

# **Regional and District Level Report**

*A Report to the 86<sup>th</sup> Texas Legislature from the TEA*

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## Introduction

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The following report is prepared by the Texas Education Agency in response to Section 39.333 of the Texas Education Code. The report includes regional and district level information for the two preceding school years (i.e., 2015-2016 and 2016-2017) on the following five subjects.

### 1. Student and Teacher Ratios:

- a summary of school district compliance with the student/teacher ratios and class-size limitations prescribed by Sections [25.111](#) and [25.112](#), including:
  - the number of campuses and classes at each campus granted an exception from Section [25.112](#); and
  - for each campus granted an exception from Section [25.112](#), a statement of whether the campus has been awarded a distinction designation under Subchapter G or has been identified as an unacceptable campus under Chapter 39A

### 2. Exemptions and Waivers:

- a summary of the exemptions and waivers granted to campuses and school districts under Section [7.056](#) or [39.232](#) and a review of the effectiveness of each campus or district following deregulation

### 3. Regional Education Service Center Evaluation:

- an evaluation of the performance of the system of regional education service centers based on the indicators adopted under Section [8.101](#) and client satisfaction with services provided under Subchapter B, Chapter 8

### 4. Accelerated Instruction Programs Evaluation:

- an evaluation of accelerated instruction programs offered under Section [28.006](#), including an assessment of the quality of such programs and the performance of students enrolled in such programs

### 5. Non-Certified Teachers:

- the number of classes at each campus that are currently being taught by individuals who are not certified in the content areas of their respective classes.

## Section I: Student and Teacher Ratios

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TEC §25.111 and TEC §25.112 prescribe student-teacher ratios and class size limitations on school districts. TEC §39.333(1) requires a summary of school district compliance with the student/teacher ratios and class-size limitations prescribed by Sections [25.111](#) and [25.112](#), including:

- the number of campuses and classes at each campus granted an exception from Section [25.112](#); and
- for each campus granted an exception from Section [25.112](#), a statement of whether the campus has been awarded a distinction designation under Subchapter G or has been identified as an unacceptable campus under Chapter [39A](#);

TEC §25.111 states, “Except as provided by Section [25.112](#), each school district must employ a sufficient number of teachers certified under Subchapter B, Chapter [21](#), to maintain an average ratio of not less than one teacher for each 20 students in average daily attendance.”

TEC §25.112 states, “Except as otherwise authorized by this section, a school district may not enroll more than 22 students in a kindergarten, first, second, third, or fourth grade class. That limitation does not apply during:

(1) any 12-week period of the school year selected by the district, in the case of a district whose average daily attendance is adjusted under Section [42.005\(c\)](#); or

(2) the last 12 weeks of any school year in the case of any other district.

(b) Not later than the 30th day after the first day of the 12-week period for which a district whose average daily attendance is adjusted under Section [42.005\(c\)](#) is claiming an exemption under Subsection (a), the district shall notify the commissioner in writing that the district is claiming an exemption for the period stated in the notice.

(c) In determining the number of students to enroll in any class, a school district shall consider the subject to be taught, the teaching methodology to be used, and any need for individual instruction.

(d) On application of a school district, the commissioner may except the district from the limit in Subsection (a) if the commissioner finds the limit works an undue hardship on the district. An exception expires at the end of the school year for which it is granted.

(e) A school district seeking an exception under Subsection (d) shall notify the commissioner and apply for the exception not later than the later of:

(1) October 1; or

(2) the 30th day after the first school day the district exceeds the limit in

Subsection (a).

(f) If a school district repeatedly fails to comply with this section, the commissioner may take any appropriate action authorized to be taken by the commissioner under Section 39.131.”

### Student-Teacher Ratios<sup>1</sup>:

The statewide student-teacher ratio for 2016-2017 and 2017-2018 was 15.1 (i.e., 15.1 students to one teacher).

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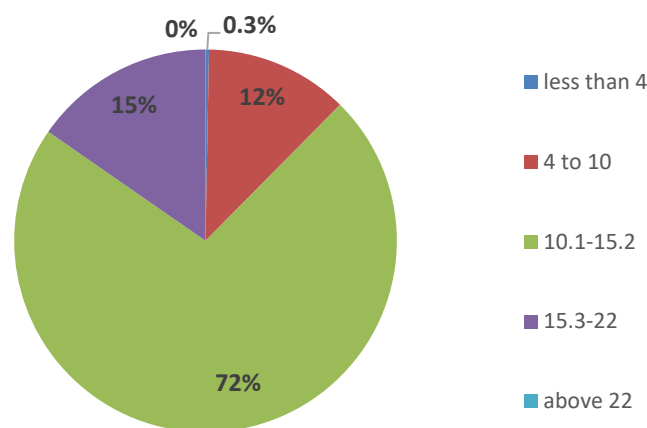
<sup>1</sup> In this report, teacher data is presented by Full-Time Equivalents (FTE) instead of headcounts. While headcount is the actual number of teachers, FTE is the percentage of a teacher’s day spent teaching. For example, an individual spending half a day in the classroom teaching and the other half as school counselor would be considered 0.5 teacher FTE.

Figure 1: Statewide Student-Teacher Ratios (2002-2003 and 2009-2010 to 2017-2018)<sup>2,3</sup>

School Year	Student-Teacher Ratio
2002-2003	14.7
2009-2010	14.5
2010-2011	14.7
2011-2012	15.4
2012-2013	15.5
2013-2014	15.4
2014-2015	15.2
2015-2016	15.2
2016-2017	15.1
2017-2018	15.1

The district-level analysis on student-teacher ratios indicated 8 or 0.67% of districts reported ratios greater than the student-teacher ratio requirement of 22.0. Additionally, 269 or 22% of districts reported ratios greater than the statewide student-teacher ratio of 15.1. However, the data includes observations of open-enrollment charter schools, which have no student-teacher ratio requirements per TEC §12.104. Therefore, these observations were excluded so only schools with student-teacher ratio requirements were analyzed. After excluding open-enrollment charter schools from the analysis, the number of districts reporting a student-teacher ratio greater than 22.0 decreases to 0 districts. The number of districts reporting ratios greater than the statewide student-teacher ratio of 15.2 decreases to 178 or 14.8% of districts. The figure below presents the percentage of districts reporting student-teacher ratios for the following five ranges: less than 4.0, 4.0 to 10.0, 10.1 to 15.2, 15.3 to 22.0, and 22.0 and above. As Figure 2 shows, the majority of districts (i.e., 72%) reported student-teacher ratios between 10.1 and 15.2 for the 2017-2018 school year.

Figure 2: District-Level Student-Teacher Ratios Excludes Open-Enrollment Charter Schools (2017-2018)



<sup>2</sup> Data sources: Academic Excellence Indicator System (AEIS) and Texas Academic Performance Reports (TAPR) State Data Downloads.

<sup>3</sup> The statewide student-teacher ratios reported in this section were obtained from AEIS and TAPR reports. These reports do not distinguish between statewide student-teacher ratios for school districts and charter schools. Therefore, the statewide student-teacher ratios reported in Figure 1 include charter schools even though charter schools are not subject to student-teacher ratio requirements per TEC §12.104.

**Class Size Averages:**

In 2017-2018, the statewide class size averages for grades K – 4 were all below 22, satisfying the student-teacher ratio requirement of 22.0 per TEC §25.112. There are no class size average limitations for grades 5 and 6, or grades 9 through 12 (secondary).<sup>4</sup> However, the statewide class size averages for these grades were all less than 22. From 2015-2016 to 2017-2018, the statewide class size average for Math, Science, Social Studies, English/LA, and Foreign Language decreased. Over the same time period, only grades 4 and 5 saw a slight increase in class size averages with a 1.1% and 1.9% increase, respectively.

Figure 3:  
Statewide Class Size Averages  
(2012-2013 to 2015-2018)<sup>5,6</sup>

Grade Level or Subject	2015-2016	2016-2017	2017-2018
K - 4			
Kindergarten	18.9	18.8	18.7
1 <sup>st</sup> Grade	19.1	18.8	18.8
2 <sup>nd</sup> Grade	19.1	18.9	18.6
3 <sup>rd</sup> Grade	19.1	19.0	19.0
4 <sup>th</sup> Grade	19.0	19.0	19.2
5 <sup>th</sup> Grade	20.8	20.9	21.2
6 <sup>th</sup> Grade	20.4	20.4	20.3
Secondary			
Math	18.1	18.0	17.9
Science	19.1	19.0	19.0
Social Studies	19.5	19.4	19.3
English/LA	17.1	16.8	16.7
Foreign Lang.	19.1	18.7	18.6

The district-level analysis on grades K – 4 indicated between 4.5% and 6.1% of districts reported class size averages greater than 22 depending upon the grade level observed. However, the data includes observations of open- enrollment charter schools, which have no class size limitations per TEC §12.104. Therefore, these observations were excluded so only schools with class size limitations were analyzed. After excluding open-enrollment charter

<sup>4</sup> Secondary classes are considered to be grades 9 – 12 according to the TAPR Glossary. (Glossary for the TAPR 2015-2016, (<http://ritter.tea.state.tx.us/perfreport/tapr/2016/glossary.pdf>.)

<sup>5</sup> Data source: TAPR.

<sup>6</sup> The statewide class size averages reported in this section were obtained from TAPR reports. The TAPR reports do not distinguish between statewide class size averages for school districts and charter schools. Therefore, the statewide class size averages reported in Figure 3 include charter schools even though charter schools are not subject to class size limitations per TEC §12.104.

schools from the analysis, the percentage of districts reporting class size averages greater than 22 for grades K – 4 decreases to between 2.3% and 3.5% depending upon grade level observed. Using the same methodology, approximately 15.3% of districts reported class size averages greater than 22 for grade 5, and 12.7% for 6.<sup>7</sup> For secondary subjects, between 0.8% and 8.7% of districts reported class size averages greater than 22 depending upon the subject observed.<sup>8</sup>

Figure 4: Districts with Class Size Averages Greater Than 22 Excludes Open-Enrollment Charter Schools (2017-2018)<sup>9</sup>

Grade Level or Subject	Number of Districts with Class Size Averages Greater than 22	Number of Districts Observed <sup>10</sup>	Percentage of Districts with Class Size Averages Greater than 22
K - 4			
Kindergarten	32	1005	3.2%
1 <sup>st</sup> Grade	23	1012	2.3%
2 <sup>nd</sup> Grade	30	1018	2.9%
3 <sup>rd</sup> Grade	34	1019	3.3%
4 <sup>th</sup> Grade	36	1017	3.5%
5 <sup>th</sup> Grade	156	1015	15.4%
6 <sup>th</sup> Grade	129	1016	12.7%
Secondary			
Math	32	1011	3.2%
Science	67	1011	6.6%
Social Studies	88	1011	8.7%
English/LA	8	1011	0.8%
Foreign Lang.	72	928	7.8%

**Class Size Waivers:**

This section includes class size waiver data for school districts in and out of compliance with TEC §25.111 and TEC §25.112, both of which prescribe student-teacher ratios and class size limitations for public schools. More specifically, TEC §25.112 states, “a school district may not enroll more than 22 students in a kindergarten, first, second, third, or fourth grade class.”<sup>11</sup> For schools unable to comply with the required student-teacher ratio, they may apply to the Texas Education Agency for a class size waiver. However, the Commissioner of Education may only grant a class size waiver in cases of undue hardship and if the campus received a minimum academic performance rating.

