



JUNE 1, 2024

# Strategic Plan

---

FISCAL YEARS 2025 TO 2029  
Updated March 2025

## Table of Contents

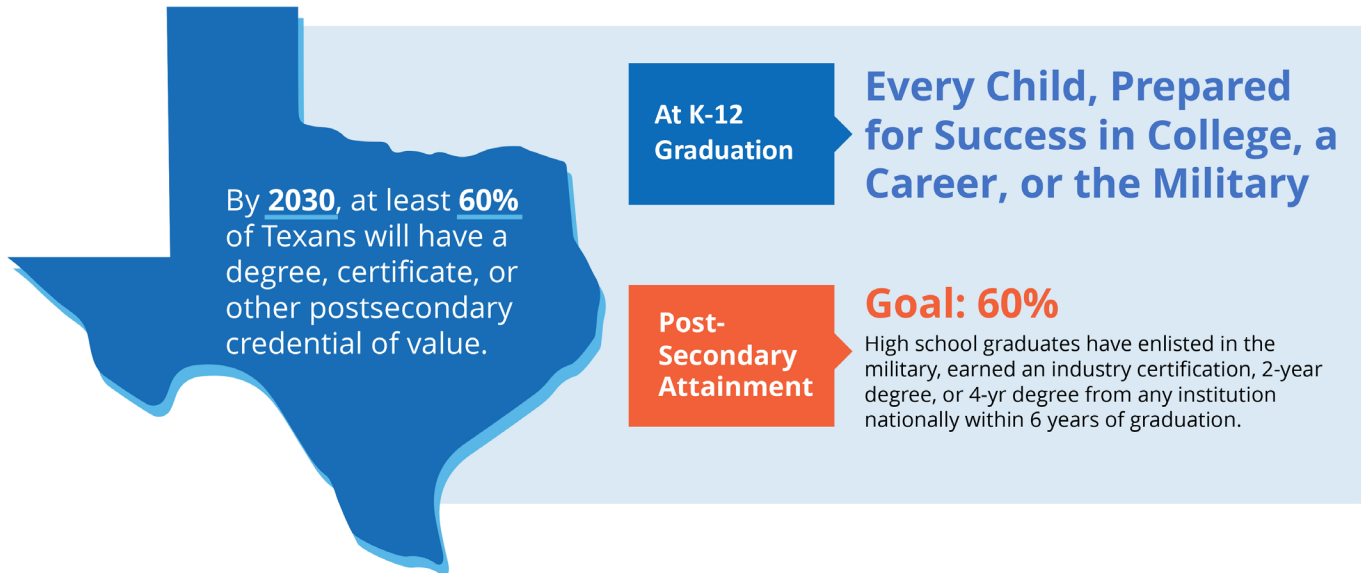
Agency Mission, Vision, and Philosophy .....	3-4
Agency Operational Goals and Action Plans .....	5-12
Strategic Priority 1: Recruit, Support, and Retain Teachers and Principals.....	5-7
Strategic Priority 2: Build a Foundation of Reading and Math.....	8-9
Strategic Priority 3: Connect High School to Career and College.....	10-11
Strategic Priority 4: Improve Low-Performing Schools.....	12-13
Redundancies and Impediments.....	16-57
Supplemental Schedule A: Budget Structure – Goals, Objectives, and Outcome Measures, Strategies and Output, Efficiency and Explanatory Measures.....	58-65
Supplemental Schedule B: List of Measure Definitions .....	66-131
Supplemental Schedule C: Historically Underutilized Business Plan.....	132-133
Supplemental Schedule D: Statewide Capital Plan .....	134
Supplemental Schedule E: Health and Human Services Strategic Plan.....	135
Supplemental Schedule F: Agency Workforce Plan.....	136-143
Supplemental Schedule G: Texas Workforce System Strategic Plan .....	144-145
Appendix A: FY 2024 – FY 2031 Texas Workforce System Strategic Plan Architecture .....	146-159
Supplemental Schedule H: Report on Customer Service .....	160-170
Appendix B: Customer Satisfaction Survey Data .....	161-170

## Agency Mission

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

## Agency Vision

Every child, prepared for success in college, a career, or the military.

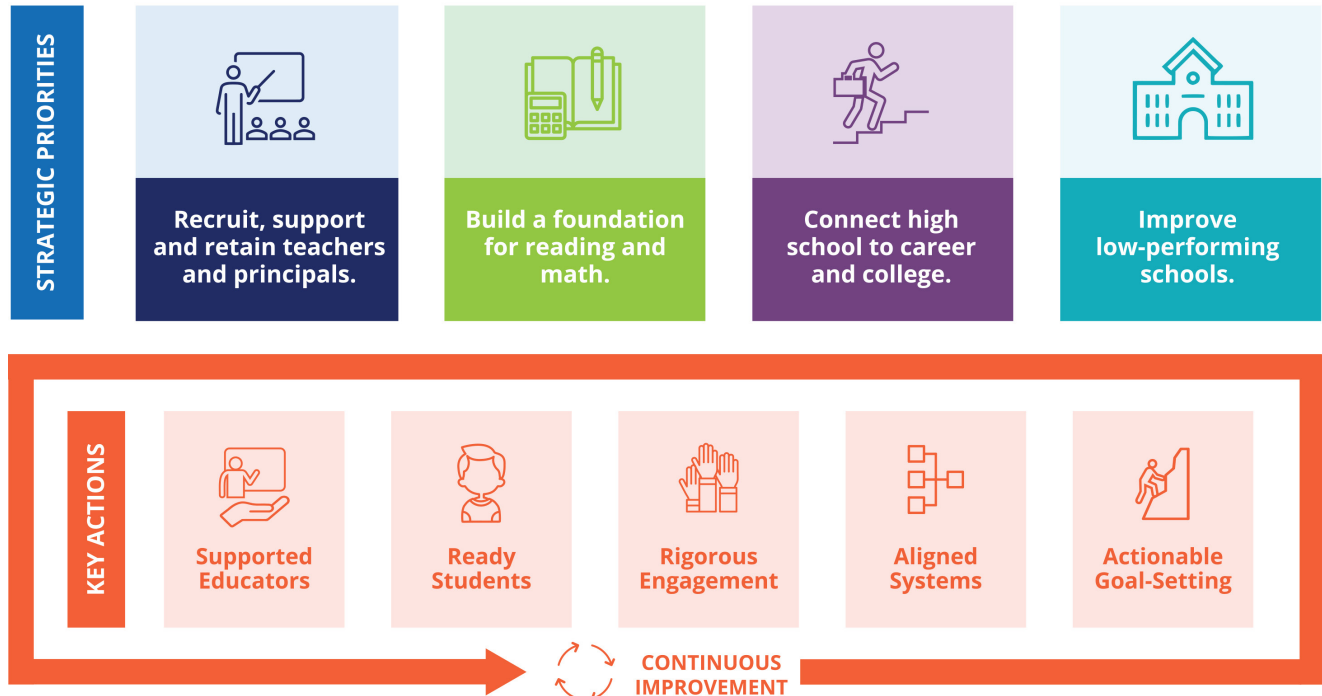


## Agency Philosophy



## STRATEGIC PLAN

EVERY CHILD, PREPARED FOR SUCCESS IN COLLEGE, CAREER, OR THE MILITARY



Our agency's core values and core beliefs inform a coherent theory to drive our key actions and orient our work towards advancing the strategic priorities.

## Core Values

1. **We are determined.** We are committed and intentional in the pursuit of our main purpose, to improve outcomes for students.
2. **We are learners.** We seek evidence, reflect on success and failure, and try new approaches in the pursuit of excellence for our students.
3. **We are people-centered.** We strive to attract, develop, and retain the most committed talent, representing the diversity of Texas, each contributing to our common vision for students.
4. **We are servant leaders.** Above all else, we are public servants working to improve opportunities for students and provide support to those who serve them.

## Core Beliefs

1. **Every student can learn.** With proper supports, students from all backgrounds can achieve at high levels.
2. **Teachers are crucial.** Our students need well-prepared, supported, and effective educators
3. **Meet student needs.** Schools, in partnership with parents, families, and communities, must ensure students have supports they need to thrive
4. **Content matters.** High student achievement requires daily engagement in rigorous content.
5. **Align the system.** We must prioritize and reinforce the most impactful actions for students in all that we do.
6. **Goals drive action.** We must set goals for students and hold ourselves accountable for progress toward those goals.
7. **Learn and adapt.** All levels of the system must embrace a mindset and practice of continuous improvement.



## Agency Operational Goals and Action Plans

### Strategic Priority One: Recruit, Support and Retain Teacher and Principals

Strong classroom instruction, supported by effective instructional leaders, makes a tremendous difference in ensuring that students are progressing to achieve the state's vision of preparing the public school students in Texas for success in college, career, or the military. To accomplish this, the agency will strengthen the teacher pipeline every step of the way and support the development of principals statewide.

#### Specific Action Items to Achieve Strategic Priority One

1. By June 2025, the agency will scale a teacher designation framework that helps attract and retain high-performing teachers and allows districts to identify their more effective educators and then provide incentives for them to teach at their most challenged campuses, increasing the equitable distribution of effective educators. This Teacher Incentive Allotment (TIA) was made possible by House Bill 3 (86<sup>th</sup> Regular Legislative Session) and is designed to address the declining interest in the teaching profession because of low compensation and the growing numbers of high-needs students that are served by inexperienced teachers. TIA allows Texas teachers to be designated as Recognized, Exemplary, or Master teachers based on performance standards that are grounded in teacher observations, and student performance. The state's highest performing teachers then receive salary increases commensurate to their designation under the TIA. In the next five years, the agency will upgrade the Strategic Compensation Online Management System to allow districts to independently view and track designated teachers and district allotments and will support districts with implementation and growth of their systems by refining program materials, creating turn-key student growth resources that apply to all eligible teaching assignments, providing technical assistance to regional service centers, Technical Assistance providers, and districts, and building salary-based incentive systems as a part of a district's larger talent strategy. The agency will also update TIA systems and T-TESS to align with the High-Quality Instructional Materials standards.
2. The Curriculum and Instruction Integrated Supports initiative supports districts in establishing a research-based instructional framework, assessing their current practices and systems related to Tier 1 curriculum and instruction, and identifying and implementing strong curriculum and instruction strategies and supporting capacity building across multiple LEA roles from teachers in the classroom to executive district leadership. Several guiding principles the agency holds that shape this initiative include supporting teacher internalization and delivery of High-Quality Instructional Materials (HQIM) and providing instructional leadership and job-embedded instructional coaching supports. This initiative includes High-Quality Professional Learning (HQPL) on instructional materials for all levels including onboarding and ongoing professional learning for teachers, instructional coaches, and instructional leaders through asynchronous modules with additional supports to apply learning.
3. By August 2025, the agency will redesign the teacher certification framework with a focus on increasing the rigor, relevancy, reliability, and validity of the certification assessments by introducing assessments that place a greater emphasis on valid, authentic practice (especially in content pedagogy). Content assessments will be updated to include increased content pedagogy to be assessed through both multiple choice and constructed response questions, and pedagogy assessments will include actual demonstration of skills in Texas

classrooms. The development of certification tests is based on the State Board for Educator Certification (SBEC)-approved certification standards for each field. A more rigorous certification assessment and process will help ensure an excellent teacher in every classroom by facilitating the transformation of teacher preparation programs to meet this new higher, more relevant standard.

4. The Preparation Upgrades initiative endeavors to increase the quality of novice teachers in Texas schools. This is accomplished through a focus on increasing the quality of educator preparation programs (EPPs) for novice educators, an ecosystem of EPP continuous improvement and accountability, and an emphasis on aligning EPP recruitment and content with ELA needs and strong instructional practices. The agency created the Effective Preparation Framework, which supports over 120 EPPs' continuous improvement through a shared vision for high-quality educator preparation that informs approval and ongoing review. Additionally, the agency created the Accountability System for Educator Preparation Programs (ASEP), which is a system of indicators and standards for EPP accountability that inform EPP accreditation status on a 5-year cycle. ASEP dashboards provide information about accountability performance and other data points to the public. In February 2023, SBEC adopted these statuses for EPPs. The agency will continue to gather relevant information about the key practices and efficacy of EPPs and provide information for districts and prospective candidates on the performance of educator preparation programs.
5. Through the next five years, the agency will continue to help schools build strong, stable, and varied teacher pipelines, especially in small and rural districts through the "Grow Your Own" (GYO) teacher recruitment and preparation initiative. The GYO grant currently offers two pathways for district applicants. Pathway 1 focuses on the implementation of high-quality Education and Training courses for high school students as part of the Career and Technical Education course offerings and serves to increase student interest in, and in preparation for, a teaching career. Pathway 2 focuses on supporting current district employees, specifically paraprofessional and long-term substitutes, in their pursuit of teacher certifications. These candidates commit to serving as a teacher within their district upon program completion.
6. The Principal Residency Grant provides LEAs with an opportunity to increase the number of well-prepared instructional leaders by building sustainable leadership pipelines and growing quality principal residency programs. LEAs are awarded this grant to successfully identify strong principal residents among current staff, partner with an effective principal educator preparation program (EPP) that provides residents with course content, design and implement a year-long, full-time residency with a focus on authentic campus-based leadership experiences, and design a plan for building sustainable leadership pipelines within the LEA. The High-Quality, Sustainable (HQS) Teacher Residencies program is designed to support LEAs in this effort by providing resources and supports to LEAs with educator preparation program (EPP) partners to establish year-long teacher residencies that are sustainably funded via implementation of innovative staffing models. With HQS Teacher Residencies, pre-service teacher residents serve as LEA employees while also completing a year-long clinical teaching experience under the supervision of a highly effective cooperating teacher. HQS Teacher Residencies create the foundation for meaningful educator pipelines with the goal of recruiting, supporting, and retaining high quality teachers from varied sources.
7. House Bill 3 (86<sup>th</sup> Regular Legislative Session) established the requirement that all teacher candidates who teach students in grades Pre-K-6 demonstrate proficiency in the Science of Teaching Reading (STR) on a new, standalone certification exam. Additionally, this bill requires all kindergarten through 3<sup>rd</sup> grade teachers and principals to attend a "teacher literacy

achievement academy,” or Reading Academies. By December 2023, over 132,000 educators completed the Texas Reading Academies. Starting in Year 4 (2023-2024), the agency will adjust implementation based on qualitative and quantitative data to support a more positive learning experience. Among other changes, this includes the launch of a working group of EPPs to pilot Reading Academies with their candidates and contribute to planning for statewide (voluntary) implementation in the 2024-2025 school year.

8. House Bill 3 (88<sup>th</sup> Regular Legislative Session) established the Office of School Safety and Security in the agency to work in coordination with the Texas School Safety Center and with regional service centers to provide ongoing support and oversight of LEA safety practices. Senate Bill 30 (88th Regular Legislative Session) allocated \$1.1 billion in supplemental appropriation for school safety facility standards to ensure full funding for all campuses to comply with minimum safety standards. Over the next five years, the agency will continue to provide technical assistance and guidance to Texas schools in implementing the school safety policies passed by the Legislature.
9. Throughout the next five years, the agency will continue to investigate and issue sanctions against educator misconduct to ensure student safety and uphold the integrity of the teaching profession.

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

1. **Accountable to tax and fee payers of Texas.** These initiatives are designed to leverage resources to the fullest potential and impact educators and principals across the state to ensure high-quality preparation and support of the people who have the greatest impact on our students.
2. **Efficient such that maximum results are produced with a minimum waste of taxpayer funds, including through the elimination of redundant and non-core functions.** These initiatives were designed to support the agency’s priority of recruiting, supporting, and retaining principals and teachers. The agency has sought opportunities to leverage existing funds and partner with our regional education service centers and other stakeholders. The blended model of the Reading Academies centralizes all content and screening processes and delivers the highest quality content while saving costs both for the state and for districts.
3. **Effective in successfully fulfilling core functions, measuring success in achieving performance measures, and implementing plans to continuously improve.** These action items are directly aligned with the agency’s core function to ensure that each child in the state of Texas has quality educators. The agency has created project milestones and performance metrics for each initiative to make data-driven decisions about current and upcoming work.
4. **Attentive to providing excellent customer service.** While developing the agency's strategic priorities, the agency drew upon comments we heard across the state on how we can help improve our teacher and principal pool and pipeline. This priority is a result of those comments, and the agency will continue to solicit feedback and engage stakeholders throughout the life of these projects.
5. **Transparent such that agency actions can be understood by any Texan.** The agency has developed web resources that explain to all Texans how the House Bill 3 (88<sup>th</sup> Regular Legislative Session) school safety standards are being implemented through webinars, guidelines, and update videos. All the agency’s initiatives have developed strong performance metrics that measure the progress of the highest priority work. The agency also provides an

update to all stakeholders through an Annual Report on the progress being made towards the Strategic Priority initiatives.

### **Strategic Priority Two: Build a Foundation of Reading and Math**

Building proficiency in reading and math begins with kindergarten readiness, but it does not stop there—ensuring students in 3<sup>rd</sup> and 8<sup>th</sup> grade demonstrate the ability to meet grade level standards in reading and math has a long-term positive impact on student outcomes and helps prevent expensive taxpayer-funded remediation later in life.

#### **Specific Action Items to Achieve Strategic Priority Two**

1. The Agency has identified two kindergarten readiness instruments in English and Spanish that are freely available to districts. In 1<sup>st</sup> and 2<sup>nd</sup> grades, the Agency has three freely available literacy diagnostic tools. To support a strong foundation in reading for all students, progress toward literacy must be consistently and meaningfully measured as students progress from early grades through elementary school. These tools will measure reading development and allow teachers to better understand and support their students' performance. Teachers and other relevant district personnel will also receive a wide variety of training to support their implementation of the diagnostic tools and use of associated student data to inform instructional practices.
3. The Strong Foundations grant program was funded by the Legislature (TEC Sec. 29.0881.(a)) to provide content and implementation supports for school systems. Content planning support includes technical assistance to district leadership teams on math and literacy cognitive science, instructional materials best practices, extended school year scheduling, early childhood systems, and instructional leadership strategic planning. Implementation supports include summer and year-long job-embedded training and technical assistance for district and school administrators, coaches and teachers aligned to state-owned evidence-based math and literacy high-quality instructional materials. The agency is administering this grant program via the Learning Acceleration Supports Opportunities (LASO) grant. In 2024-2025, the COVID Recovery Instructional Materials Support Initiative (CRIMSI) will no longer be available, and all implementation supports will be delivered through a Strong Foundations-Approved Provider List (SFAPL) of regional service centers and other technical assistance providers.
4. Through 2029, the agency will provide districts, schools and teachers with high-quality guaranteed, viable, and customizable instructional materials (including digital tools), along with implementation and training support, at no cost. These materials will both align to state standards and be high-quality to provide meaningful instructional support. Instructional materials are one of the most important tools that educators use in the classroom to improve and support student achievement. A growing body of research points to the positive impact high-quality instructional materials have on student learning. The agency will support the development of high-quality Open Education Resource (OER) Texas-specific instructional materials and curricular resources for PreK-12 English and Math. Additionally, House Bill 1605 (88<sup>th</sup> Regular Legislative Session) established a process for the State board of Education (SBOE) to review and approve materials supported by the agency and established additional funding (on top of the Instructional Materials and Technology Allotment) provided to districts who choose to use SBOE approved materials. This bill requires the agency to develop state-owned textbooks in certain grades & subjects, which are subject to approval by the State Board



of Education (SBOE).

5. In line with House Bill 3906 (86<sup>th</sup> Regular Legislative Session) requirements, the agency has created free, optional assessment resources that support districts throughout the year. The STAAR Interim Assessments are online interim assessments (or benchmark tests), aligned to the Texas Essential Knowledge and Skills (TEKS), that allow educators to monitor student progress on grade-level standards, understand students' expected performance on STAAR, and identify students who need more targeted supports. The Texas Formative Assessment Resource (TFAR), launched in 2021-2022 with STAAR Interim Assessments, is an online platform that supports districts' existing formative assessment practices by allowing educators to create, share, administer, and analyze curricular-aligned, formative assessments.
6. The agency will continue to administer a valid and reliable mechanism to measure student mastery of core TEKS content areas. State and federal laws, including House Bill 3906 (86<sup>th</sup> Regular Legislative Session), required a redesign of Texas' state summative assessment (STAAR) and other transformative changes to improve the STAAR program by aligning the assessment to the classroom experience, improving the depth and quality of assessments items, and including item types that allow students to demonstrate proficiency of the standards using higher order thinking skills. These changes, including moving to online assessment administration, were effective starting the 2022-2023 school year and are providing timely and informative data on student performance that is used by educators to inform instructional decision-making and by families to support their students.
7. In line with House Bill 3906 requirements, the agency is conducting a Through-Year Assessment Pilot, which launched in 2022-2023. This multi-part, through-year assessment pilot aims to generate a cumulative score like STAAR and someday replace STAAR as Texas's summative assessment. Any participation by districts is optional and does not eliminate a district's obligation to administer the STAAR test. The pilot will be rolled out over multiple years prior to potential adoption to ensure validity of the design and stakeholder feedback. In 2023-2024 (Year 2), 93 LEAs from 19 out of 20 educational service regions participated in the pilot. The earliest decision by the Legislature for STAAR replacement will be made upon the 2025-2026 (Year 4) pilot report.

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

1. **Accountable to tax and fee payers of Texas.** This body of priority initiatives is designed to support teachers across all grades and subjects, in providing high-quality instruction to all Texas students and improve student outcomes. These investments in early education and for the full K-12 pathway are grounded firmly in best-in-class research on high quality instruction. This will prepare Texas teachers to have the greatest impact on student outcomes, curtail the need for remediation, and cut costs associated with low student attainment in core foundational skills.
2. **Efficient such that maximum results are produced with a minimum waste of taxpayer funds, including through the elimination of redundant and non-core functions.** The agency is maximizing existing dollars and leveraging resources to reach the greatest number of teachers who benefit from this content.
3. **Effective in successfully fulfilling core functions, measuring success in achieving performance measures, and implementing plans to continuously improve.** All Strategic Priority Two action items support provisions laid out in the education code around our youngest Texas students in prekindergarten and established some of the agency's core functions, such

as implementing statewide reading and math teacher achievement academies and high-quality prekindergarten programs. They also support the agency's core function of ensuring that students in the public education system have a strong foundation in reading and math.

4. **Attentive to providing excellent customer service.** These action items support customer service by providing teachers with meaningful support and school districts and open-enrollment charter schools with access to high-quality tools and resources.
5. **Transparent such that agency actions can be understood by any Texan.** The agency has developed web resources that explain to all Texas what updates were made to Reading Academies in Year 4 and includes a detailed explanation and multiple other resources for the Reading Academies and K-2 Diagnostics. All agency initiatives have developed strong performance metrics that measure the progress of our highest priority work.

### Strategic Priority Three: Connect High School to Career and College

Whether students are preparing to attend college, go directly to their career, or enter a career in the military, they all need a strong set of skills upon graduation from high school. As a state, we must improve the percent of 24-year-olds who completed secondary education and who have earned a 2-year degree, 4-year degree, credential of value, or enlisted in the military while closing achievement gaps.

#### Specific Action Items to Achieve Strategic Priority Three

1. In School Year 2023-2024, the agency launched the Effective Advising Framework (EAF) across Texas. The EAF has been informed by, endorsed by, and tested in the field. The EAF defines College and Career Readiness (CCR) advising in Texas. Although post-secondary planning has traditionally been included in the role of the school counselors, large caseloads and increasing demand for student mental health supports has led many districts to de-emphasize CCR advising and/or to shift these responsibilities to non-counseling staff and volunteers provided through community partners. Individuals responsible for CCR advising, whether certified school counselors or un-credentialed advisors, typically lack robust training in CCR content and CCR advising strategies. The EAF provides districts with a blueprint for developing or improving a coordinated, high-impact CCR advising program. It defines key components of quality advising programs, including robust advisor training as an essential component. It will offer a diagnostic tool to assess the district's current program and scaffolded supports for increasing effectiveness. EAF coaches reside at a majority of regional service centers and are available to provide planning and implementation services in a sustainable-fee-for-service model.
2. The Pathways initiative is at the heart of the agency's shared responsibility to carry out the mission of the Tri-Agency Workforce Initiative, to "build a strong Texas workforce and ensure that Texans are prepared for jobs in the industries that power the state's economy today and tomorrow." This initiative has three broad goal areas: 1. Develop an infrastructure of high-quality student pathways by braiding career and technical education with rigorous academic preparation; 2. Foster innovative implementation models of student pathways by balancing growth and quality of local and regional programs; and 3. Support student navigation of pathways through developing resources for quality advising. In the 2024-2025 school year, the

updated list of Industry-Based Certifications for public school accountability will be developed for release, coinciding with implementation of the refreshed CTE Programs of Study. The Programs of Study incorporate a coherent and scaffolded sequence of courses, work-based learning experiences, and relevant, stackable credentials, particularly Industry-Based Certifications. The Programs of Study were refreshed through a robust cross-sector stakeholder engagement process throughout the Spring of 2023, and the proposed updates will be implemented in the 2024-2025 school year.

3. Through 2029, the Agency will continue to support and expand its work around College and Career Readiness School Models (CCRSM). In the 87<sup>th</sup> legislative session, the legislature allocated \$51 million through House Bill 1525 for intensive educational supports for expanded learning opportunities for one of the CCRSM school models - Pathways in Technology Early College High Schools (P-TECH). The P-TECH program provides a smooth transitional experience for students from high school to postsecondary education and employment. Specifically, this model serves students who are at-risk of dropping out (TEC §29.081) and offers open enrollment and at no cost to students. It provides students with an opportunity to earn postsecondary credentials and/or industry-based certifications. Participation in this model requires a memorandum of understanding (MOU) with an Institution of Higher Education, an MOU with Business and Industry, and alignment to regional workforce needs. Students receive work-based learning at every grade level and have up to 6 years to earn a High School Diploma and a certification and/or postsecondary degree.
4. Through 2029, the agency will continue to expand the Texas Regional Pathways Network (TRPN) to cover more regions in the state. In the 87<sup>th</sup> legislative session, the legislature allocated funding through House Bill 1525 that allows for the expansion of TRPN. This expansion will focus on ensuring that regional conveners will support and facilitate key stakeholder partnerships (e.g. districts, institutions of higher education, industry partners, and community partners) and enable them to collaborate to provide comprehensive, high-quality P-20 Pathways for students. These pathways align the educational goals of Texas with 60x30TX and enable students to transition seamlessly through high school into postsecondary education and careers – particularly in high-demand, high-wage sectors. The Texas Regional Pathways Network focuses on supporting districts, with the support of tri-agency partners and other key stakeholders, to provide pathways which include college credit opportunities in high school, industry-based certifications, work-based learning opportunities, and high-quality advising beginning in early grades.
5. The agency will continue to gather relevant, valid, and reliable information about college, career, and military readiness among student in grades K-12 and will gather relevant financial, operational, and programmatic information about school systems in the most critical areas. The agency will ensure appropriate quality controls are in place so that all information gathered is accurate.

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

1. ***Accountable to tax and fee payers of Texas.*** The agency's Strategic Priority 3 initiatives are designed to collectively achieve the 60x30TX goal and meet the college, career, and military preparedness vision outlined in HB3. Investments in college and career readiness will support more students in meeting the state's economic development needs as they move into post-secondary and reduce the cost of higher education and remediation costs and other costs associated with low student attainment in core foundational skills for taxpayers.

2. ***Efficient such that maximum results are produced with a minimum waste of taxpayer funds, including through the elimination of redundant and non-core functions.*** The Effective Advising Framework is designed to refocus the advising role specifically on college and career advising and ensure that students receive the highest quality advising towards meeting their postsecondary planning goals. All Strategic Priority 3 initiatives invest in strong field partnerships and cross-agency collaboration to maximize the reach of agency initiatives and taxpayer funds.
3. ***Effective in successfully fulfilling core functions, measuring success in achieving performance measures, and implementing plans to continuously improve.*** The agency has created metrics and milestones around these initiatives to ensure state and federal dollars are being spent with the highest fidelity. The agency is using data to make informed decisions around these actions to ensure initiatives are implemented with fidelity. Encouraging and challenging students to meet their full educational potential is an objective of public education laid out in the Texas Education Code and the agency believes these actions under the Agency's third strategic priority provide counselors and advisors with the appropriate tools to begin conversations with students about their course and career choices to help them make informed decisions.
4. ***Attentive to providing excellent customer service.*** These action items support customer service by providing students, counselors and advisors with meaningful support as they help prepare and guide students to make lasting decisions about their future.
5. ***Transparent such that agency actions can be understood by any Texan.*** The agency has created a website around our Strategic Priorities to support transparency in helping Texans understand these actions.

#### **Strategic Priority Four: Improve Low-Performing Schools**

Attending a low-performing school has a long-lasting impact on student achievement. The agency will work to increase the percentage of students being served in A or B schools and reduce the number of D or F rated campuses.

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

1. Through 2029, the agency will broaden the scale of Texas Instructional Leadership (TIL) which provides comprehensive instructional leadership supports to LEAs through best-in-class job-embedded instructional leadership professional development for principals and principal managers, including implementation support and one-on-one coaching to district leaders throughout the state. TIL directly focuses on evidence-based levers of instructional leadership such as planning, observation and feedback, data-driven instruction, student culture, lesson alignment, and formative assessments. This work includes the TIL Performance Tracking System via a program management application to more effectively track TIL engagement and coaching across all 20 Regional Service Center (ESC) regions, and it will iterate on TIL metrics for ESC performance management to integrate fidelity of implementation metrics and better incentivize scale and quality over time across regions. This includes the build out of appropriate performance management tracking systems.



2. Texas Strategic Leadership (TSL) will embed a board-integrated pathway aligned to Lone Star Governance (LSG) content and seeks to provide an integrated service experience with the System of Great Schools (SGS), which is inclusive of the Effective District Framework (EDF). The EDF will provide an opportunity for districts in the state of Texas to reflect and analyze current practices to support continuous improvement planning for student success. Aligned to the established levers within the Effective Schools Framework (ESF), the EDF will support districts in three phases of sequential work that will improve their ability to effectively implement the high-leverage systems and practices that accelerate student learning: 1) assess current district practices against evidence-based practices; 2) identify a best-fit strategy for districts to improve implementation of high-leverage systems and practices; and 3) develop, identify, and cultivate best-in-class supports for districts aligned to their strategy and needs. The destination for EDF district-level performance management support is to ensure districts can create actionable continuous improvement plans and access capacity-building supports aligned to high-leverage systems and practices, resulting in the improvement of the districts' ability to implement their mission and achieve their vision. In 2024-2025, the agency will roll out the Organizational Performance Management Pilot, integrate the TSL/EDF work with board support, and provide districts with multiple diagnostic options.
3. Over the next five years, the agency will continue promoting a continuous-improvement model for governing teams (school boards with their superintendents) that choose to focus on improving student outcomes. Aligned to the State Board of Education's Texas Framework for School Board Development, Lone Star Governance (LSG) is a research-based, comprehensive in-field model in which certified coaches work directly with school board members. From high-performing boards with exceptional student outcomes to governing teams beginning their journey to greatness, LSG provides tools, resources, and best practices to support boards across the continuum of performance to improve results for their students.
4. System of Great Schools (SGS) ensures that more Texas students are served by coherent, high-quality, best-fit schools every year, year over year. The 20-plus member districts pursuing SGS will receive a 4-year capacity building support to: 1) conduct an annual portfolio planning process to assess school performance and community need/demand; 2) use this analysis to decide which campuses should be improved, redesigned, restarted, and which new schools should be created; and 3) take bold action to create and expand great options.
5. The Supplemental Special Education Services (SSES) benefits students with disabilities by using parent-directed spending accounts to purchase high quality goods and services to support the individual needs of their student. SSES serves to improve outcomes for students with disabilities and to increase parent engagement in their child's education. House Bill 1926 (88<sup>th</sup> Regular Legislative Session) removed the expiration date of 2024 from the statute to make SSES a permanent program. Additionally, there is no longer a funding cap. These changes are expected to reduce the size of eligible students on waitlists for services. In addition to administering SSES, over the next five years, the agency will build a set of standalone professional development, job-embedded professional development and consulting services via regional service centers and other partners that provide specialized and systems-level support to LEAs based on standardized special education performance diagnostic, self-administered and supported via monitoring, intended to improve special education compliance and to improve outcomes for students with disabilities.
6. Texas law requires all students who do not achieve approaches or higher on STAAR in grade 3 through 8 or on the high school EOC assessments be provided accelerated instruction. House Bill 1416 (88<sup>th</sup> Regular Legislative Session) modified these requirements by eliminating

the accelerated learning committee (ALC) requirement and clarified parental “opt-out” protocols. This bill increased student-to-tutor ratios from 3:1 to 4:1—this ratio can be waived with the use of approved automated or online curriculum. These modifications will allow schools to better serve students by expanding access to more effective tutoring and by focusing on reading and math subject areas.

