Start, Texas continues to raise the bar for quality early learning. This includes laying the foundation for all investments through the adoption of the state's Prekindergarten Guidelines which emphasize research-based instructional strategies that are developmentally appropriate and help guide instruction around getting our preschool students "school ready". Intended to support all students, these guidelines also work to inform teachers in addressing the specific needs of English language learners and students with disabilities.

The state is also making significant investments to support districts providing early education programs through the Prekindegarten Early Start Grants (PKES). In the 2009-2010 school year, over 355 school districts received new funding to provide quality prekindergarten programs for their communities and plans to provide even more financial support for programs to continue.

Finally, the state is committed to helping parents choose programs based upon quality measures that have been validated by the State Center for Early Childhood Education, the agency's partner at UTHSC-Houston. Named the Texas School Ready Certification System (SRCS), it evaluates the effectiveness of early education programs in preparing students for their K-12 educational careers. Currently in its 5th year, the SRCS has

awarded over 3,657 classrooms Texas School Ready and more than 15, 892 have applied since the 2005-2006 school year.

Educator Effectiveness and Equity

Provide educators with access to high-quality professional development and differential compensation programs which support them to meet the unique needs of their diverse student population.

Leading the national trend and aligned with educational research, Texas is focusing on building a more "highly effective" teacher workforce and assuring all students have access to these teachers. This includes providing teachers with high quality professional development that focuses on improving student performance and expanding differential compensation programs to support the unique needs of each district's specific student population.

To improve the continuum of highly effective teachers, the agency has implemented a new Accountability System for Educator Preparation Programs that incorporates four standards upon which all educator preparation programs will be evaluated for accreditation and compliance. Once those evaluations are conducted, a series of accreditation statuses will be assigned thereby making the quality of each educator preparation program transparent to the public, to future teachers and to district human resources departments across the state. The agency will also provide technical assistance to educator preparation programs as necessary to address gaps in their teacher preparation.

The agency was provided significant investment by the Texas Legislature to support teachers already in the classroom, through the District Awards for Teacher Excellence (D.A.T.E.) program. D.A.T.E. allows districts to implement a system of awards for educators who demonstrate success in improving student achievement and growth. Additionally the agency has implemented a series of high quality professional development opportunities throughout the year that are being delivered face-to-face and through the Commissioner's key online learning initiative and network for educators known as Project Share. Project Share is the portal through which teachers and students will communicate, collaborate, and access 21st century digital content.

Student Achievement

Provide students and educators opportunities to access programs that support the academic achievement of all students and increase opportunities for post-secondary success.

Texas has over 4.7 million students attending public schools from all walks of life. Regardless of a student's economic circumstance, prior level of education, preparation, or proficiency in the English Language, the agency is committed to equipping every student to be college and career ready. Postsecondary success for many students, particularly students at risk of dropping out, requires a strong system of academic

support and targeted interventions. The commissioner of education is committed to identifying and providing those academic supports and interventions for which there is demonstrable evidence of success in substantially improving student achievement. The commissioner is also committed to expanding access of quality programs online through the Texas Virtual School Network (TxVSN). Established in 2008, the TxVSN is in full operation with student course enrollment expected to increase as more students and teachers become aware of the Network.

Examples of such research–based initiatives include English Language Proficiency Standards (ELPS) that provide all teachers with student expectations and instructional strategies that can be used in every classroom; world class state standards; rigorous career and technical education courses and courses in the STEM fields all designed to prepare students for success in college or career; professional development to support teachers preparing students for success on end of course exams (EOCs); model assessments for students with disabilities; and dropout recovery programs that are funded based on performance.

School Support
Coordinate and deliver intervention initiatives that provide assistance to schools and districts in need of improvement.

A coordinated, effective statewide system of support for struggling schools and LEAs is essential for creating optimal learning environments and sustainable increases in student achievement. The agency has created a Texas Center for District and School Support with state appropriations and federal funds to support school districts around school improvement and interventions[5]. This Center has begun to assist the agency to provide a statewide system of support for struggling schools and will support the continued alignment of state and federal school improvement initiatives for struggling, low-achieving schools. The agency will develop a centralized infrastructure to eliminate, to the extent possible, the duplicative burden of state and federal requirements and interventions. This statewide coordination will support the implementation of intervention models in both the state and federal systems that create sustainable, systemic improvement in Texas campuses.

Data Quality
Facilitate the use of data through state-of-the-art data systems for teachers, parents, and administrators and continuously improve instruction at the student, campus, and district levels.

TEA and educational stakeholders across the state are collaborating on an initiative to improve the availability and use of high-quality data to enable educators to make good

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[5] For additional information about the TCDSS and the SIRC see
http://ritter.tea.state.tx.us/nclb/PDF/SIG5-Assistance.pdf

decisions for Texas students. The initiative, the Texas Student Data System (TSDS) will be a practical and powerful statewide solution that will increase the availability of data to support the state's educational improvement efforts. The agency has recognized the need to improve its underlying architecture to collect and report data, and improve the timeliness, relevance, and quality of information available to all stakeholders. To meet those needs, TEA has been actively pursuing the TSDS initiative through a number of major projects, both privately and federally funded, to diagnose and address gaps in the current reporting systems. A focus on data governance—the practice of setting policies, rules, and processes that guide the use, development, and protection of information—can make a significant impact on the value of data to the state and to all state and local stakeholders. Tools and methods for data governance can help the various stakeholders assure that data are understood statewide and used appropriately in their organizations. To complement the TSDS initiative, TEA will review and recommend a formal data governance structure that will enable the state to truly leverage data as a key asset.

Agency Goals

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.

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 of student, campus, district, and agency performance.

Objectives and Outcome Measures

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.

1.1.1   Percent of Students Completing High School

1.1.2   Percent of Students Graduating from High School

1.1.3   Percent of Students Continuing in High School

1.1.4   Percent of Students Receiving GEDs

1.1.5   Percent of Students Dropping out Before Graduation

1.1.6   Percent of Students who Meet College Readiness Standards on the Algebra II End-of-Course Assessments

1.1.7   Percent of Students who Meet College Readiness Standards on the English III End-of-Course Assessments

1.1.8   Percent of African-American Students Completing High School

1.1.9   Percent of Hispanic Students Completing High School

1.1.10   Percent of White Students Completing High School

1.1.11   Percent of Asian-American Students Completing High School

1.1.12   Percent of Native American Students Completing High School

1.1.13   Percent of Native Hawaiian or Other Pacific Islander Students Completing High School

1.1.14   Percent of Economically Disadvantaged Students Completing High School

1.1.15   Average Local Tax Rate Avoided from State Assistance for Debt Service

1.1.16   The Percent of Districts that Applied for the IFA Program and Received IFA Awards

1.1.17   Percent of Eligible Districts Receiving Funds from IFA or EFA

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.

1.2.1   Percent of Students Graduating Under the Distinguished Achievement High School Program

1.2.2   Percent of Students Graduating Under the Recommended High School Program

1.2.3   Percent of Students at Texas High School Project State-Funded Campuses who Successfully Complete an Advanced Course

1.2.4   Percent of Students who Successfully Complete an Advanced Course

1.2.5   Percent of Students who Meet the Higher Education Readiness Component on the Exit Level TAKS

1.2.6   Percent of Students in Selected Programs Advancing from Ninth to Tenth Grade

1.2.7   Percent of Students Advancing from Ninth to Tenth Grade Statewide

1.2.8   Percent of Students with Disabilities Who Graduate High School

1.2.9   Percent of Districts Identified for Special Education Noncompliance that Correct Noncompliance Within a Year of Notification

1.2.10   Percent Eligible Students Taking Advanced Placement/International Baccalaureate Exams

1.2.11   Percent of AP/IB Exams Qualifying for Potential College Credit or Advanced Placement

1.2.12   Percent of Career and Technical Students Placed on the Job or in a Postsecondary Program

1.2.13   Percent of Students Exiting Bilingual/ESL Programs Successfully

1.2.14   Percentage of Limited English Proficient (LEP) Students Making Progress in Learning English

1.2.15   Percent of Students Retained in Grade 5

1.2.16   Percent of Students Retained in Grade 8

1.2.17   Percent of Students Retained in Grade

1.2.18   Percent of Students Identified for Accelerated Reading Instruction in Grades K-2

1.2.19   Percent of Students That Meet the Passing Standard in Fifth Grade Reading

1.2.20   Percent of Students That Meet the Passing Standard in Fifth Grade Math

1.2.21   Percent of Students That Meet the Passing Standard in Eighth Grade Reading

1.2.22   Percent of Students That Meet the Passing Standard in Eighth Grade Math

1.2.23   Percent of Students in State-Funded OEYPs Promoted to the Next Grade Level as a Result of the Programs

1.2.24   Percent of Adult Education Students Who Complete the Level in Which They are Enrolled

1.2.25   Percent of Parents in AVANCE Programs Who Complete Level Enrolled

1.2.26   Percent of CIS Case-Managed Students Remaining in School

1.2.27   Percent of Campuses That Meet AYP

1.2.28   Percent of Students with Disabilities Exceeding the Federal AYP Cap for Reading/ELA

1.2.29   Percent of Students with Disabilities Exceeding the Federal AYP Cap for Mathematics

1.2.30   CTE Graduation Rates

1.2.31   Percent of Students Achieving a Degree or Credential through Completion of a Secondary Career and Technical Education Program

1.2.32   Career and Technical Education (CTE) Technical Skill Attainment

1.2.33   Percent of Adult Education Students Obtaining Employment After Exiting an Adult Education Program

1.2.34   Percent of Adult Education Students Who Retained Employment After Exiting an Adult Education Program

1.2.35   Percent of High School Diplomas or GED Issued to Adults as a Result of Program Participation

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.

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 Native American Students Passing All Tests Taken

2.1.7   Percent of Economically Disadvantaged Students Passing All Tests Taken

2.1.8   Percent of Native Hawaiian or 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 Students Who are Tested and Included in the Accountability System

2.1.12   Percent of Special Education Students Who are Tested and Included in the Accountability System

2.1.13   Percent of LEP Students Who are Tested and Included in the Accountability System

2.1.14   Annual Statewide Dropout Rate for all Students

2.1.15   Percent of Districts Receiving Exemplary or Recognized Distinction Designations

2.1.16   Percent of Campuses Receiving Exemplary or Recognized Distinction Designations

2.1.17   Percent of Districts Rated Unacceptable

2.1.18   Percent of Campuses Rated Unacceptable

2.1.19   Percent Charter Campuses Rated Unacceptable

2.1.20   Percent of Campuses Subject to TEC §39.105 that Achieved Subsequent Year Rating of Acceptable Performance in the State Accountability System

2.1.21   Percent of Districts that Received a Performance Rating of Unacceptable Performance for the First Time that Achieve Subsequent Year Ratings of Acceptable Performance

2.1.22   Percent of Campuses that Received a Performance Rating of Unacceptable Performance for the First Time that Achieve Subsequent Year Ratings of Acceptable Performance

2.1.23   Percent of Reconstituted Schools that Achieved an Acceptable Rating in the State Accountability System in the Subsequent Year

2.1.24   Percent of Graduates Who Take the SAT or College Admission Testing (ACT)

2.1.25   Percent of High School Graduates Needing Remediation

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.

2.2.1   Annual Drug Use & Violence Incident Rate on School Campuses, per 1,000 Students

2.2.2   Percent of Incarcerated Students Who Complete the Level in Which They are Enrolled

2.2.3   Percent of Eligible Windham Inmates Served by a Windham Education Program in Past Five Years

2.2.4   Proportion of Instructional Materials Purchased in an Electronic Format

2.2.5   Percent of Textbook Funds Spent on Digital Content

2.2.6   Percent of Students Passing GED Tests - Windham

2.2.7   Percent of Career and Technical Certificates – Windham

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.

2.3.1   Percent of Core Academic Subject Area Classes Taught by Highly Qualified Teachers

2.3.2   Turnover Rate for Teachers

2.3.3   Percent Formula Grant Applications Processed within 90 Days

2.3.4   Percent of Discretionary Grant Applications Processed Within 90 Days and NOGAed Prior to the Beginning Date of the Grant

2.3.5   TEA Turnover Rate

2.3.6   Teacher Retention Rate at Campuses Participating in the Educator Excellence Awards Program

2.3.7   Percent of Teachers Who are Certified

2.3.8   Percent of Teachers Who are Employed/Assigned to Teaching Positions For Which They are Certified

2.3.9   Percent of Complaints Resulting in Disciplinary Action

2.3.10   Percent of Educator Preparation Programs with a Status of "Accredited"

Strategies and Output, Efficiency, and Explanatory Measures

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   Number of Special Education Full-Time Equivalents (FTEs)

1.1.1.2   Compensatory Education Average Daily Attendance

1.1.1.3   Number of Career and Technology Education Full Time Equivalents (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 for Facilities (Billions)

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, fifth, 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 Pre-Kindergarten Early Start Grant Programs

1.2.1.2   Number of Students Served in Early Childhood School Ready Program

1.2.1.3   Number of School Districts Partnering for School Readiness Integration

1.2.1.4   Number of School Ready Designated Programs Effectively Preparing Students for Kindergarten

1.2.1.5   Number of Students in Tech Prep Programs

1.2.1.6   Number of Students Served in Summer School Programs for Limited English-Proficient Students

1.2.1.7   Number of Secondary Students Served from Grades 9 through 12

1.2.1.8   Number of Students Receiving a T-STEM Education

1.2.1.9   Number of T-STEM Academies

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.

Output Measure

1.2.2.1   Number of Title I Campuses Rated Exemplary or Recognized

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 Program 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 Pregnant Teens and Parents Served by Teen Pregnancy and Parenting Programs

1.2.4.3   Number of Students Served by State-Funded Optional Extended Year Programs

1.2.4.4   Number of Case-Managed Students Participating in CIS

Explanatory Measure

1.2.4.1   Average Cost Per Communities-in-Schools Participant

Strategy 1.2.5 Adult Education and Family Literacy

Develop adult education and family literacy programs that encourage literacy and ensure that all adults have the basic education skills they need to contribute to their families, communities, and the world.

Output Measures

1.2.5.1   Number of Students Served through State Adult Education Cooperatives

1.2.5.2   Number of Families Served by AVANCE Programs

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 Rated Unacceptable for Two Out of the Three Most Recent Rated Years

2.1.1.2   Number of Districts Rated Unacceptable 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

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 Measures

2.2.1.1   Number of District Technology Plans with Approval Certification

2.2.1.2   Number of Course Completions Through the Texas Virtual School Network

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 Youth Commission 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

2.2.2.2   Number of Students in Disciplinary Alternative Education Programs

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 Passing General Education Development (GED) Tests

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

Efficiency Measure

2.2.4.1   Average Cost per Contact Hour in the Windham School District

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 to facilitate 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 (GED) 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 Governance Special Investigations Conducted

Efficiency Measure

2.3.2.1 Internal PSF Managers: Performance in Excess of Assigned Benchmark

Explanatory Measures

2.3.2.1 Average Percent Equity Holdings in the Permanent School Fund

2.3.2.2 Percent of Permanent School Fund Portfolio Managed by External Managers

2.3.2.3 Market Value of the Financial Assets of the Permanent School Fund (PSF) in Billons

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 Certificates

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 at Status of "Accredited – Warned"

2.3.3.2 Percent of Educator Preparation Programs with at Status of "Accredited – Under Probation"

2.3.3.3   Percent of Educator Preparation Programs with at 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 Measures

2.3.6.1   Number of Certification Examinations Administered

Explanatory Measure

2.3.6.1   Percent of Individuals Passing Exams and Eligible for Certification

Information Technology Resource Planning

Part 1: Technology Assessment Summary

- Provide a brief description of the planned technology solutions that respond to the key factors that will impact the agency. Consider how those solutions align with the statewide technology goals reflected in the State Strategic Plan for Information Resources (Advancing Texas Technology).

TEA anticipates demand for innovative IT infrastructure and support services to continue to expand and evolve. In years past, the agency focused its capital plan on the procurement of the hardware and software required to support agency business applications. Agency IT needs are expected to be addressed by the DCS service provider, the Team for Texas (TfT), led by IBM. The LBB considers DCS expenditures to be capital expenditures, and TEA plans for technology growth and procures services through the DCS contract.

TEA is one of 28 agencies participating in the state DCS outsourcing project. The DIR is the contracting entity for data center services and is the primary liaison to the DCS service provider. This project provides data center services (mainframe and server operations), disaster recovery services, and bulk print and mail operations for TEA and 27 other state agencies. The DCS contract is effective through August 31, 2014. DIR anticipates enterprise-wide cost savings from the DCS project based upon data center consolidation efforts and economies of scale.

The DCS project transformation, which involves consolidation into two state data centers, is currently on hold until key service components are renegotiated. The transformation activities are not anticipated to recommence until late summer 2010. Once started, it is estimated it will take at least 18 months to move all servers to the consolidated data centers. Until the transformation phase, all services are maintained at existing agency data centers.

Currently, only 8 agency servers have been moved to the consolidated data centers. In addition, 33 recently purchased servers are installed in the data centers. Approximately 250 servers are still retained at the William B. Travis Building.

The TEA migration of the mainframe continues, and the agency anticipates completion of the migration by August 2010. At that time, the mainframe will be decommissioned. As of spring 2010, only the FSP and General Education Development/In School applications remain on the mainframe.

The current Desktop and Laptop Seat Management Services contract is effective

through August 2010, when the DIR master seat management contract will be up for re-bid. The contract currently supports approximately 1,350 workstation and laptop computers, standard software (Microsoft Office), and help-desk services for problem reporting. Future additions to the contract may include enhanced help-desk support.

Deliverables-based contracts currently in place and planned for re-bid between fiscal year 2011 and fiscal year 2015 include the following:

- Support, development, and maintenance of the PEIMS application
- Support and maintenance of the PeopleSoft Financials application
- Support, development, and maintenance of the TREx Electronic Student Records System
- Multiple applications support contract

TEA is replacing an aging security infrastructure and implementing new technology in support of its Security and Confidentiality Initiative (SCI), which will include comprehensive database security monitoring, implementation of application security tools, wider use of encryption, and replacement of its legacy identity and access management system. In the cases where implementation of security tools is deemed "out of scope" for the DCS project, this technology will need to be acquired and managed separately.

With the addition of 400,000 potential users of the new online Educator Certification application, the agency will experience an increase in volume—more data, more users to manage—leading to a requirement for more automation. The agency's current partly-automated access management system—TEA SE—is scheduled for replacement as part of SCI.

Two technology areas that are expected to grow in the future are the use of commercial BI tools for analysis and reporting and the creation of reusable services to reduce new coding for new applications. Conversely, continued monolithic application development is expected to decline. The agency will accommodate this change by purchasing additional SOA infrastructure to support service development. This approach will help TEA develop libraries of software services that can be reused by multiple projects. The agency is also making initial investments in automated forms technology to reduce the manual and coding-intensive process of developing and maintaining Web-based forms.

Over the next several years, overall agency technology resource needs are expected to stay relatively level, with an anticipated decline in contractor needs. There are a few exceptions to this trend.

TEA continues its short-term investment in SOA expertise. The agency also continues to invest and expand its presence in BI analysis and reporting as well as data-warehousing expertise. The agency plans to leverage the power and flexibility of BI and data-warehousing tools to facilitate reporting against and

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between multiple data sources.

TEA plans to provide an integrated solution to better automate data capture and provide the reuse of built-in and custom modules through the blending of electronic forms, process management, document security, and document generation. The solution will allow the creation and management of forms with less programming, more security, and lower maintenance costs. The solution will provide applications that reduce paperwork, accelerate decision making, and help better ensure regulatory compliance.

The ITS Division will continue providing product maintenance, enhancements, and customer support for the ISAS PeopleSoft Financials system, including the ISAS and Educational Materials modules. ITS Division staff will continue providing support by working closely with both technical and functional agency teams.

Planned ISAS activities during the 2011–2015 timeframe include the following:

- Perform Tools upgrade to Version 8.50 and request IBM/TfT upgrade Windows servers to 64-bit memory configuration
- Perform major Financials application upgrade to version 9.0 or 9.1
- Perform application and tool upgrades as needed to maintain current support levels and remain in alignment with CPA
- Participate in ProjectONE, the CPA Texas Enterprise Resource Planning (ERP) consolidation project
- Add functionality to the EMAT component to support HB 4292 and HB 188
- Develop new Cash Receipts module to record agency revenue such as licensing fees and refunds from grantees and vendors and other payments to the agency
- Enhance TEA Grant Interface (TGIF) system used to record and track Notice of Grant Awards and to process grant payments to sub-grantees
- Enhance Expenditure Reporting (ER) system used by internal and external users to request payments and to view payment history information
- Maintain other ISAS modules as needed

The ITS Division will be working closely with the Statewide Data Initiatives Division to provide information technology systems and solutions in support of the commissioner's Data Quality Priority. The Data Quality Priority will facilitate the use of data through state-of-the-art data systems for teachers, parents, and administrators and will continuously improve instruction at the student, campus, and district levels. To accomplish this priority, the agency is currently focused on two data initiatives. The Texas Student Data System (TSDS) Initiative will develop a statewide solution to improve the availability and timeliness of high-quality, longitudinal, education data. The Education Data Governance Initiative

will establish a statewide education data governance strategy through a comprehensive gap analysis process; recommendations for improvements; an implementation strategy to address gaps between current and proposed landscapes; and a detailed, time-based action plan to achieve intended results.

- Provide responses to the questions that appear following each statewide technology goal, below.

Statewide Technology Goal 1
Strengthen and Expand the Use of Enterprise Services and Infrastructure

1.1 Enhance Capabilities of the Shared Infrastructure
- Data Center Infrastructure
- Communications Technology Infrastructure
- Statewide Portal Infrastructure

1.2 Leverage Shared Applications
- Enterprise Resource Planning (ERP)
- Email Messaging

1.3 Leverage the State's Purchasing Power
- Product and Services Portfolio Expansion

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1. Describe the agency's plans to strengthen and/or expand its capabilities through the initiatives described in Statewide Technology Goal 1.

Data Center Consolidation/Data Center Services
TEA participates in the DCS project and contracts for data center and server support services with DIR. The agency will decommission the mainframe system in 2010. Over 300 servers are supported under the DCS contract. Based on the DCS project timeline, the agency plans to be consolidated in the DCS data centers in the 2011–2012 biennium. This should improve infrastructure support and thus services to agency staff and customers. All future server procurements and server software are under the DCS contract.

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2. Describe the agency's plans to strengthen and/or expand its capabilities through other initiatives that leverage enterprise or multi-agency services and infrastructure, including managed services, shared applications, internal consolidation efforts, and procurement strategies.

Managed Services

TEA currently participates in the following managed service delivery functions:

- Department of Information Resources (DIR): TEX-AN—Telecommunications; TexasOnline—Educator Certification; Texas Data Center Services (DCS) contract
- Comptroller of Public Accounts (CPA): Employee Information System
- Texas Department of Public Safety (TxDPS) Fingerprinting: Educator Certification
- University of Texas: Agency Internet Services

Seat Management

TEA continues to use seat management services procured through the DIR Cooperative contracts. The agency currently has 1,350 computer devices and full support (maintenance, workstation software support, and onsite assistance) under contract. Services include 36-month workstation leases and 24-month lease of laptops, replaced at the end of the term. The agency will work with DIR as they renew seat management contracts with the service providers in 2010.

Software Procurements

TEA procures and renews most workstation software through the DIR Cooperative contracts. TEA purchases DCS-exempted server software when available, through DIR contracts.

ProjectONE—CPA Enterprise Resource Planning

The ITS Division is participating in planning for ProjectONE, the CPA Texas ERP consolidation project.

Statewide Technology Goal 2

Secure and Safeguard Technology Assets and Information

2.1 Align the State's Approach to Enterprise Security with other State and National Strategies

- State Enterprise Security Plan
- Vulnerability to Cyber Attacks
- Response and Recovery Capabilities

2.2 Integrate Identity Management, Credentialing, and Access Privileges

- Identity Management Services

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3. Provide an update on the agency's progress in implementing strategies to align with the State Enterprise Security Plan.

TEA continues to pursue the activities outlined in the previous strategic plan to align with the State Enterprise Security Plan. These include SCI, which encompasses enhanced logging and database security management as well as comprehensive application security vulnerability testing and remediation; the Identity and Access Management (IAM) project; participation in DIR-led

Computer Incident Response Team training; and ongoing risk management.

TEA implemented whole disk encryption for laptop security, as well as secured Web e-mail for encrypting communications with external parties. The agency also completed an internal audit of protection of student confidential data and is planning to add mandatory training and administrative processes to strengthen compliance with FERPA. Besides the existing eight operating procedure documents on confidential data, computer access, security controls, physical security, incident response, and others, TEA plans to implement new policies on secure collection of confidential data, use of digital signatures, and security breach notification. Privacy functions are managed administratively by the confidentiality officer in the Office of Legal Services and technically by the information security officer in the ITS Division.

4. Describe the agency's identity management strategies in place or planned.

As part of the SCI, the agency is migrating its Web single-sign-on system to Tivoli Identity Manager and Tivoli Access Manager, which will expand coverage and functionality as well as position the agency for compatibility with any future state identity management initiatives.