<sup>7</sup> When open-enrollment charters are included, approximately 16% of districts report class size averages greater than 22 for grade 5 and 6 in the 2015-2016 school year.

<sup>8</sup> When open-enrollment charters are included, between 3% and 11% of districts report class size averages greater than 22 depending upon the secondary subject observed in the 2015-2016 school year.

<sup>9</sup> Data source: TAPR.

<sup>10</sup> The number of districts observed changes between grade levels for several reasons (e.g., a district only serves high school students).

<sup>11</sup> Please see TEC §25.111 and TEC §25.112.

School districts must select at least one of the four undue hardship criteria when applying for a class size waiver. The four hardships include:

- 1) unable to employ qualified teachers;
- 2) unable to provide educational facilities;
- 3) financial hardship (i.e., a district which has budgeted for a class size ratio of 22:1 in grades K – 4 but has a campus (or campuses) with enrollment increases or shifts); or
- 4) unanticipated growth in student enrollment.

For the 2017-2018 school year, due to the aftermath of hurricane-related issues the undue hardship reason of Hurricane Harvey was added for a class size waiver.

Approximately 235 and 168 school districts **applied** for class size waivers in 2016-2017 and 2017-2018, respectively. However, not all class size waivers were approved by TEA due to waivers being withdrawn, duplicative, or denied. A class size waiver is denied when a campus has not met the minimum academic performance rating.<sup>12</sup> Figure 5 includes the number of class size waivers **approved** by TEA during the four preceding school years.

Figure 5:  
Number of Approved Class Size Waivers  
(2014-2015 to 2017-2018)<sup>13</sup>

	2014-2015	2015-2016	2016-2017	2017-2018
<i>Districts</i>	253	242	223	158
<i>Campuses</i>	1,243	1,110	1,038	1,085
<i>K – 4 Classes</i>				
<i>Kindergarten</i>	1,112	685	553	749
<i>1<sup>st</sup> Grade</i>	1,312	977	790	856
<i>2<sup>nd</sup> Grade</i>	1,287	837	797	872
<i>3<sup>rd</sup> Grade</i>	1,292	1,005	1,098	1,049
<i>4<sup>th</sup> Grade</i>	1,355	1,008	1,181	1,121
<i>Total K – 4 Classes</i>	6,358	4,512	4,419	4,647
<i>Most Commonly Cited Hardship</i>	Unanticipated Growth	Unanticipated Growth	Unanticipated Growth	Financial Hardship

As shown in Figure 5, between 2014-2015 and 2015-2016, the number of class size waivers for districts and campuses decreased 4% and 11% respectively, while the number for total K-4 classes decreased 29%.

<sup>12</sup> In 2013 to 2016, school districts, charter schools, and campuses received performance ratings of either Met Standard, Met Alternative Standard, Improvement Required or Not Rated. If a campus received an Improvement Required performance rating, the class size waiver was denied.

<sup>13</sup> Due to a change in 2017 to the reporting system, the totals from prior years may contain variances.



Between 2015-2016 and 2016-2017, the number of class size waivers for districts and campuses decreased 8% and 6% respectively, while the number for total K – 4 classes decreased 2.1%. Between 2016-2017 and 2017-2018, the number of class size waivers for districts decreased 29% and campuses increased 5%, while the number for total K – 4 classes increased 5%

Overall the number of districts requesting class size waivers has decreased since 2014-2015, and the total number of classes requesting waivers significantly decreased from 2014-2015, however, the total number of class size waivers has had minor variance since 2015-2016. From 2014-2015 to 2016-2017, unanticipated growth was the most commonly cited hardship for class size waivers. In 2017-2018, financial hardship was the most commonly cited hardship for class size waivers. In addition, H.B. 1842 (84th Session of the Texas Legislature) in part amended Chapter 12 of the TEC to create Districts of Innovations. Districts are eligible for designation if certain performance requirements are met and the district follows certain procedures for adoption as outlined in Statute. The designation provides the district will be exempt from certain sections of the TEC that inhibit the goals of the district as outlined in the locally adopted Innovation Plan. As of March 2019, 131 and 370, Districts of Innovation have exempted from the requirements under TEC §25.111 and TEC §25.112 respectively.

## Section II: Exemptions and Waivers

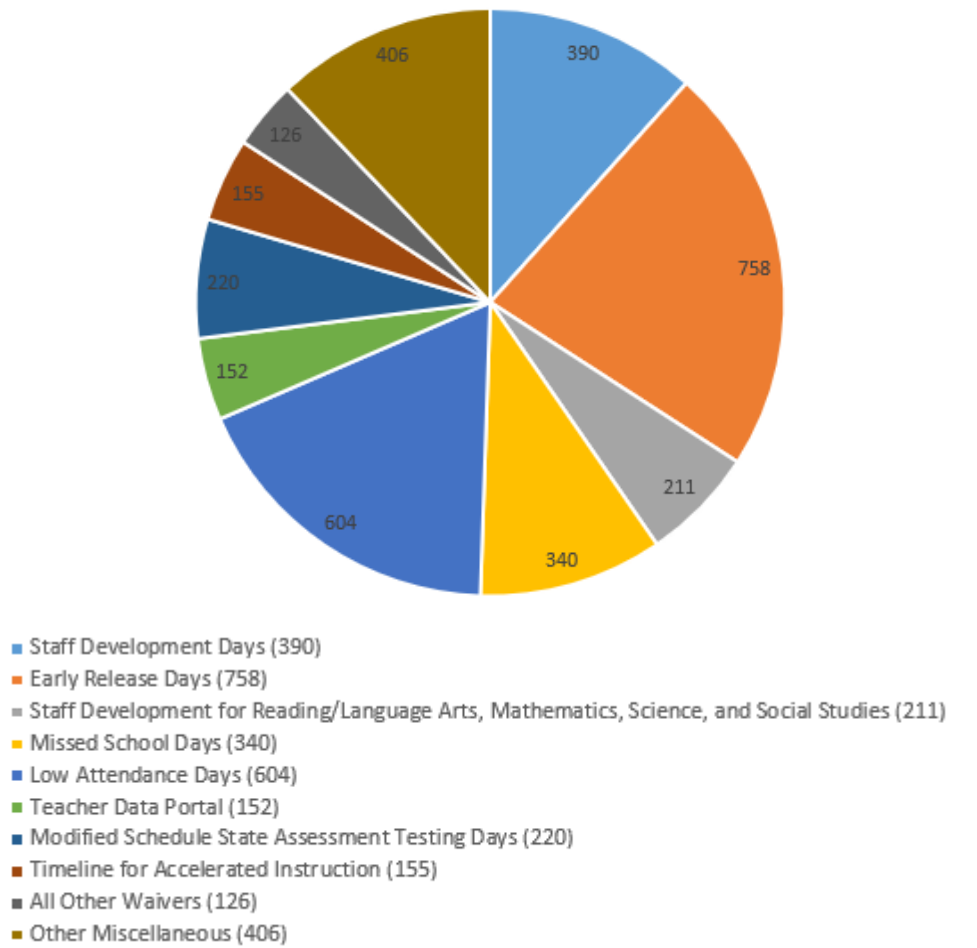
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TEC §39.333(2) requires a summary of the exemptions and waivers granted to campuses and school districts under Section [7.056](#) or [39.232](#) and a review of the effectiveness of each campus or district following deregulation.

### State Waivers Granted 2016-2017 and 2017-2018:

In the 2016-2017 and 2017-2018 school years, the Commissioner of Education granted a combined total of 3,362 state waivers and 613 class size exceptions applications. In Figure 6 below, state waivers granted in the two preceding school years are presented by waiver type. The most frequently requested waivers were for early release days, low attendance days and other miscellaneous waivers.<sup>14</sup>

Figure 6:  
State Waivers Granted  
(16-17 and 17-18)<sup>15</sup>



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<sup>14</sup> “Other Waivers” category which includes six types of state waivers and accounted for 126 total waivers approved over the two preceding school years.

<sup>15</sup> Waivers approved from 06/01/2016 through 05/31/2017 and from 6/01/2017 through 05/31/2018.

**Early Release Day Waivers:**

The type of waiver most frequently requested was classified as “Early Release Day.” This type of waiver accounted for 22.5% of state waiver applications granted during the 2016-2017 and 2017-2018 application years. According to TEA, an Early Release Day waiver “allows the districts and charter schools to conduct school for less than seven hours for a total of six days of student instruction a year. These days may provide additional training in education methodologies or provide time to meet the needs of student and local communities.”<sup>16</sup> During the 85<sup>th</sup> Legislative session, House Bill 2442 modified the operational day for schools from days to overall minutes. Many districts applied for the waiver to continue to allow for early release days during the school year and to receive minutes towards the operational minute total.

**Attendance Waivers:**

The second type of waiver most frequently requested was classified as “Low Attendance Day,” accounting for 18.0% of state waiver applications granted during the 2016-2017 and 2017-2018 application years. An additional attendance waiver, the “Missed School Day” waiver accounted for 10.1% of granted applications. Collectively, these attendance-related waivers accounted for 28.1% of total state waivers granted during the 2016-2017 and 2017-2018 application years. According to TEA, Low Attendance Day waivers are, “waiver[s] to excuse any instructional days from ADA calculations and FSP funding that have attendance at least 10 percent below the last school year’s average attendance due to inclement weather, health, safety-related, or other issues.”<sup>18</sup> Missed Instruction Day waivers are, “for excused absences if instructional days are missed due to inclement weather, health, safety-related, or other issues.”<sup>19</sup>

**“Other” Waivers:**

The third type of waiver most frequently requested was classified as “Other”. This type of waiver accounted for 12.1% of state waiver applications granted during the 2016-2017 and 2017-2018 application years. Any miscellaneous waivers that do not fit into any other category of waiver offered may be applied for as an “other” waiver. For the 2017-2018 application year, a significant portion of these waivers were Hurricane Harvey related requests (105 waivers of the 272 for 17-18 were for waiver of 21.401(c) due to Hurricane Harvey).

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<sup>16</sup> Texas Education Agency, “State Waiver Types – Expedited” (<http://tea.texas.gov/index2.aspx?id=7085#ER>).

## **Section III: Regional Education Service Center Evaluation**

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TEC §39.333(3) requires an evaluation of the performance of the system of regional education service centers based on the indicators adopted under Section [8.101](#) and client satisfaction with services provided under Subchapter B, Chapter 8.

Since their creation in 1967, the twenty regional education service centers (ESCs) have played an integral role in the provision of necessary and essential services to school districts and charter schools, also known as Local Education Agencies (LEAs) in the implementation of school reform and school improvement. In that effort, the ESCs have carried out the mandates of the legislature and the commissioners of education to assist LEAs of all sizes in their efforts to improve the education of Texas school children. These efforts have proved critical in the positive improvement of LEAs and the education of Texas school children over the past fifty years. In that cause, the ESCs have focused their collective and individual expertise and resources on providing Texas' educators with professional development and technical assistance as well as administrative and financial support, which have assisted in their success. In recent years, the ESCs have taken the lead in preparing Texas teachers in core subject areas to meet the ever-increasing demands of the Texas Essential Knowledge and Skills (TEKS). Additionally, the ESCs have been focused on assisting the Texas Education Agency (TEA) in promoting the financial health and viability of Texas LEAs during rapidly changing and more complicated financial times.

### **Purpose:**

The Texas Legislature clearly defined the purpose of the ESCs (TEC 8.003):

- Assist LEAs in improving student performance in each region of the system;
- Enable LEAs to operate more efficiently and economically; and
- Implement initiatives assigned by the legislature or the commissioner of education.