7. The agency will continue to refine and strengthen the A-F academic accountability system that was first released in 2018. The agency is committed to offering a state-of-the-art accountability system that is transparent, accurate and understandable. In 2028, the agency will make system revisions to better capture what the Reading, Language Arts (RLA) assessment and what those assessments are telling us about student learning. The agency will continue to provide clear ways for parents, educators, and the public to review campus (and district) performance, tiered using a fair, transparent, and rigorous academic accountability (A-F) ratings, both in outcomes for students and in the financial and operational behavior of schools and school systems. This includes tools that allow for detailed comparative reviews across campuses (and districts) and report cards for parents describing their students’ TEKS mastery with steps they can take to improve results so that parents are empowered to support their students.
8. The agency will continue to regularly engage with stakeholders throughout the state to develop shared ownership and consensus goals that balance a need for a fair, transparent, and rigorous way to examine both outcomes for students and important financial, operational, and programmatic behavior of school systems. The agency will continue to regularly communicate with education leaders about the validity of summative performance ratings based on those goals. Additionally, the agency will support the state board of educator certification (SBEC)’s approval of appropriate standards of performance for educator preparation programs.
9. The agency is in the final year of implementing a multi-year initiative to upgrade the Operational Data Store (ODS) and Texas Education Data Standards (TEDS) to a current version of Ed-Fi. These improvements to the TSDS architecture will enable the field to gather more real-time information on school systems, regional systems, and educator preparation programs (EPPs) at the state level and reduce long term data infrastructure maintenance costs. Over the next five years, the agency will be monitoring the performance of these upgrades.
10. The agency will continue to provide targeted intervention in areas with low performance with more significant intervention in areas with chronically low performance, providing support and federal formula funding aligned to the agency’s broad systems framework and supports. The agency will also help launch new school options, both managed by districts and independent of districts.

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

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

on school districts and open-enrollment charter schools that are underperforming or have declining results, the agency can maximize the state's use of funds. School Improvement elements such as ESF and EDF will further streamline the agency's collaboration with, and support for, districts to minimize duplication of efforts within districts, regional service centers and the agency.

3. ***Effective in successfully fulfilling core functions, measuring success in achieving performance measures, and implementing plans to continuously improve.*** It is among the agency's core functions to ensure that low-performing schools improve. The action items listed above will support continuous improvement throughout the system, including in low-performing schools, districts, and open-enrollment charters schools.
4. ***Attentive to providing excellent customer service.*** These action items will ensure that the agency provides support to its struggling school districts and open-enrollment charter schools and thus ensure that its most important customers—the school children of Texas—are in high-performing classrooms.
5. ***Transparent such that agency actions can be understood by any Texan.*** These action items will help ensure that all Texans understand the steps the agency is taking to improve low-performing schools. The agency will encourage school districts, open-enrollment charter schools, and individual campuses to seek input from and engage with parents and community members regarding how to improve student outcomes. All agency initiatives have developed strong performance metrics that measure the progress of our highest priority work. The agency also provides an update to all stakeholders through an Annual Report on the progress being made towards the Strategic Priority initiatives.

## Redundancies and Impediments

Opportunities to Reduce Unnecessary Commissioner Approval	
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)</b>	TEC §39.236
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	This statute conflicts with the State Board of Education's (SBOE) State Plan for the Education of Gifted and Talented Students. Under its authority, the SBOE has given local school districts the discretion to develop appropriate programs to serve gifted and talented students. Requiring the commissioner to approve and evaluate these programs conflicts with the SBOE decision to allow for local control. Additionally, TEC §29.123 calls for school districts to be accountable for gifted and talented student services.
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Eliminate §39.236
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	Elimination would allow for more local control and clarify the responsibilities of both TEA and the SBOE.
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)</b>	TEC §29.1531(b)(2)
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	This provision requires school districts to submit prekindergarten tuition requests to the commissioner for approval. TEA receives approximately 90 letters from school districts each year, which TEA must then review and approve. This takes considerable staff time and is not a good use of taxpayer funding at the state or local level
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Eliminate TEC §29.1531(b)(2), but leave the tuition limit in place. By leaving the limit in place, school districts will be prohibited from over-charging.
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	Eliminating this approval process would free up valuable staff time and allow staff to focus on improving student outcomes and achieving the stated priorities of the agency as outlined in the Strategic Plan. It would also free up time and resources at local school districts.
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)</b>	TEC §§25.001(b)(6) and 25.001(e)
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	This statute, which requires TEA to provide school districts with "waivers" regarding admission of foreign exchange students, is unnecessary and wastes agency and school district time and resources. Under federal law, school districts already have the power to limit the number of foreign exchange students they accept. In instances when a foreign exchange student has already entered the country and ends up living in a school district, state law requires the school district to admit the student, even if the school district has a waiver denying admission to foreign exchange students.



<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Eliminate this statute to avoid TEA and school districts preparing unnecessary paperwork.
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	Eliminating the requirement that TEA provide waivers that are not required will free up valuable staff time and allow staff to focus on improving student outcomes and achieving the stated priorities of the agency as outlined in the Strategic Plan.
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)</b>	TEC §29.909
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	This requires the agency to create a list of locally created distance learning courses, and ISDs to report that information to the agency, which would change every semester with almost no notice. It would be very problematic to maintain the list as current and accurate. No district or charter school has inquired about this option or requested the agency to publish this information to date.
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Eliminate statute.
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	This change would eliminate the necessity to spend TEA financial and staff resources for an endeavor which the agency does not have the capacity to accomplish or effectively maintain and for which districts and charter schools have demonstrated they have no need.
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)</b>	TEC §12.1013
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	This statute requires the agency to prepare a district consolidation cost analysis report annually, and there's no need to continue the report as it has been completed. Producing the report again will not change the results as the analysis is based on a theoretical cost simulation.
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Eliminate TEC §12.1013(e)
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	Eliminating the requirement could create a cost savings to the state as the agency would not need to hire a vendor to produce the report.
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)</b>	TEC §12.118

<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	This statute requires TEA to undertake an evaluation of open-enrollment charter schools and prepare a report. TEA has conducted the evaluation 12 times since the 1996–1997 school year. To conduct the evaluation, statute requires the agency to hire a third-party vendor at taxpayer expense. The findings from the evaluation have been consistent, with no significant changes in results. The legislature should consider whether this report is an efficient use of funds.
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Modify the statute to remove the annual evaluation requirement (every four years is sufficient), the prescriptive list of items to be evaluated, and the requirement to use a third-party vendor. Consider providing the commissioner authority to evaluate charter school issues in areas that may lead to improved student achievement.
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	Modifying the statute would free up valuable staff time and allow staff to focus on improving student outcomes and achieving the stated priorities of the agency as outlined in the Strategic Plan. It would also save taxpayer dollars if a third-party vendor were no longer required.
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)</b>	TEC §21.458 (e)
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	<p>This provision requires that each year, the commissioner must report to the legislature regarding the effectiveness of school district mentoring programs. The legislature should consider whether this annual report is an efficient use of taxpayer funds.</p> <ol style="list-style-type: none"> <li>1) Mentoring programs aren't required, so the report is on something voluntarily done</li> <li>2) The legislature doesn't provide any specific funding for mentoring, which makes responses to the data very limited</li> <li>3) The data itself isn't useful – it's self-reported via survey, which gets at perceptions and isn't able to isolate the impact on mentoring programs.</li> </ol>
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Eliminate this reporting requirement if the legislature does not need the data.
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	Eliminating the report would free up valuable staff time and allow staff to focus on improving student outcomes and achieving the stated priorities of the agency as outlined in the Strategic Plan.
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)</b>	Local Government Code §140.006
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	This Statute requires school districts to publish their <i>Statement of Revenue, Expenditures and Changes in Fund Balance</i> in a local newspaper. However, the statement is part of each school district's annual financial and compliance report, which is already required to be published on the school district's website.

<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Eliminate the requirement to publish the financial statement in two different places.
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	Elimination will allow school districts to save taxpayer dollars and streamline their operations by publishing information in only one place.
<b>Impediments that Increase Agency Operating Costs</b>	
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)</b>	TEC §7.057(a)(1), §7.057(d)
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	<p>In the TEC, the legislature has only granted the right to appeal a TEA decision under specific circumstances. For example, an appeal of an open-enrollment charter school closure is governed by TEC §39.152, which provides for a limited review by the State Office of Administrative Hearings (SOAH), with no appeal to district court.</p> <p>However, TEC §§7.057(a)(1), 7.057(d) allows an appeal of any TEA decision by any individual who has been “aggrieved by the school laws of this state.” Therefore, when an individual sues the agency over an agency decision or rule, he or she will cite this provision, arguing that any agency decision may be appealed to the commissioner, and then to district court. This seems inconsistent with legislative intent.</p>
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Eliminate TEC §7.057(a)(1) and pass legislation providing a clear statutory framework for when an individual can appeal an agency decision.
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	<p>TEA and the Office of the Attorney General of Texas must spend extensive time and resources briefing and litigating agency rules and decisions when it is unclear if the legislature intended to provide the right to appeal.</p> <p>Providing a clear statutory framework for when an individual can appeal will likely reduce litigation, saving taxpayer dollars.</p>
<b>Impediments that Lead to Higher Instructional Materials Costs for School Systems</b>	
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)</b>	TEC §28.027(b) [two versions of code]
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	The SBOE has an existing process for the review and adoption of courses in the required curriculum. A separate process would be redundant. Furthermore, any course may be offered in an applied manner, under §28.025(b-4).
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Eliminate both versions of statute.
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	This change would result in one SBOE process for all courses and subject areas and would reduce questions regarding whether courses under this provision differ from courses that fall under the standard SBOE process.
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)</b>	TEC, §31.105(c)

<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	This subsection requires a district to notify the agency of the sale or disposal of instructional materials. This requirement creates unnecessary work for both the district and the agency.
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Eliminate TEC, §31.105(c)
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	This will eliminate time spent on an unnecessary task and will result in more consistency within Chapter 31.
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)</b>	TEC §31.027(a)
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	This section requires publishers participating in a proclamation to provide each school district and charter school with information that fully describes each of the publisher's submitted instructional materials. This requirement is confusing for publishers and the agency receives many inquiries from the districts about what to do with this information. Lists of participating publishers, along with their contact information, and pre-adoption samples are posted to the agency website, so this requirement seems unnecessary.
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Rename section to 31.027. ELECTRONIC SAMPLE. Strike from (a) the sentence that reads, "A publisher shall provide each school district and open-enrollment charter with information that fully describes each of the publisher's submitted instructional materials."
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	This would remove the burden on the district instructional materials coordinators to collect and organize this information and the additional time agency staff spends answering questions and providing clarification.
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)</b>	TEC, §28.013(a)
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	The agency was not appropriated resources to implement this nature science curriculum program.
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Eliminate statute.
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	This project was not funded by the legislature and as a result has not been implemented. Removal of this section from statute would eliminate confusion and would enable school districts to maintain flexibility in determining appropriate curriculum to address the state standards.



Impediments that Reduce Agency Effectiveness	
SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)	TEC §39.309
DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS	This statute, which requires TEA develop and maintain an Internet website, separate from the agency's Internet website, to be known as the Texas School Accountability Dashboard for the public to access school district and campus accountability information, requires a performance analysis on four indexes of performances which were used in the accountability system before HB 22 in 2017. There is no more index system in the accountability system, and this statute requires the maintenance of a completely different, and unused, accountability comparison. The statute should be eliminated or re-written.
PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION	Eliminate or rewrite this statute to avoid redundancy and confusion.
DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE	Eliminating the requirement that TEA develop a distinct Texas School Accountability Dashboard that will eliminate staff cost spent on redundant reporting requirements.
SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)	TEC §12.1174
DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS	This statute, enacted in 2019, allows for the agency to collect information related to a charter school student admission waitlist. Charter schools are required to submit information to the agency "not later than the last Friday in October of each school year," necessary for the agency to post waitlist information by March 15 of each year.
PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION	Edit TEC §12.1174 removing "not later than the last Friday in October of each school year"  to say  "Annually not later than the PEIMS fall submission due date, the governing body...."
DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE	The agency has had to create a separate data collection to meet the timeline in the statutory language. Aligning with the PEIMS snapshot data will remove the additional burden for charter schools to submit additional data in a separate collection outside of the PEIMS student level collection in the fall. These changes would reduce the amount of resources TEA expends to run a separate collection.

<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)</b>	TEC §39.003; §39.0302
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	Subpoena power over special accreditation investigations (§39.0003) is limited to attending a deposition and producing documents, rather than "to compel the attendance of a relevant witness or the production, for inspection or copying, of relevant evidence that is located in this state" required by Sec. 39.0203. This impedes the investigatory process when school districts refuse to provide pertinent evidence to TEA. The school district may also redact evidence before providing it to TEA in a timely manner. Additionally, school districts will sometimes withhold potentially incriminating evidence claiming legal privilege, preventing the state oversight function from addressing fraud, waste, and abuse in ways that are inconsistent with other aspects of state government; for example, the state auditor's office asserts its ability to review privileged material.
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Modify by expanding subpoena power to include the requirements of Sec. 39.0302 and clarifying access to documents for which school districts and charters claim privilege. Despite access, documents would remain privileged for evidentiary purposes.
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	This modification would provide TEA investigators with authority to access evidence needed to conduct an accurate investigation. Investigations will be faster and more efficient, saving taxpayer dollars and protecting students.
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)</b>	TEC §38.103-§38.104: Physical Fitness Assessment
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	TEC 38.103-38.104 requires the agency to perform analysis on physical fitness assessment and correlate them to student academic achievement levels, student attendance levels, student obesity levels, student disciplinary problems and school meal programs. The agency is unable to correlate results to the specified categories because TEC 38.103 does not permit the use of individual students or teachers or a student's social security number or date of birth, which is necessary in analyzing the required categories.
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Modify TEC §38.103 to clarify that the agency can collect data by underlying unique student identifier.
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	Absent this change, the statutorily required analysis cannot be performed in a meaningful way.

<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)</b>	TEC §39.055
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	This provision exempts open-enrollment charter school residential facilities, or facilities serving adjudicated youth, from performance reporting. Some open-enrollment charter schools have student populations of entirely residential, adjudicated students. These charter schools do not generate an accountability rating. Without an official rating or rating information, it is impossible for TEA to make informed decisions on whether an expansion of the charter is warranted.
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Modify and provide statutory framework for performance reporting of open-enrollment charter schools that are residential facilities.  Could be done through the development of a separate performance framework in the same way it establishes that approach for adult charter program charters.
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	This modification would allow for more transparency and for TEA's expansion and continuation decisions to be based on student performance.
<b>Redundancies Between TEA and the Department of State Health Services</b>	
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)</b>	TEC §38.002
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	This provision requires TEA to create a form regarding immunizations. The Department of State Health Services (DSHS) has an online system called the Child Health Reporting System for reporting immunization data, which serves the same purpose. Therefore, it is unnecessary and redundant for TEA to create this form.
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Modify statute to remove the requirement that TEA develop the immunization form. All responsibility should be given to the immunization branch at DSHS.
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	This change would eliminate duplicate efforts of two state agencies and the requirement better aligns with the mission of DSHS, saving taxpayer dollars.
<b>Impediments Caused by Lack of Clarity in the Statute</b>	
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)</b>	TEC §39.306
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	This section requires the notification of the annual report "must include notice to a newspaper of general circulation in the district." This requirement is out of date with current methods of communication.

<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Update the required methods of required notice.
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	This would provide districts with a cost savings.
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)</b>	TEC 48.283
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	TEC 48.283 was designed to hold certain recapture districts harmless if the tax compression in SB2 reduced or eliminated the benefit. Unfortunately, statute is unclear and could potentially result in litigation. Additionally, SB2 included a combination of a homestead exemption increase and tax compression, with two hold harmless statutes addressing each issue separately. This design does not always deliver the exact amount of revenue required to offset losses.
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Repeal TEC 48.283 and revise TEC 48.2543 to provide a hold harmless for both tax rate compression and the homestead exemption increase
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	This will ensure districts are adequately held harmless for the combined effect of the tax compression and homestead exemption increase, make sure no districts receive windfall amounts and protect the agency from potential litigation.
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)</b>	TEC §22.085 and TEC §21.058
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	<p>The new TEC §22.092 REGISTRY OF PERSONS NOT ELIGIBLE FOR EMPLOYMENT IN PUBLIC SCHOOLS (“Do Not Hire Registry”). 22.092(c)(2) states that the Registry shall list non-certified employees found ineligible for employment based on a criminal history review as provided by TEC §22.0833, which states that non-certified employees must be discharged from schools based on the criteria in TEC §22.085.</p> <p>Currently, §22.085(a)(1) includes individuals who were convicted or placed on deferred adjudication for an offense for which the defendant is required to register as a Sex Offender under Tx CCP Chap 62. The offense Tx Penal Code §21.12 Improper Relationship Between Educator and Student is not an offense under TX CCP Chap 62. Therefore, a non-certified person convicted or placed on deferred adjudication for TX PC §21.12 would not automatically be placed on the Do Not Hire Registry.</p> <p>TEC §22.085(a)(2) includes individuals who were convicted of a felony offense under Title V of the Tx Penal Code if the victim of was under 18 at the time of the offense. The Title V offenses include offenses under Tx PC Chapter 19-Criminal Homicide. Therefore, unless the victim of a criminal homicide was under 18, a person convicted of Criminal Homicide and other Title V felonies would not automatically be placed on the Do Not Hire Registry.</p>



	TEC §21.058 Revocation of Certificate and Termination of Employment provides the same criteria for automatic revocation of an SBEC certificate. Therefore, conviction or placement on deferred adjudication for Tx PC 21.12 Improper Relationship does not result in automatic revocations. Even though a person was convicted or placed on deferred adjudication, staff must investigate and litigate these matters in SOAH and present to SBEC to propose Revocation.
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	<p>Add §22.085(a)(3) to include non-certified employees convicted or placed on deferred adjudication for Tx PC §21.12 Improper Relationship Between Educator and Student.</p> <p>Remove “was under 18 years of age at the time the offense was committed” for TEC §22.085(a)(2) to make placement on the Do Not Hire Registry automatic for any conviction of a Title V felony.</p> <p>Make the same changes to language to TEC TEC §21.058(a) to make revocation of certificate automatic for the above dispositions.</p>
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	These changes would reduce the amount of resources TEA expends investigating and litigating cases that involve conviction or deferred adjudication of egregious offenses.
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)</b>	TEC §31.027(a)
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	This section requires publishers participating in a proclamation to provide each school district and charter school with information that fully describes each of the publisher’s submitted instructional materials. This requirement is confusing for publishers and the agency receives many inquiries from the districts about what to do with this information. Lists of participating publishers, along with their contact information, and pre-adoption samples are posted to the agency website, so this requirement seems unnecessary.
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Rename section to 31.027. ELECTRONIC SAMPLE. Strike from (a) the sentence that reads, “A publisher shall provide each school district and open-enrollment charter with information that fully describes each of the publisher’s submitted instructional materials.”

DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE	This would remove the burden on the district instructional materials coordinators to collect and organize this information and the additional time agency staff spends answering questions and providing clarification.
REDUNDANCIES AND IMPEDIMENTS (REPEAT SECTION AS NECESSARY FOR EACH IDENTIFIED REDUNDANCY AND IMPEDIMENT)	
SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)	TEC, §31.105(c)
DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS	This subsection requires a district to notify the agency of the sale or disposal of instructional materials. This requirement creates unnecessary work for both the district and the agency.
PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION	Eliminate TEC, §31.105(c)
DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE	This will eliminate time spent on an unnecessary task and will result in more consistency within Chapter 31.
REDUNDANCIES AND IMPEDIMENTS (REPEAT SECTION AS NECESSARY FOR EACH IDENTIFIED REDUNDANCY AND IMPEDIMENT)	
SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)	TEC §31.101(d) and (e)
DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS	Language in this section contradicts other sections of Chapter 31 that allow districts to determine locally how to spend IMA funds.
PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION	Eliminate §31.101(d) and (e)
DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE	This would help ensure Chapter 31 contains only up-to-date language and no contradictions. Also, this change would guarantee that districts have the best materials available and do not have to pay for materials they cannot use.
REDUNDANCIES AND IMPEDIMENTS (REPEAT SECTION AS NECESSARY FOR EACH IDENTIFIED REDUNDANCY AND IMPEDIMENT)	
SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)	TEC §31.022 (d-1) version 1 A (d-1) version 2 A
DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS	The two versions of (d-1) have almost identical language. Version 1 refers to textbooks and version 2 refers to instructional materials. Version 2 is more consistent with the current language in the rest of the education code

<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Eliminate TEC, §31.022(d-1) version 1 A
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	This change would eliminate redundancy to minimize confusion.
<b>REDUNDANCIES AND IMPEDIMENTS (REPEAT SECTION AS NECESSARY FOR EACH IDENTIFIED REDUNDANCY AND IMPEDIMENT)</b>	
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)</b>	TEC, §28.013(a)
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	The agency was not appropriated resources to implement this nature science curriculum program
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Eliminate statute.
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	This project was not funded by the legislature and as a result has not been implemented. Removal of this section from statute would eliminate confusion and would enable school districts to maintain flexibility in determining appropriate curriculum to address the state standards
<b>REDUNDANCIES AND IMPEDIMENTS (REPEAT SECTION AS NECESSARY FOR EACH IDENTIFIED REDUNDANCY AND IMPEDIMENT)</b>	
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)</b>	TEC §12.1174
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	This statute, enacted in 2019, allows for the agency to collect information related to a charter school student admission waitlist. Charter schools are required to submit information to the agency “not later than the last Friday in October of each school year,” necessary for the agency to post waitlist information by March 15 of each year.
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Edit TEC §12.1174 removing “not later than the last Friday in October of each school year” to say “Annually not later than the PEIMS fall submission due date, the governing body...”
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	The agency has had to create a separate data collection to meet the timeline in the statutory language. Aligning with the PEIMS snapshot data will remove the additional burden for charter schools to submit additional data in a separate collection outside of the PEIMS student level collection in the fall. These changes would reduce the amount of resources TEA expends to run a separate collection.
<b>REDUNDANCIES AND IMPEDIMENTS (REPEAT SECTION AS NECESSARY FOR EACH IDENTIFIED REDUNDANCY AND IMPEDIMENT)</b>	

<b>REDUNDANCIES AND IMPEDIMENTS (REPEAT SECTION AS NECESSARY FOR EACH IDENTIFIED REDUNDANCY AND IMPEDIMENT)</b>	
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)</b>	Occupation Code 1601.566(b) 1602.460(c)
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	TEA does not oversee cosmetology and barber schools.
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Remove TEA from the code and replace it with another state agency who oversees the licensing of these schools or to the Comptroller who collects penalties and interest for unpaid balances.
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	It would save time and resources from researching and posting the interest rate.
<b>REDUNDANCIES AND IMPEDIMENTS (REPEAT SECTION AS NECESSARY FOR EACH IDENTIFIED REDUNDANCY AND IMPEDIMENT)</b>	
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)</b>	TEC §38.103-§38.104: Physical Fitness Assessment
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	TEC 38.103-38.104 requires the agency to perform analysis on physical fitness assessment and correlate them to student academic achievement levels, student attendance levels, student obesity levels, student disciplinary problems and school meal programs. The agency is unable to correlate results to the specified categories because TEC 38.103 does not permit the use of individual students or teachers or a student's social security number or date of birth, which is necessary in analyzing the required categories.
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Modify TEC §38.103 to clarify that the agency can collect data by underlying unique student identifier.
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	Absent this change, the statutorily required analysis cannot be performed in a meaningful way.

REDUNDANCIES AND IMPEDIMENTS (REPEAT SECTION AS NECESSARY FOR EACH IDENTIFIED REDUNDANCY AND IMPEDIMENT)	
SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)	TEC §39.309
DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS	This statute, which requires TEA develop and maintain an Internet website, separate from the agency's Internet website, to be known as the Texas School Accountability Dashboard for the public to access school district and campus accountability information, is unnecessary as it wastes agency resources and provides information that is readily available elsewhere. The items required in the dashboard are provided in the Texas Academic Performance Report (TAPR) system and in the Compare tool within TXschools.gov. Furthermore, the statute is inaccurate in that it references the indexes which were measured in the previous accountability system.
PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION	Eliminate this statute to avoid redundancy and confusion.
DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE	Eliminating the requirement that TEA develop the Texas School Accountability Dashboard will allow agency staff to focus their efforts on improving the presentation of the data in the TAPR system and on TXschools.gov.
REDUNDANCIES AND IMPEDIMENTS (REPEAT SECTION AS NECESSARY FOR EACH IDENTIFIED REDUNDANCY AND IMPEDIMENT)	
SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)	TEC §25.087(b-3)
DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS	A 2009 amendment to TEC §25.087 added a provision relating to students diagnosed with autism spectrum disorder (ASD). Subsection (b-3) provides that a temporary absence under subsection (b)(2) includes the temporary absence of a student diagnosed with ASD resulting from an appointment with a health care practitioner to receive a generally recognized service for persons with ASD. School districts are confused as to how the recurring absences of students with ASD can be considered "temporary" and about the implications of the provision for students with chronic health conditions.
PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION	Modify TEC §25.087(b-3) by deleting all references to "temporary absences" to ensure that school districts have appropriate guidance.
DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE	<p>Modifying the statute will reduce school districts confusion and requests for guidance from TEA. This would free up valuable staff time for both ISDs and TEA.</p> <p>The issue is more about students with chronic health concerns and the impact of absences, how they are treated at the local level.</p>
SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)	TEC §29.918



<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	The title of this section and part (a) refer to dropout prevention; the section that describes what belongs in the plan in subsection (a) refers to dropout recovery. In practice, “dropout prevention” refers to strategies used to keep students from dropping out, and “dropout recovery” refers to strategies used to get students who have dropped out to return to school.
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Change the references to “dropout recovery” in subsection (d) to “dropout prevention” to align to the title and to the requirements of what the plan must include.
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	The use of both terms has created some confusion among districts as to what the plan needs to include and what goal it should accomplish. Clarifying the terms will also ensure that the methodology we use to identify districts is geared toward the correct problem.
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)</b>	TEC §29.912
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	Statute creates a new allotment (additional ADA and Outcomes bonus) and a grant program. The Outcomes Bonus is allocated based on students achieving a “Credential of Value” as defined by the THECB. The statute is written such that funds may not be used for the grant program until all entitlements are allocated, however calculating these thresholds will take some time. Therefore, we do not expect to have a grant program for at least 1-2 years.
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Modify the language to separate the grant from the allotment and appropriate funds to the grant program if that is desired.
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	The grant program will help the Agency meet the demand of districts interested in pursuing this new R-PEP opportunity.
<b>Obsolete Portions of the Texas Education Code</b>	
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)</b>	Occupation Code 1603.3604(c)
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	TEA does not oversee cosmetology and barber schools.
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Remove TEA from the code and replace it with another state agency who oversees the licensing of these schools or to the Comptroller who collects penalties and interest for unpaid balances.
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	It would save time and resources from researching and posting the interest rate.

<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)</b>	TEC §33.081
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	The Commissioner of Education had delegated “no pass, no play” appeals to the UIL many years ago.
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Modify to specify that under subsection (g) that UIL will hear all “no pass, no play” appeals instead of the Commissioner of Education.
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	Clarification will eliminate confusion and streamline the process for appeals.
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)</b>	TEC §30.084
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	For years, the Regional Day School Programs for the Deaf have been managed at the school district level through shared services arrangements (SSAs). Funding is currently sent to the SSAs and used for direct services to students. Therefore, this provision is unnecessary.
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Eliminate TEC §30.084.
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	Eliminates unnecessary provision, saving staff time and resources.  Outdated and should be eliminated as SBOE hasn’t managed this in decades.
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)</b>	TEC §29.0161
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	The statute requires that, not later than December 1, 2003, TEA and SOAH shall determine whether they should enter into an interagency contract under which SOAH would conduct all or part of the special education due process hearings. The agencies have fulfilled the requirements of the statute and currently have an interagency contract, making this provision unnecessary.
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Eliminate TEC §29.0161.
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	Elimination will streamline the TEC by removing a statute that is outdated and unnecessary.

<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)</b>	TEC §13.010
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	<p>This section was enacted in 1989 (as Section 19.010) to assist the legislature with redistricting.</p> <p>The legislature no longer relies on maps held by TEA for redistricting purposes. The Texas Legislative Council (TLC) has informed TEA that it uses boundary information from appraisal districts throughout the state, which is updated annually. In turn, TEA relies on maps from the TLC for the maps that TEA provides on its website.</p>
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Eliminate TEC §13.010 and replace with provision that clarifies that TEA can rely upon information from TLC for the number of square miles in a district for purposes of Section 42.103 and for any other purpose for which TEA needs district boundary information.
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	Modification would clarify that appraisal districts are the primary source for boundary information and establishes TLC as the central state repository for boundary information. The change will prevent conflicting boundary descriptions by streamlining the reporting of changes in boundaries to one agency.
<b>REDUNDANCIES AND IMPEDIMENTS (REPEAT SECTION AS NECESSARY FOR EACH IDENTIFIED REDUNDANCY AND IMPEDIMENT)</b>	
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)</b>	TEC §7.021(b)(9); §29.9021
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	Provisions regarding driver education requirements should have been moved from TEA to the Texas Department of Licensing and Regulation (TDLR) when the driver education program was moved.
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Modify and transfer provisions to TDLR.
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	This modification aligns responsibility for the driver education program with the correct agency.
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)</b>	Texas Government Code §508.318
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	<p>In September 2013, responsibility for Adult Education transferred from TEA to TWC (SB 307 Texas Legislature 83(R), 2013).</p> <p>This code requires TEA to enter into an MOU with Texas Board of Criminal Justice to provide continuing education to releases.</p>

<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Modify Texas Government Code §508.318 to replace Texas Education Agency with Texas Workforce Commissioner. TEA would then repeal TAC §89.1311
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	This change would place all adult education responsibilities with the same state agency.
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)</b>	TEC, §29.094
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	This provision provided for an intensive reading or language intervention pilot program that was to be made available to campuses in 2007-2008 and 2008- 2009 school years. The pilot program was not funded.
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Eliminate statute.
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	This change would reduce the number of inquiries agency staff members must address regarding a program that was not funded.
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)</b>	TEC, §29.095
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	This Grants for Student Clubs program is no longer funded.
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Eliminate statute.
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	This change would reduce the number of inquiries agency staff members must address regarding a program that is no longer funded.

<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)</b>	TEC, §29.096
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	This Collaborative Dropout Reduction Pilot program is no longer funded.
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Eliminate references to “pilot program” and grants. Add language to allow LEAs to use compensatory education funds under 42.160 for this purpose.
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	This change would clarify that the grant funds are not available, but that best practices for dropout prevention may still be funded locally with compensatory education funding.
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)</b>	TEC, §29.099
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	This Intensive Mathematics and Algebra Intervention Pilot grant program is no longer funded.
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Eliminate statute.
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	This change would reduce the number of inquiries agency staff members must address regarding a program that is no longer funded.
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)</b>	TEC, §29.915
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	Since this financial literacy pilot was originally enacted subsequent legislation has passed that requires instruction in financial literacy in K-8 mathematics and high school economics. Consequently, this pilot is obsolete.
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Eliminate statute.



DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE	This change would eliminate the cost and resources required to maintain information related to a pilot program that is outdated and would eliminate confusion regarding financial literacy requirements.
SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)	TEC, §38.0181
DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS	This Cardiovascular Screening pilot has not been funded and has been inactive since 2007.
PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION	Eliminate statute.
DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE	This change would eliminate statutory reference to a pilot program that has been completed and would reduce the number of inquiries agency staff members must address regarding a program that is not funded.
SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)	TEC §28.0253
DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS	This pilot program: High School Diplomas for Students who Demonstrate Early Readiness for College was not funded.
PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION	Eliminate statute.
DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE	This change would eliminate references to a program that was not funded, would eliminate confusion, and would reduce calls the agency receives about the program.

