

**AGENCY STRATEGIC PLAN**

**FISCAL YEARS 2019 TO 2023**

**BY**

**TEXAS EDUCATION AGENCY**

**JUNE 8, 2018**

A handwritten signature in black ink, appearing to be 'M. H. ...', is written over a horizontal line.

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



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## Agency Mission

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

## Agency Philosophy

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

Strategic priorities	 <b>Recruit, support, and retain teachers and principals</b>	 <b>Build a foundation of reading and math</b>	 <b>Connect high school to career and college</b>	 <b>Improve low-performing schools</b>
	 <b>Increase transparency, fairness and rigor in district and campus academic and financial performance</b>			
	 <b>Ensure compliance, effectively implement legislation and inform policymakers</b>			
	 <b>Strengthen organizational foundations (resource efficiency, culture, capabilities, partnerships)</b>			

## Agency Goals and Action Plan

### **Strategic Priority One: Recruit, Support and Retain Teachers 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, TEA 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 2020, build a robust pipeline of effective teachers in hard-to-staff regions by incentivizing districts and ESCs to pursue innovative "Grow Your Own" teacher recruitment initiatives. Districts implementing "Grow Your Own" strategies will ensure the quantity, quality, and diversity of teacher pipelines for generations to come.
2. By August 2023, 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). 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.
3. By August 2019, complete a comprehensive redesign of the principal certification framework with a focus on instructional leadership and competency-based indicators. Similar to the intent of the teacher certification redesign, a more rigorous principal certification assessment will have the effect of ensuring a world-class principal in every school by accelerating the transformation and continuous improvement of principal preparation programs to meet this standard which is more grounded in what we know is required from administrators to improve student outcomes.
4. By August 2019, ensure the long-term sustainability of the Lesson Study initiative by working in close partnership with ESCs, who serve as facilitators and champions of the initiative. Lesson Study is an inquiry-based professional development in which teachers work collaboratively to develop, teach, and assess research-based lessons. Master lessons are then published on the Texas Gateway for all teachers in Texas to use with their students. Lesson Study is part of TEA's effort to improve teacher in-service training and support by introducing teacher-driven, reflective, and job-embedded professional development and structures.
5. By August 2019, provide LEAs with an opportunity to build strong campus leaders through principal residencies. LEAs will have the opportunity to identify strong principal candidates from among their current staff, partner with an effective Educator Prep Program (EPP) that provides training focused on best practices in campus leadership, including a concentrated focus in instructional leadership, and offer those candidates authentic campus-based leadership experiences throughout their residency year.
6. Throughout the next five years, 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 Supports 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 by producing maximum results with no waste of taxpayer funds and by identifying any function or provision you consider redundant or not cost-effective.***

These initiatives were specifically designed to support the agency's first priority of recruiting, supporting, and retaining principals and teachers. The agency has looked for opportunities to leverage existing funds and partner with our regional education service centers as well as other stakeholders.

**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 in an effort to make data-driven decisions about current and upcoming work.

**4. *Providing excellent customer service.***

While developing the agency strategic priorities, the agency drew upon comments we heard across the state in 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. The agency is responsive to this feedback in an ongoing way as well; for example, the Grow Your Own action item arose out of a Rural Schools Task Force with representation from every region of the state.

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

TEA has created playbooks around each strategic priority to increase transparency around the agency goal and efforts to reach that goal. These are high-level documents that would allow any Texan to understand the projects TEA has prioritized and how we are determining success.

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

Building proficiency in reading and math begins with kindergarten readiness, but does not stop there—ensuring students in 3rd and 8<sup>th</sup> grade demonstrate the ability to meet grade level standards in reading and math have 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 is currently developing a Texas Essential Knowledge and Skills (TEKS) Guide which will provide detailed explanations and supporting information for each of the student expectations in the K-12 mathematics and English/Spanish language arts and reading TEKS by 2019 with continued development of other subjects and grades through 2024. To support a strong foundation of reading and mathematics, all educators must have a deep and common understanding of the Texas Essential Knowledge and Skills (TEKS) for the grade levels and subjects that they teach.

2. By 2020 TEA will lead online reviews of instructional materials with a targeted completion of an online portal. Instructional materials are among the most important tools that educators use to improve and support student achievement. It is important that these materials both align to state standards and are high-quality to provide meaningful instructional support. The instructional materials portal will house the results of those reviews, and tiering of quality, so that school districts can sort for the features and requirements they have for their student population and use this information to inform their local decisions.
3. Through 2020 the state intends to scale Math Innovation Zones which were created in TEC 28.020, and will seek to incentivize and support LEAs in replicating high-quality blended learning programs across Texas. These programs use a combination of teacher-led and online instruction and assessment to provide real-time information to teachers on student mastery of each student expectation.
4. In Spring 2019, the agency will create a pilot program and subsequent study in which districts will receive funds to determine how to increase access to PreK for eligible students. High-quality prekindergarten (PreK) has consistently been shown to have an impact on students' success in the short- and long-term. To improve the quality of PreK across the state, TEA will develop an Early Childhood Education Support Network to increase programmatic alignment, resource sharing, and effective professional development.
5. Throughout the next five years, the agency will continue to build out an initiative that will increase family engagement with parents and caregivers of children ages 0-8 years old. Through collaboration with other agencies and stakeholders, the agency will identify joint goals and strategic early childhood education indicators; develop a plan of action to align messaging and outreach to target families; develop family engagement training, resources, and other opportunities; and meaningfully incorporate and incentivize the use of trainings and resources.
6. By August 2021, ensure that kindergarten through fifth-grade teachers in low-performing schools and schools with high percentages of students qualifying for free and reduced-priced lunch have had the opportunity to participate in a teacher literacy achievement or reading-to-learn academy and receive access to high-quality content and instructional strategies aligned to the TEKS in accordance with SB 925 and SB 972 (84<sup>th</sup> Texas Legislature).

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

**1. *Accountable to tax and fee payers of Texas.***

Implementing these initiatives will support not only reading and mathematics teachers, but teachers across all grades and subjects, ensuring more consistent delivery of high-quality instruction across the state and the improvement of student outcomes. This will save taxpayer money by decreasing remediation costs, the costs of higher education, and other costs associated with low student attainment in core foundational skills. Early childhood action items are investments to ensure Texas children are sufficiently prepared for future educational success and reduce later remediation costs.

**2. *Efficient by producing maximum results with no waste of taxpayer funds and by identifying any function or provision you consider redundant or not cost-effective.***

While crafting actions to support our second strategic priority goal, the agency looked for ways to maximize existing dollars and leverage resources in a way to reach the greatest number of

teachers such as the TEKS Guides and Instructional Materials Portal. These actions will eliminate the need for school districts and open-enrollment charter schools to develop their own tools.

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

These action items support provisions laid out in the education code around our youngest Texas students in prekindergarten and 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. *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 websites around PreK and TEKS to provide transparency and help stakeholders understand student progress toward grade-level performance as well as providing clear tools for districts and teachers to use to make informed decisions for the education of our students.

### **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 and as a state we must increase the percent of students who meet college, career or military readiness benchmarks.

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

1. By 2020, the agency will develop Middle School College and Career Cruising Tools for 8th graders, to help students discover their passions and interests, explore various college and career pathways, create a plan for college and career success, and increase motivation through the creation of a purposeful journey. The agency's vision to prepare the public school students in Texas for success in college, career or the military and we must start before high school to ensure students are engaged and supported to make thoughtful decisions regarding their high school, and beyond, career.
2. By 2020, the agency will create a Pathway Cruising Tool which will be used statewide by 2020 to support the work of near-peer advisors by streamlining advisor activities, enhancing support for at-risk students, and increasing visibility and transparency of outcomes
3. By 2020, the agency will create a College and Career Advisor Certification to validate an advisor's critical skill set in the market, help train new advisors with the skills necessary to support students, and generate demand to increase the total number of advisors supporting districts. The agency must ensure the adults supporting our students with lifetime advice are equipped with the appropriate resources.
4. By 2020, the agency will develop a 21<sup>st</sup> Century Advising Partnership to build upon the importance of supporting our career advisors. This initiative works to ensure the availability of school district partners that recruit, train, certify and place advisors in districts, and provide support in their ongoing management.



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

**1. *Accountable to tax and fee payers of Texas.***

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 by producing maximum results with no waste of taxpayer funds and by identifying any function or provision you consider redundant or not cost-effective.***

TEA is using technology tools whenever possible to ensure the widest possible availability of resources to students and counselors at the lowest possible cost. Partnering with external organizations with technical and content expertise to execute these action items (i.e. 21<sup>st</sup> Century Advising Partnership) will allow the state to develop high-quality program supports for districts and open-enrollment charter schools without building out internal long-term capacity.

**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 we are implementing initiatives 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 we believe these actions under our 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. *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 is in the process of creating 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, and the Agency will reduce the number of D or F rated campuses by half by 2021-2022.

#### Specific Action Items to Achieve Goal 4

1. By June 2019, finalize the redesign of school improvement processes, which will result in an innovative approach to school turnaround known as the Effective Schools Framework (ESF). The ESF seeks to revamp the foundational systems, actions, and processes currently in use by improving internal technical assistance capacity and aligning external partners (ESCs) to support the continuous improvement of Texas school districts and campuses.



2. By August 2019, execute the final phase of the Instructional Leadership Initiative (ILI) initiative. The ILI initiative will achieve its vision of improving the classroom experience of all students – and thus positively impacting student achievement – by 1) building Education Service Center capacity to deliver effective professional development on instructional leadership skills, 2) introducing models of on-campus follow-up and fidelity of implementation to support on-going job-embedded professional learning in instructional leadership, and 3) developing great instruction in every classroom by partnering with school districts, particularly those that are struggling with student achievement.
3. Over the next five years the agency will continue to build out the System of Great Schools (SGS) network by adding additional cohorts of districts. The SGS network supports districts to develop a locally designed system-level innovation and problem-solving strategy with the goal of increasing the number and percentage of students in top-rated schools and reducing the number and percentage of students in low-rated schools. Districts that pursue this goal will design and implement a plan to continuously improve how they empower educators to lead high-quality schools, support families with best-fit school options, and focus the central office on school support, innovation, and oversight.
4. By August 2019, institute a competitive process to award innovative grants, known as School Redesign Grants (SRG) to support the replication of high-quality schools. Districts that are awarded SRG receive best-in-class technical assistance and consulting support to pursue actions to replicate successful schools or replace struggling schools with successful models.
5. By August 2019, identify districts and award grants to those districts that meet the requirements to be considered a Transformation Zone. Transformation Zones are school- and community-driven groupings of district schools. These schools form a Zone so that they can collaborate and access flexibilities and supports that enable them to empower educators and thus better serve their students. Transformation Zones have a shared governance model that gives Zones the best of district leadership and community voice.
6. Over the next five years the agency will continue to monitor and encourage the implementation of Senate Bill 1882 (85<sup>th</sup> Texas Legislature). SB 1882 seeks to dramatically improve student outcomes and drive local innovation by incentivizing and overseeing partnerships between districts and charter schools or other non-profit entities that provide opportunities for replication of high-performing schools. SB 1882 schools can access additional per-pupil funding and an accountability intervention pause.
7. Over the next five years the agency will continue to promote a continuous improvement model for governing teams (School Boards in collaboration with their Superintendents) that choose to intensively focus on improving student outcome. Lone Star Governance (LSG) operates through an intensive in-field coaching model that works directly with elected school boards to provide tools and resources to make high-performing boards even better and provide additional support to governing teams that are struggling to focus on student outcomes.

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

**1. *Accountable to tax and fee payers of Texas.***

By improving student outcomes at schools that are underperforming, this goal and action plan will save the state remediation, drop-out, and other long-term costs associated with poor foundational skills and will help students graduate prepared for success in a career or college.

**2. Efficient by producing maximum results with no waste of taxpayer funds and by identifying any function or provision you consider redundant or not cost-effective.**

These action items are consistent with the agency's core function of ensuring that all students are in a high-performing school. By focusing the efforts of both TEA and ESCs on school districts and open-enrollment charter schools that are underperforming or have declining results, TEA can maximize the state's use of funds. The ESF will further streamline TEA's collaboration with, and support for, districts to minimize duplication of efforts within districts, ESCs and TEA.

**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. Providing excellent customer service.**

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

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

These action items will help ensure that all Texans understand the steps TEA is taking to improve low-performing schools. TEA will encourage school districts, open-enrollment charter schools, and individual campuses to seek input from and engage with parents and community members regarding how to improve student outcomes. Additionally, the agency is building out websites where appropriate to provide greater transparency to Texans on the work.

**Enabler One: Increase Transparency, Fairness, and Rigor in District and Campus Academic and Financial Performance**

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

**Specific Action Items to Achieve Goal 5**

1. TEA has created free, optional online interim assessments that align to the Texas Essential Knowledge and Skills (TEKS). The STAAR Interim Assessments are a TEA-provided tool to help educators tailor instructional practice to address students' needs. By the end of 2020, with the exception of Grade 4 writing, Grade 7 writing, and the writing composition portions of English I and English II, interims will cover all required STAAR-tested grades and subjects.
2. To provide parents and educators with the most accurate and useful information about a student's academic performance on state and federally required assessments, it is important to ensure that these assessments are accessible to every student. TEA will enhance the current testing programs to include additional online embedded supports. These supports will increase fairness in testing by allowing more students to access the rigorous state assessment that more closely aligns to their daily instruction. 2019 initiatives include refreshable Braille, signed videos, Spanish embedded supports, and four-function basic calculator and are expected for Spring 2019 deployment.

3. As required by House Bill 1164 (84<sup>th</sup> Texas Legislature) TEA conducted a pilot program study to examine alternative methods of assessing writing. This pilot allowed for local districts to review students' writing tasks at multiple grade levels using common and locally-driven prompts. While the writing pilot is awaiting the 2019 legislative session to determine program growth, we anticipate during the 2018-2019 school year that the Texas Writing Program will continue as a scaled-down version in order to continue data analysis.
4. By August 2018, the agency will have created a comprehensive reporting model for the state's new A–F academic accountability system that provides a clear label and presentation of performance results for each school district, open-enrollment charter school, and individual campus. The model will ensure that parents, educators, legislators, and taxpayers have a comprehensive picture of each school's strengths and weaknesses and have actionable, user-friendly, and transparent information to drive improvement at every school system level (state, district and charter, campus, and individual student) in accordance with HB 2804 (84th Texas Legislature). Then agency will continue to develop badges and distinctions for performance, robust tooling, and easy-to-understand and easy-to-access campus performance report cards in anticipation of A-F campus ratings occurring for the first time in August 2019.
5. House Bill 22 (85<sup>th</sup> Texas Legislature) created a Local Accountability System which allow districts and charter schools to develop plans to locally evaluate their campuses. Once a plan receives approval from the agency, districts and charter schools may use locally developed domains and indicators together with the three state-mandated domains to assign overall A–F ratings for each campus. The agency is currently undergoing a small pilot program to inform the full roll out of the local accountability system option for the 2018–19 academic year for inclusion in the August 2020 accountability ratings.

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

1. ***Accountable to tax and fee payers of Texas.***  
These action items will ensure that performance information about school districts, open-enrollment charter schools, and individual campuses is meaningful and transparent so that parents, students, and taxpayers can hold schools accountable for performance.
2. ***Efficient by producing maximum results with no waste of taxpayer funds and by identifying any function or provision you consider redundant or not cost-effective.***  
These action items, especially efforts to align to the legislatively required A–F system, improved Student Report Cards, dashboards, and financial rating systems will drive student improvements and ensure maximum results are produced with a minimum waste of resources.
3. ***Effective in successfully fulfilling core functions, measuring success in achieving performance measures, and implementing plans to continuously improve.***  
These actions items are consistent with TEA's core functions of holding school districts, open-enrollment charter schools, campuses accountable for achieving performance objectives and of making results transparent to ensure continuous improvement at every level.
4. ***Providing excellent customer service.***  
These action items are designed to improve transparency of student results so that all the agency's customers—educators, parents, students, taxpayers, and legislators—can understand and take actionable steps at all system levels to drive continuous improvement.

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

The action items will ensure the agency provides clear student performance and financial integrity information about each school district, open-enrollment charter school, and campus in the state so that parents, educators, legislators, and taxpayers can easily understand each school's strengths and weaknesses and have actionable, user-friendly, and transparent information to drive improvement at every level.

**Enabler Two: Ensure Compliance, Effectively Implement Legislation and Inform Policymakers**

TEA is committed to providing the quality of support needed to improve outcomes for students with disabilities and has created a comprehensive strategic plan for special education.

**Specific Action Items to Achieve Goal 6**

Significant actions within the strategic plan for special education include:

1. By 2020, TEA will roll out a large scale statewide special education professional development system, including multiple opportunities for follow-up support for all educators (general education, special education, and others).
2. From 2019-2021, TEA will create a suite of resources intended to be shared with the parents who believe their child may have a disability to help fully inform them of their rights to a free and appropriate public education and accompany those resources with a large outreach effort.
3. During the remainder of 2018, TEA has identified \$65 million to assist school systems in the effective delivery of services and will disburse those dollars and provide support to districts.
4. Beginning with the fall 2018, the agency will have 57 additional staff to support statewide efforts around special education in an effort to further strengthen our staffing and resources devoted to special education, allowing for greater oversight as well as additional on-site support to local school districts.

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

**1. *Accountable to tax and fee payers of Texas.***

These action items will ensure that information to school districts, open-enrollment charter schools, and parents is meaningful and transparent so that parents, students, and taxpayers can have the tools and resources they need for performance, identification and services.

**2. *Efficient by producing maximum results with no waste of taxpayer funds and by identifying any function or provision you consider redundant or not cost-effective.***

The agency sought stakeholder feedback in the development of these action items to ensure we were creating tools and resources that were needed and requested not only by district administrators but also parents navigating the special education system. Any tools or resources in this enabler are designed to have statewide impact.

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

One of the agency's enablers, as part of our strategic plan, is to ensure compliance with state and federal laws. These actions are supported by thoughtful project plans that identify all key steps and actions that will be taken along with project milestones and metrics to ensure we are making data informed decisions about where to use state and federal funds.

**4. *Providing excellent customer service.***

As part of developing these action items, the agency engaged in extensive stakeholder feedback in the form of surveys, public comment and public forums in an effort to ensure our plan reflects the needs of the administrators in the field as well as the parents accessing the various systems.

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

The agency has created a website that is dedicated to the Special Education Strategic Plan. Additionally, the agency has, and will, continue to seek input from interested stakeholders throughout the process of development and implementation of these actions.

## Redundancies and Impediments

<b>Opportunities to Reduce Unnecessary Commissioner Approval</b>	
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION 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 CITIATION IF APPLICABLE)</b>	TEC §29.007
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	This provision requires that special education shared service arrangements (SSAs) must be approved by the commissioner. This review is unnecessary.

<p><b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b></p>	<p>Elimination will allow school districts to enter into special education SSAs under the local procedures adopted by SSAs fiscal agents and to keep the contracts locally. In addition, TEA will be able to remove provisions in the TAC so that it is aligned with the TEC. It will also save time, resources and taxpayer dollars at the state and local level.</p>
<p><b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)</b></p>	<p>TEC §29.1531(b)(2)</p>
<p><b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b></p>	<p>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.</p>
<p><b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b></p>	<p>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.</p>
<p><b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b></p>	<p>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.</p>
<p><b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)</b></p>	<p>TEC §§25.001(b)(6) and 25.001(e)</p>
<p><b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b></p>	<p>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.</p>



<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 CITIATION IF APPLICABLE)</b>	Tax Code §313.025(b-1)
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	This section requires TEA to determine whether a proposed agreement under chapter 313 of the Tax Code has an impact on the need for instructional facilities in a school district. TEA does not keep data on the quality, size, or capacity of facilities in local districts and cannot make this determination. The local district should be responsible for making these determinations.
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Eliminate or modify provision so that school districts, not TEA, make determinations about the need for instructional facilities.
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	Elimination or modification of the provision would result in a more accurate study since TEA does not have the data to implement the requirement effectively. This would also free up valuable staff time and allow staff to focus on improving student outcomes and achieving the stated priorities of the agency as outlined in the Strategic Plan.
<b><i>Unnecessary Reporting Requirements</i></b>	
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)</b>	TEC §29.909
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN</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.

<b>INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	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 CITIATION IF APPLICABLE)</b>	TEC §12.1013
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	<p>This statute requires the agency to select an education research center (ERC) to prepare reports on charter authorizer accountability and district consolidation. The ERCs do not have the expertise or ability to conduct the studies and prepare the reports causing the agency to use a protracted process of determining the ERCs are unable to fulfill the statute before using the competitive bid process to solicit qualified vendors. In addition, the agency must pay a fee to conduct the study through an ERC.</p> <p>Furthermore, there is only one authorizer of open-enrollment charter schools – the TEA (with SBOE veto) – so there are no authorizers to compare. The statute also requires a district consolidation cost analysis report annually, and there’s no need to continue the report as it has been completed.</p>
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Eliminate TEC §12.1013
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	If this report is desired, it can be prepared in a more efficient manner by TEA staff.

