



Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

Transition Plan

TABLE OF CONTENTS

I.	COVER PAGE.....	9
II.	NARRATIVE DESCRIPTIONS	11
	A. Plan Development and Consultation.....	11
	B. Program Administration and Implementation	11
	1. State’s Vision for Education and Workforce Development	11
	2. Implementing Career and Technical Education Programs and Programs of Study.....	13
	3. Meeting the Needs of Special Populations	15
	4. Preparing Teachers and Faculty.....	15
	C. Fiscal Responsibility.....	15
	D. Accountability for Results	17
III.	ASSURANCES, CERTIFICATIONS, AND OTHER FORMS	20
	A. Statutory Assurances.....	20
	B. EDGAR Certifications	21
	C. Other Forms	21
IV.	BUDGET	22
	A. Instructions.....	22
	B. Budget Form	24
V.	STATE DETERMINED PERFORMANCE LEVELS (SDPL)	25
	A. Instructions.....	25
	B. State Determined Performance Levels (SDPLs) Form.....	30
TABLES:		
Table 1:	Checklist of Items Required in Perkins V State Plans Submitted in FY 2019	3
Table 2:	Timeline for Eligible Agencies Submitting a 1-Year Transition Plan Covering FY 2019.....	7
Table 3:	Section 113(b) Core Indicators of Performance	27

Table 1: Checklist of Items Required to be Submitted in FY 2019

State Plan Items	OPTION 1: 1-Year Transition Plan (FY 2019 only)	OPTION 2: Perkins V State Plan (FY 2019-2023)
I. Cover Page	Required	Required
II. Narrative Descriptions		
A. Plan Development and Coordination	Not required	Required
B. Program Administration and Implementation	Only Items B.2.a-e, and B.3.a	Required
C. Fiscal Responsibility	Required	Required
D. Accountability for Results	Not required	Not required*
III. Assurances, Certifications, and Other Forms	Required	Required
IV. Budget	Required	Required
V. State Determined Performance Levels (SDPL)	Not required	Not required



Table 2: Timeline for Eligible Agencies Submitting 1-Year Transition Plans Covering FY 2019

Action	FY 2019 (July 1, 2019 – June 30, 2020)	FY 2020 (July 1, 2020 – June 30, 2021)	FY 2021 (July 1, 2021 – June 30, 2022)	FY 2022 (July 1, 2022 – June 30, 2023)	FY 2023 (July 1, 2023 – June 30, 2024)	FY 2024 (July 1, 2023 – June 30, 2024)
Submission of State Plan and Performance Levels	Spring 2019 - Agency submits transition plan covering FY 2019	Spring 2020 – Agency submits 4-Year Plan covering FY 2020-23	Spring 2021 – Agency submits revisions, if any	Spring 2022 – Agency submits revisions, if any	Spring 2023 – Agency submits revisions, if any	Spring 2024 – Agency submits new 4-Year Plan covering FY 2024-27 or revisions to 4-Year Plan submitted in FY 2020
Submission/Revision of Performance Levels (as part of State Plan Submission)	N/A	Agency submits SDPLs for FY 20-23, including baseline levels	N/A	Agency revises, as appropriate, SDPLs for FY 2022-23	N/A	Agency submits SDPLs for FY 2024-27 (if new plan) or FY 2024 (if only revisions)
Receipt of Grant Award	July 1, 2019 – Agency receives first installment of FY 2019 grant award	July 1, 2020 – Agency receives first installment of FY 2020 grant award	July 1, 2021 – Agency receives first installment of FY 2020 grant award	July 1, 2022 – Agency receives first installment of FY 2020 grant award	July 1, 2023 – Agency receives first installment of FY 2020 grant award	July 1, 2024 – Agency receives first installment of FY 2020 grant award
	October 1, 2019 – Agency receives final installment of FY 2019 grant award	October 1, 2020 – Agency receives final installment of FY 2020 grant award	October 1, 2021 – Agency receives final installment of FY 2021 grant award	October 1, 2022 – Agency receives final installment of FY 2022 grant award	October 1, 2023 – Agency receives final installment of FY 2023 grant award	October 1, 2024 – Agency receives final installment of FY 2024 grant award



**Strengthening Career and Technical Education for the 21st Century Act
(Perkins V) State Plan**

I. COVER PAGE

- A. State Name: Texas
- B. Eligible Agency (State Board) Submitting Plan on Behalf of State:
Texas State Board of Education through Texas Education Agency
- C. Person at, or officially designated by, the eligible agency, identified in Item B above, who is responsible for answering questions regarding this plan. This is also the person designated as the “authorized representative” for the agency.
1. Name: Heather Justice
 2. Official Position Title: Division Director for College, Career, and Military Preparation
 3. Agency: Texas State Board of Education through Texas Education Agency
 4. Telephone: (512) 463-9253
 6. Email: heather.justice@tea.texas.gov
- D. Individual serving as the State Director for Career and Technical Education:
- Check here if this individual is the same person identified in Item C above and then proceed to Item E below.
1. Name: Ryan Merritt
 2. Official Position Title: Director of Career and Technical Education
 3. Agency: Texas Education Agency
 4. Telephone: (512) 936-6358
 5. Email: ryan.merritt@tea.texas.gov
- E. Type of Perkins V State Plan Submission - FY 2019 (*Check one*):
- 1-Year Transition Plan (FY2019 only)
- State Plan (FY 2019-23)

F. Type of Perkins V State Plan Submission - Subsequent Years (*Check one*):

- State Plan (FY 2020-23)
- State Plan Revisions, FY 2020
- State Plan Revisions, FY 2021
- State Plan Revisions, FY 2022
- State Plan Revisions, FY 2023

G. Special Features of State Plan Submission (*Check one*):

- WIOA Combined State Plan - *Secondary and Postsecondary*
- WIOA Combined State Plan - *Postsecondary Only*

H. Governor's Joint Approval of the Perkins V State Plan (*Fill in text box and then check one box below*): **N/A for transition plan**

Date Governor was sent State Plan for signature:

- The Governor has provided a letter that he or she is jointly approving the State plan for submission to the Department.
- The Governor has not provided a letter that he or she is jointly approving the State plan for submission to the Department.

I. By signing this document, the eligible entity, through its authorized representative, agrees:

1. To the assurances, certifications, and other forms enclosed in its State plan submission; and
2. That, to the best of my knowledge and belief, all information and data included in this State plan submission are true and correct.