### Natural Disaster Related Redundancies and Impediments

NATURAL DISASTER-RELATED REDUNDANCIES AND IMPEDIMENTS (IF APPLICABLE)	
SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)	TEC §7.062, §48.005(d), §48.006, §48.258, §48.259, §48.260, §48.261, §48.265, §48.266(e), §48.267

<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	These sections relate to uses of available/surplus funds in the Foundation School Program (FSP) (school formula funding). Legislative review of these sections is needed to prioritize these provisions and ensure in times of disaster or emergency declaration these funds can be accessed in a timely way. In particular, TEC §48.265 has first call on any excess funding regardless of circumstances.
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Modify statutes to ensure FSP surplus funding is prioritized with needed flexibility in times of disaster or emergency declaration.
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	This would clarify the funding priorities and/or flexibilities allowed for these surplus FSP funds.
<b>NATURAL DISASTER-RELATED REDUNDANCIES AND IMPEDIMENTS (IF APPLICABLE)</b>	
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)</b>	TEC §48.260
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	TEC §48.260 authorizes the commissioner to adjust property values during a gubernatorially declared disaster but requires a specific appropriation or available funds.
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	The timing of these disasters is unknown and has historically occurred during the interim. The statute does not provide enough flexibility for these funds when the Legislature is not in session.
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	School systems would be provided more clarity when making budget decisions.
<b>NATURAL DISASTER-RELATED REDUNDANCIES AND IMPEDIMENTS (IF APPLICABLE)</b>	
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)</b>	TEC §49.154
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	TEC §49.154 establishes the recapture payment schedule. TEC §49.006 authorizes the commissioner to alter dates and time periods under chapter 49. Districts affected by a disaster may experience cash flow problems. The commissioner has authority to modify dates and time periods, but it is unclear for how long.
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Consider express authorization to delay recapture between school years to mitigate impacts of a disaster.
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	The flexibility in the timing of collecting these funds provides better cash management processes for school systems that could be forced to make drastic personnel decisions if not granted this flexibility.
<b>NATURAL DISASTER-RELATED REDUNDANCIES AND IMPEDIMENTS (IF APPLICABLE)</b>	
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)</b>	TEC §48.273

<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	TEC §48.273 authorizes limited changes to payment schedules to correct errors and flow the proper amount of state funding, but lacks express authorization for modifications due to disaster.
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Consider express authorization to modify payment schedules and forward-flow state funding between fiscal years to mitigate impacts of a disaster.
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	The authorization to modifying these payments provides better cash management processes for school systems that could be forced to make drastic personnel decisions if not granted this flexibility.
<b>NATURAL DISASTER-RELATED REDUNDANCIES AND IMPEDIMENTS (IF APPLICABLE)</b>	
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)</b>	TEC §26.007 and Government code §551.125
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	Board meetings must be held within the district boundaries and when conducted by telephone, located at the usual place for a meeting. Districts subject to significant impact by disaster may not be able to meet at the usual location and could not utilize the telephone meeting allowance in order to conduct an emergency meeting. Districts devastated by a disaster may not be able to meet within the district boundaries at all.
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Consider a disaster allowance authorizing districts to conduct emergency meetings by telephone outside the boundaries of the district and at locations different from their usual meeting locations.
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	Providing this flexibility would allow school districts to conduct district business without fear of violation of the open Meetings Act.
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)</b>	TEC §7.001 excludes SBEC from the rules that the Commissioner may waive under §7.056
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	Commissioner waiver authority does not apply to SBEC rules.
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Consider authorizing commissioner waiver authority (and the ability to establish alternate completion dates) due to disaster or authorizing SBEC to delegate such authority to the commissioner by rule.
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	This would provide clarity and relief to those educators who may be trying to complete SBEC requirements during a time of disaster. This flexibility would limit the impact of the disaster's effect on educators.

## Items not Previously Identified as Impediments or Redundancies

REDUNDANCIES AND IMPEDIMENTS (REPEAT SECTION AS NECESSARY FOR EACH IDENTIFIED REDUNDANCY AND IMPEDIMENT)	
SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)	31.023(a)(1)(A)(ii)
DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS	Repetition of the requirement for the SBOE to vote for instructional materials to review is found in both 31.023(a)(1)(A)(ii) as well as 31.023(a)(1)(B) and is duplicative.
PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION	Consider repealing 31.023(a)(1)(A)(ii) and keep the requirement for the agency to review instructional materials that the SBOE by majority vote has requested.
DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE	This would clarify part of the Instructional Materials Review and approval process.
SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)	TEC. 28.0253
DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS	<p>Allows students to graduate early without meeting assessment graduation requirements, which is not aligned with the purpose of graduating students who demonstrate early readiness for college.</p> <p>All STAAR EOC assessments are taken by students in their first few years of high school and would not prevent a student from graduating early unless they did not meet grade level. If they do not meet grade level on a test, they have not demonstrated early readiness for college and should not graduate early under this program.</p>
PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION	Consider specifying that students must meet assessment graduation requirements under 39.025 to graduate early under the program
DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE	This would ensure that only students who truly “demonstrate early readiness for college” can graduate early from high school.
SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)	TEC 25.087
DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS	Outlines excused absences

<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Consider changing to fundable absences
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	In districts excused absences have a very different meaning than the statute. Would align how districts think of certain absences with the statute. At the local level excused absences don't necessarily translate to being fundable by the state.
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)</b>	TEC §162.002, Article II(a) and §162.002, Article III(a)(1)
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	The word "Sections" is an incorrect reference to U.S. Code and should be changed to "Chapters" (U.S.C. Chapter 1209, Active Duty, and U.S.C Chapter 1211, National Guard Members in Federal Service) The Military Interstate Children's Compact Commission (MIC3) has stated that the citation error should be corrected in each impacted state. See <a href="#">MIC3 citation correction memo</a> for more information.
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Consider changing "Sections" to "Chapters"
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	This change would ensure the compact reflects correct and consistent citations. in compliance with MIC3 expectations.
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)</b>	TEC §51.803(a)(2)(B)
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	Statute contains a reference to an older scoring system for the SAT assessment. It currently states "(B) satisfied ACT's College Readiness Benchmarks on the ACT assessment applicable to the applicant or earned on the SAT assessment a score of at least 1,500 out of 2,400 or the equivalent;"
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Suggest revising to "or earned scores that meet or exceed the SAT College and Career Readiness Benchmarks."
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	This change would make the reference current and would ensure future changes to scoring don't result in discrepancies with statutory references.
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)</b>	TEC § 37.117



<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	88th lege added two different sections with same number. See TEC § 37.117, SB 838 (silent panic alerts), and TEC § 37.117, HB 3 (school maps).
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	There is no TEC § 37.118. Renumber one of two new sections as 37.118.
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	clarity in statute
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)</b>	TEC § 37.115
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	88th lege added two different subsections (c). See HB 3 and HB 1720.
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Renumber one of the subsections to (c-1).
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	Clarity in Statute
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)</b>	Business and Commerce Code Ch. 509
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	Two different chapters 509 added. See SB 2105 and HB 18.
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Renumber one of the chapters and associated cross references to Ch. 509A.
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	clarity in statute

<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)</b>	Tex. Transp. Code § 721.003
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	TEA not exempt from inscription requirement on state-owned vehicles. Hampers ability to conduct vulnerability assessments, threat assessments, and other possible investigations, including but not limited to, imminent terroristic threats or other violent activity.
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Add TEA to exempt agency list.
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	remove impediment to agency efficacy: Ability to conduct school safety investigations or otherwise visit schools in a discreet manner when appropriate.
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)</b>	Tex. Code Crim. Pro. Art. 2.12; TEC Ch. 37, Subchapter C
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	TEA has no authority to commission peace officers, unlike a local school board, the lottery commission, or the state board of dental examiners, among others.
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Add TEA to list of agencies with direct peace officer commission authority.
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	remove impediment to agency efficacy: Allows TEA agents to exercise all rights and responsibilities of law enforcement in response to threats or incidents related to school safety.
<b>Special Education Related Impediments</b>	
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)</b>	TEC 1.002
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	This section regarding equal educational services or opportunities dates from 1995. It mentions that districts must not deny services for students who are eligible for special education under 29.003. The term special educational services is used as well, which isn't a term used in common terminology around special education and related services. The requirements to serve students under special education and related services is already addressed in federal law and in Chapter 29 of the TEC.
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Eliminate

DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE	This would remove an unnecessary state requirement that is already addressed in federal law.
SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)	TEC 25.0344
DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS	HB 1959 and HB 2892 from the 88 <sup>th</sup> session both created this same subsection. In addition to resolving this duplication, the agency has found that implementation of the statute has been difficult for LEAs. Stakeholders are interpreting the statute in many different ways. As the agency currently has no rulemaking authority under this statute, the agency has not been able to assist in resolving implementation difficulties.
PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION	Modify
DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE	By clarifying exactly the legislature's intention with these types of transfers, modifying the statutory section would help the agency provide guidance. Authorizing the commissioner to develop rules around these transfers may also assist in efficient implementation.
SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)	TEC 28.006(g-2)
DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS	The talking books program maintained by the Texas State Library and Archives Commission (TSLAC) is available for individuals who have been <i>identified</i> with reading disabilities. Therefore, requiring this notice to parents based on an "at-risk" designation means that the student is not eligible for the program.
PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION	Modify
DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE	Modifying the subsection to remove the requirement for the notice to be provided for an "at-risk" designation will avoid parent confusion since a student must be identified with a disability in order to access the program.
SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)	TEC 28.025(b-15) and (c-7)

DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS	28.025 (c-7) allows a student receiving special education services to earn an endorsement with modified curriculum if the curriculum is still sufficiently rigorous as determined by the student's ARD committee. The agency has received many questions over the years whether a student in this circumstance could also earn the distinguished level of achievement if the student has completed the requirements for that designation but with modified curriculum. It is not clear at 28.025(b-15) whether that is possible. It would be helpful for the legislature to make that determination so that the agency can provide accurate guidance to LEAs.
PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION	Modify
DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE	Modifying the section to codify the legislature's intent on this issue would allow for accurate and efficient agency guidance to LEAs.
SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)	TEC 29.002
DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS	Special education and related services is a term defined under federal law. This definition is unnecessary.
PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION	Eliminate
DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE	Elimination would remove an unnecessary state-defined term that is already addressed in federal law.
SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)	TEC 29.003
DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS	The list of eligible disabilities is not the current list of eligible disabilities under the Individuals with Disabilities Education Act (IDEA). The section should be modified to either list the current IDEA-eligible disabilities or simply cross reference to the current federal law that encompasses that list.

PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION	Modify
DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE	Modification would align state and federal law.
SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)	TEC 29.0041(c)
DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS	TEC 29.0041(c) contains an incorrect timeline by which special education evaluations are conducted. This subsection should be modified to align with the timeline under TEC 29.004. Alternatively, the entire section of 29.0041 could be eliminated, as the existing text for that section is already addressed in federal law. Informed consent is always required for any evaluations in special education, including psychological assessments.
PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION	Modify or eliminate
DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE	Modification would correct a timeline error. Elimination would remove a redundant and duplicative requirement of federal law in terms of receiving informed consent for evaluations.
SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)	TEC 29.009
DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS	This section refers to a public notice concerning preschool programs for students with disabilities. Several years ago, the agency transitioned reference to these programs as early childhood special education. The phrase “preschool programs for students with disabilities” is no longer used.
PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION	Modify



DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE	Modifying the heading of this section would align with the current terminology used for these programs.
SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)	TEC 29.012(d)
DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS	This subsection requires the agency to enter into a memorandum of understanding (MOU) with the Health and Human Services Commission, the Department of Family and Protective Services, and the Texas Juvenile Justice Department. The subsection currently requires this MOU to be developed and adopted by rule. Requiring the MOU to be developed and adopted through the rulemaking process inhibits any regular, or time sensitive, updating to the MOU.
PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION	Modify
DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE	Modifying the subsection to eliminate the requirement for the MOU to be in rule would assist with the cooperative efforts of the applicable agencies to carry out an accurate and efficient MOU.
SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)	TEC 29.013
DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS	This section on noneducational community-based support services for students with disabilities has been in statute since 1995 and has not been modified. While the legislature has continued to fund this section through a rider in the General Appropriations Act, it has been somewhat difficult to implement and is inconsistently used throughout the state. Because the eligibility for these services is restricted to only students who would remain or have to be placed in residential facilities for educational reasons without the provision of these services, and the services that are provided are for noneducational purposes, it has caused some confusion in terms of who is truly eligible for the services and the types of services that can be provided. Modification of the section would help clarify the legislature's intent for these services and allow the agency to more efficiently implement the section.

PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION	Modify
DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE	Modifying the section would help the agency implement the services more efficiently and in alignment with the legislature's intent.
SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)	TEC 29.020
DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS	Since this section on a state-initiated individualized education program facilitation project was added into the Texas Education Code in 2013, the project has not been consistently utilized. Requiring that a dispute already exist among the parties may be one of the reasons why the project is underutilized. The legislature might consider modifying this section to allow it to be used to prevent disputes. It may be utilized more often by parents and school districts if the project assisted the parties in coming to a consensus prior to a dispute.
PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION	Modify
DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE	If the legislature wishes for the agency to continue this project, it may be better utilized with a modification to the section to allow its use prior to the parties ending in a dispute.
SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)	TEC 29.022(q)
DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS	TEC 29.022(q) requires the agency to collect data relating to requests for the installation and operation of video and audio equipment in certain special education classrooms, including the actions taken by an local educational agency in response to a request, the number of requests made, the number of requests that were authorized, and the number of requests that were denied. While the requirement to collect data is evident, the agency has encountered some issues related to reliability and appropriate data analysis without a clear directive or authority to collect this data through the Texas Student Data System (TSDS)/Public Education Information Management System (PEIMS) or through another

	standardized way.
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Modify
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	Modifying the subsection to require submission of the data through TSDS/PEIMS would help aid the agency in verifying that each LEA has submitted the required data and assist with accurate data analysis.
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)</b>	TEC 29.042(c)
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	This subsection does not allow the commissioner to set aside any additional funds for the Supplemental Special Education Services (SSES) program other than what has been appropriated for the program. There may be instances where additional unallocated funds may be available to put towards the program. Therefore, modifying the subsection by removing this limit may be helpful.
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Modify
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	Modifying the subsection to allow for a circumstance where unencumbered funds could be used for the SSES program would assist in maximum use of the program.
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)</b>	TEC 29.056(g)
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	This subsection allows the transfer of an emergent bilingual student out of a bilingual or special language program if the student is able to participate equally in regular all-English instructional programming as determined by agency-approved assessments to determine oral and written language proficiency and specific language skills in English; satisfactory performance on STAAR or a STAAR end-of course assessment in English language arts or an achievement score at or above the 40 <sup>th</sup> percentile on an English standardized test if the student is in the first or second grade; and agency approved criterion referenced tests and the results of a subjective teacher evaluation. The agency has received a substantial number of inquiries over the years about the relation of the STAAR with a student's ability to be transitioned out of emergent bilingual status. As the

	charge to subsection (g) is to participate equally in a regular all-English instructional program, stakeholders, including the US Department of Education have commented that a requirement to pass the STAAR to meet this exit criteria poses an undue burden on these students to perform at a higher level than other students are required to perform. Additionally, inclusion of a requirement such as this in exit criteria is not the norm, nationally. The agency requests consideration of a potential modification to this subsection to ensure the standards set for transferring out of emergent bilingual status are based on a student's ability to participate in English instruction and not effectually requiring a higher standard of achievement unrelated to their command of the English language.
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Modify
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	Modifying the subsection would clarify the legislature's expectations on what criteria demonstrates equal participation in English language programming.
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)</b>	TEC 29.066(b)
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	This subsection describes the requirement for the commissioner to adopt rules to classify emergent bilingual programs. It describes those classifications as transitional bilingual/early exit, transitional bilingual/late exit, dual language immersion/two-way, and dual language immersion/one-way. Local educational agencies (LEAs) implement these programs in multiple languages based on the needs of their communities. However, this subsection mentions these classifications in the context of only English and Spanish programs. The subsection should be modified to refer to "English and another language" rather than just English and Spanish.
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Modify
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	Modifying this subsection to include other languages than just Spanish will align with LEA programs that are implemented across the state.
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)</b>	TEC, Chapter 29, Subchapter D

<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	Subchapter D addresses educational programs for gifted and talented students. Two of the three sections in this subchapter have not been modified since 1995. Over the years, it has been requested that the agency collect data on each local educational agency's (LEA's) gifted and talented identification processes, as well as the gifted and talented services available at each grade level. Additionally, the agency has been asked to report LEA compliance with the State Plan. These are not specific authorities given either to the commissioner or to the State Board of Education currently. Modifications to this subchapter may be of interest to the legislature to ensure accurate and efficient reporting and compliance with gifted and talented processes.
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Modify
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	Modifying the subchapter would assist the agency and the State Board of Education to address requests for data that neither entity is currently specifically authorized to collect.
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)</b>	TEC, Chapter 29, Subchapter I
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	Most of the sections in Subchapter I date from 1995 and have not been revised. There have been several changes in law and practice since 1995 regarding the education of students who are deaf or hard of hearing, so the legislature might consider reviewing the entire subchapter. Some specific provisions that would benefit from modification are: 29.301(1), where it refers to an ARD committee required by State Board of Education rule, whereas the SBOE does not have authority over ARD committees; 29.306, which requires familial involvement, whereas this is already required by federal law that parents be active members of ARD committees; 29.309, which mentions a special education advisory committee required under the SBOE rule, whereas this rule does not currently exist; 29.315, which requires that a memorandum of understanding (MOU) be developed between the agency and the Texas School for the Deaf and requires this MOU to be in rule, which inhibits necessary changes from being done on a timely basis; and 29.316, which mentions language acquisition of students who are deaf or hard of hearing and a required data collection and reporting schedule, whereas some of the requirements have been determined by the affected agencies to be infeasible to collect and report on in an accurate manner. A thorough review of this subchapter would assist the agency in implementing the law.
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Modify
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	A review and necessary modifications of this subchapter would help resolve inconsistencies among other areas of statute.

<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)</b>	TEC 30.001
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	This section requires the commissioner, with the approval of the State Board of Education, to develop and implement a plan for the coordination of services to children with disabilities in each region. This section has not been modified since 1995; the requirements for ensuring a free appropriate public education to students with disabilities are already addressed in federal law and in other sections of the Education Code. Therefore, its elimination would remove a redundant and somewhat contradictory requirement. If this section was eliminated or modified, Section 7.055(b)(24) would also need to be modified or eliminated.
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)</b>	Eliminate
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	Elimination of the section would reduce duplicative and somewhat contradictory requirements that are already prescribed in other law.
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	TEC 30.005
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	This section requires that a memorandum of understanding (MOU) be developed between the agency and the Texas School for the Blind and Visually Impaired. However, the MOU is required to be addressed in rule, which inhibits a timely revision process when necessary. Modifying the section to remove that requirement is recommended.
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Modify
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	Modifying the section by eliminating the requirement that the MOU be addressed in rule will assist the two entities in amending the MOU on a timely basis.



SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)	TEC 37.0021
DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS	<p>Over the years, the agency has received questions and confusion from local educational agencies (LEAs) regarding this section on the use of confinement, restraint, seclusion, and time-out. There are certain subsections within this section that are applicable to all students and some only to students with disabilities. It would be helpful in the agency's efforts to assist LEAs in implementing statute if the legislature reviewed and clarified its intent regarding the following issues included in this section: 1) the prohibition of confinement is only addressed toward students with disabilities who receive special education services; 2) Both references to the Texas Administrative Code in subsection (c) have been repealed for several years, so it would be helpful to determine if any subsequent rules are recommended to take the place of these outdated references; 3) subsection (d) and (e) only pertain to procedures on the use of restraint and time-out for students with disabilities receiving special education services. Without an explicit statement to the contrary, the text appears to only give the commissioner authority to develop procedures for students with disabilities, thereby leaving no guidelines or procedures to be created regarding the use of restraint and time-out for students <i>without</i> disabilities. This limited authority is further highlighted in subsection (i), where it implies that only restraints performed by peace officers are required to be reported for <i>all</i> students, whereas reports on the use of <i>any</i> restraints on students with disabilities would be required; and 4) subsection (g) adds that the section and rules do not apply to peace officers performing law enforcement duties, with the exception of subsection (i), related to the reporting on restraints performed by peace officers. However, subsection (j) specifically calls out a prohibition of peace officers, so the reference in subsection (g) to not being applicable to peace officers is inaccurate. It would be beneficial for LEAs to understand the legislature's intent regarding the use of confinement, seclusion, restraint, and time-out, especially whether reporting on the use of restraint for <i>all</i> students is what the legislature intended but is not reflected in the current statute.</p>
PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION	Modify
DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE	A thorough review of Chapter 37, including this section, would be beneficial to clarify whether requirements around confinement, seclusion, restraint, and time-out apply to all students, or just students with disabilities.
SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)	TEC 37.006; 37.009
DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS	HB 114 from the 88 <sup>th</sup> session added a requirement in 37.006 to place a student in a disciplinary alternative education program (DAEP) if the student possesses, uses, or is under the influence of, or sells, gives, or delivers to another person marihuana or tetrahydrocannabinol. Additionally, placement in a DAEP is required when a student possesses, uses, sells, gives, or delivers to another person

	an e-cigarette. Section 37.009 addresses circumstances in which students placed in a DAEP for these reasons can serve their disciplinary consequence in in-school suspension rather than in a DAEP. The agency has received numerous inquiries from local educational agencies (LEAs) for assistance in implementing this statute. The mandatory DAEP placement requirement for e-cigarettes has been reported by districts to take some of their local decision-making and authority away from them, especially in light of potentially different desired consequences for possession versus selling of such devices.
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Modify
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	Reconsidering and modifying the conditions for mandatory DAEP placement for these disciplinary offenses would assist LEAs in applying appropriate consequences for student violations of the Student Code of Conduct.
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)</b>	TEC 38.003(d)
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	This subsection defines dyslexia and related disorders. There are more current research-based definitions of these disabilities that are widely accepted in the field. Elimination of this subsection or modification to align with those more current definitions would assist in effective implementation of statute.
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Modify or Eliminate
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	Aligning these definitions with the more commonly accepted and used definitions would assist the agency in effectively implementing both state and federal law in relation to dyslexia and related disorders.
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)</b>	TEC 39.023(b-1)

<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	This subsection mentions the redevelopment of the alternate assessment, which was completed several years ago. As referencing the redevelopment is no longer necessary, it would be helpful to modify this subsection accordingly.
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Modify
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	Modifying the subsection to remove the pieces that are tied to the redevelopment process would help the agency efficiently implement the law.
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)</b>	TEC 39.023(n)
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	This subsection mentions specific provisions around state assessment for students identified with dyslexia or a related disorder. Assessment accommodations are not currently determined based on the type of disability that a student has, but rather they are made based on the student's needs. Additionally, this subsection refers only to the identification under Section 504 of the Rehabilitation Act and does not include identification under the Individuals with Disabilities Education Act. Elimination of the subsection would not affect an ARD committee or Section 504 committee from determining appropriate assessment accommodations.
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Eliminate
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	Assessment accommodations are based on a student's needs, not on a particular disability. Eliminating the subsection would align with that practice.
<b>Educator Misconduct, Do Not Hire Registry, and Governance Impediments</b>	
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)</b>	TEC §13.054
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)</b>	This statute only permits the commissioner to discretionarily order annexation of a district due to it being academically unacceptable for a period of two years. In contrast, even if a district has multiple years of unacceptable financial accountability, it must request a waiver to allow for an order of annexation. Requiring the commissioner to approve a waiver for annexation adds an unnecessary step to annexation when a district may be facing serious financial hardships or timing of the hardship may not allow for districts to utilize the consolidation process.

DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS	Modify the statute to allow for the commissioner to order annexation upon the request of a district that has demonstrated financial insolvency to the agency.
PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION	Modification would permit annexation by the commissioner when requested and warranted due to financial insolvency and when it is infeasible for districts to complete the consolidation process. It could also save taxpayer dollars related to election costs associated with consolidation.
SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)	TEC, §22.094
DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS	TEC 22.094, which provides the Commissioner of Education with jurisdiction to open investigations against non-certified employees based on reports from LEAs.  However, the law currently does NOT allow the agency to open investigations of non-certified employees based on parent/stakeholder complaints or reports of abuse/neglect submitted by CPS DFPS under Tx Family Code 261
PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION	Amend 22.094 to allow TEA to open investigations based on parent/stakeholder complaints against a non-certified educator
DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE	This change would provide the TEA Commissioner of Education the authority to investigate allegations and place individuals on the Do Not Hire Registry based on parent/stakeholder complaints or CPS referrals.  The additional case volume created by this change would require additional staff to investigate allegations and litigate cases.
SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)	TEC 22.094  TEC 21.007
DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS	Currently, TEC 22.094 allows the agency to place the <b>“Under Investigation” status on the Do Not Hire Registry</b> for investigations of non-certified employees, but not for investigations of SBEC certified employees.  SBEC rule provides TEA staff with authority to add the “Under Investigation” on a person’s online certificate. However, there is not a provision in SBEC rule to allow the same status to be placed on the DNHR for pending investigations of

	certified educators. Additionally, SBEC does not have oversight of the DNHR.
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Amend TEC 21.007 (Notice n certification Record of Alleged Misconduct) to require the agency to place the "Under Investigation status" on DNHR for individuals who hold SBEC certificates and who have pending allegations
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	<p>The change would create alignment and between SBEC investigation and DNHR information, and would provide additional transparency to the public/stakeholders.</p> <p>The change in functionality would NOT likely not require additional FTEs but may require funding to enhance IT systems/applications</p>
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)</b>	<p>TEC 22.085</p> <p>TEC 21.058</p>
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	<p>Statutes for <b>automatic-revocation of an SBEC certificate</b> and <b>automatic-placement on the DNHR</b> pertain only to convictions of assaults involving a child and/or judgements resulting in registration on the (DPS) Sex Offender registry.</p> <p>However, the statutes do not currently allow for automatic revocation for conviction any assaultive offense or Public Indecency crime (e.g Poss/Promotion of Child Pornography or Prostitution)</p>
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	<p>Amend TEC 22.085 and TEC 21.058 to include the following as criteria for auto-revocation and auto-placement on the DNH Registry</p> <p>- <b>ANY felony conviction for a Tx Penal Code Title V-Offense Against Person crime</b> (<i>Homicide, Kidnapping, Trafficking, Sexual/Assaultive Offenses.</i>) Remove stipulation that victim must be minor.</p> <p>-ANY felony conviction for a Tx Penal Code Chap 43 offense (<i>Poss/Promotion of Child Pornography, Prostitution</i>)</p>
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	The change would expand the criteria that would result in auto-revocation and auto-placement on DNHR, thus further protecting the safety and welfare of students.
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)</b>	<p>TEC 21.006</p> <p>TEC 22.093</p> <p>TEC 22.095</p>

<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)</b>	<p>Currently the statute that requires TEA to create and maintain the Misconduct Reporting Portal does not make it a requirement for LEAs to use this portal/application to report misconduct. Rather, LEAs have the option of reporting to TEA/SBEC through other means such as mail as fax.</p> <p>Reporting through other means creates a delay in the processing of reports, which could provide individuals with the opportunity to gain subsequent employment after they have separated from a school district due to allegations of misconduct.</p>
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	<p>Amend 21.006, 22.093, and 22.095 to <b>require</b> LEAs to report misconduct through the online Misconduct Reporting Portal.</p>
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	<p>This change will ensure that all reports of misconduct are submitted and processed by staff in a timely manner.</p> <p>Additionally, the Misconduct Reporting Portal provides an audit-trail so both TEA staff and LEAs have the ability to confirm that reports have been submitted.</p> <p>Because TEA created the Misconduct Reporting Portal in 2020 based on the requirements of HB3 of the 86<sup>th</sup> session.</p>
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	<p>TEC 22.092</p> <p>TEC 22.094</p>
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)</b>	<p>Currently, the DNHR statutes provide the Commissioner of Education with authority to place non-certified employees and SBEC certified educators on the DNHR Registry. Accordingly, the Supt/LEA misconduct-reporting requirements only pertain to non-certified employees and SBEC educators.</p> <p>However, the statutes do not pertain to other individuals who have an opportunity for direct contact with children. These individuals could include LEA contractors, subcontractors, tutors, individuals employed by 1882 partners and/or individuals placed by a service/staffing provider.</p> <p>Additionally, SB 1849 of the 86<sup>th</sup> includes a required search and potential bar from employment/contracting for the above individuals if they are on the Interagency Reportable Conduct Search Engine.</p>
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	<p>Amend 22.092 to require LEAs to search the DNHR for these individuals and refuse to hire or refuse to engage the services of any individual on the DNHR.</p> <p>Amend 22.093 to require Supts/LEAs to report allegations of misconduct involving these individuals.</p> <p>Amend 22.094 to extend the due-process to these individuals and allow for investigation and hearing.</p>



<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	<p>This change would provide the TEA Commissioner of Education the authority to investigate allegations against other individuals who may have contact with children and place them on the DNHR if there is a finding of abuse of solicitation.</p> <p>The change would also create alignment with the requirements of SB 1849 of the 86<sup>th</sup>.</p> <p>The additional case volume created by this change would require additional staff to investigate allegations and litigate cases.</p>
--	---

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

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

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

#### Objective 1.1 Public Education Excellence – GAA (P. 237)

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

##### OUTCOME MEASURES

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

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

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
- 1.1.1.4 Number of Campuses

#### EXPLANATORY MEASURES

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

#### **STRATEGY 1.1.2 FOUNDATION SCHOOL PROGRAM—EQUALIZED FACILITIES (Not LAR)**

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

#### OUTPUT MEASURE

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

#### **Objective 1.2 Academic Excellence – LAR (p. 62)**

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 be prepared for success in college, a career, or the military.

#### OUTCOME MEASURES

- 1.2.1 Percent of Students Graduating with Distinguished Level of Achievement
- 1.2.2 Percent of Students Graduating under the Foundation High School Program with an Endorsement
- 1.2.3 Percent of Students Who Successfully Complete an Advanced Academic Course
- 1.2.4 Percent of Students With Disabilities Who Graduate High School
- 1.2.5 Percent of Monitored Districts Identified for Special Education Noncompliance that Correct Noncompliance within a Year of Notification
- 1.2.6 Percent of Eligible Students Taking Advanced Placement/International Baccalaureate Exams
- 1.2.7 Percent of AP/IB Exams Taken Potentially Qualifying for College Credit or Advanced Placement
- 1.2.8 Percent of Career and Technical Education High School Graduates Placed on the Job or in a Post-Secondary Program
- 1.2.9 Percent of Students Exiting Bilingual/ESL Programs Successfully
- 1.2.10 Percent of Limited English Proficient (LEP) Students Making Progress in Learning English
- 1.2.11 Percent of Students Retained in Grade
- 1.2.12 Percent Kindergarten students identified as at risk for dyslexia or other reading difficulties resulting from required dyslexia screening
- 1.2.13 Percent Grade 1 students identified as at risk for dyslexia or other reading difficulties resulting from required dyslexia screening
- 1.2.14 Percent of CIS Case-Managed Students Remaining in School
- 1.2.15 Percent of Districts that Meet All Eligible Indicators in the Closing the Gaps Domain
- 1.2.16 Percent of Campuses that Meet Eligible Indicators in the Closing the Gaps Domain

- 1.2.17 Percent of Campuses that Meet All Eligible Indicators in the Closing the Gaps Domain for Students with Disabilities
- 1.2.18 Percent of Title I Campuses That Meet All Eligible Indicators in the Closing the Gaps Domain
- 1.2.19 Career and Technical Education (CTE) Graduation Rates
- 1.2.20 Percent of Students Achieving a High School Diploma or Texas Certificate of High School Equivalency through Completion of a Secondary Career and Technical Education (CTE) Program
- 1.2.21 Career and Technical Educational Technical Skill Attainment
- 1.2.22 Percent of Early College High School Students who Successfully Completed at Least Two Dual Credit Courses
- 1.2.23 Percent of Non-Early College High School Students who Successfully Completed a Dual Credit Course
- 1.2.24 Percent of Eligible Four-Year-Olds Served in a High-Quality Prekindergarten Program

#### **STRATEGY 1.2.1 STATEWIDE EDUCATIONAL PROGRAMS (LAR – p. 92)**

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

##### **OUTPUT MEASURES**

- 1.2.1.1 Number of Students Served in Early Childhood School Ready Program
- 1.2.1.2 Number of Students Served in Early Childhood School Ready Program Online Engage Platform
- 1.2.1.3 Number of Students Served in Half-Day Prekindergarten Programs
- 1.2.1.4 Number of Students Served in Full-Day Prekindergarten Programs
- 1.2.1.5 Number of Students Served in Summer School Programs for Limited English-Proficient Students
- 1.2.1.6 Number of Secondary Students Served from Grades 9 through 12
- 1.2.1.7 Number of Students Receiving a T-STEM Education
- 1.2.1.8 Number of T-STEM Academies
- 1.2.1.9 Number of Early College High Schools
- 1.2.1.10 Number of Students Enrolled in Early College High Schools
- 1.2.1.11 Number of Students Served by Career and Technical Education Courses
- 1.2.1.12 Number of Pathways in Technology Early College High Schools (P-TECH) Designated Schools
- 1.2.1.13 Number of Students Enrolled in P-TECH) Designated Schools
- 1.2.1.14 Number of Campus Visits by a Mobile STEM Laboratory

#### **STRATEGY 1.2.2 ACHIEVEMENT OF STUDENTS AT-RISK (LAR – p. 98)**

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

##### **EXPLANATORY MEASURE**

- 1.2.2.1 Number of Migrant Students Identified

#### **STRATEGY 1.2.3 STUDENTS WITH DISABILITIES (LAR – p.102)**

Develop and implement programs that help to ensure all students with disabilities

receive a quality education.