<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)</b>	TEC §39.334.
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	<p>Recent versions of the technology report have reported the status of meeting requirements of an outdated plan (<i>Long-Range Plan for Technology</i>) and have failed to provide an accurate picture of technology implementation in Texas districts.</p> <p>Additionally, districts are currently using various assessments to measure levels of technology implementation. With various assessments being used, it is no longer possible to compile and report data in an accurate, comprehensive manner.</p> <p>Finally, federal and state funding that originally created the requirement for a technology report is no longer available.</p>
<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>	Agency staff will not be required to produce a report that is no longer useful in understanding the status of technology implementation in Texas. Staff time could better be allocated to more useful tasks.
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)</b>	Health and Safety Code §114.007
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	The amount of agency staff time and other agency resources needed to implement this requirement outweigh the perceived benefits of the reporting requirement given in these provisions.
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Eliminate statute.

<p><b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b></p>	<p>Elimination would free up valuable staff time and allow staff to focus on improving student outcomes and achieving the stated priorities of the agency as outlined in the Strategic Plan.</p>
<p><b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)</b></p>	<p>TEC §45.208(e)</p>
<p><b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b></p>	<p>The statute requires all school districts to submit their depository contracts to TEA. However, the district's independent auditor is also required to verify the depository contracts, which duplicates efforts.</p>
<p><b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b></p>	<p>Eliminate this provision. For its business needs, the agency only needs the Direct Deposit Verification Form from each district. Both the Sunset Review Committee and a TEA internal audit agree with this recommendation.</p>
<p><b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b></p>	<p>Elimination of this requirement would free up valuable TEA and local staff time and save taxpayer dollars.</p>
<p><b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)</b></p>	<p>TEC §§12.118</p>
<p><b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b></p>	<p>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.</p>

<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 CITIATION 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 CITIATION IF APPLICABLE)</b>	Local Government Code §140.006

<p><b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b></p>	<p>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.</p>
<p><b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b></p>	<p>Eliminate the requirement to publish the financial statement in two different places.</p>
<p><b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b></p>	<p>Elimination will allow school districts to save taxpayer dollars and streamline their operations by publishing information in only one place.</p>
<p><b><i>Impediments that Increase Agency Operating Cost</i></b></p>	
<p><b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)</b></p>	<p>TEC §12.128(c)(1–2)</p>
<p><b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b></p>	<p>This provision directs the commissioner to supervise the disposition of property owned by a closed open-enrollment charter school in accordance with the law. However, there is no law clarifying disposition procedures. As a result, the agency has not been able to dispose of property efficiently.</p>
<p><b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b></p>	<p>Modify statute to give agency a statutory framework to address various problems related to open-enrollment charter school closure and resulting property management and disposition. As charter school closure issues can be unique depending on the charter's circumstances, the legislation should provide wide flexibility to the commissioner for appropriate administrative, property management, and disposition activities.</p>
<p><b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b></p>	<p>Because of the uncertainty associated with open-enrollment charter school closure, some real property now owned by the state is vacant, resulting in maintenance costs, damage, and the risk of premise liability.</p>

	In addition, staff time at TEA and numerous other agencies must be used to resolve charter closer issues. Charter school closure activities will be more efficient and effective with a statutory framework, saving taxpayer dollars
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)</b>	TGC Title 10, Subtitle D (chapters 2151–2176), chapter 2254, chapters 2260–2262 (requirements imposed on non-exempt state entities for contracts for goods and services)
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	These contracting requirements create unnecessary issues with Permanent School Fund (PSF) counterparties in the financial services industry, especially regarding proprietary licenses for data that are necessary for PSF to make prudent investments. Compliance with these requirements results in no significant value to PSF contracts because the financial industry is already highly regulated, for example, by the SEC, CFTC, FINRA, etc. Other state investing entities (such as the Teacher Retirement System of Texas, the Employees Retirement System of Texas, and Texas Treasury Safekeeping Trust Company) have statutory exemptions from these requirements tied to their fiduciary obligations.
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Modify provisions to include exemptions for PSF contracts and purchases needed for PSF investments and operations, comparable to similar exemptions at other similar state agencies tied to SBOE's fiduciary duties in administering the PSF.
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	Such exemptions would save many months of delay and expenditure of time and efforts by PSF legal and operations staff to procure contracts that are vital to the PSF mission and would avoid the risk of losing contracts for items critically necessary to PSF in carrying out its fiduciary obligations.
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)</b>	Article 4413(34e) of Vernon's Civil Statutes: semi-annual reports required to be submitted to state officials and Pension Review Board.
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	Much of this or substantially similar information is already provided and reported in its annual financial reporting to SBOE and other state entities.
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Repeal.



<p><b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b></p>	<p>Repeal would reduce use of PSF staff time and cost to collect information which is redundant or similar to other information provided by the PSF.</p>
<p><b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)</b></p>	<p>TEC §7.057(a)(1), §7.057(d)</p>
<p><b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b></p>	<p>In the TEC, the legislature has only granted the right to appeal a TEA decision under specific circumstances. For example, an appeal of an open-enrollment charter school closure is governed by TEC §39.152, which provides for a limited review by the State Office of Administrative Hearings (SOAH), with no appeal to district court.</p> <p>However, TEC §§7.057(a)(1), 7.057(d) allows an appeal of any TEA decision by any individual who has been “aggrieved by the school laws of this state.” Therefore, when an individual sues the agency over an agency decision or rule, he or she will cite this provision, arguing that <i>any</i> agency decision may be appealed to the commissioner, and then to district court. This seems inconsistent with legislative intent.</p>
<p><b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b></p>	<p>Eliminate TEC §7.057(a)(1) and pass legislation providing a clear statutory framework for when an individual can appeal an agency decision.</p>
<p><b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b></p>	<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>
<p><b><i>Impediments that Lead to Higher Instructional Materials Costs for School Systems</i></b></p>	
<p><b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)</b></p>	<p>TEC §28.027(b)</p>

<p><b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b></p>	<p>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).</p>
<p><b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b></p>	<p>Eliminate statute.</p>
<p><b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b></p>	<p>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.</p>
<p><b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)</b></p>	<p>TEC §31.023(a)</p>
<p><b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b></p>	<p>This section requires instructional material to meet at least half of the elements of the essential knowledge and skills of the subject and grade level in both the student version of the instructional material, as well as in the teacher version of the instructional material. With the introduction of electronic instructional materials, the traditional teacher version is becoming less common. Instead, many publishers offer the teacher a supplemental guide or other resources that assist teachers with the content provided in the student material.</p>
<p><b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b></p>	<p>Remove “as well as in the teacher version of the instructional material”. The teacher will have access to the student version.</p>
<p><b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b></p>	<p>This would streamline the review and adoption process and could result in cost savings to the state if publishers are not required to produce a dedicated teacher.</p>

<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)</b>	TEC §31.0231
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	Having two adopted lists (one by the commissioner and one by the board) is redundant. Additionally, the statute requires the commissioner to adopt a list of electronic instructional materials as well as materials for K-5 science and personal financial literacy. The state board of education has adopted K-5 materials and has integrated personal financial literacy standards into the TEKS for mathematics and economics since this statute was originally passed making the statutory requirement no longer necessary.
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Eliminate TEC §31.0231 and all references thereto
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	This would eliminate redundant processes and outdated language and would reduce confusion regarding availability of instructional materials.
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION 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</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>WITH RECOMMENDED CHANGE</b>	
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION 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 CITIATION IF APPLICABLE)</b>	TEC §31.103(b)
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	<p>This section includes the requirement that school districts place instructional material requisitions “not later than June 1 of each year.” This requirement is outdated, unnecessary, and inconsistent with actual school district need. School districts need to be able to place requisitions at any time during the fiscal year.</p> <p>Considerable TEA staff time is spent responding to school district inquiries regarding this provision.</p>

<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Modify the statute to eliminate the “not later than June 1 of each year” requirement.
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	Modifying the statute would eliminate school district confusion and reduce inquires to TEA. This would free up valuable staff time and allow staff to focus on improving student outcomes and achieving the stated priorities of the agency as outlined in the Strategic Plan.
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)</b>	TEC §31.101(d) and (e)
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	Language in this section contradicts other sections of Chapter 31 that allow districts to determine locally how to spend IMA funds.
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Eliminate §31.101(d) and (e)
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	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.
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)</b>	TEC §31.022 (d-1) version 1 A (d-1) version 2 A
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	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>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION 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><i>Impediments that Reduce Agency Effectiveness</i></b>	
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)</b>	TEC §§39.057; §39.0302

<p><b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b></p>	<p>Subpoena power over special accreditation investigations (§39.057) is limited to only two of the 16 itemized investigatory requirements, which impedes the investigatory process when school districts refuse to provide pertinent evidence to TEA. The school district may also redact evidence before providing it to TEA in a timely manner.</p>
<p><b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b></p>	<p>Modify by expanding subpoena power to cover all special accreditation investigations under statute.</p>
<p><b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b></p>	<p>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.</p>
<p><b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)</b></p>	<p>TEC §38.103-§38.104: Physical Fitness Assessment</p>
<p><b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b></p>	<p>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.</p>
<p><b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b></p>	<p>Modify TEC §38.103 to clarify that the agency can collect data by underlying unique student identifier.</p>
<p><b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b></p>	<p>Absent this change, the statutorily required analysis cannot be performed in a meaningful way.</p>



<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION 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.
<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>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)</b>	TEC §41.206
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	This statute requires TEA to annex property to school districts according to weighted average daily attendance (WADA) that is lower than the greatest level to which funds are provided under Tier 2 in the state funding formula. This provision was written before there were multiple levels of Tier 2 and multiple equalized wealth levels. As a result, the statute no longer provides clear legislative guidance.
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Modify the statute to clarify annexation provisions.
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	This modification would reduce the state's risk in litigation and provide TEA with clear legislative direction.

<b>Redundancies Between TEA and Department of State Health Services</b>	
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION 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>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)</b>	TEC §38.0025
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	This provision requires TEA to give school districts procedures for providing information about bacterial meningitis to students and parents each year. Additionally, the agency is required to establish an advisory committee to assist the agency in the initial implementation of this section.
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Modify the statute to remove the requirements that TEA is responsible for the dissemination of bacterial meningitis information and assign the responsibility to DSHS.

<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	Modifying the statute would eliminate duplicate efforts of two state agencies and clarify the mission of DSHS, saving taxpayer dollars.
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)</b>	TEC §38.0081
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	This requires the agency, in conjunction with DSHS, to develop information about the use of anabolic steroids and distribute the information to school districts.
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Modify the statute to give the responsibility to the Substance Abuse Division at DSHS and the UIL.
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	Modifying the statute would eliminate duplicate efforts of two state agencies, and the requirement better aligns with the mission of DSHS and UIL. Modification of the statute would free up valuable staff time and save taxpayer dollars.
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)</b>	TEC §38.208
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR</b>	This requires the commissioner to adopt rules regarding the maintenance and administration of epinephrine auto-injectors at a school. Additionally, the agency is required to consult with an advisory committee. The use of the auto-injectors is outside the agency's area of expertise.

<b>INEFFECTIVE AGENCY OPERATIONS</b>	
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Modify statute by giving the responsibility to DSHS.
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	Modifying the statute would eliminate duplicate efforts of two state agencies, and the requirement better aligns with the mission of DSHS. This would free up valuable staff time and save taxpayer dollars.
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)</b>	TEC §38.209
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	This provision places a burden on school districts by requiring them to report the use of an epinephrine auto-injector by a volunteer to two state agencies.
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Modify statute by requiring school districts to report the information only to DSHS.
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	Modifying the statute would eliminate duplicate efforts of two state agencies, and the requirement better aligns with the mission of DSHS.
<b><i>Impediments Caused by Lack of Clarity in Statute</i></b>	
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)</b>	TEC Chapter 37

<p><b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b></p>	<p>The chapter covers discipline requirements for school districts. Over the years, modifications to the chapter have resulted in a confusing mix of requirements that often lend themselves to inconsistency and difficulty in implementation.</p> <p>Examples include:</p> <ul style="list-style-type: none"> <li>• Some provisions apply to all peace officers while some apply only to peace officers who are employed by a school district or who are regularly assigned to a campus. See 37.0021</li> <li>• Previously, disciplinary alternative education program (DAEP) removals and expulsions under Chapter 37 were limited to removals under Section 36.006 and expulsions under Chapter 37. Those provisions create additional conditions for expulsions, DAEP removals or placements, and juvenile justice alternative education program (JJAEP) placements. However, other sections of Chapter 37 that cross-reference Sections 36.006 and 36.007 were not amended to also apply to Section 37.0081 and Subchapter I, Chapter 37. In addition, recent amendments to Section 37.001 have muddled the former distinction between mandatory and discretionary removals and expulsions. 37.082 relates to student possession of a “paging device” at school.</li> </ul>
<p><b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b></p>	<p>Modification of the chapter to align policy considerations with a coherent vision that can be implemented without confusion.</p>
<p><b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b></p>	<p>Modification would increase the efficiency of public schools in administering the discipline requirements imposed by the state and streamline interventions and complaint reviews conducted by the agency, saving taxpayer dollars.</p>
<p><b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)</b></p>	<p>TEC §25.087(b-3)</p>
<p><b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b></p>	<p>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</p>

	students with ASD can be considered “temporary” and about the implications of the provision for students with chronic health conditions.
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Modify TEC §25.087(b-3) by deleting all references to “temporary absences” to ensure that school districts have appropriate guidance.
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	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.
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)</b>	TEC §7.111 and §25.086; Texas Family Code §65.103(a)(3)
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	Various statutes that relate to the compulsory attendance exemptions for individuals who are pursuing or who have earned a Texas Certificate of High School Equivalency (TxCHSE) are not in alignment. Better alignment would prevent misconstruction of the law.
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Modify to provide alignment and cross-references.
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	Aligning the provisions would bring clarity to the circumstances under which an individual under the age of 18 is exempt from compulsory attendance because he or she is pursuing a TxCHSE or has already earned a TxCHSE.
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)</b>	TEC §25.001(b)(5), §25.086(5)(iv); §29.081(d)(12)

<p><b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b></p>	<p>The McKinney-Vento Homeless Assistance Act established a definition of “homeless children and youth” for education purposes, but TEC does not use that definition consistently.</p>
<p><b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b></p>	<p>Modify the TEC provisions that do not have the definition in order to make the definitions of “homeless” in the TEC uniform and aligned to the education definition of McKinney-Vento Homeless Assistance Act (25 U.S.C. § 11434a)</p>
<p><b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b></p>	<p>Modifying the definitions and aligning them with federal law will eliminate the necessity of applying both definitions and including them in agency publications, saving agency resources and taxpayer dollars.</p>
<p><b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)</b></p>	<p>TEC §28.0051; §29.066</p>
<p><b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b></p>	<p>TEC §28.0051 duplicates the reference to dual language as a program model under bilingual education already given in TEC §29.066. The separate reference in statute is very confusing for school districts.</p>
<p><b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b></p>	<p>Eliminate §28.0051</p>
<p><b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b></p>	<p>Elimination of this redundancy would prevent confusion for school districts, saving staff resources.</p>

<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)</b>	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>Obsolete Portions of the Texas Education Code</b>	
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)</b>	TEC §39.401–416
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	The High School Completion and Success Initiative Council required by this statute has not met in several years and completed its work in March 2008. Grant programs associated with the council have not been funded for the last two biennia. Further, the composition and purpose of this council largely parallels that of the State P-16 Council.
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	<p>Eliminate the following sections: §39.401–406, and 415.</p> <p>The 2012 Sunset Commission’s recommendations were to “eliminate the high school completion and success initiative reporting requirements and programs associated with the initiative.”</p> <p>Consider rewriting 39.409, 39.410, 412, 414, and 416 to provide overarching guidance for commissioner to coordinate with private philanthropy to achieve the mission set out in the education code.</p>



<p><b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b></p>	<p>Elimination would provide clarity and free up valuable staff time and allow staff to focus on improving student outcomes and achieving the stated priorities of the agency as outlined in the Strategic Plan. Rewriting certain provisions would establish a framework for leveraging private philanthropy in achieving the state's educational mission.</p>
<p><b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)</b></p>	<p>TEC §39.233</p>
<p><b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b></p>	<p>The high school allotment recognition process has never generated much interest from school districts. TEA ended the program in 2011 after receiving only 22 applications in the first year of the program and nine in the second year. The recognition program does not generate sufficient participation to justify staff time and resources.</p>
<p><b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b></p>	<p>The legislature should consider eliminating this program. The 2012 Sunset Commission report recommended elimination of this program.</p>
<p><b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b></p>	<p>This change would eliminate a program that does not generate district interest and that requires a significant amount of staff time and resources to implement. Elimination would free up valuable staff time and allow staff to focus on improving student outcomes and achieving the stated priorities of the agency as outlined in the Strategic Plan.</p>
<p><b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)</b></p>	<p>TEC §33.202</p>
<p><b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b></p>	<p>Extracurricular athletic activity is already governed in large part by the University Interscholastic League (UIL), which may have already invested in expertise to develop safety training program recommendations.</p>

<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Modify TEC §33.202(a) by placing responsibility for this program solely with UIL.
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	Modifying this provision will ensure that the agency does not spend valuable taxpayer dollars developing expertise that may be already in place at UIL.
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)</b>	TEC §21.0452(b)(8)
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	The language in this statute refers to using Teacher Retirement System of Texas (TRS) data to determine whether a beginning teacher is employed three years after becoming certified.
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Modify the statute to remove the TRS reference and replace it with the agency's Public Education Information Management System (PEIMS) as the data source.
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	This will clarify the agency's current practice using data available to TEA without the need to involve another agency.
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)</b>	TEC §§43.003; §43.007
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR</b>	The investment restrictions given in these provisions have been superseded by constitutional amendment in article 7, section 5(f).

<b>INEFFECTIVE AGENCY OPERATIONS</b>	Confusion related to this superseded provision may cause delays and inefficiencies in interactions between the Permanent School Fund and other state entities and in meeting the compliance requirements of counterparties.
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Eliminate TEC §43.003; §43.007.
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	Elimination of these provisions will prevent confusion within the state and with Permanent School Fund counterparties in the investment industry about the authority of the SBOE to make certain types of investments.
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION 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 CITIATION IF APPLICABLE)</b>	TEC §30.084

<p><b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b></p>	<p>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.</p>
<p><b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b></p>	<p>Eliminate TEC §30.084.</p>
<p><b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b></p>	<p>Eliminates unnecessary provision, saving staff time and resources.</p>
<p><b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)</b></p>	<p>TEC §29.185(a–b)</p>
<p><b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b></p>	<p>This provision refers to the Federal Tech Prep program, which was defunded in 2010 and is no longer a required program under Carl D. Perkins federal grants.</p>
<p><b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b></p>	<p>Eliminate TEC §29.185(a–b).</p>
<p><b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b></p>	<p>Eliminating the provision will remove outdated language regarding a defunct section of the federal law.</p>

<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION 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 CITIATION IF APPLICABLE)</b>	TEC §28.006
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	This section refers to the State Center for Early Childhood Development (SCECD). SCECD no longer implements the requirement because it has been integrated into the Early Childhood Data System and the Texas Student Data System, which are supported by TEA.
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Modify §28.006(d-1) to eliminate references to SCECD.
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED</b>	This change would eliminate confusion about the certification system.

<b>WITH RECOMMENDED CHANGE</b>	
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION 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>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)</b>	TEC §7.102(c)(9)
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	The language in this subsection states the SBOE may grant an open-enrollment charter or approve a revision to an existed charter, as provided by Subchapter D, Chapter 12. However, this authority is now vested in the Commissioner of Education. As a result, this statute is inconsistent with other law and confusing.
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Eliminate statute.