In that effort, the commissioner, in consultation with the executive directors of the ESCs, establishes performance goals as they relate to LEAs and their students.

### **Background:**

The ESCs provide training, technical assistance, administrative support, and an array of other services as determined by the legislature, the commissioner of education, and the needs of LEAs across the state. The annual evaluation of client satisfaction indicates that superintendents, principals, and teachers in LEAs overwhelmingly rate the work of the ESCs as high across all sizes and types of districts.

ESC services are reviewed annually by the commissioner of education in a multi-phased review of the ESCs and the quality and effectiveness of their services as reflected in an analysis of both student achievement and client satisfaction measures.

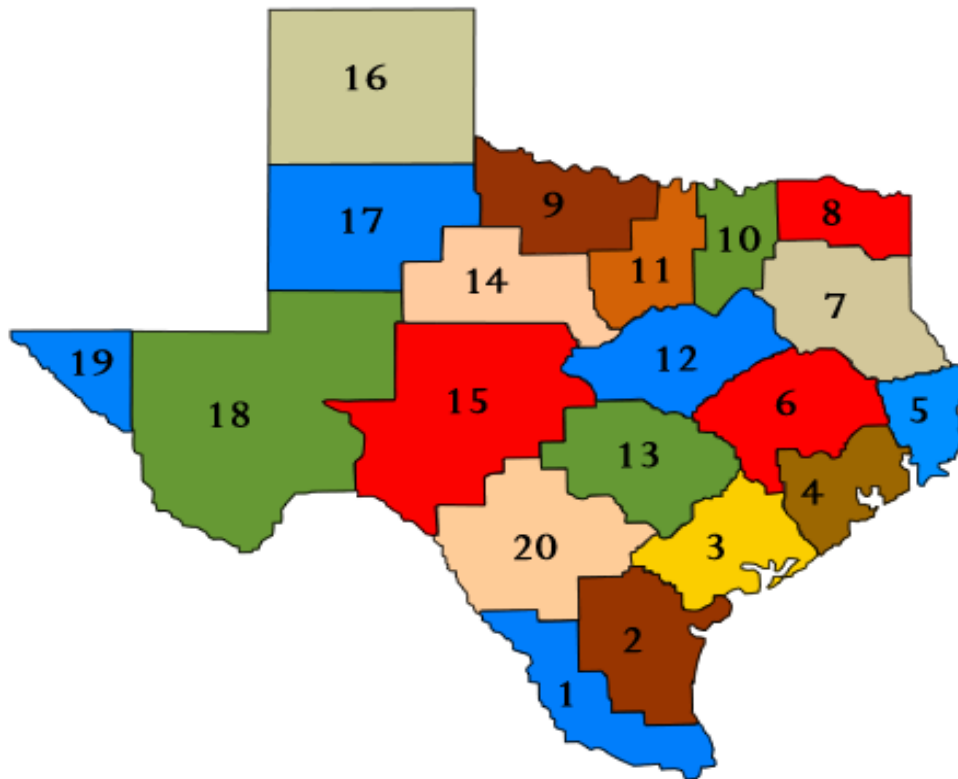
At the direction of the 78<sup>th</sup> Texas Legislature, the ESCs as well as the TEA and the State Board for Educator Certification (SBEC) came under sunset review. Additionally, the legislature passed Senate Bill 929 requiring an extensive audit of the ESCs. Under the direction and supervision of the Legislative Budget Board (LBB), MGT of America, Inc. conducted the audit. Recommendations from that audit, the LBB, and the Texas Sunset Commission have directed the current and future work of the ESCs.

**Education Service Center Location and Governance:**

The map of the ESCs, shown below, shows the location of the 20 ESCs. ESCs are assigned responsibility for providing core services to each LEA within their respective regional boundaries. In accordance with state law, LEAs may elect to receive services from any ESC in the state. In 1967, the State Board of Education defined the regions as geographic areas of counties and the encompassed LEAs.

Each ESC is governed by a locally elected board of directors. Seven of those directors have voting power and are elected by the boards of trustees of school districts within the region. The eighth member is appointed by the commissioner of education to represent charter schools within the region and is a non-voting member. ESCs that do not currently have a charter operating within their region do not have a charter representative. Each ESC's board of directors, with the approval of the commissioner of education, selects an executive director who serves as the chief executive officer of that ESC. The ESC's board establishes policies that govern the operation of the ESC. In addition to its board of directors, each ESC has several advisory committees composed of stakeholders in the various service areas, including teachers, principals, superintendents, directors of charter schools, and other LEA administrators. These committees provide input to the executive director regarding programs and services.

**Map of the Education Service Centers of Texas:**



**Education Service Center Staffing:**

The responsibility of each ESC's executive director, operating under the policies of the ESC, is to employ necessary personnel to carry out the functions of the ESC. For the 2016–2017 school year, the ESCs employed a total of 4,896 full-time employees. Of these, 1,272 were Head Start employees, both professional and support, located in Regions 7, 9, 10, 14, 15, 16, 19 and 20. 82 percent of all ESC employees are assigned to either direct or support services to schools and school personnel. The remaining employees represent the ESCs' administrative, operations, and management functions.

<b>Education Service Center</b>	<b>Executive Director</b>	<b>Address</b>	<b>Phone Number</b>
<b>Region 1 – Edinburg</b>	Dr. Cornelio Gonzales	1900 West Schunior Edinburg, TX 78751	(956) 984-6000
<b>Region 2 – Corpus Christi</b>	Dr. Rick Alvarado	209 North Water St Corpus Christi, TX 78401	(361) 561-8400
<b>Region 3 – Victoria</b>	Ms. Charlotte Baker	1905 Leary Lane Victoria, TX 77901	(361) 573-0731
<b>Region 4 – Houston</b>	Dr. Pam Wells	7145 West Tidwell Rd. Houston, TX 77092	(713) 462-7708
<b>Region 5 – Beaumont</b>	Dr. Danny Lovett	350 Pine St. #500 Beaumont, TX 77701	(409) 951-1700
<b>Region 6 – Huntsville</b>	Mr. Michael Holland	3332 Montgomery Rd Huntsville, TX 77340	(936) 435-8400
<b>Region 7 – Kilgore</b>	Mrs. Elizabeth Abernethy	1909 North Longview St Kilgore, TX 75662	(903) 988-6700
<b>Region 8 – Mt. Pleasant/Pittsburg</b>	Dr. David Fitts	4845 US Hwy 271 N Pittsburg, TX, 75686	(903) 572-8551
<b>Region 9 – Wichita Falls</b>	Mr. Wes Pierce	301 Loop 11 Wichita Falls, TX 76306	(940) 322-6928

<b>Region 10 – Richardson</b>	Dr. Gordon Taylor	400 East Spring Valley Rd Richardson, TX 75081	(972) 348-1700
<b>Region 11 – Fort Worth</b>	Dr. Clyde W. Steelman, Jr.	1451 South Cherry Ln White Settlement, TX 76108	(817) 740-3600
<b>Region 12 – Waco</b>	Dr. Jerry Maze	2101 West Loop 340 Waco, TX 76702	(254) 297-1212
<b>Region 13 – Austin</b>	Dr. Rich Elsasser	5701 Springdale Rd Austin, TX 78723	(512) 919-5313
<b>Region 14 – Abilene</b>	Mr. Shane Fields	1850 Hwy 351 Abilene, TX 79601	(325) 675-8600
<b>Region 15 – San Angelo</b>	Mr. Scot Goen	612 South Irene St San Angelo, TX 76903	(325) 658-6571
<b>Region 16 – Amarillo</b>	Mr. Ray Cogburn	5800 Bell St Amarillo, TX 79109	(806) 677-5000
<b>Region 17 – Lubbock</b>	Dr. Kyle Wargo	1111 West Loop 289 Lubbock, TX 79416	(806) 792-4000
<b>Region 18 – Midland</b>	Dr. DeWitt Smith	2811 LaForce Blvd Midland, TX 79711	(432) 563-2380
<b>Region 19 – El Paso</b>	Dr. Armando Aguirre	6611 Boeing, El Paso, TX 79925	(915) 780-5052
<b>Region 20 – San Antonio</b>	Dr. Jeff Goldhorn	1314 Hines Ave San Antonio, TX 78208	(210) 370-5200

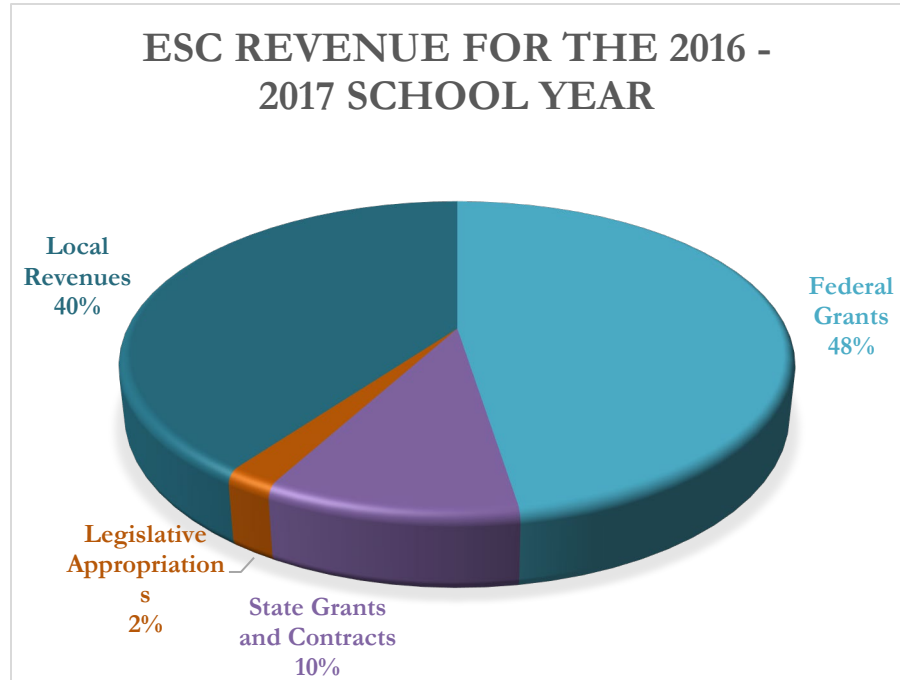
#### **2016 – 2017 Budget Revenues:**

The ESCs have access to a combination of financial resources (state, federal, and local) to provide services within each region. For 2016 - 2017, federal grants were the largest element of ESC revenues representing 48 percent of total revenues for 2016 - 2017.

<b>ESC Revenue for the 2016 – 2017 School Year<sup>17</sup></b>	
Federal Grants	\$ 287,654,945
State Grants and Contracts	\$ 63,305,393
Legislative Appropriations	\$ 12,500,000
Local Revenues	\$ 242,168,615
<b>Total</b>	<b>\$ 605,401,774</b>

<sup>17</sup> Source: FY 2016 ESC Annual Data Collection

Distribution of these funds ranges from over \$9.9 million in Region 8 to over \$76.2 million in Region 10. The three regions (Regions 4, 10, and 11) with the largest number of students (comprising 49 percent of the total students served in the state) received 22 percent of the total revenue. Likewise, the three regions (Region 3, 9, and 15) with the smallest number of students (comprising 2.7 percent of the total students served in the state) received 7 percent of the total revenue.