#### OUTPUT MEASURES

- 1.2.3.1 Number of Students Served by Regional Day Schools for the Deaf
- 1.2.3.2 Number of Students Served by Statewide Programs for the Visually Impaired

#### **STRATEGY 1.2.4 SCHOOL IMPROVEMENT AND SUPPORT PROGRAMS (LAR – p. 107)**

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

#### OUTPUT MEASURES

- 1.2.4.1 Total Number of Operational Open-Enrollment Charter Campuses
- 1.2.4.2 Number of Case-Managed Students Participating in Communities in Schools
- 1.2.4.3 Number of Campuses Served by Communities in Schools

#### EXPLANATORY MEASURE

- 1.2.4.1 Average Expenditure Per Communities in Schools Participant

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

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

#### **Objective 2.1 Accountability (LAR – p.113)**

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

#### OUTCOME MEASURES

- 2.1.1 Percent of All Students Passing All Tests Taken
- 2.1.2 Percent of African American Students Passing All Tests Taken
- 2.1.3 Percent of Hispanic Students Passing All Tests Taken
- 2.1.4 Percent of White Students Passing All Tests Taken
- 2.1.5 Percent of Asian American Students Passing All Tests Taken
- 2.1.6 Percent of American Indian Students Passing All Tests Taken
- 2.1.7 Percent of Economically Disadvantaged Students Passing All Tests Taken
- 2.1.8 Percent of Pacific Islander Students Passing All Tests Taken
- 2.1.9 Percent of Grades 3 through 8 Students Passing STAAR Reading
- 2.1.10 Percent of Grades 3 through 8 Students Passing STAAR Mathematics
- 2.1.11 Percent of all Students Passing All Science Tests Taken
- 2.1.12 Percent of all Students Passing All Social Studies Tests Taken
- 2.1.13 Percent of Campuses Receiving a Distinction Designation
- 2.1.14 Percent of Districts Receiving a Post-Secondary Readiness Distinction Designation
- 2.1.15 Percent of Campuses Receiving Three or More Distinction Designations
- 2.1.16 Percent of Districts Receiving an "F" or Lowest Rating"
- 2.1.17 Percent of Campuses Receiving an "F" or Lowest Rating"
- 2.1.18 Percent of Charter Campuses Receiving an "F" or Lowest Rating"
- 2.1.19 Percent of Districts Receiving an "A" or Highest Rating
- 2.1.20 Percent of Campuses Receiving an "A" or Highest Rating

- 2.1.21 Percent of Charter Campuses Receiving an “A” or Highest Rating
- 2.1.22 Percent of Districts That Received a Performance Rating of F for the First time that Achieve Subsequent Year Ratings of A, B, C or D
- 2.1.23 Percent of Campuses That Received a Performance Rating of F for the First time that Achieve Subsequent Year Ratings of A, B, C or D
- 2.1.24 Percent of Campuses that Achieved a Performance Rating of A, B, C, or D in the State Accountability system in the Subsequent Year of All Campuses Required to Implement a Turnaround Plan
- 2.1.25 Percent of Graduates Who Take the SAT or ACT
- 2.1.26 Percent of High School Graduates Meeting Texas Success Initiative Readiness Standards
- 2.1.27 Percent of Districts Earning an Overall A or B Rating
- 2.1.28 Percent of Campuses Earning an Overall A or B Rating

#### **STRATEGY 2.1.1 ASSESSMENT AND ACCOUNTABILITY SYSTEM**

Continue to provide a 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.

##### **OUTPUT MEASURES**

- 2.1.1.1 Number of Campuses Receiving the Lowest Performance Rating for Two Out of the Three Most Recent Rated Years
- 2.1.1.2 Number of Districts Receiving the Lowest Performance Rating for Two Out of the Three Most Recent Rated Years

##### **EXPLANATORY MEASURE**

- 2.1.1.1 Percent of Annual Underreported Students in the Leaver System

#### **Objective 2.2 Effective School Environments**

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

##### **OUTCOME MEASURES**

- 2.2.1 Annual Drug Use and Violence Incident Rate on School Campuses, Per 1,000 Students
- 2.2.2 Percent of Incarcerated Students Who Complete the Literacy Level in Which They Are Enrolled
- 2.2.3 Percent of Offenders Released during the Year Served by Windham
- 2.2.4 Percent of Students Earning their Texas Certificate of High School Equivalency or Achieving a High School Diploma—Windham
- 2.2.5 Percent of Career and Technical Course Completions—Windham
- 2.2.6 Percent of Successful Course Completions through the Texas Virtual School Network Statewide Course Catalog
- 2.2.7 Percent of District Instructional Materials Allotment (IMA) Purchases Related to Instructional Materials
- 2.2.8 Percent of TEC §48.308\_Entitlement Funds Drawn Down
- 2.2.9 Percent of District Instructional Materials Allotment (IMA) Purchases Related to Technology
- 2.2.10 Percent of District Instructional Materials Allotment (IMA) Purchases Related to Support Materials/Technology Personnel

#### **STRATEGY 2.2.1 TECHNOLOGY AND INSTRUCTIONAL MATERIALS**

Implement educational technologies that increase the effectiveness of student learning,



instructional management, professional development, and administration.

#### OUTPUT MEASURE

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

#### **STRATEGY 2.2.2 HEALTH AND SAFETY**

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

#### OUTPUT MEASURES

- 2.2.2.1 Number of Referrals in Disciplinary Alternative Education Programs (DAEPs)  
2.2.2.2 Number of Students in DAEPs  
2.2.2.3 Number of LEAs Participating in Discipline-Related Compliance Reviews  
2.2.2.4 Number Intruder Detection and Technical Assistant Visits

#### **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 Texas Department of Criminal Justice 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 Students within the Windham School District  
2.2.4.2 Number of Offenders Earning a Texas Certificate of High School Equivalency or Earning a High School Diploma  
2.2.4.3 Number of Students Served in Academic Training—Windham  
2.2.4.4 Number of Students Served in Career and Technical Training—Windham  
2.2.4.5 Number of Career and Technical Industry Certifications Earned by Windham Students

#### EFFICIENCY MEASURE

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

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

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

#### OUTCOME MEASURES

- 2.3.1 Turnover Rate for Teachers  
2.3.2 Percent of Original Grant Applications Processed within 90 Days  
2.3.3 TEA Turnover Rate  
2.3.4 Percent of Teachers Who Are Certified  
2.3.5 Percent of Teachers Who are Employed/Assigned to Teaching Positions for

Which They Are Certified

- 2.3.6 Percent of Complaints Resulting in Disciplinary Action
- 2.3.7 Percent of Educator Preparation Programs with a Status of “Accredited”

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

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

##### **OUTPUT MEASURE**

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

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

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

##### **OUTPUT MEASURES**

- 2.3.2.1 Number of Certificates of High School Equivalency Issued
- 2.3.2.2 Number of Local Education Agencies Identified in Special Education Results-Driven Accountability (RDA) framework
- 2.3.2.3 Number of Local Education Agencies Identified in the Results-Driven Accountability (RDA) framework for Bilingual Education/English as a Second Language
- 2.3.2.4 Number of Special Accreditation Investigations Conducted

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

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

##### **OUTPUT MEASURES**

- 2.3.3.1 Number of Individuals Issued Initial Teacher Certificate
- 2.3.3.2 Number of Previously Degreed Individuals Issued Initial Teacher Certificate Through Post- Baccalaureate Programs
- 2.3.3.3 Number of Individuals Issued Initial Teacher Certificate Through University Based Programs
- 2.3.3.4 Number of Previously Degreed Individuals Issued Initial Teacher Certificate through Alternative Certification Programs
- 2.3.3.5 Number of Complaints Pending in Legal Services
- 2.3.3.6 Number of Investigations Pending
- 2.3.3.7 Number of Inappropriate Educator/Student Relationship Investigations Opened

##### **EFFICIENCY MEASURES**

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

##### **EXPLANATORY MEASURES**

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

**STRATEGY 2.3.4 CENTRAL ADMINISTRATION**

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

**STRATEGY 2.3.5 INFORMATION SYSTEMS—TECHNOLOGY**

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

**STRATEGY 2.3.6 CERTIFICATION EXAM ADMINISTRATION**

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

**OUTPUT MEASURE**

2.3.6.1 Number of Certification Examinations Administered (total)

**EXPLANATORY MEASURE**

2.3.6.1 Percent of Individuals Passing Exams and Eligible for Certification

## Supplemental Schedule B: List of Measure Definition

### Outcome Measures—Objective 1.1 Public Education

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

Definition:	The percentage of students out of a 9th grade cohort who, graduated within four years.
Purpose:	To report high school longitudinal rates in response to requirements such as TEC §§39.053 and 39.332.
Data Source:	PEIMS. Enrollment data including student demographic and program participation information, and leaver data submitted during the PEIMS fall submission; attendance data, including student demographic and program participation information, submitted during the PEIMS summer submission.
Method of Calculation:	Graduation is expressed as a percentage. The numerator includes all students out of a final cohort who graduated within four years of beginning high school. The final cohort is comprised of all entering first-time 9th grade students, plus those who move in, minus those who move out, over a four-year period.
Data Limitations:	Reported once annually. Prior year data reported.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

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

Definition:	The percentage of students out of a 9th grade cohort who graduated within five years.
Purpose:	To report high school longitudinal rates in response to requirements such as TEC §§39.053 and 39.332.
Data Source:	PEIMS. Enrollment data including student demographic and program participation information, and leaver data submitted during the PEIMS fall submission; attendance data, including student demographic and program participation information, submitted during the PEIMS summer submission.
Method of Calculation:	Graduation is expressed as a percentage. The numerator includes all students out of a final cohort who graduated within five years of beginning high school. The final cohort is comprised of all entering first-time 9th grade students, plus those who move in, minus those who move out.
Data Limitations:	Reported once annually. Prior year data reported.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

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

Definition:	The percentage of students out of a 9th grade cohort who received Texas Certificate of High School Equivalency (TxCHSE) certificates within four years.
Purpose:	To report high school longitudinal rates in response to requirements such as TEC §§39.053 and 39.332.
Data Source:	PEIMS. Enrollment data including student demographic and program participation information, and leaver data submitted during the PEIMS fall

Method of Calculation:	submission; attendance data, including student demographic and program participation information, submitted during the PEIMS summer submission. Receiving TxCHSEs is expressed as a percentage. The numerator includes all students out of a final cohort who received TxCHSEs within four years of beginning high school. The final cohort is comprised of all entering first-time 9th grade students, plus those who move in, minus those who move out, over a four-year period.
Data Limitations:	Reported once annually. Prior year data reported.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

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

Definition:	The percentage of students out of a 9th grade cohort who received Texas Certificate of High School Equivalency (TxCHSE) certificates within five years.
Purpose:	To report high school longitudinal rates in response to requirements such as TEC §§39.053 and 39.332.
Data Source:	PEIMS. Enrollment data including student demographic and program participation information, and leaver data submitted during the PEIMS fall submission; attendance data, including student demographic and program participation information, submitted during the PEIMS summer submission.
Method of Calculation:	Receiving TxCHSEs is expressed as a percentage. The numerator includes all students out of a final cohort who received TxCHSEs within five years of beginning high school. The final cohort is comprised of all entering first-time 9th grade students, plus those who move in, minus those who move out.
Data Limitations:	Reported once annually. Prior year data reported.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

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

Definition:	The percentage of students out of a 9th grade cohort who dropped out within four years.
Purpose:	To report high school longitudinal rates in response to requirements such as TEC §§39.053 and 39.332.
Data Source:	PEIMS. Enrollment data including student demographic and program participation information, and leaver data submitted during the PEIMS fall submission; attendance data, including student demographic and program participation information, submitted during the PEIMS summer submission.
Method of Calculation:	Dropping out is expressed as a percentage. The numerator includes all students out of a final cohort who dropped out within four years of beginning high school. The final cohort is comprised of all entering first-time 9th grade students, plus those who move in, minus those who move out, over a four-year period.
Data Limitations:	Reported once annually. Prior year data reported.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Lower than target.

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

Definition:	The percentage of students out of a 9th grade cohort who dropped out within five years.
Purpose:	To report high school longitudinal rates in response to requirements such as TEC §§39.053 and 39.332.
Data Source:	PEIMS. Enrollment data including student demographic and program participation information, and leaver data submitted during the PEIMS fall submission; attendance data, including student demographic and program participation information, submitted during the PEIMS summer submission.
Method of Calculation:	Dropping out is expressed as a percentage. The numerator includes all students out of a final cohort who dropped out within five years of beginning high school. The final cohort is comprised of all entering first-time 9th grade students, plus those who move in, minus those who move out.
Data Limitations:	Reported once annually. Prior-year data reported.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Lower than target.

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

Definition:	The percentage of African American students out of a 9th grade African American cohort who graduated within four years.
Purpose:	To report high school longitudinal rates in response to requirements such as TEC §§39.053 and 39.332.
Data Source:	PEIMS. Enrollment data including student demographic and program participation information, and leaver data submitted during the PEIMS fall submission; attendance data, including student demographic and program participation information, submitted during the PEIMS summer submission.
Method of Calculation:	Graduation is expressed as a percentage. The numerator includes all African American students out of a final cohort who graduated within four years of beginning high school. The final cohort is comprised of all African American entering first-time 9th grade students, plus those who move in, minus those who move out, over a four-year period.
Data Limitations:	Reported once annually. Prior-year data reported.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

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

Definition:	The percentage of African American students out of a 9th grade African American cohort who graduated within five years.
Purpose:	To report high school longitudinal rates in response to requirements such as TEC §§39.053 and 39.332.
Data Source:	PEIMS. Enrollment data including student demographic and program participation information, and leaver data submitted during the PEIMS fall submission; attendance data, including student demographic and program participation information, submitted during the PEIMS summer submission.

Method of Calculation:	Graduation is expressed as a percentage. The numerator includes all African American students out of a final cohort who graduated within five years of beginning high school. The final cohort is comprised of all African American entering first-time 9th grade students, plus those who move in, minus those who move out.
Data Limitations:	Reported once annually. Prior year data reported.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

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

Definition:	The percentage of Hispanic students out of a 9th grade Hispanic cohort who graduated within four years.
Purpose:	To report high school longitudinal rates in response to requirements such as TEC §§39.053 and 39.332.
Data Source:	PEIMS. Enrollment data including student demographic and program participation information, and leaver data submitted during the PEIMS fall submission; attendance data, including student demographic and program participation information, submitted during the PEIMS summer submission.
Method of Calculation:	Graduation is expressed as a percentage. The numerator includes all Hispanic students out of a final cohort who graduated within four years of beginning high school. The final cohort is comprised of all Hispanic entering first-time 9th grade students, plus those who move in, minus those who move out, over a four-year period.
Data Limitations:	Reported once annually. Prior year data reported.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

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

Definition:	The percentage of Hispanic students out of a 9th grade Hispanic cohort who graduated within five years.
Purpose:	To report high school longitudinal rates in response to requirements such as TEC §§39.053 and 39.332.
Data Source:	PEIMS. Enrollment data including student demographic and program participation information, and leaver data submitted during the PEIMS fall submission; attendance data, including student demographic and program participation information, submitted during the PEIMS summer submission.
Method of Calculation:	Graduation is expressed as a percentage. The numerator includes all Hispanic students out of a final cohort who graduated within five years of beginning high school. The final cohort is comprised of all Hispanic entering first-time 9th grade students, plus those who move in, minus those who move out.
Data Limitations:	Reported once annually. Prior year data reported.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.



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

Definition:	The percentage of White students out of a 9th grade White cohort who graduated within four years.
Purpose:	To report high school longitudinal rates in response to requirements such as TEC §§39.053 and 39.332.
Data Source:	PEIMS. Enrollment data including student demographic and program participation information, and leaver data submitted during the PEIMS fall submission; attendance data, including student demographic and program participation information, submitted during the PEIMS summer submission.
Method of Calculation:	Graduation is expressed as a percentage. The numerator includes all White students out of a final cohort who graduated within four years of beginning high school. The final cohort is comprised of all White entering first-time 9th grade students, plus those who move in, minus those who move out, over a four-year period.
Data Limitations:	Reported once annually. Prior year data reported.
Calculation Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

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

Definition:	The percentage of White students out of a 9th grade White cohort who graduated within five years.
Purpose:	To report high school longitudinal rates in response to requirements such as TEC §§39.053 and 39.332.
Data Source:	PEIMS. Enrollment data including student demographic and program participation information, and leaver data submitted during the PEIMS fall submission; attendance data, including student demographic and program participation information, submitted during the PEIMS summer submission.
Method of Calculation:	Graduation is expressed as a percentage. The numerator includes all White students out of a final cohort who graduated within five years of beginning high school. The final cohort is comprised of all White entering first-time 9th grade students, plus those who move in, minus those who move out.
Data Limitations:	Reported once annually. Prior year data reported.
Calculation Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

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

Definition:	The percentage of Asian students out of a 9th grade Asian cohort who graduated within four years.
Purpose:	To report high school longitudinal rates in response to requirements such as TEC §§39.053 and 39.332.
Data Source:	PEIMS. Enrollment data including student demographic and program participation information, and leaver data submitted during the PEIMS fall submission; attendance data, including student demographic and program participation information, submitted during the PEIMS summer submission.
Method of Calculation:	Graduation is expressed as a percentage. The numerator includes all Asian students out of a final cohort who graduated within four years of beginning

	high school. The final cohort is comprised of all Asian entering first-time 9th grade students, plus those who move in, minus those who move out, over a four-year period.
Data Limitations:	Reported once annually. Prior-year data reported.
Calculation Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

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

Definition:	The percentage of Asian students out of a 9th grade Asian cohort who graduated within five years.
Purpose:	To report high school longitudinal rates in response to requirements such as TEC §§39.053 and 39.332.
Data Source:	PEIMS. Enrollment data including student demographic and program participation information, and leaver data submitted during the PEIMS fall submission; attendance data, including student demographic and program participation information, submitted during the PEIMS summer submission.
Method of Calculation:	Graduation is expressed as a percentage. The numerator includes all Asian students out of a final cohort who graduated within five years of beginning high school. The final cohort is comprised of all Asian entering first-time 9th grade students, plus those who move in, minus those who move out.
Data Limitations:	Reported once annually. Prior-year data reported.
Calculation Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

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

Definition:	The percentage of American Indian students out of a 9th grade American Indian cohort who graduated within four years.
Purpose:	To report high school longitudinal rates in response to requirements such as TEC §§39.053 and 39.332.
Data Source:	PEIMS. Enrollment data including student demographic and program participation information, and leaver data submitted during the PEIMS fall submission; attendance data, including student demographic and program participation information, submitted during the PEIMS summer submission.
Method of Calculation:	Graduation is expressed as a percentage. The numerator includes all American Indian students out of a final cohort who graduated within four years of beginning high school. The final cohort is comprised of all American Indian entering first-time 9th grade students, plus those who move in, minus those who move out, over a four-year period.
Data Limitations:	Reported once annually. Prior-year data reported.
Calculation Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

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

Definition:	The percentage of American Indian students out of a 9th grade American Indian cohort who graduated within five years.
Purpose:	To report high school longitudinal rates in response to requirements such as TEC §§39.053 and 39.332.
Data Source:	PEIMS. Enrollment data including student demographic and program participation information, and leaver data submitted during the PEIMS fall submission; attendance data, including student demographic and program participation information, submitted during the PEIMS summer submission.
Method of Calculation:	Graduation is expressed as a percentage. The numerator includes all American Indian students out of a final cohort who graduated within five years of beginning high school. The final cohort is comprised of all American Indian entering first-time 9th grade students, plus those who move in, minus those who move out.
Data Limitations:	Reported once annually. Prior-year data reported.
Calculation Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

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

Definition:	The percentage of Pacific Islander students out of a 9th grade Pacific Islander cohort who graduated within four years.
Purpose:	To report high school longitudinal rates in response to requirements such as TEC §§39.053 and 39.332.
Data Source:	PEIMS. Enrollment data including student demographic and program participation information, and leaver data submitted during the PEIMS fall submission; attendance data, including student demographic and program participation information, submitted during the PEIMS summer submission.
Method of Calculation:	Graduation is expressed as a percentage. The numerator includes all Pacific Islander students out of a final cohort who graduated within four years of beginning high school. The final cohort is comprised of all Pacific Islander entering first-time 9th grade students, plus those who move in, minus those who move out, over a four-year period.
Data Limitations:	Reported once annually. Prior-year data reported.
Calculation Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

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

Definition:	The percentage of Pacific Islander students out of a 9th grade Pacific Islander cohort who graduated within five years.
Purpose:	To report high school longitudinal rates in response to requirements such as TEC §§39.053 and 39.332.
Data Source:	PEIMS. Enrollment data including student demographic and program participation information, and leaver data submitted during the PEIMS fall submission; attendance data, including student demographic and program participation information, submitted during the PEIMS summer submission.
Method of Calculation:	Graduation is expressed as a percentage. The numerator includes all Pacific Islander students out of a final cohort who graduated within five years of

	beginning high school. The final cohort is comprised of all Pacific Islander entering first-time 9th grade students, plus those who move in, minus those who move out.
Data Limitations:	Reported once annually. Prior-year data reported.
Calculation Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

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

Definition:	The percentage of economically disadvantaged students out of a 9th grade economically disadvantaged cohort who graduated within four years.
Purpose:	To measure student high school completion in response to requirements such as TEC §§39.053 and 39.332.
Data Source:	PEIMS. Enrollment data including student demographic and program participation information, and leaver data submitted during the PEIMS fall submission; attendance data, including student demographic and program participation information, submitted during the PEIMS summer submission.
Method of Calculation:	Graduation is expressed as a percentage. The numerator includes all economically disadvantaged students out of a final cohort who graduated within four years of beginning high school. The final cohort is comprised of all economically disadvantaged entering first-time 9th grade students, plus those who move in, minus those who move out, over a four-year period.
Data Limitations:	Reported once annually. Prior-year data reported.
Calculation Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

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

Definition:	The percentage of economically disadvantaged students out of a 9th grade economically disadvantaged cohort who graduated within five years.
Purpose:	To measure student high school completion in response to requirements such as TEC §§39.053 and 39.332.
Data Source:	PEIMS. Enrollment data including student demographic and program participation information, and leaver data submitted during the PEIMS fall submission; attendance data, including student demographic and program participation information, submitted during the PEIMS summer submission.
Method of Calculation:	Graduation is expressed as a percentage. The numerator includes all economically disadvantaged students out of a final cohort who graduated within five years of beginning high school. The final cohort is comprised of all economically disadvantaged entering first-time 9th grade students, plus those who move in, minus those who move out.
Data Limitations:	Reported once annually. Prior-year data reported.
Calculation Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

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

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

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

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

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

Definition:	This will measure the degree to which districts that are eligible to participate in the Instructional Facilities Allotment (IFA) program or the Existing Debt Allotment (EDA) program receive IFA or EDA funds. Districts that issue bonds or enter lease-purchase agreements to finance the construction of qualified facilities and apply for funding prior to issuing/entering their debt are
-------------	--

	considered eligible for participation in the IFA program. For a district's bonded debt to be EDA eligible, the district must issue the debt and make one payment on it by September 1 of the odd-numbered year beginning a biennium. The bonded debt must also meet all other criteria for EDA program eligibility. It must be in the form of general obligation bonds.
Purpose:	To measure the degree to which districts that are eligible to participate in the IFA or EDA programs receive IFA or EDA funds.
Data Source:	The Municipal Advisory Council of Texas bond data (which determine eligibility for this measure) are loaded into the FSP system. This data, along with the most current IFA & EDA allotment data, are extracted from the FSP System.
Method of Calculation:	The denominator is the unique count of districts that have eligible debt for the IFA and EDA programs. The numerator is the unique count of districts that received IFA or EDA funds.
Data Limitations:	Reported only once per year in the last quarter, reflecting the applicable year's activity.
Calculation Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

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

### 1.1.1.1 TOTAL AVERAGE DAILY ATTENDANCE – REGULAR AND CHARTER SCHOOLS

Definition:	The estimated number of students who are in attendance statewide.
Purpose:	To measure the number of students who are in attendance statewide.
Data Source:	Attendance data is reported to PEIMS by all school districts and charter schools. If available in time for reporting, final data is extracted from PEIMS and uploaded into the FSP System. Data include charter schools but exclude non-foundation districts. If final data is unavailable, near-final data is extracted from the FSP System.
Method of Calculation:	For each student, ADA is computed as the number of days present divided by the number of days taught. The result is then summed for all students in all districts statewide.
Data Limitations:	PEIMS data.
Calculation Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

### 1.1.1.2 TOTAL AVERAGE DAILY ATTENDANCE OF OPEN ENROLLMENT-CHARTER SCHOOLS

Definition:	The estimated number of students in open-enrollment charter schools that are in attendance statewide.
Purpose:	To measure the number of students in attendance at open-enrollment charter schools statewide.
Data Source:	On a quarterly basis, staff will secure the most recent estimated charter school refined ADA data from the Summary of Finance link on the TEA website. In November, following the close of the reporting period, staff will request annual final PEIMS ADA data.



Method of Calculation:	For each student, ADA is computed as the number of days present divided by the number of days taught. The result is then summed for all students in all charters statewide.
Data Limitations:	None.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

#### **1.1.1.3 NUMBER OF STUDENTS SERVED BY COMPENSATORY EDUCATION PROGRAMS AND SERVICES**

Definition:	Compensatory education programs and services are used to benefit students identified as being in at-risk situations.
Purpose:	To report the number of students in at-risk situations served.
Data Source:	PEIMS fall (first) submission, student in at-risk situations indicator.
Method of Calculation:	A count of the number of students identified as being at-risk is collected in the PEIMS fall (first) submission.
Data Limitations:	It is available to report only once a year, at the end of the second quarter.
Calculation Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

#### **1.1.1.4 Number of Campuses**

Definition:	Number of campuses eligible for funding under TEC. Sec. 48.115(a)(2).
Purpose:	To determine the number of campuses eligible for funding under 48.115(a)(2).
Data Source:	TSDS PEIMS.
Method of Calculation:	The measure is a count of campuses eligible for funding under TEC. Sec. 48.115(a)(2) and 19 TAC. 61.1008.
Data Limitations:	The number of campuses eligible for funding under TEC, Sec. 48.115(a)(2) is different that the number of active PEIMS campuses. See definitions in TAC, 61.1008.
Calculation Type:	Noncumulative.
New Measure:	Yes.
Desired Performance:	Higher than target.

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

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

Definition:	The estimated number of full-time equivalent students who are receiving special education services.
Purpose:	To measure the number of students who receive special education services.
Data Source:	Attendance data are reported to the Public Education Information Management System (PEIMS) by all school districts operating approved special education instructional programs. Data include students at charter schools but exclude non-foundation districts. Final PEIMS data are used if available in time to report the measure. Otherwise, the data are derived from the agency's pupil projections.
Method of Calculation:	For each six-week reporting period for each special education instructional arrangement (with the exception of Mainstream and Non-Public day schools), the number of eligible days present for all students counted for funding is converted to contact hours by multiplying the number of days present by the



assigned contact hour value for that instructional arrangement. Contact hours are then converted to FTEs by dividing contact hours by the number of days taught in the district multiplied by six. An average of all six weeks is then computed for each instructional arrangement by dividing the sum of the six weeks by six unless the district is a migrant district and then the average is based on the four six week reporting periods that have the largest total refined average daily attendance (RADA).

Data Limitations:	This measure is reported during the fourth quarter only.
Calculation Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

**1.1.1.2 COMPENSATORY EDUCATION STUDENT COUNT**

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

**1.1.1.3 CAREER AND TECHNOLOGY EDUCATION FTEs**

Definition:	The estimated number of full-time equivalent students who are participating in an approved career and technology education program.
Purpose:	To report the number of students participating in an approved career and technology education program.
Data Source:	Attendance data is reported to PEIMS by all school districts operating approved career and technology education instructional programs. If available in time for reporting, final data is extracted from PEIMS and uploaded into the agency's FSP System. Data include charter schools but exclude non-foundation districts. If final data is unavailable, near-final data is extracted from the FSP System.
Method of Calculation:	For each six-week reporting, the number of eligible days present for each career and technology "v-code" (instructional program) is multiplied by the corresponding assigned contact hour to convert to the number of contact hours by six weeks. An FTE count is then produced by dividing the number of contact hours by the number of days taught multiplied by six. An FTE average for all six weeks for the entire career and technology program is then computed.
Data Limitations:	This measure is reported in only the fourth quarter.
Calculation Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

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

Definition:	The estimated number of students in ADA who are being served in a bilingual/ESL education program.
Purpose:	To estimate the number of students that are served in a bilingual/ESL education program.
Data Source:	Attendance data is reported to PEIMS by all school districts operating bilingual/ESL education instructional programs. If available in time for reporting, final data is extracted from PEIMS and uploaded into the FSP

	System. Data include charter schools but exclude non-foundation districts. If final data is unavailable, near-final data is extracted from the FSP System.
Method of Calculation:	For each six-week reporting period, the number of eligible days present for those students counted for funding is divided by the number of days taught. An average of all six weeks is then computed.
Data Limitations:	This measure is reported in the fourth quarter only.
Calculation Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

#### **1.1.1.5 GIFTED AND TALENTED AVERAGE DAILY ATTENDANCE**

Definition:	The estimated number of students who are funded for gifted and talented programs statewide.
Purpose:	To report the number of students funded for gifted and talented programs statewide.
Data Source:	Attendance data are reported to PEIMS by all school districts operating approved gifted and talented programs. If available in time for reporting, final data are extracted from PEIMS and uploaded into the FSP System. Data include charter schools but exclude non-foundation districts. If final data are unavailable, near-final data are extracted from the FSP System.
Method of Calculation:	For each district, the estimate reflects either the number enrolled in its gifted and talented program or 5 percent of its ADA, whichever is smaller.
Data Limitations:	This measure is reported in the fourth quarter only.
Calculation Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

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

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

Definition:	All funds allocated by the state specifically dedicated to pay debt on bonds issued for school facilities will be counted, along with all local funds which can be identified as raised to pay those debts.
Purpose:	To identify the funds allocated for debt service on bonds issued for school facilities.
Data Source:	The data for this measure is derived from budgeted expenditures reported to PEIMS by school districts during the fall (Collection 1).
Method of Calculation:	State and local funds will be reported as an estimate from the fall (Collection 1) submission of budgeted financial information in PEIMS, and will include budget Debt, Service, object codes 6500-6599.
Data Limitations:	The PEIMS data that this measure is based on is available to report only once a year which is at the end of the second quarter.
Calculation Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

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

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

Definition:	The distinguished level of achievement indicates students who took advanced course work in mathematics and science by earning four credits in mathematics, including Algebra II, and four credits in science and who earned at least one endorsement in addition to completing the curriculum required under the Foundation High School Program. Students must earn a distinguished level of achievement to qualify under TEC §51.803 for the automatic admissions policy.
Purpose:	To report data concerning the percentage of graduates who earn the successful completion of distinguished level of achievement.
Data Source:	Information from the third PEIMS collection of students identified with the FHSP Distinguished Level of Achievement Indicator Code.
Method of Calculation:	The number of students graduating on the Foundation High School Program with the distinguished level of achievement divided by the total number of students graduating on the Foundation High School Program who receive a diploma.
Data Limitations:	Data reported for this performance Measure is for the previous school year.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

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

Definition:	Students have the opportunity on the Foundation High School program have the opportunity to earn endorsements that focus on particular areas of study that align with students' postsecondary goals. These endorsements include science, technology, engineering, and mathematics (STEM); business and industry; public services; arts and humanities, and multidisciplinary studies. Upon entering ninth grade, students must indicate in writing the endorsement they plan to pursue and may, after sophomore year, opt out of an endorsement with the agreement of their parent/guardian. To earn an endorsement, students must complete the curriculum requirements for the Foundation High School Program, the requirements for a specific endorsement as specified in TAC §74.13 as well as earn an additional credit each in mathematics and science and two additional elective credits.
Purpose:	To report data concerning the percentage of graduates who successfully earn endorsements.
Data Source:	Information from the third PEIMS collection of students identified with the FHSP Endorsement Indicator codes.
Method of Calculation:	The number of students on the Foundation High School Program graduating with at least one endorsement divided by the total number of students graduating on the Foundation High School Program who receive a diploma.
Data Limitations:	Data reported for this performance measure is for the previous school year.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

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

Definition:	This measure reports the number of students in grades 9-12 who successfully completed at least one advanced or dual credit course during a given school year. Advanced courses are those identified by TEA as including advanced level coursework, including Advanced Placement and International Baccalaureate courses. Dual credit courses are college-level courses taken for both high school and college credit in accordance with rules in 19 TAC, Chapter 4, Subchapter D.
Purpose:	To assess the percentage of students who are successfully completing an advanced-level and dual credit courses while in high school.
Data Source:	Advanced courses are identified in the PEIMS/TSDS Data Standards, Code Table C022, and listed in the annual TAPR Glossary. Dual credit courses are reported by each school district in the course completion record. Course completion data are reported annually in PEIMS/TSDS Collection 3 and Collection 4..
Method of Calculation:	The number of students in grades 9-12 who received credit for at least one advanced or dual credit course in a given school year divided by the total number of students in grades 9-12 who received credit for at least one course in the school year.
Data Limitations:	Data reported for this performance measure is for the previous school year due to the timing of the availability of course completion data. Additionally, data reported for this measure only reflect the number of advanced courses passed by a single student in one year at one campus attended. As a result, the number of advanced courses passed by a student may be undercounted.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

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

Definition:	The percentage of students with disabilities out of a 9th grade cohort who, in four years' time, graduate high school.
Purpose:	To report the high school graduation rate of students with disabilities.
Data Source:	PEIMS. Enrollment data including student demographic and program participation information, and leaver data submitted during the PEIMS fall submission; attendance data, including student demographic and program participation information, submitted during the PEIMS summer submission.
Method of Calculation:	Graduation is expressed as a percentage. The numerator includes all students with disabilities out of a final cohort who graduated high school. The final cohort is comprised of all entering first-time 9th grade students with disabilities, plus those who move in, minus those who move out, over a four-year period.
Data Limitations:	N/A.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

#### **1.2.5 PERCENT OF MONITORED 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 monitored districts correct identified special education noncompliance within a year of notification as required in the Code of Federal Regulations.
Data Source:	The Intervention, Stage, and Activity Manager (ISAM) system managed by the TEA Division of School Improvement until 2020-2021 school year. Beginning 2020-2021 school year Ascend Texas Platform managed by the TEA Division of Monitoring, Review and Support..
Method of Calculation:	This measure is calculated annually by determining the percent of LEA's identified for Special Education noncompliance who correct noncompliance within one year compared to the total number of LEA's identified for noncompliance in Special Education. The numerator is the number of districts identified for Special Education noncompliance that correct noncompliance within a year of notification. The denominator is the total number of districts identified for Special Education noncompliance during July 1 - June 30 of each reporting year.
Data Limitations:	The number of schools identified vary from year to year in a performance-based system due to noncompliance identified through the findings of on-site monitoring visits determined by the RDA framework, LEA identification of noncompliance as reported in the RDA framework requirements, nonpublic facility approval process, residential facility monitoring and LEA's data submission for State Performance Plan
Calculation Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

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

Definition:	The percent of public school 11th and 12th graders taking AP/IB examinations.
Purpose:	The percent of 11th and 12th graders taking the AP/IB exams provide an indication of statewide progress toward college-readiness for all students.
Data Source:	College Board (CB) and International Baccalaureate Organization (IBO) and Division of Research and Analysis.
Method of Calculation:	Data for this measure is provided by the CB in July of each year and by IBO in the fall of each year. TEA's Division of Research and Analysis verifies the data. The number of 11th and 12th grade students who took AP/IB exams is divided by the total number of 11th and 12th grade students.
Data Limitations:	Data reported for this performance measure is for the previous fiscal year.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

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

Definition:	Students who score a 3 and above on an AP exam or 4 and above on an IB exam have demonstrated they can do college level work while in high school and have the potential to earn college credit. Institutions of higher education
-------------	---



Purpose:	make the final determination as to whether or not the college credit is earned and how much college credit is awarded. Performance on this indicator indicates the amount of college credit that could be earned by a student while in high school and reflects the amount of potential savings to the state.
Data Source:	The College Board (CB), the International Baccalaureate Organization (IBO), and the TEA Division of Research and Analysis. The CB and IBO report the exam scores to TEA, and the Division of Research and Analysis verifies the data.
Method of Calculation:	The number of AP/IB exams with a qualifying score that could result in college credit or advanced placement is divided by the total number of AP/IB exams taken. The amount of college credit earned is determined by the institution of higher education that the student will attend.
Data Limitations:	Data for this measure is provided by the CB in July of each year and by IBO in the fall of each year TEA's Division of Research and Analysis verifies the data, a process requiring several months. Data reported for this performance measure is for the previous fiscal year.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

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

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

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

Definition:	Percent of students exiting bilingual/English as a second language (ESL)
-------------	--



Purpose:	programs successfully. To report performance of bilingual/ESL programs.
Data Source:	PEIMS data on M1 students (students exited from LEP status in the first year of monitoring) and M2 students (students exited from LEP status in the second year of monitoring).
Method of Calculation:	Percentage will be calculated by dividing the number of students identified as M2 who are not reclassified as LEP during the year in which they are M2 by the total number of students identified as M1 in the previous school year.
Data Limitations:	PEIMS data is limiting due to the high mobility of the LEP population.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

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

Definition:	This measure will report the percentage of LEP students making progress towards English Language proficiency.
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 towards English language proficiency.
Data Source:	The Texas English Language Proficiency Assessment System (TELPAS) Composite Score.
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. The distinction between the two groups is that the first group includes English learners who demonstrate upward movement by one or more levels on the TELPAS Composite score from one year to the next; the second group includes English learners who maintain a TELPAS Composite score of Advanced High from one year to the next.
Data Limitations:	None.
Calculation Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

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

Definition:	The statewide retention rate for Grades K-12 is reported. The retention rate reflects the percentage of students repeating a grade, and is reported in response to requirements in TEC §39.332(b)(11).
Purpose:	To determine the percent of students who are retained in grade.
Data Source:	PEIMS. Enrollment data including student demographic and program participation information, and leaver data submitted during the PEIMS fall submission; attendance data, including student demographic and program participation information, submitted during the PEIMS summer submission.
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

Data Limitations:	count. The calculations require that student records be matched for two successive years. Students who leave Texas public schools for reasons other than graduation, and students new to Texas public schools cannot be included in the calculations. In addition, student records with identification errors that prevent matching in two years cannot be included in the calculations. Data reported once annually. Prior year data reported.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Lower than target.