<p><b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b></p>	<p>The authority to grant or modify charter is now vested in the Commissioner of Education per TEC §7.055.</p>
<p><b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)</b></p>	<p>TEC §7.021(b)(9); §29.9021</p>
<p><b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b></p>	<p>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.</p>
<p><b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b></p>	<p>Modify and transfer provisions to TDLR.</p>
<p><b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b></p>	<p>This modification aligns responsibility for the driver education program with the correct agency.</p>
<p><b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)</b></p>	<p>TEC §21.4541 Mathematics Instructional Coaches Pilot Program</p>
<p><b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b></p>	<p>This section provided for a pilot program that was administered and is now complete.</p> <p>No additional funding has been provided for this program since 2009.</p>

<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 statutory reference to a pilot program that has been completed.
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION 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>	In September 2013, responsibility for Adult Education transferred from TEA to TWC (SB 307 Texas Legislature 83(R), 2013.  This code requires TEA to enter into an MOU with Texas Board of Criminal Justice to provide continuing education to releases.
<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>	Unavailable
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)</b>	TEC, §29.094
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR</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>INEFFECTIVE AGENCY OPERATIONS</b>	
<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 CITIATION 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 CITIATION IF APPLICABLE)</b>	TEC, §29.096

<p><b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b></p>	<p>This Collaborative Dropout Reduction Pilot program is no longer funded.</p>
<p><b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b></p>	<p>Eliminate references to “pilot program” and grants. Add language to allow LEAs to use compensatory education funds under 42.160 for this purpose.</p>
<p><b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b></p>	<p>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.</p>
<p><b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)</b></p>	<p>TEC, §29.097</p>
<p><b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b></p>	<p>This section provided for an Intensive Technology-based Academic Intervention Pilot program that was administered and is now complete.  No additional funding has been provided for this program since 2008.</p>
<p><b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b></p>	<p>Eliminate statute.</p>
<p><b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b></p>	<p>This change would eliminate statutory reference to a pilot program that has been completed.</p>

<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)</b>	TEC, §29.098
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	No funding was appropriated for Intensive Summer Programs.
<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 CITIATION 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</b>	This change would reduce the number of inquiries agency staff members must address regarding a program that is no longer funded.

<b>WITH RECOMMENDED CHANGE</b>	
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION 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.
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	This change would eliminate the cost and resources required to maintain information related to a pilot program that is outdated.
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)</b>	TEC, §38.0181
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	This Cardiovascular Screening pilot has not been funded and has been inactive since 2007.
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Eliminate statute.

<p><b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b></p>	<p>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.</p>
<p><b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)</b></p>	<p>TEC §28.0253</p>
<p><b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b></p>	<p>This pilot program: High School Diplomas for Students who Demonstrate Early Readiness for College was not funded.</p>
<p><b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b></p>	<p>Eliminate statute.</p>
<p><b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b></p>	<p>This change would eliminate references to a program that was not funded and would reduce calls the agency receives about the program.</p>
<p><b><i>Natural Disaster-Related Redundancies and Impediments</i></b></p>	
<p><b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)</b></p>	<p>TEC §42.2522, §42.2523, §42.2524, §42.2528, §42.253(g), §42.2531, §42.2517, §42.0051, §7.062</p>
<p><b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b></p>	<p>These sections require TEA to use any surpluses in the Foundation School Program (FSP) (school formula funding) to fund certain programs. 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 particular, TEC §42.2528 has first call on any excess funding.</p>

<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>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)</b>	TEC §42.2523
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	TEC §42.2523 authorizes the commissioner to adjust property values during a gubernatorially declared disaster but requires a specific appropriation or available funds. 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>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Like ADA adjustments, consider authorizing commissioner authority to adjust property values regardless of appropriation; statutory parameters could be developed (e.g. a decline of x% or more of local collections or overall funding decline more than x%, upon Governor and/or LBB approval). Consider clarifying that “made available” is for that fiscal year to ensure that transfers via GAA Article IX would authorize the adjustment.
<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>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)</b>	TEC §42.252
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN</b>	TEC §42.252 authorizes changes in property value due to disaster impact after the publishing of a report with the district values. In 2011, the report was changed from an annual report to a biennial report. It also no longer includes

<b>INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	the certified values by districts. As the report no longer drives funding considerations, the relief valve no longer operates.
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Consider modifying the authority to allow change in property values to mitigate impact of a disaster, if not modified should be deleted.
<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>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)</b>	TEC §42.253
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	TEC §42.253 authorizes the commissioner to adjust the estimates of tax rates, student enrollment and property values if a district can demonstrate inaccuracy that would cause undue financial hardship if funds available for that year.
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Consider authorizing these changes due to the impact of a disaster and the adjustment regardless of funds availability. Could be made subject to approval by Governor or LBB.
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b>	Allows commissioner to solve financial problems faced by school systems impacted by a disaster.
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)</b>	Chapter 42

<p><b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b></p>	<p>Several statutes provide for spending when excess funds or fund are available. Clarify that funds “available” is for that fiscal year to ensure that transfers via GAA Article IX would authorize the adjustment and “exceeds” FSP looks at the biennial appropriation.</p>
<p><b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b></p>	<p>Ensure that disaster related mechanisms operate on a funds “available” and non-disasters mechanisms operate on an “exceeds” FSP. Remove prioritization of SPED cameras and/or prioritize all options.</p>
<p><b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b></p>	<p>Allows for the flexibility and prioritization of the use of these funds during times of disaster. This would also create clarity among the affected school systems.</p>
<p><b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITATION IF APPLICABLE)</b></p>	<p>TEC §41.094</p>
<p><b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b></p>	<p>TEC §41.094 establishes the recapture payment schedule. TEC §41.006 authorizes the commissioner to alter dates and time periods under chapter 41. 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.</p>
<p><b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b></p>	<p>Consider express authorization to delay recapture payments within the school year and between school years to mitigate impacts of a disaster.</p>
<p><b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE</b></p>	<p>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.</p>



<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)</b>	TEC §42.259
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	TEC §42.259 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>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)</b>	TEC §41.0931
<b>DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS</b>	TEC §41.0931 authorizes recapture reduction for remediation costs, but commissioner rule has limited to instructional facilities.
<b>PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION</b>	Consider placing that limitation in statute.
<b>DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED</b>	Placing this limitation in statute provides clear legislative guidance and intent on the use of these recapture funds.

<b>WITH RECOMMENDED CHANGE</b>	
<b>SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)</b>	TEC §26.008 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 CITIATION 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.
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## **Supplemental Schedule A: Budget Structure—Goals, Objectives and Outcome Measures, Strategies and Output, Efficiency and Explanatory Measures**

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

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

#### **Objective 1.1 Public Education Excellence**

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

##### **OUTCOME MEASURES**

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

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

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

manner.

OUTPUT MEASURES

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

EXPLANATORY MEASURES

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

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

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

OUTPUT MEASURE

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

**Objective 1.2 Academic Excellence**

The TEA will lead the public education system so that all students receive a quality education and are at grade level in reading and math by the end of the third grade and continue reading and developing math skills at appropriate grade level through graduation, demonstrate exemplary performance in foundation subjects, and 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 5
- 1.2.12 Percent of Students Retained in Grade 8
- 1.2.13 Percent of Students Retained in Grade

- 1.2.14 Percent Kindergarten students identified as at risk for dyslexia or other reading difficulties resulting from required dyslexia screening
- 1.2.15 Percent Grade 1 students identified as at risk for dyslexia or other reading difficulties resulting from required dyslexia screening
- 1.2.16 Percent of Students that Meet the Passing Standard in Grade 5 Reading
- 1.2.17 Percent of Students that Meet the Passing Standard in Grade 5 Math
- 1.2.18 Percent of Students that Meet the Passing Standard in Grade 8 Reading
- 1.2.19 Percent of Students that Meet the Passing Standard in Grade 8 Math
- 1.2.20 Percent of CIS Case-Managed Students Remaining in School
- 1.2.21 Percent of Districts that Meet All Eligible Indicators in the Closing the Gaps Domain
- 1.2.22 Percent of Campuses that Meet Eligible Indicators in the Closing the Gaps Domain
- 1.2.23 Percent of Campuses that Meet All Eligible Indicators in the Closing the Gaps Domain for Students with Disabilities
- 1.2.24 Percent of Title I Campuses That Meet All Eligible Indicators in the Closing the Gaps Domain
- 1.2.25 Career and Technical Education (CTE) Graduation Rates
- 1.2.26 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
- 1.2.27 Career and Technical Educational Technical Skill Attainment
- 1.2.28 Percent of Early College High School Students who Successfully Completed at Least Two Dual Credit Courses
- 1.2.29 Percent of Non-Early College High School Students who Successfully Completed a Dual Credit Course
- 1.2.30 Percent of Eligible Four-Year-Olds Served in a High-Quality Prekindergarten Program

**STRATEGY 1.2.1 STATEWIDE EDUCATIONAL PROGRAMS**

Support schools so that all Texas students have the knowledge and skills, as well as the instructional programs, they need to succeed; that all third grade 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) and Industry Cluster Innovative Academy (ICIA) Designated Schools
- 1.2.1.13 Number of Students Enrolled in P-TECH and Industry Cluster Innovative Academy (ICIA) Designated Schools

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

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

**EXPLANATORY MEASURE**

- 1.2.2.1 Number of Migrant Students Identified

**STRATEGY 1.2.3 STUDENTS WITH DISABILITIES**

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

**OUTPUT MEASURES**

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

**STRATEGY 1.2.4 SCHOOL IMPROVEMENT AND SUPPORT PROGRAMS**

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

**OUTPUT MEASURES**

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

**EXPLANATORY MEASURE**

- 1.2.4.1 Average Expenditure Per Communities in Schools Participant

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

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

**Objective 2.1 Accountability**

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 Writing Tests Taken
- 2.1.12 Percent of all Students Passing All Science Tests Taken
- 2.1.13 Percent of all Students Passing All Social Studies Tests Taken
- 2.1.14 Percent of Campuses Receiving a Distinction Designation
- 2.1.15 Percent of Districts Receiving a Post-Secondary Readiness Distinction Designation
- 2.1.16 Percent of Campuses Receiving Three or More Distinction Designations
- 2.1.17 Percent of Districts Receiving an "F" or Lowest Rating"
- 2.1.18 Percent of Campuses Receiving an "F" or Lowest Rating"
- 2.1.19 Percent of Charter Campuses Receiving an "F" or Lowest Rating"
- 2.1.20 Percent of Districts Receiving an "A" or Highest Rating
- 2.1.21 Percent of Campuses Receiving an "A" or Highest Rating
- 2.1.22 Percent of Charter Campuses Receiving an "A" or Highest Rating
- 2.1.23 Percent of Districts That Received a Performance Rating of Improvement Required Performance for the First Time that Achieve Subsequent Year Ratings of Met Standard or Met Alternative Standard Performance
- 2.1.24 Percent of Campuses That Received a Performance Rating of Improvement Required Performance for the First Time that Achieve Subsequent Year Ratings of Met Standard or Met Alternative Standard Performance
- 2.1.25 Percent of Campuses that Achieved a Met Standard or Met Alternative Standard Rating in the State Accountability System in the Subsequent Year of All Campuses Required to Implement a Turnaround Plan.
- 2.1.26 Percent of Graduates Who Take the SAT or ACT
- 2.1.27 Percent of High School Graduates Meeting Texas Success Initiative Readiness Standards
- 2.1.28 Percent of Districts Earning an Overall A or B Rating
- 2.1.29 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
- 2.1.1.3 Number of Local Education Agencies Participating at the Most Extensive Intervention Stage Based on PBMAS Results



EXPLANATORY MEASURE

2.1.1.1 Percent of Annual Underreported Students in the Leaver System

**Objective 2.2 Effective School Environments**

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

OUTCOME MEASURES

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

**STRATEGY 2.2.1 TECHNOLOGY AND INSTRUCTIONAL MATERIALS**

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

OUTPUT MEASURE

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

**STRATEGY 2.2.2 HEALTH AND SAFETY**

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

OUTPUT MEASURES

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

**STRATEGY 2.2.3 CHILD NUTRITION PROGRAMS**

Implement and support efficient state child nutrition programs.

OUTPUT MEASURES

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

### **STRATEGY 2.2.4 WINDHAM SCHOOL DISTRICT**

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

#### EFFICIENCY MEASURE

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

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

TEA will 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 LEAs Participating in Interventions Related to Student Assessment Participation Rates

- 2.3.2.2 Number of Certificates of High School Equivalency Issued
- 2.3.2.3 Number of Local Education Agencies Identified in Special Education Performance-Based Monitoring Analysis System
- 2.3.2.4 Number of Local Education Agencies Identified in the Performance-Based Monitoring Analysis System for Bilingual Education/English as a Second Language
- 2.3.2.5 Number of Special Accreditation Investigations Conducted

EFFICIENCY MEASURES

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

EXPLANATORY MEASURE

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

**STRATEGY 2.3.3 STATE BOARD FOR EDUCATOR CERTIFICATION**

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

OUTPUT MEASURES

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

### Outcome Measures—Objective 1.1 Public Education

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

Definition:	The percentage of students out of a 9th grade cohort who, graduated within four years.
Purpose:	To report high school longitudinal rates in response to requirements such as TEC §§39.053 and 39.332.
Data Source:	PEIMS. 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
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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.

## **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-
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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.
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.
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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 Program Monitoring and Interventions.
Method of Calculation:	This measure is calculated annually by determining the percent of LEA's identified for Special Education noncompliance who correct noncompliance within one year compared to the total number of LEA's identified for noncompliance in Special Education. The numerator is the number of districts identified for Special Education noncompliance that correct noncompliance within a year of notification. The denominator is the total number of districts identified for Special Education noncompliance during July 1–June 30 of each reporting year.
Data Limitations:	The number of schools identified vary from year to year in a performance-based system due to noncompliance identified through the findings of on-site monitoring visits determined by the PBM system, LEA identification of noncompliance as reported in the PBM requirements, nonpublic facility approval process, residential facility monitoring and LEA's data submission for State Performance Plan.
Calculation Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

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

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

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

Definition:	Students who score a 3 and above on an AP exam or 4 and above on an IB exam have demonstrated they can do college level work while in high school and have the potential to earn college credit. Institutions of higher education make the final determination as to whether or not the college credit is earned and how much college credit is awarded.
Purpose:	Performance on this indicator indicates the amount of college credit that could be earned by a student while in high school and reflects the amount of potential savings to the state.

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

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

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

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

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

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

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

Calculations Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

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

Definition: This measure will report the percentage of LEP students making progress 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 5**

Definition: The percentage of students repeating Grade 5.

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

Data Source: PEIMS. 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 count.

Data Limitations: The calculations require that student records be matched for two successive years. Students who leave Texas public schools for reasons other than



graduation, and students new to Texas public schools cannot be included in the calculations. In addition, student records with identification errors that prevent matching in two years cannot be included in the calculations. Data reported once annually. Prior year data reported.

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

#### **1.2.12 PERCENT OF STUDENTS RETAINED IN GRADE 8**

**Definition:** The percentage of students repeating Grade 8.  
**Purpose:** Promotion from Grade 8 to Grade 9 is evidence that a student has mastered the knowledge and skills required in Grade 8. Students who master the knowledge and skills required in Grade 8 are prepared to be successful in Grade 9. Retention rates, disaggregated by grade level, are required by TEC §39.332(b)(11).  
**Data Source:** PEIMS. 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 count.  
**Data Limitations:** The calculations require that student records be matched for two successive years. Students who leave Texas public schools for reasons other than graduation, and students new to Texas public schools cannot be included in the calculations. In addition, student records with identification errors that prevent matching in two years cannot be included in the calculations. Data reported once annually. Prior year data reported.  
**Calculations Type:** Noncumulative.  
**New Measure:** No.  
**Desired Performance:** Lower than target.

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

**Definition:** The statewide retention rate for Grades K-12 is reported. The retention rate reflects the percentage of students repeating a grade, and is reported in response to requirements in TEC §39.332(b)(11).  
**Purpose:** To determine the percent of students who are retained in grade.  
**Data Source:** PEIMS. 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 count.

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

Calculations Type: Noncumulative.

New Measure: No.

Desired Performance: Lower than target.

**1.2.14 PERCENT OF 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: Yes

Desired Performance: Higher than target.

**1.2.15 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: Yes

Desired Performance: Higher than target.

**1.2.16 PERCENT OF STUDENTS THAT MEET THE PASSING STANDARD IN GRADE 5 READING**

Definition: Percent of students that meet the passing standard on the state reading assessment in fifth grade.

Purpose: To demonstrate the percent of students who meet the passing standard for the Grade 5 statewide reading assessment.

Data Source: Student assessment data is calculated by the Performance Reporting Division and posted online at <http://tea.texas.gov/student.assessment/results/>.

Method of Calculation: The number of students passing Grade 5 Reading STAAR after all administrations in a given year divided by total number of students taking Grade 5 Reading STAAR after all administrations in a given year.

Data Limitations: Student assessment data is reported once a year.

Calculations Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

**1.2.17 PERCENT OF STUDENTS THAT MEET THE PASSING STANDARD IN GRADE 5 MATH**

Definition: Percent of students that meet the passing standard on the state math assessment in fifth grade.

Purpose: To demonstrate the percent of students who meet the passing standard for the Grade 5 statewide mathematics assessment.

Data Source: Student assessment data is calculated by the Performance Reporting Division and posted online at <http://tea.texas.gov/student.assessment/results/>.

Method of Calculation: The number of students passing Grade 5 Math STAAR after all administrations in a given year divided by total number of students taking Grade 5 Math STAAR after all administrations in a given year.

Data Limitations: Student assessment data is reported once a year.

Calculations Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

**1.2.18 PERCENT OF STUDENTS THAT MEET THE PASSING STANDARD IN GRADE 8 READING**

Definition: Percent of students that meet the passing standard on the state reading assessment in eighth grade.

Purpose: To demonstrate the percent of students who meet the passing standard for the Grade 8 statewide reading assessment.

Data Source: Student assessment data is calculated by the Performance Reporting Division and posted online at <http://tea.texas.gov/student.assessment/results/>.

Method of Calculation: The number of students passing Grade 8 Reading STAAR after all administrations in a given year divided by total number of students taking Grade 8 Reading STAAR after all administrations in a given year.

Data Limitations: Student assessment data is reported once a year.

Calculations Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

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

Definition: Percent of students that meet the passing standard on the state math assessment in eighth grade.

Purpose: To demonstrate the percent of students who meet the passing standard for the Grade 8 statewide mathematics assessment.

Data Source: Student assessment data is calculated by the Performance Reporting Division and posted online at <http://tea.texas.gov/student.assessment/results/>.

Method of Calculation: The number of students passing Grade 8 Math STAAR after all administrations in a given year divided by total number of students taking Grade 8 Math STAAR after all administrations in a given year.

Data Limitations: Student assessment data is reported once a year.

Calculations Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

### **1.2.20 PERCENT OF CIS CASE-MANAGED STUDENTS REMAINING IN SCHOOL**

Definition: This measure reports the ratio of the case-managed students served by Communities In School (CIS) that stay in the public school system.

Purpose: This measure is an indicator of progress made by local CIS programs to keep students who are at risk of dropping out of school, in school.

Data Source: The data used for this measure is recorded in the Communities In Schools Tracking Management System (CISTMS) by each local CIS program. In order to be classified as “case-managed,” a student must meet the CIS state definition of case management as listed in the program requirements in the state-developed policies, standards, and procedures manual. A CIS case-managed student is counted as remaining in school if the student is still enrolled in school at the end of the school year or if the student graduated.

Method of Calculation: The numerator is the total number of CIS case-managed students in grades 7 through 12 that remain in school at the end of the school year or graduate. The denominator is the total number of CIS case-managed students in grades 7 through 12 served. Divide the numerator by the denominator and multiply by 100 to express the result as a percentage. Students who leave school before the end of the school year for any reason other than for the leaver codes listed below are counted as school leavers when reporting the CIS stay in school performance measure. Leaver Code Descriptions: 01 Graduated 03 Died 16 Return to home country 24 College, pursue degree 60 Home schooling 66 Removed by Child Protective Services 78 Expelled, cannot return 81 Enroll in Texas private school 82 Enroll in school outside Texas 83 Administrative withdrawal 85 Graduated outside Texas, returned, left again 86 Received GED outside Texas

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

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

**1.2.21 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.

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

Definition: Campuses that meet all of the system safeguard 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.

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

Definition: Campuses that meet all system safeguard targets for students with disabilities.

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

Data Source: State Accountability System data.  
 Method of Calculation: The number of campuses meeting all 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.