Authorized Representative Identified in Item C Above (Printed Name) Heather Justice	Telephone: 512-463-9253
Signature of Authorized Representative	Date:

II. NARRATIVE DESCRIPTIONS

A. Plan Development and Consultation

N/A (Transition Year- This section is not required)

1. Describe how the State plan was developed in consultation with the stakeholders and in accordance with the procedures in section 122(c)(2) of Perkins V and as provided in Text Box 1 on the following page.
2. Consistent with section 122(e)(1) of Perkins V, each eligible agency must develop the portion of the State plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, and secondary career and technical education after consultation with the State agencies identified in section 122(e)(1)(A)-(C) of the Act. If a State agency, other than the eligible agency, finds a portion of the final State plan objectionable, the eligible agency must provide a copy of such objections and a description of its response in the final plan submitted to the Secretary. (Section 122(e)(2) of Perkins V)
3. Describe opportunities for the public to comment in person and in writing on the State plan. (Section 122(d)(14) of Perkins V)

B. Program Administration and Implementation

N/A (Transition Year- This section is not required)

1. State's Vision for Education and Workforce Development

- a. Provide a summary of State-supported workforce development activities (including education and training) in the State, including the degree to which the State's career and technical education programs and programs of study are aligned with and address the education and skill needs of the employers in the State identified by the State workforce development board. (Section 122(d)(1) of Perkins V)
- b. Describe the State's strategic vision and set of goals for preparing an educated and skilled workforce (including special populations) and for meeting the skilled workforce needs of employers, including in existing and emerging in-demand industry sectors and occupations as identified by the State, and how the State's career and technical education programs will help to meet these goals. (Section 122(d)(2) of Perkins V)
- c. Describe the State's strategy for any joint planning, alignment, coordination, and leveraging of funds between the State's career and technical education programs and programs of study with the State's workforce development system, to achieve the strategic vision and goals described in section 122(d)(2) of Perkins V, including the core programs defined in section 3 of the Workforce Innovation and Opportunity Act

(29 U.S.C. 3102) and the elements related to system alignment under section 102(b)(2)(B) of such Act (29 U.S.C. 3112(b)(2)(B)); and for programs carried out under this title with other Federal programs, which may include programs funded under the Elementary and Secondary Education Act of 1965 and the Higher Education Act of 1965. (Section 122(d)(3) of Perkins V)

- d. Describe how the eligible agency will use State leadership funds made available under section 112(a)(2) of the Act for purposes under section 124 of the Act. (Section 122(d)(7) of Perkins V)

2. Implementing Career and Technical Education Programs and Programs of Study

- a. Describe the career and technical education programs or programs of study that will be supported, developed, or improved at the State level, including descriptions of the programs of study to be developed at the State level and made available for adoption by eligible recipients. (Section 122(d)(4)(A) of Perkins V)

Texas is redesigning state level programs of study to include coherent and rigorous content with challenging academic standards and relevant career and technical content. Programs of study will be aligned with state and regional labor market information including high-wage, high-skill, and in-demand occupations. To coincide with the timeline for Perkins V implementation, new programs of study will be available for district review and planning for the 2019-2020 school year and required for implementation in the 2020-2021 school year.

As a part of the program of study revision process, Texas conducted a statewide labor market analysis. When conducting the labor market analysis, Texas discovered several instances where occupations and postsecondary training overlap. These occur in the Business, Marketing, and Finance career clusters as well as the Law and Public Safety and Government career clusters. The Science, Technology, Engineering, and Math (STEM) career cluster did not align with any one industry sector, but rather had occupations spread throughout. Lastly, Texas’ diverse economic landscape includes an entire industry sector, Energy, that was not included in the 16. This analysis led to the recommendation to have 13 advisory committees. These industry advisory committees represent the content across the 16 career clusters and are comprised of secondary and postsecondary CTE faculty, business and industry representatives, and CTE administrator representatives.

16 Career Clusters	Proposed Change to career cluster
Agriculture, Food, & Natural Resources	No Change
Architecture & Construction	No Change
Arts, A/V Technology, & Communications	No Change
Business Management & Administration	Combined with Marketing and Finance
Government & Public Administration	Combined with Law and Public Safety
Education & Training	No Change

Finance	Combined with Marketing and Business
Health Science	No Change
Hospitality & Tourism	No Change
Human Services	No Change
Information Technology	No Change
Law, Public Safety, Corrections, & Security	Combined with Government
Manufacturing	No Change
Marketing	Combined with Business and Finance
STEM	Placed all programs within the aligned career cluster demonstrating the correct industry sector (spread throughout)
Transportation, Distribution, & Logistics	No Change
	Added Energy Career Cluster

As a part of the revision process for programs of study it was important to determine how the state would define the following terms: high-wage, high-skill, and in-demand occupations. Based on the labor market analysis, Texas defines these terms as follows:

- **high-wage**: \$35,339 median annual salary based on the Texas Workforce Commission’s workforce projections as well as real time labor data from Emsi (Emsi is a labor market information source that includes data from the US census bureau and department of labor as well as job postings and online job profiles) through the 2020-2021 school year
- **high-skill**: a program of study demonstrating multiple entrance and exit points into careers including options for exit points from industry-based certifications, postsecondary level one and level two certifications from a technical college or community college, an associate degree, and a bachelor’s degree to ensure program of study sequences are continual and not job-terminal
- **in-demand**: greater than 17% annual growth based on the Texas Workforce Commission’s workforce projections as well as real time labor data from Emsi

In addition to each program of study meeting state labor market definitions, each state-recognized program of study will include:

- rigorous secondary academic courses based on the Foundation High School Program (Texas graduation requirements) with endorsements;
- a coherent sequence of courses in secondary education leading to multiple entry and exit points within careers including industry-based certifications, postsecondary level one and level two certificates from a technical college or community college, associate degrees, bachelor’s degrees, and/or graduate degrees (where applicable);
- relevant early college credit opportunities, including dual credit, statewide and locally-articulated credit, advanced placement (AP) and/or international baccalaureate (IB) credit;
- work-based learning activities and capstone experiences for each program of study

Appendix A provides examples of the programs of study being developed at the state level. This resource will be sent out across the state to Education Service Center (ESC) CTE specialists, counselors, CTE administrators, CTE teachers, and campus administrators. Training on new programs of study will be developed and provided through the 20 ESC regions to meet the needs of CTE administrators and teachers. All resources will be accessible for students, parents, counselors, and students with disabilities. To the extent possible, all resources will be provided in Spanish.

At the postsecondary level the Texas Higher Education Coordinating Board (THECB) is undertaking a similar program of study development process. The process builds upon foundational work of TEA to fully develop the sequence of courses in each program of study that is aligned to an associate of applied science degree.