A review of the primary sources of ESC revenue reveals that nine ESCs receive the greatest portion of the revenue from federal sources, including flow through funding. The remaining eleven ESCs receive the greatest portion from local LEA revenue.

**Legislative Appropriations:**

Rider 34 of the General Appropriations Act of 2015, 84th Legislative Session, directs the distribution of \$12,500,000 in fiscal year 2016 and \$12,500,000 in fiscal year 2017 to ESCs. These funds are divided and distributed by the commissioner of education. Twenty percent of the funding is divided equally among all the ESCs; 40 percent of the funding is distributed on a geographic basis determined by the number of students per square mile and give more money to those ESCs with a lower population density; and 40 percent of the funding is distributed to ESCs that serve LEAs with average daily attendance (ADA) of 1,600 or less (rural schools).<sup>18</sup>

Those revenues can be classified into the following categories: core services; ESC operations; legislative initiatives; and commissioner initiatives. ESCs supplement through other forms of revenue to ensure the completion of these categories.

For 2016 – 2017, the legislative appropriations totaled \$12.5 million, or 2.06 percent of the total 2016 – 2017 ESC revenues.

**State Grants and Contracts:**

State grants and contracts represent funds flowing from the TEA and other state agencies to the ESCs through several different means. Legislative initiatives include such appropriations as those for the Texas Teacher Evaluation and Support System (TTESS), Texas Principal Evaluation and Support System (TPESS), Reading Academies, and Math Academies.

For 2016 – 2017, the state grants and contracts totaled \$63.3 million, or 10.5 percent of the total

<sup>18</sup> Legislative Budget Board, *Regional Education Service Centers: An Issue Brief*, September 2012



2016 – 2017 ESC revenues.

**Federal Grants:**

Federal grants represents federal (discretionary and formula) categorical funds, which flow through the TEA or other agencies to the ESCs either through a competitive or non-competitive grant process. Although classified as discretionary funds, federal grants such as Individuals with Disabilities Education Act (IDEA) and Elementary and Secondary Education Act (ESEA) funds are distributed on a formula basis. Federal grants also include direct federal grants (e.g., Head Start) and categorical funding that flows from other state agencies (e.g., Early Childhood Intervention). ESCs also receive funds from the Texas Department of Agriculture to help execute the National School Lunch and Breakfast Programs for schools across the state. This program is funded through the United States Department of Agriculture.

For 2016 – 2017, the federal grants totaled over \$287.7 million, or 47.5 percent of the total 2016-2017 ESC revenues.

In addition to federal program, technical assistance, and professional development funds, the ESCs also administer the statewide operation of certain federal competitive and non-competitive programs such as the McKinney-Vento Education for Homeless Children and Youth Grant.

**Local Revenues:**

The ESCs have no taxing authority. Participation by LEAs in ESC programs/services is strictly voluntary. As a result, ESCs must customize and market their services to LEAs and private schools as well as outside individuals and entities to generate local revenue. In large measure, local revenues are generated in three ways: fee-for-service; fees generated from sources (e.g., sale of products, etc.); and revenues from other local sources including the internal service fund and from other public and private entities.

For 2016 – 2017, local revenues totaled over \$242.2 million, or 40 percent of 2016-2017 ESC revenues.

**2016 – 2017 Budget Expenditures<sup>19</sup>:**

The ESCs budget, expend, and account for funds within the accounting system delineated in TEA's Financial Accountability System Resource Guide. This system utilizes multilevel accounting including accounting by fund, function, and expenditure codes. Because ESCs are organized to accomplish a service mission that is different from LEAs, the costs associated with various functions differ from that of LEAs. In the area of shared services arrangements, the ESCs frequently serve as fiscal agents for a large number of LEAs in order to increase the LEAs' buying power. For example, all ESCs operate or participate in various types of purchasing cooperatives. These purchasing cooperatives guarantee member districts greater purchasing power through economies of scale.

**Cost of Services:**

The cost of providing similar levels of services in the different regions also varies by regional economic factors. Certain demographic variables, though not restricted to any one ESC, determine the cost levels of these similar services. Among the factors influencing these costs are:

- Geographic size of the region;

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<sup>19</sup> Financial data is taken from the 2017 Annual Data Collection.

- Average daily attendance (ADA) of the region;
- Scarcity and density of districts and campuses within the region;
- Number of districts and campuses served;
- Regional economic conditions; and
- Student population characteristics.

### **Fund Balances:**

According to the fund balance categories as outlined in the Financial Accountability System Resource Guide, all fund balances are listed within each ESC's independent audit report and reflect individual governmental funds' accumulated revenues in excess of expenditures. As recommended by the Government Finance Officers Association (GFOA), fund balance in the general fund should be no less than 2 months of general fund expenditures; however, some ESCs may need larger fund balances due to cash flow issues with regards to the timing of reimbursements for large state and federal grants. Circumstances may require other fund balance classifications.

### **Services:**

Services provided by the ESCs to LEAs and other entities are of six major types: core services identified in statute; decentralized agency functions; administrative support for LEAs; instructional support for schools; direct student instruction; and other locally determined services. The chief purposes of these services are to assist in the improvement of student performance, to assist schools to operate more efficiently and effectively, and to carry out the initiatives of the legislature and/or the commissioner of education.

### **Distance Learning:**

In the 2016 – 2017 school year, 6,447 Texas school students accessed Interactive Video Conferences (IVC) distance learning classes to meet their needs in dual enrollment classes. Another 4,517 students accessed distance learning classes to meet the needs of the required high school curriculum. Approximately, 4,275 electronic field trips were taken by more than 251,651 students. In 2016-2017, more than 605,849 Texas educators accessed professional development, and over 2,196 Texas educators received certification coursework through distance learning means, resulting in a significant savings of time and funds.

### **Texas Educational Telecommunications Network (TETN):**

Since its inception in 1996, the Texas Education Telecommunications Network (TETN) has provided video, voice, and data services among the 20 ESCs and the TEA. The TETN cooperative was formed to accomplish three main goals: save out-of-pocket expenses by reducing travel required to attend meetings in Austin,; enhance productivity to service ESC staff, district personnel, administrators, teachers and students; and create "added value" to network users.

The network was developed in a cost-share model in which all users shared equally, thereby assuring the inclusion of all ESCs across the state without undue burden. The network is currently highly utilized for video conferencing, statewide activities for students, distance learning, and traditional telecommunication services.

Beginning in 2007 with the initiation of the TETN Plus project, TETN began building Gigabit connections to provide a high-speed, high capacity backbone as recommended in the Texas Education Long Range Plan for Technology. Peering with Texas higher education was implemented and shared Internet2 services were established by utilizing the infrastructure of the

Lone Star Education and Research Network (LEARN).

**Network Services:**

TETN's distinct network services to ESCs includes: video, intranet, internet2, commodity internet, disaster recovery transport, and backhauling. Benefits of the network include:

- Access to internet bandwidth at significantly reduced rates;
- Enhanced quality access to over 90,000 institutions, agencies, and corporations on Internet2;
- Enhanced quality access to the commodity internet through Internet2;
- Direct access to state universities and ESCs and their services, allowing for the removal of dedicated circuits for significant cost savings; and
- Shared applications and service between ESCs without bandwidth constraints or quality of service issues via the private intranet.

**Video Services:**

Utilizing the TETN video network, all ESCs provide Interactive Video Conferences (IVC) to classrooms across the state. IVC is used to provide dual-credit courses, graduate courses, professional development, certification programs, TEA policy updates, and student programs.

TETN works with the ESCs to design and market: programs that utilize state specific content standards; events customized to fit ESC needs; broadband specific tools; and a host of other services (<http://www.tetn.net>). In collaboration with consortium members, the TETN activities include:

- 8,818 electronic field trips statewide from July 2015 to June 2017 to over 545,965 students
- 1,064,532 staff members received professional development through online events from July 2015 to June 2017

Due to changes in the IVC technology, students and teachers are able to utilize more direct connections to electronic field trips and resources for their classrooms. These direct connections do not require access through TETN and ESCs. TETN and ESCs continue to promote valuable content and provide the broadband support and resources for LEAs to enrich their curriculum through IVC opportunities.

**Texas State Virtual School Network (TxVSN):**

The Texas Virtual School Network (TxVSN) provides a statewide course catalog of supplemental online courses for credit toward high school graduation to students enrolled in grades 8 to 12. Since its inception in January 2009, the TxVSN has provided Texas high school students with a valuable avenue for interactive, collaborative, instructor-led online courses taught by state certified and appropriately credentialed teachers. Statute authorizes the commissioner of education to contract with an ESC to operate the network. Region 10 currently serves as central operations for the TxVSN and is responsible for managing all systems used to operate the network, providing and maintaining TxVSN telecom and infrastructure, managing course review, and coordinating activities with providers, receiver districts, and stakeholders.

**Alternative Certification Programs:**

During the 2015-2016, and 2016-2017 school years, the 15 ESCs which operate education preparation programs (EPPs), prepared 5,398 teachers and administrators who received initial

certification in those classes. Of that number, 4,308 were teachers and 904 were principals. The following table lists the combined number of initially licensed teachers and administrators during the 2015-2016, and 2016-2017 academic years from the 15 ESCs which operate EPPs.

<b>ESC Alternative Certification Programs</b>				
<b>School Year</b>	<b>Number of Teacher Certifications</b>	<b>Number of Principal Certifications</b>	<b>Number of Superintendent Certifications</b>	<b>Total</b>
2015-2016	1,537	298	50	1,885
2016-2017	1,474	267	75	1,816
Total	3,011	565	125	3,702

*Source: TEA Department of Educator Preparation and Program Accountability, November 2016*

**Core Services (Section 8.051 and 8.121):**

The ESCs develop, maintain, and deliver services designed to improve student performance. Additionally, the ESCs offer services which enable LEAs to operate more efficiently and economically, and core services in the following areas:

- Training and technical assistance in teaching reading, mathematics, writing, English language arts, social studies, and science;
- Training in personal financial literacy;
- Training and technical assistance to programs of special education, compensatory education, bilingual education, and gifted and talented education;
- Assistance specifically designed for an LEA rated academically unacceptable or a campus whose performance is considered unacceptable;
- Training and assistance to teachers, administrators, members of district boards of trustees, and members of site-based decision-making committees;
- Assistance specifically designed for an LEA that is considered out of compliance with state or federal special education requirements, based on the agency’s most recent compliance review of the district’s special education programs; and
- Assistance in complying with state laws and rules

## List of Products and Services Offered by the ESCs:

The following is a list of products/services provided by various ESCs; however, services do change to meet the needs and requests of LEAs:

504

5E Instructional Model

Academic Achievement Record (AAR)

Accelerated Curriculum

Accessible Instructional Materials

Accommodations in Instruction and

Assessment

Accountability

Accountability Monitoring

Accountability Turnaround Team

Adapted PE

Advanced Academics

Advancing Educational Leadership

Alternative Education Program

Adapted Literature/Digital Books Library

Adopted Materials (Textbooks)

Adult Basic Education (GED and ESL)

Admission, Review, and Dismissal (ARD)

Administrative Services

Advancing Educational Leadership (AEL)

Advanced Academics

Affordable Care Act (ACA) Training and Support

Afterschool Centers on Education (ACE)

Grant Cycles 7 and 8

Agency Partners

Alternative Certification Programs

Annual Measurable Achievement Objectives (AMAOs)