**1.2.24 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.

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

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

**1.2.26 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.

### **1.2.27 CAREER AND TECHNICAL EDUCATIONAL TECHNICAL SKILL ATTAINMENT**

Definition:	Percent of CTE Students achieving an industry-recognized end-of-program technical skill credential through completion of a secondary CTE program.
Purpose:	To determine the number of secondary students who earned a valid, reliable industry recognized certification or licensure through completion of a secondary CTE program.
Data Source:	Annual district reporting of technical skill attainment in the Perkins program effectiveness report.
Method of Calculation:	The numerator is the number of CTE concentrators (Code 2) who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year. The denominator is the number CTE concentrators (Code 2) who took the assessments during the reporting year. A CTE Concentrator is a secondary student who has earned three (3) or more credits in two (2) or more CTE courses in a CTE program of study.
Data Limitations:	For most licensures and certification exams, districts must rely on students to report their passing results to their instructor because the results are only provided to the individuals taking the exams. The district then compiles and submits the district data in an annual report. Currently only a small percent (10 percent) of CTE concentrators take an industry-validated certification and licensure assessment. As CTE courses and coherent sequences of courses are developed and approved by the SBOE, more opportunities for students to complete technical skill assessments will be available.
Calculation Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

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

Title:	Percentage of Early College High School students who Successfully Completed at least Two Dual Credit Courses
Strategy:	A.2.1, Statewide Educational Initiatives
Type:	Outcome Measure

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

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

**Title:** Percentage of Non-Early College High School Students who Successfully Completed a Dual Credit Course  
**Strategy:** A.2.1, Statewide Educational Initiatives  
**Type:** Outcome Measure  
**Definition:** This measure reflects the percentage of public school students who are not enrolled in an Early College High School and who successfully complete a dual credit course in an academic year.  
**Purpose:** The purpose of this measure is to identify the percentage of public school students who are not enrolled in an Early College High School and who successfully complete a dual credit course in an academic year.  
**Data Source:** PEIMS  
**Method of Calculation:** The measure is calculated by dividing the number of public school students who are not enrolled in an ECHS and who successfully complete a dual credit course in an academic year by the total number of public school students who complete a dual credit course in an academic year.  
**Data Limitations:** The data will be reported for the previous academic year.  
**Calculation Type:** Noncumulative  
**New measure:** Yes  
**Desired Performance:** Higher than target

**1.2.33 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: Yes  
Desired Performance: Higher than target

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

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

Definition: Number of Pre-Kindergarten students served in Early Childhood School Ready grant programs.  
Purpose: Represents supplementary funding that targets pre-kindergarten students. Research states that many of the students in the identified group enter school not ready to learn; therefore supplementary instruction targeted at diminishing the gap in the readiness of a large group of students increases chances of their academic success upon entering kindergarten and during subsequent years in school.  
Data Source: Grantee reported through activity/progress reports.  
Method of Calculation: 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 Ready online engage platform.  
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 online engage platform from all discretionary grants serving this age group.  
Data Limitations: N/A  
Calculation Type: Noncumulative.  
New Measure: Yes  
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 for four-year old kinder bound children only.
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 3 for Designated T-STEM Academies.

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

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

Type: Cumulative.

New Measure: No.

Desired Performance: Higher than target.

**1.2.1.8 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**

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

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

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

#### **1.2.1.11 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: Yes  
Desired Performance: Higher than target.

**1.2.1.12 NUMBER OF PATHWAYS IN TECHNOLOGY EARLY COLLEGE HIGH SCHOOLS (P-TECH) AND INDUSTRY CLUSTER INNOVATIVE ACADEMY (ICIA) DESIGNATED SCHOOLS**

Definition: TEC 29.551 establishes the Pathways in Technology Early College High Schools (P-TECH) program and the Industry Cluster Innovative Academies (ICIA) were established through the Tri-Agency Workforce Collaboration between TEA, TWC and THECB. This measure reflects the number of campuses that have been designated as either P-TECH or ICIA.

PURPOSE: P-TECH and ICIA 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 and ICIA annual designation process.

Data Limitations: N/A  
Calculations Type: Cumulative.  
New Measure: Yes  
Desired Performance: Higher than target.

**1.2.1.13 NUMBER OF STUDENTS ENROLLED IN PATHWAYS IN TECHNOLOGY EARLY COLLEGE HIGH SCHOOLS (P-TECH) AND INDUSTRY CLUSTER INNOVATIVE ACADEMY (ICIA) DESIGNATED SCHOOLS**

Definition: TEC 29.551 establishes the Pathways in Technology Early College High Schools (P-TECH) program and the Industry Cluster Innovative Academies (ICIA) were established through the Tri-Agency Workforce Collaboration between TEA, TWC and THECB. This measure reflects the number of campuses that have been designated as either P-TECH or ICIA.

PURPOSE: P-TECH and ICIA 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: PEIMS P-TECH Indicator  
Method of Calculation: The measure is calculated by adding all public school students who are identified as enrolled in a P-TECH or ICIA Designated school as indicated on the P-TECH PEIMS Indicator

Data Limitations: N/A  
Calculations Type: Cumulative.  
New Measure: Yes  
Desired Performance: Higher than target.

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

**1.2.2.1 NUMBER OF MIGRANT STUDENTS IDENTIFIED**

Definition: The number of Texas children identified and recruited as migratory as defined by current federal law and regulations. Recruited children have been certified according to federal rules to have migrant status. Children identified and

	recruited under Elementary and Secondary Education Act (ESEA) migrant education provisions are 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.
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Purpose:	To measure the growth of the number of open-enrollment charter campuses operating statewide.
Data Source:	Information provided by open-enrollment charters via PEIMS.
Method of Calculation:	The number of operational open-enrollment charter campuses reported by open-enrollment charters through PEIMS is counted by Division of Charter School Administration staff.
Data Limitations:	None.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

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

Definition:	This measure reports the number of case-managed students participating in the Communities In Schools (CIS) program. These students are supported by a combination of CIS state grant funds, and funds raised by the local programs.
Purpose:	CIS is a specific program model designed to keep youth in school. This measure is an indicator of the number of case-managed students served by the local CIS programs.
Data Source:	The number of case-managed students served as reported by local CIS programs in the Communities In Schools Tracking Management System (CISTMS).
Method of Calculation:	A data pull from CISTMS is used to determine the number of case-managed students served by CIS within a selected reporting period. This number is pulled for each quarter as well as cumulatively (from the beginning of the year through the reporting quarter) selecting all campuses served by CIS.
Data Limitations:	The agency is dependent on local CIS programs to provide accurate and timely data in the CISTMS. On rare occasions the local CIS programs may serve the same youth if the youth transfers between programs. When this occurs, the youth may be counted more than once. The amount of duplication is less than 1 percent for any given month.
Calculations Type:	Cumulative.
New Measure:	No.
Desired Performance:	Higher than Target.

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

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

Definition:	This measure reports the average amount of funding spent by local CIS programs per case-managed student served by Communities In School (CIS).
Purpose:	This measure is an indicator of the average amount of funding that is spent by local CIS programs to provide services to case-managed students.
Data Source:	The total amount of funding expended by each local program is reported annually in the End of Year report that is submitted to TEA. The number of case-managed students served is retrieved from the Communities In Schools Tracking Management System (CISTMS).
Method of Calculation:	The numerator is the total amount of funding expended by local CIS programs during the fiscal year. The denominator is the total number of case-managed

students served from the beginning of the year through the end of the fiscal year.

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

**Calculation Type:** Noncumulative.

**New Measure:** No.

**Desired Performance:** Lower than target.

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

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

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

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

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

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

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

**Calculations Type:** Noncumulative.

**New Measure:** No.

**Desired Performance:** Higher than target.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Definition:** Number of Asian-American students in grades 3 through 12 who met standard on all the tests they took, expressed as a percent of Asian-American students



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

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

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

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

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



Disadvantaged students in grades 3 through 12 who met the standard on all tests they took to determine the numerator. Then, divide the numerator by the denominator and express as a percent. The data will be based on the STAAR assessments in grades 3 through 12.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Definition:	Number of all students in grades 3 through 8 who met standard on the STAAR mathematics test they took, expressed as a percent of all students in grades 3 through 8 who took the STAAR mathematics test. The mathematics test for this measure excludes alternate assessments.
Purpose:	To measure performance of students in grades 3 through 8 in mathematics.
Data Source:	Student-level data for assessments administered to students. The data are stored in electronic format at the Texas Education Agency.
Method of Calculation:	Count all students in grades 3 through 8 who took the STAAR mathematics test to determine the denominator, and then count all students in grades 3 through 8 who met the standard on the STAAR mathematics test to determine the numerator. Then, divide the numerator by the denominator and express as a percent.
Data Limitations:	Reported once annually.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

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

Definition:	Number of all students in grades 4 and 7 who met standard on all the writing tests they took, expressed as a percent of all students in grades 4 and 7 who took the tests. The tests for this measure exclude alternate assessments.
Purpose:	To measure performance of all students in grades 4 and 7 on the writing assessments.
Data Source:	Student-level data for assessments administered to students. The data are stored in electronic format at the Texas Education Agency.
Method of Calculation:	Count all students in grades 4 and 7 who took the STAAR writing tests to determine the denominator, and then count all students in grades 4 and 7 who met the standard on the STAAR writing test to determine the numerator. Then, divide the numerator by the denominator and express as a percent.
Data Limitations:	Reported once annually.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

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

Definition:	Number of all students in grades 5 and 8 who met standard on all the science tests they took, expressed as a percent of all students in grades 5 and 8 who took the tests. The tests for this measure exclude alternate assessments.
Purpose:	To measure performance of all students in grades 5 and 8 on the science assessments.
Data Source:	Student-level data for assessments administered to students. The data are stored in electronic format at the Texas Education Agency.
Method of Calculation:	Count all the students in grades 5 and 8 who took the STAAR science tests to determine the denominator, and then count all students in grades 5 and 8 who met the standard on the STAAR science tests to determine the numerator. Then, divide the numerator by the denominator and express as a percent.
Data Limitations:	Reported once annually.
Calculations Type:	Noncumulative.

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

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

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

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

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

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

Data Limitations: Reported once annually.

Calculations Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

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

Definition: Campuses receiving a distinction designation.

Purpose: To report outstanding campus academic achievements.

Data Source: Accountability system data.

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

Data Limitations: None.

Calculations Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

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

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

Purpose: To report district ratings.

Data Source: Accountability system data.

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

Data Limitations: None.

Calculations Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

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

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

**2.1.17 PERCENT OF DISTRICTS RECEIVING 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.

**2.1.18 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.

**2.1.19 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.

**2.1.20 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: Yes  
Desired Performance: Higher than target.

**2.1.21 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: Yes  
Desired Performance: Higher than target.

**2.1.22 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: Yes  
Desired Performance: Higher than target.

**2.1.23 PERCENT OF DISTRICTS RATED IMPROVEMENT REQUIRED FOR THE FIRST TIME THAT ACHIEVE SUBSEQUENT YEAR RATINGS OF MET STANDARD OR MET ALTERNATIVE STANDARD PERFORMANCE**

Definition: Texas Education Code (TEC) §39.054 states the commissioner will assign each district a performance rating of A, B, C, D or F. If a district received a performance rating of improvement required performance for the preceding school year, the commissioner shall notify the district of a subsequent designation. The commissioner shall evaluate against state standards on the basis of the district’s performance on the student achievement indicators

under TEC §39.053(c). If a district's performance is below any standard it will be identified for sanctions.

Purpose:	The purpose of the measure is to determine the percent of districts identified with a met standard or met alternative standard performance rating in the subsequent year after having an overall first year rating of unacceptable performance (an F rating), thereby reflecting performance improvement. In the Senate Bill passed by the 81st Legislature, funds are appropriated to support monitoring and interventions to provide systems of support for districts academic improvement.
Data Source:	State accountability ratings and the list of districts with a met standard or met alternative standard performance rating (A-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 unacceptable (F) performance in the prior year that achieve an overall rating of performance (D) in the subsequent year. The numerator is the total number of districts with a performance rating of F performance in the prior year that achieve a rating of A-D in the subsequent year. The denominator is the total number of districts with a performance rating of F performance in the prior year.
Data Limitations:	State law requires the use of an external panel to review appeals to the state accountability ratings. Each year, the final state accountability ratings are assigned in mid-October after completion of the appeal review process. The calculation of this measure cannot occur prior to the release of the final ratings. The calculation is affected by changes occurring in the state accountability system.
Calculation Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

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

Definition:	Texas Education Code (TEC) §39.054 states the commissioner will assign each campus a performance rating that reflects met standard or met alternative standard performance or improvement required performance (through 2018) or a rating of A, B, C, D, or F (beginning 2019). If a campus received a performance rating of improvement required performance of F for the preceding school year, the commissioner shall notify the campus of a subsequent designation. The commissioner shall evaluate against state standards on the basis of the campus performance on the student achievement indicators under TEC §39.053(c). If a campus performance is below any standard, it will be identified for sanctions.
Purpose:	The purpose of the measure is to determine the percent of campuses identified with an overall acceptable performance rating in the subsequent year after having a first year rating of unacceptable performance, thereby reflecting performance improvement. In the Senate Bill passed by the 81st Legislature funds are appropriated to support monitoring and interventions to provide systems of support for campus academic improvement.

Data Source:	State accountability ratings and the list of campuses with a met standard or met alternative standard performance rating (2018) or an A, B, C, D rating (2019 and later) provided by the TEA Division of Performance Reporting.
Method of Calculation:	This measure is calculated annually by determining the percent of campuses identified for the first time with a performance rating of improvement required performance (2018 and before) or F (2019 and later) in the prior year that achieve a rating of A, B, C, or D in the subsequent year. The numerator is the total number of campuses with a performance rating of improvement required or F performance in the prior year 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 improvement required or F performance in the prior year.
Data Limitations:	State law requires the use of an external panel to review appeals to the state accountability ratings. Each year, the final state accountability ratings are assigned in mid-October after completion of the appeal review process. The calculation of this measure cannot occur prior to the release of the final ratings. The calculation is affected by changes occurring in the state accountability system.
Calculation Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

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

Definition:	Texas Education Code (TEC) §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, which is required to be implemented the following year, if the campus receives an unacceptable additional rating.
Purpose:	The purpose of the measure is to determine the percent of campuses assigned an acceptable performance rating in the subsequent year of all campuses required to implement a turnaround plan
Data Source:	State accountability ratings and the list of campuses provided by the TEA Division of Performance Reporting.
Method of Calculation:	This measure is calculated annually by determining the percent of campuses assigned an acceptable performance rating the year after implementing a turnaround plan. The numerator is the number of campuses required to implement a turnaround plan that achieve a met standard or met alternative standard rating in the subsequent year. The denominator is the total number of campuses required to implement a turnaround plan the prior year.
Data Limitations:	State law requires the use of an external panel to review appeals to the state accountability ratings. Each year, the final state accountability ratings are assigned in mid-October after completion of the appeal review process. The calculation of this measure cannot occur prior to the release of the final ratings. The calculation is affected by changes occurring in the state accountability system.
Calculation Type:	Noncumulative.
New Measure:	No.



Desired Performance: Higher than target.

### **2.1.26 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.

### **2.1.27 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.

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

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

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

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

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

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

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

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

Definition: Number of districts receiving the lowest rating for two out of the three most recent rated years.  
Purpose: To report district improvement.

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

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

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

Purpose: The purpose of this measure is to identify an increase or decrease in the annual number of LEAs participating at the most extensive intervention stage based on their PBMAS results. The PBMAS consists of key indicators of performance and program effectiveness that are used to identify LEAs in need of monitoring intervention(s). The agency will engage with LEAs identified through the PBMAS by implementing graduated interventions which are based on the LEA's level of performance and the degree to which that performance varies from established standards.

Data Source: PEIMS and student assessment data used in each year's PBMAS.  
 Method of Calculation: The PBMAS includes performance-based indicators for each of the following program areas: bilingual education/English as a Second Language, career and technical education, special education, and No Child Left Behind. These indicators evaluate a variety of measures, including student performance on statewide assessments and dropout rates. Each LEA's performance on a PBMAS indicator is used to determine LEAs' assigned stage of monitoring intervention. Monitoring interventions range from least extensive to most extensive.

Data Limitations: Ongoing targets may be difficult to predict and may not be stable because of (a) the phase-in of higher standards in the PBMAS State of Texas Assessment of Academic Readiness (STAAR) indicators and its potential effect on the number of districts not meeting the standard; (b) the significant development/re-development that occurs, in the statewide assessment program; and (c) the impact of other changes in state and federal law that may have effects on the PBMAS that can't be anticipated at this time.

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

**EXPLANATORY MEASURES**

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

Definition:	The denominator is the sum across districts of cumulative totals of students enrolled in Grades 7-12 during the school year. Enrollment, attendance, cumulative graduate, TxCHSE, and leaver files are searched to determine students accounted for in each district. Students not accounted for through agency or district records are counted as underreported. The numerator is the statewide sum of unduplicated underreported student records. The result is reported as a percentage.
Purpose:	Policymakers and members of the public depend on district reporting of dropouts from Texas public schools. The accuracy of the dropout data provided to policy makers and members of the public depends on the quality of district reporting. Students not accounted for, or underreported student records, compromise the quality of dropout and leaver data available. Measuring and reporting percent of underreported records enables the agency to monitor and encourage improvements in data quality, and enables policymakers and members of the public to assess the quality of the information.
Data Source:	All data are submitted by school districts to the agency through the 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.
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Purpose:	Districts receiving funds under ESSA, Title IV, Part A, Student Support and Academic Enrichment Grants should be able to demonstrate a decrease in their incident rates.
Data Source:	PEIMS (425) records, Discipline Reasons 02, 04, 05, 06, 07, 08, 11, 13, 14, 16, 17, 18, 19, 22, 26, 27, 28, 29, 30, 31, 32, 33, 34, 36, 37, 41, 46, 47, 48, 49 and 59.
Method of Calculation:	The number of incidents reported statewide will be multiplied by the state's total enrollment, and that number will be multiplied by 1000.
Data Limitations:	Data is self-reported by school districts and may be over- or under reported. Also, the PEIMS 425 Record in its current format may not give an exact count for this measure, since some incidents of on-campus drug use or violence may not be covered by the codes listed above. The codes listed are as thorough a list as possible without including discipline incidents not concerning drug use or violence.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Lower than target.

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

Definition:	Percent of offenders who complete the current literacy level of enrollment.
Purpose:	To assess student performance in adult education.
Data Source:	Windham student databases.
Method of Calculation:	Computer searches database for offenders who have advanced to the next grade level based on TABE (Test for Adult Basic Education) scores, achieved college/career readiness scores on TABE tests, earned a high school diploma, or passed a state-adopted high school equivalency test; or offenders enrolled in Lit 1 Reading who attained a Reading score greater than or equal to 5.0; or offenders enrolled in English as a Second Language (ESL) who attained NP EA Reading score greater than or equal to 40.
Data Limitations:	Search methodology.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

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

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

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

**Definition:** The percentage of students enrolled in Windham Educational Programs or participating in a High School Diploma program that earned their Texas Certificate of High School Equivalency or achieved a High School Diploma in a state fiscal year.

**Purpose:** To assess the educational attainment of student participants

**Data Source:** Windham School District Achievements database.

**Method of Calculation:** A count of the number of students in the Windham Educational Programs that earn the Texas Certificate of High School Equivalency plus the number of students in a high school diploma program who earn a high school diploma during the fiscal year divided by the total number of students in the Windham Educational Programs that have taken tests towards earning a Texas Certificate of High School Equivalency plus the number of students in a high school diploma program who earn a high school diploma during the fiscal year. These numbers are attained from the Windham School District Achievements Database and reported annually. [NOTE: To be reported as a combined percentage for data aggregation purposes; individual numerator/denominator to be requested for the two programs.]

**Data Limitations:** Reported annually.

**Calculations Type:** Noncumulative.

**New Measure:** No.

**Desired Performance:** Higher than target.

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

**Definition:** This measure counts the percent of offenders who complete a Career and Technical Education (CTE) course who are awarded a career and technical certificate by the Windham School District in a state fiscal year.

**Purpose:** To assess the educational attainment of the Windham inmates in career and technical education.

**Data Source:** Windham School District database.

**Method of Calculation:** The numerator is the number of participants that complete a CTE course and receive a Certificate during a fiscal year. The denominator is the number of participants that completed or dropped from the program during a fiscal year.

**Data Limitations:** None.

**Calculations Type:** Noncumulative.

**New Measure:** No.

**Desired Performance:** Higher than target.

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

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

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

Data Source: Reports from the registration system operated by 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: Yes

Desired Performance: Higher than target.

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

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

Strategy: B.2.1., Technology/Instructional Materials

Type: Outcome Measure

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

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

Data Source: EMAT

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



Data Limitations: None  
 Calculation Type: Noncumulative  
 New measure: Yes  
 Desired Performance: Higher than target.

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

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

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

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

Definition: This measure reflects the number of online course enrollments by Texas students through the Texas Virtual School Network Statewide Course Catalog. An individual course represents a one-half credit course taken in the fall, spring, or summer within a school year.  
 Purpose: The purpose of this measure is to show the rate at which students enroll in online courses offered through the Texas Virtual School Network Statewide Course Catalog.  
 Data Source: Reports from the registration system operated by 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 referred to a TEC §37.008 Disciplinary Alternative Education Program (DAEP).

Purpose: Use of DAEPs is an essential aspect of a safe schools strategy.