- the programs of study are developed by Board appointed committees whose members are faculty from secondary and postsecondary, business and industry professionals, and other career and technical education experts
- the committees make recommendations concerning the sequence of courses in each program of study to the Board
- the process outlined above is codified in Texas Education Code, Section 6.8235

The Programs of Study (POS) initiative for workforce programs helps advance the four broad goals of the Texas Higher Education Coordinating Board's (THECB's) 60x30TX strategic plan for Texas higher education, defined as:

- by 2030, at least 60 percent of Texans ages 25-34 will have a certificate or degree
- by 2030, at least 550,000 students will complete a certificate, associate, bachelor's, or master's from an institution of higher education in Texas per year
- all graduates from Texas public institutions of higher education will have completed programs with identified marketable skills
- by 2030, undergraduate student loan debt will not exceed 60 percent of first-year wages for graduates of Texas public institutions

Because these approved sets of courses will both transfer and apply to degree programs, these initiatives promote a cost-effective pathway to earn the culminating credential/degree. This increases the number of postsecondary graduates in Texas.

- b. Describe the process and criteria to be used for approving locally developed programs of study or career pathways, including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 132 will—
 - i. promote continuous improvement in academic achievement and technical skill attainment;
 - ii. expand access to career and technical education for special populations; and
 - iii. support the inclusion of employability skills in programs of study and career pathways. (Section 122(d)(4)(B) of Perkins V)

LEAs will have the opportunity to choose from the state-recognized list of programs

of study which will meet all requirements for the definition of a quality program of study through their local application for funding. If LEAs do not choose from the state-recognized list of programs of study, LEAs will have the option to submit regional programs of study demonstrating the coherent sequence of courses that meet the definition for a quality program of study (per state-recognized requirements). These applications must explicitly be specific to regional labor market information and demand. This application will open in November of 2019 and will run through January of 2020 to ensure that TEA can review and approve acceptable programs of study prior to the local application for funding of Perkins. The regional programs of study must meet the state's definition for programs of study demonstrating high-wage, high-skill, and in-demand occupations.

Data will be collected and disaggregated by each special population category to ensure that students have equitable access to high-quality CTE programs. TEA will use baseline data in 2019-2020 and will define the metrics the state will use to push for equitable access and ensure that students in special populations have continued and expanded access to CTE programming. 2019-2020 will disaggregate data down to the career cluster level. 2020-2021 will disaggregate data down to the program of study level. This information will be shared with districts. TEA will work with ESCs to provide training on how to recruit and retain students in special populations. TEA will partner with the National Association of Partners in Equity to provide training to TEA and ESC staff to assist in providing professional development to districts.

All CTE programs of study will include the opportunity for Work-Based Learning (WBL) experiences that, at the capstone level, include employability skills and the demonstration of said employability skills prior to completion of the course/capstone experience. Additionally, many of the CTE courses within each program of study embed employability skills within the Texas Essential Knowledge and Skill statements (TEKS).

TEA is also working to define WBL for the state of Texas and develop a statewide framework for WBL to expand opportunities for students down to elementary school. This framework will focus on incorporation of career awareness, career exploration, career preparation, and career training.

- c. Describe how the eligible agency will—
 - i. make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand;
TEA is in the process of creating program of study templates for counselors, administrators, and teachers to use in conversations with students about the appropriate selection of a program of study and a student's endorsement selection

(Texas Foundational High School Program). An additional version of these documents is also being developed specifically for parents to be able to explain the options available to their children. These templates will be created such that LEAs can download them and adjust according to their offerings and the needs of their school. All documents will be translated into a Spanish version to assist in serving a large portion of families in Texas. See Appendix A for an example of this template.

Texas also provides robust opportunities for students to experience WBL, dual credit, and Early College High schools. In Texas, Early College High Schools are one of four models within the state's College and Career Readiness School Models: 1) Early College High School (ECHS); 2) Pathways in Technology Early College High School (P-TECH); 3) Industry Cluster Innovative Academies (ICIA); and 4) Texas STEM Academies. A key component within the blueprint for these models is strong guidance and counseling support for students. LEAs implementing College and Career Readiness School Models (CCRSM) receive technical assistance from regional coaches to ensure they are supported in implementation of the blueprints for the models. Another key component in the P-TECH and ICIA models is implementation of a program of study aligned to regional labor market information and postsecondary programs. The agency also provides grants to schools to implement P-TECH models and designates schools based on their implementation of the models with fidelity to the state's outcome-based measures (see Appendix B). These grants and designations are announced to all school administrators and leaders across the state via TEA's "To the Administrator Addressed" correspondence as well as through the CTE newsletters and the agency's website. Additionally, TEA provides resources and technical assistance to the schools within the CCRSM.

- ii. facilitate collaboration among eligible recipients in the development and coordination of career and technical education programs and programs of study and career pathways that include multiple entry and exit points;
N/A (Transition Year- This section is not required)
- iii. use State, regional, or local labor market data to determine alignment of eligible recipients' programs of study to the needs of the State, regional, or local economy, including in-demand industry sectors and occupations identified by the State board, and to align career and technical education with such needs, as appropriate;
N/A (Transition Year- This section is not required)
- iv. ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations;
N/A (Transition Year- This section is not required)

- v. coordinate with the State board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate;
N/A (Transition Year- This section is not required)
- vi. support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities; and
N/A (Transition Year- This section is not required)
- vii. improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations. (Section 122(d)(4)(C) of Perkins V)
N/A (Transition Year- This section is not required)

- d. Describe how the eligible agency, if it chooses to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education. (Section 122(d)(4)(D) of Perkins V)

TEA currently has four models within its College and Career Readiness School Models that allow students to earn early college credit prior to high school graduation at no cost to the student. These programs focus on serving economically disadvantaged and at-risk students. The four models are:

- Early College High Schools (ECHS)
- Pathways in Technology Early College High Schools (P-TECH)
- Industry Cluster Innovative Academies (ICIA)
- Texas STEM Academies (T-STEM)

Three of these models, P-TECH, ICIA, and T-STEM, currently require CTE programs of study as a key component in their blueprint. These models encourage students to earn industry-based certifications, postsecondary level one and level two certificates from a technical college or community college, and/or an associate degree prior to high school graduation. The agency also provides grants to schools to implement College and Career Readiness School Models and designates schools based on their implementation of the models with fidelity to the state's outcome-based measures (see Appendix B).

Additionally, all CTE state-recognized programs of study will embed opportunities for students to earn early college credit whether through dual credit, established articulation agreements, or credential attainment.

- e. Describe how the eligible agency will involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, in the

planning, development, implementation, and evaluation of its career and technical education programs. (Section 122(d)(12) of Perkins V.

N/A (Transition Year- This section is not required)

- f. Include a copy of the local application template that the eligible agency will require eligible recipients to submit pursuant to section 134(b) of Perkins V.

N/A (Transition Year- This section is not required)

- g. Include a copy of the local needs assessment template that the eligible agency will require eligible recipients to submit pursuant to section 134(c) of Perkins V.

N/A (Transition Year- This section is not required)

- h. Provide the definition for “size, scope, and quality” that the eligible agency will use to make funds available to eligible recipients pursuant to section 135(B) of Perkins V.