AppleCare Warranty Support

Application and Compliance Preparation

Assessment Creation and Support

Assessment/Progress Monitoring

Assistive Technology / Lending Libraries

Attendance Accountant Compliance

Assessment

At Risk /Dropout Prevention

Attention Deficit Hyperactivity Disorder

(ADHD) Support/Attention Deficit

Disorder (ADD) Support

Authentic Learning and Assessment

Background Checks

Behavior

- Behavior Intervention Plans (BIPs)
- Classroom
- Discipline Management

- Incident Tracking and Reporting

- Restorative Discipline

Bilingual Education Monitoring

Bilingual/ English As a Second Language (ESL)

Bridging the Leadership Team Institute

Bright Bytes Clarification

Bullying Prevention

Bus Audits

Bus Driver Training

Business Managers Roundtable, Training and Support

Business Services

- Information Management

- TxEIS and iTCCS Support

Calendar and Required Minutes Training and Support

Canvas- Learning Management System

Career and Technical Education Work

Study Program

Career Clusters

Career Day

Career / Technical Education

Certified Orientation and Mobility Specialist Services

CHAMPS

Charter Schools

Child Find Services

Campus/District Improvement Team Training

Coaching (Instructional, Leadership)

College and Career Readiness

College Preparation for English Language Arts and Mathematics

Commissioner's Rule Review Process

Communities in Schools (CIS)

Community Resource Coordination Groups

Compliance Services

Content Filtering Services

Cooperative Purchasing Networks

Co-Teaching

Counselor Support and Certification

CPR/First Aid Training

Credit by Exam (CBE)

Crisis Prevention Intervention (CPI)

Crisis Management

Curriculum Leadership for Principals	Early Head Start
Curriculum Services	Early Reading Instruments
Cycle Menus for Schools	Ecoland Learning Center
Data Backup Solution	Educator Placement Service
Data Digs	Eduhero
Data Processing/Information Management	Eduphoria
Data Validation Monitoring	Email Scanning Services
Deaf Education Certification Program	EMAT
Dell Warranty Support	English Language Arts Support
Desktop Computer Support	English Language Proficiency Standards (ELPS) Academics
Diagnostician Support	Email Hosting
Differentiated Instruction (DI)	Employment Application Software and Support
Digital Media Production	End of Course Success Support
Disabilities Services-	English Language Proficiency Standards (ELPS) Academies
• Attention Deficit Hyperactivity Disorders (ADD/ADHD)	E-Rate Training
• Auditory Impairments	ETEDA- East Texas Educational Diagnosticians' Association
• Autism Spectrum Disorders	Evaluation for Special Education
• Deaf-blindness	Every Student Succeeds Act (ESSA)
• Dyslexia	Everyone S.H.A.R.E. the Road Program
• Emotional Disturbances/Behavior Disorders	Facilitated Individualized Education Plan (IEP)
• Intellectual Disabilities	Fine Arts
• Learning Disabilities	Firewall Services
• Other Health Impairments	Financial Accountability System Resource Guide (FASRG) Training and Support
• Orthopedic/Physical Impairments	Financial Integrity Rating System (FIRST)
• Speech/Language Disorders	Financial Review and Support
• Traumatic Brain Injuries	Focus Campus Grant Support
• Visual Impairments	Focus/Priority Schools Support
Disciplinary Alternative Education Program (DAEP)	Food Services
Discovery Education/Streaming	• Child and Adult Care Food Program (CACFP)
Disproportionate Representation	• Child Nutrition Services
DMAC Solutions- Data Management for Assessment Curriculum	• Commodity Processing
DNS Services	• Fresh Fruit and Vegetable Program
Driver Education Classroom- Simulation and In-Car Instruction	• Summer Food Programs
Driver Education 32 House License on Line (LOL)	Functional Behavior Assessment (FBA)
Driver Education Parent Taught Course "Ready, Set, Drive"	Gifted and Talented (G/T)
Dropout Training and Supports	Grade Point Average/Transcript Audits
Dual Credit Classes – Scheduling and Bridging Via Video Conference	Grade Placement Committee (GPC)
Dual Language Support	Grade Advancement (SSI)
Early Childhood Data System (ECDS)	Graduation Requirements
Early Childhood Education	Grants Management
Early Childhood Intervention	Guidance/Counseling
Early Childhood Transition	HB 5 Training and Support
	Head Start

Help Desk Ticketing Services  
 High Quality Prekindergarten Grant  
     Program Training and Support  
 High Reliability Schools  
 High School Redesign and Restructuring  
 Higher Education Support  
 Highly Qualified Paraprofessional  
 Recruitment  
 Homebound Services  
 Homeless  
 Homeschool Support  
 Human Resources Assistance  
 IT Services  
 IT Network Services  
 Immigrant Support  
 Information Management Software –  
 Business  
 Information Management Software –  
 Student  
 Information Technology (IT) Services  
 Individualized Education Programs (IEP)  
 Innovation Districts Support  
 Instructional Materials Allotment (IMA)  
 Instructional Rounds Training and Support  
 Instructional Technology and Coordination  
 Internet Access
 

- Broadband
- Equipment  
    Support/Ordering/Troubleshooting
- Filtering
- Network Assessment Services
- Network Server Support
- Safety
- Server Hosting

 Interactive Television (ITV) - Equipment  
     Support/Troubleshooting  
 ITV - Scheduling/Instruction  
 Job Fairs  
 Juvenile Justice Alternative Education  
     Services  
 Kindergarten Readiness System (KRS)  
 Language Proficiency Assessment  
     Committees (LPAC) Decision-Making  
 Languages Other Than English  
 Leadership Development  
 LearnKey – Online training and  
     Certifications  
 Least Restrictive Environment (LRE)  
 Legal Framework for the Child-Centered  
     Special Education Process

Lesson Study  
 Library/Librarian Support  
 Licensed Specialist in School Psychology  
     (LSSP) Support  
 Literacy Academies  
 Literacy Cohort  
 Local Area Network Support and  
     Maintenance  
 Lynda.com – Online Training Manual  
 Maintenance Efficiency Study  
 Management Services  
 Manifestation Determination Review (MDR)  
 Mapping a Pathway to Student Success  
     (MAPPS)  
 Math Academies  
 Math Coaching Academy  
 Meeting Rooms  
 Mentoring for Teachers and Administrators  
 Middle School Students in Texas: Algebra  
     Ready  
 Migrant Education Information  
 Military Child Education Coalition  
 Mobile Application Services  
 Moodle  
 Multi-Cultural and Diverse Learners  
 Multi-Regional Library System (MrLibS)  
 National School Lunch Program  
 NCCER Certification Training  
 Netstart/Website Software for School  
     Districts  
 New Teacher Orientation and Training  
 NovaNet Consortium  
 Nutrition  
 Occupational Therapy  
 Occupational Therapy Technical Assistance  
     and CEUs  
 Online Expert – Online Training and  
     Coaching  
 Online Professional Development  
 Online Storage Services  
 On TRACK  
 Open Records Requests  
 Operations Support  
 Opportunity Culture  
 Orientation and Mobility (O&M) Support  
 Outreach Grant  
 P-16 Initiative  
 Parenting and Paternity Awareness (PAPA)  
 Paraprofessional Training  
 Parent Complaints (Calls and Resolution)  
 Parent Involvement

Parent Training  
 Pathway for Emerging Leaders Academy  
 Performance-Based Monitoring (PBM)  
 Support  
 Person Enrollment Tracking (PET) Training  
 and Support  
 Person Identification Database (PID)  
 Training and Support  
 Personal Financial Literacy Training  
 Personnel Services – including on demand  
 personnel  
 Physical Fitness Assessment Initiative  
 Physical Therapy  
 Physical Therapy Technical Assistance and  
 CEUs  
 Positive Behavioral Interventions &  
 Supports (PBIS)  
 Poverty Training  
 Preschool Program for Children with  
 Disabilities (PPCD)  
 Pregnancy, Education, and Parenting (PEP)  
 Principal Certification Program  
 Principal Mentoring  
 Principal Tools for STAAR  
 Printing Services  
 Priority and Focus Schools Support  
 Private Schools  
 Project Share (see Texas Gateway)  
 Program Director Support (Curriculum,  
 Career/Technical, English Language,  
 Special Education, Title I)  
 Program Reviews  
 Progress in the General Curriculum (PGC)  
 Promotion/Retention Law (Student  
 Assessment)  
 Public Education Grant (PEG)  
 Public Education Information Management  
 System (PEIMS)  
 PEIMS Edit Plus  
 Purchasing Cooperatives  
 RDSPD - Regional Day School Programs  
 for the Deaf  
 Reading Academies  
 Reading is Fundamental (RIF)  
 Reading Recovery  
 Recommendations for Serving on Educator  
 Committees  
 Regional Education Television Network  
 (RETN)  
 Regional Emergency and Mass  
 Communications

Related Services  
 Residential Facilities  
 Resources for Teaching (Creative Corner,  
 Copy Center, Print Shop)  
 Response to Intervention (RtI)  
 Retirement Asset Management System  
 (RAMS)  
 REVEAL Data Warehouse Dropout Early  
 Prevention  
 RIF - Reading Is Fundamental  
 Router Maintenance  
 Rural Schools Support  
 Satellite Downlinks  
 Scholarship Resources  
 School Board Member Training  
 School Bus Driver Drug and Alcohol Testing  
 School Bus Driver Training – 20 hour  
 Certification and 8 hour Recertification  
 Training  
 School Bus Safety  
 School Bus Simulation Training  
 School Finance Support for School Districts  
 School Health Education  
 School Meal Initiative and Menus  
 School Reach  
 School Readiness Integration (SRI)  
 School Safety and Audits  
 Science  
 Scripting and Automation of Data  
 Exchanges between Software Packages  
 Server Administration  
 Shared Services Arrangements (SSAs)
 

- Career and Technical Education  
 (CTE) Carl Perkins
- Private Non-Profit
- Title I A
- Title I C Migrant
- Title II
- Title III Bilingual/ESL

 Sheltered Instruction  
 Six Traits Writing  
 Skyward Software Training, Support and  
 Accounting Services  
 Social Studies  
 Spanish Language Arts  
 Spam Filtering Services  
 Special Education Compliance  
 Special Education Funding  
 Special Education Monitoring  
 Speech and Language Pathology



Speech Language Pathologist Support  
 Spinal Screening Certification Training  
 STAAR  
 STAAR Alternate 2  
 STAAR Online  
 STARR One Item Bank  
 State and Federal Statutes, Rules,  
 Regulations, and Guidance  
 State Initiatives  
 State Performance Plan (Special Education)  
 State Waivers Applications  
 Streaming Video  
 Student Attendance Accounting Handbook  
 (SAAH) Training and Support  
 Student GPS Dashboards  
 Student Information Management Software  
 Student Learning Objectives  
 Strategic and Systemic Planning  
 Substitute Teacher Training  
 Suicide Prevention  
 Superintendent Academy  
 Superintendent Certification Program  
 Superintendent of the Year  
 Surrogate Parent Training Support  
 Survey Services  
 Teacher Appraisal  
 Teacher Certification  
 Teacher Effectiveness  
 Teacher of the Year  
 Teacher Recruitment  
 Technical Support Services  
 Technology Assessments  
 Technology Integration  
 Technology Planning  
 TEKS Bank  
 TEKS Clarification  
 TEKS Professional Development in Core  
 Content Areas  
 TEKS Resource System  
 Testing – Federal and State  
 TETN  
 Texas 21 Career Investigation and Career  
 Planning  
 Texas Academic Performance Reports  
 (TAPR)  
 Texas Accountability Intervention System  
 (TAIS) Training  
 Texas Adolescent Literacy Academies  
 (TALA)  
 Texas Behavior Support Initiative (TBSI)  
 Texas Center for District and School