Data Source: TEA's data; PEIMS 425 Record.

Method of Calculation: This measure counts referrals of students, and is a duplicated count of students referred in the prior school year. One student may be referred to a TEC §37.008 DAEP more than once during the school year.

Data Limitations: Data is self-reported by school districts and may be over or under reported. Data is collected once a year by TEA. Data reported reflect referrals in the prior year.

Calculations Type: Noncumulative.

New Measure: No.

Desired Performance: Lower than target.

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

Definition: This is the number of students served by a TEC §37.008 Disciplinary Alternative Education Program (DAEP).

Purpose: Use of Disciplinary Alternative Education Programs is an essential aspect of a safe schools strategy.

Data Source: PEIMS 425 Record Report.

Method of Calculation: This measure counts un-duplicated referrals of students, and is a count of students referred in the prior school year. One student will be counted once during the school year, no matter how many times the student is sent to the TEC §37.008 DAEP in that year.

Data Limitations: Data is collected once a year by TEA. Data is self-reported by school districts and reflects student referrals in the prior school year.

Calculations Type: Noncumulative.

New Measure: No

Desired Performance: Lower than target.

**2.2.2.3 NUMBER OF LEAs PARTICIPATING IN DISCIPLINE-RELATED MONITORING INTERVENTION**

Definition: This measure reports the number of LEAs requiring intervention as identified by the performance-based and/or discipline data integrity monitoring systems. In response to TEC §37.008(m-1) and §7.028(a)(3)(A), the agency has developed a process for electronically evaluating LEAs' discipline data, including disciplinary alternative education program data. The system is designed to identify LEAs that have a high probability of having inaccurate discipline data, of failing to comply with Chapter 37, Texas Education Code requirements, and/or of disproportionately placing/removing certain student groups to disciplinary settings.

Purpose: The purpose of the measure is to identify an increase or decrease in the number of LEAs participating in the performance-based monitoring system for reasons related to student discipline and/or the discipline data validation monitoring system on a year to year basis. The PBM system uses key indicators of program effectiveness and data accuracy, to identify LEAs in need of monitoring intervention(s). The agency monitors LEAs identified through the system by implementing graduated interventions which are based on the LEA's level of performance and/or data concern and the degree to



which that performance and/or data concern varies from established standards.

Data Source:	PEIMS data used in each year's PBMAS and data validation systems.
Method of Calculation:	Indicators pertaining specifically to an LEA's discipline data and practices are used to determine districts' assigned level of intervention. Interventions range from least extensive to most extensive. LEAs are identified through four indicators in the discipline data validation system. LEAs are evaluated on these discipline and program area indicators on an annual basis, and performance levels are assigned based on the extent to which each LEA's performance or data concern varies from established standards.
Data Limitations:	Ongoing targets may be difficult to predict and may not be stable because of (a) ongoing consideration of discipline issues in interim Legislative charges and possible legislative changes to Chapter 37 of the Texas Education Code; (b) potential changes to the PEIMS 425 record; and (c) the impact of other changes in state and federal law that may have effects on the PBMAS and data integrity indicators that can't be anticipated at this time.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Lower than target.

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

#### ***2.2.3.1 AVERAGE NUMBER OF SCHOOL LUNCHES SERVED DAILY***

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

#### ***2.2.3.2 AVERAGE NUMBER OF SCHOOL BREAKFASTS SERVED DAILY***

Definition:	This measure is defined as Average Daily Participation (ADP) in the National School Breakfast Program (NSBP).
Purpose:	To report the average number of students served by the school breakfast program.

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

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

Data Limitations: None.

Calculations Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

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

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

Definition: This measure gives the total number of contact hours per year received by inmates at campuses within the Windham School District.

Purpose: To identify the number of contact hours delivered in Windham School District.

Data Source: Windham attendance database.

Method of Calculation: The entries for eligible inmates in the official Windham attendance database are summed daily for each campus. The best 180 days of school attendance for each campus are summed to give the total number of contact hours for the year.

Data Limitations: The data is available at the end of the 4th quarter.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

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

Definition: The number of offenders earning a Texas Certificate of High School Equivalency or earning a high school diploma in a state fiscal year.

Purpose: To assess the educational attainment of Windham inmates.

Data Source: Windham School District Achievements database.

Method of Calculation: A count of the number of offenders who earned a Certificate of High School Equivalency or earned a high school diploma during the fiscal year is attained from the Windham School District Achievements Database and reported quarterly.

Data Limitations: None.

Calculations Type: Cumulative.

New Measure: No.

Desired Performance: Higher than target.

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

Definition: The number of students served by a Windham Academic Educational Program in the State Fiscal Year. Academic Training refers to all non-Career and Technical programs.

Purpose: To assess the number of students utilizing a Windham Academic Educational Program during the State Fiscal Year.

Data Source: Windham School District database.

Method of Calculation: A count of the number of students that are enrolled in a Windham Academic Educational Program, including high school diploma program participants during the fiscal year. These numbers are attained from the Windham School District Attendance Database and reported annually.

Data Limitations: Reported once annually.

Calculations Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

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

Definition: The number of secondary students who participate in career and technical education courses in a state fiscal year.

Purpose: To assess the number of students utilizing Windham career and technical education during the state fiscal year.

Data Source: Windham School District database.

Method of Calculation: A count of the number of students that are enrolled in Windham career and technical education during the fiscal year. These numbers are obtained from the Windham School District Attendance Database and reported annually.

Data Limitations: None.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

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

Definition: To report the number of Career and Technical Education (CTE) industry-recognized and endorsed certificates earned by offenders in a school year.

Purpose: To assess the educational attainment of the Windham offenders participating in Career and Technical Education and their preparedness for the workforce.

Data Source: Windham School District database.

Method of Calculation: A count of the total number of CTE industry certifications earned by Windham participants in a school year.

Data Limitations: Timely receipt and entry of data.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target

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

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

Definition: The average cost per contact hour in the Windham School District.

Purpose: To report the cost to serve Windham inmates.

Data Source: Windham attendance database and Windham accounting system.

Method of Calculation: The official Windham attendance database is used to compute the average cost per contact hour. It is computed by dividing the total contact hours, accumulating the best 180 days of instruction over the entire year, into the total expenditures by the district.

Data Limitations: The data is available at the end of the 4th quarter.

Calculations Type: Noncumulative.

New Measure: No.

Desired Performance: Lower than target.

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

#### **2.3.1 *TURNOVER RATE FOR TEACHERS***

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

Purpose: Teacher turnover can be viewed as one indicator of the relative health of the Texas Education System. Presumably, the lower the turnover rate, the more stability in the educational setting, a feature assumed to promote improved student performance.

Data Source: The source is PEIMS, Fall Submission, for the two years used in the calculation. The district turnover rate for teachers is published annually in the performance reports required by TEC §39.306.).

Method of Calculation: Turnover rate for teachers is the total FTE count of teachers not employed in the district in the fall of the current year who were employed as teachers in the district in the fall of the previous year, divided by the total teacher FTE count for the fall of the previous year. Social security numbers of reported teachers are compared from the two semesters to develop this information. Staff members who remain employed in the district but not as teachers are counted as teacher turnover. At the state-level, this measure is the sum of all the district turnover FTE values divided by the sum of the district prior year teacher FTEs. That is, the state-level turnover rate is weighted average of the district turnover rates. The state value is a measure of average district turnover in Texas.

Data Limitations: The only data limitations are directly related to the accuracy of the data provided by the districts. It is an annual calculation only. This measure is published on the Texas Academic Performance Reports in the fall and represents information about the prior school year.

Calculations Type: Noncumulative.

New Measure: No.

Desired Performance: Lower than target.

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

Definition: Percent of original grant applications from applicants that are processed within a 90-day cycle as determined from calendar days, not business days.

Purpose: The measure provides information as to whether TEA is processing grant applications for grantees in a timely manner.

Data Source: All grant processing information will be tracked by the Division of Grants Administration. Paper grant applications will be tracked in an Access database and eGrant applications will be tracked in Workflow.

Method of Calculation: The beginning date for competitive grants is defined as the date the commissioner or commissioner's designee approves the selection of the

application for funding (via written funding recommendation memo), while noncompetitive grant applications begin the day the application is received at TEA. Both types of grants will be considered completed as of the date the NOGA is approved. The total number of original grants that are completed in less than or equal to 90 calendar days will be divided by the total number of grants processed for grantees. Multiply this number by 100 to determine the percentage of grants that were completed within 90 calendar days.

Data Limitations: There is not a single data source for tracking and logging grant actions and progress through the award cycle due to the fact that some grants are in eGrants and others are in paper.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

### **2.3.3 TEA TURNOVER RATE**

Definition: The TEA annualized turnover rate compares the year-to-date separations (vacated positions) in a given fiscal year to the average headcount (filled positions) for the fiscal year.

Purpose: The structure of TEA depends on a lower TEA turnover rate to provide more stability and quality of service to its customers including School Districts, Education Service Centers, etc.

Data Source: Month end data downloaded from 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 a standard, provisional, probationary, one-year, or professional certificate.

Purpose: This measure attempts to distinguish between individuals serving as teachers who are certified and those who are not certified.

Data Source: The Social Security Number (SSN) is obtained from the Public Education Information Management System (PEIMS) demographic data and matched to staff responsibilities to identify teachers (roles 025, 029, and 047). The SSN is compared to ITS Certification data to determine what certificate, if any, is held. The sum of full-time equivalents (FTE) for staff responsibilities is calculated for all teachers whose SSNs are found on both data sources and who hold a standard, provisional, probationary, one-year, or professional certificate. Data is imported into Interactive Reports.

Method of Calculation: The numerator is the number of FTEs for teachers identified in PEIMS for the current academic year who hold a standard, provisional, probationary, one-year, or professional certificate. The denominator is the total FTE for teachers

reported in PEIMS for the current academic year. The result is multiplied by 100 to obtain a percentage.

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

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

**Definition:** The percent of active teachers who hold a standard, provisional, probationary, one-year, or professional certificate and who are assigned in compliance with State Board for Educator Certification (SBEC) rules.

**Purpose:** This measure attempts to distinguish between teachers who hold a certificate and are in compliance with SBEC rules for their assignment and those who are not in compliance.

**Data Source:** All professional staff reported by school districts as having teacher roles (roles 087 and 047) are identified on PEIMS for the current academic year. The sum of full-time equivalents (FTE) for staff responsibilities is calculated for all individuals identified as teacher. The list of teachers who hold a standard, provisional, probationary, one-year, or professional certificate is matched to the certification database. Data is imported into Interactive Reports.

**Method of Calculation:** The numerator is the sum of Full-Time Equivalents (FTEs) identified in the Public Education Information Management System (PEIMS) as teachers for the current academic year who hold the standard or provisional certificate in the field and grade level that correspond to their campus assignment. The denominator is the sum of FTEs for all individuals reported in PEIMS as teachers for the current academic year. The result is multiplied by 100 to obtain a percentage. This calculation is based on FTE count.

**Data Limitations:** The agency has little control over school district hiring practices and cannot verify the accuracy of information submitted by school districts in PEIMS.

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

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

**Definition:** The percent of jurisdictional complaints resolved in Legal Services Division, Professional Discipline Unit during the fiscal year that resulted in disciplinary action. Disciplinary action includes the following: denial of credential application, non-inscribed or inscribed reprimand, restriction, probation, suspension, and revocation.

**Purpose:** This measure shows the extent to which the agency exercises its disciplinary authority in relation to the number of complaints received in Legal Services Division, Professional Discipline Unit. Both the public and individuals credentialed by the Board expect that the agency will work to ensure fair and effective enforcement of professional conduct as established by statute and rule. This measure indicates agency responsiveness to this expectation.



Data Source:	The information is derived from the number of complaints received by the Legal Services Division, Professional Discipline Unit and carried on the Unit's Database.
Method of Calculation:	The numerator is the sum of all cases that result in disciplinary action during the reporting period. The denominator is the total number of complaints resolved during the reporting period. The result is multiplied by 100 to obtain a percentage.
Data Limitations:	None.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

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

Definition:	The percent of approved educator preparation programs that meet the status of "Accredited" based on the five accountability standards outlined in statute.
Purpose:	The quality of educator preparation programs is dictated by five standards: the rate at which individuals pass the examinations required for certification; the quality of beginning teachers as determined by principal appraisal; student performance of beginning teachers; the quality, duration, and frequency of field supervision; and new teachers' satisfaction with their preparation program after the first year. Pursuant to state statute and TAC 229, the Board has developed an accountability system to annually rate the performance of programs based on these indicators of quality and provide assistance to those programs not meeting Board standards. This measure demonstrates agency efforts to improve the quality of teacher preparation.
Data Source:	The data source is the Accountability System for Educator Preparation (ASEP) Online system containing educator assessment and demographic data.
Method of Calculation:	The programmer calculates pass rates of students in each program, applying the Board's methodologies and accreditation standards for ASEP, and captures data attesting to the other four standards in accordance with Texas Education Code 21.045. The data and resulting accreditation ratings are verified to ensure accurate performance measure reporting. The numerator is the number of programs meeting the Board's ASEP standards for the "Accredited" rating. The denominator is the total number of approved programs that are rated based on ASEP performance data. The result is multiplied by 100 to obtain a percentage.
Data Limitations:	None.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

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

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

Definition:	The total number of individuals trained at the ESCs.
Purpose:	To track the number of individuals trained by the ESCs for the purpose of increasing the effectiveness of school district personnel.
Data Source:	ESC training/registration logs. (ESC registration system).

Method of Calculation: A count of the number trained. Includes only sign-in training.  
 Data Limitations: Reported once annually. May be a duplicate count.  
 Calculations Type: Noncumulative.  
 New Measure: No.  
 Desired Performance: Higher than target.

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

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

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

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

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

**Method of Calculation:** Districts are identified through participation indicators in the PBMAS and data validation system, which currently includes four indicators (one in PBMAS, three in data validation) that evaluate the extent to which students served by special education and students with limited English proficiency participate in various state assessments. All districts are evaluated on these indicators on an annual basis, and performance levels are assigned based on the extent to which each district’s performance varies from established standards.

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

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



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

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

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

Definition:	TEC Chapter 29 Subsection A (specifically 29.001 and 29.010) in conjunction with TEC 7.028, calls for monitoring of special education programs using a system that is responsive to program data in determining the appropriate schedule for and extent of review. Monitoring interventions include, but are not limited to, focused data analysis, program effectiveness reviews, program performance reviews, including local public meetings, compliance reviews, and onsite visits to local education agencies (LEAs) and programs that provide special education services. This count is the number of LEA programs that provide special education services that are participating in the special education component of PBM.
Purpose:	The focus of the review is to 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.
Method of Calculation:	The number of LEAs participating in defined monitoring interventions.
Data Limitations:	Selection numbers will vary from year to year in a performance-based system.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Lower than target.

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

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

**Purpose:** The focus of the review is to 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.

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

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

**Calculations Type:** Noncumulative.

**New Measure:** No.

**Desired Performance:** Lower than target.

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

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

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

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

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

**Data Limitations:** None.

**Calculation Type:** Noncumulative.

**New Measure:** No.

**Desired Performance:** Lower than target.

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

#### **2.3.2.1 INTERNAL PSF MANAGERS: PERFORMANCE IN EXCESS OF ASSIGNED BENCHMARK**

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

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

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

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

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

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

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

Definition: The Investment Division's total expenses to manage the assets of the Permanent School Fund are expected not to exceed 12 basis points annually.

Purpose: To serve as a measure of the relative cost of managing the Fund assets.

Data Source: Fair market valuations of the Fund provided by annual financial report for year end and custodian bank for monthly valuations; budgeted expenses per appropriation bill.

Method of Calculation: The method of calculation is to calculate expenses as basis points of the net assets by dividing the total expenses projected/budgeted by the average net asset value of the Fund for the period and converting the result to basis point value by multiplying by 100 to obtain the percentage of expenses to asset value, and by further multiplying that percentage product by 100 to convert to basis points. Average net asset value for the Fund is calculated using the ending balance as of the previous fiscal year end and the value as of the current period month end.

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

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

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

Definition: This measure reports the current market value of the financial assets managed by the PSF in billions of dollars.

Purpose: To monitor the value of the financial assets managed by the PSF.

Data Source: PSF custodian bank accounting system provides holding and prices or market value.

Method of Calculation: Holdings are multiplied by current market prices.

Data Limitations: None currently.

Calculations Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

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

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

Definition: The number of previously uncertified individuals issued the standard classroom teacher certificate for the first time during the reporting period.

Purpose:	A successful licensing structure ensures that preparation and examination requirements have been satisfied prior to certification. This measure indicates the extent to which individuals have satisfied all certification requirements established by statute and rule as verified by the agency during the reporting period.
Data Source:	Extract from the certification database the number of individuals who were issued a standard certificate during the reporting period who did not previously hold a standard, provisional, or professional certificate. Data is imported into Interactive Reports.
Method of Calculation:	Sum the number of individuals who were issued the standard certificate for the first time during the reporting period. Certificates issued to individuals previously issued a provisional, professional, or standard teacher certificate are not included in the calculation. Individuals issued multiple certificates are counted only once.
Data Limitations:	None.
Calculations Type:	Cumulative.
New Measure:	No.
Desired Performance:	Higher than target.

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

Definition:	The total number of previously degreed individuals issued a standard classroom teacher certificate for the first time through a post-baccalaureate program.
Purpose:	A significant number of teachers each year are prepared by post-baccalaureate programs, designed for individuals who already hold an undergraduate degree and who are seeking to change careers. The number reported in this measure will indicate the agency's success in producing teachers to meet the needs of schools and districts.
Data Source:	Identify all records in the certification database indicating that the individual issued an initial standard classroom teacher certificate held a baccalaureate degree prior to entering the preparation program and/or had appropriate work experience required for certain career and technology certificates. Records having an issuance date within the reporting period are counted. Data is imported into Interactive Reports.
Method of Calculation:	Sum the number of individuals issued the standard classroom teacher certificate during the reporting period who either entered a teacher preparation program after receiving the baccalaureate degree or after obtaining appropriate work experience for certain career and technical certificates. Individuals issued multiple certificates are counted only once.
Data Limitations:	The agency has limited impact on increasing the total number of individuals in this category.
Calculations Type:	Cumulative.
New Measure:	No.
Desired Performance:	Higher than target.

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

Definition:	The total number of individuals issued a standard classroom teacher certificate for the first time concurrently with receiving a baccalaureate degree through a university based program.
Purpose:	The number of undergraduate students certified by the state's colleges and universities has remained unchanged for a number of years. This measure will indicate the agency's success in producing teachers to meet the needs of schools and districts.
Data Source:	Identify all educators in the certification database having a certificate that was issued at or near the time of their receiving a baccalaureate degree. Records showing a certificate issuance date within the reporting period are counted. Data is imported into Interactive Reports.
Method of Calculation:	Sum (the number of individuals issued the standard classroom teacher certificate during the reporting period who entered a university undergraduate teacher preparation program prior to receiving the baccalaureate degree. Individuals issued multiple certificates are counted only once.
Data Limitations:	The agency has limited impact on increasing the number of individuals receiving an initial certificate in conjunction with receiving a baccalaureate degree. The agency can influence these numbers only through encouraging existing university undergraduate programs to expand their capacity to prepare new teachers.
Calculations Type:	Cumulative.
New Measure:	No.
Desired Performance:	Higher than target.

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

Definition:	The total number of previously degreed individuals issued a standard classroom teacher certificate for the first time through an alternative certification program.
Purpose:	A significant number of teachers each year are prepared by Alternative Certification programs, designed for individuals who already hold a baccalaureate degree and who are seeking to change careers. The number reported in this measure will indicate the agency's success in producing teachers to meet the needs of schools and districts.
Data Source:	Identify all records in the certification database indicating that the individual issued an initial standard classroom teacher certificate held a baccalaureate degree prior to entering the preparation program and/or had appropriate work experience required for certain career and technology certificates. Records having an issuance date within the reporting period are counted. Data is imported into Interactive Reports.
Method of Calculation:	Sum the number of individuals issued the standard classroom teacher certificate during the reporting period who either entered an alternative certification program after receiving the baccalaureate degree or after obtaining appropriate work experience for certain career and technology certificates. Individuals issued multiple certificates are counted only once.
Data Limitations:	The agency has limited impact on increasing the total number of individuals in this category.
Calculation Type:	Cumulative.
New Measure:	No.

Desired Performance: Higher than target.

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

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

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

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

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

Data Limitations: None.

Calculations Type: Noncumulative.

New Measure: No.

Desired Performance: Lower than target.

**2.3.3.6 NUMBER OF INVESTIGATIONS PENDING**

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

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

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

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

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

Calculations Type: Noncumulative.

New Measure: No.