Career & Technical Education (CTE) programs of study must meet the criteria of sufficient size, scope, and quality to be effective and seek funding under the Act. Size is defined as providing sufficient opportunity for youth and adult learners to matriculate through concentrator and completer status at the secondary and postsecondary levels. This means that LEAs must offer at least one program of study aligned to regional labor market data and provide the opportunity for students to complete a program of study within four years. Completion is defined as three or more courses for four or more credits. Scope is defined as including rigorous academic and technical standards, employability skills, and by providing students with opportunities to earn industry-recognized credentials, participate in work-based learning experiences, and connect secondary to postsecondary coursework. Quality is defined as providing sufficient opportunity to meet or exceed performance targets under the Act, provide support for special populations enrolled in the CTE program of study, and procedures to continuously improve all aspects of programs under the Act.

3. Meeting the Needs of Special Populations

- a. Describe its program strategies for special populations, including a description of how individuals who are members of special populations—

- i. will be provided with equal access to activities assisted under this Act;
TEA has a contract for a statewide CTE evaluation that will look at results of CTE participants and CTE concentrators at the career cluster level and will disaggregate the information based on the student populations categories. TEA will also partner with an external group/consultant to ensure that there is training provided to internal TEA staff and external education service center CTE specialists. Resources will be provided to CTE administrators on how to interpret the results of the data and best address performance gaps in CTE programming.

At both the secondary and postsecondary levels, applicants for Perkins funding must indicate the steps taken to ensure that all individuals from special populations are provided equal access to CTE programs and activities. Local programs are required to sign provisions and assurances in their contractual agreements with the State to receive Perkins funding. Secondary recipients must include corrective action plans for any barriers that exist for these groups.

In the eGrant application for secondary Perkins funds, districts must identify strategies to meet the needs of special populations, including strategies to assure that students who are members of special populations are provided equal access to CTE programs. If the admission, referral, and dismissal (ARD) committee for students with disabilities refers a student to a CTE sequence of courses, the committee must include a CTE representative, preferably a CTE teacher, so students are appropriately placed and served in CTE programs.

THECB reports that postsecondary institutions use a variety of strategies for assisting special populations such as:

- providing outreach and recruitment information;
- identifying and following up with special populations students;
- determining special needs for accommodations so that students can succeed;
- providing in-service activities for CTE teachers, counselors, and administrators;
- providing special instructional materials as needed; and
- providing Perkins funds for child care, transportation, and textbook loan programs

Eligible recipients at the local level ensure that strategies and services for special populations in CTE programs are appropriate and prepare special population students for high-skill, high-wage, or high-demand occupations. Additional strategies include:

- career exploration activities and resources that are free of gender bias;
- comprehensive career development for academic counseling and career guidance;
- equitable access to quality work-based learning opportunities; and
- information on nontraditional training in high-skill, high-wage, or high-demand fields.

Each postsecondary institution must describe in the local application how it will meet the needs of special populations.

- ii. will not be discriminated against based on status as a member of a special population;

As a recipient of federal financial assistance, LEAs and charter schools are required to comply with federal laws and regulations that prohibit discrimination based on race, color, national origin, sex, and disability. School districts ensure equal access to programs through yearly non-discrimination notifications to students, parents, school employees, and the general public. Nondiscrimination statements are required in all district publications.

TEA monitors special population subgroups to ensure that there is no form of exclusion from CTE programs or a disproportionately high number of special population students in CTE programs. This monitoring also tracks the performance of special population students in CTE programs. Risk factors in these areas may trigger a monitoring visit.

The identification of campuses within districts is based on methodology that reviews the disproportionality of representation of student groups enrolled in CTE courses in comparison to the demographics represented on the campus. Additional consideration is also based on the number of years since the last on-site review and the student enrollment count on the campus. Campuses are selected for review based on the agency's targeting plan. The selection criteria in the targeting plan places emphasis on the provision of equitable opportunities for students to participate in CTE. Categories considered include: African-American students, Hispanic students, male students, female students, students with disabilities, and students with limited English proficiency. Each category enrolled in a CTE course is compared to the general population enrolled in a CTE program. Campuses reviewed within the last five years are not selected for an on-site review.

Individuals who have complaints regarding program access issues may take their concern to their local school board or to TEA. All complaints and their resolutions are reported biannually to the Office for Civil Rights (OCR).

TEA and THECB conduct a system of regularly scheduled program access (OCR) onsite visits to secondary and postsecondary institutions as required by federal rules and regulations. Eligible recipients are required to provide assurances of nondiscrimination through their local application. Technical assistance and professional development in the area of nondiscrimination are available to eligible recipients from TEA and THECB staff and through state leadership activities. A strict policy prohibiting discrimination is included in the provisions and assurances of all Perkins grants.

Texas universities and community, state, and technical colleges are required to be non-discriminatory and must post a statement to that effect in all college publications. Data on student populations are gathered, reported, and analyzed through the THECB's accountability and reporting systems. The THECB has a staff member who has the responsibility of conducting Methods of Administration (MOA) for civil rights compliance site visits. Every other year a report is submitted to the U.S. Department of Education Office for Civil Rights regarding the findings and resolutions from the MOA site visits from the preceding two years. Additionally, the staff person attends the annual training by the OCR. The required on-site visits will continue to be conducted according to the state's federally-approved targeting plan.

- iii. will be provided with programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance described in section 113, and prepare special populations for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations; **N/A (Transition Year- This section is not required)**
- iv. will be provided with appropriate accommodations; and
In Texas, a child's eligibility for special education services and most of the major decisions about a child's special education program are made by an admission, review, and dismissal (ARD) committee. This group is also referred to as an individualized education program (IEP) team, which is the term used in federal law. CTE teachers are required to be included on this team when the child is placed in a CTE course.

An ARD committee must be formed to review and determine whether a student is eligible for special education and related services. The ARD committee members include the following:

- the parent;
- at least one regular education teacher of the child who must, when possible, be a teacher who is responsible for implementing a portion of the child's IEP;
- at least one special education teacher or provider for the child;
- a representative of the school;
- a person who can interpret the instructional implications of the evaluation results;
- other individuals who have knowledge or special expertise regarding the child and are invited by either the parent or the school;
- whenever appropriate, the child;
- to the extent appropriate, with parent's written consent or, after the child reaches age 18, with the adult child's written consent, a representative of any participating agency that is likely to be responsible for providing or paying for transition services;

- a representative from career and technical education, preferably the teacher, if the child is being considered for initial or continued placement in career and technical education; and
- a professional staff member who is on the language proficiency assessment committee, if the child is identified as an English language learner.

The ARD committee also includes, as applicable:

- a teacher who is certified in the education of students with auditory impairments, if the child has a suspected or documented auditory impairment;
- a teacher who is certified in the education of students with visual impairments, if the child has a suspected or documented visual impairment; or
- a teacher who is certified in the education of students with visual impairments and a teacher who is certified in the education of students with auditory impairments, if the child has suspected or documented deafness-blindness.