Statewide Technology Goal 3
Serve Citizens Anytime, Anywhere
3.1 Expand and Enhance Access to Agency Services
- Multi-Channel Access
- Rural Broadband Expansion

3.2 Facilitate Open and Transparent Government
- Best Practices for Information Assets

5. Describe the agency's plans to expand or enhance access to its services and promote citizen engagement through online services and emerging technologies.

The TEA Web site is intended to serve as an official compilation of agency electronic resources and services and to provide a means of communication between the agency and public education stakeholders. In early 2007, the agency initiated a project to renovate the existing legacy agency Web site. The new portal-based Web site was deployed in March 2008, and the agency is continuing the process of moving legacy content to the new Web site.

The agency Web site is organized around three audiences: administrators (school resources), teachers (teacher resources), and businesses (working with TEA). The agency Web site allows greater access to agency information for all stakeholders of public education, with an emphasis on site navigation, stakeholder-directed content, and enhanced search function capability. The search configuration of the Google appliance continues to be expanded for agency information assets.

6. Describe initiatives planned or in process that will facilitate access to agency information and public data.

TEA has policies and procedures consistent with state law to manage the agency's records. The same basic records management principles applied to hard copy records are also applied to electronic records. The agency's approach is to continue to identify and implement processes for creating, retaining, and disposing of electronic records in accordance with TAC, Title 13, Chapter 7, Electronic Records Standards and Procedures and to implement system checks and automate records retention processes where appropriate.

TEA is exploring the acquisition of an e-discovery tool to augment current practices. The focus will be on acquiring a tool with search and retrieval capabilities that can quickly process and index scores of files and file types, based on keywords and other common metadata that are compatible with litigation management tools and practices.

Currently, the following automated tools are in place to improve the lifecycle management of agency data and information:

- Document Management System
- Imaging System
- Workflow System
- Web Content Management System
- Data Warehouse

The Public Information Request Tracking System (PIRTS) was developed by the agency and continues to be used to track open-records requests. This system has been used successfully to assure that TEA promptly responds to and/or releases requested information that is not confidential either by law, constitutional or statutory, or by judicial decision, or that is information for which an exception to disclosure has not been sought.

TEA supports the following means of data sharing:

- PEIMS Reports—The PEIMS data collected at the agency is made available in thousands of reports on the agency's Web site. The major categories of data collected include school district organization, personnel, and financial data as well as student demographic, program participation, attendance, and performance data.
- Texas PK-16 Public Education Information Resource (TPEIR) Data Warehouse—Significant portions of the PEIMS data, along with other significant THECB data, is made available on the agency Web site through the TPEIR data warehouse.
- TREx System—The agency provides a Web-based application for exchange of electronic student records between Texas public ISDs and for submission of electronic transcripts to Texas public colleges and universities.
- BI Tool—BI tools allows the retrieval of PEIMS and TPEIR data in multiple formats, including spreadsheet and PDF. The agency is extending the use of these tools for agency-wide reporting.

TEA is developing XML data format support for a number of newer applications to allow sharing of data schemas and content.

Statewide Technology Goal 4
Pursue Excellence and Foster Innovation across the Enterprise
4.1 Link Technology Solutions to Workplace Innovations
- Workplace Productivity and Collaboration

4.2 Pursue Leading-Edge Strategies for Application Deployment
- Cloud Computing
- Specifications, Toolkits, and the Application Marketplace
- Legacy Systems Modernization

4.3 Optimize Information Asset Management
- Best Practices for Managing Digital Information

4.4 Promote the Use and Sharing of Information
- Health Information Exchange
- Statewide Communications Interoperability
- Justice Information System Integration
- Enterprise Geospatial Services

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7. Describe agency plans to implement or enhance workplace productivity and to leverage collaboration tools.

The TEA data center and workstation hardware is under managed services—the

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DCS contract and NG seat management services. These vendors are responsible for asset management: IBM (DCS) for all server hardware; NG for all workstation hardware. Eventually, after server refresh, the majority of the servers will be procured as a service under DCS, with TEA paying monthly use fees. All workstation hardware is currently under NG services, and the agency pays a monthly fee for their use.

TEA continues to look at opportunities to consolidate printer procurements to standardize procurements and reduce costs.

8. Describe agency strategies to develop and deploy applications more efficiently (i.e., through Cloud Computing, Software as a Service, Application Toolkits, and Legacy System Modernization).

TEA is in the process of migrating the last few remaining applications from the mainframe to servers. This will consolidate all applications on WINTEL and AIX systems.

Agency mainframe and server support services are outsourced to DIR under the Data Center Services (DCS) contract. A major objective of this project includes migration of the agency's physical assets to the State's Data Center facilities, located in San Angelo, Texas and Austin, Texas, and consolidation of the assets for efficiency. The agency then becomes part of a secure, reliable, cost-effective technology infrastructure being leveraged across multiple agencies.

TEA has initiated efforts to support an SOA based on IBM Websphere. This technology will allow re-use of shared components within a scalable systems architecture, support end-to-end, business model to application deployment and help reduce the time and amount of effort required to deploy new applications and enhancements.

TEA currently has over 70 data collection applications with multiple methods of reporting. The agency plans to leverage the power and flexibility of its BI tool to facilitate reporting against and between multiple data sources.

TEA plans to provide an integrated solution for automated data capture that allows for limitless reuse of built-in and custom modules, the blending electronic forms, process management, document security, and document generation. The solution would create and deliver applications to reduce paperwork, accelerate decision-making, and help ensure regulatory compliance. The solution would allow greater development of comprehensive end-to-end applications, reduced development timeframes with intuitive developer resources, and protect sensitive data throughout the transaction lifecycle.

9. Describe agency strategies to enhance information asset management practices.

Seat Management

TEA continues to use seat management services procured through the DIR Cooperative contracts. The agency currently has 1,350 computer devices and full support (maintenance, workstation software support, and onsite assistance) under contract. Services include 36 month workstations leases and 24 month lease of laptops, replaced at the end of the term. TEA will work with DIR as DIR renews the seat management contracts with the service providers in 2010.

Software Procurements
TEA procures and renews most workstation software through the DIR Cooperative Contacts. For DCS exempted server software, TEA also purchases non-DCS server software, when available, through DIR contracts.

10. Describe agency practices or plans to enhance the use and sharing of information with agency business partners.

Statewide Communications Interoperability
TEA participates in the use of DIR TEX-AN services for voice service on the Capitol Complex and uses the DIR MPLS data network infrastructure for access to the consolidated data centers for DCS. Use of this infrastructure helps the state leverage all the agencies' requirements in contracting for services and support.

TEA is developing XML data format support for a number of newer applications to allow sharing of data schemas and content.

Part 2: Technology Initiative Alignment

Table 6 depicts the format and mapping of TEA current and planned technology initiatives to TEA's business objectives. The technology initiatives apply to all objectives.

Table 6: Current and Planned Technology Initiatives

TECHNOLOGY INITIATIVE	RELATED AGENCY OBJECTIVE/(S)	RELATED SSP STRATEGY / (IES)	CURRENT OR PLANNED	ANTICIPATED BENEFIT(S)	INNOVATION, BEST PRACTICE, BENCHMARKING
Data Quality Priority/ TSDS Initiative: Develop a statewide solution to improve the availability and timeliness of high-quality, longitudinal education data.	All Objectives	4-1 4-2 4-3 4-4	Planned	• Streamlines collection process for the schools • Simplifies analysis and reporting • Provides stakeholders with more transparent access to information • Allows more immediate and effective policy decisions	
PEIMS Redesign–Phase 3: Replace out-of-date technology and revise cumbersome processes used in current TEA data collections with modern technology and processes that are more flexible, efficient, extensible, and adaptable.	All Objectives	4-1 4-2 4-3 4-4	Current	• Streamlines collection process for the schools • Simplifies analysis and reporting • Provides stakeholders with more transparent access to information • Allows more immediate and effective policy decisions	
Data Center Services	All Objectives	1-1	Current	• Consolidation of agency	Measure levels of

TECHNOLOGY INITIATIVE	RELATED AGENCY OBJECTIVE/(S)	RELATED SSP STRATEGY / (IES)	CURRENT OR PLANNED	ANTICIPATED BENEFIT(S)	INNOVATION, BEST PRACTICE, BENCHMARKING
Transformation Initiative Use the state's DCS contract, transition TEA data center operations to a state data center.				servers to a state data center; enhanced disaster recovery; upgraded technology platforms	service delivery
Security & Confidentiality Initiative: Provide security improvements to address confidentiality and privacy requirements as defined by FERPA.	All Objectives	2-1 2-2	Current	• Provides security improvements to address confidentiality and privacy requirements • Improves identity and access management • Improves control of access to secure applications and data	
SOA Initiative: Implement a SOA for service-based applications and end-to-end, business model to application deployment support.	All Objectives	4-1 4-2 4-3 4-4	Current	• Creates reusable services that can reduce coding for new applications • Allows reuse of shared components within a scalable systems architecture • Reduces time and amount of effort required to deploy new applications and enhancements	
BI Tools Initiative: Implement BI tools to facilitate enhanced reporting	All Objectives	4-1 4-2	Current	• Provides standard reporting tool, saving support, maintenance,	Innovation

TECHNOLOGY INITIATIVE	RELATED AGENCY OBJECTIVE/(S)	RELATED SSP STRATEGY / (IES)	CURRENT OR PLANNED	ANTICIPATED BENEFIT(S)	INNOVATION, BEST PRACTICE, BENCHMARKING
against and between multiple data sources.		4-3 4-4		and licensing costs • Operates through standard interface to report information through new Web portals • Provides ability to mine data sources and structures (such as data warehouses) to bridge gap between data and report writers • Provides building interface allowing report writers to quickly and intuitively build reports visually • Create reports by combining information from multiple data sources • Vendor regularly reviews and addresses accessibility of its software to support Section 508 of the Rehabilitation Act	
TEA Web Site Renovation Initiative: Provide greater access to TEA information for all	All Objectives	4-1 4-2 4-3 4-4	Current	• Allow greater access to TEA information for all areas of the public • Produces consistent	

TECHNOLOGY INITIATIVE	RELATED AGENCY OBJECTIVE/(S)	RELATED SSP STRATEGY / (IES)	CURRENT OR PLANNED	ANTICIPATED BENEFIT(S)	INNOVATION, BEST PRACTICE, BENCHMARKING
areas of the public with an emphasis on improving site navigation, stakeholder directed content, and a high powered search function.				document delivery to stakeholders • Provides high powered Google-based search function • Provides agency data standards to greatly increase ability for stakeholders to find required data • Allows both staff and stakeholders to have knowledge in standard applications. • Allows program areas to develop content in an automated and template based system • Reduces vast numbers of applications in use • Standardizes document formats to limit expense of multiple application support • Reduces timeframes for developing Web-based content for program areas • Standardizes data standards to allow greater integration of agency	

TECHNOLOGY INITIATIVE	RELATED AGENCY OBJECTIVE/(S)	RELATED SSP STRATEGY / (IES)	CURRENT OR PLANNED	ANTICIPATED BENEFIT(S)	INNOVATION, BEST PRACTICE, BENCHMARKING
				reports into multiple output systems, thus reducing costs for integration developers • Automates accessibility testing, thus reducing document turn around	
CEMS/Calc Engine Initiative: Create a current technology Web-based application. Use commercial off-the-shelf (COTS) products to help create a re-useable calculation engine component and formula editor that will serve the business needs of entitlement processing, tracking, and reporting for TEA's formula funding division.	All Objectives	4-1 4-2 4-3 4-4	Current	• Automate, standardize, and streamline business processes across programs and business areas; more accurate results and more timely processing schedules for funding distribution to ISDs • Re-useable calculation engine component and formula editor can be shared with other applications to pull values from various data sources and to provide flexibility to business operations for changes to databases or legislative mandates	Innovation
Forms Management Initiative: Provide integrated solution for automated data capture	All Objectives	4-1 4-2 4-3	Planned	• Reduces paperwork • Accelerates decision-making • Helps ensure regulatory	Innovation

TECHNOLOGY INITIATIVE	RELATED AGENCY OBJECTIVE/(S)	RELATED SSP STRATEGY / (IES)	CURRENT OR PLANNED	ANTICIPATED BENEFIT(S)	INNOVATION, BEST PRACTICE, BENCHMARKING
that allows for limitless reuse of built-in and custom modules, blending electronic forms, process management, document security, and document generation.		4-4		requirement • Reduces development time • Saves costs for contract developers • Automates data capture in a rich, interactive online system	

Appendices

Appendix A: Description of TEA Planning Process

TEA's strategic planning process is a collaborative effort that involves input and expertise from staff throughout the agency. TEA began this year's strategic planning process with a self-evaluation of the 2008 strategic planning process. As a result of this self-evaluation, agency staff worked to improve the planning process and to produce a more streamlined, focused strategic plan.

The commissioner created the framework for the agency's 2011–2015 strategic plan with the identification of five priority areas that will direct the agency's focus over the next five years: quality early childhood education; educator effectiveness and equity; student achievement; school support; and data quality. For each priority, executive leadership identified several outcomes that TEA seeks to accomplish during the plan period. In addition, agency staff collaborated on the integration of content relative to the execution of the expected outcomes for each priority.

As part of the internal/external assessment, TEA obtained feedback from agency staff through the Survey of Employee Engagement (SEE). This year, staff representing various departments and management levels organized to form a SEE Steering Committee. The committee engaged employee participation in the survey and served as facilitators in the dissemination of survey results. Agency-wide forums were held to give staff an opportunity to review and provide feedback on the survey results. Recommendations shared during these forums were forwarded to agency leadership. Results of the SEE are discussed in Appendix F.

TEA also sought input from its external customers and stakeholders. New methods were implemented to obtain feedback from external stakeholders. Teachers, ESC directors, and a sample of superintendents were invited to share their thoughts with TEA via one of two new methods leveraging the agency's technological resources: the TETN, and an online survey. This use of technology allowed for a more efficient and cost-effective method of gathering input from external stakeholders. ESC directors and teachers participated in TETN sessions, and the superintendents were asked to provide feedback via the online survey. The TETN sessions and online survey eliminated the need for ESC directors and superintendents to travel to TEA to participate in stakeholder sessions. The TETN sessions also provided opportunities for participation among teachers who may not reside within the greater Austin area.

Another component of the strategic planning process is the review of TEA's budget structure elements. Although the agency's goals, objectives, and strategies may remain unchanged, TEA continues to refine the agency's LBB performance measure definitions during each strategic planning process. During each planning cycle, agency staff works

to ensure that performance measures are accurate and in alignment with recent changes in legislation.

Appendix B: Current Organizational Chart and Specific Functions of Each Agency Office

The current (April 1, 2010) organization chart is shown in Figure 2.

The Office of State Initiatives develops and implements policies and statewide education programs to improve the achievement of students in prekindergarten through high school. The office performs the following functions:

- Administers strategic intervention programs in collaboration with other departments, agencies, IHEs, ESCs, and private and community-based organizations
- Pilots and implements research-based, cutting-edge educational approaches to provide schools and students with strategies that will have the highest probability of improving student achievement
- Uses data-driven analysis to identify educational system needs
- Develops research-based, innovative policies to maximize federal, state, and private resources for improving student performance

The Office of Standards and Programs performs the following functions:

- Provides leadership to LEAs, colleges, universities, ESCs, professional organizations, and individuals regarding preparing students for high school graduation and post-secondary college and career success
- Oversees the development and implementation of the TEKS
- Coordinates development and implementation of professional development initiatives related to the TEKS
- Administers acquisition and distribution of state-approved instructional materials in various media and formats
- Implements and supports educational technology initiatives to prepare Texas public school students and educators for success in the 21st century
- Provide staff support to the SBOE in the development of administrative rules and items related to curriculum and instructional materials by preparing and presenting items, providing decision-support tools, and preparing minutes

The Office of Assessment, Accountability, and Data Quality performs the following functions:

- The Office of Assessment, Accountability, and Data Quality is comprised of Accountability Research; Performance Reporting; Information Analysis; Performance-Based Monitoring; Policy Coordination; Data Development, Analysis, & Research; and the Accountability and Data Quality divisions that provide management and oversight of the following functions
- Directs the development, administration, scoring, analysis, and reporting of statewide required assessments

- Directs the development, analysis, and administration of the Texas public school accountability system
- Provides outreach and training of state and federal accountability to external and internal stakeholders
- Issues annual district and campus accountability ratings
- Distributes annual Academic Excellence Indicator Reports (AEIS) and annual campus report cards to districts and campuses
- Directs the development, analysis, and administration of the AYP federal accountability system
- Develops indicators and elements for performance-based monitoring, including indicators of data quality
- Researches, prepares, and updates data files and provides agency coordination of the Education Data Exchange Network (EDEN) for federally required reporting
- Manages the TPEIR data warehouse
- Creates annual data files and reports of student and staff information for external and internal stakeholders
- Prepares ad hoc files and reports from PEIMS data for other agencies, the legislature, and the general public
- Governs data submissions to TEA and 3rd party use of Social Security numbers
- Coordinates the administrative rulemaking and rule review functions of the SBOE, commissioner of education, and SBEC
- Reviews and posts legal filings with the Texas Register Division of the Secretary of State's Office
- Publishes research reports to assist in accountability system development, meet legislative requirements, and support education policy development
- Prepares and publishes a comprehensive annual report on Texas public education as required by the TEC

The Office for Planning, Grants and Evaluation performs the following functions:

- Develops TEA's strategic plan
- Reports progress and results of the LBB's performance measures
- Evaluates and reports grant performance and results
- Administers and manages all fiscal and legal aspects of discretionary grants and formula entitlement grants
- Facilitates discretionary and formula funding to LEAs and other grantees
- Manages the request for application (RFA) and Standard Application System (SAS) processes, including eGrants
- Provides technical assistance and training related to grants administration
- Ensures fiscal compliance and fiscal integrity of state and federal grants
- Monitors grant expenditures and fiscal reporting
- Coordinates ARRA activities for TEA and serves as ARRA liaison with federal and state agencies

The Office of Technology and Agency Operations/CIO performs the following functions:

- Provides information systems services that meet education stakeholder needs
- Protects and secures technology assets, information, and citizen privacy
- Provides outstanding customer service
- Innovates for business efficiency
- Recruits, develops, and provides an environment that encourages retention of excellent staff

The Office of Finance performs the following functions:

- Coordinates and manages agency financial resources to support department and division functions
- Provides school finance information both internal and external to the agency
- Allocates and distributes FSP funds to public ISDs and charter schools
- Provides support for the legislative process through a fiscal analysis function
- Provides support to departments and divisions to procure needed goods and services
- Manages the agency HUB program

The Office of School Improvement and Support performs the following functions:

- Develops vision and provides leadership to support all schools, regardless of rating or status, in improving student performance
- Coordinates and collaborates with all areas of TEA to improve schools' ability to take advantage of state resources
- Oversees NCLB and IDEA programs to maximize school and student success and meet federal requirements
- Provides leadership, direction and resources to the Region 13 Texas Center for District and School Support so that support to districts and ESCs is needs-based, timely, coherent, supported by research, and effective
- Develops and implements innovative initiatives to assist and engage ESCs and districts in successful academic improvement efforts.
- Provides leadership to Commissioner's Rule Review Process in order to improve the ability of districts and campuses to improve student performance and operate efficiently and effectively
- Provide assistance in academic areas to help districts prevent accountability/ accreditation/federal AYP difficulties
- Coordinates with Office of Accreditation to align state and federal systems of support, clarify responsibilities, streamline district requirements, and provide effective support for improvement at struggling campuses

The Office of Educator and Student Policy Initiatives performs the following functions:

- Provides management oversight for the Division of Educator Certification and Standards and the Division of Educator Performance and Student Affairs
- Division of Educator Certification and Standards is comprised of Educator Standards, Educator Credentialing, and Investigations and Fingerprinting
- Division of Educator Performance and Student Affairs is comprised of Educator Initiatives and Performance, Health and Safety, and Drivers Training
- Provides direct oversight of all educator certification, educator standards, educator professional discipline, educator initiatives, student health and safety programs, and drivers training
- Develops and administers educator standards and assessments and approves/regulates educator preparation programs; completes state and federal accountability reporting and conducts data analysis and research
- Approves and issues the appropriate educator credentials to qualified individuals; provides consultative services and technical support related to the issuance of educator certificates in the state, out of state, and out of country
- Ensures the safety of public school children by investigating criminal history information complaints of misconduct by applicants for, and holders of, Texas teaching credentials
- Provides support of P-16 policy coordination and activities
- Provides management oversight for policy development of educator and student policy issues, related to educator recruitment, preparation, and professional development of educator preparation programs and overall program quality
- Provides statewide guidance on improving teacher and principal quality/effectiveness and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools
- Protects the safety and welfare of Texas school children by enforcing standards of conduct for educators and applicants. Provides leadership for all health and safety and drivers education functions of the agency
- Directs Interagency Coordination efforts for the agency
- Provides direction on educator incentive, mentor and induction, master teacher, educator leadership, and teacher of the year programs
- Provides guidance on direction and operation of alternative education programs
- Provides statewide leadership on the implementation of effective Coordinated School Health Programs

The Office of Accreditation performs the following functions:

- Provides leadership for all of the charter school administration, financial audit, governance and general inquiry, and program monitoring and intervention functions of the agency
- Oversees the development, implementation, assignment, and monitoring of the annual state accreditation statuses for ISDs and charter districts

- Oversees the review of annual financial reports, agreed-upon procedures reports, depository contracts, superintendent buyout agreements, and other related records and reports filed by ISDs, charters, and regional ESCs; the audit, investigation, and review of financial and student attendance accounting systems, federal and state grant administration, procurement practices, and transportation programs pertaining to ISDs, charters, regional ESCs, and other organizations
- Oversees the planning and development of standards and the implementation, collection, management, and monitoring of public school district financial accountability ratings through the School FIRST system and charter financial accountability system
- Oversees the process for ISDs and charters that request informal reviews of audits or investigative reports and special accreditation investigation findings and conducts reviews related to other interventions and sanctions assigned under TEC Chapter 39, as applicable to the Department of Accreditation.
- Conducts record reviews for districts or charter schools assigned an accreditation status of Accredited-Warned or Accredited-Probation or a sanction for which a record review is available and oversees the process for conducting record reviews for districts and charters assigned an accreditation status of Not Accredited-Revoked
- Oversees audit, investigation, monitoring, and intervention activities in ISDs and charters in the areas of finance, governance, district and campus performance in the state's academic accountability rating system, data validation, special education, bilingual education/ESL, CTE, and NCLB and in other areas as required by statute or court order
- Coordinates the implementation of certain district and campus interventions and sanctions under TEC Chapter 39, including, but not limited to, the assignment of CITs, monitors, conservators, management teams, and boards of managers
- Coordinates the process for issuing new charters amongst several other intra-agency departments and the SBOE, and maintains an internal database specific to charters
- Oversees the issuance of charter renewal contracts as well as the charter amendment process and oversees the charter school program grant project, as approved by the USDE
- Coordinates with other agency departments and the Texas Center for District and School Support to provide support to low-performing districts and schools and implement state and federal accountability intervention requirements
- Provides direct support to certain districts, charters, and campuses that are low-performing and in need of direct, intensive support
- Provides policy guidance in related areas and develops, amends, and implements related rules of the SBOE and commissioner
- Oversees the agency's Public Information Coordination Office in response to Public Information Act requirements

Appendix C: Five-Year Projections of Outcomes

Measure		2010	2011	2012	2013	2014	2015
1.1.1	Percent of Students Completing High School	89.20%	89.40%	89.60%	89.80%	90.00%	90.20%
1.1.2	Percent of Students Graduating from High School	80.60%	80.80%	81.00%	81.20%	81.40%	81.60%
1.1.3	Percent of Students Continuing in High School	8.60%	8.60%	8.60%	8.60%	8.60%	8.60%
1.1.4	Percent of Students Receiving GEDs	1.40%	1.40%	1.40%	1.40%	1.40%	1.40%
1.1.5	Percent of Students Dropping Out Before Graduation	9.4%	9.3%	9.2%	9.1%	9.0%	8.9%
1.1.6	Percent of Students Who Meet College Readiness Standards on the Algebra II End-of-Course Assessment	N/A	N/A	TBD	TBD	TBD	TBD
1.1.7	Percent of Students Who Meet College Readiness Standards on the English III End-of-Course Assessment	N/A	N/A	TBD	TBD	TBD	TBD
1.1.8	Percent of African-American Students Completing High School	84.10%	84.30%	84.50%	84.70%	84.90%	85.10%
1.1.9	Percent of Hispanic Students Completing High School	86.20%	86.40%	86.60%	86.80%	87.00%	87.20%
1.1.10	Percent of White Students Completing High School	93.90%	94.00%	94.10%	94.20%	94.30%	94.40%
1.1.11	Percent of Asian-American Students Completing High School	96.70%	96.80%	96.90%	97.00%	97.10%	97.20%
1.1.12	Percent of Native American Students Completing High School	88.50%	88.60%	88.70%	88.80%	88.90%	89.00%
1.1.13	Percent of Native Hawaiian or Other Pacific Islander Students Completing High School	N/A	N/A	TBD	TBD	TBD	TBD
1.1.14	Percent of Economically Disadvantaged Students Completing High School	88.20%	88.40%	88.60%	88.80%	89.00%	89.20%
1.1.15	Average Local Tax Rate Avoided from State Assistance for Debt Service	0.09	0.11	0.11	0.11	0.11	0.10
1.1.16	The Percent of Districts that Applied for the IFA Program and Received IFA Awards	0.00%	92.00%	0.00%	92.00%	0.00%	91.00%
1.1.17	The Percent of Eligible Districts Receiving Funds from IFA or EDA	62.00%	62.00%	63.00%	63.00%	63.00%	62.00%
1.2.1	Percent of Students Graduating under the Distinguished Achievement	12.37%	12.92%	13.42%	13.97%	14.47%	15.02%