**1.2.12 PERCENT OF KINDERGARTEN STUDENTS IDENTIFIED AS AT RISK FOR DYSLEXIA OR OTHER READING DIFFICULTIES RESULTING FROM REQUIRED DYSLEXIA SCREENING**

Definition:	The percent of kindergarten students who are determined, based on results of appropriate universal screening, to be at risk for dyslexia or other reading difficulties.
Purpose:	This measure is an indication of the early identification of students at risk for dyslexia or other reading difficulties to ensure students receive appropriate services and support as early as possible.
Data Source:	District-reported. Data element in PEIMS (Public Education Information Management System). The data is requested from staff in the PEIMS division.
Method of Calculation:	Districts will be asked to report to the agency through the PEIMS the number of kindergarten students who, based on the results of an appropriate screener, are determined to be at risk for dyslexia or other reading difficulties as required by TEC 38.003. The aggregated total will be divided by the total number of students enrolled in kindergarten, which is also available through PEIMS.
Data Limitations:	Schools are not required to adopt a specific screening instrument, so local identification measures vary from one district to another.
Calculations Type:	Noncumulative.
New Measure:	No
Desired Performance:	Higher than target.

**1.2.13 PERCENT OF GRADE 1 STUDENTS WHO ARE DETERMINED, BASED ON RESULTS OF APPROPRIATE UNIVERSAL SCREENING, TO BE AT RISK FOR DYSLEXIA OR OTHER READING DIFFICULTIES.**

Definition:	The percent of kindergarten students who are determined, based on results of appropriate universal screening, to be at risk for dyslexia or other reading difficulties.
Purpose:	This measure is an indication of the early identification of students at risk for dyslexia or other reading difficulties to ensure students receive appropriate services and support as early as possible.
Data Source:	District-reported. Data element in PEIMS (Public Education Information Management System). The data is requested from staff in the PEIMS division.
Method of Calculation:	Districts will be asked to report to the agency through the PEIMS the number of grade 1 students who, based on the results of an appropriate screener, are determined to be at risk for dyslexia or other reading difficulties as required by TEC 38.003. The aggregated total will be divided by the total number of students enrolled in grade 1, which is also available through PEIMS.

Data Limitations:	Schools are not required to adopt a specific screening instrument, so local identification measures vary from one district to another.
Calculations Type:	Noncumulative.
New Measure:	No
Desired Performance:	Higher than target.

#### **1.2.14 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 school.
Purpose:	This measure is an indicator of progress made by local CIS programs to keep students who are at risk of dropping out of school..
Data Source:	The data used for this measure is recorded in the Communities In Schools Navigator (CIS-NAV) 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 CIS of Texas Program Manual.
Method of Calculation:	This calculation is the number of casefiles Stayed in School divided by the total casefiles (Grades 7-12) excluding casefiles where the EOY Outcome is Non-Dropout Leaver. Stayed in School is defined as the number of casefiles (grades 7-12) with an EOY Outcome of Graduated, GED, Promoted or Retained.
Data Limitations:	CIS programs use the end of year status for each case managed student as determined by LEAs. The agency is dependent upon the local CIS programs for data within the required timeframe.
Calculation Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

#### **1.2.15 PERCENT OF DISTRICTS THAT MEET ALL ELIGIBLE INDICATORS IN THE CLOSING THE GAPS DOMAIN**

Definition:	Districts that meet all of the Closing the Gaps eligible performance targets.
Purpose:	The purpose of the Closing the Gaps domain is to measure achievement differentials and eliminate performance gaps among difference racial and ethnic groups with varying socioeconomic backgrounds and other factors including: students formerly receiving special education services, continuously enrolled students and students who are mobile.
Method of Calculation:	The number of districts meeting all eligible indicators in the Closing the Gaps domain is divided by the total number of districts evaluated under the state accountability system.
Data Limitations:	None.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target

#### **1.2.16 PERCENT OF CAMPUSES THAT MEET ALL ELIGIBLE INDICATORS IN THE CLOSING THE GAPS DOMAIN**

Definition:	Campuses that meet all of the Closing the Gaps targets.
Purpose:	The purpose of the Closing the Gaps domain is to measure achievement differentials and eliminate performance gaps among difference racial and

	ethnic groups with varying socioeconomic backgrounds and other factors including: students formerly receiving special education services, continuously enrolled students and students who are mobile.
Data Source:	State accountability system data.
Method of Calculation:	The number of campuses meeting all eligible indicators in the Closing the Gaps domain is divided by the total number of campuses evaluated under the state accountability system.
Data Limitations:	None.
Calculation Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

**1.2.17 PERCENT OF CAMPUSES THAT MEET ALL ELIGIBLE INDICATORS IN THE CLOSING THE GAPS DOMAIN FOR STUDENTS WITH DISABILITIES**

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

**1.2.18 PERCENTAGE OF TITLE I CAMPUSES THAT MEET ALL ELIGIBLE INDICATORS IN THE CLOSING THE GAPS DOMAIN**

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

**1.2.19 CAREER AND TECHNICAL EDUCATION (CTE) GRADUATION RATES**

Definition:	Percent of secondary CTE students pursuing a coherent sequence in career and technical education, who have graduated and have left secondary
-------------	--

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

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

Definition:	Percent of secondary students who completed a coherent sequence of courses in career and technical education who have attained a high school diploma or Texas Certificate of High School Equivalency and have left secondary education in the reporting year.
Purpose:	To determine educational achievement status of students with a concentration in career and technical education.
Data Source:	PEIMS record submissions from school districts.
Method of Calculation:	The number of career and technical education students coded as 2 (coherent sequence) who have received a diploma or Texas Certificate of High School Equivalency and are not enrolled the following school year (numerator) is divided by the total number of career and technical education students coded as 2 who are not enrolled the following school year (denominator).
Data Limitations:	Data is reported one year behind reporting year.
Calculation Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

**1.2.21 CAREER AND TECHNICAL EDUCATIONAL TECHNICAL SKILL ATTAINMENT**

Definition:	Percent of CTE Students achieving an industry-recognized end-of-program technical skill credential through completion of a secondary CTE program.
Purpose:	To determine the number of secondary students who earned a valid, reliable industry recognized certification or licensure through completion of a secondary CTE program.
Data Source:	Annual district reporting of technical skill attainment in the Perkins program effectiveness report.
Method of Calculation:	The numerator is the number of CTE concentrators (Code 2) who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year. The denominator is the number CTE concentrators (Code 2) who took the assessments during the reporting year. A CTE Concentrator is a secondary student who has earned three (3) or more credits in two (2) or more CTE

Data Limitations:	courses in a CTE program of study. For most licensures and certification exams, districts must rely on students to report their passing results to their instructor because the results are only provided to the individuals taking the exams. The district then compiles and submits the district data in an annual report. Currently only a small percent (10 percent) of CTE concentrators take an industry-validated certification and licensure assessment. As CTE courses and coherent sequences of courses are developed and approved by the SBOE, more opportunities for students to complete technical skill assessments will be available.
Calculation Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

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

Title:	Percentage of Early College High School students who Successfully Completed at least Two Dual Credit Courses
Strategy:	A.2.1, Statewide Educational Initiatives
Type:	Outcome Measure
Definition:	This measure reflects the percentage of public school students enrolled in designated Early College High Schools who successfully complete at least two dual credit courses in an academic year.
Purpose:	The purpose of this measure is to identify the percentage of public school students enrolled in designated Early College High Schools who successfully complete at least two dual credit courses in an academic year.
Data Source:	PEIMS
Method of Calculation:	The measure is calculated by dividing the number of public school students enrolled in designated Early College High Schools who successfully complete at least two dual credit courses in an academic year by the number of public school students enrolled in designated Early College High Schools.
Data Limitations:	The data will be reported for the previous academic year.
Calculation Type:	Noncumulative
New measure:	No
Desired Performance:	Higher than target

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

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



Method of Calculation:	The measure is calculated by dividing the number of public school students who are not enrolled in an ECHS and who successfully complete a dual credit course in an academic year by the total number of public school students who complete a dual credit course in an academic year.
Data Limitations:	The data will be reported for the previous academic year.
Calculation Type:	Noncumulative
New measure:	No
Desired Performance:	Higher than target

#### **1.2.24 PERCENTAGE OF ELIGIBLE FOUR-YEAR-OLDS SERVED IN A HIGH QUALITY PREKINDERGARTEN PROGRAM**

Title:	Percentage of Eligible Four-Year-Olds Served in a High-Quality Prekindergarten Grant Program
Strategy:	A.2.1, Statewide Educational Initiatives
Type:	Outcome Measure
Definition:	This measure reflects the percentage of eligible four-year-olds served in a High-Quality Prekindergarten program.
Purpose:	The purpose of this measure is to identify the percentage of eligible four-year-olds served in a High-Quality Prekindergarten program.
Data Source:	PEIMS
Method of Calculation:	Divide the number of eligible students enrolled by the number of districts/charters indicating high-quality in ECDS.
Data Limitations:	None
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 EARLY CHILDHOOD SCHOOL READY PROGRAM**

Definition:	Number of Pre-Kindergarten students served in Early Childhood School Ready grant programs.
Purpose:	Represents supplementary funding that targets pre-kindergarten students. Research states that many of the students in the identified group enter school not ready to learn; therefore supplementary instruction targeted at diminishing the gap in the readiness of a large group of students increases chances of their academic success upon entering kindergarten and during subsequent years in school.
Data Source:	Grantee reported through activity/progress reports.
Method of Calculation:	Provide the number of students in the grant from all discretionary grants serving this age group.
Data Limitations:	N/A
Calculation Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

#### **1.2.1.2 NUMBER OF STUDENTS SERVED IN EARLY CHILDHOOD SCHOOL READY ONLINE ENGAGE PLATFORM**

Definition:	Number of Pre-Kindergarten students served in Early Childhood School
-------------	--



Purpose:	Ready online engage platform. Represents supplementary funding that targets pre-kindergarten students. Research states that many of the students in the identified group enter school not ready to learn; therefore supplementary instruction targeted at diminishing the gap in the readiness of a large group of students increases chances of their academic success upon entering kindergarten and during subsequent years in school.
Data Source:	Grantee reported through activity/progress reports.
Method of Calculation:	Provide the number of students in the online engage platform from all discretionary grants serving this age group.
Data Limitations:	N/A
Calculation Type:	Noncumulative.
New Measure:	No
Desired Performance:	Higher than target.

#### **1.2.1.3 NUMBER OF STUDENTS SERVED IN HALF-DAY PREKINDERGARTEN PROGRAMS**

Definition:	Number of eligible and non-eligible students served in half-day prekindergarten programs.
Purpose:	To report the number of half-day prekindergarten programs in Texas public schools. Represents supplementary funding that targets pre-kindergarten students.
Data Source:	PEIMS PK Program Type Code. Code Table C185 (fall submission), codes 01 and 04.
Method of Calculation:	The measure is calculated by summing the number of prekindergarten eligible students participating in prekindergarten programs that provide instruction to the student at least two hours and less than four hours each day (PK-Program Type Code 01) and the number of prekindergarten ineligible students participating in prekindergarten programs that provide instruction to the student at least two hours and less than four hours each day (PK-Program Type Code 04).
Data Limitations:	The data for this measure is available only after the third quarter.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

#### **1.2.1.4 NUMBER OF STUDENTS SERVED IN FULL-DAY PREKINDERGARTEN PROGRAMS**

Definition:	Number of eligible and non-eligible students served in full-day prekindergarten programs.
Purpose:	To report the number of full-day prekindergarten programs in Texas public school.
Data Source:	PEIMS PK Program Type Code, Code Table C185 (fall submission), codes 02, 03, and 05.
Method of Calculation:	The measure is calculated by summing the number of prekindergarten eligible students participating in a prekindergarten program that provides instruction to the student at least four hours each day. (PK-Program Type Code 02) and the number of prekindergarten eligible student participating in a prekindergarten program that provides instruction to the student at least four hours each day and receives special education services (PK-Program Type Code 03), and the

	number of prekindergarten ineligible students participating in a prekindergarten program that provides instruction to the student at least four hours each day (PK-Program Type Code 05).
Data Limitations:	The data for this measure is available only after the third quarter.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

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

Definition:	Number of LEP students who will be in Kindergarten or 1st grade in September who are served in summer school programs as reported to TEA on the Request for Approval of Bilingual or Special Language Summer School Program form.
Purpose:	To determine the number of LEP students served in summer school programs.
Data Source:	Data collection will be PEIMS submission P.DEMOGRAPHIC (yr) E WHERE BIL_ESL_ SUMMER ="1".
Method of Calculation:	Count the number of LEP students who have been flagged as participants using the bilingual/ESL Summer School Indicator Code. These participants are reported in the extended year PEIMS collection.
Data Limitations:	Report data once at the beginning of the fiscal year. Data is from the prior school year.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

#### **1.2.1.6 NUMBER OF SECONDARY STUDENTS SERVED FROM GRADES 9 THROUGH 12**

Definition:	A count of students enrolled in public schools in grades 9 through 12.
Purpose:	To report the number of students enrolled in high school.
Data Source:	Fall collection of data on student enrollment as reported in PEIMS.
Method of Calculation:	No calculation is required.
Data Limitations:	Reported once annually at the end of the third quarter.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

#### **1.2.1.7 NUMBER OF STUDENTS RECEIVING A T-STEM EDUCATION**

Definition:	This measure reflects the number of students in grade 6-12 or grades 9-12 that are receiving a STEM quality education as determined by the T-STEM blueprint.
Purpose:	The T-STEM Academies target a majority student population in grades 6-12 or 9-12 who are at risk of dropping out of school. The purpose of this measure is to identify the number of students receiving a T-STEM education in a designated T-STEM Academy.
Data Source:	TEA PEIMS indicator 1559, submission 1 for Designated T-STEM Academies.
Method of Calculation:	Total student count from data submitted in PEIMS submission 1 for campuses that are designated as T-STEM Academies.

Data Limitations:	Submission 1 data is preliminary enrollment data. Submission 3 data isn't available until mid-September each year. Data may not be available by the measure reporting date.
Type:	Cumulative.
New Measure:	No.
Desired Performance:	Higher than target.

#### **1.2.1.8 NUMBER OF T-STEM ACADEMIES**

Definition:	This measure reflects the number of campuses that have been designated as a "T-STEM" academy.
Purpose:	The T-STEM Academies target a majority student population in grades 6-12 or 9-12 who are who are at risk of dropping out of school. The purpose of this measure is to show the number of designated T-STEM Academies.
Data Source:	Annual TEA T-STEM Designation process.
Method of Calculation:	Count of Academies that are designated through the annual TEA T-STEM Designation process. An Academy is considered a pathway of students either in grades 6-12 or 9-12. The total number of campuses may be higher than the number of T-STEM Designated academies.
Data Limitations:	N/A.
Calculation Type:	Cumulative.
New Measure:	No.
Desired Performance:	Higher than target.

#### **1.2.1.9 NUMBER OF EARLY COLLEGE HIGH SCHOOLS**

Definition:	This measure reflects the total number of designated Early College High Schools.
Purpose:	The purpose of this measure is to identify the total number of Early College High Schools that are designated by the state each year.
Data Source:	Curriculum Division
Method of Calculation:	The measure is calculated by adding the total the number of schools that are designated as Early College High Schools each year.
Data Limitations:	None
Calculation Type:	Noncumulative
New measure:	No
Desired Performance:	Higher than target

#### **1.2.1.10 NUMBER OF STUDENTS ENROLLED IN EARLY COLLEGE HIGH SCHOOLS**

Definition:	This measure reflects the number of students enrolled in Early College High Schools.
Purpose:	The purpose of this measure is to identify the total number of public school students who are enrolled in Early College High Schools.
Data Source:	Division of College, Career, and Military Prep
Method of Calculation:	The measure is calculated by adding the total the number of schools that are designated as Early College High Schools each year.
Data Limitations:	None
Calculation Type:	Noncumulative
New Measure:	No
Desired Performance:	Higher than target

**1.2.1.11 NUMBER OF STUDENTS SERVED BY CAREER AND TECHNICAL EDUCATION COURSES**

Definition:	The number of secondary students who are participating in career and technical education courses during the reported school year.
Purpose:	To report the number of secondary students who chose career and technical education courses.
Data Source:	PEIMS student data records.
Method of Calculation:	Data are reported by all school districts operating career and technical education instructional programs. Includes CTE Code 1 and 2 students based on fall PEIMS data-unduplicated count.
Data Limitations:	Data are available in March of the reporting year.
Calculations Type:	Non-cumulative
New Measure:	No
Desired Performance:	Higher than target.

**1.2.1.12 NUMBER OF PATHWAYS IN TECHNOLOGY EARLY COLLEGE HIGH SCHOOLS (P-TECH) DESIGNATED SCHOOLS**

Definition:	TEC 29.551 establishes the Pathways in Technology Early College High Schools (P-TECH) program.
PURPOSE:	P-TECH Designated schools provide students grade 9 through 12 the opportunity to complete a course of study that combines high school and post-secondary courses. The purpose of this measure is to show the growth in the number of designated schools.
Data Source:	Approved designation application
Method of Calculation:	Count of Academies that are designated through the P-TECH annual designation process.
Data Limitations:	N/A
Calculations Type:	Cumulative.
New Measure:	No
Desired Performance:	Higher than target.

**1.2.1.13 NUMBER OF STUDENTS ENROLLED IN PATHWAYS IN TECHNOLOGY EARLY COLLEGE HIGH SCHOOLS (P-TECH) DESIGNATED SCHOOLS**

Definition:	TEC 29.551 establishes the Pathways in Technology Early College High Schools (P-TECH) program.
PURPOSE:	P-TECH Designated schools provide students grade 9 through 12 the opportunity to complete a course of study that combines high school and post-secondary courses. The purpose of this measure is to show the growth in the number of students enrolled in these schools.
Data Source:	TEA PEIMS indicator E1612, submission 1 for Designated Early College High Schools.
Method of Calculation:	Total student count from data submitted in PEIMS submission 1 for campuses that are designated as Early College High Schools.
Data Limitations:	N/A
Calculations Type:	Cumulative.
New Measure:	No
Desired Performance:	Higher than target.

**1.2.1.14 Number of Campus Visits by a Mobile STEM Laboratory**

Definition:	Number of campus visits conducted as part of the Mobile STEM Laboratory Grant Program.
Purpose:	To determine grantee service levels after an increase in both infrastructure and operating funds by the 88th Legislature. Grant targets academic achievement in science, technology, engineering, and math on campuses that serve K-8 students.
Data Source:	Grantee reporting to TEA
Method of Calculation:	The measure is a count of campuses that receive a visit from the Texas Mobile STEM Laboratory during each school year.
Data Limitations:	N/A
Calculations Type:	Noncumulative
New Measure:	Yes

**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 third quarter.

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

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

Definition: The number of students with visual impairments in Texas.  
 Purpose: To report the use of statewide programs for students with visual impairments in Texas.  
 Data Source: Annual January Statewide Registration of Visually Impaired Students.  
 Method of Calculation: The number is taken from the Annual January Statewide Registration of Visually Impaired Students.  
 Data Limitations: Data is available in the third quarter.  
 Calculations Type: Noncumulative.  
 New Measure: No.  
 Desired Performance: Higher than target.

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

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

Definition: The reported number of open-enrollment charter campuses operating statewide.  
 Purpose: To measure the growth of the number of open-enrollment charter campuses operating statewide.  
 Data Source: Information provided by open-enrollment charters via PEIMS.  
 Method of Calculation: The number of operational open-enrollment charter campuses reported by open-enrollment charters through PEIMS is counted by Division of Charter School Administration staff.  
 Data Limitations: None.  
 Calculations Type: Noncumulative.  
 New Measure: No.  
 Desired Performance: Higher than target.

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

Definition: This measure reports the number of case-managed students participating in the Communities In Schools (CIS) program on CIS-state-funded campuses.  
 Purpose: CIS is a specific program model designed to keep youth in school. This measure is an indicator of the number of case-managed students served by the local CIS programs.  
 Data Source: The number of case-managed students served on state-funded campuses as reported by local CIS programs in the Communities In Schools Navigator (CIS-NAV).  
 Method of Calculation: A data pull from CIS-NAV is used to determine the number of case-managed students served by CIS on state funded campuses within a selected reporting period. This number is determined cumulatively (from the beginning of the year through the reporting quarter).  
 Data Limitations: The agency is dependent on local CIS programs to provide accurate and timely data in CIS-NAV. On rare occasions the local CIS programs may serve

-



	the same youth if the youth transfers between programs. When this occurs, the youth may be counted more than once. The amount of duplication is less than 1%.
Calculations Type:	Cumulative.
New Measure:	No.
Desired Performance:	Higher than Target.

#### **1.2.4.3 NUMBER OF CAMPUSES SERVED BY COMMUNITIES IN SCHOOLS**

Definition:	This measure reports the number of state-funded campuses served by the CIS affiliates across the state.
Purpose:	CIS affiliates provide school-wide supports, case management services to students at risk of school dropout, and coordination of community partnerships and services on school campuses. The intent of this measure is to report the number of campus receiving the services provided by local CIS affiliates.
Data Source:	The number of state-funded campuses served as reported by local CIS affiliates in Communities In Schools Navigator (CIS-NAV).
Method of Calculation:	The CIS-NAV Statewide CSV download will be used to pull this information. This measure is cumulative and will be pulled at the end of the school year.
Data Limitations:	The agency is dependent on local CIS affiliates to provide accurate and timely data in CIS-NAV. This measure is also affected by the funding granted to and raised by the local programs.
Calculation Type:	Cumulative
New Measure:	No
Desired Performance:	Higher than target.

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

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

Definition:	This measure reports the average amount of funding spent by local CIS programs per case-managed student served by Communities In School (CIS).
Purpose:	This measure is an indicator of the average amount of funding that is spent by local CIS programs to provide services to case-managed students.
Data Source:	The total amount of funding expended by each local program is reported annually in the End of Year report that is submitted to TEA. The number of case-managed students served is retrieved from the Communities In Schools Navigator (CIS-NAV).
Method of Calculation:	The numerator is the total amount of funding expended by local CIS programs during the fiscal year. The denominator is the total number of case-managed students served from the beginning of the year through the end of the fiscal year..
Data Limitations:	An accurate expenditure amount cannot be fully determined until the end of the school year when all student data is complete and all expenditures are determined. A fifth quarter report is used to update the measure after all data has been collected. The data collected is self-reported to TEA by the local CIS programs on an End of Year Report to TEA and the amount of local funding received by local programs varies so the state average is not indicative of the amount spent per student for specific programs throughout the state.
Calculation Type:	Noncumulative.
New Measure:	No.

Desired Performance: Lower than target.

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

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

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

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

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

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

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

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

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

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

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

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

	through 12.
Data Limitations:	Reported once annually, usually by September.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

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

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

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

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

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

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

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

Definition:	Number of all students in grades 3 through 8 who met standard on the STAAR reading language arts test they took, expressed as a percent of all students in grades 3 through 8 who took the STAAR reading language arts test. The reading language arts 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 language arts test to determine the denominator, and then count all students in grades 3 through 8 who met the standard on the STAAR reading language arts test to determine the numerator. Then, divide the numerator by the denominator and express as a percent.
Data Limitations:	Reported once annually.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

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

Definition:	Number of all students in grades 3 through 8 who met standard on the STAAR mathematics test they took, expressed as a percent of all students in grades 3 through 8 who took the STAAR mathematics test. The mathematics test for this measure excludes alternate assessments.
Purpose:	To measure performance of students in grades 3 through 8 in mathematics.
Data Source:	Student-level data for assessments administered to students. The data are stored in electronic format at the Texas Education Agency.
Method of Calculation:	Count all students in grades 3 through 8 who took the STAAR mathematics test to determine the denominator, and then count all students in grades 3 through 8 who met the standard on the STAAR mathematics test to determine

	the numerator. Then, divide the numerator by the denominator and express as a percent.
Data Limitations:	Reported once annually.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

#### **2.1.11 PERCENT OF ALL STUDENTS PASSING ALL SCIENCE TESTS TAKEN**

Definition:	Number of all students in grades 5 and 8 who met standard on all the science tests they took, expressed as a percent of all students in grades 5 and 8 who took the tests. The tests for this measure exclude alternate assessments.
Purpose:	To measure performance of all students in grades 5 and 8 on the science assessments.
Data Source:	Student-level data for assessments administered to students. The data are stored in electronic format at the Texas Education Agency.
Method of Calculation:	Count all the students in grades 5 and 8 who took the STAAR science tests to determine the denominator, and then count all students in grades 5 and 8 who met the standard on the STAAR science tests to determine the numerator. Then, divide the numerator by the denominator and express as a percent.
Data Limitations:	Reported once annually.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

#### **2.1.12 PERCENT OF ALL STUDENTS PASSING ALL SOCIAL STUDIES TESTS TAKEN**

Definition:	Number of all students in grade 8 who met standard on social studies, expressed as a percent of all students in grade 8 who took the test. The tests for this measure exclude alternate assessments.
Purpose:	To measure performance of all students in grade 8 on the social studies assessment.
Data Source:	Student-level data for assessments administered to students. The data are stored in electronic format at the Texas Education Agency.
Method of Calculation:	Count all students in grade 8 who took the STAAR social studies to determine the denominator, and then count all students in grade 8 who met the standard on the STAAR social studies test to determine the numerator. Then, divide the numerator by the denominator and express as a percent.
Data Limitations:	Reported once annually.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

#### **2.1.13 PERCENT OF CAMPUSES RECEIVING A DISTINCTION DESIGNATION**

Definition:	Campuses receiving a distinction designation.
Purpose:	To report outstanding campus academic achievements.
Data Source:	Accountability system data.
Method of Calculation:	The number of campuses receiving a distinction designation divided by the total number of campuses receiving a rating.



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

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

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

Purpose: To report district ratings.

Data Source: Accountability system data.

Method of Calculation: The number of districts receiving a postsecondary readiness distinction is divided by the total number of districts that are eligible to receive a rating under the state accountability system.

Data Limitations: None.

Calculations Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

#### **2.1.15 PERCENT OF CAMPUSES RECEIVING THREE OR MORE DISTINCTION DESIGNATIONS**

Definition: Campuses receiving a distinction designation in at least three distinction areas.

Purpose: To report outstanding campus academic achievements across multiple areas.

Data Source: Accountability system data.

Method of Calculation: The number of campuses receiving three or more distinction designations divided by the total number of campuses.

Data Limitations: None.

Calculations Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

#### **2.1.16 PERCENT OF DISTRICTS RECEIVING AN "F" OR LOWEST RATING**

Definition: Districts whose performance limits them to the lowest rating in the accountability rating system.

Purpose: To report district ratings.

Data Source: Accountability system data.

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

Data Limitations: None.

Calculations Type: Noncumulative.

New Measure: No.

Desired Performance: Lower than target.

#### **2.1.17 PERCENT OF CAMPUSES RECEIVING AN "F" OR LOWEST RATING**

Definition: Campuses whose performance limits them to the lowest rating in the accountability rating system.

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

#### **2.1.18 PERCENT OF CHARTER CAMPUSES RECEIVING AN “F” OR LOWEST RATING**

Definition:	Charter campuses whose performance limits them to the lowest rating in the accountability rating system.
Purpose:	To report performance for charter campuses.
Data Source:	Accountability system data.
Method of Calculation:	The number of charter campuses receiving the lowest rating is divided by the total number of charter campuses evaluated under the state accountability system.
Data Limitations:	Reported once annually.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Lower than target.

#### **2.1.19 PERCENT OF DISTRICTS RECEIVING AN “A” OR HIGHEST RATING**

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

#### **2.1.20 PERCENT OF CAMPUSES RECEIVING AN “A” OR HIGHEST RATING**

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

#### **2.1.21 PERCENT OF CHARTER CAMPUSES RECEIVING AN “A” OR HIGHEST RATING**

Definition:	Charter campuses whose performance affords them the highest rating in the accountability rating system.
Purpose:	To report district ratings.
Data Source:	Accountability system data.
Method of Calculation:	The number of charter campuses receiving the highest rating is divided by the total number of charter campuses evaluated under the state accountability system.
Data Limitations:	None
Calculation Type:	Noncumulative.
New Measure:	No
Desired Performance:	Higher than target.

**2.1.22 PERCENT OF DISTRICTS THAT RECEIVED A PERFORMANCE RATING OF F FOR THE FIRST TIME THAT ACHIEVE SUBSEQUENT YEAR RATINGS OF A, B, C OR D**

Definition:	Texas Education Code (TEC) §39.054 (a) states, the commissioner shall adopt rules to evaluate school district and campus performance and assign an overall performance rating of A, B, C, D, or F. A district may not receive a rating of A if any campus within the district receives an overall or domain performance rating of D or F. TEC §39.054(a-2) states, the commissioner may adopt procedures to ensure that a repeated rating of D or F, that is not significantly improving, is reflected in the overall performance rating of a district under this section or a campus under Section 39.0544.
Purpose:	The purpose of the measure is to determine the percent of districts receiving a rating of A-D in the subsequent year after being assigned a rating of 1st year overall F, thereby reflecting performance improvement.
Data Source:	State accountability ratings and the list of districts with a performance rating of A, B, C, or D 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 overall F that received a rating of A-D in the subsequent year. The numerator is the total number of districts with a performance rating of A, B, C or D in the subsequent year. The denominator is the total number of districts with a performance rating of overall F
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.