Support (TCDSS)  
 Texas Computer Cooperative (TCC)
 

- CareerPortal
- Internet-based Texas Computer  
 Cooperative Software (iTCCS)
- Texas Education Information System  
 (TxEIS)

 Texas Counselor Academy  
 Texas Education Agency Login (TEAL)/  
 Educator Certification Online System  
 (ECOS) Account Support  
 Texas Education Data Standards (TEDS)  
 Training and Support  
 Texas Education Telecommunications  
 Network Access (TETN)  
 Texas English Language Proficiency  
 Assessment System (TELPAS)  
 Texas Gateway  
 Texas High School Project  
 Texas Library Connection  
 Texas Literacy Initiative (TLI)  
 Texas Math Initiative  
 Texas Math and Science Diagnostic  
 (TMSDS)  
 Texas Middle School Fluency Assessment  
 (TMSFA)  
 Texas Primary Reading Inventory (TPRI)  
 Texas Principal Excellence Program  
 (TxPEP)  
 Texas Principal Evaluation and Support  
 System (T-PESS)  
 Texas Records Exchange System (TReX)  
 Texas Regional Math Collaborative  
 Texas Regional Science Collaborative  
 Texas School Ready Certification System  
 Texas Student Data System (TSDS)  
 Texas Success (online supports for Reading  
 and Math)  
 Texas Teacher Evaluation and Support  
 System (T-TESS)  
 Texas Virtual School Network (TxVSN)  
 Texas Women’s University Distance Venue  
 (TETN) Master’s Degree Program in  
 Speech-Language Pathology  
 Texas Examination of Educator Standards  
 (TExES)  
 TexQuest  
 Textbook Viewing Room  
 Time & Effort Software  
 TimeClock Plus Software Training and  
 Support

Title I School Support  
Title III Support  
Texas Math and Science Diagnostic System  
(TMSDS)  
Traffic SAFETY Education Staff Training  
Transition Planning - High School  
Texas Science, Technology, Engineering,  
and Math (T-STEM)  
Unlicensed Diabetic Care Assistance  
Training  
Unique ID Training and Support  
Upward Bound Grants  
Video Conference Bridging  
Video Conference CD/DVD Recording and  
Distribution of Events  
Video Conference Scheduling and Bridging  
of Dual Credit Classes  
Video Conference Technical Support  
Vision Screening Certification Training  
Visually Impaired/Orientation and Mobility  
Services (VI/O&M)  
Visually Impaired Teacher Services  
Videoconference Fieldtrip Facilitation  
Videoconference Services and Support  
VISION Computing and Network Support  
Services  
Vision/Hearing/Scoliosis Screening  
Training/Certification  
Voice-Over IP Solutions  
Web Hosting  
Wireless Internet Consortium  
Write for Texas  
Writing Coaches and Support

**Region Composition and Student Demographics:**

The ESCs also provide a full range of services to all 1,003 school districts and 200 operating charter school districts in the state. Services, which are available to LEAs and campuses, include professional development, instructional services, financial services, and administrative support. As with school districts, charter schools may choose the ESCs from which they receive services. In addition to LEAs, ESCs provide services to private schools in each region.

The chart below illustrates the number of school districts and charter school districts each ESC serves. Please note, this graph describes how many charters are held within each region. ESCs might have charter school campuses within their region that are not accounted for because the charter is held in a different region.

<b>Texas School Districts and Charter School Districts 2016 – 2017 School Year by Region<sup>20</sup></b>		
<b>Region</b>	<b>Number of School Districts</b>	<b>Number of Charter School Districts</b>
1	37	6
2	42	4
3	39	0
4	49	39
5	33	4
6	57	5
7	95	7
8	47	0
9	37	0
10	80	44
11	77	16
12	76	10
13	60	19
14	42	1
15	42	1
16	62	0
17	57	2
18	33	3
19	12	8
20	54	30
<b>Total</b>	<b>1031</b>	<b>199</b>

<sup>20</sup> Source: TEA, Division of Charter Schools, 2016-2017 ESC Snapshot Report Data

2016 Student Demographics by ESC Region										
ESC Region	Regional ADA	Number Campuses	Percent Black or African American	Percent Hispanic	Percent White	Percent American Indian or Alaska Native	Percent Asian	Percent Native Hawaiian/Other or Pacific Islander	Percent Two or More Races	Percent Economically Disadvantage
1	426,678	630	0.30%	97.40%	1.70%	0.10%	0.40%	0.00%	0.10%	85.00%
2	101,511	215	2.60%	74.40%	20.50%	0.20%	1.20%	0.10%	1.10%	61.20%
3	54,259	152	8.80%	56.70%	31.90%	0.10%	1.10%	0.00%	1.40%	61.80%
4	1,190,725	1,431	18.80%	50.30%	21.90%	0.50%	6.70%	0.10%	1.80%	58.30%
5	81,699	168	26.40%	19.60%	49.00%	0.60%	2.30%	0.10%	2.10%	57.40%
6	189,507	312	10.60%	35.00%	49.30%	0.40%	2.20%	0.10%	2.40%	49.70%
7	171,224	400	1740.00%	2690.00%	5160.00%	40.00%	100.00%	10.00%	260.00%	6090.00%
8	56,352	155	2010.00%	2020.00%	5460.00%	60.00%	80.00%	10.00%	360.00%	6430.00%
9	37,821	115	740.00%	2670.00%	6010.00%	80.00%	130.00%	10.00%	360.00%	5760.00%
10	810,622	1,235	1850.00%	4290.00%	2930.00%	60.00%	640.00%	10.00%	210.00%	5660.00%
11	569,487	912	1430.00%	3560.00%	4210.00%	50.00%	460.00%	30.00%	270.00%	4940.00%
12	169,637	379	1970.00%	3300.00%	4030.00%	50.00%	200.00%	70.00%	390.00%	5890.00%
13	394,846	630	700.00%	4690.00%	3860.00%	30.00%	430.00%	10.00%	280.00%	4730.00%
14	59,871	178	760.00%	3510.00%	5190.00%	40.00%	190.00%	10.00%	300.00%	5050.00%
15	49,364	162	260.00%	5740.00%	3770.00%	30.00%	60.00%	0.00%	150.00%	5990.00%
16	85,739	223	500.00%	4630.00%	4330.00%	50.00%	280.00%	10.00%	200.00%	5860.00%
17	83,903	222	690.00%	5750.00%	3260.00%	30.00%	110.00%	10.00%	150.00%	6020.00%
18	87,686	157	440.00%	6770.00%	2540.00%	30.00%	110.00%	10.00%	110.00%	4730.00%
19	179,096	261	240.00%	8960.00%	620.00%	20.00%	70.00%	20.00%	80.00%	7450.00%
20	440,411	709	610.00%	7110.00%	1870.00%	20.00%	170.00%	20.00%	190.00%	6210.00%
<b>State Totals</b>	5,240,438	8,646	700.38%	3301.17%	2670.72%	29.60%	152.20%	11.52%	165.95%	4059.17%

Source: TEA Student Data, 2017

**Accountability:**

The current accountability system for ESCs includes the following (TEC 8.103):

The commissioner shall conduct an annual evaluation of each executive director and regional education service center. Each evaluation must include:

1. An audit of the ESC's finances;
2. A review of the ESC's performance on the indicators adopted under Section 8.101;
  - Student performance in districts served;
  - District effectiveness and efficiency in the LEAs served resulting from technical assistance and program support;
  - Direct services provided or regionally shared services arranged by the ESC which produce more economical and efficient school operations;
  - Direct services provided or regionally shared services arranged by the ESC which provided for assistance in core services; and
  - Grants received for implementation of state initiatives and the results achieved by the ESC under the terms of the grant contract.
3. A review of client satisfaction with ESC core services, state initiatives, and any other services provided in excess of those core services and state initiatives; and
4. A review of any other factor the commissioner of education determines to be appropriate.

At the direction of the 78<sup>th</sup> Texas Legislature, the ESCs as well as the TEA and the State Board for Educator Certification (SBEC) came under sunset review. Additionally, the Legislature passed Senate Bill 929 requiring an extensive audit of the ESCs. As a result of the MGT Audit and the findings of the LBB, the Sunset Commission recommended the continuation of the ESCs. The 79<sup>th</sup> Texas Legislature reauthorized the ESCs and did not call for their future review by the Sunset Commission. The 82<sup>nd</sup> Texas Legislature placed the ESCs back under sunset review; all ESCs are due to go under sunset review in 2021.

Since 2005, the Texas Regional Education Service Centers have contracted with The Organizational Excellence Group of The University of Texas at Austin's School of Social Work. The Organizational Excellence Group developed an on-line survey, which was modified and approved by the commissioner of education, and sent to each LEA in the state. The 2017 evaluation of the ESCs occurred over the period of fall 2017 and received a 74 percent response rate. The results of the survey indicated that, of the 885 respondents, 804 were traditional independent school district superintendents', and 81 were charter school administrators.

The survey provides an opportunity for LEAs to indicate their evaluation of the ESCs' products/services. Fourteen different services were rated on a five (5) point scale: five (5) being the highest rating and one (1) being the lowest. Additionally, demographic information was collected on the participants including length of time of service for both superintendents and charter school directors. The following chart provides an overview of these areas surveyed and the ratings ESCs received:

<b>Survey Item Score Summary</b>		
<b>Items</b>	<b>Score</b>	<b>Standard Deviation</b>
<b>Reading and Language Arts</b>	4.77	0.495
<b>Mathematics</b>	4.77	0.493
<b>Social Studies</b>	4.72	0.542
<b>Science</b>	4.75	0.509
<b>Special Education</b>	4.73	0.522
<b>At-Risk and Compensatory Education</b>	4.74	0.526
<b>Bilingual and ESL Education</b>	4.75	0.508
<b>Advanced Academic Education (e.g. gifted and talented and AP)</b>	4.67	0.570
<b>Migrant Education</b>	4.71	0.537
<b>Services to help the district/charter school operate more efficiently and economically (e.g. shared services, cooperatives, curriculum support business services, teacher recruitment, etc.)</b>	4.77	0.530
<b>Services and support for PEIMS</b>	4.85	0.380
<b>Services to assist the district/charter school in complying with federal and state regulation and guidelines (e.g. ESSA, PBM, Child Nutrition)</b>	4.83	0.414
<b>Services and assistance to help improved student performance</b>	4.74	0.528
<b>School Board training services</b>	4.78	0.506

*Source: ESC Client Satisfaction Survey, Organizational Excellence Group, U.T. Austin, 2017*

As stated in the survey results, “any item with an average (mean) score above the neutral point of ‘3.0’ suggests that the respondents perceive the issue more positively than negatively. Scores of ‘4.0’ or higher indicate a substantial strength for the organization. Conversely, scores below ‘3.0’ are viewed more negatively and should be a significant source of concern.”

**Student Achievement:**

The TEA’s accountability system ratings are based largely on performance on state standardized tests, including the State of Texas Assessments of Academic Readiness (STAAR). Ratings specifically examine student achievement, student progress, efforts to close the achievement gap, and post-secondary readiness.

The following chart displays on a regional basis the latest STAAR data from the 2016 and 2017 Accountability Data Tables.