Measure		2010	2011	2012	2013	2014	2015
	High School Program						
1.2.2	Percent of Students Graduating under the Recommended HS Program	71.41%	72.11%	72.71%	73.21%	73.61%	73.91%
1.2.3	Percent of Students at Texas High School Project State-Funded Campuses who Successfully Complete an Advanced Course	16.00%	18.00%	20.00%	22.00%	24.00%	36.00%
1.2.4	Percent of Students who Successfully Complete an Advanced Academic Course	26.00%	27.00%	28.00%	29.00%	30.00%	32.00%
1.2.5	Percent of Students who Meet the Higher Education Readiness Component on the Exit Level TAKS	42.00%	44.00%	0.00%	0.00%	0.00%	0.00%
1.2.6	Percent of Students in Selected Programs Advancing from Ninth to Tenth Grade	78.10%	78.70%	79.30%	79.90%	80.50%	81.10%
1.2.7	Percent of Students Advancing from Ninth to Tenth Grade	86.00%	86.40%	86.80%	87.20%	87.60%	88.00%
1.2.8	Percent of Students with Disabilities Who Graduate High School	70.00%	70.00%	70.00%	70.00%	70.00%	70.00%
1.2.9	Percent of Districts Identified for Special Education Noncompliance That Correct Noncompliance Within a Year of Notification	82.00%	82.50%	83.00%	83.50%	84.00%	84.50%
1.2.10	Percent Eligible Students Taking AP/IB Exams	21.15%	21.60%	22.05%	22.50%	22.95%	23.40%
1.2.11	Percent of Students with Disabilities Who Graduate High School	46.60%	46.60%	46.60%	46.60%	46.60%	46.60%
1.2.12	Percent of Career and Technical Students Placed on the Job or in a Postsecondary Program	73.10%	73.25%	73.50%	73.75%	74.00%	74.25%
1.2.13	Percent of Students Exiting Bilingual / ESL Programs Successfully	78.00%	79.00%	81.00%	81.00%	82.00%	83.00%
1.2.14	Percentage of Limited English Proficient (LEP) Students Making Progress in Learning English	59.00%	60.00%	61.00%	62.00%	63.00%	64.00%
1.2.15	Percent of Students Retained in Grade 5	1.60%	1.60%	1.50%	1.50%	1.40%	1.40%
1.2.16	Percent of Students Retained in Grade 8	1.50%	1.50%	1.50%	1.50%	1.50%	1.50%
1.2.17	Percent of Students Retained in Grade	4.00%	4.00%	4.00%	4.00%	4.00%	4.00%
1.2.18	Percent of Students Identified for Accelerated Reading Instruction in Grades K - 2	32.5%	32.5%	32.5%	32.5%	32.5%	32.5%
1.2.19	Percent of Students That Meet	93.00%	94.00%	95.00%	96.00%	97.00%	97.00%

Measure		2010	2011	2012	2013	2014	2015
	the Passing Standard in Fifth Grade Reading						
1.2.20	Percent of Students That Meet the Passing Standard in Fifth Grade Math	95.00%	95.00%	96.00%	96.00%	97.00%	97.00%
1.2.21	Percent of Students That Meet the Passing Standard in Eighth Grade Reading	91.00%	92.00%	93.00%	94.00%	95.00%	96.00%
1.2.22	Percent of Students That Meet the Passing Standard in Eighth Grade Math	73.00%	75.00%	77.00%	79.00%	81.00%	83.00%
1.2.23	Percent of Students in State-Funded OEYPs Promoted to the Next Grade Level as a Result of the Programs	93.00%	0.00%	93.00%	93.00%	94.00%	94.00%
1.2.24	Percent of Adult Education Students Who Complete the Level in Which They are Enrolled	43.00%	44.00%	45.00%	46.00%	47.00%	48.00%
1.2.25	Percent of Parents in AVANCE Programs Who Complete Level Enrolled	68.00%	0.00%	0.00%	0.00%	0.00%	0.00%
1.2.26	Percent of CIS Case-Managed Students Remaining in School	98.00%	98.00%	98.00%	98.00%	98.00%	98.00%
1.2.27	Percent of Campuses That Meet AYP	79.00%	73.00%	67.00%	61.00%	55.00%	49.00%
1.2.28	Percent of Students with Disabilities Exceeding the Federal AYP Cap for Reading/ELA	9.29%	10.49%	11.69%	11.69%	11.69%	11.69%
1.2.29	Percent of Students with Disabilities Exceeding the Federal AYP Cap for Mathematics	7.91%	9.11%	10.31%	10.31%	10.31%	10.31%
1.2.30	Career and Technical Education (CTE) Graduation Rates	89.00%	89.00%	88.00%	88.25%	88.50%	88.75%
1.2.31	Percent of Students Achieving a Degree or Credential through Completion of a Secondary Career and Technical Education Program	88.50%	88.75%	88.25%	88.50%	88.75%	88.75%
1.2.32	Career and Technical Education (CTE) Technical Skill Attainment	80.00%	80.15%	80.30%	80.45%	80.50%	80.50%
1.2.33	Percent of Adult Education Students Obtaining Employment After Exiting an Adult Education Program	67.00%	68.00%	69.00%	70.00%	71.00%	72.00%
1.2.34	Percent of Adult Education Students Who Retained Employment After Exiting an Adult Education Program	67.00%	67.00%	68.00%	69.00%	70.00%	71.00%
1.2.35	Percent of High School Diplomas or GED Issued to	89.00%	89.00%	89.00%	89.00%	89.00%	89.00%

Measure		2010	2011	2012	2013	2014	2015
	Adults as a Result of Program Participation						
2.1.1	Percent of All Students Passing All Tests Taken	73.00%	74.00%	TBD	TBD	TBD	TBD
2.1.2	Percent of African-American Students Passing All Tests Taken	59.00%	60.00%	TBD	TBD	TBD	TBD
2.1.3	Percent of Hispanic Students Passing All Tests Taken	66.00%	67.00%	TBD	TBD	TBD	TBD
2.1.4	Percent of White Students Passing All Tests Taken	85.00%	87.00%	TBD	TBD	TBD	TBD
2.1.5	Percent of Asian-American Students Passing All Tests Taken	92.00%	93.00%	TBD	TBD	TBD	TBD
2.1.6	Percent of Native American Students Passing All Tests Taken	76.00%	77.00%	TBD	TBD	TBD	TBD
2.1.7	Percent of Economically Disadvantaged Students Passing All Tests Taken	64.00%	65.00%	TBD	TBD	TBD	TBD
2.1.8	Percent of Native Hawaiian or Pacific Islander Students Passing All Tests Taken	N/A	TBD	TBD	TBD	TBD	TBD
2.1.9	Percent of Grades 3 through 8 Students Passing STAAR Reading	N/A	N/A	TBD	TBD	TBD	TBD
2.1.10	Percent of Grades 3 through 8 Students Passing STAAR Mathematics	N/A	N/A	TBD	TBD	TBD	TBD
2.1.11	Percent of Students Who Are Tested and Included in the Accountability System	95.00%	97.00%	0.00%	97.00%	97.00%	97.00%
2.1.12	Percent of Special Ed Students Who are Tested and Included in the Accountability System	63.00%	95.00%	0.00%	95.00%	95.00%	95.00%
2.1.13	Percent of LEP Students Who are Tested and Included in the Accountability System	88.00%	93.00%	0.00%	93.00%	93.00%	93.00%
2.1.14	Annual Statewide Dropout Rate for all Students	2.00%	2.00%	2.00%	2.00%	2.00%	2.00%
2.1.15	Percent of Districts Receiving Exemplary or Recognized Distinction Designations	34.00%	27.00%	0.00%	TBD	TBD	TBD
2.1.16	Percent of Campuses Receiving Exemplary or Recognized Distinction Designations	52.00%	45.00%	0.00%	TBD	TBD	TBD
2.1.17	Percent of Districts Rated Unacceptable	8.00%	14.00%	0.00%	TBD	TBD	TBD
2.1.18	Percent of Campuses Rated Unacceptable	6.00%	10.00%	0.00%	TBD	TBD	TBD
2.1.19	Percent of Charter Campuses Rated Unacceptable	23.30%	38.80%	0.00%	TBD	TBD	TBD
2.1.20	Percent of Campuses Subject to TEC §39.105 that Achieved	82.00%	82.50%	0.00%	83.00%	84.00%	85.00%

Measure		2010	2011	2012	2013	2014	2015
	Subsequent Year Rating of Acceptable Performance in the State Accountability System						
2.1.21	Percent of Districts That Received a Performance Rating of Unacceptable Performance for the First Time that Achieve Subsequent Year Ratings of Acceptable Performance	80.00%	81.00%	0.00%	82.00%	83.00%	84.00%
2.1.22	Percent of Campuses That Received a Performance Rating of Unacceptable Performance for the First Time that Achieve Subsequent Year Ratings of Acceptable Performance	80.00%	81.00%	0.00%	82.00%	83.00%	84.00%
2.1.23	Percent of Reconstituted Schools That Achieved an Acceptable Rating in the State Accountability System in the Subsequent Year	50.00%	55.00%	0.00%	60.00%	62.00%	64.00%
2.1.24	Percent of Graduates Who Take the SAT or ACT	61.50%	62.00%	62.50%	63.00%	63.50%	64.00%
2.1.25	Percent of High School Graduates Needing Remediation	39.30%	35.20%	34.70%	34.20%	33.70%	33.30%
2.2.1	Annual Drug Use & Violence Incident Rate on School Campuses, per 1,000 Students	22.50	21.82	21.16	20.31	19.49	18.51
2.2.2	Percent of Incarcerated Students Who Complete the Level in Which They are Enrolled	42.00%	42.00%	42.00%	42.00%	42.00%	42.00%
2.2.3	Percent Eligible Windham Inmates Served by a Windham Education Program in Past 5 Years	91.00%	91.00%	87.00%	87.00%	87.00%	87.00%
2.2.4	Proportion of Materials Purchased in an Electronic Format	1.24%	1.4%	100.00%	20.00%	30.00%	40.00%
2.2.5	Percent of Textbook Funds Spent on Digital Content	36.00%	37.00%	38.00%	39.00%	40.00%	41.00%
2.2.6	Percent of Students Passing GED Tests - Windham	80.00%	80.00%	80.00%	80.00%	80.00%	80.00%
2.2.7	Percent of Career and Technical Certificates - Windham	80.00%	80.00%	80.00%	80.00%	80.00%	80.00%
2.3.1	Percent of Core Academic Subject Areas Taught By Highly Qualified Teachers	99.00%	100.00%	100.00%	100.00%	100.00%	100.00%
2.3.2	Turnover Rate for Teachers	14.60%	14.70%	14.20%	14.10%	14.00%	13.80%
2.3.3	Percent Formula Grant Applications Processed within	50.00%	65.00%	75.00%	76.00%	77.00%	78.00%

Measure		2010	2011	2012	2013	2014	2015
	90 Days						
2.3.4	Percent of Discretionary Grant Applications Processed Within 90 Days and NOGAed Prior to the Beginning Date of the Grant	70.00%	75.00%	75.00%	80.00%	80.00%	80.00%
2.3.5	TEA Turnover Rate	10.00%	10.00%	10.00%	10.00%	10.00%	10.00%
2.3.6	Teacher Retention Rate at Campuses Participating in the Educator Excellence Awards Program	80.00%	80.00%	80.00%	80.00%	80.00%	80.00%
2.3.7	Percent Of Teachers Who Are Certified	97.28%	97.36%	97.44%	97.49%	97.56%	97.63%
2.3.8	Percent Of Teachers Who Are Employed/Assigned To Teaching Positions For Which They Are Certified	91.10%	92.40%	93.70%	94.50%	95.00%	95.30%
2.3.9	Percent of Complaints Resulting in Disciplinary Action	43.00%	50.00%	50.00%	50.00%	50.00%	50.00%
2.3.10	Percent of Educator Preparation Programs with a Status of "Accredited"	98.00%	90.00%	80.00%	80.00%	80.00%	80.00%

Appendix D: List of Measure Definitions
OUTCOME MEASURES—Objective 1.1 Public Education Excellence

1.1.1   Percent of Students Completing High School

Definition: The percentage of students out of a 9th grade cohort who, in four years' time, either already have or are completing high school.
Purpose: To report high school completion rate 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 (attendance) records; 203 (leaver) records; and GED test files.
Method of Calculation: Completion is expressed as a percentage. The numerator includes all students out of a final cohort who graduate early, on time, or are finishing 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.
Calculation Type: Noncumulative.
New Measure: No.
Desired Performance: Higher than target.

1.1.2   Percent of Students Graduating From High School

Definition: The percentage of students out of a 9th grade cohort who, in four years' time, graduate.
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 (attendance) records; 203 (leaver) records; and GED test files.
Method of Calculation: Graduation is expressed as a percentage. The numerator includes all students out of a final cohort who graduate early or on time from 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.
Calculation Type: Noncumulative.
New Measure: Yes.
Desired Performance: Higher than target.

1.1.3   Percent of Students Continuing in High School

Definition: The percentage of students out of a 9th grade cohort who are still in high school the fall following the graduation of their cohort peers the previous spring.
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 (attendance) records; 203 (leaver) records; and GED test files.
Method of Calculation: Continuing in high school is expressed as a percentage. The numerator includes all students out of a final cohort who are finishing 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.
Calculation Type: Noncumulative.
New Measure: Yes.
Desired Performance: Higher than target.

1.1.4   Percent of Students Receiving GEDs

Definition: The percentage of students out of a 9th grade cohort who received General Educational Development (GED) certificates.
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 (attendance) records; 203 (leaver) records; and GED test files.
Method of Calculation: Receiving GEDs is expressed as a percentage. The numerator includes all students out of a final cohort who received GEDs. 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.
Calculation Type: Noncumulative.
New Measure: Yes.
Desired Performance: Higher than target.

1.1.5   *Percent of Students Dropping Out Before Graduation*

Definition: The percentage of students out of a 9th grade cohort who dropped out before graduating.
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 (attendance) records; 203 (leaver) records; and GED 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 before finishing 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.
Calculation Type: Noncumulative.
New Measure: Yes.
Desired Performance: Lower than target

1.1.6   *Percent of Students Who Meet College Readiness Standards on the Algebra II End-of-Course Assessments.*

Definition: The level of preparation a student must attain mathematics courses to enroll and succeed, without remediation, in an entry-level general course for credit in that same content area at a state university or a community college or another institution offering baccalaureate degrees, associate's degrees, or certificates or credentials other than baccalaureate or advanced degrees.
Purpose: The purpose of the High School Allotment is to ensure all students are college ready. This measure will assess the percentage of students who demonstrate college readiness on the Algebra II exit-level exams.
Data Source: PEIMS database.
Method of Calculation: The number of students demonstrating college readiness on the Algebra II assessment *divided by* the number of students who take the exam.
Data Limitations: This data will not be reported until after the October snapshot date of each Fall following student's graduation date. The State of Texas Assessment of Academic Readiness (STAAR) End-of-Course (EOC) standards will be set in fall 2011. The Algebra II assessment with EOC standards in place will be administered in spring 2012 and the first reports will be available in late spring 2012.
Calculation Type: Noncumulative.
New Measure: Yes
Desired Performance: Higher than target.

1.1.7   *Percent of Students Who Meet College Readiness Standards on the English III End-of-Course Assessments.*

Definition: The level of preparation a student must attain in ELA courses to enroll and succeed, without remediation, in an entry-level general course for credit in that same content area at a state university or a community college or another institution offering baccalaureate degrees, associate's degrees, or certificates or credentials other than baccalaureate or advanced degrees.
Purpose: The purpose of the High School Allotment is to ensure all students are college ready. This

measure will assess the percentage of students who demonstrate college readiness on the English III exit-level exams.

Data Source: PEIMS database.

Method of Calculation: The number of students demonstrating college readiness on the English III assessment *divided by* the number of students who take both exams.

Data Limitations: This data will not be reported until after the October snapshot date of each Fall following student's graduation date. The State of Texas Assessment of Academic Readiness (STAAR) End-of-Course (EOC) standards will be set in fall 2011. The English III assessment with EOC standards in place will be administered in spring 2012 and the first reports will be available in late spring 2012.

Calculation Type: Noncumulative

New Measure: Yes

Desired Performance: Higher than target.

1.1.8   *Percent of African-American Students Completing High School*

Definition: The percentage of African-American students out of a 9th grade African-American cohort who, in four years' time, either already have or are completing high school.

Purpose: To report high school completion rate 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 (attendance) records; 203 (leaver) records; and GED test files.

Method of Calculation: Completion is expressed as a percentage. The numerator includes all African-American students out of a final cohort who graduate early, on time, or are finishing high school. The final cohort is comprised of all African-Americans 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.

1.1.9   *Percent of Hispanic Students Completing High School*

Definition: The percentage of Hispanic students out of a 9th grade Hispanic cohort who, in four years' time, either already have or are completing high school.

Purpose: To report high school completion rate 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 (attendance) records; 203 (leaver) records; and GED test files.

Method of Calculation: Completion is expressed as a percentage. The numerator includes all Hispanic students out of a final cohort who graduate early, on time, or are finishing high school. The final cohort is comprised of all Hispanics 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.

1.1.10   *Percent of White Students Completing High School*

Definition: The percentage of White students out of a 9th grade White cohort who, in four years' time, either already have or are completing high school.

Purpose: To report high school completion rate 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; 203 (leaver) records; and GED test files.

Method of Calculation: Completion is expressed as a percentage. The numerator includes all White students out of a final cohort who graduate early, on time, or are finishing high school. The final cohort is comprised of all Whites 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.

1.1.11   *Percent of Asian-American Students Completing High School*

Definition: The percentage of Asian-American students out of a 9th grade Asian-American cohort who, in four years' time, either already have or are completing high school.
Purpose: To report high school completion rate 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 (attendance) records; 203 (leaver) records; and GED test files.
Method of Calculation: Completion is expressed as a percentage. The numerator includes all Asian-American students out of a final cohort who graduate early, on time, or are finishing high school. The final cohort is comprised of all Asian-Americans 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   *Percent of Native American Students Completing High School*

Definition: The percentage of Native American students out of a 9th grade Native American cohort who, in four years' time, either already have or are completing high school.
Purpose: To report high school completion rate 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 (attendance) records; 203 (leaver) records; and GED test files.
Method of Calculation: Completion is expressed as a percentage. The numerator includes all Native American students out of a final cohort who graduate early, on time, or are finishing high school. The final cohort is comprised of all Native Americans 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.

1.1.13   *Percent of Native Hawaiian or Other Pacific Islander Students Completing High School*

Definition: The percentage of Native Hawaiian or Other Pacific Islander students out of a 9th grade Native Hawaiian or Other Pacific Islander cohort who, in four years' time, either already have or are completing high school.
Purpose: To report high school completion rate 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 (attendance) records; 203 (leaver) records; and GED test files.
Method of Calculation: Completion is expressed as a percentage. The numerator includes all Native Hawaiian or Other Pacific Islander students out of a final cohort who graduate early, on time, or are finishing high school. The final cohort is comprised of all Native Hawaiian or Other 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.

1.1.14   *Percent of Economically Disadvantaged Students Completing High School*

Definition: The percentage of economically disadvantaged students out of a 9th grade economically disadvantaged cohort who, in four years' time, either already have or are completing high school.
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 (attendance) records; 203 (leaver) records; and GED test files.
Method of Calculation: Completion is expressed as a percentage. The numerator includes all economically disadvantaged students out of a final cohort who graduate early, on time, or are finishing high school. The final cohort is comprised of all first-time 9th grade economically disadvantaged 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.

1.1.15 *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 is maintained in spreadsheet form for the IFA and in the payment records for the Foundation School Program (foundation master file). Property values are stored in the foundation master file.
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.

1.1.16 *The 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: Allotment application and award information are tracked in an Excel spreadsheet within the State Funding Division.
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%.
Calculation Type: Noncumulative
New Measure: Yes
Desired Performance: Higher than target

1.1.17 *The 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 most current IFA & EDA allotment data are extracted from the agency's DPE model from the FSP master file. The Municipal Advisory Council of Texas bond data and the IFA and EDA data are maintained in Access databases in the State Funding Division.

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: Yes

Desired Performance: Higher than target

OUTPUT MEASURES – Goal 1, Objective 1, Strategy 1

1.1.1.1   Total ADA

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

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

Data Source: Attendance data are reported to PEIMS on attendance reports by all school districts. If available in time for reporting, final actual data are extracted from PEIMS and incorporated into the Foundation School Program (FSP) District Planning Estimate (DPE) model. Data include charter schools but exclude non-foundation districts. If final data are unavailable, near-final data are extracted from the agency's DPE model from the FSP master file.

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 ADA 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: Staff members in the Division of Charter School Administration will request PEIMS ADA from the Division of Information Analysis.

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

Calculation 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 that are receiving special education services.
Purpose: To measure the number of students who receive special education services.
Data Source: Attendance data are reported to 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 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 ADA

Definition: The estimated number of students in average daily attendance that are counted for funding compensatory education programs (which are not necessarily the same students that are receiving the services).
Purpose: To measure the ADA of compensatory education students.
Data Source: The most current local revenue data are extracted from the agency's DPE model from the FSP master file. Data 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 that 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 are reported to PEIMS by all school districts operating approved career and technology education instructional programs. If available in time for reporting, final data are extracted from PEIMS and incorporated into the agency's DPE model within the FSP master file. Data include charter schools but exclude non-foundation districts. If final data are unavailable, near-final data are extracted from the DPE model.
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 ADA

Definition: The estimated number of students in ADA that 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 are reported to PEIMS by all school districts operating bilingual/ESL education instructional programs. If available in time for reporting, final data are extracted from PEIMS and incorporated into the agency's DPE model within the FSP master file. Data include charter schools but exclude non-foundation districts. If final data are unavailable, near-final data are extracted from the DPE model.
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 ADA

Definition: The estimated number of students that 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 incorporated into the agency's DPE model within the FSP master file. Data include charter schools but exclude non-foundation districts. If final data are unavailable, near-final data are extracted from the DPE model.
Method of Calculation: For each district, the estimate reflects either the number enrolled in its gifted and talented program or 5% 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 for Facilities (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: PEIMS budget detail.
Method of Calculation: State and local funds will be reported as an estimate from the winter 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 Under the Distinguished Achievement High School Program

Definition: The distinguished achievement high school program is the advanced high school program that recognizes students that perform at a collegiate level while currently enrolled in high school. Students must enroll in the courses necessary to complete the curriculum requirements for the recommended high school program or the advanced high school program unless the student, the student's parent or other persons standing in parental relation to the student, and a school counselor or school administrator agree that the student should be permitted to take courses under the minimum high school program.
Purpose: To report participation of students in the distinguished achievement high school program.
Data Source: PEIMS database.
Method of Calculation: The number of students graduating from the distinguished achievement high school program will be collected through PEIMS. This number collected will be divided by the total number of students graduating who receive a diploma.
Data Limitations: None.
Calculation Type: Noncumulative.
New Measure: No.
Desired Performance: Higher than target

1.2.2   Percent of Students Graduating Under the Recommended High School Program

Definition: The RHSP is an academically rigorous program that prepares students for college or technical careers after high school. A student must enroll in the courses necessary to complete the curriculum requirements for the recommended high school program or the advanced program unless the student, the student's parent or other persons standing in parental relation to the student, and a school counselor or school administrator agree that the student should be permitted to take courses under the minimum high school program.
Purpose: To report participation of students in the Recommended High School Program (RHSP).
Data Source: PEIMS database.
Method of Calculation: The number of students graduating from the Recommended High School Program will be collected through PEIMS. This number collected will be divided by the total number of students graduating who receive a diploma.
Data Limitations: None.
Calculation Type: Noncumulative.
New Measure: No.
Desired Performance: Higher than target.

1.2.3   Percent of Students at Texas High School Project State-Funded Campuses who Successfully Complete an Advanced 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 with the exception of the Social Studies Advanced Studies. Advanced courses can be identified through PEIMS Data Standards.
Purpose: To report the percentage of high school students at Texas High School Project state-funded high schools who successfully complete an advanced course.
Data Source: PEIMS database
Method of Calculation: The number of high school students at Texas High School Project state-funded campuses who pass at least one advanced course will be collected through PEIMS. This number collected will be divided by the total number of high school students at Texas High School Project state funded campuses.
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. As a result, the number of advanced courses passed by a student may be undercounted. Additionally, students who are not receiving direct grant services are included in the denominator.
Calculation Type: Noncumulative
New Measure: No.
Desired Performance: Higher than target

1.2.4   *Percent of Students Who Successfully Complete an Advanced 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 with the exception of the Social Studies Advanced Studies. 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 *divided by* 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.
Calculation Type: Noncumulative**.**
New Measure: No.
Desired Performance: Higher than target.