**2.1.23 PERCENT OF CAMPUSES THAT RECEIVED A PERFORMANCE RATING OF F FOR THE FIRST TIME THAT ACHIEVE SUBSEQUENT YEAR RATINGS OF A, B, C OR D**

Definition:	Texas Education Code (TEC) §39.054 (a) states, the commissioner shall adopt rules to evaluate school district and campus performance and assign an overall performance rating of A, B, C, D, or F. A district may not receive a rating of A if any campus within the district receives an overall or domain
-------------	---

	performance rating of D or F. TEC §39.054(a-2) states, the commissioner may adopt procedures to ensure that a repeated rating of D or F, that is not significantly improving, is reflected in the overall performance rating of a district under this section or a campus under Section 39.0544..
Purpose:	The purpose of the measure is to determine the percent of campuses receiving a rating of A-D in the subsequent year after being assigned a rating of 1st year overall F, thereby reflecting performance improvement.
Data Source:	State accountability ratings and the list of campuses with performance rating of A, B, C, or D 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 overall F that achieve a rating of A-D in the subsequent year. The numerator is the total number of campuses with a performance rating of overall F that achieve a rating of A, B, C, or D in the subsequent year. The denominator is the total number of campuses with a performance rating of overall F
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.

**2.1.24 PERCENT OF CAMPUSES THAT ACHIEVED A PERFORMANCE RATING OF A, B, C, OR D IN THE STATE ACCOUNTABILITY SYSTEM IN THE SUBSEQUENT YEAR OF ALL CAMPUSES REQUIRED TO IMPLEMENT A TURNAROUND PLAN**

Definition:	Texas Education Code (TEC) §39A.101 states if a campus has been assigned an unacceptable campus performance rating for two consecutive school years, the Commissioner shall order the campus to prepare and submit a campus turnaround plan. A campus turnaround plan must take effect not later than the school year following the third consecutive school year that the campus has received an unacceptable performance rating, per §39A.106.
Purpose:	The purpose of the measure is to determine the percent of campuses assigned a rating of A-D in the subsequent year of the campus' requirement to implement a Commissioner approved turnaround plan.
Data Source:	State accountability ratings and the list of campuses with performance rating of A, B, C, or D provided by the TEA Division of Performance Reporting.
Method of Calculation:	This measure is calculated annually by determining the percent of campuses with a performance rating of A, B, C, or D the year after being assigned a rating of 3rd year overall F. The numerator is the number of campuses required to implement a turnaround plan (3rd year overall F) that achieve performance rating of A, B, C, or D in the subsequent year. The denominator is the total number of campuses required to implement a turnaround plan (3rd year overall F)..
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.

#### **2.1.25 PERCENT OF GRADUATES WHO TAKE THE SAT OR ACT**

Definition:	The number of graduates taking the ACT and/or SAT will be reported as a percentage of all graduates, and is reported as required by TEC §39.301(c)(2).
Purpose:	To report the percent of graduates who take the ACT and/or SAT.
Data Source:	PEIMS. Enrollment data including student demographic and program participation information, and leaver data submitted during the PEIMS fall submission; attendance data, including student demographic and program participation information, submitted during the PEIMS summer submission.
Method of Calculation:	The number of graduates taking the ACT and/or SAT is divided by the total number of graduates.
Data Limitations:	Reported once annually. Prior year data reported.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

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

Definition:	Of the Texas public high school graduates who enrolled in a Texas public college or university, the percent who met Texas Success Initiative (TSI) readiness standards in all three subject areas (mathematics, reading, and writing) and who did not require developmental education.
Purpose:	This measure provides an indication of the students who graduate from the Texas Public Education system intending to attend college and who demonstrate academic skills sufficient to attend college.
Data Source:	Data is from the latest cohort (fall/spring/summer high school graduates) as reported annually by the institutions to the Texas Education Agency (PEIMS) and Texas Higher Education Coordinating Board (CBM001 and CBM002) and compiled by the Educational Data Center. EDC provides the Center for College Readiness reports based on this data by matching the PEIMS graduates with the CBM002 to determine those students who met state readiness standards on the TSI assessment.
Method of Calculation:	(1) Take the number of fall/spring/summer high school graduates (from PEIMS) who enrolled in a Texas public college or university. (2) Of those students, determine the number exempt from the TSI Assessment in all three subject areas based on performance on an allowable academic test (SAT, ACT, or End-of-Course) or (3) were exempt in none, one or two subject area(s) on an allowable academic test but met state readiness standards on the TSI Assessment in all subject areas where not exempt. (4) Add #2 and #3. (5) Divide #4 by #1 to determine percent of students who did not require developmental education.
Data Limitations:	Data is reported to TEA and the THECB by the institutions. This measure

does not include students enrolling in Texas non-public and out-of-state institutions. Some students defer testing for documented reasons. Data does not include non-exempt Texas public high school graduates who do not take the test.

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

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

Definition: The percent of districts who earned an overall rating of A or B.  
 Purpose: To evaluate school district and campus performance as specified in TEC §39.054 (a).  
 Data Source: PEIMS, STAAR  
 Method of Calculation: The number of districts with an overall rating of A or B divided by the total number of districts assigned an accountability rating.  
 Data Limitations: Reported annually. Current year and prior year data.  
 Calculation Type: Noncumulative.  
 New Measure: No  
 Desired Performance: Higher than target.

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

Definition: The percent of campuses who earned an overall rating of A or B.  
 Purpose: To evaluate school district and campus performance as specified in TEC §39.054 (a).  
 Data Source: PEIMS, STAAR  
 Method of Calculation: The number of campuses with an overall rating of A or B divided by the total number of campuses assigned an accountability rating.  
 Data Limitations: Reported annually. Current year and prior year data.  
 Calculation Type: Noncumulative.  
 New Measure: No  
 Desired Performance: Higher than target.

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

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

Definition: Number of campuses receiving the lowest rating for two out of the three most recent rated years.  
 Purpose: To report campus improvement.  
 Data Source: Accountability system data.  
 Method of Calculation: The three most recent years of ratings are analyzed to determine the number of campuses receiving the lowest rating in any two of these three years.  
 Data Limitations: Data for this measure is available in the fourth quarter of the fiscal year.  
 Calculations Type: Noncumulative.  
 New Measure: No.  
 Desired Performance: Lower than target.



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

Definition:	Number of districts receiving the lowest rating for two out of the three most recent rated years.
Purpose:	To report district improvement.
Data Source:	Accountability system data.
Method of Calculation:	The three most recent years of ratings are analyzed to determine the number of districts receiving the lowest rating in any two of these three years.
Data Limitations:	Data for this measure is available in the fourth quarter of the fiscal year.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Lower than target.

## **EXPLANATORY MEASURES**

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

Definition:	The denominator is the sum across districts of cumulative totals of students enrolled in Grades 7-12 during the school year. Enrollment, attendance, cumulative graduate, TxCHSE, and leaver files are searched to determine students accounted for in each district. Students not accounted for through agency or district records are counted as underreported. The numerator is the statewide sum of unduplicated underreported student records. The result is reported as a percentage.
Purpose:	Policymakers and members of the public depend on district reporting of dropouts from Texas public schools. The accuracy of the dropout data provided to policy makers and members of the public depends on the quality of district reporting. Students not accounted for, or underreported student records, compromise the quality of dropout and leaver data available. Measuring and reporting percent of underreported records enables the agency to monitor and encourage improvements in data quality, and enables policymakers and members of the public to assess the quality of the information.
Data Source:	All data are submitted by school districts to the agency through the Texas Student Data System/Public Education Information Management System (TSDS/PEIMS). The following PEIMS data are accessed: enrollment data, including student demographic and program participation information, and leaver data submitted during the PEIMS fall submission; attendance data, including student demographic and program participation information, submitted during the PEIMS summer submission and TxCHSE database.
Method of Calculation:	The denominator is the sum across districts of cumulative totals of students enrolled in Grades 7-12 during the school year. Enrollment, attendance, cumulative graduate, TxCHSE, and leaver files are searched to determine students accounted for in each district. Students not accounted for through agency or district records are counted as underreported. The numerator is the statewide sum of unduplicated underreported student records. The result is reported as a percentage.
Data Limitations:	The method of calculation requires that student enrollment and attendance information submitted for a school year be matched to enrollment and leaver information 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 data submissions do indicate flaws in data quality, they do not represent failures of districts to report on the whereabouts of students.

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

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

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

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

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

**Data Source:** PEIMS 44425 Sub-Category, Discipline Reasons 02, 04, 05, 06, 07, 08, 11, 13, 14, 16, 17, 18, 19, 22, 26, 27, 28, 29, 30, 31, 32, 33, 34, 36, 37, 41, 46, 47, 48, 59, 60, and 61.

**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. The codes listed are as thorough a list as possible without including discipline incidents not concerning drug use or violence.

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

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

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

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

**Data Source:** Windham student databases.

**Method of Calculation:** Computer searches database for students who have advanced to the next educational functioning level based on standardized achievement test scores, achieved college/career readiness scores on appropriate standardized achievement tests, earned a high school diploma, or passed a state-adopted high school equivalency test

**Data Limitations:** Search methodology.

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

### **2.2.3 PERCENT OF STUDENTS RELEASED DURING THE YEAR SERVED BY WINDHAM**

**Definition:** To report the percent of students released during the year who have been served by a Windham education program.

**Purpose:** To assess educational opportunities available to Windham students.

Data Source:	Computer query of Texas Department of Criminal Justice (TDCJ) database and Windham School District database.
Method of Calculation:	The total number of individuals released during the year who received Windham services divided by the number of releases for the year.
Data Limitations:	Search methodology.
Calculation Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

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

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

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

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

Desired Performance: Higher than target.

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

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

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

**Data Source:** Reports from the registration system operated by TEA.

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

**Data Limitations:** The data is limited by incomplete or late information received from course providers.

**Calculations Type:** Noncumulative.

**New Measure:** No.

**Desired Performance:** Higher than target.

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

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

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

**Type:** Outcome Measure

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

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

**Data Source:** EMAT

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

**Data Limitations:** None

**Calculation Type:** Noncumulative

**New measure:** No

**Desired Performance:** Higher than target.

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

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

Strategy:	to Technology
Type:	B.2.1., Technology/Instructional Materials
Definition:	Outcome Measure
Purpose:	This measure reflects the percentage of district instructional materials allotment (IMA) purchases related to technology including equipment.
Data Source:	The purpose of this measure is to identify the percentage of the IMA that is spent statewide on technology.
Method of Calculation:	EMAT
Data Limitations:	The measure is calculated by dividing the amount of IMA funding spent statewide on technology by the total amount of IMA funding spent by districts and charter schools in a given year.
Calculation Type:	None
New measure:	Noncumulative
Desired Performance:	No
	Higher than target.

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

Title:	Percent of District Instructional Materials Allotment (IMA) Purchases Related to Support Material Technology Personnel
Strategy:	B.2.1., Technology/Instructional Materials
Type:	Outcome Measure
Definition:	This measure reflects the percentage of district instructional materials allotment (IMA) purchases related to support material/technology personnel.
Purpose:	The purpose of this measure is to identify the percentage of the IMA that is spent statewide on support material/technology personnel.
Data Source:	EMAT
Method of Calculation:	The measure is calculated by dividing the amount of IMA funding spent statewide on support material/technology personnel by the total amount of IMA funding spent by districts and charter schools in a given year.
Data Limitations:	None
Calculation Type:	Noncumulative
New measure:	No
Desired Performance:	Higher than target.

**2.2.10 PERCENT OF TEC §48.308 ENTITLEMENT FUNDS DRAWN DOWN**

Title:	Percent of TEC §48.308 Entitlements Funds Drawn Down
Strategy:	B.2.1., Technology/Instructional Materials
Type:	Outcome Measure
Definition:	This measure reflects the percentage of district entitlement funds under the Texas Education Code (TEC) §48.308 (\$20 per student Open Education Resources Printing Allotment) drawn down by Local Education Agencies (LEAs).
Purpose:	The purpose of this measure is to identify the extent to which LEAs access one of the instructional material entitlements created by House Bill 1605, 88-R.
Data Source:	EMAT
Method of Calculation:	The measure is calculated by dividing the amount of TEC §48.308 funds draw down by LEAs in a given year by the total amount of funding made

	available (\$20 per student statewide).
Data Limitations:	None
Calculation Type:	Cumulative
New measure:	Yes (non-key)
Desired Performance:	Higher than target.

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

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

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

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

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

Definition:	This is the number of students placed in a TEC §37.008 Disciplinary Alternative Education Program (DAEP).
Purpose:	To evaluate the use of DAEPs by Texas local education agencies
Data Source:	PEIMS 44425 Sub-Category
Method of Calculation:	This measure counts student placements and is a duplicated count of students placed in the prior school year. One student may be placed in 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 placements in the prior year.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Lower than target.

#### 2.2.2.2 NUMBER OF STUDENTS IN DISCIPLINARY ALTERNATIVE EDUCATION PROGRAMS (DAEPs)

Definition:	This is the number of students placed in a TEC §37.008 Disciplinary
-------------	---



Purpose:	Alternative Education Program (DAEP). To evaluate the use of DAEPs by Texas local education agencies.
Data Source:	PEIMS 44425 Sub-Category
Method of Calculation:	This measure counts un-duplicated placements 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 placed in a TEC §37.008 DAEP in that year.
Data Limitations:	Data is collected once a year by TEA. Data is self-reported by school districts and reflects student referrals in the prior school year.
Calculations Type:	Noncumulative.
New Measure:	No
Desired Performance:	Lower than target.

### **2.2.2.3 NUMBER OF LEAs PARTICIPATING IN DISCIPLINE-RELATED COMPLIANCE REVIEWS**

Definition:	This measure reports the number of LEAs undergoing compliance reviews as identified annually by the Performance-Based Monitoring Discipline Data Validation system. 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 108 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:	This measure reports the number of LEAs undergoing compliance reviews as identified annually by the Performance-Based Monitoring Discipline Data Validation system. 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.
Data Source:	PEIMS data used in each year's PBMAS and data validation systems.
Method of Calculation:	This measure counts the unduplicated number of LEAs undergoing a Discipline Data Reporting Compliance Review. One LEA may be undergoing more than one compliance review. An LEA will have a Discipline Data Reporting Compliance Review to complete for each indicator triggered.
Data Limitations:	Ongoing targets may be difficult to predict and may not be stable because of (a) possible legislative changes to Chapter 37 of the Texas Education Code; (b) potential changes to the PEIMS 44425 Sub-Category; and (c) the impact of other changes in state and federal law effecting the Performance-Based Monitoring Discipline Data Validation system indicators.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Lower than target.

### **2.2.2.4 Number of Intruder Detection and Technical Assistant Visits**

Definition:	Number of campuses that receive general intruder detection audits under Texas Education Code Sections Sec. 37.1084.
-------------	---

Purpose:	The purpose of this measure is to capture new school safety activities by the agency as required by HB3, 88R.
Data Source:	Sentinel.
Method of Calculation:	This measure is a count of campuses that receive general intruder detection audits under Texas Education Code Sections Sec. 37.1084.
Data Limitations:	The number of campuses eligible for audits under 37.1083 and 37.1084 is different than the number of active PEIMS campuses. See definitions in TAC, 61.1031.
Calculations Type:	Cumulative.
New Measure:	Yes.
Desired Performance:	Higher than Target.

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

### 2.2.3.1 AVERAGE NUMBER OF SCHOOL LUNCHES SERVED DAILY

Definition:	This measure is defined as average daily participation (ADP) in the National School Lunch Program (NSLP).
Purpose:	To report the average number of students served by the school lunch program.
Data Source:	A monthly reimbursement claim form received from each school district participating in the NSLP. The relevant data is entered monthly into an agency computer subsystem, which subsequently provides monthly reports, on request, which identify statewide NSLP participation (ADA, ADP, etc.).
Method of Calculation:	This is calculated by dividing the total number of reimbursable school lunches served by the total number of days schools are operational in a given month. Individual monthly data is discrete; however, when two or more month's data are accumulated, moving averages result. Only the first three quarters of the fiscal year are used in determining annual performance since, for the most part, schools are not in operation during the summer (fourth quarter) and use of summer data skews annual data significantly.
Data Limitations:	None.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

### 2.2.3.2 AVERAGE NUMBER OF SCHOOL BREAKFASTS SERVED DAILY

Definition:	This measure is defined as Average Daily Participation (ADP) in the National School Breakfast Program (NSBP).
Purpose:	To report the average number of students served by the school breakfast program.
Data Source:	A monthly reimbursement claim form received from each school district participating in the NSBP. The relevant data is entered monthly into an agency computer subsystem, which subsequently provides monthly reports, on request, which identify statewide NSBP participation (ADA, ADP, etc.).
Method of Calculation:	This measure is calculated by dividing the total number of reimbursable school breakfasts served by the total number of days schools are operational in a given month. Individual monthly data is discrete; however, when two or more month's data are accumulated, moving averages result. Only the first three quarters of the fiscal year are used in determining annual performance since,

	for the most part, schools are not in operation during the summer (fourth quarter) and use of summer data skews annual data significantly.
Data Limitations:	None.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

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

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

Definition:	This measure gives the total number of contact hours per year received by students 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 students 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 STUDENTS EARNING A TEXAS CERTIFICATE OF HIGH SCHOOL EQUIVALENCY OR EARNING A HIGH SCHOOL DIPLOMA

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

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

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

Data Limitations:	District Attendance Database and reported annually.
Calculations Type:	Reported once annually.
New Measure:	Noncumulative.
Desired Performance:	No.
	Higher than target.

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

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

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

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

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

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

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

## Outcome Measures—Goal 2, Objective 3

### 2.3.1 *TURNOVER RATE FOR TEACHERS*

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

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

Definition:	Percent of original grant applications from applicants that are processed within a 90-day cycle as determined from calendar days, not business days.
Purpose:	The measure provides information as to whether TEA is processing grant applications for grantees in a timely manner.
Data Source:	All grant processing information will be tracked by the Division of Grants Administration. Paper grant applications will be tracked in an Access database and eGrant applications will be tracked in Workflow.
Method of Calculation:	The beginning date for competitive grants is defined as the date the commissioner or commissioner's designee approves the selection of the application for funding (via written funding recommendation memo), while noncompetitive grant applications begin the day the application is received at TEA. Both types of grants will be considered completed as of the date the NOGA is approved. The total number of original grants that are completed in less than or equal to 90 calendar days will be divided by the total number of grants processed for grantees. Multiply this number by 100 to determine the percentage of grants that were completed within 90 calendar days.

Data Limitations:	There is not a single data source for tracking and logging grant actions and progress through the award cycle due to the fact that some grants are in eGrants and others are in paper.
Calculation Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

### 2.3.3 TEA TURNOVER RATE

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

### 2.3.4 PERCENT OF TEACHERS WHO ARE CERTIFIED

Definition:	The percent of individuals identified as teachers during the current academic year who hold an active standard, provisional, probationary, intern, 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 087 and 047). The SSN is compared to Certification data in the Educator Certification Online System 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 an active standard, provisional, probationary, intern, one-year, or professional certificate.
Method of Calculation:	The numerator is the number of FTEs for teachers identified in PEIMS for the current academic year who hold an active standard, provisional, probationary, intern, 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.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.



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

Definition:	The percent of active teachers who hold an active standard, provisional, probationary, intern, one-year, or professional certificate and who are assigned in compliance with State Board for Educator Certification (SBEC) rules.
Purpose:	This measure attempts to distinguish between teachers who hold a certificate and are in compliance with SBEC rules for their assignment and those who are not in compliance.
Data Source:	All professional staff reported by school districts as having teacher roles (roles 087 and 047) are identified on PEIMS for the current academic year. The sum of full-time equivalents (FTE) for staff responsibilities is calculated for all individuals identified as teacher. The list of teachers who hold an active standard, provisional, probationary, intern, one-year, or professional certificate is matched to the certification database.
Method of Calculation:	The numerator is the sum of Full-Time Equivalents (FTEs) identified in the Public Education Information Management System (PEIMS) as teachers for the current academic year who hold an active standard, provisional, probationary, intern, one-year, or professional certificate in the field and grade level that correspond to their campus assignment per SBEC rules. The denominator is the sum of FTEs for all individuals reported in PEIMS as teachers for the current academic year. The result is multiplied by 100 to obtain a percentage. This calculation is based on FTE count.
Data Limitations:	The agency has little control over school district hiring practices and cannot verify the accuracy of information submitted by school districts in PEIMS.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

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

Definition:	The percent of jurisdictional complaints resolved in Legal Services Division, Professional Discipline Unit during the fiscal year that resulted in disciplinary action. Disciplinary action includes the following: denial of credential application, non-inscribed or inscribed reprimand, restriction, probation, suspension, and revocation.
Purpose:	This measure shows the extent to which the agency exercises its disciplinary authority in relation to the number of complaints received in Legal Services Division, Professional Discipline Unit. Both the public and individuals credentialed by the Board expect that the agency will work to ensure fair and effective enforcement of professional conduct as established by statute and rule. This measure indicates agency responsiveness to this expectation.
Data Source:	The information is derived from the number of complaints received by the Legal Services Division, Professional Discipline Unit and carried on the Unit's Database.
Method of Calculation:	The numerator is the sum of all cases that result in disciplinary action during the reporting period. The denominator is the total number of complaints resolved during the reporting period. The result is multiplied by 100 to obtain a percentage.
Data Limitations:	None.

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

### **2.3.7 PERCENT OF EDUCATOR PREPARATION PROGRAMS WITH A STATUS OF “ACCREDITED”**

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

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

**Data Source:** The data source is the Educator Certification Online system containing educator assessment, preparation, and demographic data.

**Method of Calculation:** Complete the ASEP calculations and status in accordance with Texas Education Code 21.045 and Texas Administrative Code Chapter 229. The resulting accreditation ratings are approved by the SBEC. The numerator is the number of EPPs meeting the Board’s ASEP standards for the “Accredited” rating. The denominator is the total number of approved EPPs that are authorized to operate by the SBEC. The result is multiplied by 100 to obtain a percentage.

**Data Limitations:** None.

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

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

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

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

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

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

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

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

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

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

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

Definition:	The Certificate of High School Equivalency Unit issues certificates of high school equivalency to students who successfully complete the High School Equivalency tests. Issuance of certificates is automated and will be reported on a quarterly basis.
Purpose:	To report the number of certificates issued by the Certificate of High School Equivalency Unit.
Data Source:	TxCHSE Database (Source of all Certificate of High School Equivalency records).
Method of Calculation:	Data will come from TxCHSE database records. A count of the number of examinees that were issued a Certificate of High School Equivalency during the quarter is reported.
Data Limitations:	Self-reported.
Calculations Type:	Cumulative.
New Measure:	No.
Desired Performance:	Higher than target.

### 2.3.2.2 NUMBER OF LOCAL EDUCATION AGENCIES IDENTIFIED IN SPECIAL EDUCATION RESULTS-DRIVEN ACCOUNTABILITY (RDA) FRAMEWORK

Definition:	TEC Chapter 29 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, self-assessment reviews, compliance reviews, comprehensive desk 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 Review and Support. This includes: Cyclical Monitoring - 200 per year (6 year cycle) and Targeted Monitoring - LEAs with determination level with needs intervention and needs substantial intervention.
Purpose:	The focus of the review is to ensure the agency is accurately identifying those programs in need of improvement to ensure improved student performance and program effectiveness.
Data Source:	The Interventions Stage and Activity Manager (ISAM) system managed by the TEA Division of School Improvement until 2020-2021 school year. Beginning 2020-2021 school year Ascend Texas Platform managed by the TEA Division of Monitoring, Review and Support.
Method of Calculation:	The number of LEAs participating in defined monitoring interventions.
Data Limitations:	Selection numbers will vary from year to year in a performance-based system.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Lower than target.

### 2.3.2.3 NUMBER OF LOCAL EDUCATION AGENCIES IDENTIFIED IN THE RESULTS-DRIVEN ACCOUNTABILITY (RDA) FRAMEWORK FOR BILINGUAL EDUCATION/ENGLISH AS A SECOND LANGUAGE

Definition:	TEC Chapter 29 (A), 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 Results Driven Accountability (RDA) which include focused data analysis, self-assessment reviews, compliance reviews, comprehensive desk reviews and onsite visits to local education agencies (LEAs) and programs that provide Bilingual Education/English as a Second Language (ESL). 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/(ESL) component of Review and Support. This includes Targeted Monitoring – LEAs with determination level with needs intervention and needs substantial intervention. Purpose: The focus of the review is to ensure the agency is accurately identifying those programs in need of improvement to ensure improved student performance and program effectiveness.

Data Source:	The Intervention Stage and Activity Manager (ISAM) system managed by the TEA Division of School Improvement until 2020-2021 school year. Beginning 2020-2021 school year Ascend Texas Platform managed by the TEA Division of Monitoring, Review and Support.
Method of Calculation:	The number of LEAs participating in defined bilingual education/ESL monitoring interventions.
Data Limitations:	Selection numbers will vary from year to year in a performance-based system.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Lower than target.

#### **2.3.2.4 NUMBER OF SPECIAL ACCREDITATION INVESTIGATIONS CONDUCTED**

Definition:	Special accreditation investigations are conducted in districts based on allegations of violations outlined in Texas Education Code Sec 39.057.
Purpose:	To measure the number of agency special accreditation investigations completed.
Data Source:	Records are maintained by the Special Investigations Unit, within the Office of Complaints, Investigations, and Enforcement.
Method of Calculation:	The number reported reflects the number of special accreditation investigations completed in school districts and charter schools. The number does not indicate the extent, complexity, or results of the investigation.
Data Limitations:	None.
Calculation Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Lower than target.

### **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 displayed on production dashboard.
Method of Calculation:	Sum the number of individuals who were issued the standard certificate for the first time during the reporting period. Certificates issued to individuals previously issued a provisional, professional, or standard teacher certificate are not included in the calculation. Individuals issued multiple certificates are counted only once.
Data Limitations:	None.
Calculations Type:	Cumulative.
New Measure:	No.
Desired Performance:	Higher than target.

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

Definition:	The total number of previously degreed individuals issued a standard classroom teacher certificate for the first time through a post-baccalaureate program.
Purpose:	A significant number of teachers each year are prepared by post-baccalaureate programs, designed for individuals who already hold an undergraduate degree and who are seeking to change careers. The number reported in this measure will indicate the agency's success in producing teachers to meet the needs of schools and districts.
Data Source:	Identify all records in the certification database indicating that the individual was issued an initial standard classroom teacher certificate through the post-baccalaureate route. Records having an issuance date within the reporting period are counted. Data is displayed on production dashboard
Method of Calculation:	Sum the number of individuals issued an initial standard classroom teacher certificate during the reporting period through the post baccalaureate route. Individuals issued multiple certificates are counted only once.
Data Limitations:	The agency has limited impact on increasing the total number of individuals in this category.
Calculations Type:	Cumulative.
New Measure:	No.
Desired Performance:	Higher than target.

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

Definition:	The total number of individuals issued a standard classroom teacher certificate for the first time concurrently with receiving a baccalaureate degree through a university based program.
Purpose:	The number of undergraduate students certified by the state's colleges and universities has remained unchanged for a number of years. This measure will indicate the agency's success in producing teachers to meet the needs of schools and districts.
Data Source:	Identify all educators in the certification database having an initial standard classroom teaching certificate that was issued through the traditional undergraduate route. Records showing a certificate issuance date within the reporting period are counted. Data is displayed on production dashboard.
Method of Calculation:	Sum the number of individuals issued an initial standard classroom teacher

	certificate through the traditional undergraduate route. Individuals issued multiple certificates are counted only once.
Data Limitations:	The agency has limited impact on increasing the number of individuals receiving an initial certificate in conjunction with receiving a baccalaureate degree. The agency can influence these numbers only through encouraging existing university undergraduate programs to expand their capacity to prepare new teachers.
Calculations Type:	Cumulative.
New Measure:	No.
Desired Performance:	Higher than target.

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

Definition:	The total number of previously degreed individuals issued a standard classroom teacher certificate for the first time through an alternative certification program.
Purpose:	A significant number of teachers each year are prepared by Alternative Certification programs, designed for individuals who already hold a baccalaureate degree and who are seeking to change careers. The number reported in this measure will indicate the agency's success in producing teachers to meet the needs of schools and districts.
Data Source:	Identify all records in the certification database indicating that an individual was issued an initial standard classroom teacher certificate through the alternative certification route. Records having an issuance date within the reporting period are counted. Data is displayed on production dashboard.
Method of Calculation:	Sum the number of individuals issued an initial standard classroom teacher certificate during the reporting period through the alternative certification route. Individuals issued multiple certificates are counted only once.
Data Limitations:	The agency has limited impact on increasing the total number of individuals in this category.
Calculation Type:	Cumulative.
New Measure:	No.
Desired Performance:	Higher than target.

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

Definition:	The total number of jurisdictional complaints in the Legal Services Division, Professional Discipline Unit at the end of the reporting period awaiting hearing or final Board action.
Purpose:	Taken with the measure for number of complaints resolved, these measures indicate the agency's total workload for litigating contested complaints.
Data Source:	The information is derived from the total numbers of complaints received by the Legal Services Division and carried on the Unit's Database.
Method of Calculation:	Sum of the number of jurisdictional complaints remaining unresolved during the reporting period, irrespective of when the complaint was received by Legal Services.
Data Limitations:	None.
Calculations Type:	Noncumulative.



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

#### **2.3.3.6 NUMBER OF INVESTIGATIONS PENDING**

**Definition:** The total number of investigations pertaining to an educator or applicant for credential that, at the end of a reporting period, are pending a resolution or referral to Legal Services. A resolution can include completion of the investigation without action against the educator or applicant, the entering of an agreed order, or sanction by operation of law.

**Purpose:** The measure is an indicator of the workload of the Investigations Unit.

**Data Source:** Investigations pertaining to educators and applicants for credentials are entered into and queried from a database.

**Method of Calculation:** The calculation is performed by running a query for matters that are “Opened”, but not “Complete.”

**Data Limitations:** The Unit has no control over general increases or decreases in complaints or reports that lead to investigations. For example, an overall change in the number of investigations opened would, over time, result in a change in the number of investigations pending at the end of a reporting period.

**Calculations Type:** Noncumulative.

**New Measure:** No.

**Desired Performance:** Lower than target.

#### **2.3.3.7 NUMBER OF INAPPROPRIATE EDUCATOR/STUDENT RELATIONSHIP INVESTIGATIONS OPENED**

**Definition:** The total number of investigations opened pertaining to a reported inappropriate relationship between a certified educator and a student within a given fiscal year.

**Purpose:** The measure is an indicator of the workload of Educator Investigations specific to inappropriate educator/student relationships.

**Data Source:** A database of certified educators investigated maintained by the Division of Educator Investigations.

**Method of Calculation:** The calculation is performed by running a query for matters related to a reported inappropriate relationship between a certified educator and a student that are “Opened” within a given fiscal year

**Data Limitations:** The Division has no control over general increases or decreases in reports that lead to investigations involving inappropriate educator/student relationships.

**Calculations Type:** Cumulative.

**New Measure:** No

**Desired Performance:** Lower than target.

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

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

**Definition:** The average number of calendar days that elapsed from receipt of completed credential applications until credentials are issued during the reporting period.

**Purpose:** This measure shows the agency’s efficiency in processing certificate applications in a timely manner as well as its responsiveness to a primary

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

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

Definition:	The average number of calendar days that elapsed from receipt of a completed standard certificate renewal application until the renewal is issued.
Purpose:	This measure will show the agency's efficiency in processing standard certificate renewal applications in a timely manner.
Data Source:	The average difference between the date a completed certificate renewal application is received and the date the renewal is issued is calculated using the ITS certification database. Information about temporary credentials is not collected. Data is imported into Interactive Reports.
Method of Calculation:	The numerator is the sum of the number of calendar days that elapsed between receipt of a completed renewal application and issuance of the renewal, for certificates issued during the reporting period. The denominator is the number of certificates issued during the reporting period. Temporary credentials are not included in the calculation.
Data Limitations:	Renewals are not performed until all background research is complete. The agency has little control over the amount of time it takes to receive supporting documentation from the educator, law enforcement agencies, or court officials if the applicant has reported criminal history, student loans or child support in arrears.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Lower than target.

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

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

Definition:	The percent of approved educator preparation programs (EPPs) that meet the status of "Accredited-Warned" based on the five accountability standards outlined in statute.
Purpose:	The quality of EPPs is described by five standards: the rate at which individuals pass the examinations required for certification; the quality of beginning teachers as determined by principal appraisal; student performance of beginning teachers; the quality, duration, and frequency of field supervision; and new teachers' satisfaction with their preparation program

after the first year. Pursuant to state statute and TAC 229, the State Board for Educator Certification (SBEC) has developed an accountability system to annually rate the performance of EPPs based on these indicators of quality and provide assistance to those EPPs not meeting SBEC standards. This measure demonstrates agency efforts to improve the quality of teacher preparation.

Data Source:	The data source is the Educator Certification Online system containing educator assessment, preparation, and demographic data.
Method of Calculation:	Complete the ASEP calculations and status recommendations in accordance with Texas Education Code 21.045 and Texas Administrative Code Chapter 229. The resulting accreditation ratings are approved by the SBEC. The numerator is the number of EPPs meeting the SBEC's ASEP standards for the "Accredited-Warning" rating. The denominator is the total number of approved EPPs that are authorized to operate by the SBEC. The result is multiplied by 100 to obtain a percentage.
Data Limitations:	None.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Lower than target.