2016 Performance on STAAR by ESC Region										
	Performance Index				% Student Achievement Per Subjects					
	1	2	3	4	All Subjects	Reading	Math	Writing	Science	Social Studies
<b>Set Target</b>	60	22	28	60						
<b>Statewide Average</b>					75	73	76	69	79	77
<b>ESC Region</b>										
<b>1</b>	73	43	45	81	73	68	77	69	78	74
<b>2</b>	70	41	37	73	70	68	73	66	72	70
<b>3</b>	70	37	34	71	70	68	72	64	75	70
<b>4</b>	76	40	41	75	76	74	78	69	80	78
<b>5</b>	71	36	35	72	71	69	71	67	75	74
<b>6</b>	76	39	37	74	76	74	77	70	80	77
<b>7</b>	74	38	36	75	74	72	75	67	77	74
<b>8</b>	74	38	36	75	74	73	76	69	75	74
<b>9</b>	73	35	35	75	73	73	74	67	75	75
<b>10</b>	76	41	40	77	76	74	77	71	80	80
<b>11</b>	77	39	40	74	77	76	78	72	81	80
<b>12</b>	73	38	37	69	73	72	75	66	77	75
<b>13</b>	78	40	39	78	78	77	79	72	81	81
<b>14</b>	74	38	36	70	74	75	74	68	74	71
<b>15</b>	72	36	37	74	72	70	73	68	74	73
<b>16</b>	76	38	42	69	76	73	79	69	79	76
<b>17</b>	72	37	35	77	72	71	73	67	77	74
<b>18</b>	63	36	31	68	63	63	63	58	68	65
<b>19</b>	76	40	43	74	76	73	79	72	80	77
<b>20</b>	72	39	39	75	72	71	73	65	77	75

Source: 2016 State Accountability Data

<b>2016 Performance on STAAR by ESC Region</b>										
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<b>3</b>	70	37	34	71	70	68	72	64	75	70
<b>4</b>	76	40	41	75	76	74	78	69	80	78
<b>5</b>	71	36	35	72	71	69	71	67	75	74
<b>6</b>	76	39	37	74	76	74	77	70	80	77
<b>7</b>	74	38	36	75	74	72	75	67	77	74
<b>8</b>	74	38	36	75	74	73	76	69	75	74
<b>9</b>	73	35	35	75	73	73	74	67	75	75
<b>10</b>	76	41	40	77	76	74	77	71	80	80
<b>11</b>	77	39	40	74	77	76	78	72	81	80
<b>12</b>	73	38	37	69	73	72	75	66	77	75
<b>13</b>	78	40	39	78	78	77	79	72	81	81
<b>14</b>	74	38	36	70	74	75	74	68	74	71
<b>15</b>	72	36	37	74	72	70	73	68	74	73
<b>16</b>	76	38	42	69	76	73	79	69	79	76
<b>17</b>	72	37	35	77	72	71	73	67	77	74
<b>18</b>	63	36	31	68	63	63	63	58	68	65
<b>19</b>	76	40	43	74	76	73	79	72	80	77
<b>20</b>	72	39	39	75	72	71	73	65	77	75

Source: 2016 State Accountability Data



<b>2017 Performance on STAAR by ESC Region</b>										
	<b>Performance Index</b>				<b>% Student Achievement Per Subjects</b>					
	1	2	3	4	All Subjects	Reading	Math	Writing	Science	Social Studies
<b>Set Target</b>	60	20	28	60						
<b>Statewide Average</b>					75	72	79	67	79	77
<b>ESC Region</b>										
<b>1</b>	74	44	45	83	74	69	81	70	79	75
<b>2</b>	72	41	38	74	72	68	77	64	74	73
<b>3</b>	70	38	35	71	70	67	75	61	74	71
<b>4</b>	76	42	42	76	76	73	80	68	80	79
<b>5</b>	71	37	36	74	71	68	74	64	74	71
<b>6</b>	76	41	38	76	76	73	80	66	80	79
<b>7</b>	74	40	37	75	74	71	78	65	77	75
<b>8</b>	74	39	37	75	74	71	78	66	75	74
<b>9</b>	73	38	34	76	73	71	77	65	76	74
<b>10</b>	77	42	41	78	77	73	80	69	80	80
<b>11</b>	77	40	40	75	77	75	80	69	81	80
<b>12</b>	73	39	38	73	73	71	78	63	77	74
<b>13</b>	77	41	39	78	77	75	80	68	81	80
<b>14</b>	73	37	35	73	73	73	76	64	74	68
<b>15</b>	71	37	36	74	71	68	75	62	75	72
<b>16</b>	76	39	39	69	76	72	82	66	80	74
<b>17</b>	72	40	35	78	72	69	76	62	77	74
<b>18</b>	65	37	32	70	65	62	68	54	71	66
<b>19</b>	76	41	43	78	76	71	82	70	80	78
<b>20</b>	73	40	40	75	73	71	77	64	77	76

Source: 2017 State Accountability Data

**Education Service Centers: Positioned to Assist**

ESCs provide a wide variety of products/services that support LEAs. These products/services range from professional development, technical assistance, and support in the instructional, technology, and administrative areas. As indicated on surveys, LEAs are consistently very satisfied with ESCs' products/services and strongly believe that ESCs assist LEAs to improve student performance and operate more efficiently and economically. The ESCs have also played a vital role in implementing legislative and commissioner initiatives. As LEAs continue to face both financial and school performance challenges, ESCs are positioned to assist LEAs in that endeavor.

## Section IV: Acceleration Instruction Programs Evaluation

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TEC §39.333(4) requires an evaluation of accelerated instruction programs offered under Section [28.006](#), including an assessment of the quality of such programs and the performance of students enrolled in such programs.

TEC §28.006 refers to accelerated reading programs for kindergarten through grade 2 (K–2) and grade 7.

### Accelerated Reading Instruction for K–2 Students

TEC §28.006 requires school districts to administer reading instruments to students in kindergarten through grade 2 to assess their reading development and comprehension. The statute further requires that a school district implement an accelerated reading instruction program for students who are determined, on the basis of their reading instrument results, to be at risk for dyslexia or other reading difficulties. In the case of a student in special education who does not perform satisfactorily on a reading diagnostic instrument, the student’s admission, review, and dismissal (ARD) committee must determine the manner in which the student will participate in an accelerated reading instruction program.

Under TEC, §28.006, school districts must provide accelerated reading instruction to students in kindergarten through grade 2 who may be at risk for reading difficulties, including dyslexia, based on the results of a reading diagnostic instrument. The reading diagnostic instrument used may be chosen from the Commissioner’s List of Reading Instruments (“Commissioner’s List”), which is available on the TEA website. There are several reading instruments school districts and charter schools may choose from for each grade level requiring an assessment. For example, the 2014–2018 Commissioner’s List of Reading Instruments included the following English language reading diagnostic instruments for kindergarten:

- Texas Primary Reading Inventory (TPRI)
- Dynamic Indicators of Basic Early Literacy Skills, Next (DIBELS Next)
- easyCBM
- Istation’s Indicators of Progress, Early Reading (ISIP-ER)
- mCLASS: Reading 3D—Text Reading and Comprehension (TRC)
- Measures of Academic Progress (MAP)
- Phonemic Awareness & Phonics Inventory (PAPI-E)
- Phonological Awareness Literacy Screening (PALS)
- Reading Analysis and Prescription System (RAPS 360)
- Woodcock Johnson Diagnostic Reading Battery (WJ III DRB)

The 2014–2018 list also included the following Spanish language reading diagnostic instruments for kindergarten:

- El Inventario de Lectura en Español de Tejas (Tejas LEE)
- Indicadores Dinamicos Del Exito en la Lectura Solution (IDEL)
- Istation’s Indicators of Progress, Española (ISIP Español)
- Phonemic Awareness and Phonics Inventory—Spanish (PAPI-S)

The TPRI and its Spanish counterpart, Tejas LEE, have been the most widely used reading diagnostic instruments per TEA data. The reading diagnostic instruments are designed to identify struggling students in kindergarten through grade 2 before they become vulnerable to failing the Grade 3 STAAR® reading assessment.

### **Accelerated Reading Instruction for Middle School Students**

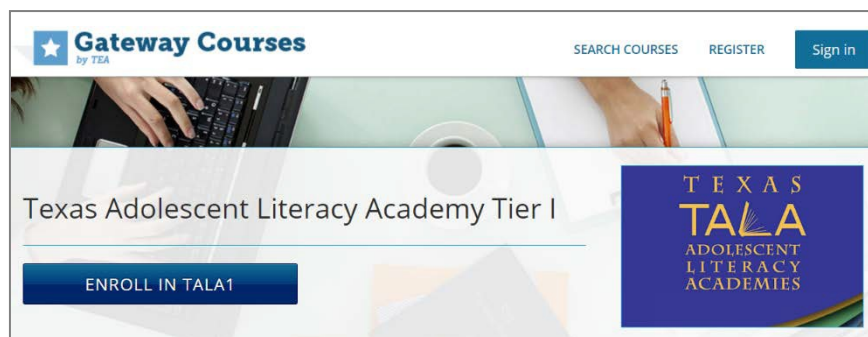
In 2007, the 80<sup>th</sup> Texas Legislature added a requirement to TEC §28.006 that grade 7 students who failed the state reading assessment in grade 6 be administered a reading instrument adopted by the commissioner. The instrument developed in response to the new requirement was the Texas Middle School Fluency Assessment or TMSFA. Currently, districts and open-enrollment charters may use the TMSFA or another instrument included on the Commissioner's List of Reading Instruments. Districts may also select an "alternate diagnostic reading instrument" that meets criteria established in Texas Administrative Code (TAC) §101.6001. Just as with TMSFA and other instruments included on the commissioner's list, "an alternate diagnostic reading instrument must

- (1) be based on published scientific research in reading;
- (2) be age and grade-level appropriate, valid and reliable;
- (3) identify specific skill difficulties in word analysis, fluency, and comprehension, and
- (4) assist the teacher in making individualized instructional decisions based on the assessment results."

The results of grade 7 reading diagnostic assessments give teachers information on how to provide accelerated instruction based on individual student needs. The Texas Adolescent Literacy Academies (TALA), which were created as a result of legislation passed in the 80<sup>th</sup> Texas Legislature (R), provide training on reading instruction and interventions at the middle school level. The TALA model consists of two academies: the Content Area Academy (Tier I) and the English Language Arts (ELA) Academy (Tiers II & III).

The Content Area Academy prepares all middle school teachers to provide appropriate reading instruction for all students, including those struggling with reading due to limited English proficiency, learning disabilities, dyslexia, and other risk factors for reading difficulties. Training is available at no cost to teachers through ESCs and through an online course. The [online course](#), posted on the [Texas Gateway](#), is open to all teachers. Teachers who complete the training receive nine continuing professional education (CPE) credits and are able to download materials for classroom use.

**Figure 14: Online Texas Adolescent Literacy Academy Tier I**



The ELA Academy (designed specifically for English language arts teachers) provides additional training in administering the Texas Middle School Fluency Assessment (TMSFA), interpreting TMSFA results, and providing Tiers II and III interventions for struggling readers. Training is available at no cost to teachers through ESCs and through an online course. The [online course](#), posted on the [Texas Gateway](#), is open to all teachers. Teachers who complete the training receive 10 continuing CPE credits and are able to download classroom materials and the TMSFA.