1.2.5   *Percent of Students who Meet the Higher Education Readiness Component on the Exit Level TAKS*

Definition: The Higher Education Readiness Component (HERC) is a scale score of a 2200 or above on the exit-level TAKS English language arts with a written composition score of '3' or higher on the writing component. The HERC is a scale score of 2200 or above for the exit-level TAKS mathematics. This performance measure will measure the number of students who meet the HERC standard in both English language arts and mathematics.
Purpose: The purpose of the High School Allotment is to ensure all students are college ready. This measure will assess the percentage of students who demonstrate college preparedness on the exit-level exam.
Data Source: PEIMS database.
Method of Calculation: The number of students scoring a 2200 or above on their exit-level TAKS mathematics and English language arts with a written composition score of '3' or higher on the writing component *divided by* the number of students who take the exit-level TAKS.
Data Limitations: Updated annually only.
Calculation Type: Noncumulative**.**
New Measure: No.
Desired Performance: Higher than target.

1.2.6   *Percent of Students in Selected Programs Advancing from Ninth to Tenth Grade*

Definition: Compares the percentage of ninth grade students participating in whole-school Early College High School (ECHS), Ninth Grade Transition Program (NGTP), and whole-school Texas Science, Technology, Engineering and Math (T-STEM) Academy programs who are promoted to the tenth grade.
Purpose: The ECHS, NGTP, and T-STEM programs target students at-risk of dropping out or not being promoted to the next grade. The percent of students advancing from 9th to 10th grade will provide an indication of the success of participating schools in providing effective support to 9th grade students to ensure they advance to the 10th grade on time.
Data Source: PEIMS data for students on campuses identified as participating in ECHS (whole-school model), NGTP, and T-STEM (whole-school model).
Method of Calculation: The numerator is the total number of ninth grade students at all campuses participating in the NGTP, ECHS (whole-school model), T-STEM (whole-school model) who are promoted to tenth grade according to agency promotion and retention policies. The denominator is the total number of ninth grade students at all campuses participating in the NGTP, ECHS (whole-school model), and T-STEM (whole-school model).
Data Limitations: Data is reported for two years prior because it is based on tenth grade enrollment data.
Calculation Type: Noncumulative
New Measure: Yes
Desired Performance: Higher than target

1.2.7 Percent of Students Advancing from Ninth to Tenth Grade Statewide

Definition: Calculates the percentage of ninth grade students across the state promoted to the tenth grade.
Purpose: The measure allows the state to monitor student promotion rates and provide targeted assistance and guidance to districts. The measure will indicate the effectiveness of statewide interventions in ensuring that 9th grade students are promoted to the 10th grade on time.
Data Source: PEIMS data for students
Method of Calculation: The numerator is the total number of ninth grade students at all campuses. The denominator is the total number of ninth grade students at all campuses.
Data Limitations: Data is reported for two years prior because it is based on tenth grade enrollment data.
Calculation Type: Noncumulative
New Measure: Yes
Desired Performance: Higher than target

1.2.8 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; 201 (dropouts) records; 202 (grads) records; and, as they become available, 203 (leaver) records and GED 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.
Calculation Type: Noncumulative.
New Measure: No.
Desired Performance: Higher than target.

1.2.9 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 Program Monitoring and Interventions tracker system provided by the 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 October 1 - September 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: Yes.
Desired Performance: Higher than target.

1.2.10   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).
Method of Calculation: The CB and IBO administer the examinations. All data are compiled by CB and IBO and submitted to TEA.
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 Accountability Research verifies the data, a process requiring several months. Data reported for this performance is for the previous fiscal year.
Calculation Type: Noncumulative.
New Measure: No.
Desired Performance: Higher than target.

1.2.11   Percent of AP/IB Exams Qualifying for Potential 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 indicated 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 Accountability Research.
Method of Calculation: The CB and IBO report the exam scores to TEA. 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 Accountability Research verifies the data, a process requiring several months. Data reported for this performance is for the previous fiscal year.
Calculation Type: Noncumulative.
New Measure: No.
Desired Performance: Higher than target.

1.2.12   Percent of Career and Technical Students Placed on the Job or in a Postsecondary Program

Definition: Percent of secondary students pursuing a coherent sequence in career and technical education, who are employed 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 postsecondary 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 postsecondary 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% of the eligible population. Some placements cannot be determined, such as enrollments in out-of-state postsecondary institutions; individuals who are self-employed; or exiters who are incarcerated or deceased. Placement data is reported one year behind the reporting year.
Calculation Type: Noncumulative.
New Measure: No.
Desired Performance: Higher than target.

1.2.13   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. (A.ENROLL(yr-1)F, A.ENROLL(yr)F, A.DEMOGRAPHIC DOB(yr)F) and student-level datatapes. English-version TAKS data grades 3-12).

Method of Calculation: Percentage will be calculated by dividing the number of former LEP students in the current year who pass the Reading/RLA and/or Writing sections of the English-version TAKS by the number of former LEP students in the current year who took the English-version Reading/RLA and/or Writing test. The list of former LEP students in Grades 3-12 submitted by school districts was matched by student ID numbers to the current year English-version TAKS data.

Data Limitations: PEIMS data is limiting due to the fact that it does not indicate the number of students that met the cut off score for the norm-referenced assessment and the high mobility of the LEP population.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

1.2.14   *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.

1.2.15   *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 §39.182(a) (11).

Data Source: PEIMS. PEIMS submissions from districts: 400 (attendance) records; 101 (demographic and enrollment status) records; 163 and 405 (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.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Lower than target.

1.2.16   *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 §39.182(a) (11).
Data Source: PEIMS. PEIMS submissions from districts: 400 (attendance) records; 101 (demographic and enrollment status) records; 163 and 405 (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.
Calculation Type: Noncumulative.
New Measure: No.
Desired Performance: Lower than target.

1.2.17   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 39.182 (a)(11).
Purpose: To determine the percent of students who are retained in grade.
Data Source: PEIMS. PEIMS submissions from districts: 400 (attendance) records; 101 (demographic and enrollment status) records; 163 and 405 (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.
Calculation Type: Noncumulative.
New Measure: No.
Desired Performance: Lower than target.

1.2.18   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 2010-2011; Data element in PEIMS (Public Education Information Management System) (beginning 2011-2012)
Method of Calculation: Districts report the number of students identified as at-risk in reading as required by TEC 28.006 to the agency through the PEIMS. This number will be divided by the total number of students in grades K − 2, which is 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 the measure is added as a PEIMS data element, it may be difficult to ensure 100% accuracy.
Calculation Type: Noncumulative.
New Measure: Yes.
Desired Performance: Lower than target.

1.2.19   Percent of Students That Meet the Passing Standard in Fifth Grade Reading

Definition: Percent of students that meet the passing standard on the state reading assessment in fifth grade and meet the requirements for grade advancement under the Student Success Initiative.
Purpose: To demonstrate the impact of implementation of the Student Success Initiative on student academic achievement.
Data Source: Student assessment data.
Method of Calculation: Determine the percent of students passing the Grade 5 Reading STAAR after all administrations in a given year.
Data Limitations: Student assessment data is reported once a year.
Calculation Type: Noncumulative.
New Measure: No.
Desired Performance: Higher than target.

1.2.20   Percent of Students That Meet the Passing Standard in Fifth Grade Math

Definition: Percent of students that meet the passing standard on the state math assessment in fifth grade and meet the requirements for grade advancement under the Student Success Initiative.
Purpose: To demonstrate the impact of implementation of the Student Success Initiative on student academic achievement.
Data Source: Student assessment data.
Method of Calculation: Determine the percent of students passing the Grade 5 Math STAAR after all administrations in a given year.
Data Limitations: Student assessment data is reported once a year.
Calculation Type: Noncumulative.
New Measure: No.
Desired Performance: Higher than target.

1.2.21   Percent of Students That Meet the Passing Standard in Eighth Grade Reading

Definition: Percent of students that meet the passing standard on the state reading assessment in eighth grade and meet the requirements for grade advancement under the Student Success Initiative.
Purpose: To demonstrate the impact of implementation of the Student Success Initiative on student academic achievement.
Data Source: Student assessment data.
Method of Calculation: Determine the percent of students passing the Grade 8 Reading STAAR after all administrations in a given year.
Data Limitations: Student assessment data is reported once a year.
Calculation Type: Noncumulative.
New Measure: No.
Desired Performance: Higher than target.

1.2.22   Percent of Students That Meet the Passing Standard in Eighth Grade Math

Definition: Percent of students that meet the passing standard on the state math assessment in eighth grade and meet the requirements for grade advancement under the Student Success Initiative.
Purpose: To demonstrate the impact of implementation of the Student Success Initiative on student academic achievement.
Data Source: Student assessment data.
Method of Calculation: Determine the percent of students passing the Grade 8 Math STAAR after all administrations in a given year.
Data Limitations: Student assessment data is reported once a year.
Calculation Type: Noncumulative.

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

1.2.23   *Percent of Students in State-Funded OEYPs Promoted to the Next Grade Level as a Result of the Programs*

Definition: Percent of students promoted to the next grade level as the result of the approved state-funded Optional Extended Year Program (OEYP) which meets the requirements of TEC §29.082.
Purpose: To report the achievement of students participating in the OEYP.
Data Source: District reports the 407 PEIMS report due at a predetermined date in the fourth submission to PEIMS in September.
Method of Calculation: Percentage of students promoted to the next grade level as a result of the approved state-funded OEYP. The percent will be obtained by dividing the total number of students participating in the OEYP promoted by the total number of students enrolled in OEYP as obtained through the 407 PEIMS report which is queried as to criteria for promotion: By Law and Code (90% attendance and proficiency), or by district rule only by proficiency attained.
Data Limitations: Data is self reported by districts annually. The district has 30 days after the required date of submission to revise and make any corrections. After that date, it is submitted to PEIMS for validation. The report is available in mid-November of each year. Prior year data reported in the fifth quarter.
Calculation Type: Noncumulative.
New Measure: No.
Desired Performance: Higher than target.

1.2.24   *Percent of Adult Education Students Who Complete the Level in Which They are Enrolled*

Definition: Students are enrolled in adult education programs at twelve federally defined levels. Completion is based on the number of students with 12 hours and a baseline assessment who completed a progress assessment and increased their adult education level by one or more levels. Adult education uses an open-entry/open-exit system (i.e., students are enrolling and exiting throughout the year, not just at semesters). This measure counts the percent of students who complete their level(s) during the year.
Purpose: To measure progress of students in the aggregate, thus to measure success of programs in the aggregate.
Data Source: Program data which adult education providers enter year-round into the Texas Educating Adults Management System (TEAMS).
Method of Calculation: Count the number of adults who have 12 hours or more who completed the requirements for their level(s). Divide by the total number of adults who took the baseline assessment and attended instruction. Multiply by 100.
Data Limitations: The measure includes only completion of a level per National Reporting System (NRS) guidelines; progress within a level is not reflected in this measure.
Calculation Type: Noncumulative.
New Measure: No.
Desired Performance: Higher than target.

1.2.25   *Percent of Parents in AVANCE Programs Who Complete Level Enrolled*

Definition: The number of parents participating in AVANCE programs who progress at least one level in the ABE or ESL Program or who pass at least one GED test during the reporting period. The reporting period is the fiscal year.
Purpose: To report the performance of AVANCE programs.
Data Source: Each local AVANCE office will collect data from its program participants and/or service providers. Data collected by local AVANCE offices will be reported to the national office in San Antonio.
Method of Calculation: The number of parents participating in AVANCE is calculated by totaling the number of AVANCE participants enrolled in ABE, ESL, or GED programs who progress at least one level in the ABE or ESL program or who pass at least one GED test divided by the total number of AVANCE participants enrolled in ABE, ESL, or GED programs.
Data limitations: Data from third party. Outside agency control.
Calculation Type: Noncumulative.

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

1.2.26   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 at risk students 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 Campus Implementation Requirements (CIR). The CISTMS generates a report that provides the number of case-managed students according to the state requirements. A CIS case-managed student is counted as remaining in school if they are still enrolled in school at the end of the school year.
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. 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.

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 GED 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.

1.2.27   Percent of Campuses That Meet AYP

Definition: A campus receives an AYP status of Meets AYP because its performance met or exceeded the established federal accountability criteria for AYP.
Purpose: To report campus AYP status.
Data Source: Federal accountability system data.
Method of Calculation: The number of campuses receiving the Meets AYP status in the federal accountability system is divided by the total number of campuses in the state that are evaluated for AYP.
Data Limitations: Data for this measure are available in the fourth quarter of the fiscal year.
Calculation Type: Noncumulative.
New Measure: No.
Desired Performance: Higher than target.

1.2.28   Percent of Students with Disabilities Exceeding the Federal AYP Cap for Reading/ELA

Definition: Federal regulations related to the *No Child Left Behind Act of 2001* (NCLB) require that the annual results for students with disabilities taking alternative assessments may not be counted as proficient in the Adequate Yearly Progress (AYP) performance calculations if these results exceed the federal AYP cap.

Purpose: This measure will report the percent of students with disabilities who achieve proficiency on alternative assessments in reading/English language arts (ELA) but are counted as non-proficient due to the federal AYP cap.

Data Source: Federal Accountability System data.

Method of Calculation: The number of students with disabilities achieving proficiency on alternative assessments in reading/ELA but are counted as non-proficient due to the federal AYP cap is divided by the total number of students with disabilities enrolled at the time of testing in the grades evaluated for AYP.

Data Limitations: Calculation of the federal cap will be subject to the final federal regulations on use of assessments based on modified achievement standards. Data for this measure are available in the fourth quarter of the fiscal year.

Calculation Type: Noncumulative

New Measure: No.

Desired Performance: Lower than target. The goal is for the total number of students with disabilities who demonstrate proficiency on alternative assessments to not exceed the federal AYP cap.

1.2.29   *Percent of Students with Disabilities Exceeding the Federal AYP Cap for Math*

Definition: Federal regulations related to the *No Child Left Behind Act of 2001* (NCLB) require that the annual results for students with disabilities taking alternative assessments may not be counted as proficient in the Adequate Yearly Progress (AYP) performance calculations if these results exceed the federal AYP cap.

Purpose: This measure will report the percent of students with disabilities who achieve proficiency on alternative assessments in math but are counted as non-proficient due to the federal AYP cap.

Data Source: Federal Accountability System data.

Method of Calculation: The number of students with disabilities achieving proficiency on alternative assessments in math but are counted as non-proficient due to the federal AYP cap is divided by the total number of students with disabilities enrolled at the time of testing in the grades evaluated for AYP.

Data Limitations: Calculation of the federal cap will be subject to the final federal regulations on use of assessments based on modified achievement standards. Data for this measure are available in the fourth quarter of the fiscal year.

Calculation Type: Noncumulative

New Measure: No.

Desired Performance: Lower than target. The goal is for the total number of students with disabilities who demonstrate proficiency on alternative assessments to not exceed the federal AYP cap.

1.2.30   *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 percentage of Career and Technical students coded as 2 (coherent sequence) and 3 (Tech Prep) who have graduated and are not enrolled the following school year.

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

1.2.31   *Percent of Students Achieving a Degree or Credential through Completion of a Secondary Career and Technical Education Program*

Definition: Percent of secondary students pursuing a coherent sequence in career and technical education, who have attained a high school diploma or GED 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 percentage of Career and Technical students coded as 2 (coherent sequence) and 3 (Tech Prep) who have received a diploma or GED and are not enrolled the following school year.
Data Limitations: Refinements in methodology are expected as more comprehensive leaver data becomes available in PEIMS. Data is reported one year behind reporting year.
Calculation Type: Noncumulative.
New Measure: No.
Desired Performance: Higher than target.

1.2.32   *Career and Technical Education (CTE) Technical Skill Attainment*

Definition: Percent of CTE Students achieving a 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.
Method of Calculation: The numerator is the number of CTE concentrators (Code 2 or 3) 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 or 3) 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 a few certifications, 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%) 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

1.2.33   *Percent of Adult Education Students Obtaining Employment After Exiting an Adult Education Program*

Definition: The percent of students who obtained employment before the end of the first quarter after their exit quarter.
Purpose: To determine the percent of students who found employment that were served by state adult education cooperatives.
Data Source: Annual individual student data submitted by adult education providers in August through TEA's adult education management information system, Texas Educating Adults Management System (TEAMS), and data match from the Texas Higher Education Coordinating Board (THECB).
Method of Calculation: The agency uses individual student data submitted by adult education providers in August of each year and data matches from the THECB to compute the total number of students (with a valid social security number) with a primary or secondary goal of finding employment who found employment, and the total number of students (with a valid social security number) who were employed with a primary or secondary goal of advancing or retaining employment based on UI data matching. The numerator is the total number of students (with a valid social security number) who had a primary or secondary goal of finding employment who found employment the quarter after their exit quarter. The denominator is the total number of students (with a valid social security number) with a primary or secondary goal of finding employment who exit the program. Exit quarter is the quarter when instruction ends; the student terminates or has not received instruction for 90 days, and is not scheduled to receive further instruction. A job obtained while the student is enrolled can be counted.

Data Limitations: For federal reporting, a report is compiled by December 31 for the previous program year (July 1 – June 30). The reporting timeframe is October 1-September 30.
Calculation Type: Noncumulative.
New Measure: No.
Desired Performance: Higher than target.

1.2.34 *Percent of Adult Education Students Who Retained Employment After Exiting an Adult Education Program*

Definition: The percent of students who retained employment in the third quarter after their exit quarter.
Purpose: To determine the percent of students who retained employment who were served by state adult education cooperatives.
Data Source: Annual individual student data submitted by adult education providers in August through TEA's adult education management information system, Texas Educating Adults Management System (TEAMS), and data match from the Texas Higher Education Coordinating Board (THECB).
Method of Calculation: The agency uses individual student data submitted by adult education providers in August of each year and data matches from the THECB to compute the total number of students (with a valid social security number) with a primary or secondary goal of finding employment who found employment, and the total number of students (with a valid social security number) who were employed with a primary or secondary goal of advancing or retaining employment based on UI data matching. The numerator is the total number of students (with a valid social security number) with a primary or secondary goal of finding employment who found employment and are still employed the third quarter after their exit quarter, and the total number of students (with a valid social security number) who were employed with a primary or secondary goal of advancing or retaining employment who continued employment the third quarter after their exit quarter. The denominator is the total number of students (with a valid social security number) with a primary or secondary goal of finding employment who found employment, and the total number of students (with a valid social security number) who were employed with a primary or secondary goal of advancing or retaining employment. The exit quarter is the quarter when instruction ends; the student terminates or has not received instruction for 90 days, and is not scheduled to receive further instruction.
Data Limitations: For federal reporting, a report is compiled by December 31 for the previous program year (July 1 – June 30). The reporting timeframe is April 1-March 31.
Calculation Type: Noncumulative.
New Measure: No.
Desired Performance: Higher than target.

1.2.35 *Percent of High School Diplomas or GED Issued to Adults as a Result of Program Participation*

Definition: The percent of students who obtained certification of attaining passing scores on the GED tests, or who obtained a diploma, or state recognized equivalent, documenting satisfactory completion of secondary studies (high school or adult high school diploma).
Purpose: To determine the percent of students who obtained a Certificate of Completion for a General Educational Development (GED) or High School Diploma.
Data Source: Annual individual student data submitted by adult education providers in August through TEA's adult education management information system, Texas Educating Adults Management System (TEAMS), and data match to the GED database.
Method of Calculation: Using individual student data submitted by adult education providers in August of each year, the agency computes the total number of students with a primary or secondary goal of obtaining a General Educational Development (GED) or High School diploma based on a data match with the GED Unit at TEA. The numerator is the number of GED recipients matching with the GED database divided by the denominator which is the total number of students who had a primary or secondary goal of obtaining a GED or High School Diploma. Exit quarter is the quarter when instruction ends; the student terminates or has not received instruction for 90 days, and is not scheduled to receive further instruction.
Data Limitations: For federal reporting, a report is compiled December 31 for the previous program year (July 1-June 30).
Calculation Type: Noncumulative.

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

OUTPUT MEASURES – Goal 1, Objective 2, Strategy 1

1.2.1.1   Number of Students Served in Pre-Kindergarten Early Start Grant Programs

Definition: Number of Pre-Kindergarten students served in discretionary and formula funded early childhood 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: District reported through activity/progress reports.
Method of Calculation: Add the number of students in each grant and enter the cumulative number from all discretionary and formula grants serving this age group.
Data Limitations: The data for this measure are available only in the fourth quarter for four-year old kinder bound children only.
Calculation Type: Noncumulative.
New Measure: No.
Desired Performance: Higher than target.

1.2.1.2   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: District 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: The data for this measure are available only in the fourth quarter for four-year old kinder bound children only.
Calculation Type: Noncumulative.
New Measure: Yes.
Desired Performance: Higher than target.

1.2.1.3   Number of School Districts Partnering for School Readiness Integration

Definition: This measure will report the number of school districts that have entered into a School Readiness Integration partnership. School Readiness Integration (SRI) is a service delivery model that requires administrative and instructional collaboration between public school prekindergarten, licensed child care, and Head Start programs according to Texas Education Code §29.1533, to prepare all students to enter
kindergarten on or above grade level.
Purpose: This measure reports the number of school districts with established SRI partnerships designed to have a positive impact on the academic and social achievement of students entering kindergarten.
Data Source: The Texas Education Agency will collect annual surveys from all districts within the state.
Method of Calculation: On September 1 of each year the Texas Education Agency will collect from each district a survey of the number of administrative and instructional collaborations established for the prior fiscal year. The data will be validated and reported as part of this measure.
Data Limitations: The collection of the data is dependent on the submission of the survey by the district. If a district does not submit by the established deadline then data will not be reported for that district.
Calculation Type: Noncumulative

New Measure: Yes.
Desired Performance: Higher than target.

1.2.1.4   Number School Ready Designated Programs Effectively Preparing Students for Kindergarten

Definition: This measure captures the number of preschool education programs certified, as defined under the School Readiness Certification System per TEC §29.161. The school readiness certification system links the quality of instructional practices in prekindergarten programs and student's scores on the reading diagnostic instrument per TEC 28.066, to determine if the students are prepared for kindergarten. When classrooms earn certification, they receive the Texas School Ready!™ seal which tells parents, the community, and others that the quality of instruction received by the students who graduated from these classrooms is sufficient to prepare for kindergarten and beyond.
Purpose: This measure reports the number of designated school ready programs that have been certified under the school readiness certification system. This indicator will determine that participating prekindergarten students are prepared for kindergarten in the areas of reading and social skills.
Data Source: The number of school ready designated programs will be taken from the School Readiness Certification System database housed at the Texas State Center for Early Childhood Development.
Method of Calculation: On September 1 of each year the Texas State Center for Early Childhood Development will provide the Texas Education Agency a report on the number of programs designated as School Ready for the prior fiscal year.
Data Limitations: The school readiness certification system is a voluntary web-based application and may not include data for all school ready programs.
Calculation Type: Noncumulative
New Measure: No.
Desired Performance: Higher than target.

1.2.1.5   Number of Students in Tech Prep Programs

Definition: The number of CTE students participating in a coherent sequence of courses for Tech Prep.
Purpose: To report the number of students participating in Tech Prep programs.
Data Source: PEIMS.
Method of Calculation: Data are reported for secondary students by all school districts operating approved Tech Prep career and technical education instructional programs.
Data Limitations: PEIMS data.
Calculation Type: Noncumulative.
New Measure: No.
Desired Performance: Higher than target.

1.2.1.6   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.
Calculation Type: Noncumulative.
New Measure: No.
Desired Performance: Higher than target.

1.2.1.7   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.
Calculation Type: Noncumulative.
New Measure: No.
Desired Performance: Higher than target.

1.2.1.8   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 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 an indentified T-STEM Academy.
Data Source: This data will be self reported by the T-STEM Academy leader in November of the current school year via a progress report or collected by the T-STEM coach during a site visit.
Method of Calculation: Self reported student count by grade level at each identified T-STEM Academy. Summary data will be compiled and reported.
Data Limitations: T-STEM Academies are both school within a school and stand alone. There is no indicator in PEIMS to flag a student as enrolled in a T-STEM Academy.
Type: Cumulative
New Measure: Yes
Desired Performance: Higher than target

1.2.1.9   Number of T-STEM Academies

Definition: This measure reflects the number of districts/charter management organizations that have an identified "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 identified T-STEM Academies. T-STEM Academies are identified by one of two methods: (1) recipient of public/private funding to operate as a T-STEM Academy and following the T-STEM design blueprint, and (2) designation as a T-STEM academy through the T-STEM designation process.
Data Source: This data will be collected by TEA through number of grants NOGA'd for the publically funded academies and through those identified via the designation process. Privately funded academies will be collected by a progress report from the privately funded academies from the Texas High School Project.
Method of Calculation: Count of Academies that are receiving funding through TEA, the Texas High School Project, or the TEA designation process.
Data Limitations: N/A
Calculation Type: Cumulative
New Measure: Yes
Desired Performance: Higher than target

OUTPUT MEASURE – Goal 1, Objective 2, Strategy 2

1.2.2.1   Number of Title I Campuses Rated Exemplary or Recognized

Definition: The number of Title I, Part A campuses identified in the Consolidated Application for Federal Funding that receives an exemplary or recognized rating on the statewide public school accountability system. Campuses are rated exemplary or recognized because their performance met or exceeded the established accountability standard for exemplary or recognized ratings.
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 number of campuses receiving the exemplary or recognized ratings will be obtained from the statewide public school accountability system. This number, which includes all campuses, will be compare against the Title I, Part A campuses on the Consolidated Application for Federal Funding. Campuses receiving Title I, Part A funds and rated exemplary or recognized will be counted for this measure.