In addition, the ARD committee must address special factors for some children, as follows:

- consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior when a child's behavior impedes learning;
 - consider the language needs of the child as those needs relate to the child's IEP when the child qualifies as a child with limited English proficiency; provide for instruction in braille and the use of braille, unless the committee determines that instruction in braille or the use of braille is not appropriate for the child when the child is blind or visually impaired;
 - consider the communication needs of the child, and for the child who is deaf or hard of hearing, consider the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode; and
 - consider whether the child needs assistive technology devices and services.
- v. will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment. (Section 122(d)(9) of Perkins V)
- N/A (Transition Year- This section is not required)**

4. Preparing Teachers and Faculty

N/A (Transition Year- This section is not required)

- a. Describe how the eligible agency will support the recruitment and preparation of teachers, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals to provide career and technical education instruction, leadership, and support, including professional development that provides the knowledge and skills needed to work with and improve instruction for special populations. (Section 122(d)(6) of Perkins V)

C. Fiscal Responsibility

1. Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how—

- a. each eligible recipient will promote academic achievement;

All programs of study must include opportunities for rigorous academic and technical skills attainment. At the state level, vertical teams of secondary teachers, postsecondary faculty, and industry partners have collaborated to align the academic and technical standards for each program of study. In 2019-2020, TEA will conduct a gap analysis to ensure course standards reflect academic, technical, and employability skills necessary for success in these occupations. This process will be done in collaboration with a system from Texas State Technical College. Programs of study will include advanced academic courses where applicable, such as Advanced Placement courses, dual credit, etc.

Additionally, the state will use 2019-2020 to determine baseline data for CTE concentrator achievement in STAAR EOCs. These will be included in both Perkins reporting as well as the state's Performance Based Monitoring Analysis System (PBMAS). This state accountability system annually monitors the academic performance and graduation rates of every district's CTE concentrators, including the following CTE subpopulations: CTE limited English proficient (LEP), CTE economically disadvantaged, CTE special education, and CTE nontraditional students. When a district's CTE students demonstrate low performance, TEA places the district in a stage of intervention. Districts are required to submit to TEA documentation of intervention activities including the compliance review, focused data analysis, systems analysis, a continuous improvement plan, and/or a corrective action plan if monitors find noncompliance with law or rule.

- b. each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential; and

All state-recognized programs of study will lead to a postsecondary credential or degree. Program of study templates, located in Appendix A, demonstrate the multiple entry and exit points for credential attainment. TEA tracks credential attainment through PEIMS reporting as well as data sharing agreements with THECB. These reports are currently made available in the Texas Academic Performance Reports (TAPR) system. Additionally, the state's accountability plan for ESSA aligns with college and career

readiness benchmarks providing credit to districts who have students earn one of the measures listed below. LEAs and schools receive A-F grades, one factor of which is their score on college and career readiness, and these grades are reported publicly.

(*implementation in 2019 and beyond)

- a. meet criteria of 3 on AP or 4 on IB examinations
 - b. meet TSI criteria (SAT/ACT/TSIA/College Prep course) in reading and mathematics
 - c. complete a course for dual credit (9 hours or more in any subject or 3 hours or more in ELAR/mathematics)
 - d. earn an associate degree
 - e. complete an OnRamps course*
 - f. meet standards on a composite of indicators of college readiness*
 - g. earn industry-based certification
 - h. CTE coherent sequence coursework completion and credit aligned with approved industry-based certifications (one-half point credit)
 - i. graduate with completed IEP and workforce readiness (graduation type code of 04, 05, 54, or 55)
 - j. be admitted to postsecondary industry certification program*
 - k. enlist in the United States Armed Forces
- c. each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations. (Section 122(d)(5) of Perkins V)

LEAs will submit, in summer of 2019 for the 2019-2020 school year, a local plan per the Perkins IV process. This is to ensure LEAs can seamlessly continue offering CTE programs during the transition to Perkins V.

During the 2019-2020 transition year, TEA will revise the local plan to reflect the new local application for funding requirements, including a regional needs assessment that will drive the development of the local application for funding. LEAs will be trained on the new local application for funding and needs assessment during spring of 2020 to support the submission of their new application. Eligible recipients must annually submit a local plan to receive Perkins funds. Local plans for secondary and postsecondary institutions must meet all the elements required in the Perkins Act. Eligible recipients must complete an online application and provide all information required prior to funding approval. Each application is reviewed to determine compliance with all legal requirements. Eligible recipients must also submit an evaluation and use of funds report each year.

The local plans for both secondary and postsecondary institutions must provide performance targets and strategies for continuous improvement of academic achievement and technical skill attainment. Current and emerging occupational

opportunities are identified through the analysis of statewide and regional data provided by the local Workforce Development Boards and/or through Labor Market and Career Information made available through TWC. TEA is working with TWC and THECB to provide regional labor data dashboards where LEAs will have access to regional labor market projections, workforce development area targeted occupations, and real time labor data to drive the alignment of the regional needs assessment with regional labor market information.

- Texas defines high-wage as \$35,339 annual median salary based on the Texas Workforce Commission’s workforce projections as well as real time labor data from Emsi through the 2020-2021 school year.
- In secondary education, Texas defines high-skill as a program of study demonstrating multiple entrance and exit points into careers including options for exit points from industry-based certifications, postsecondary level one and level two certifications from a technical college or community college, an associate degree, and a bachelor’s degree to ensure program of study sequences are continual and not job terminal.
- Texas defines in-demand as having greater than 17% annual growth based on the Texas Workforce Commission’s workforce projections as well as real time labor data from Emsi.
- Additionally, LEAs within the workforce development regions will have the opportunity to use local information to demonstrate regional definitions and submit program of study applications for approval that meet the regional definitions of high-wage and in-demand. The definitions must align with the targeted occupations and definitions within the workforce development area’s Workforce Investment Opportunities Act plan.

2. Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed—
 - a. among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace; and

Texas allocates Perkins Basic Grant funds between secondary and postsecondary programs under a funding split that is based on contact hours. The Texas State Board of Education approved the Texas State Plan for Career and Technical Education, with a funding split of 70% for secondary programs and 30% for postsecondary programs. Texas uses Title I, Part B funds as follows: at least 85% will be distributed by formula allocation to LEAs and community and technical colleges through the standard application system (SAS); 10% will fund state programs and state leadership projects, and no more than 5% will fund administration of the state plan. 15% of the distributed formula allocation will be set aside for Perkins Reserve Grants.

Texas distributes funds supporting state programs and leadership projects through the request for application (RFA) process. Texas awards funds through the SAS to the Texas Juvenile Justice Department and the Windham School District, which operate CTE programs in correctional institutions. In 2018-2019, the Texas School for the Deaf was funded from the one percent set aside for institutions.