**Figure 15: Online Texas Adolescent Literacy Academy Tiers II & III**



## Literacy Achievement Academies

In 2015, the 84<sup>th</sup> Texas Legislature passed Senate Bill 925, establishing literacy achievement academies for teachers who provide reading instruction to students at the kindergarten or first, second, or third grade level. Following a competitive solicitation, a contract was awarded to Meadows Center for Preventing Educational Risk (MCPER) in collaboration with the Institute for Public School Initiatives (IPSI) at The University of Texas at Austin for development of the content and training-of-trainers for three-day literacy achievement academies. Literacy Achievement Academies provide support for teachers of students in Kindergarten-grade 3 and focus on effective and systematic instructional practices in reading, including phonemic awareness, phonics, fluency, vocabulary, and comprehension. In summer 2016, TEA launched Literacy Achievement Academies for teachers who provide reading instruction to students in kindergarten and grade 1. In 2016, over 8,500 teachers participated in Literacy Achievement Academies. Teachers who successfully complete an academy are eligible to receive a \$350 stipend. Teachers who attended academies will also receive access to online resources hosted on the Texas Gateway to support reading instruction. Literacy Achievement Academies for teachers who provide reading instruction

to students in grades 2 and 3 will be made available in summer 2017. Additionally, Reading-to-Learn Academies will be made available in summer 2017 for teachers who provide reading comprehension instruction to students in Grades 4 and 5. Reading-to-Learn Academies will include effective instructional practices that promote student development of reading comprehension and inferential and critical thinking.

## Section V: Non-Certified Teachers<sup>21</sup>

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TEC §39.333(5) requires the reporting of the number of classes at each campus that are currently being taught by individuals who are not certified in the content areas of their respective classes. This determination is based on 19 Texas Administrative Code (TAC) Chapter 231: Requirements for Public School Personnel Assignments.

This report uses teacher full-time equivalent (FTE) counts instead of teacher headcounts from 2017-2018. Teacher FTE counts are based on the percentage of an individual's day spent teaching and are the best statistical approximation of "number of classes at each campus." Teachers teaching in traditional school districts are counted in this report;<sup>22</sup> teachers at public charter schools are also included for Bilingual/English as a Second Language (ESL) and Special Education.

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<sup>21</sup> The teacher out-of-field data is a combination of PEIMS and certification data that includes the following.

- Total FTEs. The aggregate number of teacher FTEs by campus that are (a) in field and (b) out of field.
- In field. FTEs assigned to an appropriate field and grade level based on the teacher's certification. Standard, Provisional (lifetime), Probationary, Intern, One-year, and Visiting International Teacher certificates were included, as were Renewals and Probationary Extensions. Permits for persons teaching JROTC were included as in field. In-field certificates included only certificates that were effective and unexpired on the PEIMS Snapshot date and Renewals occurring between the PEIMS Snapshot date and the end of August. Certificates that are considered in field with work approval or verification of competency were counted as in field. Self-Contained, Core Subjects, Bilingual, and English as a Second Language certificates that are in field for other subject areas, such as Mathematics and Social Studies, were counted as in field for those subject areas.
- Out of field. The number of teacher FTEs (a) not certified in the appropriate field and/or grade level, or (b) have no teaching certificate at all. Permits other than for JROTC were counted out of field. Certificates that are considered in field only with additional coursework or a specified degree were counted as out of field.

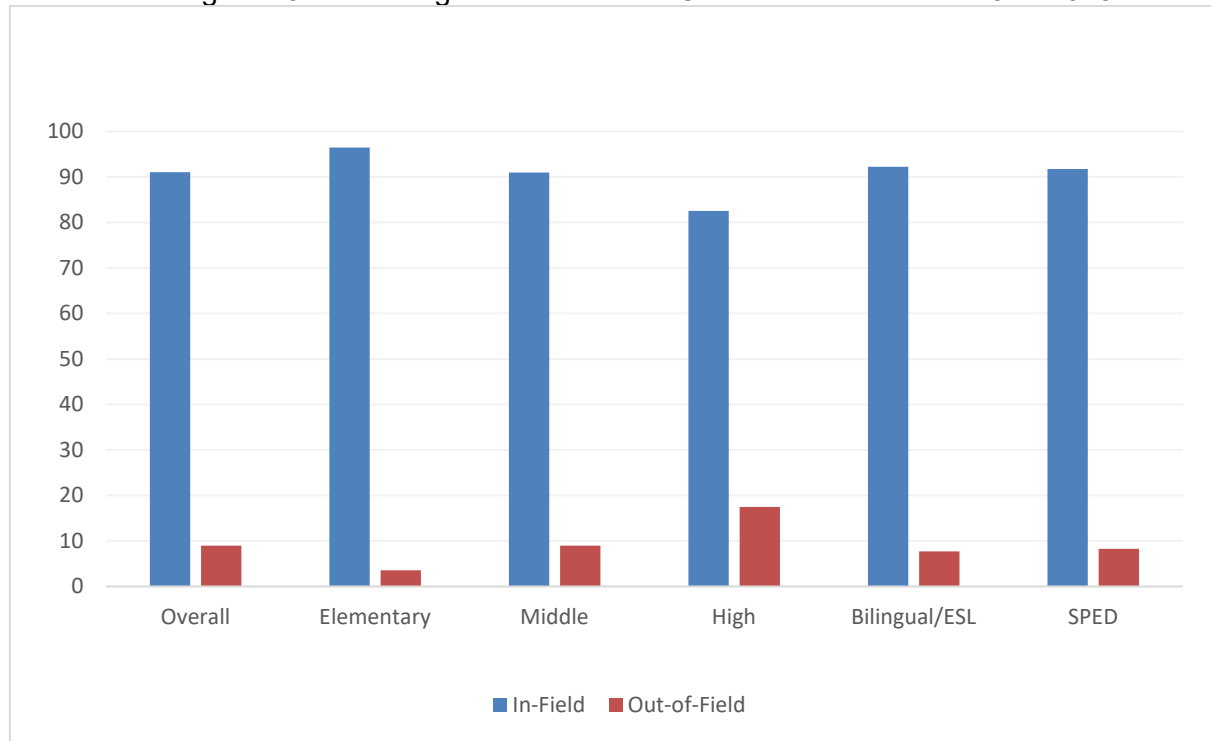
<sup>22</sup> Teacher FTEs have been excluded for the following reasons.

- Teachers assigned to subjects in the "Other" and "Not Applicable" categories were not included in the data because these subjects do not require certification that TEA can confirm. Examples include study hall, tutorials, and locally developed courses.
  - For teachers assigned both to subjects which do and do not require certification, only the FTEs assigned to the "Other" and "Not Applicable" subject(s) are excluded from the data.
  - Self-contained assignments at the high school level were excluded.
- Teachers who were assigned to more than one campus and teachers assigned to campus names that could not be found in the PEIMS data, AskTED, or the online Campus Lookup were excluded.

### Teachers Outside Content Area or Grade Level - Statewide Results

In 2017-2018, 91.1% teacher FTEs in Texas were teaching in an appropriate field and grade level (in field), and 9.0% were teaching outside the content area or grade level of their certification (out of field). At the elementary school level, 96.5% of teacher FTEs were in field. At the middle school level 91.0% FTEs were in field, and at the high school level 82.5% FTEs were in field.<sup>23</sup> Statewide, 92.3% of Bilingual FTEs and 91.7% of Special Education FTEs were in field.<sup>24</sup>

Figure 23: Percentage of FTEs In and Out of Field Statewide 2017-2018



<sup>23</sup> Only certificates that are in field for each grade 7-12 or grade 9-12, respectively, were counted as in field for High School (Grades 7-12) or High School (Grades 9-12).

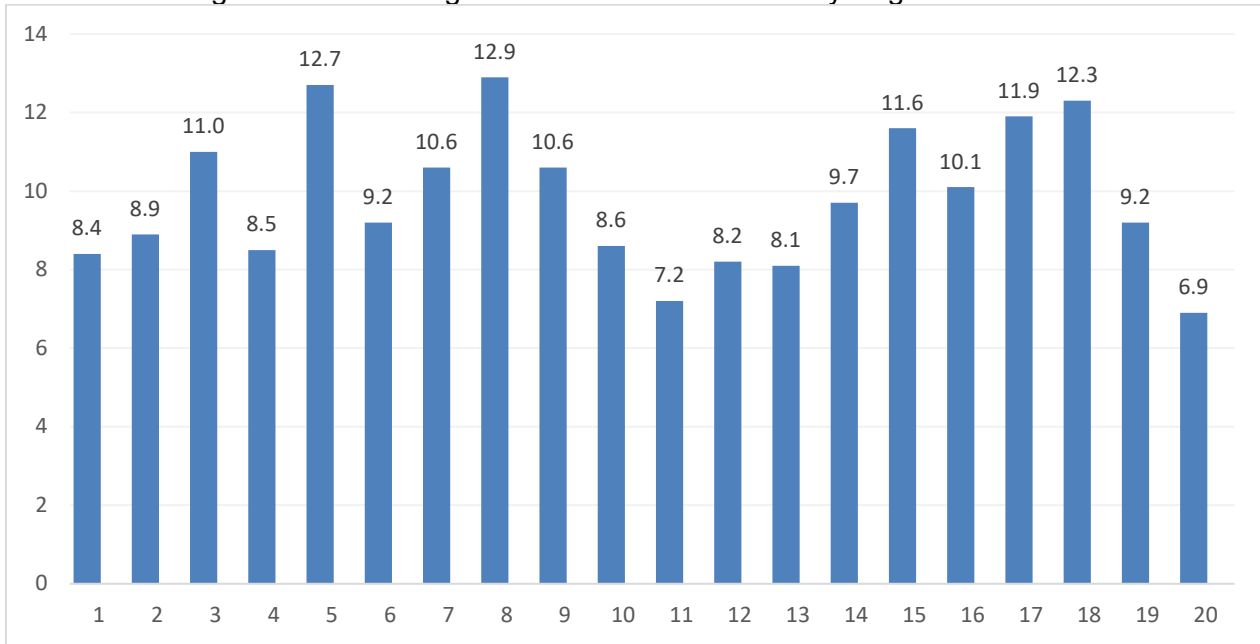
<sup>24</sup> Traditional districts and charters were included for the Bilingual/ESL and Special Education subject areas. Only traditional districts were included for all other subject areas. Although open-enrollment charter schools are not required to follow all teacher certification requirements, they must follow the certification requirements for teachers in Special Education and Bilingual positions. Please see TEC Chapter 12, Subchapters C and D.



### Teachers Outside Content Area or Grade Level - Regional Results

The incidence of out-of-field teaching varies across Texas, with the smallest percentage occurring in Region Education Service Center 20 (San Antonio) and the largest in Regional Education Service Center 8 (Mount Pleasant). Regional Education Service Center 14 (Abilene) has the fewest out-of-field teachers (283.5 FTEs) while Regional Education Service Center 4 (Houston) has the most out-of-field teachers (5,589.8 FTEs).

Figure 24: Percentage of Out-of-Field Teachers by Region 2017-2018



### Teachers Outside Content Area or Grade Level - Campus Results

Of the 8,153 campuses included in this analysis, 7,577 (approximately 93%) reported that 20% or less of their teacher FTEs were assigned outside their field or grade level, including 2,019 campuses (24.8%) with 0% out-of-field FTEs. There were 178 (2.2%) campuses that reported 40% or more of their teacher FTEs being assigned outside their field or grade level. Many of the campuses reporting a high percentage of out-of-field FTEs were alternative or disciplinary campuses. Teachers in campuses with high out-of-field percentages represented approximately 2% of the overall out-of-field teacher population.

Figure 25: Percentage of Campuses by Out-of-Field (OOF) Range 2017-2018