Desired Performance: Lower than target.

**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: Yes

Desired Performance: Lower than target.

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

**2.3.3.1 AVERAGE DAYS FOR CREDENTIAL ISSUANCE**

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

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

Data Source: The average difference between the receipt date of a completed credential application and the credential issuance date is calculated using the certification database. Data is imported into Interactive Reports.

Method of Calculation: The numerator is the sum of the number of calendar days that elapsed between receipt of a completed application and credential issuance, for all credentials issued during the reporting period. The denominator is the number of credentials issued during the reporting period.

Data Limitations: If an applicant has a reported criminal history, the agency has little control over the time it takes to receive requested information from the applicant and relevant law enforcement agencies or court officials.

Calculations Type: Noncumulative.

New Measure: No.

Desired Performance: Lower than target.

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

Definition: The average number of calendar days that elapsed from receipt of a completed standard certificate renewal application until the renewal is issued.

Purpose: This measure will show the agency’s efficiency in processing standard certificate renewal applications in a timely manner.

Data Source: The average difference between the date a completed certificate renewal application is received and the date the renewal is issued is calculated using the ITS certification database. Information about temporary credentials is not collected. Data is imported into Interactive Reports.

Method of Calculation: The numerator is the sum of the number of calendar days that elapsed between receipt of a completed renewal application and issuance of the renewal, for certificates issued during the reporting period. The denominator is the number of certificates issued during the reporting period. Temporary credentials are not included in the calculation.

Data Limitations: Renewals are not performed until all background research is complete. The agency has little control over the amount of time it takes to receive supporting documentation from the educator, law enforcement agencies, or court officials

if the applicant has reported criminal history, student loans or child support in arrears.  
Calculations Type: Noncumulative.  
New Measure: No.  
Desired Performance: Lower than target.

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

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

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

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

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

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

**Data Limitations:** None.

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

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

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

**Purpose:** The quality of educator preparation programs is described by five standards: the rate at which individuals pass the examinations required for certification; the quality of beginning teachers as determined by principal appraisal; student performance of beginning teachers; the quality, duration, and frequency of field supervision; and new teachers’ satisfaction with their preparation program after the first year. Pursuant to state statute and TAC 229, the Board



has developed an accountability system to annually rate the performance of programs based on these indicators of quality and provide assistance to those programs not meeting Board standards. This measure demonstrates agency efforts to improve the quality of teacher preparation.

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

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

**Data Limitations:** None.

**Calculations Type:** Noncumulative.

**New Measure:** No.

**Desired Performance:** Lower than target.

#### **2.3.3.3 PERCENT OF EDUCATOR PREPARATION PROGRAMS WITH A STATUS OF "NOT ACCREDITED-REVOKED"**

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

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

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

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

**Data Limitations:** None.

**Calculations Type:** Noncumulative.

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

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

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

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

**Purpose:** Current state law requires all candidates for certification to pass examinations prescribed by the Board. This requirement represents a significant portion of the agency’s revenues as well as expenditures related to development, administration, scoring, and notification activities. This measure reflects the total volume of the examination function.

**Data Source:** The agency’s manager of test administration reports, based on data provided by the test contractor, to the test manager, the number of certification examinations administered on a monthly basis.

**Method of Calculation:** Sum of the total number of certification examinations administered during the reporting period.

**Data Limitations:** The agency has no control over when individuals take their certification exams. Individuals tested include candidates from preparation programs, Texas educators adding a certificate, candidates seeking entry into educator preparation programs, and educators from other states seeking Texas certification.

**Calculations Type:** Cumulative.

**New Measure:** No.

**Desired Performance:** Higher than target.

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

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

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

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

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

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

of the combination of tests required to be eligible for a certificate. The result is multiplied by 100 to obtain a percentage.

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

Calculations Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

## Supplemental Schedule C: Historically Underutilized Business Plan

### Mission Statement

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

### Program Goals

#### Goal 1

Promote fair and competitive opportunities that maximize the inclusion of HUBs in contracts with TEA and its prime contractors and subcontractors. The agency has specific goals for fiscal year 2018 for the following categories\*:

Professional Services	05.0%
Other Services Contracts	12.0%
Commodity Contracts	21.1%

\*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)**

	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018 (Est)</b>
<b>Total Expenditures</b>	\$174M	\$158M	\$159M	\$185M	\$185M
<b>Expenditures with HUBS</b>	\$20.5M	\$17.5M	\$15M	\$13M	\$14M
<b>Percentage of Expenditures with HUBS</b>	11.01%	11.04%	9.53%	6.91%	7.0%

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

	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>
<b>Total Expenditures</b>	\$16.3B	\$16.9B	\$19B	\$20B
<b>Expenditures with HUBS</b>	\$2.0B	\$2.0B	\$2.0B	\$2.4B
<b>Percentage of Expenditures with HUBS</b>	12.58%	11.97%	11.30%	11.97%

## Supplemental Schedule D: Statewide Capital Plan

Not applicable to the Texas Education Agency.

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

Not applicable to the Texas Education Agency.

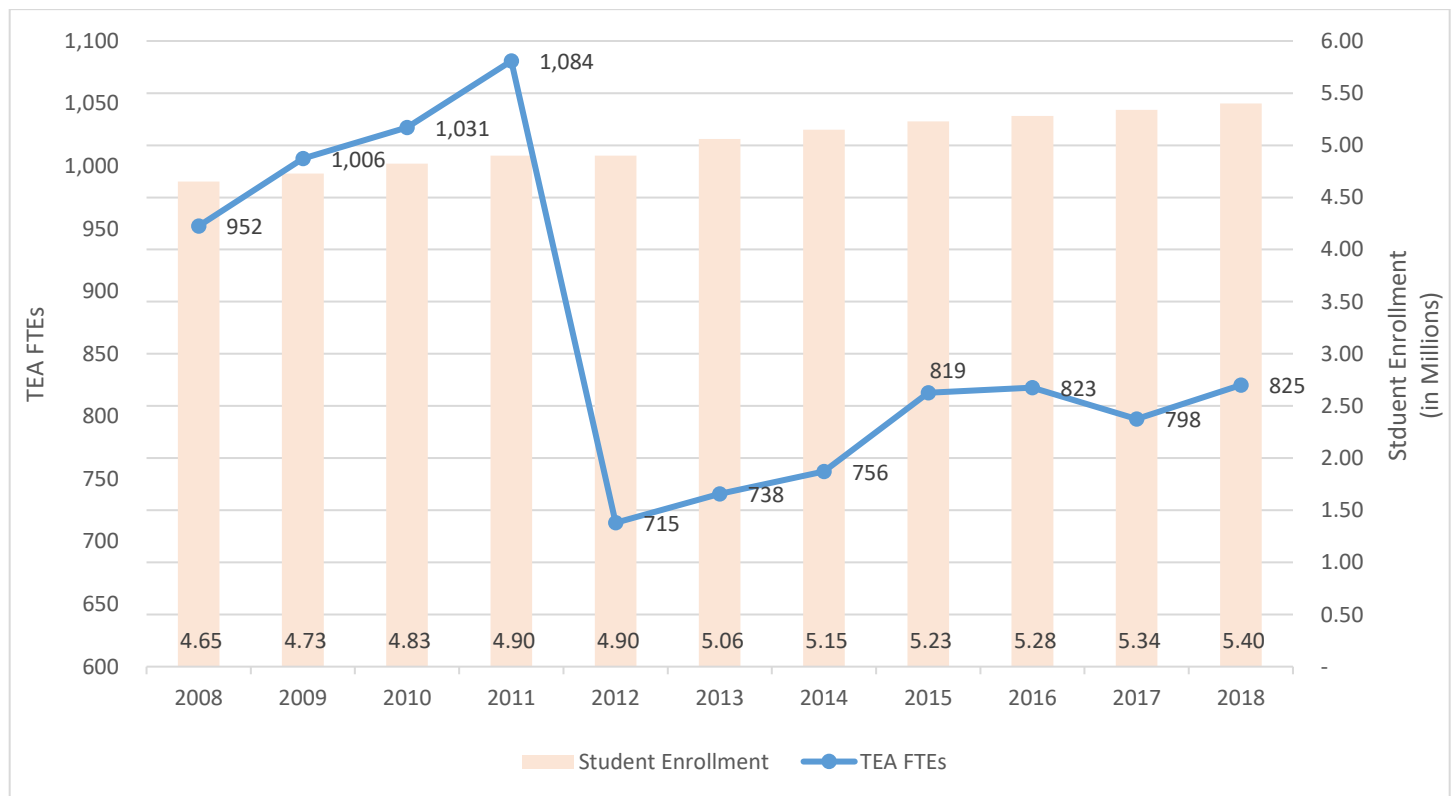


## Supplemental Schedule F: Agency Workforce Plan and the Texas Workforce System Strategic Plan

Public education is the largest function of the state and of most local governments. The Texas Education Agency is responsible for serving over 5.3 million students enrolled in 8,771 campuses that are administered by 1,203 school districts and open-enrollment charters schools.<sup>1</sup> The number of Texas public school students has increased nearly 17 percent over the last decade and outpaced the student body growth of nearly every other state.<sup>2</sup> TEA is responsible for distributing approximately \$55.4 billion<sup>3</sup> in funds each biennium through numerous state and federal programs.

When compared to other large state agencies with significant responsibilities and complicated programs, TEA has relatively few full-time equivalent positions (FTEs). In 2008, TEA had approximately 952 FTEs. In 2011, TEA had approximately 1,084 FTEs compared to only 825 FTEs in May 2018, a decrease of 259 or 24 percent (see Figure 1). The agency has been operating with fewer FTEs since 2011, largely because during the 82nd Texas Legislature, TEA was required to undertake a reduction in force and reduce its FTEs from 1,084 to 715, a 34 percent decrease.

**Figure 1: TEA Full-Time Equivalent Positions 2008 – 2018**

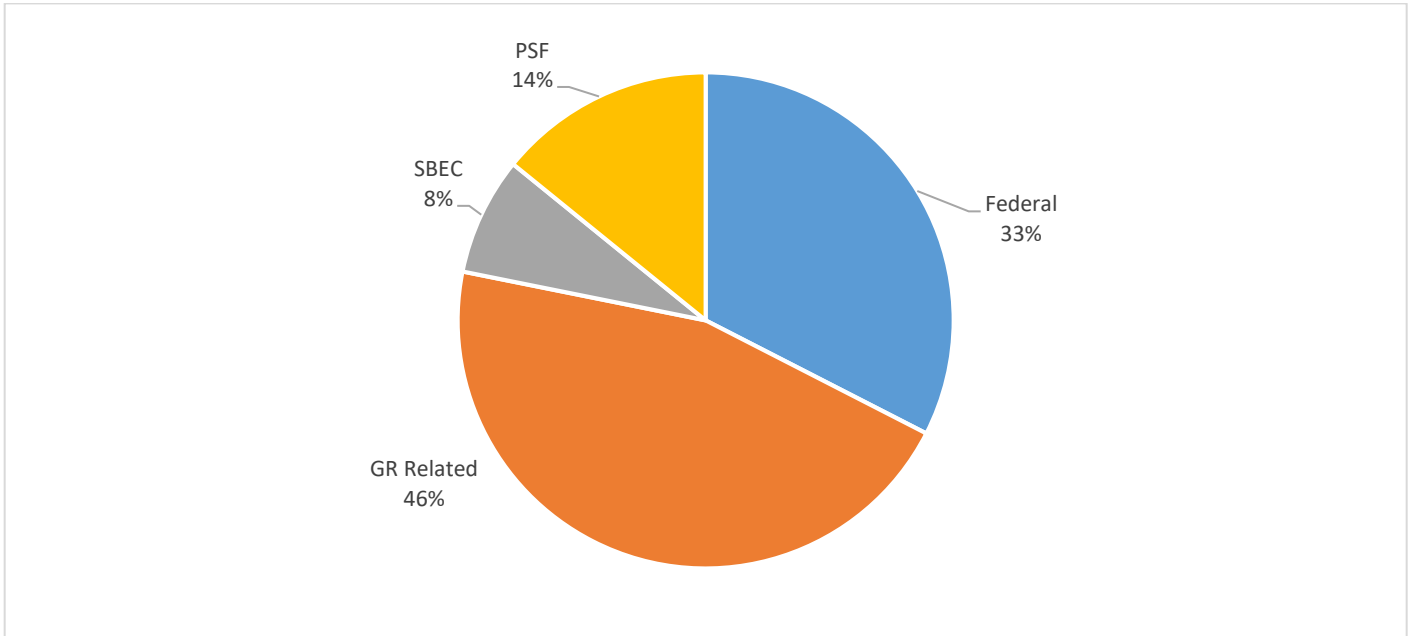


<sup>1</sup> Pocket Education, 2016–2017 Texas Public School Statistics, Texas Education Agency.

<sup>2</sup> Enrollment in Texas Public Schools, 2016–2017, Texas Education Agency.

<sup>3</sup> Legislative Budget Board, Fiscal Size-Up 2018-2019, Article III, pg. 1.

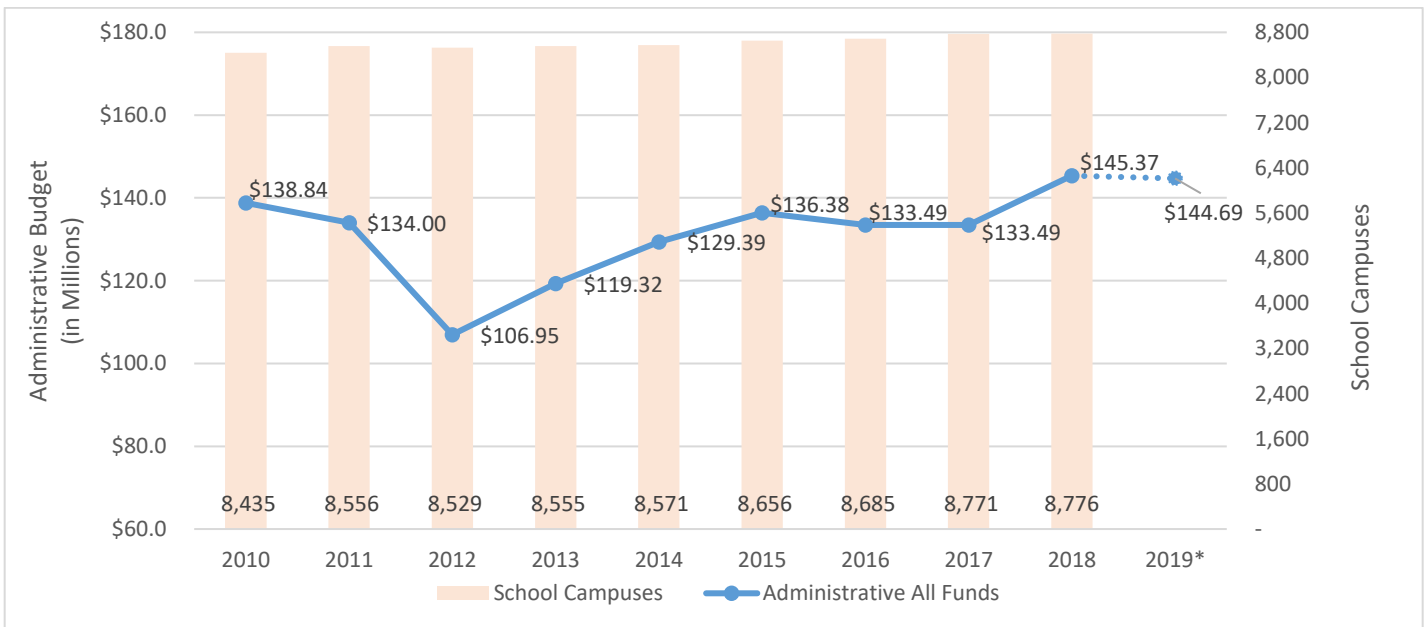
**Figure 2: 2018 TEA Full Time Equivalent Positions by Method of Finance**



Source: Texas State Auditor’s Office Quarterly FTE Report (4<sup>th</sup> Quarter).

Since the cuts to our administrative funding in 2012, TEA’s administrative budget has stabilized in alignment with our increased scope of work, including the increased technical support we are providing to our lowest performing schools and districts (see Figure 3). In 2010, TEA’s all funds administrative budget was \$138.8 million. That amount has been increased to \$144.7 million for 2019.

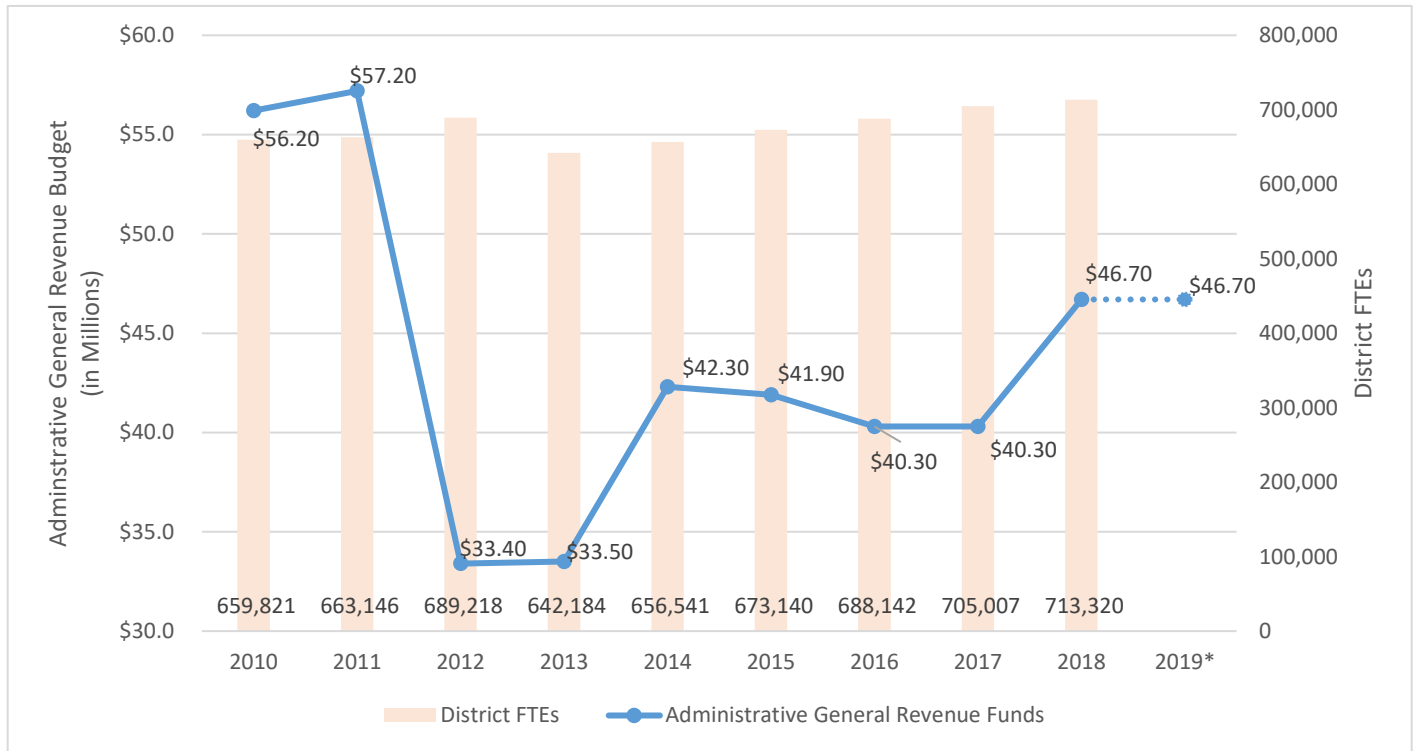
**Figure 3: TEA All Funds Administrative Budget 2010–2019**



\*School campus data is not available for the 2018-19 school year.

Despite our increased scope of work, TEA's general revenue-funded administration revenue has consistently remained at least \$11 million below 2011 funding levels. The agency will continue to capitalize on opportunities to increase efficiency to ensure we are meeting administrative needs at these reduced funding levels (see Figure 4).

**Figure 4: TEA General Revenue Funds Administrative Budget 2010 - 2019**



\*District FTE data is not available for the 2018-19 school year.

TEA will continue to be highly effective and efficient with all FTEs and available funds. TEA has prepared a Redundancies and Impediments Schedule and included it in TEA's Strategic Plan. TEA will work with the legislature to reduce unnecessary and inefficient agency tasks required by prior legislation. TEA will work to ensure the agency has clear guidance and directives in order to better focus the agency's limited resources on its core strategic goals.