The THECB requires each eligible recipient to submit a local plan and an evaluation plan to receive Perkins Basic Grant funds.

- b. among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V)

The required elements for local Perkins plans related to consortia (called Shared Service Agreements in Texas) are integrated into the Perkins eGrant application, enabling consortia to file their local plans and request Perkins funds through one electronic submission. Fiscal agents apply to the agency for security clearance to submit a consortium application, and are provided a user name, password, and electronic signature. Districts must also submit information regarding their decision to participate in a specific consortium. TEA Grants Administration Division staff review the consortium applications and, as needed, request additional information or clarification from the fiscal agent using text fields where TEA staff may include negotiation notes or comments about the consortium application and plan. When TEA staff members are satisfied with the information the fiscal agent has submitted, they approve the application. The Commissioner of Education must provide final approval of the application, and his electronic signature appears on the notice of grant award (NOGA) that is available electronically to the district. The Perkins eGrant application/plan provides more guidance to districts for meeting the Perkins V requirements and focusing on continuous program improvement. Information about the application and supporting documentation is available at <http://burlleson.tea.state.tx.us/GrantOpportunities/forms/GrantProgramSearch.aspx>.

Districts that are eligible for a federal Perkins allocation of less than \$15,000 are not eligible for direct receipt of Perkins funds, so they must participate in a consortium of districts with a total combined consortium allocation of \$15,000 or greater. The consortium determines a fiscal agent, usually an ESC or a district that is a member of the consortium. The members of the consortium jointly determine the method for deciding consortium activities and funding priorities. For Perkins funding purposes, each consortium is treated like a single school district. The formula for determining a consortium's Perkins allocation is identical to the formula applied to other school

districts that are eligible for Perkins funds. Members of a consortium reach agreement upon the mutually-beneficial programs and purposes that Perkins funds will support and describe the purposes and programs in the formula grant application. TEA only approves the grant application after the allocation of Perkins resources to meet the mutually-beneficial purposes and serve the needs of consortium members is agreed upon.

3. For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 131(a)-(e) of the Act and describe how these allocations are distributed to local educational agencies, areas career and technical education schools and educational service agencies within the State. (Section 131(g) of Perkins V)

Texas allocates Perkins Basic Grant funds between secondary and postsecondary programs under a funding split that is based on contact hours. On November 16, 2007, the SBOE approved the Texas State Plan for Career and Technical Education, 2008-2013 with a funding split of 70% for secondary programs and 30% for postsecondary programs. Texas uses Title I, Part B funds as follows: at least 85% will be distributed by formula allocation to LEAs and community and technical colleges through the standard application system (SAS); 10% will fund state programs and state leadership projects, and no more than 5% will fund administration of the state plan. The formula amount for secondary and postsecondary for 2019-2020 will be \$80,195,697.15 with the Perkins Reserve amount of 15% at \$12,029,354.57.

The THECB requires each eligible recipient to submit a local plan and an evaluation plan to receive Perkins Basic Grant funds.

4. For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 132(a) of the Act and describe how these allocations are distributed to eligible institutions and consortia of eligible institutions within the State.

Districts that are eligible for a federal Perkins allocation of less than \$15,000 are not eligible for direct receipt of Perkins funds, so they must participate in a consortium of districts with a total combined consortium allocation of \$15,000 or greater. The consortium determines a fiscal agent, usually an ESC or a district that is a member of the consortium. The members of the consortium jointly determine the method for deciding consortium activities and funding priorities. For Perkins funding purposes, each consortium is treated like a single school district. The formula for determining a consortium's Perkins allocation is identical to the formula applied to other school districts that are eligible for Perkins funds. Members of a consortium reach agreement upon the mutually beneficial programs and purposes that Perkins funds will support and describe the purposes and programs in the

formula grant application. TEA only approves the grant application after the allocation of Perkins resources to meet the mutually beneficial purposes and serve the needs of consortium members is agreed upon.

5. Describe how the eligible agency will adjust the data used to make the allocations to reflect any changes in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local education agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education. (Section 131(a)(3) of Perkins V)
Each year, Texas adjusts district allocations to reflect the changes that occurred in district enrollment due to charter schools opening or closing in the district's geographical boundaries.
6. If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a)—
 - a. include a proposal for such an alternative formula; and
 - b. describe how the waiver demonstrates that a proposed alternative formula more effectively targets funds based on poverty (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) to local educational agencies with the State. (Section 131(b) of Perkins V)

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

No alternative formula is proposed for secondary or postsecondary allocations at the time of the transition plan submission.

7. If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a)—
 - a. include a proposal for such an alternative formula; and
 - b. describe how the formula does not result in a distribution of funds to the eligible institutions or consortia with the State that have the highest numbers of economically disadvantaged individuals and that an alternative formula will result in such a distribution. (Section 132(b) of Perkins V)

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

No alternative formula is proposed for secondary or postsecondary allocations at the time of the transition plan submission.

8. If the eligible agency will award reserve funds to eligible recipients under section 112(c) of Perkins V, describe the process and criteria for awarding those funds.

The Texas Education Agency will distribute grant funds to eligible LEAs through an application process. Awarded funds must be used as described in the Carl D. Perkins Career and Technical Education Act of 2006, Public Law (P.L.) 109-270, Title I, Part C, Section 135 (local uses of funds). Eligible recipients must meet at least one of the criteria below:

- Local career and technical education (CTE) programs in rural areas.
- CTE programs with high numbers of CTE concentrators or participants. An LEA with 200 or more CTE concentrators (students who earn three or more credits within a program or program of study/code 2 in PEIMS) in Grades 9–12 is considered an LEA with high numbers of CTE students.
- CTE programs with high percentages of CTE concentrators or participants. An LEA with 25 percent or more of the total student population in Grades 9–12 who are CTE concentrators (code 2) is considered a high percentage LEA.
- CTE programs in areas with disparities or gaps in performance as described in the Strengthening Career and Technical Education Act of 2018, Section 113 (b)(3)(C)(ii)(II).

Purpose of Program

Texas faces a significant challenge in helping students become career and college ready in ways that address both current and future workforce needs. Helping students to enter community colleges and universities and supporting them through the completion of certificates and degrees will help support social and economic mobility for all Texans. Partnerships with institutions of higher education can be used to provide opportunities for students to acquire dual credit, industry-based certifications, and degrees in high-wage and in-demand occupations in regional industry sectors. In addition to partnerships with technical colleges, community colleges and/or universities, LEAs should also work with industry and local stakeholders to assess local workforce needs and coordinate with these partners to promote postsecondary success. LEAs can make a greater effort to establish public/private partnerships, and increase the opportunities for paid internships, apprenticeships, and mentorships, especially focusing on jobs in information technology, manufacturing, health care, construction, transportation distribution and logistics, and other high-wage and in-demand fields (from *Prosperity Requires Being Bold: Integrating Education and the Workforce for a Bright Texas Future: The Tri-Agency Report to the Office of the Governor from the Texas Education Agency, Texas Higher Education Coordinating Board, and the Texas Workforce Commission*).