### **2.3.3.2 PERCENT OF EDUCATOR PREPARATION PROGRAMS WITH A STATUS OF "ACCREDITED- PROBATION"**

Definition:	The percent of approved educator preparation programs (EPPs) that meet the status of "Accredited- Probation" based on the five accountability standards outlined in statute.
Purpose:	The quality of EPPs is described by five standards: the rate at which individuals pass the examinations required for certification; the quality of beginning teachers as determined by principal appraisal; student performance of beginning teachers; the quality, duration, and frequency of field supervision; and new teachers' satisfaction with their preparation program after the first year. Pursuant to state statute and TAC 229, the State Board for Educator Certification (SBEC) has developed an accountability system to annually rate the performance of EPPs based on these indicators of quality and provide assistance to those EPPs not meeting SBEC standards. This measure demonstrates agency efforts to improve the quality of teacher preparation.
Data Source:	The data source is the Educator Certification Online system containing educator assessment, preparation, and demographic data.
Method of Calculation:	Complete the ASEP calculations and status recommendations in accordance with Texas Education Code 21.045 and Texas Administrative Code Chapter 229. The resulting accreditation ratings are approved by the SBEC. The numerator is the number of EPPs meeting the SBEC's ASEP standards for the "Accredited-Under Probation" rating. The denominator is the total number of approved EPPs that are authorized to operate by the SBEC. The result is multiplied by 100 to obtain a percentage.
Data Limitations:	None.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Lower than target.

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

Definition:	The percent of approved educator preparation programs (EPPs) that meet the status of “Not Accredited-Revoked” based on the five accountability standards outlined in statute.
Purpose:	The quality of EPPs is described by five standards: the rate at which individuals pass the examinations required for certification; the quality of beginning teachers as determined by principal appraisal; student performance of beginning teachers; the quality, duration, and frequency of field supervision; and new teachers’ satisfaction with their preparation program after the first year. Pursuant to state statute and TAC 229, the State Board for Educator Certification (SBEC) has developed an accountability system to annually rate the performance of EPPs based on these indicators of quality and provide assistance to those EPPs not meeting SBEC standards. This measure demonstrates agency efforts to improve the quality of teacher preparation.
Data Source:	The data source is the Educator Certification Online system containing educator assessment, preparation, and demographic data.
Method of Calculation:	Complete the ASEP calculations and status in accordance with Texas Education Code 21.045 and Texas Administrative Code Chapter 229. The resulting accreditation ratings are approved by the SBEC. The numerator is the number of EPPs meeting the SBEC’s ASEP standards for the “Not Accredited Revoked” rating. The denominator is the total number of approved EPPs that are authorized to operate by the SBEC. The result is multiplied by 100 to obtain a percentage.
Data Limitations:	None.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Lower than target.

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

### 2.3.6.1 NUMBER OF CERTIFICATION EXAMINATIONS ADMINISTERED (TOTAL)

Definition:	The total number of certification examinations administered during the reporting period.
Purpose:	Current state law requires all candidates for certification to pass examinations prescribed by the Board. This requirement represents a significant portion of the agency’s revenues as well as expenditures related to development, administration, scoring, and notification activities. This measure reflects the total volume of the examination function.
Data Source:	The agency’s manager of test administration reports, based on data provided by the test contractor, to the test manager, the number of certification examinations administered on a monthly basis.
Method of Calculation:	Sum of the total number of certification examinations administered during the reporting period.
Data Limitations:	The agency has no control over when individuals take their certification exams. Individuals tested include candidates from preparation programs, Texas educators adding a certificate, candidates seeking entry into educator preparation programs, and educators from other states seeking Texas certification.
Calculations Type:	Cumulative.

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

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

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

**Definition:** The percent of individuals to whom examinations were administered during the reporting period and passed the examination(s) and, thereby, became eligible for certification. This result considers only those requirements related to assessment; eligibility requirements such as coursework/training, student teaching, and internship. Criminal history clearance is not considered.

**Purpose:** This measure shows the performance of individuals tested in terms of their success in meeting testing requirements for a certificate. All individuals must pass a Pedagogy and Professional Responsibilities and content examination to be eligible for certification. Individuals who are certified may take additional examinations.

**Data Source:** The Accountability System for Educator Preparation Programs (ASEP) and the State Board for Educator Certification Online (SBEC Online) maintains test results for certified educators and individuals in educator preparation programs. Both of these systems maintain test results, which is part of the determination for certification eligibility.

**Method of Calculation:** Individuals who are “eligible for certification” include those individuals who took any certification test during the reporting period and have passed all tests, at any time, required for obtaining at least one certificate. The numerator is the unduplicated number of individuals who are eligible for certification. The denominator is the total unduplicated number of examinees who attempted all of the combination of tests required to be eligible for a certificate. The result is multiplied by 100 to obtain a percentage.

**Data Limitations:** Other certification requirements such as holding certain degrees and criminal-history criteria are not considered, so the data will reflect a higher number than the actual number of individuals eligible for certification.

**Calculations Type:** Noncumulative.

**New Measure:** No.

**Desired Performance:** Higher than target.

## Supplemental Schedule C: Historically Underutilized Business Plan

### Mission Statement

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

### Program Goals

#### Goal 1

Promote fair and competitive opportunities of HUBs in contracts with TEA and its prime contractors and subcontractors. The agency has specific goals for fiscal year 2022 for the following categories\*:

Professional Services	2.00%
Other Services Contracts	8.00%
Commodity Contracts	21.10%

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

#### Strategy

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

#### Output Measures

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

#### Goal 2

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

#### Strategies

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



### Output Measures

The number of forums attended, sponsored or co-sponsored by the agency.

TEA is committed to achieving solid results in its good-faith effort to provide full and equal opportunities for all qualified businesses to compete for the procurement of agency goods and services (see Table 1 and 2 below).

**Table 1: HUB Expenditures (TEA)**

	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
<b>Total Expenditures</b>	\$159M	\$185M	\$171M	\$140M	\$170M	\$206M	\$254M	\$365M
<b>Expenditures with HUBs</b>	\$15M	\$13M	\$14M	\$15.3M	\$12.9M	\$16.8M	\$9.6M	\$19.8M
<b>Percentage of Expenditures with HUBs</b>	9.53%	6.91%	8.19%	10.89%	7.60%	8.16%	3.79%	5.43%

**Table 2: HUB Expenditures (State of Texas Average)**

	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
<b>Total Expenditures</b>	\$19B	\$20B	\$20B	\$21B	\$25B	\$31B	\$28B	\$29B
<b>Expenditures with HUBs</b>	\$2B	\$2B	\$2.6B	\$2.6B	\$2.9B	\$3.2B	\$3.4B	\$3.7B
<b>Percentage of Expenditures with HUBs</b>	11.30%	11.97%	13.08%	12.77%	11.74%%	10.48%	11.83%	12.80%

## Supplemental Schedule D: Statewide Capital Plan

Not applicable to the Texas Education Agency

## **Supplemental Schedule E: Health and Human Services Strategic Plan**

Not applicable to the Texas Education Agency

**AGENCY WORKFORCE PLAN**  
*Schedule F to Agency Strategic Plan*

**FISCAL YEARS 2025 TO 2029**

**BY**

**TEXAS EDUCATION AGENCY**

**JUNE 1, 2024**



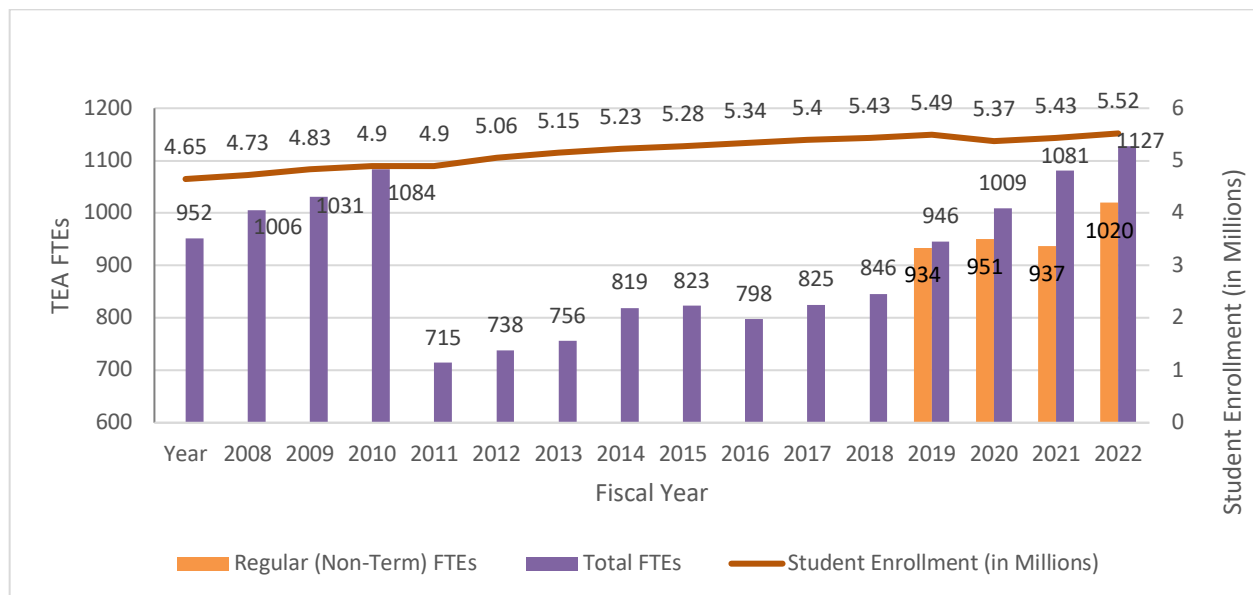
## Supplemental Schedule F: Agency Workforce Plan

Public education is the largest function of the state and of most local governments. The Texas Education Agency is responsible for serving nearly 5.52 million students enrolled in 9,054 campuses that are administered by 1,209 school districts and open-enrollment charters schools.<sup>1</sup> The number of Texas public school students has increased about 9 percent over the last decade.<sup>2</sup>

During the FY2022-2023 biennium, TEA distributed approximately \$63 billion to local education agencies (LEAs) through numerous state and federal programs, while also providing hundreds of millions of dollars more in additional value to LEAs through services and in-kind supports. This includes the agency's ongoing administration of a massive influx of funding for COVID-19 pandemic relief. Across federal and state sources and several state agencies, well over \$21 billion has been provided since FY2020 to support a comprehensive response and recovery plan. Texas educators and policymakers are prioritizing changes to support improved student learning, and public policy has been adapted to improve learning acceleration efforts. School leaders across the state are recalibrating their practices based on the evidence of what will deliver the most learning gains for the most students.

When compared to other large state agencies with significant responsibilities and complicated programs, TEA has relatively few full-time equivalent positions (FTEs). Figure 1 shows the agency's FTEs over time and separates regular (non-term) positions from term roles scheduled to end in the next 1- 3 years. Increases since 2018 were associated primarily with special education corrective actions; implementation of House Bill (HB) 3 (86-R), administration of federal and state programs to recover from learning loss caused by the COVID-19 pandemic, addition of curriculum and instructional materials programs in HB 1605 (88-R) and school safety programs in HB 3 (88-R), and strategic insourcing of certain information technology (IT) functions.

**Figure 1: TEA Full-Time Equivalent Positions and Student Enrollment, 2008-2023**



Source: Fiscal Years 2008-2013 based on Texas State Auditor's Office FTE Report. Fiscal Year 2014-23 based on Texas State Auditor's Office FTE Dashboard

<sup>1</sup> TEA Pocket Edition, 2022-2023, <sup>2</sup> Enrollment in Texas Public Schools 2022-23

### Agency's Strategic Goals, Priorities and Objectives

TEA's mission is to improve outcomes for all public-school students in the state by providing leadership, guidance, and support to school systems so that every child is prepared for success in college, career, or the military. To activate this mission, the agency has four strategic priorities and 6 key actions outlined in its Strategic Plan:

#### Strategic Priorities:

- Recruit, support, and retain teachers and principals
- Build a foundation of reading and math
- Connect high school to career and college
- Improve low-performing schools

#### Key Actions:

- Supported Educators.
- Ready Students.
- Rigorous Engagement.
- Aligned Systems.
- Actionable Goal-setting
- Continuous Improvement.

Across the 27 initiatives included in the strategic plan, the agency is committed to increasing transparency, fairness, and rigor in district and campus academic and financial performance; ensuring compliance by effectively implementing and informing policymakers; and strengthening organizational foundations that include resource efficiency, culture, capabilities, and partnerships.

### Core Business Functions

Texas Education Agency, under the leadership of the Commissioner of Education, conducts the following functions:

- Administers the distribution of state and federal funding to public schools
- Administers the statewide assessment program and accountability system
- Provides support to the State Board of Education (SBOE)
- Assists the SBOE in the instructional materials adoption process and managing the instructional materials purchase process for LEAs
- Provides oversight of school safety for schools throughout the state
- Administers a data collection system on public school information
- Performs the administrative functions and services of the State Board for Educator Certification
- Monitors for compliance with certain federal and state guidelines



## Current Workforce Profile (Supply Analysis)

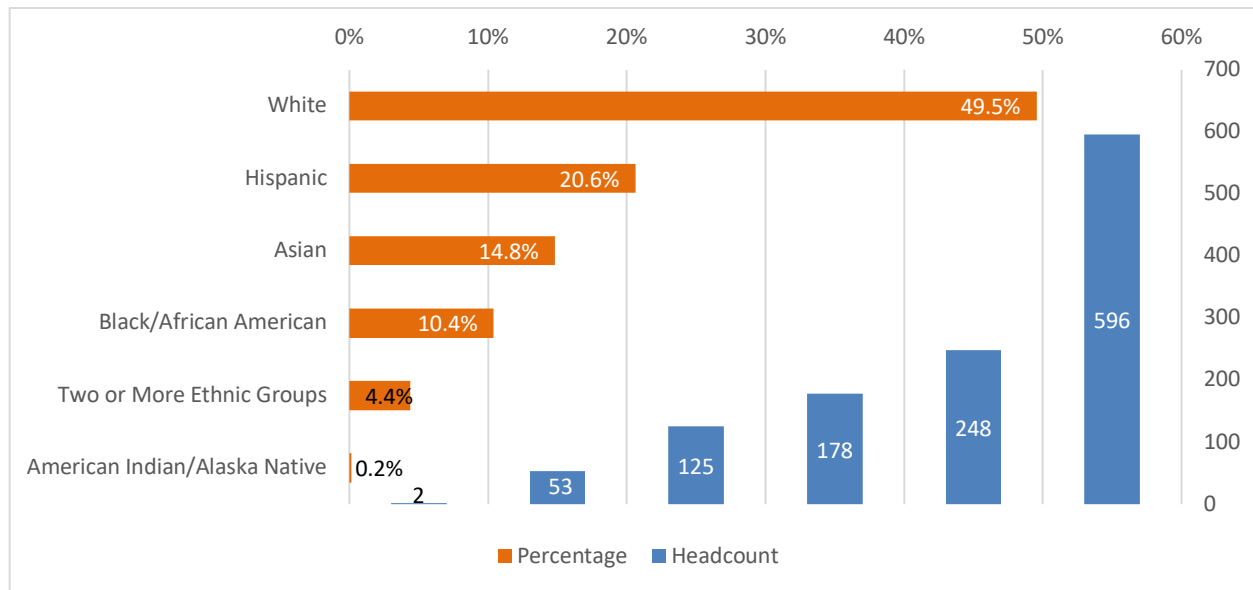
### Workforce Demographics

Upon hire, agency employees self-report their gender, race, and ethnicity from the categories provided by the statewide Centralized Accounting and Payroll/ Personnel System (CAPPS) that are reported below as of March 1, 2024. In addition, 5% of agency employees are veterans.

**Gender.** The agency's employees are 66 percent female and 34 percent male.

**Race and Ethnicity.** 50 percent of TEA's workforce is White, while 21 percent is Hispanic, 15 percent is Asian, and 10 percent is African American. 4 percent represent other racial backgrounds. (See Figure 2).

**Figure 2: TEA's Workforce in 2024**



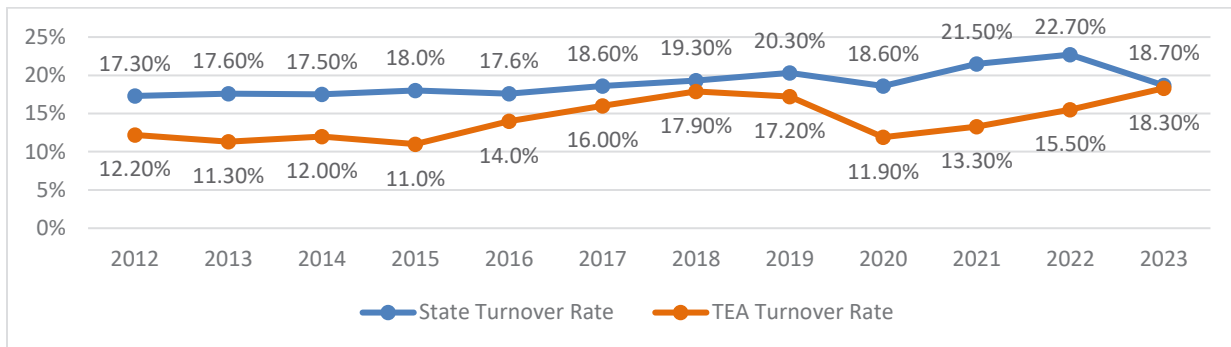
### Length of Service

About two-thirds (62 percent) of TEA's workforce has been with the agency for less than five years, while 19 percent has been employed for five to nine years, and 15 percent has been employed from ten to 19 years. Of the remainder, 4 percent of TEA's employees have worked for the agency between 20 and 30 years, and less than one percent have worked for the agency for over 30 years.

### Employee Turnover

A comparison of the state's employee turnover rate to TEA's turnover rate for fiscal years 2012 through 2023 is depicted in Figure 3. TEA's turnover rate has consistently been below the state's turnover rate for the past decade. The turnover increase in Fiscal Year 2023 occurred when the Permanent School Fund (PSF), which was a business unit at TEA, became a separate entity, the [Texas Public School Fund Corporation](#). In January 2023, over 90 agency employees who worked in the PSF Department transferred out of TEA into the newly created state entity.

**Figure 3 Comparison of Employee Turnover Rate by Year**



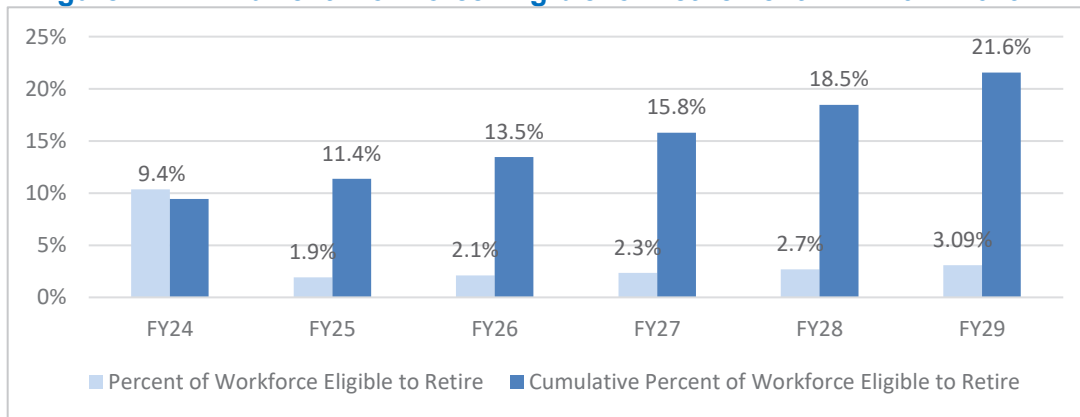
Source: Texas State Auditor's Office Reports No. 13-704, 14-701, 15-703, 16-702, 17-704, 18-703, 19-703, 20-703, 21-703, 22-702, 23-703 and 24-702, [and FY23 Turnover Dashboard](#)

In the most recent administration of the Survey of Employee Engagement, in June 2023, Five percent of TEA respondents reported that they do not plan to be working for the agency in one year. Eighty-two percent reported they plan to stay, and 13 percent preferred not to provide an answer.

### Retirement Eligibility

Two-thirds (71 percent) of TEA's workforce is over the age of 40, with 40 percent of the workforce over the age of 50. Approximately 22 percent of TEA's workforce is currently eligible or will become eligible to retire within the next five years (see Figure 4).

**Figure 4: TEA Current Workforce Eligible for Retirement in FY2024-2029**



**Table 1: Percent of TEA Employees Eligible to Retire by Year 2029**

	FY24	FY25	FY26	FY27	FY28	FY29
Number of Employees Eligible to Retire	113	23	25	28	32	37
Percent of Workforce	10.3%	1.9%	2.1%	2.3%	2.7%	3.1%
Cumulative Number of Employees Eligible to Retire	113	136	161	189	221	258
<b>Cumulative Percent of Workforce</b>	9.4%	11.4%	13.5%	15.8%	18.5%	21.6%

Table 1 shows the cumulative number and percentage of TEA employees who are eligible to retire in each of the next five years.

Despite the high rates of retirement eligibility, the agency has been fortunate that only small numbers of eligible employees have actually retired. In both FY2022 and FY2023, even though more than 10 percent of the workforce was eligible to retire, less than three percent of employees left the agency due to retirement each year.

If all eligible employees retired in the next five years, the loss of that skill and knowledge would have a significant negative effect on TEA's ability to perform its core functions. Therefore, the agency's leadership, in partnership with Human Resources, are proactively planning for that shift in the workforce through succession planning for each of the key leadership roles as well as through cross-training within and across agency functions.

### *Workforce skills critical to the mission and goals of the agency*

The following areas and skills required for their implementation are critical to achieve the mission and goals of the agency.

- Accountability and Assessment
  - Statewide assessment, accreditation, and financial and academic accountability systems
  - Regulation through audit, monitoring, complaints, investigations, and enforcement; supervision of compliance with grants and State and Federal regulations
  - Collection, analysis, and dissemination of public school data
  - Supporting the State Board of Education in standards development, instructional materials adoption, public charter school authorizing, and other constitutional and statutory activities
- Educator Support
  - Supporting the State Board of Educator Certification in improving educator preparation; increased oversight of educator misconduct
  - Educator leadership, support, retention
- Funding and Grant Management
  - Distribution and oversight of federal and state funding
  - Familiarity with State education funding for new or modified allotments and incentives such as the Teacher Incentive Allotment, CCMR Outcomes Bonus, Compensatory Education Allotment
- Information Technology
  - Architecture & Development
  - Quality Assurance & Quality Assurance Automation
  - Technology Operations
  - Data Center Services
  - Database Administration
  - Tools Administration
  - Web Services
  - IT Business Analysis
  - Texas Student Data Systems Support
  - Cybersecurity & Security Administration
  - IT Audit Compliance

- IT Budget, IT Procurement, IT Grants, & IT Contracts Administration
- IT Data Analysis
- IT Project Management
- IT Strategic Development
- 
- Operations and Administration
  - Knowledge and familiarity with operational efficiencies in all administrative functions - including budget, operations, legislative, media and communications, legal, human resources, and information technology systems and support
  - Innovative human capital models: compensation, mentoring, and staffing
- Communications, Strategy, Policy, and Performance Management
  - Effective internal and external communications
  - Stakeholder engagement and change management
  - Strategy development
  - Implementation of processes to support performance management of individual goals and agency initiatives
  - Project management
  - Product development
  - Data-informed decision-making
  - Policy analysis and development
  - Data analysis and evaluation
- Program development and implementation
  - Innovative school models
  - Early childhood education
  - Instructional continuity
  - School turnaround and improvement
  - Virtual and blended learning
  - Programs to support college, career, and military preparedness
  - Mental health supports and school safety
- Special Education and Student Supports
  - Knowledge of state and federal requirements for students with diverse learning needs, such as those with disabilities, who are emergent bilingual, who are military dependents, who are in foster care, and who require mental health and behavioral supports.
  - A focus on improving student outcomes
  - Leadership in encouraging a strengths-based approach and design to all initiatives
  - Collaboration and strong technical assistance through monitoring systems, creation of resources, and implementation of project grants
- School Safety and Security
  - District Vulnerability Assessments
  - Intruder Detection Audits
  - Behavioral Threat Assessments
  - On-site School Safety Technical Assistance

- Tabletop Emergency Response Exercises
- State School Safety Requirements
- Emergency Management

## Supplemental Schedule G: Texas Workforce System Strategic Plan

As required by Texas Government Code, Section 2308.104, the Texas Workforce Investment Council must develop and recommend to the governor and report to the legislature a single strategic plan that establishes the framework for the budgeting and operation of the workforce development system, including school to careers and welfare to work components, administered by agencies represented on the council. The TEA Strategic Plan aligns with the following goals from the Texas Workforce System Strategic Plan:

- Employers - Accelerate the delivery of relevant education and training programs to meet the demand of employers.
- Learners - Accelerate the expansion of and access to work-based skill and knowledge acquisition to respond to the needs of learners.
- Partners - Accelerate the development and use of models to support and build system partners' capacity, responsiveness, continuous improvement, and decision-making.
- Policy and Planning- Accelerate the availability of relevant workforce, education, and other data sets and the use of applied analytics to evaluate program outcomes to respond to the needs of policy makers and planners.

To ensure alignment with the Texas State Workforce System Strategic Plan and the activities of the Texas Workforce Investment Council (TWIC), TEA has established a College, Career and Military Preparation Division whose work supports the completion of agency actions aligned to each system goal (see Attachment).

TEA will use the following approaches and strategies to build internal organizational and staff competence to support the goals specified in the Texas Workforce System Strategic Plan (FY 2024–FY 2031):

### Customer service and satisfaction

TEA is committed to a focus on internal customer service and satisfaction and firmly believes that our employees are foundational to our ability to achieve our mission of improving outcomes for all public school students in the state. The Survey of Employee Engagement (SEE) is a survey and report created and administered by the *Institute for Organizational Excellence (IOE)* in the Steve Hicks School of Social Work at the University of Texas at Austin. TEA has used this survey since at least 2002 and is currently administering it to staff every summer. At present, more than 50 Texas State agencies regularly use the survey. The agency reviews data disaggregated by race/ethnicity, gender, years of service, and supervisory status.

For our last survey, June 2023, employees who had been with the agency for at least 90 days were eligible to participate. These 1063 employees were invited to take the survey and 996 (93.7%) responded. This is an increase of 2.5% over the 2022 response rate which gives us confidence that the results are representative of the entire TEA staff.

The agency dedicates substantial time each year to review SEE data and reflect on survey results. Each office, department, and division sets its own annual SEE goals, and staff have



access to division level results and survey executive summaries in the SEE Hub and Dashboard, a portal updated annually by the Human Resources division. Over the past five SEE survey administrations, the agency's overall score has steadily improved, reaching 404 in 2023. This is the highest score to date in the past 20 years. Organizations with scores of 400 or higher are considered high-performing organizations.

### **Data-driven program improvement**

TEA is committed to a data driven approach to performance management. The TEA has established a centrally deployed, team-embedded approach system of supports for managing all of the agency's highest priority initiatives that underpin our strategic plan. A team of centrally deployed performance managers supports every initiative owner in establishing performance metrics that measure the ongoing performance of all implementation efforts. In addition, this team also helps develop the long-term evaluative measurement plans as well as data collection systems and structures for each individual initiative.

TEA established a cadence of agency level performance routines to effectively communicate ongoing progress on priority initiatives to agency staff. These meetings are attended by a cross-functional group of initiative owners from each program area as well as the agency's executive leadership team. We collectively engage in a data-driven reflection process for each priority initiative.

### **Continuous improvement and innovation**

To meet our overarching goal of improving outcomes for students in K-12, TEA believes we must invest internally in a developing a culture and mindset of continuous improvement. This approach is reinforced in all agency interactions with Education Service Centers (ESCs), school systems, and educator preparation programs.

The agency has adapted internal processes to support our continuous improvement approach through our performance management system and change management processes that regularly encourage staff across the agency to apply these strategies and protocols formally and informally to their work. This involves regular reviews of employee satisfaction and efficacy, compensation practices, and the efficacy of employee development.

## Appendix A: FY 2024 – FY 2031 Texas Workforce System Strategic Plan Architecture

System Goal	System Objective	System Strategy	Partner Agency
<b>Employers</b>  Accelerate the delivery of relevant education and training programs to meet the demand of employers.	Increase upskilling and reskilling programs	Institute and expand upskilling and reskilling programs as part of core education and training inventory, with an emphasis on meeting the needs of employers for middle-skill workers.	TWC THECB TDCJ WSD
	Increase adult education transition to employment	Expand integrated education and training programs for middle-skill occupations and increase learner persistence to completion, certification, and employment.	TWC
	Increase short-term credentials in high-demand occupations	Respond flexibly to employment changes through the identification and delivery of programs that support the attainment of short-term credentials, including industry-based certifications and licenses.	TWC THECB TEA TDCJ WSD TJJD
<b>Learners</b>  Accelerate the expansion of and access to work-based skill and knowledge acquisition to respond to the needs of learners.	Increase work-based learning	Expand work-based learning as a core education and training program pre-employment strategy for youth and adults.	TWC THECB TEA
	Increase apprenticeship	Expand registered and industry-recognized apprenticeship programs in both traditional and non-traditional areas to ease workforce shortages through engaging and assisting employers to begin new programs.	TWC WSD
<b>Partners</b>  Accelerate the development and use of models to support and build system partners' capacity, responsiveness, continuous improvement, and decision-making.	Identify credentials of value	Develop and execute a model to identify credentials of value – including postsecondary technical sub-baccalaureate credit and non-credit credentials, industry-based certifications, apprenticeship certificates, and licenses.	TWC THECB TEA
	Clarify and connect pathways	Streamline and clarify existing career pathways and models to increase alignment between secondary and postsecondary technical programs to maximize credit for credentials of value.	THECB TEA
<b>Policy and Planning</b>  Accelerate the availability of relevant workforce, education, and other data sets and the use of applied analytics to evaluate program outcomes to respond to the needs of policy makers and planners.	Increase Texas Rising Star certification levels	Promote and support the attainment of high-tier Texas Rising Star certification by all child care providers.	TWC
	Identify and quantify quality outcomes	Execute a secure, shared data infrastructure and governance model that will facilitate data import, storage, access, integration, analysis, and reporting to understand and quantify quality program outcomes.	TWC THECB TEA
	Enhance wage record	Pilot and expand an enhanced wage record for use in determining program outcomes and employment in occupational area of study.	TWC THECB TEA
	Identify and collect industry-based certification data	Develop and implement strategies and procedures to collect and report data, including certifications attained by name of certification and name of third-party, national certifying entity.	TWC THECB TEA TDCJ WSD TJJD TVC

## Texas Education Agency FY 2024 – FY 2031 Partner Agency Action Plan

### Employers

**System Goal – Accelerate the delivery of relevant education and training programs to meet the demand of employers.**

#### System Objective

Increase short-term credentials in high-demand occupations

#### System Strategy

Respond flexibly to employment changes through the identification and delivery of programs that support the attainment of short-term credentials, including industry-based certifications and licenses.

Agency Actions	Start Date	End Date
Conduct a gap analysis on the 2022-2024 Industry-Based Certification List for Public School Accountability. Consult with Tri-Agency partners to finalize criteria and gather nominations for a new Industry-Based Certification List for Public School Accountability.	09/23	TBD
Collaborate with Tri-Agency partners to review industry-based certifications against defined criteria and publish list.	11/23	TBD
Incentivize school district programs leading to industry-based certifications through the Industry-Based Certification List for Public School Accountability.	09/24	TBD
Conduct gap analysis on the currently approved Industry-Based Certification List for Public School Accountability. Consult with Tri-Agency partners to finalize criteria and gather nominations for the next Industry-Based Certification List for Public School Accountability.	09/25	TBD
Collaborate with Tri-Agency partners to review industry-based certifications against defined criteria and publish list.	11/25	TBD
Incentivize school district programs leading to industry-based certifications through the Industry-Based Certification List for Public School Accountability.	09/26	TBD

#### Less Formal Performance Measure(s)

Percent of individuals attaining an industry-based certification or license

## Texas Education Agency FY 2024 – FY 2031 Partner Agency Action Plan

### Learners

**System Goal – Accelerate the expansion of and access to work-based skill and knowledge acquisition to respond to the needs of learners.**

#### System Objective

Increase work-based learning

#### System Strategy

Expand work-based learning as a core education and training program pre-employment strategy for youth and adults.