Data Limitations: Data is available in the fourth quarter.
Calculation Type: Noncumulative.
New Measure: No.
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 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 fourth quarter.
Calculation 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.
Calculation 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
Calculation Type: Noncumulative.
New Measure: Yes.
Desired Performance: Higher than target.

1.2.4.2 Number of Pregnant Teens and Teen Parents Served by Teen Pregnancy and Parenting Programs

Definition: This is the total number of students served by a school district with a state and locally funded teen pregnancy and parenting program grant per TEC §42.152(f). The students served by the program may be pregnant, parenting, or both during the school year. The program serves both male and female parenting students. The students will be counted one time only per year.
Purpose: To report the participation of students in the program.
Data Source: PEIMS data file.
Method of Calculation: This will be an annual PEIMS count of students served.
Data Limitations: The students will be counted one time only per year. Data is available in the fourth quarter.
Calculation Type: Noncumulative.
New Measure: No.
Desired Performance: Higher than target.

1.2.4.3 Number of Students Served by State-Funded Optional Extended-Year Programs

Definition: A count of the number of students served in an approved state-funded Optional Extended Year Program (OEYP) which meets the requirements of TEC §29.082.
Purpose: To identify the number of students participating in OEYP programs.
Data Source: District reports the 407 PEIMS report due at a specified date in the fourth submission of PEIMS in September.
Method of Calculation: A tally of the number of students obtained through the 407 PEIMS report served in the districts state-funded OEYPs that met the criteria for eligibility and submitted applications and were approved to implement the OEYP in a given fiscal year.
Data Limitations: Data is self reported by districts annually. The district has 30 days after the required date of submission to revise and make any necessary corrections. After that date, it is submitted to PEIMS for validation. The report is not available until mid-November. As a Quarterly Measurement, only "0" can be entered until the PEIMS report is released. Prior Year data is submitted in the fifth quarter.
Calculation Type: Noncumulative.
New Measure: No.
Desired Performance: Higher than target.

1.2.4.4 Number of Case-Managed Students Participating in CIS

Definition: This measure reports the number of case-managed students participating in the Communities In Schools (CIS) program that are served by CIS state grant and local funds.
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 on TEA/CIS funded campuses.
Data Source: The number of case-managed students served by CIS state grant and local funds as reported by local CIS programs in the Communities In Schools Tracking Management (CISTMS).
Method of Calculation: The CISTMS report "CMS Contract Status – State" is used to compute the number of case-managed students served by CIS state grant and local funds 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 only TEA/CIS funded campuses.
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 in more than one program area. When this occurs, the youth may be counted more than once. The amount of duplication is less than 1% for any given month.

Calculation Type: Cumulative.
New Measure: No.
Desired Performance: Higher than Target.

EXPLANATORY MEASURES – Goal 1, Objective 2, Strategy 4

1.2.4.1   Average Cost Per Communities-in-Schools Participant

Definition: This measure reports the average state and local costs per case-managed student served by Communities In School (CIS).
Purpose: This measure is an indicator of the total state and local costs (does not include costs used by agency for admin and CIS state office) used for CIS to provide services to case-managed students served by local CIS programs.
Data Source: The local CIS programs submit monthly expenditure reports to TEA which allows us to determine the total monthly state expenditures submitted by local CIS programs each reporting month. The total local funds leveraged and expended are reported annually in the End of Year report that is submitted to TEA. In addition to the End of Year report, local funds leveraged and expended will be collected quarterly from local CIS programs. The number of case-managed students served is retrieved from the Communities In Schools Tracking Management System (CISTMS).
Method of Calculation: For quarterly calculations, the numerator is the total state and local funds expended by local CIS programs during the reporting quarter. The denominator is the total number of case-managed students served from the beginning of the year through the reporting quarter. For Year-to-date calculations, the numerator is the total state and local funds expended by local CIS programs from the beginning of the year through the reporting quarter. The denominator is the total number of case-managed students served from the beginning of the year through the reporting quarter.
Data Limitations: Data provided in each quarter is an estimate. An accurate cost cannot be fully determined until the end of year when all student data is complete and all costs are determined. All CIS local programs may not submit their monthly expenditure forms on time thus those expenditures will not be included in the quarter reporting period. A fifth quarter report is used to update the measure after all data has been collected. The data collected is reported to TEA by the local CIS programs through data entry into the CISTMS.
Calculation Type: Noncumulative.
New Measure: No.
Desired Performance: Lower than target.

OUTPUT MEASURES – Goal 1, Objective 2, Strategy 5

1.2.5.1   Number of Students Served Through State Adult Education Cooperatives

Definition: The number of students served by state adult education cooperatives. Local adult education providers maintain enrollment records of students.
Purpose: To determine the number of students served by state adult education cooperatives.
Data Source: Annual individual student data submitted by adult education providers in August through TEA's adult education management information system.
Method of Calculation: Using individual student data submitted by adult education providers in August of each year, the agency computes the total number of adults captured in the State Management System (Texas Educating Adults Management System –TEAMS) with a baseline assessment and at least one hour of contact in a program.
Data Limitations: A report is compiled at the end of the program year. Data are available at the end of the fiscal year.
Calculation Type: Cumulative.
New Measure: No.
Desired Performance: Higher than target.

1.2.5.2   Number of Families Served by AVANCE Programs

Definition: A count of the number of families served by local AVANCE parenting education programs.
Purpose: To report the number of families served by AVANCE programs.
Data Source: Each local AVANCE office will collect data and report it to the national office quarterly.

Method of Calculation: The number of families served by AVANCE programs will be calculated annually by each local office. The sum of local programs will be computed by the national AVANCE office.
Data Limitations: Reported from third party. Data outside TEA control. Data dependent on program expansion at the local level.
Calculation Type: Noncumulative.
New Measure: No.
Desired Performance: Higher than target.

OUTCOME MEASURES – Goal 2, Objective 1

2.1.1   Percent of All Students Passing All Tests Taken

Definition: Number all of students in grades 3 through 11 who met standard on all the tests they took, expressed as a percent of all students in grades 3 through 11 who took the tests. The tests for this measure exclude alternate assessments.
Purpose: To measure performance of all students in grades 3 through 11 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 11 who took at least one test to determine the denominator, and then count all students in grades 3 through 11 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. In 2012, the data will be based on the new STAAR assessments for grades 3-9 and the TAKS assessments in grades 10 and 11. In 2013, the data will be based on the new STAAR assessments in grades 3 through 10 and the TAKS assessments in grade 11. In 2014, the data will be based on the new STAAR assessments in grades 3 through 12.
Data Limitations: Reported once annually, usually by September. The reporting of data for this measure in 2012 will be delayed because the passing standards for the new STAAR assessments for grades 3 through 8 will not be established until fall 2012.
Calculation 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 11 who met standard on all the tests they took, expressed as a percent of African-American students in grades 3 through 11 who took the tests. The tests for this measure exclude alternate assessments.
Purpose: To measure performance of African-American students in grades 3 through 11 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 11 who took at least one test to determine the denominator, and then count African-American students in grades 3 through 11 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. In 2012, the data will be based on the new STAAR assessments for grades 3-9 and the TAKS assessments in grades 10 and 11. In 2013, the data will be based on the new STAAR assessments in grades 3 through 10 and the TAKS assessments in grade 11. In 2014, the data will be based on the new STAAR assessments in grades 3 through 12.
Data Limitations: Reported once annually, usually by September. The reporting of data for this measure in 2012 will be delayed because the passing standards for the new STAAR assessments for grades 3 through 8 will not be established until fall 2012.
Calculation 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 11 who met standard on all the tests they took, expressed as a percent of Hispanic students in grades 3 through 11 who took the tests. The tests for

this measure exclude alternate assessments.

Purpose: To measure performance of Hispanic students in grades 3 through 11 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 11 who took at least one test to determine the denominator, and then count Hispanic students in grades 3 through 11 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. In 2012, the data will be based on the new STAAR assessments for grades 3-9 and the TAKS assessments in grades 10 and 11. In 2013, the data will be based on the new STAAR assessments in grades 3 through 10 and the TAKS assessments in grade 11. In 2014, the data will be based on the new STAAR assessments in grades 3 through 12.

Data Limitations: Reported once annually, usually by September. The reporting of data for this measure in 2012 will be delayed because the passing standards for the new STAAR assessments for grades 3 through 8 will not be established until fall 2012.

Calculation 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 11 who met standard on all the tests they took, expressed as a percent of White students in grades 3 through 11 who took the tests. The tests for this measure exclude alternate assessments.

Purpose: To measure performance of White students in grades 3 through 11 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 11 who took at least one test to determine the denominator, and then count White students in grades 3 through 11 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. In 2012, the data will be based on the new STAAR assessments for grades 3-9 and the TAKS assessments in grades 10 and 11. In 2013, the data will be based on the new STAAR assessments in grades 3 through 10 and the TAKS assessments in grade 11. In 2014, the data will be based on the new STAAR assessments in grades 3 through 12.

Data Limitations: Reported once annually , usually by September. The reporting of data for this measure in 2012 will be delayed because the passing standards for the new STAAR assessments for grades 3 through 8 will not be established until fall 2012.

Calculation 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 11 who met standard on all the tests they took, expressed as a percent of Asian-American students in grades 3 through 11 who took the tests. The tests for this measure exclude alternate assessments.

Purpose: To measure performance of Asian-American students in grades 3 through 11 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 11 who took at least one test to determine the denominator, and then count Asian-American students in grades 3 through 11 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. In 2012, the data will be based on the new STAAR assessments for grades 3-9 and the TAKS assessments in grades 10 and 11. In 2013, the data will be based on the new STAAR assessments in grades 3 through 10 and the TAKS assessments in grade 11. In 2014, the data will be based on the new STAAR assessments in grades 3 through 12.

Data Limitations: Reported once annually , usually by September. The reporting of data for this

measure in 2012 will be delayed because the passing standards for the new STAAR assessments for grades 3 through 8 will not be established until fall 2012.
Calculation Type: Noncumulative.
New Measure: No.
Desired Performance: Higher than target.

2.1.6   *Percent of Native American Students Passing All Tests Taken*

Definition: Number of Native American students in grades 3 through 11 who met standard on all the tests they took, expressed as a percent of Native American students in grades 3 through 11 who took the tests. The tests for this measure exclude alternate assessments.
Purpose: To measure performance of Native American students in grades 3 through 11 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 Native American students in grades 3 through 11 who took at least one test to determine the denominator, and then count Native American students in grades 3 through 11 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. In 2012, the data will be based on the new STAAR assessments for grades 3-9 and the TAKS assessments in grades 10 and 11. In 2013, the data will be based on the new STAAR assessments in grades 3 through 10 and the TAKS assessments in grade 11. In 2014, the data will be based on the new STAAR assessments in grades 3 through 12.
Data Limitations: Reported once annually, usually by September. The reporting of data for this measure in 2012 will be delayed because the passing standards for the new STAAR assessments for grades 3 through 8 will not be established until fall 2012.
Calculation 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 11 who met standard on all the tests they took, expressed as a percent of Economically Disadvantaged students in grades 3 through 11 who took the tests. The tests for this measure exclude alternate assessments.
Purpose: To measure performance of Economically Disadvantaged students in grades 3 through 11 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 11 who took at least one test to determine the denominator, and then count Economically Disadvantaged students in grades 3 through 11 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. In 2012, the data will be based on the new STAAR assessments for grades 3-9 and the TAKS assessments in grades 10 and 11. In 2013, the data will be based on the new STAAR assessments in grades 3 through 10 and the TAKS assessments in grade 11. In 2014, the data will be based on the new STAAR assessments in grades 3 through 12.
Data Limitations: Reported once annually, usually by September. The reporting of data for this measure in 2012 will be delayed because the passing standards for the new STAAR assessments for grades 3 through 8 will not be established until fall 2012.
Calculation Type: Noncumulative.
New Measure: No.
Desired Performance: Higher than target.

2.1.8   *Percent of Native Hawaiian or Pacific Islander Students Passing All Tests Taken*

Definition: Number of Native Hawaiian or Pacific Islander students in grades 3 through 11 who met standard on all the tests they took, expressed as a percent of Native Hawaiian or Pacific Islander students in grades 3 through 11 who took the tests. The tests for this measure exclude alternate assessments.
Purpose: To measure performance of Native Hawaiian or Pacific Islander students in grades 3 through 11 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 Native Hawaiian or Pacific Islander students in grades 3 through 11 who took at least one test to determine the denominator, and then count Native Hawaiian or Pacific Islander students in grades 3 through 11 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. In 2012, the data will be based on the new STAAR assessments for grades 3-9 and the TAKS assessments in grades 10 and 11. In 2013, the data will be based on the new STAAR assessments in grades 3 through 10 and the TAKS assessments in grade 11. In 2014, the data will be based on the new STAAR assessments in grades 3 through 12.

Data Limitations: Reported once annually, usually by September. The reporting of data for this measure in 2012 will be delayed because the passing standards for the new STAAR assessments for grades 3 through 8 will not be established until fall 2012.

Calculation Type: Noncumulative.

New Measure: Yes.

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. The reporting of data for this measure in 2012 will be delayed because the passing standards for the STAAR tests for grades 3 through 8 will not be established until fall 2012.

Calculation Type: Noncumulative.

New Measure: Yes.

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. The reporting of data for this measure in 2012 will be delayed because the passing standards for the STAAR tests for grades 3 through 8 will not be established until fall 2012.

Calculation Type: Noncumulative.

New Measure: Yes.

Desired Performance: Higher than target.

2.1.11   *Percent of Students Who are Tested and Included in the Accountability System*

Definition: Percent of students who are tested and whose results are included in the state accountability system.

Purpose: To report the percent of students whose assessment results are included in the state

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accountability system, including standard and alternative procedures.
Data Source: Accountability system data (student assessment files).
Method of Calculation: The number of non-mobile students who take one or more tests in English or Spanish is divided by the total number of answer documents submitted for students under the state accountability system, including standard and alternative procedures. An answer document must be submitted for each student enrolled in the district in grades tested on the testing dates.
Data Limitations: Reported once annually.
Calculation Type: Noncumulative.
New Measure: No.
Desired Performance: Higher than target.

2.1.12 *Percent of Special Education Students Who are Tested and Included in the Accountability System*

Definition: Percent of special education students who are tested and whose results are included in the state accountability rating system.
Purpose: To report the percent of special education students whose assessment results are included in the state accountability system, including standard and alternative procedures.
Data Source: Accountability system data (student assessment files).
Method of Calculation: The number of non-mobile special education students who take one or more tests in English or Spanish divided by the total number of answer documents submitted for special education students under the state accountability system, including standard and alternative procedures. An answer document must be submitted for each student enrolled in the district in the grades tested on the testing dates.
Data Limitations: Reported once annually.
Calculation Type: Noncumulative.
New Measure: No.
Desired Performance: Higher than target.

2.1.13 *Percent of LEP Students Who are Tested and Included in the Accountability System*

Definition: Percent of limited English-proficient (LEP) students who are tested and whose results are included in the state accountability rating system.
Purpose: To report the percent of LEP students whose assessment results are included in the state accountability system, including standard and alternative procedures.
Data Source: Accountability system data (student assessment files).
Method of Calculation: The number of non-mobile LEP students who take one or more tests in English or Spanish divided by the total number of answer documents submitted for LEP students under the state accountability system, including standard and alternative procedures. An answer document must be submitted for each student enrolled in the district in grades tested on the testing dates; LEP status is indicated on the answer document.
Data Limitations: Reported once annually.
Calculation Type: Noncumulative.
New Measure: No.
Desired Performance: Higher than target.

2.1.14 *Annual Statewide Dropout Rate for All Students*

Definition: This measure reports the annual dropout rate for the state for Grades 7-12, based on the dropout reporting policies established for federal reporting mandated in TEC §39.051(b)(2) and the state data collection system, PEIMS, mandated in TEC §42.006; and in response to other reporting requirements such as TEC §39.182 (a)(7) .
Purpose: To report the annual dropout rate for the state for Grades 7-12, based on federal and state dropout reporting policies.
Data Source: PEIMS. PEIMS records accessed to prepare denominator: 101 (demographic and enrollment status) records; 400 (attendance) records; 163 and 405 (special education) records; and 110 (enrollment) records.
PEIMS records accessed to prepare the numerator: 203 (leaver) records and 101 (demographic) records.
Method of Calculation: The annual dropout rate for Grades 7-12 is determined by using a standard

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equation for all collection and reporting requirements. It is based upon dropouts reported by school districts in the previous year divided by the total number of students enrolled in Grades 7-12 the same year.

Data Limitations: Reported once annually. Prior year data reported. Because of a change in the dropout definition to comply with federal requirements, 2005-06 dropout data reported in Fall 2007 are not comparable to 2004-05 dropout data reported in Fall 2006.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Lower than target.

2.1.15   Percent of Districts Receiving Exemplary or Recognized Distinction Designations

Definition: Districts received Exemplary or Recognized distinctions because their performance met or exceeded the established accountability requirements for Exemplary or Recognized distinctions.

Purpose: To report district ratings.

Data Source: Accountability system data.

Method of Calculation: The number of Acceptable districts receiving the Exemplary or Recognized distinctions is divided by the total number of districts that are eligible to receive a rating under the state accountability system.

Data Limitations: None.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target

2.1.16   Percent of Campuses Receiving Exemplary or Recognized Distinction Designations

Definition: Campuses received Exemplary or Recognized distinctions because their performance met or exceeded the established accountability requirements for Exemplary or Recognized distinctions.

Purpose: To report campus ratings.

Data Source: Accountability system data.

Method of Calculation: The number of Acceptable campuses receiving the Exemplary or Recognized distinctions is divided by the total number of campuses that are eligible to receive ratings under the state accountability system.

Data Limitations: None.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

2.1.17   Percent of Districts Rated Unacceptable

Definition: Districts are rated Unacceptable because their performance does not meet the requirements for an Acceptable rating in the accountability rating system.

Purpose: To report district ratings.

Data Source: Accountability system data.

Method of Calculation: The number of districts rated Unacceptable is divided by the total number of districts evaluated under the state accountability system, including standard and alternative procedures.

Data Limitations: None.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Lower than target.

2.1.18   Percent of Campuses Rated Unacceptable

Definition: Campuses are rated Unacceptable because their performance does not meet the requirements for an acceptable rating in the accountability rating system

Purpose: To report campus ratings.

Data Source: Accountability system data.

Method of Calculation: The number of campuses rated Unacceptable is divided by the total number of campuses evaluated under the state accountability system, including standard and alternative procedures.

Data Limitations: None.

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

2.1.19   Percent of Charter Campuses Rated Unacceptable

Definition: Charter campuses are rated unacceptable because their performance does not meet the requirements for an acceptable 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 rated unacceptable is divided by the total number of charter campuses evaluated under the state accountability system, including standard and alternative procedures.
Data Limitations: Reported once annually.
Calculation Type: Noncumulative.
New Measure: No.
Desired Performance: Lower than target.

2.1.20   Percent of Campuses Subject to TEC §39.105 that Achieved Subsequent Year Rating of Acceptable Performance in the State Accountability System

Definition: If a campus that receives a rating of acceptable performance for the current school year would receive a rating of unacceptable performance if the performance standards to be used for the following school year were applied to the current school year, then the campus is subject to Texas Education Code (TEC) §39.105(a). On request of the commissioner the campus level committee established under TEC §11.251 shall revise and submit to the commissioner portions of the campus improvement plan developed under TEC §11.253 that are relevant to those areas for which the campus would not satisfy performance standards.
Purpose: The purpose of the measure is to determine the percent of campuses subject to TEC §39.105 in the prior year that achieved an accountability rating of acceptable performance in the current year, thereby reflecting performance improvement and avoiding the potential of an unacceptable performance rating.
Data Source: State accountability ratings and the list of campuses subject to TEC §39.105 provided by the TEA Division of Performance Reporting.
Method of Calculation: This measure is calculated annually by determining the percentage of campuses identified as site based team campuses in the prior year that achieve a rating of acceptable performance. The numerator equals campuses identified in the previous year as site based team campuses that are identified as having acceptable performance in the current accountability system and the denominator equals the number of campuses identified as site based team campuses in the previous 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 Districts That Received a Performance Rating of Unacceptable Performance for the First Time that Achieve Subsequent Year Ratings of Acceptable Performance

Definition: Texas Education Code (TEC) §39.054 states the commissioner will assign each district a performance rating that reflects acceptable performance or unacceptable performance. If a district received a performance rating of unacceptable 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 an acceptable performance rating in the subsequent year after having a first year rating of unacceptable 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 an acceptable 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 unacceptable performance in the prior year that achieve a rating of acceptable performance in the subsequent year. The numerator is the total number of districts with a performance rating of unacceptable performance in the prior year that achieve a rating of acceptable performance in the subsequent year. The denominator is the total number of districts with a performance rating of unacceptable 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: Yes.

Desired Performance: Higher than target.

2.1.22 Percent of Campuses That Received a Performance Rating of Unacceptable Performance for the First Time that Achieve Subsequent Year Ratings of Acceptable Performance

Definition: Texas Education Code (TEC) §39.054 states the commissioner will assign each campus a performance rating that reflects acceptable performance or unacceptable performance. If a campus received a performance rating of unacceptable 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 an acceptable performance rating in the subsequent year after having a first year rating of unacceptable 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 an acceptable 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 unacceptable performance in the prior year that achieve a rating of acceptable performance or higher in the subsequent year. The numerator is the total number of campuses with a performance rating of unacceptable performance in the prior year that achieve a rating of acceptable performance in the subsequent year. The denominator is the total number of campuses with a performance rating of unacceptable 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: Yes.

Desired Performance: Higher than target.

2.1.23 Percent of Reconstituted Schools that Achieved an Acceptable Rating in the State Accountability System in the Subsequent Year

Definition: Texas Education Code (TEC) §39.107 states if a campus has been identified and assigned a campus performance rating of unacceptable performance for two consecutive school years, including the current school year, the commissioner shall order the reconstitution of the campus.

Purpose: The purpose of the measure is to determine the percent of reconstituted campuses identified and assigned an acceptable performance rating in the subsequent year.

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 identified and assigned an acceptable performance rating the year after reconstitution. The numerator is the number of reconstituted schools from the previous year that achieve an acceptable rating in the subsequent year. The denominator is the total number of reconstituted schools from 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: Yes.
Desired Performance: Higher than target.

2.1.24   Percent of Graduates Who Take the SAT or College Admission Testing (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 §39.051(b)(6).
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; 405 (special education) 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 non-special education graduates.
Data Limitations: Reported once annually. Prior year data reported.
Calculation Type: Noncumulative.
New Measure: No.
Desired Performance: Higher than target.

2.1.25   Percent of High School Graduates Needing Remediation

Definition: Of the Texas public high school graduates who attempted the initial TASP/Alternative test or who were exempt from the test, the percent that failed any section of the initial TASP/Alternative test excluding those who were exempt.
Purpose: This measure provides an indication of the students that graduate from the Texas Public Education system intending to attend college without demonstrating academic skills sufficient to attend college. These students will need to begin their college experience with developmental education courses.
Data Source: Data are 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 required developmental education.
Method of Calculation: (1) Take the number of fall/spring/summer high school graduates (from PEIMS). (2) Of those students, determine the number exempt from the TASP/Alternative test. (3) Subtract #2 from #1 to determine the non-exempt students. (4) Of those students in #3, determine the number who took the initial TASP/Alternative test (from CBM002). (5) Of those students in #4, determine the number who did not pass all sections of the initial TASP/Alternative test. (6) Add #2 and #4 to determine students that tested or were exempt. (7) Divide #5 by #6 and express it as a percentage.
Data Limitations: Data are reported to TEA and the THECB by the institutions. The THECB does not have data on students who attend a private institution or an out-of-state institution. Some students defer testing for documented reasons. Data does not include non-exempt Texas public high school graduates who do not take the test.
Calculation Type: Noncumulative.
New Measure: No.
Desired Performance: Lower than target.

OUTPUT MEASURES – Goal 2, Objective 1, Strategy 1

2.1.1.1   Number of Campuses Rated Unacceptable for Two Out of the Three Most Recent Rated Years

Definition: Number of campuses rated unacceptable 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 rated unacceptable in any two of these three years.
Data Limitations: Data for this measure is available in the fourth quarter of the fiscal year.
Calculation Type: Noncumulative.
New Measure: No.
Desired Performance: Lower than target.

2.1.1.2   *Number of Districts Rated Unacceptable for Two Out of the Three Most Recent Rated Years*

Definition: Number of districts rated Unacceptable 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 rated Unacceptable in any two of these three years.
Data Limitations: Data for this measure is available in the fourth quarter of the fiscal year.
Calculation Type: Noncumulative.
New Measure: No.
Desired Performance: Lower than target.