The grants will be awarded in two focus areas:

Texas Regional Pathways Network (Focus Area 1)

The purpose of Texas Regional Pathways Network (Focus Area 1) is to assist regions with providing high quality college and career pathways that are aligned with regional workforce needs. Grants will be awarded to create at least one regionally aligned pathway in each of the LEAs applying within the grant. The grant will support the implementation of the Texas Regional Pathways Network key components:

1. Alignment with high-wage, in-demand labor market information (greater than \$35,339 annual salary and greater than 17% annual growth for the state)
2. Links between secondary and postsecondary with multiple entry and exit points
3. Credentials and degrees with value in the labor market

4. Integration of rigorous academics and career-focused learning
5. Strong college and career advising and counseling supports
6. Continuum of work-based learning experiences
7. 7. Cross-sector partnerships

Industry-Based Certifications and Testing Site/Licensed Instructor (Focus Area 2)

The purpose of Industry-Based Certifications and Testing Site/Licensed Instructor (Focus Area 2) is to ensure students have the opportunity to obtain industry-based certifications. This grant will provide funds to pay for students to obtain industry-based certifications, as well as to train CTE teachers as licensed instructors in specific industry certifications and/or become a testing site. These newly trained teachers will be able to administer industry-based certification exams to students at the end of CTE courses and/or programs of study.

9. Provide the State’s fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary’s annual determination on whether the State has maintained its fiscal effort and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V)

The state-level maintenance of effort (MOE) for Perkins federal funding is listed below. Data sources used are the TEA Statewide Summary of Finance Report (FSP), and aggregate expenditure data and student counts provided by the Texas Higher Education Coordinating Board (THECB). The calculation is made annually in mid-February when THECB makes their data available to TEA. Therefore, FFCR will make the FY 2018 determination next month (February 2019) when we receive data from THECB. See chart below for prior year data:

Perkins MOE Determination Calculation *	Aggregate	Per Capita
FY 2015	\$2,481,897,225	\$1,598
FY 2016	\$2,674,508,268	\$1,658
FY 2017	\$2,764,513,900	\$1,665
FY 2018	Available mid-Feb. 2019	Available mid-Feb. 2019

* Funds made available based on TEA and THECB data. Note: Calculation conducted in the subsequent year, e.g. FY 2018 determination calculated in February 2019.

Texas plans to utilize the MOE reset of 5% for the 2019-2020 fiscal year and will make this recalculation accordingly.

D. Accountability for Results

N/A (Transition Year- This section is not required)

1. Identify and include at least one (1) of the following indicators of career and technical education program quality—
 - a. the percentage of CTE concentrators (see Text Box 2 on the following page) graduating from high school having attained a recognized postsecondary credential;
 - b. the percentage of CTE concentrators graduating high school having attained postsecondary credits in relevant career and technical education programs and programs of study earned through a dual or concurrent enrollment program or another credit transfer agreement; and/or
 - c. the percentage of CTE concentrators graduating from high school having participated in work-based learning. (Section 113(b)(2)(A)(iv)(I) of Perkins V)

Include any other measure of student success in career and technical education that is statewide, valid, and reliable, and comparable across the State. (Section 113(b)(2)(A)(iv)(II) of Perkins IV)

Provide the eligible agency's measurement definition with a numerator and denominator for each of the quality indicator(s) the eligible agency selects to use.

2. Provide on the form in Section V.B, for each year covered by the State plan beginning in FY 2020, State determined levels of performance for each of the secondary and postsecondary core indicators, with the levels of performance being the same for all CTE concentrators in the State. (Section 113(b)(3)(A)(i)(I) of Perkins V)
3. Provide a written response to the comments provided during the public comment period described in section 113(b)(3)(B) of the Act. (Section 113(b)(3)(B)(iii) of Perkins V)

Text Box 2: Definition of CTE Concentrator

The term ‘CTE concentrator’ means—

- (A) at the secondary school level, a student served by an eligible recipient who has completed at least 2 courses* in a single career and technical education program or program of study; and
- (B) at the postsecondary level, a student enrolled in an eligible recipient who has—
 - (i) earned at least 12 credits within a career and technical education program or program of study; or
 - (ii) completed such a program if the program encompasses fewer than 12 credits or the equivalent in total. (Section 3(12) of Perkins V)

* This means that once a student completes 2 courses in a single CTE program or program of study, he or she is counted as a CTE concentrator.

(Section 3(12) of Perkins V)

4. Describe the procedure the eligible agency adopted for determining State determined levels of performance described in section 113 of the Act, which at a minimum shall include—
 - a. a description of the process for public comment under section 113(b)(3)(B) of Perkins V as part of the development of the State determined levels of performance under that section as provided in the text box on the following page;
 - b. an explanation for the State determined levels of performance; and
 - c. a description of how the state determined levels of performance set by the eligible agency align with the levels, goals and objectives other Federal and State laws, (Section 122(d)(10) of Perkins V); and
 - d. As part of the procedures for determining State determined levels of performance, describe the process that will be used to establish a baseline for those levels.
5. Describe how the eligible agency will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) of Perkins V in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions the eligible agency will take to eliminate these disparities or gaps. (Section 122(d) (11) of Perkins V)

Text Box 3:

(B) PUBLIC COMMENT.—

- (i) **IN GENERAL.**—Each eligible agency shall develop the levels of performance under subparagraph (A) in consultation with the stakeholders identified in section 122(c)(1)(A).
- (ii) **WRITTEN COMMENTS.**—Not less than 60 days prior to submission of the State plan, the eligible agency shall provide such stakeholders with the opportunity to provide written comments to the eligible agency, which shall be included in the State plan, regarding how the levels of performance described under subparagraph (A)—
 - (I) meet the requirements of the law;
 - (II) support the improvement of performance of all CTE concentrators, including subgroups of students, as described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965, and special populations, as described in section 3(48); and
 - (III) support the needs of the local education and business community.
- (iii) **ELIGIBLE AGENCY RESPONSE.**—Each eligible agency shall provide, in the State plan, a written response to the comments provided by stakeholders under clause (ii).