Agency Actions	Start Date	End Date
Identify programs administered by the Texas Education Agency and partner agencies where work-based learning is an important pre-employment strategy for youth.	09/23	08/24
Expand high-quality work-based learning resources and tools through the deployment of the Tri-Agency work-based learning framework.	09/23	08/24
Identify and communicate connections among Texas Essential Knowledge and Skills-based courses, public school accountability indicators, and/or postsecondary credit opportunities related to pre-apprenticeship.	09/24	08/26
In coordination with Tri-Agency partners, identify data and design and develop processes for tracking and reporting the utilization of work-based learning.	09/23	08/27
Expand the network of employers participating in and sponsoring work-based learning opportunities.	09/23	08/27

#### Less Formal Performance Measure(s)

Percent of program participants engaged in work-based learning

## Texas Education Agency FY 2024 – FY 2031 Partner Agency Action Plan

### Partners

**System Goal – Accelerate the development and use of models to support and build system partners' capacity, responsiveness, continuous improvement, and decision-making.**

#### System Objective

Identify credentials of value

#### System Strategy

Develop and execute a model to identify credentials of value – including postsecondary technical sub-baccalaureate credit and non-credit credentials, industry-based certifications, apprenticeship certificates, and licenses.

Agency Actions	Start Date	End Date
In collaboration with Tri-Agency partners, analyze and determine if and how the Credential of Value (COV) calculation can be applied to credentials other than degrees at institutions of higher education in Texas.	09/23	08/27
Share results and publish COVs, as relevant and appropriate, to the Texas Credential Library.	03/26	08/27

Less Formal Performance Measure(s)
N/A
N/A

## Texas Education Agency FY 2024 – FY 2031 Partner Agency Action Plan

### Partners

**System Goal – Accelerate the development and use of models to support and build system partners' capacity, responsiveness, continuous improvement, and decision-making.**

#### System Objective

Clarify and connect pathways

#### System Strategy

Streamline and clarify existing career pathways and models to increase alignment between secondary and postsecondary technical programs to maximize credit for credentials of value.

Agency Actions	Start Date	End Date
Collaborate with Tri-Agency partners to align on a shared definition of a "career pathway" and a "career pathway model."	09/23	03/24
Document existing career pathways supported by secondary programs in career and technical education.	09/23	08/24
Document existing models for pathways implementation supported by secondary programs in career and technical education.	09/23	08/24
In collaboration with the Texas Higher Education Coordinating Board (THECB), conduct a gap analysis assessing alignment and articulation of secondary and postsecondary programs supporting career pathways.	09/24	08/26
In collaboration with THECB, produce recommendations for increasing alignment between secondary and postsecondary technical programs.	09/25	08/27
Based on joint commissioner approval of recommendations, develop a plan to execute selected recommendations.	08/27	-

Less Formal Performance Measure(s)
N/A
N/A



## Texas Education Agency FY 2024 – FY 2031 Partner Agency Action Plan

### Policy and Planning

**System Goal – Accelerate the availability of relevant workforce, education, and other data sets and the use of applied analytics to evaluate program outcomes to respond to the needs of policy makers and planners.**

#### System Objective

Identify and quantify quality outcomes

#### System Strategy

Execute a secure, shared data infrastructure and governance model that will facilitate data import, storage, access, integration, analysis, and reporting to understand and quantify quality program outcomes.

Agency Actions	Start Date	End Date
In collaboration with Tri-Agency partners, deploy a shared data infrastructure and governance model.	09/23	08/27
Implement joint governance to address security, access, and use of shared data resources, including identifying gaps and opportunities to streamline collections and sharing.	09/23	08/27
Deliver initial version of secure data portal (enclave) for access to privileged reporting and collaborative research workspace and allow staff from partner agencies to test secure access, use cases, and other functionality to inform future phases.	09/23	03/24
Determine additional data needs and collections.	09/23	08/27
Develop and execute a plan to expand and enhance the P20W+ data repository.	12/23	12/26
Identify, evaluate, and implement ways to streamline and improve timeliness and completeness of data matching and sharing across agencies.	12/23	08/27

#### Less Formal Performance Measure(s)

Partner agency user satisfaction measured by user feedback

Partner agency user satisfaction measured by collaborative research achieved through product utilization

**Texas Education Agency**  
**FY 2024 – FY 2031 Partner Agency Action Plan**

**Policy and Planning**

**System Goal – Accelerate the availability of relevant workforce, education, and other data sets and the use of applied analytics to evaluate program outcomes to respond to the needs of policy makers and planners.**

**System Objective**

Enhance wage record

**System Strategy**

Pilot and expand an enhanced wage record for use in determining program outcomes and employment in occupational area of study.

<b>Agency Actions</b>	<b>Start Date</b>	<b>End Date</b>
Collaborate with and support the work of the Texas Workforce Commission to seek input on proposed data elements and to evaluate the results of the enhanced wage record pilot.	09/23	08/27
Pilot, then implement linkage of enhanced wage records to determine and evaluate program outcomes.	08/27	-

<b>Less Formal Performance Measure(s)</b>
N/A
N/A

## Texas Education Agency FY 2024 – FY 2031 Partner Agency Action Plan

### Policy and Planning

**System Goal – Accelerate the availability of relevant workforce, education, and other data sets and the use of applied analytics to evaluate program outcomes to respond to the needs of policy makers and planners.**

#### System Objective

Identify and collect industry-based certification data

#### System Strategy

Develop and implement strategies and procedures to collect and report data, including certifications attained by name of certification and name of third-party, national certifying entity.

Agency Actions	Start Date	End Date
Identify existing data sources related to industry-based certifications, considering certification information and attainment information.	09/23	08/24
Collaborate with the Texas Workforce Commission (TWC) to encourage certifying entities to contribute certification information to the Texas Credential Library.	09/23	08/25
Collaborate with TWC to define critical data fields to collect from certifying entities when vetting certifications for inclusion in the Industry-Based Certification List for Public School Accountability.	09/23	08/25
Collaborate with TWC to supplement data provided by certifying entities with data collected through the development of the Industry-Based Certification List for Public School Accountability.	09/23	08/27
Consult with certifying entities on gaps and opportunities in sharing certification attainment data.	09/25	08/27
Report on the attainment of industry-based certifications by secondary school participants.	09/23	08/27

#### Less Formal Performance Measure(s)

Number of industry-based certifications by certifying entity and certification name

# 2024 Report on Customer Service Texas Education Agency

May 23, 2024

## Executive Summary

Results from the 2024 Texas Education Agency (TEA) Customer Satisfaction Survey found that 75% of TEA customers are satisfied with the service TEA provides, 88% of respondents state TEA treats them with respect, and 79% report the staff demonstrates a willingness to assist them.

The survey collected information about TEA's website, service provided by phone, email and ticketing systems, information quality, educator certification support, complaints process, and online training resources. Overall, school and district staff responded positively across these services. A random sample of 55,091 school and district-level personnel across the state of Texas were surveyed with a total of **2,219** responding.

Responses were received from a variety of school staff including teachers, superintendents, assistant superintendents, principals, and other district staff throughout all 20 of the Education Service Center regions. The survey was available from May 2 through May 15, 2024. There was a 4.0% response rate with a margin of sampling error of +/-2% at a 95% confidence level.

## Introduction

The Texas Education Agency (TEA) conducted the 2024 Customer Satisfaction Survey for the purposes of fulfilling a legislative mandate to assess the satisfaction level of customers who have had contact with the agency since September 1, 2022 (Texas Government Code § 2114.002) and identifying opportunities for improvement. The Texas Government Code specifies that each agency and higher education institute within the state will collect feedback from its customers along several areas of customer service that may include, but are not limited to, the following:

- Facilities, including the customer's ability to access the agency, the office location, signs and cleanliness.
- Staff, including employee courtesy, friendliness, knowledge, and whether staff adequately identifies themselves to customers by name, including the use of name plates or tags for accountability.
- Communications, including toll-free telephone access, the average amount of time a customer spends on hold, call transfers, access to a live person, letters, and electronic mail.
- Internet site, including the ease of use of the site, information found on the site, such as the physical location of the agency, program and service listings, and who to contact for further information or to complain.
- Complaint handling process, including whether it is easy to file a complaint and whether responses are timely.
- Ability to timely serve its customers, including the amount of time a customer waits for service in person, by phone, by letter or at a website.
- Brochures or other printed information, including the accuracy of that information.

In accordance with these requirements, and in an effort to obtain valuable feedback about the services it provides, TEA conducted the Customer Satisfaction Survey with school and district-level

personnel across the state of Texas between May 2 and May 15, 2024. Texas Government Code §2114.002 also requires state agencies to submit a report on customer service to the Governor's Office of Budget, Planning and Policy and to the Legislative Budget Board no later than June 1 of every even-numbered year. This report presents the findings from the evaluation of customer service and fulfills the reporting requirements.

## Methodology

### Survey Development

The TEA Customer Satisfaction Survey was developed based on suggested content from the Texas Government Code § 2114.002, as well as agency-specific requests. The survey included a range of questions seeking customer input regarding levels of satisfaction related to TEA-customer interactions, and with the products and projects TEA administers.

### Data Collection

For the purposes of this evaluation tool, TEA customers were defined as school and district-level personnel who may have had contact with TEA since September 1, 2022. In order to obtain a wide sample of respondents from across the state, a list of email addresses for was used to create a random sample of ~55,000 classroom educators, principals, administrators, superintendents, and other district-level personnel.

The survey was emailed to 24,000 customers utilizing a link to a web-based survey administration system at no monetary cost to the agency. The survey was voluntary and remained open for data collection from May 2 through May 15, 2024.

### Respondents

A total of 2,219 respondents started the online customer satisfaction survey and 1,388 individuals completed the survey.

The respondents included central office staff (%), superintendents/assistant superintendents (16%), Teachers or Teacher Aids (6%), Principal or Assistant Principal (3%), Counselors or Librarians (2%), the general public (2%), and a variety of additional respondents (22%).

Of those that participated in the survey, 1539 (76%) reported they had contacted (or had been contacted by) TEA since September 1, 2022. The remainder of the respondents had not had direct contact with TEA within that timeframe.

Texas is divided into 20 Education Service Center regions. Survey respondents were from all of the 20 regions across the state with the largest percentages from Region 11 – Fort Worth (11%), Region 4 – Houston (12%), Region 10 – Richardson (10%), and Region 13 – Austin (10%). These areas are some of the more densely populated regions in the state; therefore, more respondents from these areas would be expected.

### Key Findings

The following highlights the responses received from the 1,388 school and district-level personnel. To improve calculation accuracy, the N/A responses were subtracted from the total responses. For the purpose of this report, "Satisfied" will include respondent selections of

Neutral, Satisfied, Very Satisfied, unless otherwise indicated.

### *Overall Customer Service Rating*

- Overall, 76% of TEA customers were satisfied with the customer service provided by TEA.
- Eighty six percent of respondents agreed they were treated in a professional manner by TEA staff (with only 8% in disagreement). Eighty three percent reported staff members demonstrated a willingness to assist.

### *Opportunities for Customer Contact*

- The top reasons for contacting (or being contacted by) TEA was to seek information about: (in % order)
  - (1) Grant Administration
  - (2) Federal Program Compliance
  - (3) Accountability Ratings and Reporting
  - (4) Information Technology (PEIMS, TSDS, TEAL, TEASE)
  - (5) Programs for Students with Disabilities (Special Education)
  - (6) State Board of Education Rules or Commissioner's Rules
  - (7) Foundation School Program/School Funding
  - (8) College, Career, and Military Prep (High School programs, AP/IB)
  - (9) Educator Certification Exams or State Board for Educator Certification
  - (10) Early Childhood Education

These inquiries represent 2,452 contacts made by the 1,388 respondents during the two-year timeframe (averaging ~2 contacts per respondent).

### *Methods of Contact*

For those interacting with TEA by telephone (adjusted for those marking N/A), over 84% reported that the TEA staff were courteous and that they were treated in a professional manner. Two-thirds of the respondents (66%) indicated they were routed directly to the proper person and were given a clear explanation. Sixty-six percent reported TEA staff responded to their telephone requests promptly. Sixty-nine percent agreed they gained access to a live person quickly with 24% disagreeing.

When interacting with TEA via email or one of the ticketing systems (adjusted for those marking N/A), 96% stated the staff was courteous and they were treated in a professional manner. Sixty-nine percent said their email requests were responded to promptly, were routed directly to the proper person, and 73% indicated they received a clear explanation to their request via email.

### *Complaint Handling*

- Seventy three percent of respondents indicated they had not accessed the TEA complaint process (i.e., skipped questions or marked N/A). Of those applicable, 89% were satisfied or neutral regarding the ease of submitting complaints to TEA and their timely handling; 11% indicated dissatisfaction. This represents an opportunity as the agency has recently established several new complaint-handling units to enhance service in this area.

### *Information Provided by TEA*

- Overall, 76% were satisfied with the information provided by TEA during this timeframe. Seventy two percent agreed TEA provides thorough and accurate information, with 12% disagreeing when adjusted for those marking N/A.
- “Usefulness” of the information provided by TEA was dis-aggregated by subject areas and adjusted for those marking N/A. Rankings in order of usefulness were:  
(1) Program Guidance Information 90%; (2) STAAR/ Assessment information 89%; (3) Educator preparation and certification information 89%; (4) Accountability ratings and reporting information 89%; (5) School finance information 86%; and (6) Grant information 78%;

## **Information Requested from School Personnel**

- When asked if TEA allows adequate time for school personnel to respond to TEA requests (adjusting for those marking N/A), 94% agreed, 6% disagreed, and 22% were neutral. When asked if requests were reasonable, 92% agreed, 8% disagreed, and 20% were neutral.
- More than half (86%) of the respondents believed TEA’s process for requesting information seemed to be improving, with 14% disagreeing, and 26% neutral.

### *TEA Correspondence*

- Correspondence received from TEA was considered useful and accurate by a strong majority of respondents (87%); 5% disagreed that the correspondence was understandable and 9% were neutral.
- When asked about their experience with “To the Administrator Addressed Letters”, an overwhelming majority of the respondents had seen or utilized them (96%). Of those, 92% believed they were relevant and useful, and 92% indicated it was easy to join the email distribution list. Overall, a majority of respondents (97%) agreed they “greatly benefitted from this correspondence” (with only 3% disagreeing).



### *TEA Website*

- With regards to TEA's website, 63% of respondents had utilized the website during the last two years. Eighty-two percent agreed the content was accurate; only 7% disagreed that it was easy for them to find the information they needed. Approximately 81% stated the website met their needs and the content was easy to understand.
- Seventy-two percent of the respondents believed TEA's website quality and ease-of-use seemed to be improving, with 6% disagreeing, and others marking N/A or staying neutral.

### *Educator Certification Process*

- When asked about their experience with the Educator Certification process, about 17% of respondents marked N/A. Of those applicable, 76% agreed the information TEA provided was thorough, and that they understood the process for taking certification exams. 63% were satisfied with their experience contacting TEA for guidance regarding educator certifications (with only 5% disagreeing). Overall, 84% agreed that they understand the process necessary to maintain their educator certification.

### *Online Educator Training*

- When respondents were asked if they had accessed The Texas Gateway for Online Resources educator training site, only 19% said they had during this timeframe. Of those, approximately 73% agreed that the online training was easy to access, useful, clear, understandable, and in a good format for their learning style. Seventy one percent agreed they would recommend the online educator training to their colleagues (with 8% disagreeing).

## **Conclusions**

The survey indicates school and district-level personnel were satisfied with the quality of service received from TEA since September 1, 2022. During this period, the "overall satisfaction rating" remained high at 76% (slightly lower than the previous ratings in 2018 and 2020).

Respondents gave their highest satisfaction ratings (91%) to their experience interacting directly with TEA staff – being treated courteously and professionally. In addition, customers were highly satisfied with TEA staff treating them with respect and demonstrating a willingness to assist them. Another area of strong satisfaction included the accuracy and usefulness of information provided through agency correspondence, TEA's website, online educator trainings, and educator certifications.

Opportunities exist regarding phones being answered quickly by a live person, improving the overall experience with customer complaints, ensuring requests for information from school personnel are reasonable, improving the agency website to help customers find information quickly, making TEA's correspondence more understandable, increasing the number of

educators using the TEA-provided online training resources, and continuing to improve the usefulness of the STARR/Assessment and Accountability Rating information TEA provides.

In summary, TEA is very pleased with the overall results and appreciates all the customers who took the time to respond. This biennium, TEA sent this survey to about twice the amount of stakeholders, compared with the 2020 biennium. We acknowledge the response rate of 4.0% is lower than anticipated and will adjust future survey distributions. We look forward to continuously improving our services provided to our customers in the coming years.

(See [Appendix A](#) for detailed survey results.)

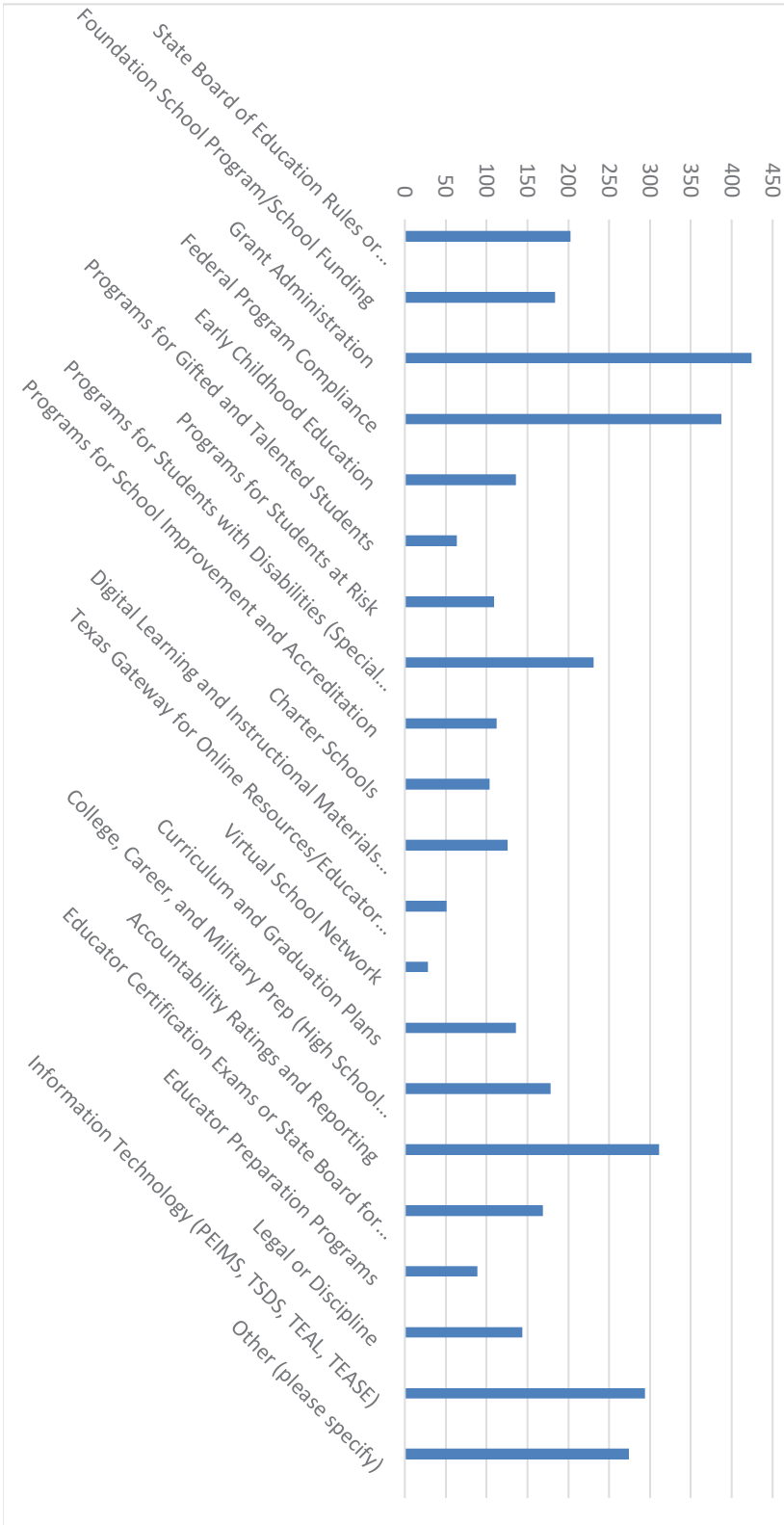
# Appendix B Texas Education Agency Customer Satisfaction Survey 2024 Results

1. Have you contacted TEA, or have you been contacted by TEA in the last two years (since September 1, 2022)?

Answer Options	Response Percent	Response Count
Yes	76.2%	1536
No	33.8%	481
answered question		2,017

2. In the past two years, I have contacted TEA or have been contacted by TEA to obtain information on the following:

In the past two years, I have contacted TEA or have been contacted by TEA to obtain information on the following: (Please select all that apply.)



In the past two years, I have contacted TEA or have been contacted by TEA to obtain information on the following:  
(Please select all that apply.)

	Response Percent	Response Count
State Board of Education Rules or Commissioner's Rules	5%	203
Foundation School Program/School Funding	5%	184
Grant Administration	11%	424
Federal Program Compliance	10%	387
Early Childhood Education	4%	136
Programs for Gifted and Talented Students	2%	64
Programs for Students at Risk	3%	109
Programs for Students with Disabilities (Special Education)	6%	231
Programs for School Improvement and Accreditation	3%	112
Charter Schools	3%	104
Digital Learning and Instructional Materials (Textbooks)	3%	126
Texas Gateway for Online Resources/Educator Professional Development	1%	51
Virtual School Network	1%	28
Curriculum and Graduation Plans	4%	136
College, Career, and Military Prep (High School programs, AP/IB)	5%	178
Accountability Ratings and Reporting	8%	311
Educator Certification Exams or State Board for Educator Certification	5%	169
Educator Preparation Programs	2%	89
Legal or Discipline	4%	144
Information Technology (PEIMS, TSDS, TEAL, TEASE)	8%	294
Other (please specify)	7%	274
Total Responses		3754

3. If you have contact with TEA via telephone, please respond regarding your overall experience with the following:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Staff members are courteous	6% 51	2% 17	8% 73	29% 263	54% 467	861
I gain access to a live person quickly	10% 88	12% 106	17% 144	30% 258	30% 261	857
I am routed directly to the proper person	8% 64	10% 82	17% 142	31% 262	35% 297	847
I am given a clear explanation	8% 65	9% 74	14% 116	33% 286	37% 315	856
I am treated in a professional manner	6% 48	2% 19	6% 54	31% 262	55% 471	854
Staff members respond to my telephone request, if a message is left, promptly (within 24 hours)	9% 70	10% 79	15% 120	31% 245	36% 287	801

4. If you have contact with TEA via email or one of the ticketing systems, please respond regarding your overall experience with the following:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Staff members respond to email requests promptly (within 24 hours)	5% 47	10% 86	10% 92	33% 292	42% 367	884
Staff members are courteous	3% 26	1% 7	7% 57	31% 269	58% 505	864
I am routed directly to the proper person	5% 38	5% 46	12% 104	34% 289	43% 367	844
I am given a clear explanation	5% 45	8% 74	13% 119	31% 273	42% 374	885
I am treated in a professional manner	3% 27	1% 10	6% 53	29% 252	61% 524	866

5. Regarding contact with TEA staff in general, please respond regarding your overall experience with the following:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
TEA staff members treat me with respect.	4% 38	2% 24	6% 58	35% 359	53% 540	1019
TEA staff members demonstrate a willingness to assist.	5% 46	4% 39	8% 84	34% 347	49% 501	1017

6. Overall, I am satisfied with my contact with TEA.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Overall, I am satisfied with my contact with TEA.	8% 80	6% 65	11% 112	64% 349	42% 433	1039

7. Please respond to the following regarding your overall experience with TEA's customer complaint process for any TEA employee concerns:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
It is easy to submit a complaint to TEA	6% 212	5% 19	51% 196	25% 98	13% 51	386
My complaints are handled in a timely manner.	7% 26	6% 24	51% 191	25% 92	11% 41	374

8. Please respond to the following regarding your overall experience with information provided by or requested from TEA:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
TEA provides thorough and accurate information.	4% 38	8% 74	15% 128	42% 368	30% 263	871
School finance information is useful.	6% 47	10% 72	24% 179	37% 277	23% 168	743
Program guidance information is useful.	4% 35	9% 75	22% 174	39% 309	29% 226	773
STAAR/ Assessment information is useful.	6% 40	7% 52	19% 137	39% 272	29% 202	703
Curriculum and graduation plan information is useful.	3% 17	4% 26	24% 154	43% 270	26% 168	635
Accountability ratings and reporting information is useful.	8% 58	10% 142	20% 142	37% 262	26% 183	717
Grant information is useful.	2% 17	5% 37	21% 145	41% 285	30% 211	695
Educator preparation and certification information is useful.	4% 24	4% 25	27% 159	37% 221	28% 164	593
Overall, I am satisfied with the information I receive from TEA.	4% 34	7% 58	14% 120	46% 398	30% 257	867



9. Please respond to the following questions regarding your overall experience with TEA's distributed correspondence:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Correspondence from TEA is generally useful to me	2% 18	3% 25	9% 81	43% 401	43% 399	924
Correspondence from TEA is accurate	2% 16	3% 30	10% 95	41% 378	43% 397	916
Correspondence from TEA is easy to understand	3% 24	7% 61	15% 136	42% 389	33% 307	917

10. Have you seen or utilized the TEA correspondence entitled "To the Administrator Addressed Letters" which provide important messages of interest to school districts and charter schools?

Answer Options	Response Percent	Response Count
Yes	96%	909
No	4%	38
	<i>answered question</i>	947

11. Please respond to the following regarding your overall experience with information in the "To the Administrator Addressed Letters":

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
The information is useful and relevant	1% 8	2% 16	6% 52	42% 374	49% 440	890
It is easy for me to join the email distribution list for this correspondence	1% 10	1% 11	6% 53	35% 313	56% 496	883
Overall, I benefit from this correspondence ("To the Administrator Addressed Letters")	1% 8	1% 8	6% 49	39% 349	53% 473	887

## 12. Have you visited the TEA website (www.tea.texas.gov)?

Answer Options	Response Percent	Response Count
Yes	99.9%	951
No	0.01%	11
<i>answered question</i>		962

## 13. Please respond to the following questions regarding your experience with the TEA website:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
It is easy to find information I need on the website	8% 70	19% 173	20% 186	36% 339	18% 165	933
I am able to easily find contact information for agency employees	5% 43	10% 91	27% 253	38% 346	20% 188	921
The website content is accurate	8% 76	18% 165	21% 191	35% 316	18% 159	907
The information on the website is easy to understand	3% 31	9% 84	20% 186	46% 422	22% 202	925
It is easy for me to locate complaint procedures	7% 39	12% 70	35% 210	27% 160	20% 121	600
It is easy for me to locate Compact with Texans	5% 25	9% 45	43% 228	24% 129	19% 101	528
I am satisfied with the content quality	3% 24	8% 70	21% 193	46% 425	22% 205	917
The overall organization of the website helps me locate what I am looking for	7% 63	18% 170	20% 186	36% 333	19% 174	926
My visits to the website meet my needs	3% 28	11% 104	22% 201	44% 404	21% 191	928

14. Please respond to the following regarding your overall experience with TEA's Educator Certification process:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
TEA provides thorough information regarding educator certifications	2% 14	5% 30	17% 102	46% 282	30% 181	609
TEA's website information on this topic has been helpful to me	2% 14	5% 28	21% 127	44% 261	28% 168	598
I am satisfied with my experience when contacting TEA for guidance regarding educator certifications	2% 13	5% 25	20% 104	44% 228	29% 154	524
I understand the process necessary to register and take educator certification exams	2% 9	4% 24	19% 95	49% 279	29% 164	571
I understand the process necessary to maintain my educator certification	1% 9	3% 17	13% 83	51% 314	32% 198	621

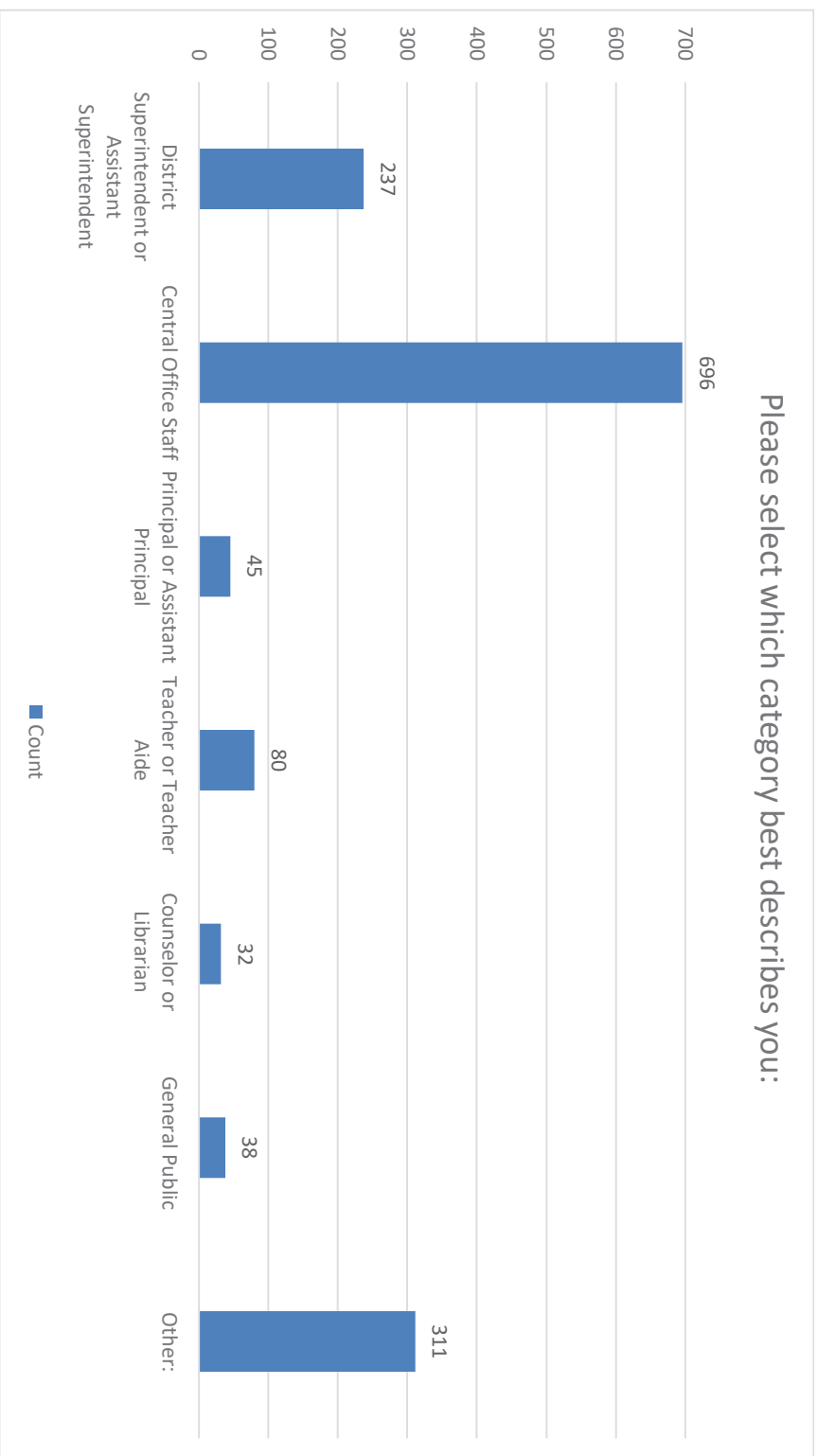
15. Have you accessed TEA's online educator training (The Texas Gateway for Online Resources) in the last two years?

Answer Options	Response Percent	Response Count
Yes	19%	174
No	81%	738
<i>answered question</i>		912

16. Please respond to the following questions regarding your overall experience with TEA's online educator training (The Texas Gateway for Online Resources):

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
It is easy for me to access TEA's online educator training	4% 6	6% 10	18% 29	46% 76	26% 43	164
The information provided in TEA's online educator training is clear and understandable	3% 5	2% 4	19% 31	47% 77	29% 47	164
The information provided in the online training is useful.	3% 5	4% 6	20% 32	45% 74	29% 47	164
The online training resources are in a good format for my learning style	3% 5	4% 6	22% 36	44% 72	27% 45	164
I would recommend TEA's online educator training to my colleagues.	4% 6	4% 7	21% 35	44% 73	27% 44	165

17. Please select the category which best describes your role:



18. Please select the Education Service Center (ESC) region where your school district resides:

Education Service Center (ESC) Regions:	Percent Response	Response Count
ESC Region 1 (Edinburg)	5.97%	85
ESC Region 2 (Corpus Christi)	3.44%	49
ESC Region 3 (Victoria)	2.46%	35
ESC Region 4 (Houston)	12.72%	181
ESC Region 5 (Beaumont)	2.46%	35
ESC Region 6 (Huntsville)	4.57%	65
ESC Region 7 (Kilgore)	6.32%	90
ESC Region 8 (Mt. Pleasant)	2.39%	34
ESC Region 9 (Wichita Falls)	1.41%	20
ESC Region 10 (Richardson)	11.52%	164
ESC Region 11 (Fort Worth)	11.31%	161
ESC Region 12 (Waco)	4.71%	67
ESC Region 13 (Austin)	9.77%	139
ESC Region 14 (Abilene)	2.11%	30
ESC Region 15 (San Angelo)	2.04%	29
ESC Region 16 (Amarillo)	3.37%	48
ESC Region 17 (Lubbock)	2.11%	30
ESC Region 18 (Midland)	2.18%	31
ESC Region 19 (El Paso)	1.9%	27
ESC Region 20 (San Antonio)	7.24%	103
Unknown	0.91%	13
Total Count		976