2.1.1.3   *Number of LEAs 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.
Calculation Type: Noncumulative.
New Measure: No.
Desired Performance: Lower than target.

EXPLANATORY MEASURES – Goal 2, Objective 1, Strategy 1

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, GED, 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 (attendance) records; and GED 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, GED, 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.

Calculation 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 One Thousand 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 NCLB, Title IV, Part A, Safe and Drug-Free Schools and Communities Program 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, 12, 13, 14, 16, 17, 18, 19, 22, 26, 27, 28, 29, 30, 31, 32, 33, 34, 36, 37, 41, 46, 47, and 48.

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.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Lower than target.

2.2.2   *Percent of Incarcerated Students Who Complete the Level in Which They are Enrolled*

Definition: Percent of offenders who complete the current 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 level, based on TABE (Test for Adult Basic Education) scores, THEA (Texas Higher Education

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Assessment) eligibility, and passing the GED.
Data Limitations: Search methodology.
Calculation Type: Noncumulative.
New Measure: No.
Desired Performance: Higher than target.

2.2.3   *Percent of Eligible Windham Inmates Served by a Windham Education Program in the Past Five Years*

Definition: To report the percent of eligible Windham inmates who have been served by a Windham education program during the past five years.
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 who receive Windham services within the past five years divided by the number of Windham eligible releases. Eligible offenders are those determined to have an educational need who are custody-eligible.
Data Limitations: Search methodology.
Calculation Type: Noncumulative.
New Measure: No.
Desired Performance: Higher than target.

2.2.4   *Proportion of Instructional Materials Purchased in an Electronic Format*

Definition: This measure reflects the percent of newly adopted instructional material units in an electronic format that were requisitioned, purchased, or funded through the Agency's Educational Materials (EMAT) system compared to the total number of all newly adopted units that were requisitioned, purchased, or funded through EMAT for a given period. A unit represents the instructional material(s) that a single student requires for a given subject and grade level.
Purpose: The purpose of this measure is to show the degree to which school districts and charter schools statewide are moving more toward the selection of instructional materials in an electronic format rather than the selection of instructional materials in a printed format.
Data Source: Reports from the EMAT system.
Method of Calculation: The numerator is the number of units of newly adopted instructional materials in an electronic format. The denominator is the total number of units of all newly adopted instructional materials to arrive at the value of this measure.
Data Limitations: The number of newly adopted instructional materials in an electronic format that are purchased by school districts and charter schools is limited by the level of funding available to the Agency for purchasing newly adopted materials. This quantity is also limited by a number of other factors, including local determinations as to whether or not digital content is the best format for student use, comprehension, and portability.
Calculation Type: Noncumulative
New Measure: Yes
Desired Performance: Higher than target

2.2.5   *Percent of Textbook Funds Spent on Digital Content*

Definition: Electronic learning systems are defined as instructional materials, adopted by the SBOE for use in public schools, whose primary method of instruction is electronic.
Purpose: To purchase all state-adopted instructional materials with textbook funds, based on the number of students enrolled in the public schools for a given year.
Data Source: EMAT database.
Method of Calculation: Divide the total expenditures for electronic learning systems by the total state expenditures for all adopted materials for the fiscal year. Include purchases of all new materials as well as purchases of continuing contract instructional materials.
Data Limitations: Self-reported data.
Calculation Type: Noncumulative.
New Measure: No.
Desired Performance: Higher than target.

2.2.6   Percent of Students Passing GED Tests - Windham

Definition: The percentage of students enrolled in Windham Educational Programs that passed the GED tests in a state fiscal year.
Purpose: To assess the educational attainment of Windham inmates.
Data Source: Windham School District GED database.
Method of Calculation: A count of the number of students in the Windham Educational Programs that passed the GED during the fiscal year divided by the total number of students in the Windham Educational Programs that have taken the GED test during the fiscal year. These numbers are attained from the Windham School District GED Database and reported annually.
Data Limitations: Reported annually.
Calculation Type: Noncumulative
New Measure: No
Desired Performance: Higher than target.

2.2.7   Percent of Career and Technical Certificates – Windham

Definition: This measure counts the percent of offenders 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 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.
Calculation Type: Noncumulative.
New Measure: No.
Desired Performance: Higher than target.

OUTPUT MEASURES – Goal 2, Objective 2, Strategy 1

2.2.1.1   Number of District Technology Plans with Approval Certification

Definition: Districts must have an approved technology plan to be eligible to receive federal technology funds under NCLB Title II, Part D, and the E-Rate Telecommunications Discount Program.
Purpose: To measure the number of districts with approved plans.
Data Source: Texas ePlan online technology plan submission system.
Method of Calculation: Actual number of plans submitted via the Texas ePlan system that have been approved.
Data Limitations: Data is available at the end of the fiscal year.
Calculation Type: Noncumulative.
New Measure: No.
Desired Performance: Higher than target.

2.2.1.2   Number of Course Completions Through the Texas Virtual School Network

Definition: This measure reflects the number of online courses offered through the Texas Virtual School Network that were successfully completed by Texas students. An individual course represents a semester course taken in the fall, spring, and summer within a school year. The student must successfully pass the online course with a grade of 70 or above.
Purpose: The purpose of this measure is to show the degree to which school districts and charter schools statewide are utilizing online courses through the Texas Virtual School Network to support accelerated instruction, credit recovery, dual credit, address teacher shortages and minimize drop-out prevention.
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 sum of successful course completions from the fall, spring, and summer semesters.
Data Limitations: The number of course completions is limited by the level of funding available to the Agency for purchasing courses.

Calculation Type: Cumulative
New Measure: Yes
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.
Calculation 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.
Calculation 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.

Calculation 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 are 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 are 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: Estimated data is used until actual becomes available. Data is corrected each quarter to reflect actual.

Calculation 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 are 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 are 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: Estimated data is used until actual becomes available. Data is corrected each quarter to reflect actual.

Calculation 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 Passing General Education Development (GED) Tests

Definition: The number of offenders passing the GED in a state fiscal year.
Purpose: To assess the educational attainment of Windham inmates.
Data Source: Windham School District GED database.
Method of Calculation: A count of the number of offenders that passed the GED during the fiscal year is attained from the Windham School District GED Database and reported quarterly.
Data Limitations: None.
Calculation 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.
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 during the fiscal year. These numbers are attained from the Windham School District Attendance Database and reported annually.
Data Limitations: Reported once annually.
Calculation 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.

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

OUTCOME MEASURES – Goal 2, Objective 3

2.3.1   Percentage of Core Academic Subject Area Classes Taught By Highly Qualified Teachers

Definition: Percent of core academic subject area classes taught by highly qualified teachers per NCLB.
Purpose: This promotes a higher standard for teachers and improves the quality of education. This data is also reported to the USDE.
Data Source: LEA Highly Qualified Compliance Report.
Method of Calculation: Divide the total number classes, both regular and special education for elementary and secondary, by number of classes taught by highly qualified teachers, both regular and special education for elementary and secondary.
Data Limitations: Data are self reported by LEAs by individual campuses at the beginning of the school year. Data are updated by LEAs when highly qualified status changes. Data are available through eGrants after October of the current year.
Calculation Type: Noncumulative
New Measure: No
Desired Performance: Higher than target

2.3.2   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 on the Academic Excellence Indicator Reports (AEIS).
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 AEIS reports in the fall and represents information about the prior school year.
Calculation Type: Noncumulative.
New Measure: No.
Desired Performance: Lower than target.

2.3.3   Percent of Formula Grant Applications Processed within 90 Days

Definition: Percent of formula 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 formula grants for grantees in a timely manner.

Data Source: All formula grant information will be tracked by the Formula Grants Division.
Method of Calculation: The date the grant is received at TEA is the beginning date and the date that the NOGA is approved is the completed date. The total number of grants that are completed in less than or equal to 90 days will be divided by the total number of grants processed for grantees.
Data Limitations: Until all grants are administered in the eGrants application, there is not a single data source for tracking and logging grant actions and progress through the award cycle.
Calculation Type: Noncumulative.
New Measure: No.
Desired Performance: Higher than target.

2.3.4   *Percent of Discretionary Grant Applications Processed Within 90 Days and NOGAed Prior to the Beginning Date of the Grant*

Definition: Percent discretionary grant applications from applicants that are processed within a 90-day cycle as determined from calendar days, not business days, and are issued a Notice of Grant Award (NOGA) on or by the grant beginning date. Both conditions for each application must be met to be eligible to meet the measure.
Purpose: The measure provides information as to whether the Division of Discretionary Grants is processing discretionary grants in a timely manner. Approving a grant application prior to the beginning date of the grant demonstrates effective planning and prioritization of work by the division and facilitates customer satisfaction because it enables grantees to implement their grant programs on time.
Data Source: For paper grants, information is tracked in an Access database managed by the Division of Discretionary Grants. For eGrants, the information is tracked in Workflow.
Method of Calculation: For competitive grants, this will be the number of days from the date the commissioner or commissioner's designee approved the selection of the application for funding (via written funding recommendation memo) and the date the NOGA is approved (first condition) and issued a NOGA prior to the beginning date of the grant as stated on the NOGA (second condition). For non-competitive grants, this will be the number of days from the date the application is received in the agency and the date the NOGA is approved (first Condition) and issued a NOGA prior to the beginning date of the grant as stated on the NOGA (second condition). Determine the total grants that were completed within 90 days. From the list of grants completed within 90 days, divide the total grants awarded on or by the NOGA begin date by the total number of grants awarded. Multiply this number by 100 to determine the percentage of grants that were completed within 90 days and awarded on or by the NOGA begin date.
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: Non cumulative
New Measure: No
Desired Performance: Higher than target

2.3.5   *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.
Calculation Type: Noncumulative.
New Measure: No.
Desired Performance: Lower than target.

2.3.6   *Teacher Retention Rate at Campuses Participating in the Educator Excellence Awards Program*

Definition: Measures the percentage of teachers retained at campuses participating in the Educator Excellence Awards Program.

Purpose: The primary purpose of the Educator Excellence Awards Program is to encourage and sustain excellent instruction at campuses with greater than average percentages of economically disadvantaged students.
Data Source: Discretionary Grants application records.
Method of Calculation: Retention will be calculated as the number of individuals employed in one year as classroom teachers who are employed on the same campus as classroom teachers the next year, using a unique identifier for each teacher. A baseline retention rate for each campus will be calculated by TEA at the time of award. The baseline rate will be an average retention rate over the previous 3 years to account for any irregularities in the year prior to award. For each year of award, retention will be calculated by TEA and compared to the baseline rate as well as an average retention rate of a group of similar campuses statewide. The campus group will be selected using criteria and methods used to develop campus comparison groups for the Academic Excellence Indicator System. These criteria group campuses based on student demographics.
Data Limitations: New grant program. No benchmark data.
Calculation Type: Noncumulative.
New Measure: No.
Desired Performance: Higher than target.

2.3.7   *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.
Data Limitations: None.
Calculation Type: Noncumulative
New Measure: No
Desired Performance: Higher than target

2.3.8   *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 025, 029, 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 (FTE)s identified in the Public Education Information Management System (PEIMS) as teachers for the current academic year who hold the standard, provisional, probationary, one-year, or professional certificate. 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: Grade-level and subject specific certificates are counted in this measure as

"certified." The agency has little control over school district hiring practices and cannot verify the accuracy of information submitted by school districts in PEIMS.
Calculation Type: Noncumulative
New Measure: No
Desired Performance: Higher than target

2.3.9   Percent of Complaints Resulting in Disciplinary Action

Definition: The percent of jurisdictional complaints resolved in Legal Services and the Investigations 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 and the Investigations Unit. Both the public and individuals credentialed by the board must 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 filed against educators 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
Calculation Type: Noncumulative
New Measure: No
Desired Performance: Higher than target

2.3.10   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 four accountability standards outlined in statute.
Purpose: The quality of educator preparation programs is dictated by four 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; and the quality, duration, and frequency of field supervision. 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 three 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.
Calculation 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.
Calculation 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.
Calculation Type: Noncumulative.
New Measure: No.
Desired Performance: Lower than target.

2.3.2.2 Number of Certificates of High School Equivalency (GED) Issued

Definition: The GED Unit issues certificates of high school equivalency to students who successfully complete the GED tests. Issuance of certificates is automated and will be reported on a quarterly basis.
Purpose: To report the number of certificates issued by the GED Unit.
Data Source: GED Database.
Method of Calculation: Data will come from GED database records. A count of the number of examinees that passed the GED during the quarter are reported.
Data Limitations: Self-reported.
Calculation 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: Division of Program Monitoring and Interventions tracking system, with results reflected in the Interventions Stage and Activity Manager (ISAM).
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.
Calculation 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: Division of Program Monitoring and Interventions tracking system, with results reflected in the Intervention Stage and Activity Manager (ISAM).
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.
Calculation Type: Noncumulative.
New Measure: No.
Desired Performance: Lower than target.

2.3.2.5 Number of Governance Special Investigations Conducted

Definition: Investigations are conducted in districts where alleged violations related to school governance provisions in statutes are reported.
Purpose: To measure agency efforts to respond to complaints.
Data Source: Records are kept in the Division of Governance and General Inquiries.
Method of Calculation: The number reported reflects the number of districts in which investigations are conducted. The number does not indicate the extent, complexity, or result 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%, and the internal managers return is 10.1%, the performance in excess of the assigned benchmark equals 101% (10.1%/10.0%). It is 101% growth over the benchmark.
Data Limitations: None.
Calculation Type: Noncumulative.
New Measure: No
Desired Performance: Higher than target.

EXPLANATORY MEASURES – Goal 2, Objective 3, Strategy 2

2.3.2.1 Average Percent Equity Holdings in the Permanent School Fund (PSF)

Definition: This measure is the market value of the PSF equity holdings expressed as a percentage of the total market value of the PSF.
Purpose: To assess the equity holdings in the PSF.
Data Source: CAMRA investment software. Prices for the securities are received from the custodian bank.
Method of Calculation: This measure is calculated by pricing all of the holdings of the PSF and determining the market value of each asset category and then expressing each category's value as a percent of the total market value.
Data Limitations: None.
Calculation Type: Noncumulative.
New Measure: No.
Desired Performance: Match target.

2.3.2.2 Percent of Permanent School Fund (PSF) Portfolio Managed by External Managers

Definition: This measure is the market value of all PSF holdings managed by external investment managers expressed as a percentage of the total market value of the PSF.
Purpose: External management is guided by an investment plan developed and approved by the State Board of Education.
Data Source: CAMRA investment software. Prices are obtained from the custodian bank.
Method of Calculation: This measure is determined by pricing all of the holdings in the PSF and determining the market value of each portfolio managed by external managers and then expressing that value as a percentage of the total market value of the PSF.
Data Limitations: None.
Calculation Type: Noncumulative.
New Measure: No.
Desired Performance: N/A.

2.3.2.3 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: Holdings are provided by the CAMRA investment system maintained by the Investments Division of the Texas Education Agency. Pricing is provided by the custodial bank for the PSF.
Method of Calculation: Holdings are multiplied by current market prices.
Data Limitations: None currently.
Calculation 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
Calculation 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 recruiting individuals who change careers to become teachers.
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.
Calculation 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 encouraging the recruitment of undergraduate students into the teaching profession.
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.

Calculation 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 recruiting individuals who change careers to become teachers.

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 Legal 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 filed against educators 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

Calculation 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.

Calculation Type: Noncumulative

New Measure: Yes

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.

Calculation 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.

Calculation 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 four accountability standards outlined in statute.

Purpose: The quality of educator preparation programs is dictated by four 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; and the quality, duration, and frequency of field supervision. 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 three 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.

Calculation 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 four accountability standards outlined in statute.

Purpose: The quality of educator preparation programs is dictated by four 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; and the quality, duration, and frequency of field supervision. 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 three 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

Calculation 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 four accountability standards outlined in statute.

Purpose: The quality of educator preparation programs is dictated by four 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; and the quality, duration, and frequency of field supervision. 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 three 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.
Calculation 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, and educators from other states seeking Texas certification.
Calculation 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.

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

Appendix E: Workforce Plan
I. Current Workforce Profile (Supply Analysis)

Critical Workforce Skills
TEA provides leadership, resources, and guidance for Texas LEAs. The following areas of professional knowledge and expertise are critical to perform TEA's core business functions:

- Accreditation
- Assessment, Accountability, and Data Quality
- Data Analysis
- Educator and Student Policy Initiatives
- Financial Management
- Grants Administration
- Policy Planning/Research
- Standards and Programs
- State Initiatives

Further, additional critical workforce skills include change management; strategy development, implementation, and evaluation; teamwork; and communication.

TEA's goal is to attract and retain a workforce that enables TEA to accomplish its mission. TEA attracts employees from LEAs and many other educational organizations. This provides these employees an opportunity to obtain experience in a statewide role and then potentially return to the schools in an administrative capacity. Additionally, TEA attracts employees who have retired from the Teacher Retirement System and come to TEA for a second career opportunity under the Employees' Retirement System.

In 2007, TEA implemented an online job posting and recruiting system. This has created national exposure for TEA's job opportunities. Additional job advertising in educational and professional association publications is used to target applicants with the professional knowledge and expertise TEA needs.

Workforce Demographics

Gender
Figure 7 illustrates TEA's workforce as of February 1, 2010. Of the 1,041 TEA employees, 67% are female and 33% are male. A large proportion of the workforce consists of former educators.
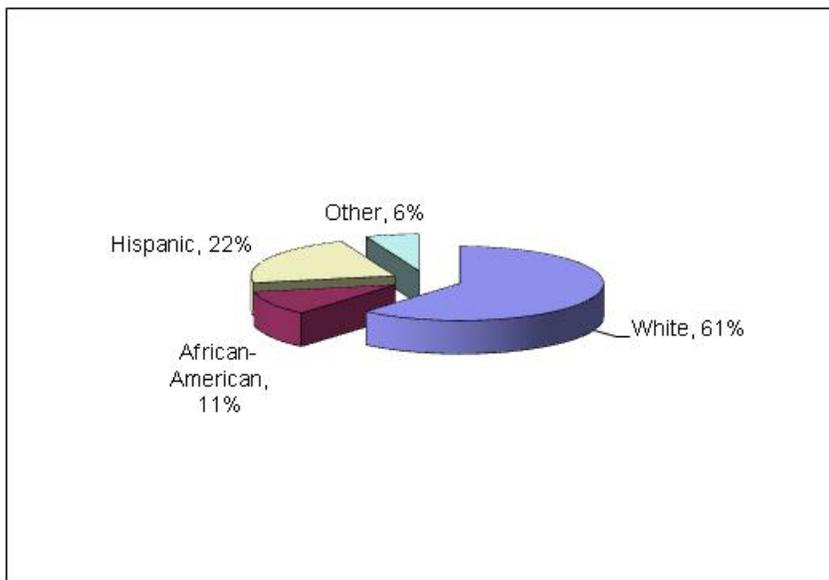
Figure 7: TEA Workforce by Gender

Male, 33%

Female, 67%
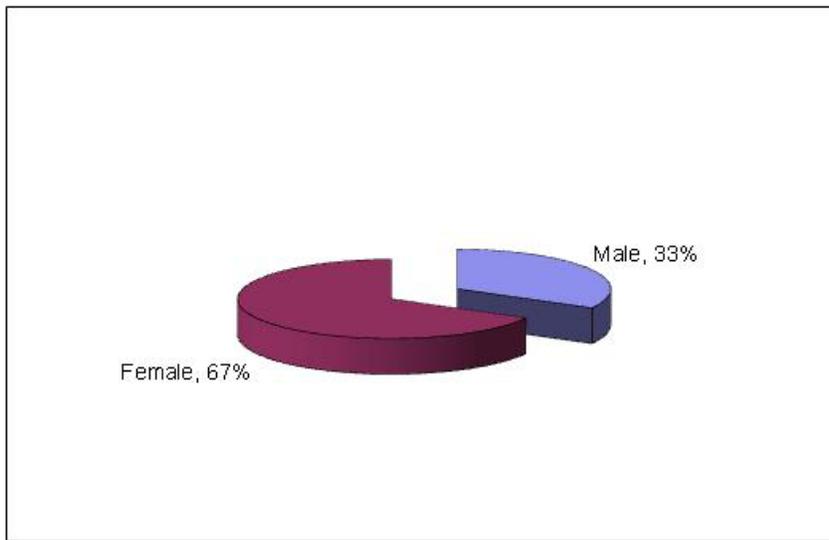
Ethnicity

As Figure 8 illustrates, just under two-thirds (61%) of TEA's workforce is white, while 22% is Hispanic and 11% is African American. The remaining 6% of the TEA workforce represents other racial and ethnic origins.

Figure 8: TEA Workforce by Ethnicity

Hispanic, 22%

Other, 6%

African-
American,
11%

White, 61%

Age

About three-quarters (76%) of TEA's workforce is over the age of 40, with 47% of the workforce over the age of 50 (see Figure 9). 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.

Figure 9: TEA Workforce by Age
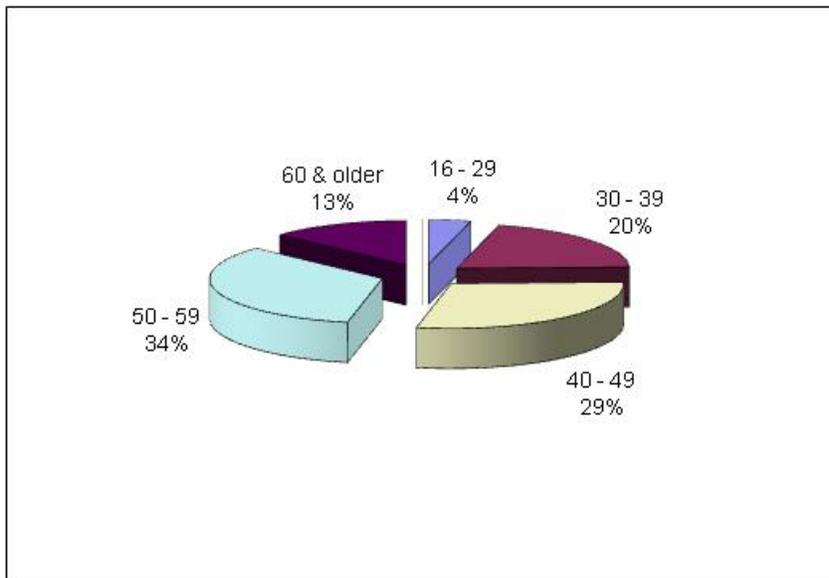
Employee Turnover

For fiscal year 2009, TEA's turnover rate was 8%, as compared to the state's average of 14.4%. Figure 10 depicts TEA's turnover data for fiscal years 2005–2009 as compared to state employee turnover data for the same period. TEA's turnover for the past several years has consistently been below the state's turnover rate.

According to a state auditor's report, the state's average turnover rate of 14.4% for fiscal year 2009 is the lowest in five years. This report indicates several reasons that may have contributed to the state's decreasing turnover rate, such as salary increase, programs to improve retention, and the increase in statewide unemployment from 4.6% in fiscal year 2008 to 6.5% in fiscal year 2009.

**Figure 10: Employee Turnover Rate: TEA vs. State**
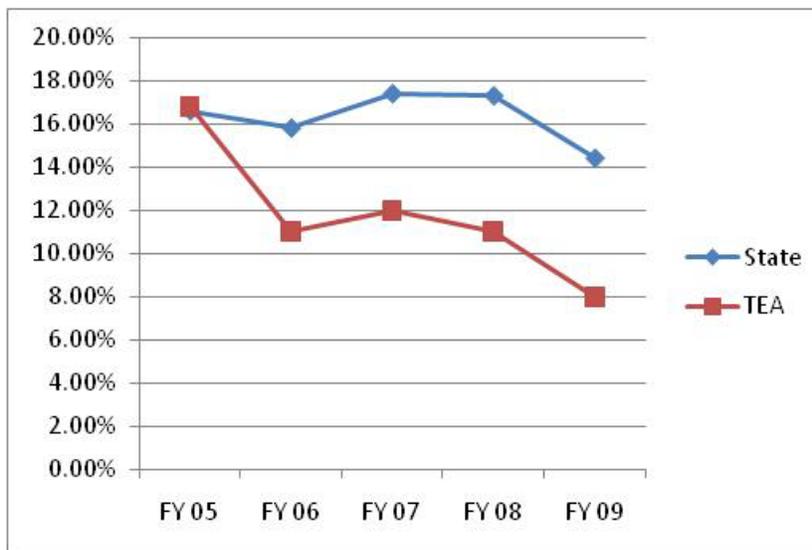
TEA provides various incentive/retention programs to help promote longer tenure, including the pay-for-performance merit system; one-time merits; a tuition reimbursement program; employee service awards; teleworking/telecommuting; compressed work hours; alternate work schedules, and an employee assistance program. TEA's Quality Workplace Committee, made up of administrative to mid-level professional staff, responds to employee concerns regarding workplace issues or problems and recommends solutions, thus providing another mechanism for reducing employee turnover.

Finally, a new addition since the last agency strategic plan, the Wellness Program was created in September 2009 as authorized in HB 1297. A TEA policy was implemented allowing 30 minutes of physical activity three days a week to be incorporated into an employee's work schedule. This is another benefit designed not only to reduce turnover but also to improve employee productivity and morale.