### Current Workforce Profile (Supply Analysis)

#### Critical Workforce Skills

Please review TEA's [Strategic Plan Goals and Action Plans](#) for an understanding of TEA's future staffing needs. The following areas are critical functions of TEA staff:

- Implementation of the Special Education Strategic Plan
- Educator leadership, support, retention, and quality
- School turnaround and improvement
- Programs to support college, career and military preparedness

- Administration of statewide assessment, accreditation, and financial and academic accountability systems
- Implementation of statewide policy and education initiatives, including grants and programs
- Distribution of nearly \$55.4 billion in state and federal funds; operating the highly complex state school finance system; and providing leadership and support for the Texas Commission on Public School Finance
- Collection, Analysis, and dissemination of public school data
- Supporting the State Board of Education in curriculum development, textbook adoption, and other Constitutional and Statutory activities
- Supporting the State Board of Educator Certification in improving educator preparation; increased oversight of educator misconduct
- Improving operational efficiencies in all administrative functions - including budget, operations, legislative, media and communications, legal, human resources, and other administrative functions
- Dissemination of best practices in programs and funding
- Information technology systems and support
- Regulation through audit, monitoring, complaints, investigations, and enforcement; supervision of compliance with grants and state and federal regulations
- Oversight and investment of the Texas Permanent School Fund

Additional critical workforce skills include stakeholder engagement; change management; strategy development, implementation and evaluation; data-informed decision-making; collaboration; and communication.

#### *Workforce Demographics*

*Gender.* As of May 1, 2018, of the agency’s 825 FTEs, 65 percent are female and 35 percent are male.

*Race.* Just over one-half (54 percent) of TEA’s workforce is white, while 24 percent is Hispanic, and ten percent is African American. The remaining 12 percent of the TEA workforce represents other racial backgrounds.

#### *Employee Turnover*

A comparison of the state’s employee turnover rate to TEA’s turnover rate for fiscal years 2013 through 2017 is depicted in Table 1. TEA’s turnover rate for the past several years has consistently been below the state’s turnover rate.

**Table 1: Comparison of Employee Turnover Rate by Year**

<b>Fiscal Year</b>	<b>State Turnover Rate</b>	<b>TEA Turnover Rate</b>
2013	17.6%	12.0%
2014	17.5%	12.0%
2015	18.0%	11.0%
2016	17.6%	14.0%

Fiscal Year	State Turnover Rate	TEA Turnover Rate
2017	18.6%	16.0%

Source: Texas State Auditor’s Office Report No. 18-703.

*Tenure*

About 32 percent of TEA’s workforce has been with the agency for less than five years, while 21 percent has been employed for five to nine years, and 32 percent has been employed from ten to 20 years. Of the remainder, 11 percent of TEA’s employees has worked for the agency between 20 and 30 years, and four percent has worked for the agency for over 30 years.

*Retirement*

Over three-quarters (76 percent) of TEA’s workforce is over the age of 40, with 43 percent of the workforce over the age of 50. As a result, approximately 28 percent of TEA’s authorized workforce is currently eligible or will become eligible to retire within the next five years (see Figure 5).

**Figure 5: TEA Current Workforce Eligible for Retirement in FY 2018–2022**

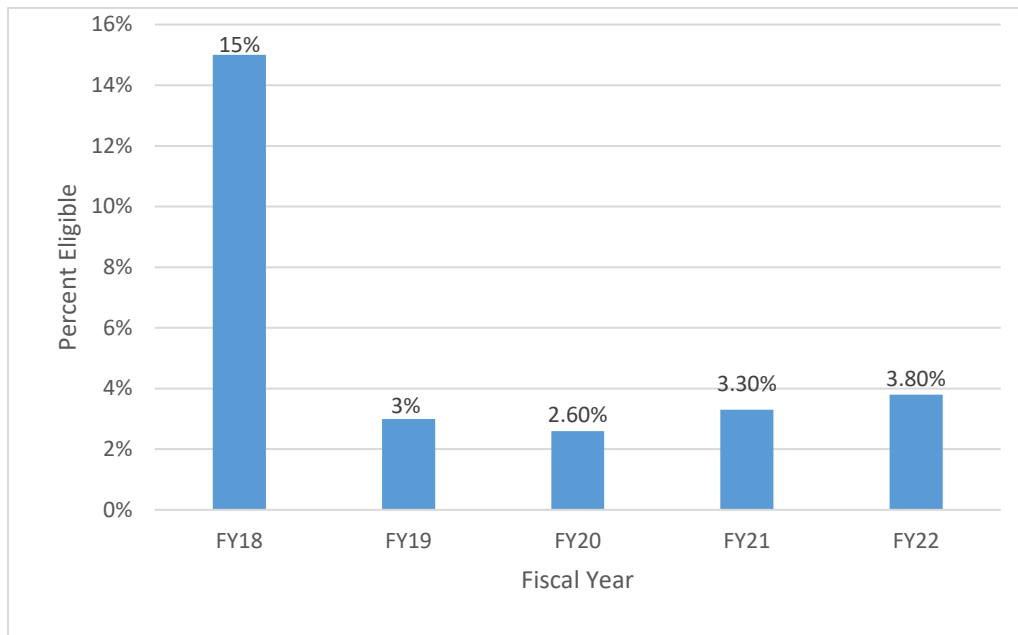


Table 2 shows the cumulative number and percentage of TEA employees who are eligible to retire in each of the next five years.

**Table 2: Percent of TEA Employees Eligible to Retire by Year**

	FY 18	FY 19	FY 20	FY 21	FY 22
Number of Employees Eligible to Retire	122	25	21	27	31
Percent of Workforce	15.0%	3.0 %	2.6%	3.3%	3.8%
Cumulative Number of Employees Eligible to Retire	122	147	168	195	226

	FY 18	FY 19	FY 20	FY 21	FY 22
Cumulative Percent of Workforce	15.0%	18.0%	20.6%	23.9%	27.7%

Despite the high rates of retirement eligibility, the agency has been fortunate that only small numbers of eligible employees have actually retired. In both FY16 and FY17, even though more than 20 percent of the workforce was eligible to retire, less than five percent of the workforce left the agency due to retirements each year.

However, if all the eligible staff were to retire 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.

**Future Workforce Profile (Demand Analysis)**

*Expected Workforce Changes and Needs*

Given TEA’s enormous responsibilities and limited FTEs and administrative budget, TEA must be strategic in preparing for future workforce changes. At the same time, TEA is competing with both public and private sector organizations for the same high-quality talent, which creates challenges for retaining our highest performers and recruiting candidates committed to the ambitious, outcome-oriented mission of the agency.

Specifically, our anticipated changing workforce needs include:

- An increasing need for higher levels of knowledge, skills, education, experience, and expertise to perform increasingly complex programmatic functions to meet the agency’s mission and strategic goals.
- An aging workforce, with almost 28 percent eligible to retire in the next five years, and the possible retirement of employees with significant historical knowledge and expertise.
- Persistent problems retaining key staff due to market competition, including competition from other state agencies offering higher salaries and merit programs, especially in the contracting, budget, grants, program, legal, and IT divisions.
- Continuous increases in agency responsibilities caused by federal or state legislative changes and expectations, and limited FTE Cap space to hire or compete for personnel. These include but are not limited to the Special Education Strategic Plan (Federally Funded, but counts toward FTE Cap); new legislatively-mandated programs; and implementation of Texas’ state plan in compliance with the Every Student Succeeds Act (ESSA).
- Implementing the Agency Strategic Plan to more effectively assist school systems improve student outcomes.

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

The agency’s FTE cap was increased to 881 for 2018 and again to 885 for 2019. Currently, TEA has only 825 FTEs, which is consistent with 2016 levels. However, given our ambitious and urgent priorities for the coming year, including the Special Education Strategic Plan and other legislative priorities that are moving into their implementation phase, we anticipate our FTE count to increase significantly over the next six months and put pressure on the FTE Cap.

We are working closely with the Governor's Office and Legislative Budget Board to ensure we are proactively planning for these additional FTEs and in compliance with Sec. 6.10(a) of the General Appropriations Act. Additionally, we have implemented a hiring protocol to strategically prioritize hiring for the most critical, high need divisions.

### *Gap Analysis*

The number of potential retirements could strain TEA's resources in order to backfill vacancies and to cover duties until those vacancies are filled. If even 50 percent of the eligible retirees (approximately 61) left the agency in FY 2018, that would challenge both Human Resources to fill a high volume of vacancies quickly and leadership to ensure that there is a continuity of historical knowledge and skill during those transitions.

### *Strategy Development*

To bridge the gap between the current workforce and future needs, TEA will use methods that provide the highest return on investment to attract, develop, and retain employees needed to accomplish TEA's mission and Strategic Plan. These methods include the following:

- TEA's Human Resources Division has recently restructured to better support the agency in its talent management needs. The Division's priorities include:
  - Improvements to the Division's talent acquisition practices, including the upcoming implementation of CAPPS Recruit as well as a comprehensive talent recruitment strategy
  - Refining the agency's performance management system to ensure we are identifying and rewarding our highest performers. This will include the upcoming implementation of CAPPS Performance Management
  - Infusing data-informed decision-making in all talent management policy, including updating our HRIS data systems and conducting annual compensation reviews
  - Introducing professional development opportunities to support managers specifically with strategies to develop staff
  - Developing career ladders and succession plans to ensure high-performing staff have an intentional development plan and the agency has identified a deep bench of talent for key roles
- TEA will continue to consider no-cost ways to improve employee satisfaction, including flexible hours, work-life balance incentives and programs, teleworking, changes in job duties, and special project assignments.
- Funding permitting, TEA will continue a performance-based merit program to retain key personnel.
- To ensure TEA can function effectively when key personnel retire or leave the agency, TEA will capture and codify knowledge; create teams to share content knowledge; rotate jobs so current staff are cross-trained; and cross-train replacement staff in areas that have large number of employees that are eligible for retirement.

In addition, to ensure that TEA continues to be a responsible fiduciary of the public's dollars, we will continue the following systems and processes to monitor our FTE cap and funding:

- Regular monitoring of TEA's FTE count and funding
- Leverage the recently developed protocol to prioritize hiring needs and slow hiring as appropriate
- Work closely with agency leadership to accurately project workforce needs, including deleting or repurposing un-needed vacancies



TEA’s Human Resources Division will support these goals by working closely with the agency’s executive management team to balance the diverse and challenging needs of the agency as well as the needs of the agency’s internal and external stakeholders to attract, develop and retain its greatest asset – its talent.

## Texas Workforce System Strategic Plan

As required by Texas Government Code, Section 2308.104, the TEA Strategic Plan must align with the Texas Workforce System Strategic Plan following objectives:

- Increase business and industry involvement.
- Expand licensure and industry certification.
- Improve and enhance services, programs, and policies to facilitate effective and efficient transitions.

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 the following activities around each objective:

### ***Increase business and industry involvement.***

- Involve business and industry representatives on advisory committees for the review and revision of programs of study (coherent sequences of courses) for career and technical education (CTE).
- Solicit informal feedback and public comment on drafts of programs of study for career and technical education from specific business and industry representatives.
- Identify and review relevant industry-based certifications, and incorporate examples into the revision of programs of study content.
- Continuing working with the Texas Workforce Commission in soliciting business and industry input on revised programs of study.

### ***Expand licensure and industry certification.***

- Conduct a review of industry-based certifications currently on the TEA accountability list soliciting industry and employer feedback on industry-based certifications to add to the list.
- Identify and include industry-based certifications, where relevant, as examples in revised programs of study.
- Vet, through employers, the industry-based certifications against criteria of industry recognized and valued with the assistance of the Texas Association of Workforce Boards.
- Expand list of industry-based certifications based on criteria.

### ***Improve and enhance services, programs, and policies to facilitate effective and efficient transitions.***

- Collaborate with the Texas Higher Education Coordinating Board to develop and implement programs of study to facilitate secondary to postsecondary student transitions.
- Align secondary and postsecondary programs of study systems by working with the Texas Higher Education Coordinating Board and the Texas Workforce Commission
- Collaborate with the Texas Higher Education Coordinating Board to develop and adopt policies and procedures that facilitate consistent credit transfer from secondary to postsecondary programs of study.
- Enhance programs of study by including advanced courses which allow for students to earn postsecondary credit in high school.
- Provide training to secondary administrators, counselors, and teachers.
- Collaborate with relevant state agencies to align policies to support career and college advising.
- Collaborate with Texas Higher Education Coordinating Board and the Texas Workforce Commission to promote Work-Based Learning.

## Supplemental Schedule G: Report on Customer Service

### Executive Summary

Results from the 2018 Texas Education Agency (TEA) Customer Satisfaction Survey found that 81% of TEA customers are satisfied with the customer service TEA provides; 91% of respondents state TEA treats them with respect, and 86% 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 23,000 school and district-level personnel across the state of Texas were surveyed with a total of **4,627** responding.

Responses were received from a variety of school staff including teachers, superintendents, assistant superintendents, principals, and other district staff throughout all 20 of the Education Service Center regions. The survey was available from April 4 through April 18, 2018. There was a 20% response rate with a margin of sampling error of +/- .45 at a 95% confidence level.

### Introduction

The Texas Education Agency (TEA) conducted the 2018 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, 2016 (Texas Government Code § 2114.002) and identifying opportunities for improvement. The Texas Government Code specifies that each agency and higher education institute within the state will collect feedback from its customers along several areas of customer service that may include, but are not limited to, the following:

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

In accordance with these requirements and in an effort to obtain valuable feedback about the services it provides, TEA conducted the Customer Satisfaction Survey with school and district-level personnel across the state of Texas between April 4 and April 18, 2018. The Texas Government Code §2114.002 also states agencies are required to submit a report on customer service to the Governor's Office of Budget, Planning and Policy and to the Legislative Budget Board no later than June 1 of every even-numbered year. This report presents the findings from the evaluation of customer service and fulfills the reporting requirements.

## Methodology

### Survey Development

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

### 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, 2016. In order to obtain a wide sample of respondents from across the state, a list of email addresses for certified teachers (as of March 1, 2018) was used to create a random sample of ~14,000 classroom educators. In addition, ~9,000 principals, administrators, superintendents, and other district-level personnel were randomly selected from emails queried from the [AskTED](#) directory.

The survey was emailed to 23,000 customers utilizing a link to a web-based survey administration system at no monetary cost to the agency. The survey link was also provided on the Texas Association of School Administrators' website to promote additional customer feedback. The survey was voluntary and remained open for data collection from April 4 through April 18, 2018.

### Respondents

A total of 4,627 individuals responded to the online customer satisfaction survey.

The respondents included school principals (47%), teachers (42%), superintendents/assistant superintendents (or other local education agency central administrators) (4%), district-level office staff (2%), assistant principals (or other school administrators) (1%), counselors (1%), and a variety of additional personnel (3%).

Of those responding, 1,453 (31%) reported they had contacted (or had been contacted by) TEA since September 1, 2016. The remainder of the respondents had not had direct contact with TEA within that timeframe.

The state of Texas is divided into 20 Education Service Center regions. Survey respondents were from all of the 20 regions across the state with the largest percentage from Region 4 (17%) which serves the Houston area. The next two largest response rates came from Region 10 (13%) and Region 11 (10%) which serve the Richardson/Dallas and Fort Worth areas respectively. These areas are some of the more densely populated regions in the state; therefore, more respondents from these areas would be expected.

### Key Findings

The following highlights the responses received from the 4,627 school and district-level personnel. To improve calculation accuracy, the N/A responses were subtracted from the total responses.

#### *Overall Customer Service Rating*

- Overall, 81% of TEA customers were satisfied with the customer service provided by TEA.
- Ninety-one percent of respondents agreed they were treated with respect by TEA staff (with only 2% in disagreement). Eighty-six 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. STAAR/ Assessment Testing
2. Educator Certification & Exams (or State Board of Educator Certification)
3. Accountability Ratings and Reporting
4. Information Technology (e.g. PEIMS, TSDS, TEASE, TEAL)
5. Educator Preparation Programs
6. State Board of Education or Commissioner's Rules
7. Curriculum & Graduation Plans
8. Grant Administration
9. Legal or Discipline Issues
10. Programs for Students with Disabilities (Special Ed.)

These inquiries represent 3,573 contacts made by the 1,259 respondents during the two-year timeframe (averaging ~3 contacts per respondent).

### **Methods of Contact**

For those interacting with TEA by telephone (adjusted for those marking N/A), over 91% reported that the TEA staff were courteous and that they were treated in a professional manner. Three-fourths of the respondents (75%) indicated they were routed directly to the proper person and were given a clear explanation. Seventy-seven percent reported TEA staff responded to their telephone requests promptly. Sixty-nine percent agreed they gained accessed a live person quickly with 16% disagreeing.

When interacting with TEA via email or one of the ticketing systems (adjusted for those marking N/A), 89% stated the staff was courteous and they were treated in a professional manner. Seventy-seven percent said their email requests were responded to promptly, were routed directly to the proper person, and they received a clear explanation to their request via email.

### **Complaint Handling**

The majority of respondents (59%) indicated they had not accessed the TEA complaint process (i.e. skipped questions or marked N/A). Of those applicable, 86% were satisfied or neutral regarding the ease of submitting complaints to TEA and their timely handling; 14% 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, 67% were satisfied with the information provided by TEA during this timeframe. Sixty-nine percent agreed TEA provides thorough and accurate information, with 9% 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. Educator Preparation & Certification 78%;
2. Curriculum & Graduation Plans 72%;
3. STAAR/ Assessment Testing 71%;
4. Program Guidance 68%;
5. School Financial Information 63%;
6. Accountability Ratings & Reporting 62%;
7. Grant Information 61%.

### **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) 63% agreed, 8% disagreed, 29% were neutral. When asked if requests were reasonable: 60% agreed, 13% disagreed, and 27% were neutral.

About half (51%) of the respondents believed TEA's process for requesting information seemed to be improving, with 8% disagreeing, and 41% neutral.

### **TEA Correspondence**

Correspondence received from TEA was considered useful and accurate by the majority of respondents (69%); 15% disagreed that the correspondence was understandable.

When asked about their experience with "To the Administrator Addressed Letters", less than half of the respondents had seen or utilized them (41%). Of those, 88% believed they were relevant and useful, and 82% indicated it was easy to join the email distribution list. Overall, three-fourths of respondents (76%) agreed they "greatly benefitted from this correspondence" (with only 4% disagreeing).

### **TEA Website**

With regards to TEA's website, 96% had utilized the website during the last two years. Seventy-six percent agreed the content was accurate; however, 29% disagreed that it was easy for them to find the information they needed. Approximately 64% stated the website met their needs and the content was easy to understand.

Approximately half (51%) of the respondents believed TEA's website quality and ease-of-use seemed to be improving, with 14% disagreeing, and others marking N/A or staying neutral.

### **Educator Certification Process**

When asked about their experience with the Educator Certification process, almost a third of respondents marked N/A. Of those applicable, 79% agreed the information TEA provided was thorough, and that they understood the process for taking certification exams. 71% were satisfied with their experience contacting TEA for guidance regarding educator certifications (with only 7% disagreeing). Overall, 82% 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 22% said they had during this timeframe. Of those, approximately 78% agreed that the online training was easy to access, useful, clear, understandable, and in a good format for their learning style. Almost three-fourths (72%) agreed they would recommend the online educator training to their colleagues (with 9% disagreeing).

## **Conclusions**

The survey indicates school and district-level personnel were satisfied with the quality of service received from TEA since September 1, 2016. During this period, the "overall satisfaction rating" remained high at 81% (consistent with the previous rating in 2016).

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 in: agency correspondence, the website, online educator trainings, and related to educator certifications.

Opportunities exist regarding: phones being answered quickly by a live-person, improving the overall experience with customer complaints, reasonableness of requests for information from school personnel, 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 high survey response rate of 20% and appreciates all the customers who took the time to respond. We look forward to continuously improving our services provided to our customers in the coming year. The following charts show detailed survey results.