Tenure
About 33% of TEA's workforce have been with the agency for less than 5 years, while 22% have been employed for 5 to 9 years, and 29% have been employed from 10 to 20 years. Of the remainder, 13% of TEA's employees have worked for the agency between 20 and 30 years, and 4% have worked for the agency for over 30 years. (See Figure 11.)

Figure 11: TEA Workforce by Agency Tenure
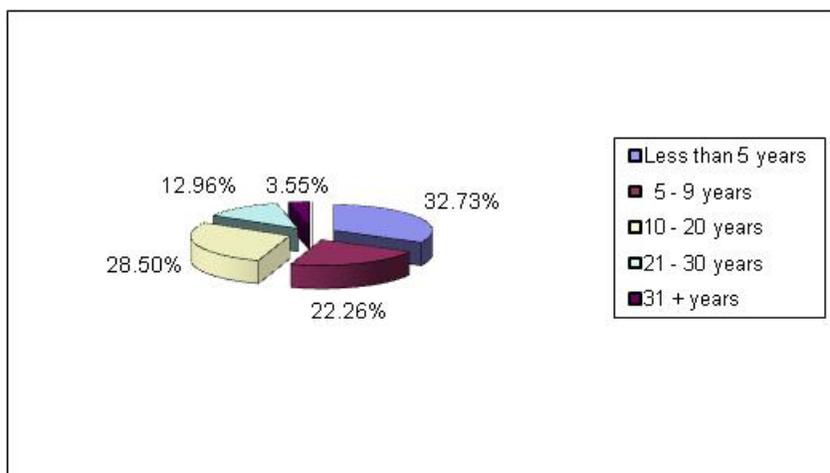
Retirement

Figure 12 shows the percentage of the TEA workforce that will be eligible to retire in the near future. Approximately 35% of TEA's authorized workforce is currently or will become eligible to retire within the next five years. Although this number is comparable to the fiscal year 2008 Workforce Plan, over the last three fiscal years, the actual rate of retirement has been less than 2% each year. The low percentage of actual retirements could be attributed to several factors, such as the state of the economy and a trend showing that people are working longer. While the agency has been fortunate that fewer than the number of eligible employees have retired, should the eligible employees actually exercise their retirement option, the projected number of retirees would have a significant negative impact on TEA's ability to perform its core functions.

With the inevitable loss of knowledge and expertise, TEA must continue to develop strategies both to encourage the retention of employees eligible to retire and compensate for the anticipated loss of knowledge and expertise. Some of these strategies to retain retirement-eligible employees include merits, promotions, flexible hours, work-life balance incentives and programs, teleworking/telecommuting, changes in job duties, and special project assignments.

TEA will also use other strategies to bridge the gap and attempt to minimize the impact of retiring employees and the associated loss of critical professional knowledge, expertise, and experience, including encourage retirees to mentor or coach coworkers; attempt to capture and codify knowledge from potential retirees; create teams to share content knowledge; rotate jobs so current staff in divisions are cross-trained by potential retirees; and cross-train replacement staff in current eligible retirees' job functions. These strategies involve employing various techniques and methods such as utilizing knowledge management, training within divisions, sharing workflow processes, cross-training, and exploring succession plans.

Figure 12: TEA Current Workforce Eligible for Retirement in FY10-14

Figure 6
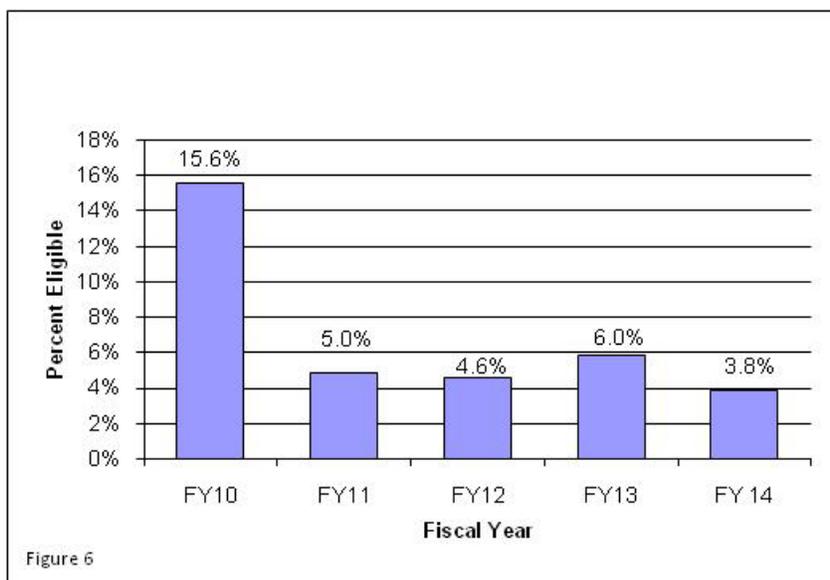
II. Future Workforce Profile (Demand Analysis)

Given the high percentage of employees eligible to retire within the next five years and the financial constraints facing the state, TEA has begun to look at different ways of filling vacancies. TEA has developed a Vacancy Management Program. The Vacancy Management Program enables TEA to better manage FTEs by posting both "traditional" FTE positions for those ongoing, critical agency functions while also posting "term" FTE positions (with specific employment start and end dates correlated with the term-limited source of funds for the position). Vacancy Management also includes "freezing" or not posting unused or unnecessary positions until they are actually needed.

Recruiting highly skilled individuals will be very important, especially when attempting to replace knowledgeable retirees. Some of the skill sets needed will be in leadership, management, systems analysis, planning, and research fields. TEA will continue to advertise in educational and professional association publications to target applicants with the professional knowledge and expertise needed for vacant positions. TEA will focus more attention on attending educational conferences and local job fairs to recruit statisticians, researchers, data management personnel, managers, and professionals with specific knowledge and skills in various program areas.

Expected Workforce Changes
TEA should be strategic in preparing for workforce changes, which include the following possibilities:

- Decrease in number of employees due to 5% budget reduction
- An aging workforce, with almost 35% eligible to retire in the next five years
- Retirement of employees with significant historical knowledge and expertise
- Increased emphasis on the use of technology to accomplish core functions

- Increased training to bridge the gap and continuity of professional knowledge, expertise, and skill sets

Anticipated Increase/Decrease in Number of Employees Needed to Perform Core Functions

In fiscal years 2004 and 2005, the FTE cap was 754.5. In fiscal year 2006, the cap was 797, and in fiscal year 2007 the cap was 781. The Texas Legislature increased TEA's FTE cap for fiscal year 2008 to 989.30 to assist with HB 1 mandated positions. For fiscal year 2009, the FTE cap was 997.3, and for fiscal year 2010 the FTE cap was raised to 1038.8—an increase of 41.5 FTEs.

With current budget constraints facing state agencies, a 5% or greater reduction in positions could occur. This would mean possibly reducing TEA's FTE cap to 986.86. However, if a 10% potential reduction in positions is required, TEA's FTE cap would be 934.2, which could significantly negatively impact TEA's ability to perform its core functions. The Vacancy Management Program is designed to help with any potential or mandated reductions. At the same time, TEA is cognizant that with a reduction in staff may also come a reduction or redirection in agency focus requiring different human resources. In responding to such changes, TEA may consider outsourcing or seeking additional federal or private funds or grants to fund positions to make up the potential human resource shortfall.

Future Workforce Skills Needed

To effectively accomplish its mission and goals, TEA will continue to require competent staff in the following program areas:

- Accreditation
- Assessment, Accountability, and Data Quality
- Data Analysis
- Educator and Student Policy Initiatives
- Financial Management
- Grants Administration
- Policy Planning/Research
- Standards and Programs
- State Initiatives

Further, additional critical workforce skills will include change management; strategy development, implementation and evaluation; teamwork; and communication.

Gap Analysis

Budgetary constraints and the number of potential retirements may cause TEA to experience a significant shortage of employees. A best-case scenario is only a 5% reduction in the workforce due to the state's budget challenges, resulting in a decrease of approximately 51 positions. A worst-case scenario is the 16% of eligible retirees leaving (approximately 162 positions) combined with the budget reduction, resulting in over 210 positions leaving TEA in the next year. TEA could experience a range from 51 positions to well over 450 positions leaving in the next five years. The potential of losing nearly 50% of the agency's workforce creates significant demand in the following areas:

- Educational leadership
- Program area expertise, e.g., accountability, accreditation, math, science and other curriculum content areas, etc.
- Education research and data quality and analyses
- Grants administration
- Information technology

TEA is facing a great challenge in the next five years to meet its workforce requirements.

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:

- Recruiting practices that provide TEA a qualified, diverse pool of applicants
- Employee training and development opportunities to build leadership, program-area expertise, and other skills
- Succession planning combined with training and development opportunities
- Retention practices such as challenging work, recognizing and rewarding employees, and providing work-life balance

TEA's Human Resources Division will work with the agency's executive management team to balance the diverse, challenging, and sometimes conflicting needs of the agency, the constraints of the external environment, 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.

# Appendix F: Survey of Employee Engagement Results

Summary

TEA participates in the regularly scheduled administration of the Survey of Employee Engagement (SEE), formerly known as the Survey of Organizational Effectiveness (SOE), administered by the Institute for Organizational Effectiveness at the University of Texas at Austin. Redesigned this year, the survey now has 14 constructs instead of the previous 19 and includes an overall climate score.

The 2009 survey was conducted in December of 2009. The survey was distributed via e-mail to all agency employees and yielded 845 completed surveys, representing an outstanding response rate of 84%, a record for the agency.

2009 Results

The 2009 results demonstrate that overall, employees of the agency are very positive about TEA. Specifically, the survey reported that 13 out of 14 constructs scored over 350 (meaning more positively than negatively for those constructs), 11 out of 14 constructs scored over 375 (meaning very positively for those constructs), and only 1 out of 14 constructs scoring below 325 (meaning an area of concern that needs to be addressed). The 2009 SEE construct score results are listed in Figure 13.

Figure 13: SEE Summary
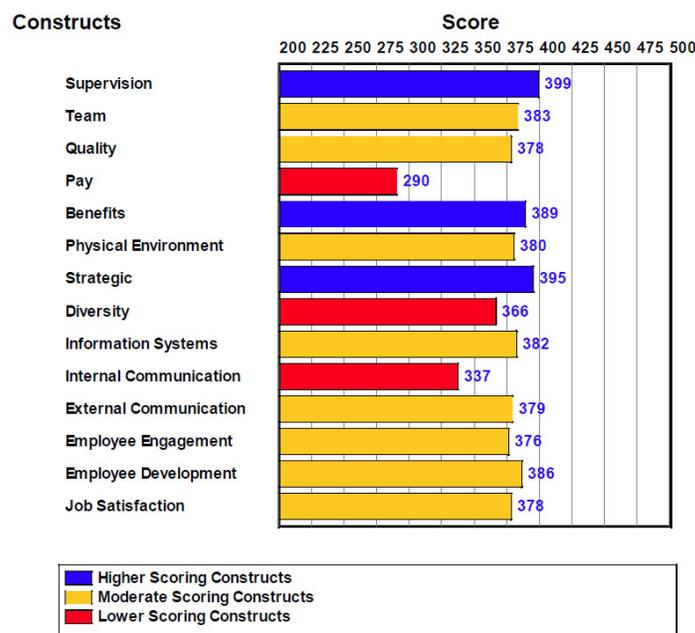
As illustrated in Figure 14, the three highest-rated constructs are Supervision (399), Strategic (395), and Benefits (389) while the three lowest rated constructs are Pay

(290), Internal Communication (337), and Diversity (366). There is a new dimension to the 2009 survey, Climate Analysis. TEA had very positive scores (over 375) for Atmosphere and Ethics, less positive scores (below 350) for Feedback and Fairness, and one with significant concern (below 325) for Management.

Figure 14: Climate Score
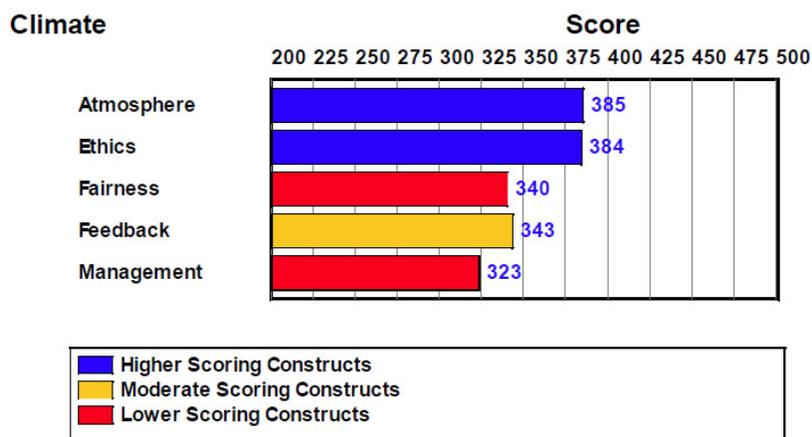
The Division of Organization Development, in collaboration with agency leadership, will work to address low scoring constructs and continue to encourage improvement in those constructs showing positive changes in employee perceptions. Specifically, the constructs of Internal Communication, Diversity, and Management will be pursued, as Pay is a construct over which the agency has limited control.

Comparison of 2007–2008 Survey of Organizational Excellence and 2009–2010 Survey of Employee Engagement

A comparison of the 2007 administration and the 2009 administration, while not directly comparable, does yield some interesting information as presented in Figure 15.

Figure 15: SEE and SOE Comparison

2009 SEE		2007 SOE	
Construct	**Score and (Rank)**	**Construct**	**Score and (Rank)**
Supervision	399 (1)	Quality	401 (1)
Strategic	395 (2)	Strategic Orientation	390 (2)
Benefits	389 (3)	External Communication	377 (3)
Employee Development	386 (4)	Burnout	375 (4)
Team	383 (5)	Physical Environment	372 (5)
Information Systems	382 (6)	Benefits	372 (5)
Physical Environment	380 (7)	Job Satisfaction	371 (6)
External Communications	379 (8)	Time and Stress Management	371 (6)

2009 SEE		2007 SOE	
Construct	**Score and (Rank)**	**Construct**	**Score and (Rank)**
Quality	378 (9)	Fairness	369 (7)
Job Satisfaction	378 (9)	Goal Oriented	368 (8)
Employee Engagement	376 (10)	Availability of Information	367 (9)
Diversity	366 (11)	Diversity	367 (9)
Internal Communications	337 (12)	Empowerment	365 (10)
Pay	290 (13)	Employment Development	359 (11)
		Holographic	359 (11)
		Change Oriented	352 (12)
		Team Effectiveness	351 (13)
		Supervisor Effectiveness	348 (14)
		Internal Communication	337 (15)
		Fair Pay	295 (16)

It is encouraging to note that what has been one of the lowest-ranking constructs for the previous seven administrations of the SOE, Supervision (Supervisor Effectiveness in the 2007 administration of the survey) is currently ranked as the highest-rated item. The implementation of several initiatives (the TEA Management Effectiveness Series of required training courses for supervisors, the TEA Summer Management Series, etc.) appears to have made a tremendous impact on this construct. On the other end of the continuum, Pay remained the lowest ranking construct, dropping from 295 in 2007 to 290 in 2009. The second lowest-ranked construct, Internal Communication, remained unchanged, scoring 337.

Appendix G: Customer Satisfaction Survey Results

Results from the 2010 Texas Education Agency (TEA) Customer Satisfaction Survey found that, in general, TEA customers are satisfied with their interaction with TEA. Results varied somewhat across the domains surveyed and the job classification of the respondents, but overall, satisfaction levels were positive. A total of 3,804 school- and district-level personnel across the State of Texas representing a variety of job classifications, including superintendents, assistant superintendents, principals, teachers, office personnel, counselors, and librarians, completed the survey between February 19, 2010, and March 21, 2010. This represented a 19% response rate based on the total number of requests for participation in the survey. The majority of the respondents were teachers (69%) and all 20 ESCs were represented. Respondents were asked to provide their degree of agreement with statements reflecting positive experiences with TEA customer service such as "Staff members identify themselves by name". Responses fell on a five-point scale ranging from strongly agree to strongly disagree where 5 indicates the greatest agreement with the statement and 1 indicates the least agreement with the statement.

Overall, TEA customers expressed satisfaction with the quality of service received from TEA since September 1, 2008. Of the respondents who had contact with TEA during this time period, 80% either agreed (57%) or strongly agreed (23%) with the statement that overall, they were satisfied with the contact they have had with TEA. Although customers were generally satisfied with interacting with TEA overall, some areas of TEA that customers had contact with received higher satisfaction ratings than other areas. Respondents gave the highest satisfaction ratings, on average, to their overall experience with interacting with TEA staff in general (average rating of 4.3) which included high agreement with being treated with respect (91%), the willingness of TEA staff to assist customers (88%), and prompt response to e-mails (84%). Contact with TEA by telephone and in person also received high average ratings (4.1 on average for both areas), indicating that customers who had contact with TEA via these modes were satisfied with their personal contact with TEA staff and visiting TEA's facilities in person.

Although ratings were still positive, respondents provided the lowest satisfaction ratings, on average, when asked to rate TEA's complaint procedures (average rating of 3.5) with lower agreement levels regarding the ease of submission of complaints (51%) and the timeliness of handling complaints (43%). Respondents also gave relatively lower average ratings to navigating the TEA Web site (3.8) and locating specific information on the TEA Web site (3.9). These findings corresponded somewhat with the qualitative feedback customers provided as well; however, there was more negative feedback to an open-ended question given regarding use of the Web site and the timeliness of e-mail response than is evidenced in the average ratings. It should be noted that not all of the respondents gave open-ended feedback in these areas, so the findings may not be representative of the beliefs of the survey respondents as a whole. Additionally, because

the TEA Web site has been redesigned only recently, some of the negative reaction may resolve over time as customers become more familiar with the changes to the Web site.

When results were examined by job classification across all survey items, there was little variation in satisfaction among the different job positions. Those areas rated high, on average, by one job position were rated high by other job positions as well. Librarians provided the highest ratings, on average, when asked to rate their experience when visiting TEA in person (4.6) as did the group of Superintendents/Associate Superintendents/Other District Administrators (4.4). Although the ratings were still in the positive range, School Business Office personnel gave the lowest ratings on average when asked to rate aspects of TEA's complaint procedures (3.3). Principals, Counselors, and Teachers also gave lower ratings in this area (3.4, 3.4, and 3.5, respectively). The most varied response across job classifications was with respect to satisfaction with webinars over face-to-face meetings. District-level personnel, who typically have more frequent contact with TEA, may still prefer face-to-face meetings. Taken together, the results suggest that there was little variation in satisfaction across job classifications indicating that one's job position was not a mediating factor in being satisfied with TEA's customer service in general, with the exception of face-to-face meeting preference over webinars.

In general, TEA customers surveyed were satisfied with the contact they have with TEA and its staff since September 1, 2008. Across its constituents, TEA has been most successful at interacting with customers on the telephone and in person. Customers have been experiencing some challenges with complaint procedures and using the new TEA Web site. However, experience with the Web site may change over time as customers have more exposure and interaction with the Web site.

Appendix H: ESC Stakeholder Session Results

ESC directors were invited to participate in a TETN session to provide input on the state of Texas schools from the ESC perspective and to communicate how the commissioners' five priorities[6] can serve most effectively to support their efforts. The TETN took place on February 25, 2010. Approximately 15 attendees, representing nine ESCs, participated in the session.

Participants were given a brief high-level overview of the commissioner's five priorities. Following this overview, a series of questions was asked to guide the forum discussion. The questions and the participant responses are listed in Table 1.

Early childhood education was seen as a high priority by several ESCs. ESC 19 in particular saw this as a critical need because their current Head Start program, which serves approximately 4,000 children, is only serving 25–30% of the children who are eligible for the program.

Other participants voiced concerns about teacher shortages in their areas. ESC 1 mentioned that local universities in their region are not producing the numbers of teachers that districts in their area require. Funding for alternative certification programs would allow ESC 1 to better support districts that are experiencing teacher shortages.

Another concern raised during the discussion was the need to provide support for struggling students. Participants agreed that there are struggling students at all schools, and there needs to be an emphasis on providing support for students rather than only focusing on struggling schools.

Table 1

Question	Responses
What kind of programs are going on in the field right now that would advance the five priorities?	• Early Childhood Education Initiatives—ESC 19 serves over 4,000 students in the Head Start program. However, this number only makes up 25–30% of the students who are eligible to participate in Head Start.
What kind of support do you need?	• Support for Early Childhood Intervention program to work with families and provide a positive program for transition • Support for diverse population and student achievement; provide and deliver accessible instructional materials • Support for alternative certification programs, with excitement

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[6] The commissioner's five priorities may be found in the "Commissioner's Priorities" section of this document.

Question	Responses
	reported about Project Share and alternative methods for delivering professional development
	• State-of-the-art data systems for educators
	• Additional funding for teacher training
	• Alignment of programs and initiatives. For instance, it is not consistent to increase Early Childhood education and decrease funding for dropout prevention programs. Some of the border districts have a hard time keeping students in schools.
	• Assistance in determining how the initiatives work together instead of looking at initiatives in isolation
If fewer resources were available, where would you put your energy?	• Alternative teacher certification programs; local universities are not producing the numbers that districts require
	• Early Childhood Education, College and Career Readiness, Dropout Prevention, Alignment of Interventions and Support (in this order)
If there were more opportunities for resources, where would you put your energy?	• Online resources, such as Project Share
	• Opportunities to collaborate across the state on initiatives, to bridge priorities
	• Leadership effectiveness
	• Support for struggling students, not struggling schools. (There are struggling students at all campuses, regardless of the district income level. This is where ESCs can be the most valuable in providing support.)
	• Support districts in turnaround efforts
	• One-on-one mentoring, coaching, and professional development for districts
	• Elimination of mandates that cause districts to look at things that do not impact student achievement
What else do you want us to communicate to the commissioner that reflects your concerns?	• Eliminate unfunded mandates.
	• Continue efforts to align interventions and support. It is too expensive to have two teams of personnel working with campuses in need of support.
	• Be clear about what end result TEA is working toward with the data initiatives so ESCs can work in a similar direction.

Question	Responses
	- Do not just focus on one end of the spectrum or continue to fund the same schools repeatedly. All of our schools are struggling in some way. - Define ESC role and expectations with respect to Texas Student Data System. - Define what ESCs should be doing as a system. - Provide ESCs with resources to help support districts in a way that helps the districts move forward.

Appendix I: Teacher Stakeholder Session Results

PARTICIPANTS

The Teacher Strategic Planning stakeholder session was held on March 22, 2010. Superintendents across the state were asked to recommend two teacher participants in their district to attend this TETN session focused on TEA customer service. The purpose of the session was to obtain additional information about key topics identified from teacher responses to the customer satisfaction survey[7]. Fifty participants representing LEAs in 15 ESC regions attended this session, with teachers remotely attending either on-site at their ESC or through another remote site.

OBJECTIVE

Past teacher participation meetings during the strategic planning process were held on-site at TEA. Teachers across the state who could not travel to Austin to attend were not represented. The current purposive sampling of teachers across the state was an effort to involve more teachers and garner information from them relating to their experience with TEA's customer service. Although this is a small sampling of teachers, responses could serve to further illustrate findings based on the customer satisfaction survey.

PROCESS

Each remote site group was asked to provide a letter grade reflecting their assessment of their satisfaction with TEA's customer service. Overall, a grade of C was the most common (58%), followed by a grade of B (38%). When assigning a grade, participants were asked to voice their reasons for the grade. They were also asked to provide their input on how customer service could improve.

DIRECTIONS FOR IMPROVEMENT

Comments provided can be generally classified around areas with which teachers were most familiar through their interactions with TEA: phone service, Web site, professional development, and testing and curriculum. Other more general comments about TEA were also offered by participants. Summaries of feedback received are outlined in the following sections.

Phone Service

Participants stated they had to wait too long or were transferred incorrectly when calling the agency. They found it difficult to speak with the same person twice, and they had problems with calls being returned altogether. Another complaint voiced was that

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[7] The customer satisfaction survey was administered from February 19, 2010 to March 21, 2010. During past survey administrations, teachers were asked to participate through flyers principals were asked to post at their schools. This year, e-mail addresses from the certification databases were used to contact teachers directly. For more detail on the survey, please refer to Appendix G.

callers received different information from different employees in answer to the same question.

Participants suggested that TEA could do something to improve the channeling of questions from teachers, dedicating a person to answer questions in a timely manner. TEA does have dedicated staff to answer the main phone line and direct calls. The main switchboard is listed on the TEA Web site under "Contact" as well as on the footer of every Web page. Nevertheless, it appears that teachers are unaware of the main TEA switchboard line, that they call other numbers when calling TEA, or that their calls are transferred incorrectly.

Similar comments on phone service were received in the open-ended section of the customer satisfaction survey. Of the eight questions pertaining to phone contact, teachers ranked gaining access to a live person the lowest. It should be noted, however, that overall responses to the survey's questions on phone contact were generally positive.

Web Site

Feedback indicated that the agency Web site is one of the primary methods used by participants to obtain information and resources from TEA. Although the new Web site includes a Web portal specifically designed for teachers, several participants reported that items such as the search engine and broken links still needed improvement. They also offered ideas for further Web enhancements that would improve teachers' ability to efficiently obtain the information they are seeking. Suggested improvements included the following:

- Provide a teacher login that would allow teachers personalized access to view information on certification professional development opportunities or staff development opportunities in their area/region.