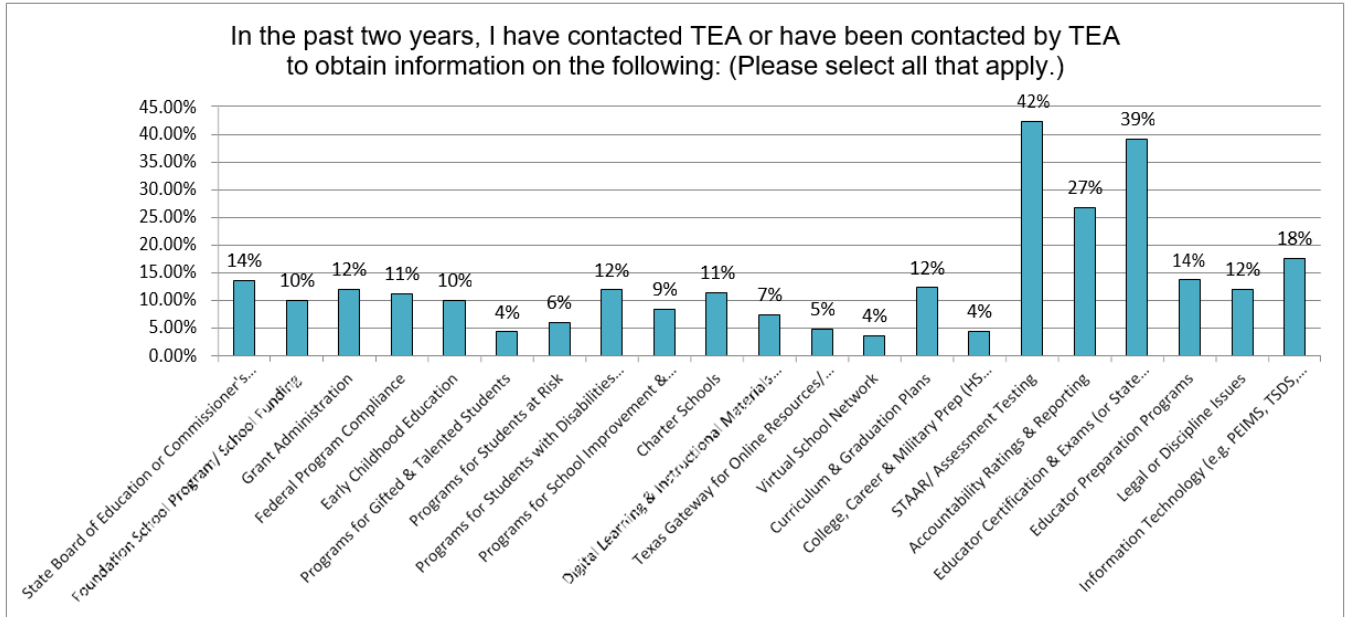


## Texas Education Agency 2018 Customer Service Survey Results

1. Have you contacted TEA, or have you been contacted by TEA in the last two years (since September 1, 2016)?

Answer Options	Response Percent	Response Count
Yes	31.4%	1453
No	38.6%	3174
<i>answered question</i>		<b>4627</b>
<i>skipped question</i>		0

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



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 Rate	Response Count
State Board of Education or Commissioner's Rules	13.66%	172
Foundation School Program/ School Funding	10.01%	126
Grant Administration	12.07%	152
Federal Program Compliance	11.28%	142
Early Childhood Education	10.01%	126
Programs for Gifted & Talented Students	4.37%	55
Programs for Students at Risk	6.04%	76
Programs for Students with Disabilities (Special Ed.)	11.91%	150
Programs for School Improvement & Accreditation	8.50%	107
Charter Schools	11.44%	144
Digital Learning & Instructional Materials (Textbooks)	7.47%	94
Texas Gateway for Online Resources/ Educator Professional	4.92%	62
Virtual School Network	3.73%	47
Curriculum & Graduation Plans	12.31%	155
College, Career & Military Prep (HS Programs, AP/IB)	4.45%	56
STAAR/ Assessment Testing	42.34%	533
Accountability Ratings & Reporting	26.77%	337
Educator Certification & Exams (or State Board of Educator	39.08%	492
Educator Preparation Programs	13.74%	173
Legal or Discipline Issues	12.07%	152
information Technology (e.g. PEIMS, TSDS, TEASE, TEAL)	17.63%	222
Other (please specify)		158
<i>answered question</i>		1259
<i>skipped question</i>		3368

158 respondents specified other areas such as: Hurricane Harvey issues, bilingual programs, UIL, grievance issues, waivers, Early College High Schools, career education, teacher assessments, retirement, compliance issues, monitoring site visits, military and homeless students, Districts of Innovation, Pre-K programs, The Principal Survey, foster care issues, extracurricular credits, graduation and transition plans, attendance, music and fine arts, etc.

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

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	Total
Staff members are courteous.	34.31% 411	40.15% 481	5.76% 69	1.17% 14	0.83% 10	17.78% 213	1,198
I gain access to a live person quickly.	20.84% 249	34.81% 416	12.22% 146	8.87% 106	4.10% 49	19.16% 229	1,195
I am routed directly to the proper person.	21.98% 262	36.33% 433	12.75% 152	6.71% 80	2.43% 29	19.80% 236	1,192
I am given a clear explanation.	24.29% 290	39.28% 469	10.39% 124	6.20% 74	2.35% 28	17.50% 209	1,194
I am treated in a professional manner.	37.58% 448	38.51% 459	4.95% 59	1.01% 12	0.76% 9	17.20% 205	1,192
Staff members respond to my telephone request	26.36% 315	35.31% 422	12.55% 150	4.18% 50	2.18% 26	19.41% 232	1,195

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 Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	Total
Staff members respond to email requests promptly.	20.91% 240	32.14% 369	8.54% 98	4.01% 46	1.39% 16	33.01% 379	1,148
Staff members are courteous.	27.20% 312	31.82% 365	6.45% 74	0.52% 6	0.61% 7	33.39% 383	1,147
I am routed directly to the proper person.	20.40% 234	29.90% 343	10.11% 116	3.57% 41	1.05% 12	34.96% 401	1,147
I am given a clear explanation.	22.14% 254	30.34% 348	9.85% 113	3.66% 42	1.66% 19	32.35% 371	1,147
I am treated in a professional manner.	29.00% 332	31.09% 356	5.50% 63	0.61% 7	0.87% 10	32.93% 377	1,145

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

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	Total
TEA staff members treat me with respect.	40.75% 478	44.25% 519	6.22% 73	1.36% 16	0.68% 8	6.73% 79	1,173
TEA staff members demonstrate a willingness to assist.	39.36% 466	41.47% 491	8.53% 101	2.62% 31	1.52% 18	6.50% 77	1,184

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

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	Total
Overall, I am satisfied with my contact with TEA.	34.45% 411	43.84% 523	11.82% 141	4.44% 53	1.93% 23	3.52% 42	1,193

*81% of customers reported they were satisfied with the customer service provided by TEA.*

*(adjusted for those marking N/A)*

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

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	Total
Complaints to TEA are easy to submit.	6.95% 80	11.73% 135	11.12% 128	2.78% 32	2.26% 26	65.16% 750	1,151
My complaints are handled in a timely manner.	6.52% 75	11.13% 128	10.61% 122	2.52% 29	2.09% 24	67.13% 772	1,150

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

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	Total
TEA provides thorough and accurate information.	15.59% 531	49.84% 1,698	20.58% 701	6.81% 232	2.17% 74	5.02% 171	3,407
School financial information is useful.	12.66% 429	38.57% 1,307	21.92% 743	6.17% 209	2.42% 82	18.26% 619	3,389
Program guidance information is useful.	14.63% 495	45.42% 1,537	20.04% 678	5.91% 200	1.98% 67	12.03% 407	3,384
STAAR/ Assessment information is useful.	22.47% 765	43.55% 1,483	12.25% 417	7.61% 259	6.84% 233	7.28% 248	3,405
Curriculum and graduation plan information is useful.	16.16% 546	43.86% 1,482	17.58% 594	3.79% 128	1.86% 63	16.75% 566	3,379
Accountability ratings and reporting information is useful.	18.48% 627	39.14% 1,328	16.30% 553	10.96% 372	7.87% 267	7.25% 246	3,393
Grant information is useful.	12.83% 433	34.62% 1,168	24.60% 830	3.65% 123	1.72% 58	22.58% 762	3,374
Educator preparation and certification information is useful.	20.40% 691	50.50% 1,711	14.46% 490	3.31% 112	1.77% 60	9.56% 324	3,388
Overall, I am satisfied with the information I receive from TEA.	16.22% 551	48.59% 1,650	21.05% 715	7.30% 248	3.47% 118	3.36% 114	3,396
TEA's requests of information from educators are reasonable.	11.16% 378	41.52% 1,406	23.39% 792	7.15% 242	3.99% 135	12.79% 433	3,386
TEA allows adequate time for me to respond to their requests.	11.18% 379	40.48% 1,372	23.64% 801	3.95% 134	2.18% 74	18.56% 629	3,389
TEA's process for requesting information from me seems to be improving.	8.94% 303	30.97% 1,050	32.12% 1,089	4.34% 147	1.89% 64	21.74% 737	3,390

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

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	Total
Correspondence from TEA is generally useful to me.	13.76% 459	48.64% 1,622	22.49% 750	5.40% 180	2.01% 67	7.71% 257	3,335
Correspondence from TEA is accurate.	14.89% 496	49.20% 1,639	23.33% 777	3.51% 117	0.96% 32	8.11% 270	3,331
Correspondence from TEA is easy to understand.	11.52% 383	42.65% 1,418	25.26% 840	10.65% 354	3.10% 103	6.83% 227	3,325

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	41.15%	1,378
No	35.06%	1,174
I don’t think so	23.80%	797
<i>answered question</i>		3,349

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

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	Total
This information is relevant and useful.	25.73% 351	61.58% 840	10.34% 141	1.61% 22	0.51% 7	0.22% 3	1,364
It is easy for me to join the email distribution list for this correspondence.	25.74% 350	52.43% 713	13.82% 188	2.65% 36	0.74% 10	4.63% 63	1,360

Overall, I greatly benefit from this correspondence (“To the Administrator Addressed Letters”).	24.52% 333	51.62% 701	19.51% 265	3.24% 44	0.66% 9	0.44% 6	1,358
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12. Have you visited the TEA website (www.tea.texas.gov)?

Answer Options	Response Percent	Response Count
Yes	96.22%	3,205
No	3.78%	126
<i>answered question</i>		3,331

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

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	Total
It is easy to find information I need on the website.	9.86% 307	43.59% 1,357	17.54% 546	22.45% 699	6.30% 196	0.26% 8	3,113
I am able to easily find contact information for agency employees.	8.97% 278	36.39% 1,128	25.48% 790	14.06% 436	4.81% 149	10.29% 319	3,100
The website content is accurate.	14.22% 442	60.15% 1,870	20.42% 635	2.67% 83	0.93% 29	1.61% 50	3,109
The information on the website is easy to understand.	11.23% 349	50.66% 1,575	20.65% 642	13.77% 428	3.18% 99	0.51% 16	3,109
It is easy for me to locate complaint procedures.	6.32% 196	21.82% 677	25.04% 777	10.02% 311	3.51% 109	33.29% 1,033	3,103
It is easy for me to locate the Compact with Texans.	5.07% 157	19.14% 593	26.31% 815	7.49% 232	3.13% 97	38.86% 1,204	3,098
I am satisfied with the content quality.	10.33% 320	49.18% 1,524	27.20% 843	8.71% 270	2.71% 84	1.87% 58	3,099
The overall organization of the website helps me locate what I am looking for.	9.60% 298	42.69% 1,325	22.81% 708	17.62% 547	6.35% 197	0.93% 29	3,104
My visits to the website meet my needs.	11.94% 371	53.54% 1,664	21.56% 670	9.17% 285	2.99% 93	0.80% 25	3,108



TEA's website quality and ease-of-use seems to be improving.	9.41% 292	41.68% 1,293	32.14% 997	10.12% 314	3.35% 104	3.29% 102	3,102
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14. Do you have a suggestion to improve TEA's website?

Over 800 respondents provided comments. Many simply said "Make it more user friendly".

Specific suggestions included topics such as: improving website navigation, posting alerts for changes, revising the sensitivity of the menu bar and banner, improving the drop-down tool, making STAAR assessment information easier to find and more usable, providing instructions for using various reports, writing more succinctly ("less wordy").

In addition, many respondents complimented the website, felt it was "very helpful", and acknowledged site improvements.

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

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	Total
TEA provides thorough information regarding educator certifications.	15.13% 462	45.63% 1,393	10.61% 324	4.29% 131	1.34% 41	22.99% 702	3,053
TEA's website information on this topic has been helpful to me.	13.51% 412	42.14% 1,285	14.82% 452	4.46% 136	1.15% 35	23.91% 729	3,049
I am satisfied with my experience when contacting TEA for guidance regarding educator certifications.	13.06% 398	35.12% 1,070	14.57% 444	3.77% 115	1.28% 39	32.20% 981	3,047
I understand the process necessary to register and take educator certification exams.	15.56% 474	43.58% 1,328	10.99% 335	3.58% 109	1.02% 31	25.27% 770	3,047
I understand the process necessary to maintain my educator certification.	17.45% 532	48.10% 1,466	9.61% 293	3.64% 111	1.08% 33	20.11% 613	3,048

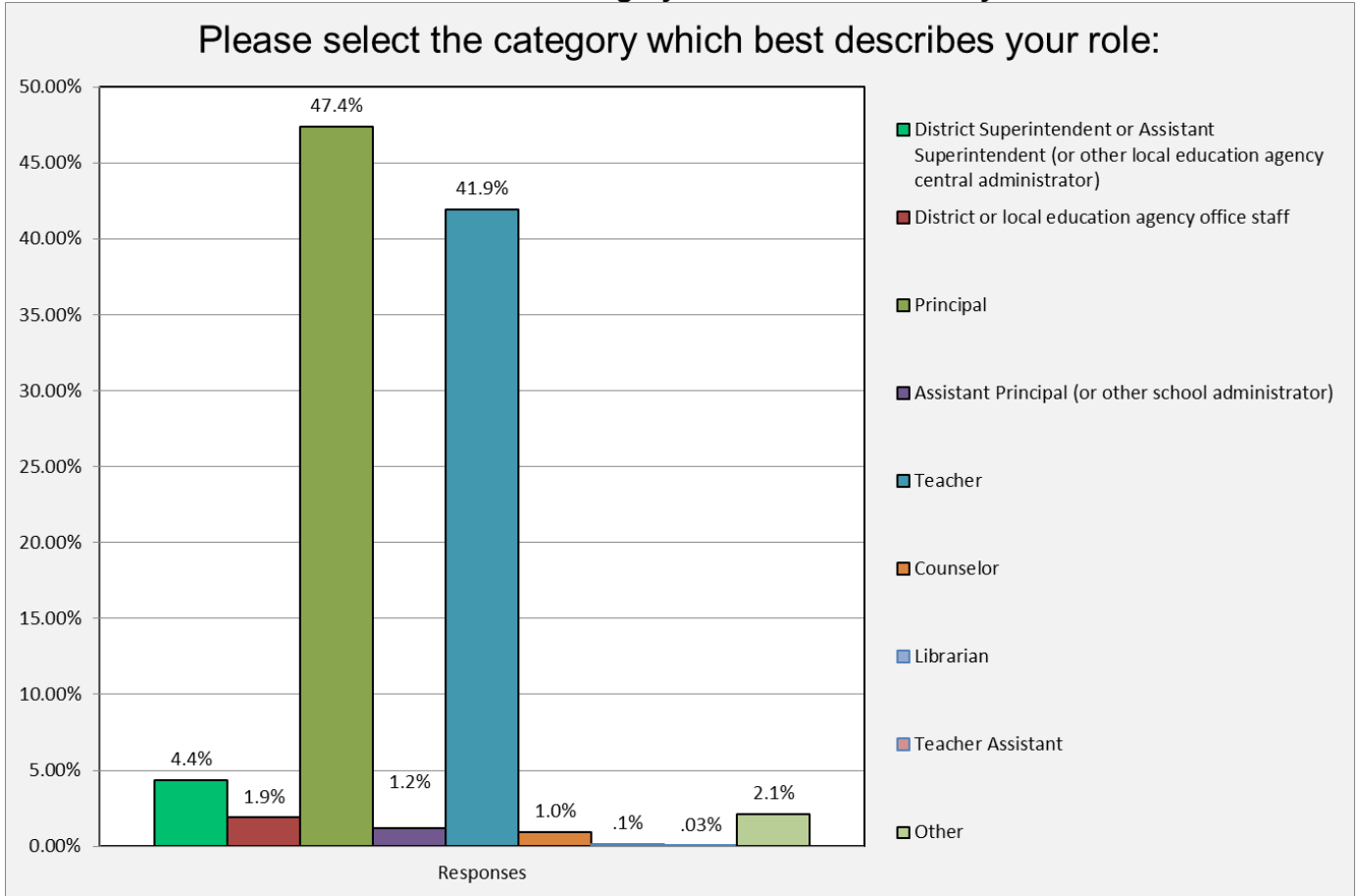
16. Have you accessed TEA's online educator training (The Texas Gateway for Online Resources) in the last two years?

Answer Options	Response Percent	Response Count
Yes	21.63%	681
No	78.37%	2,467
<i>answered question</i>		3,148

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

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	Total
It is easy for me to access TEA's online educator training.	19.70% 132	55.67% 373	14.18% 95	7.01% 47	1.64% 11	1.79% 12	670
The information provided in TEA's online educator training is clear and understandable.	21.08% 141	56.35% 377	13.75% 92	4.78% 32	1.94% 13	2.09% 14	669
The information provided in the online training is useful.	20.99% 140	56.52% 377	14.84% 99	3.30% 22	1.80% 12	2.55% 17	667
The online training resources are in a good format for my learning style.	20.81% 139	51.35% 343	19.31% 129	3.44% 23	2.40% 16	2.69% 18	668
I would recommend TEA's online educator training to my colleagues.	21.11% 141	49.10% 328	18.71% 125	6.44% 43	2.40% 16	2.25% 15	668

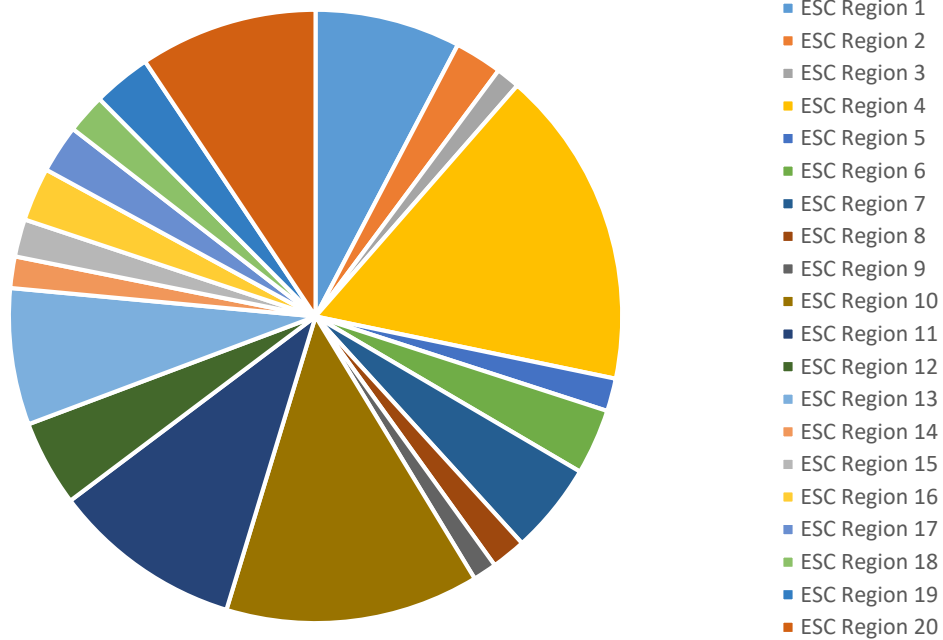
**18. Please select the category which best describes your role.**



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

Education Service Center (ESC) Regions:	Response Percent	Response Count
ESC Region 1 (Edinburg)	7.68%	240
ESC Region 2 (Corpus Christi)	2.50%	78
ESC Region 3 (Victoria)	1.25%	39
ESC Region 4 (Houston)	16.83%	526
ESC Region 5 (Beaumont)	1.73%	54
ESC Region 6 (Huntsville)	3.46%	108
ESC Region 7 (Kilgore)	4.80%	150
ESC Region 8 (Mt. Pleasant)	1.82%	57
ESC Region 9 (Wichita Falls)	1.25%	39
ESC Region 10 (Richardson)	13.38%	418
ESC Region 11 (Fort Worth)	10.05%	314
ESC Region 12 (Waco)	4.54%	142
ESC Region 13 (Austin)	7.20%	225

ESC Region 14 (Abilene)	1.66%	52
ESC Region 15 (San Angelo)	1.98%	62
ESC Region 16 (Amarillo)	2.82%	88
ESC Region 17 (Lubbock)	2.53%	79
ESC Region 18 (Midland)	2.08%	65
ESC Region 19 (El Paso)	3.07%	96
ESC Region 20 (San Antonio)	9.38%	293
<i>answered question</i>		<b>3,125</b>
<i>skipped question</i>		1,502



20. Do you have a suggestion to improve customer service at TEA?

TEA received over 500 comments on topics such as: providing consistent answers, reducing the volume of information and communications, providing assessment information earlier, providing reminders for recertifications, funding and supporting teachers and schools. Also, many complimented TEA for their efforts and thanked the staff for their support, assistance and willingness to serve them.