- Offer more resources online, such as more performance-based products or assessments.

- Add a live chat feature. (At the time this request was made, TEA had yet to announce the addition of live chat for educator certification questions.)

- Make items accessible on the Web site within three clicks or fewer.

Several participants also voiced opinions on the design of portal pages that would make them easier to navigate, such as varying by color or graphic the "Teacher," "Administrator," and "Business" portals.

Professional Development

Participants' suggestions for improving the provision of professional development opportunities were to offer more webinars so teachers have options to attend and to make postings on training offered more accessible. Ideas for improving communications on professional development opportunities were to send out mass e-mail with information on professional development opportunity schedules and updates; to provide online listings of professional development sessions available, even if offered by

different entities (e.g., ESCs, districts); and to make this information easily located and centralized on the TEA Web site.

Varied responses were received on the training provided by ESCs. For example, one respondent commented that the professional development offered by ESCs often felt like recycled workshops and that, as a consequence, teachers began to feel that they didn't need to go to the updates. This teacher stated that ESCs are the face of TEA and that there needed to be more forward thinking to update the training. Another teacher offered that the ESCS provide good training but that, since they are not required, teachers do not take advantage of the training and that perhaps the training should be required.

Testing and Curriculum

Teacher participants expressed frustration in particular with trying to prepare training for (i.e., for Trainer of Trainers) and implement the new English language arts TEKS. Some teachers also offered that the TEKS should be more streamlined and less verbose, to make it more accessible.

With regard to assessment, several teachers voiced concerns about the new STAAR assessment; they expressed the desire for information about what to expect. One teacher said that updated TAKS booklets provided on the Web were excellent preparations for the tests and that similar booklets for the new tests like these would be desirable. Another remarked that benchmarking was made difficult when teachers and parents were provided access to released tests because parents give their children the test before the teacher could benchmark. This teacher suggested that teachers should be provided the test six months before it was released to parents.

General Comments Related to Teacher Perception of TEA

Some participants reported that they believe TEA is far removed from teachers and the classroom, and they would like to see efforts made to close that gap. A couple of participants expressed the feeling that TEA looks at all students as if they were on the same footing, even though there is a large disparity across the state. Teachers expressed a desire to establish a more personal connection between TEA and the classroom, that TEA should visit schools at all levels and not just come visit a campus that is unacceptable. Another suggestion submitted by participants was that TEA send a regular newsletter to teachers like the College Board does. Participants also felt that TEA should reach out to teachers and inform them by running a positive campaign to reintroduce TEA, its responsibilities and goals, and to explain how teachers can participate in TEAs strategic planning on an ongoing basis.

Appendix J: Public Awareness for Early Childhood Immunizations

Many diseases can be prevented through high rates of immunization in communities. Immunization protects communities from many harmful diseases that can have very serious complications or even cause death. These diseases include tetanus, polio, diphtheria, measles, mumps, rubella, pneumococcal disease, meningococcal disease, influenza, haemophilus influenzae type b (Hib), pertussis, hepatitis A, hepatitis B, rabies, and chickenpox.

TGC §2056.0022, Immunizations Awareness, was enacted by the 78th Legislature in 2003 to require each state agency that has contact with families, either in person or by telephone, mail, or the Internet, to include in the agency's strategic plan a strategy for increasing public awareness of the need for early childhood immunizations. Efforts must be coordinated among the agencies identified by the Texas Health and Human Services Commission (HHSC) in order to maximize outreach across the state and thus reduce the potential for students contracting preventable disease.

Historically, Texas has ranked poorly in relation to other states in its early childhood immunization rate. The Texas Department of State Health Services (DSHS) has attributed the state's poor immunization rates to deficient parental education and concerns from private health-care professionals about increased liability associated with the participation in public immunization programs. The Immunizations Awareness program will allow private providers to participate in early childhood immunization programs without fear of increased liability. TEA assists schools in meeting the health services and health education needs of school-aged children through the implementation of School Health Advisory Councils, development of health knowledge and skills to guide curriculum development, partnerships, training, and distribution of information on topics such as immunization awareness.

To increase public awareness of the need for early childhood immunizations, TEA will do the following:

- Coordinate and communicate immunization awareness efforts with DSHS.
- Meet to discuss appropriate actions with DSHS.
- Coordinate intra-agency efforts regarding immunization awareness, especially with the Early Childhood Initiatives Division at TEA.
- Disseminate information via identified channels (phone calls, e-mail, Web site) to schools relating to the importance of early childhood immunization.

TEA's Division of Health and Safety will coordinate immunization awareness efforts internally and externally to reduce, to the extent possible, the risk of students contracting preventable diseases.

Appendix K: Workforce Development System Strategic Planning

Part 1

LTO Reference No.:	S2	Key Actions/Strategies for FY 2011–2015:
Planned activities include: • Establishment of CTE writing teams with the purpose of embedding the adopted College and Career Readiness Standards into the new CTE TEKS. • Implementation of the new CTE TEKS beginning in the 2010–2011 school year. • Coordination with THECB in the areas of dual credit courses and credit transfer. • Development of recommendations for inclusion in the Texas High School Project (THSP) strategic plan including the development and deployment of additional ECHSs. • Development of criteria for Campus Distinction Designations for 21st Century Workforce Development program.		
LTO Reference No.:	S3	Key Actions/Strategies for FY 2011–2015:
Key actions on this LTO include development of an RFP/RFPs, in collaboration with the THECB, to design and execute research studies related to the following: • The cost effectiveness of dual credit programs; and • Dual credit as a substitute for end of course (EOC) exams. Together, TEA and THECB will build upon the THECB Challenge Access Grant training program to provide training to the 20 ESCs and to high school counselors regarding the differences between workforce and academic dual credit programs and the transferability of courses and programs. TEA will continue to manage the ECHS programs throughout the state and will develop grant applications for additional awards to fund new schools.		
LTO Reference No.:	C3	Key Actions/Strategies for FY 2011–2015:
Development of a cohesive system of transitions from adult education activities to post-secondary and/or employment is a policy priority for TEA beginning in fiscal year 2011.		

Through participation in a national pilot program called Policy to Performance, TEA will be working with state agency partners to identify key policy areas that require revisions or development and will create joint policy that fills the gaps in the current service delivery system network. Information and support resources will be increased and provided for all students, greatly enhancing the opportunities for students to access services. Goals of this program include aligning content standards and college- and career-readiness standards, building bridges between agencies and programs to fill identified gaps, and aligning data systems for transparent data collection and reporting as well as joint tracking of students from enrollment to post-secondary education and/or employment outcomes. By December 2013, an action plan will be adopted by TWC, THECB, and TEA for the implementation of objectives associated with these goals. This cohesive system structure of services will be available to all students, with special emphasis on ELL populations as this population is vital to the economic strength and vitality of the state.

Other planned activities include Special Learning Needs training to develop statewide capacity through Special Learning Needs Specialists; development of financial literacy and health literacy modules aligned with the Texas Content Standards; printing and dissemination of the Texas Industry Specific ESL Curriculum; development of modules, training, and implementation for Basic Literacy ESL Teachers and Aides, and participation in a pilot with the Center for Applied Linguistics (CAL) delivering BEST Plus at a distance.

LTO Reference No.:	C4	**Key Actions/Strategies for FY 2011–2015:**

TEA will participate in implementation of a pilot workplace literacy program beginning in FY 2011, to determine if participation in workplace literacy programs enhances employment opportunities for workplace literacy graduates. The pilot program will be limited to selected service provider areas. Local Workforce Boards will be asked to determine eligibility for WIA Title I programs and refer these persons to the workplace literacy program. Students who were unemployed at entry, will be entered into the Texas Educating Adults Management System (TEAMS), and matched to TWC Unemployment Insurance (UI) records to verify employment status at the end of the first quarter after their completion and exit quarter.

Annual individual student data is submitted by adult education providers in August of each year through TEA's adult education management information system, TEAMS. Data match with UI records is performed by THECB in December of each year.

Part 2

S2   By 2013, Texas will decrease high school dropout rates by implementing rigorous CTE as a part of the recommended or advanced high school graduation program.

The SBOE established writing teams dedicated to the CTE program areas to develop new TEKS standards that incorporate the College and Career Readiness Standards adopted by the SBOE. These teams reviewed over 600 existing CTE courses to determine which ones could be improved, combined, or deleted. As a result, 195 courses containing the new CTE TEKS were adopted by the SBOE in July 2009. These TEKS are scheduled for implementation in the local districts beginning in the 2010–2011 school year.

The SBOE identified CTE courses that satisfy a fourth math or science credit requirement for graduation in January of 2010. To assist in the implementation of the new CTE TEKS, TEA has been offering face-to-face TEKS implementation professional development training to over 24,000 teachers. Starting in August of 2010, this training will be available online on a 24/7 basis.

Additionally, TEA and THECB will work jointly to design, develop, and coordinate policies and processes for seamless implementation of dual credit courses and credit transfer among institutions. In order to do so, the agencies will monitor and consult new studies related to dual credit costs, effectiveness of dual credit courses, feasibility of successful completion of EOC exams by successful completion of dual credit courses, and correlation between performance on EOC assessments and success in the military service or post-secondary workforce training.

Finally, the commissioner of education will establish an advisory committee to develop criteria for an annual designation for campus distinction for improvement in student achievement or in diminishing existing performance differentials between student subpopulations.

S3   By 2013, education and training partners will have the infrastructure necessary (policies, procedures, data processes, rules, and capabilities) to facilitate the effective and efficient transfer of academic and technical dual credit courses from high schools to community colleges and four-year institutions.

TEA and THECB will build on the THECB Challenge Access Grant training to provide information and training to high school counselors about the differences between workforce and academic dual credit programs and the transferability of courses and programs.

TEA and THECB will work jointly to improve the data system to more clearly track and evaluate student outcomes and efficacy of dual credit initiatives. This will be aided and defined more clearly through implementation of the IES Statewide Longitudinal Data System grant.

Additionally, TEA will continue to develop grant applications and deploy funding to ECHS programs that will assist in identifying issues that inform the evolution of dual credit policies and procedures. TEA has initiated an ECHS designation process to ensure the quality and integrity of the ECHSs in Texas. ECHS Designation is the annual process through which districts and their higher education partners receive approval to operate their ECHS. There are a number of benefits provided to designated ECHSs, including

membership in the ECHS network, an exception to dual credit restrictions from THECB, and access to high-quality professional development provided by state technical assistance providers.

C3   By fiscal year 2013, design and implement integrated Adult Education and workforce skills training programs to enhance employment outcomes for the English language learner population.

TEA and TWC will jointly develop and implement an ESL Vocational Pilot Program specifically to enhance employment outcomes for the ELL population. Students targeted for the pilot may be employed and seeking assistance in progressing in their careers or may be unemployed and seeking employment. Baseline data on the success of this pilot will not be available until September 2013.

TEA is working with Windham School District to share participant data, provide teacher professional development training, and assist ex-offenders in completion of their GED at the local level following release from the criminal justice system.

TEA was awarded a grant from the USDE Office of Vocational and Adult Education to participate in a national pilot of Policy to Performance. The Texas "team" consists of representatives at the staff level of TWC, TEA, and THECB. The pilot includes the commitment to work jointly to develop, adopt, and implement state policy through the stakeholder agencies that will enhance transitions of adult students through programs implemented by all three agencies. The end result will be establishment of a seamless, coordinated education system that wholly integrates basic skills and workforce training to support Texas business and industry for a vibrant, economically competitive, and educated workforce.

TEA and TWC will explore administration of common assessment tools and assessment data sharing between adult education and workforce partners.

TEA will continue to require, in the application for local formula funding, collaboration with local workforce development boards and one-stop centers, including consultation with them in the development of adult education services and the provision of adult education to workforce clients.

C4   By fiscal year 2013, design and implement targeted Adult Education programs to enhance employment outcomes for populations requiring workplace literacy skills.

By fiscal year 2013, we will have completed the first year of data collection for the TEA Workforce Literacy Pilot Project. The program will be designed based upon the TWC definition of "robust" relationships between adult education and local one-stop centers to be determined in 2011. The purpose of the pilot program is to enhance employment opportunities for workforce literacy graduates. The pilot is planned as a model of collaboration between the TWC, TEA, and THECB. TWC will determine client eligibility for Title I services and refer eligible students to the participating adult education programs. Upon completion of the Workforce Literacy Pilot Project, program graduates will access assistance in obtaining employment through the local one-stop centers. All

participant data will be entered and retained within TEAMS. TEAMS data regarding placement in employment will be matched with data in the UI data system by THECB. This data match with take place every December.

Appendix L: TEA Use of Historically Underutilized Business(HUB)

Historically Underutilized Business
Mission Statement

In accordance with TAC Chapter 20, Subchapter B, and TGC Chapter 2161, TEA is committed to assisting historically underutilized businesses (HUBs) by providing equal opportunities to compete for all procurement opportunities within the agency. TEA adopts the HUB rules under TAC §2161.002 as the agency's own rules. It is TEA's policy to promote and encourage contracting and subcontracting opportunities for HUBs in all contracts.

HUB Goals

TEA has developed and maintains internal procedures to provide education, outreach, and the dissemination of information to ensure increased HUB participation. TEA procurement activities are driven by its HUB missions statement. TEA also requires non-HUB prime contractors to demonstrate that they have solicited bids from HUB subcontractors. TEA will demonstrate its good-faith effort to use HUBs and will strive to meet or exceed the HUB program goals and objectives in all its procurement efforts in the applicable procurement categories identified in Table 4.

Table 4: Hub Goals for TEA and State

Procurement Category	Agency Goal	State Goal
Heavy Construction*	0.0%	11.9%
Building Construction*	0.0%	26.1%
Special Trade Construction	60.0%	57.2%
Professional Services	10.0%	20.0%
Other Services	20.0%	33.0%
Commodity Purchasing	20.0%	12.6%

TEA does not expend funds in these categories.

Agency Use of HUBs by Procurement Category

Of the six procurement categories identified by the CPA, Texas Procurement and Support Services (TPASS) Division, TEA expends no funds in heavy construction and building construction and minimum funds in special trade construction. TEA's mission does not lend itself to expenditures for goods or services in these categories. TEA has consistently exceeded the state HUB goal for commodity purchasing, attaining 13.0% in fiscal year 2008 and 24.0% in fiscal year 2009. Many of TEA's contracts in the "Other Services" category are with national companies, Texas universities, and investment firms that generally do not qualify as HUB vendors; however, these contracts are evaluated closely for competitive HUB subcontractor opportunities because the "Other Services" category offers the greatest opportunity for expanding TEA's business partnerships with HUB vendors.

TEA's HUB plan includes the following objectives:

- Maintain good-faith efforts related to identification, solicitation, and use of HUBs in contract opportunities generated by TEA.
- Partner with the local minority chambers and organizations to electronically notify members of agency procurement opportunities.
- Comply with HUB planning, outreach, and reporting requirements.
- Comply with subcontracting good-faith efforts in contracts solicited by TEA.
- Facilitate and support the Mentor-Protégé Program.

To meet HUB plan objectives, TEA pursues the following strategies:

- Support the HUB coordinator with adequate resources to perform the necessary functions to effectively implement, monitor, and report on TEA's HUB activities.
- Distribute information and train staff on procurement procedures to encourage HUBs to compete for state contracts.
- Identify subcontracting opportunities in goods and services that meet established criteria for HUB subcontracting plans.
- Specify reasonable, realistic contract specifications and terms and conditions consistent with agency requirements to encourage greater participation by all small businesses.
- Provide potential contractors with reference lists and sources of certified HUBs eligible for subcontracting opportunities.
- Use available HUB directories to solicit bids.
- Host and participate in economic opportunity forums and other business-community outreach educational efforts.
- Maintain a monthly HUB procurement reporting system for all contracts and purchases with subcontracting activity.
- Sponsor a specialized HUB forum in procurement areas vital to the agency.
- Use the TEA Web site to announce bid opportunities for notification of other bid solicitations.

TEA examines the following measures to evaluate its performance on HUB objectives:

- Percentage of total dollar value of contracts and subcontracts awarded to HUBs reflected in the TPASS Semiannual and Annual HUB Report.
- Percentage of contracts exceeding $100,000 in compliance with HUB requirements.
- Percentage of contracts exceeding $100,000 containing HUB subcontracting plans.
- Number of agency staff participating in contract development and/or HUB training.
- Number of TEA contracts with subcontracting plan provisions.
- Number of economic opportunity forums and HUB forums attended and sponsored.

TEA has established a number of initiatives designed to provide procurement opportunities for all Texas businesses. Examples of these initiatives are categorized in the following four major areas.

Planning

TEA implemented a business plan and agency operating procedure that formally adopts the TAC and CPA HUB rules.

Subcontracting

TEA integrated the requirement for a full subcontracting plan for all proposals over $100,000; all agency contract developers and monitors are trained in this area.

Outreach

- Committee/community involvement: TEA's HUB coordinator actively participates in the statewide HUB Discussion Group and chairs the Special Projects Committee to share best practices among state agency HUB coordinators and remains apprised of legislative changes relating to the HUB program. In addition, the HUB coordinator works closely with minority- and women-owned businesses in a variety of outreach venues (phone, e-mail, mail, agency Web site, face-to-face meetings) to introduce additional HUB resources for small procurement opportunities. In addition, the HUB coordinator collaborates with TPASS staff to register eligible business as certified HUB vendors.
- Web site expansion: The "HUB Opportunities" section of the TEA Web site (http://www.tea.state.tx.us/) was expanded to include a listing of agency procurement practices/business needs.
- Web site information accessibility: Detailed Mentor-Protégé Program instructions and links to the TPASS Web site for HUB certification (http://www.tea.state.tx.us/index2.aspx?id=7038).
- HUB opportunities: TEA challenged its largest contractors to exceed their current HUB subcontracting goals each year to target new HUB opportunities, which led to an additional six HUB vendors added to the contract in fiscal year 2009.
- Training: The HUB coordinator provides educational training sessions at the economic opportunity forums throughout the state.
- Recruitment: Recruitment of businesses for participation in the Mentor-Protégé Program is ongoing.

Reporting

TEA implemented a HUB Bid/Award-Tracking database management system as part of the ISAS procurement module to record bids, proposals, offers, and contracts awarded to all vendors for monthly reports.

TEA has worked diligently this past biennium to increase HUB participation with its largest contractors. The agency anticipates that these consolidated efforts will continue to increase the number of qualified HUB vendors doing business with TEA and its prime contractors.

TEA's percentage of expenditures with HUBs increased in fiscal year 2009 by approximately 3% from fiscal year 2008, adding HUB contracts and subcontracts in the amount of $3.8M. The fiscal year 2009 percentage of expenditures with HUBs is less than the state percentage of expenditures with HUBs but continues to increase yearly. TEA continues to work with all prime vendors to help them identify additional HUBs and assist their current subcontractors that qualify as HUBs in becoming certified with the state to increase the agency's HUB utilization.

Through sound execution of its various plans and programs, 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. Tables 5 and 6, respectively, depict HUB expenditures for TEA and the State of Texas.

Table 5: HUB Expenditures—TEA

	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010 (Estimated)
Total Expenditures	$131.2M	$139.9M	$149.8M	$148.8M	$149.9M
Expenditures with HUBS	$11.2M	$13.9M	$11.9M	$15.6M	$16M
Percentage of Expenditures with HUBSs	13.7%	9.97%	7.91%	10.5%	11%

Table 6: HUB Expenditures—State of Texas Average

	FY 2006	FY 2007	FY 2008	FY 2009
Total Expenditures	$12.5B	$13.4B	$13.8B	$13.6B
Expenditures with HUBS	$1.7B	$1.8B	$1.9B	$1.9B
Percentage of Expenditures with HUBSs	13.7%	13.6%	13.5%	14.5%

Contract Manager Training

In accordance with TGC Chapter 2262.053, TEA committed to training its contract staff in order to achieve the best value contracts for the agency and the State of Texas. TEA has developed internal procedures, manuals, and templates specifically for these purposes. TEA's internal training for project managers supplements the contract manager training (CMT) classes offered by the CPA. The agency's Contract Management Unit staff completed the CPA CMT in fiscal year 2009.

Training is designed to provide staff with a broad overview of concepts, skills, techniques, regulations, and best practices in managing contracts and to ensure that the following objectives are met:

- Fairly and objectively select and negotiate with the most qualified contractor.
- Establish cost-effective prices that reflect the cost of providing the service.

- Apply mandatory contract provisions that hold the contractor accountable for performance and results.
- Monitor and enforce a contract.
- Approve invoices consistent with the contract tasks and negotiated budget.
- Apply advanced sourcing strategies, techniques, and tools.

In addition, TEA will undertake a contract reengineering project to facilitate implementation of an improved agency-wide contracting business process. Components of the project include the following:

- Support agency contract managers with adequate resources to perform the necessary functions to effectively manage the contracts.
- Chart the flow of all segments of the contracting process.
- Develop process maps of the re-engineered contract process.
- Identify tasks, steps, and person(s) responsible.
- Create documents and templates.
- Prepare/distribute information and train staff on contract development.
- Identify technology solutions.

Topics included in the contract manager training are procurement methods; competitive bidding and proposals; development and evaluation of requests for proposals (RFPs); development, negotiation, and administration of contracts; and project management tools.

Appendix M: List of Acronyms

Acronym **Term**

ADA   average daily attendance

AMAO   annual measurable achievement objectives

AP   Advanced Placement

APR   annual performance report

AYP   adequate yearly progress

BI   business intelligence

BRAC   Base Realignment and Closure

CCRS   college and career readiness standards

CIT   campus intervention team

CMT   contract manager training

CNP   Child Nutrition Program

COTS   commercial off-the-shelf

CPA   comptroller of public accounts

CTE   career and technical education

DATE   District Awards for Teacher Excellence

DCD   District Connections Database

DCS   Data Center Services

DIR   Department of Information Resources

DSHS   Texas Department of State Health Services

ECHS   Early College High School

EDA   Existing Debt Allotment

ELA   English language arts

ELL   English language learner

ELPS   English-language proficiency standards

EMAT	Educational Materials
EOC	End of Course
ER	Expenditure Reporting
ERP	Enterprise Resource Planning
ESC	education service center
ESEA	Elementary and Secondary Education Act
ETL	extract, transform, and load
FAPE	free appropriate public education
FERPA	Family Educational Rights and Privacy Act
FIRST	Financial Integrity Rating System of Texas
FTE	full-time equivalent employee
GAO	Government Accounting Office
GED	general educational development
GEEG	Governor's Educator Excellence Grant
GR	general revenue
GT	gifted and talented
HB	House Bill
HHSC	Texas Health and Human Services Commission
HUB	historically underutilized business
IAM	Identity and Access Management
IDEA	Individuals with Disabilities in Education
IEP	individualized education program/plan
IFA	Instructional Facilities Allotment
IHE	institution of higher education
ISAS	Integrated Statewide Administrative System
ISD	independent school district
IT	information technology

ITS	Information Technology Services
LAR	legislative appropriations request
LBB	Legislative Budget Board
LEA	local educational agency
LEP	limited English proficient
LEP-SSI	Limited English Proficient Student Success Initiative
LRE	least restrictive environment
NCLB	No Child Left Behind
OCR	Office of Civil Rights
OIG	Office of the Inspector General
PBM	performance-based monitoring
PD	professional development
PEIMS	Public Education Information Management System
PIRTS	Public Information Request Tracking System
PSP	professional service provider
RFP	request for proposal
RtI	Response to Intervention
SAO	State Auditor's Office
SB	Senate Bill
SBEC	State Board for Educator Certification
SBOE	State Board of Education
SCI	Security and Confidentiality Initiative
SEA	state education agency
SEE	Survey of Employee Engagement
SIRC	School Improvement Resource Center
SOA	service oriented architecture
SPA	state property assets

SPEARS	Special Education Ad Hoc Reporting System
SPP	state performance plan
SRCS	School Readiness Certification System
SRI	school readiness integration
SSI	Student Success Initiative
STaR	School Technology and Readiness
STAAR	State of Texas Assessment of Academic Readiness
TAC	Texas Administrative Code
TAP	Teacher Advancement Program
TBPC	Texas Building and Procurement Commission
TCDSS	Texas Center for District and School Support
TEA	Texas Education Agency
TEA SE	TEA Security Environment
TEAMS	Texas Education Adults Management System
TEC	Texas Education Code
TEKS	Texas Essential Knowledge and Skills
TfT	Team for Texas
TGC	Texas Government Code
TGIF	TEA Grant Interface
THECB	Texas Higher Education Coordinating Board
THSP	Texas High School Project
TINS	Texas Identification Number System
TPASS	Texas Procurement and Support Services
TPEIR	Texas Public Education Information Resource
TREx	Texas Records Exchange
TSDS	Texas Student Data System
TSR	Texas School Ready

T-STEM	Texas Science, Technology, Engineering, and Mathematics
TTC	Texas Turnaround Center
TWC	Texas Workforce Commission
TXCCRS	Texas College and Career Readiness Standards
TxVSN	Texas Virtual School Network
USAS	Uniform Statewide Accounting System
USDE	U.S. Department of Education
USPS	Uniform Statewide Payroll System
WFT	Wells Fargo Tower