(Section 113(b)(3)(B) of Perkins V)

III. ASSURANCES, CERTIFICATIONS, AND OTHER FORMS

A. Statutory Assurances

The eligible agency assures that:

1. It made the State plan publicly available for public comment¹ for a period of not less than 30 days, by electronic means and in an easily accessible format, prior to submission to the Secretary for approval and such public comments were considered in the development of this State plan. (Section 122(a)(4) of Perkins V)
2. It will use the funds to promote preparation for high-skill, high-wage, or in-demand industry sectors or occupations and non-traditional fields, as identified by the State. (Section 122(d)(13)(C) of Perkins V)
3. It will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance, including technical assistance on how to close gaps in student participation and performance in career and technical education programs. (section 122(d)(13)(E) of Perkins V)
4. It will comply with the requirements of this Act and the provisions of the State plan, including the provision of a financial audit of funds received under this Act, which may be included as part of an audit of other Federal or State programs. (Section 122(d)(13)(A) of Perkins V)
5. None of the funds expended under this Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. (Section 122(d)(13)(B) of Perkins V)
6. It will use the funds provided under this Act to implement career and technical education programs and programs of study for individuals in State correctional institutions, including juvenile justice facilities. (Section 122 (d)(13)(D) of Perkins V)

¹ An eligible agency that submits a 1-Year Transition Plan in FY 2019 is not required to hold a public comment period on the 1-Year Transition Plan. Such agency must assure that it meets this public comment requirement prior to submitting its Perkins V State Plan in FY 2020.

B. EDGAR Certifications

- By submitting a Perkins V State Plan, consistent with 34 CFR 76.104, the eligible agency certifies that:
 1. It is eligible to submit the Perkins State plan.
 2. It has authority under State law to perform the functions of the State under the Perkins program(s).
 3. It legally may carry out each provision of the plan.
 4. All provisions of the plan are consistent with State law.
 5. A State officer, specified by title in Item C on the Cover Page, has authority under State law to receive, hold, and disburse Federal funds made available under the plan.
 6. The State officer who submits the plan, specified by title in Item C on the Cover Page, has authority to submit the plan.
 7. The entity has adopted or otherwise formally approved the plan.
 8. The plan is the basis for State operation and administration of the Perkins program.

C. Other Forms

- The eligible agency certifies and assures compliance with the following enclosed forms:
 1. Assurances for Non-Construction Programs (SF 424B) Form (OMB Control No. 0348-0040) - <https://www2.ed.gov/fund/grant/apply/appforms/sf424b.pdf>
 2. Disclosure of Lobbying Activities (SF LLL) (OMB Control No. 4040-0013): https://apply07.grants.gov/apply/forms/sample/SFLLL_1_2-V1.2.pdf
 3. Certification Regarding Lobbying (ED 80-0013 Form): <https://www2.ed.gov/fund/grant/apply/appforms/ed80-013.pdf>
 4. General Education Provisions Act (GEPA) 427 Form (OMB Control No. 1894-0005): <https://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

IV. BUDGET

A. Instructions

1. On the form in Item IV.B below, provide a budget for the upcoming fiscal year. As you prepare your budget, refer to the statutory descriptions and assurances in Section II.C and Section III.A, respectively, of this guide.

2. In completing the budget form, provide--

Line 1: The total amount of funds allocated to the eligible agency under section 112(a) of Perkins V. *This amount should correspond to the amount of funds noted in the Department's program memorandum with estimated State allocations for the fiscal year.*

Line 2: The amount of funds made available to carry out the administration of the State plan under section 112(a)(3). *The percent should equal not more than 5 percent of the funds allocated to the eligible agency as noted on Line 1, or \$250,000, whichever is greater.*

Line 3: The amount of funds made available to carry out State leadership activities under section 112(a)(2) of Perkins V. *The percent should equal not more than 10 percent of the funds allocated to the eligible agency as noted on Line 1.*

Line 4: The percent and amount of funds made available to serve individuals in State institutions, such as: (a) correctional institutions; (b) juvenile justice facilities; and (c) educational institutions that serve individuals with disabilities pursuant to section 112(a)(2)(A) of Perkins V. *The percent of funds should equal not more than 2 percent of the funds allocated to the eligible agency as noted on Line 1.*

Line 5: The amount of funds to be made available for services that prepare individuals for non-traditional fields pursuant to section 112(a)(2)(B) of Perkins V. *The amount of funds should be not less than \$60,000 and not more than \$150,000.*

Line 6: The amount of funds to be made available for the recruitment of special populations to enroll in career and technical education programs pursuant to section 112 (a)(2)(C) of Perkins V. *The percent of funds should equal 0.1 percent of the funds allocated to the eligible agency, or \$50,000, whichever is lesser.*

Line 7: The percent and amount of funds to be made available to eligible recipients [local education agencies (secondary recipients) and institutions of higher education (postsecondary recipients)] pursuant to section 112(a)(1) of Perkins V. *The percent of funds should be not less than 85 percent of the funds allocated to the eligible agency as noted on Line 1.*

- Line 8: The percent and amount, if any, of funds to be reserved and made available to eligible recipients under section 112(c) of Perkins V. *The percent of funds should be not more than 15 percent of the 85 percent of funds noted on Line 7.*
- Line 9: The percent and amount, if any, of funds to be reserved and made available to secondary recipients under section 112(c) of Perkins V.
- Line 10: The percentage and amount, if any, of funds to be reserved and made available to postsecondary recipients under section 112(c) of Perkins V.
- Line 11: The percent and amount of funds to be made available to eligible recipients under section 112(a)(1) of Perkins V. *The percent and amount of funds should represent the funds remaining after subtracting any reserve as noted on Line 8.*
- Line 12: The percent and amount of funds to be distributed to secondary recipients under the allocation formula described in section 131 of Perkins V.
- Line 13: The percent and amount of funds to be distributed to postsecondary recipients under the allocation formula described in section 132 of Perkins V.
- Line 14: The amount of funds to be made available for the State administration match requirement under section 112(b) of Perkins. *The amount of funds shall be provided from non-Federal sources and on a dollar-for-dollar basis.*

B: Budget Form

State Name: Texas

Fiscal Year (FY): 2020

Line Number	Budget Item	Percent of Funds	Amount of Funds
1	Total Perkins V Allocation	Not applicable	\$ 94,347,879
2	State Administration	5%	\$ 4,717,393.95
3	State Leadership	10%	\$ 9,434,787.90
4	• Individuals in State Institutions	1%	\$ 943,478.79
4a	– Correctional Institutions	Not required	\$
4b	– Juvenile Justice Facilities	Not required	\$
4c	– Institutions that Serve Individuals with Disabilities	Not required	\$
5	• Nontraditional Training and Employment	Not applicable	\$
6	• Special Populations Recruitment	%	\$
7	Local Formula Distribution	85%	\$ 80,195,697.15
8	• Reserve	15%	\$ 12,029,354.57
9	– Secondary Recipients	70%	\$ 8,420,548.20
10	– Postsecondary Recipients	30%	\$ 3,608,806.37
11	• Allocation to Eligible Recipients	85%	\$ 68,166,342.58
12	– Secondary Recipients	70%	\$ 47,716,439.80
13	– Postsecondary Recipients	30%	\$ 20,449,902.77
14	State Match (from non-federal funds)	Not applicable	\$

V. STATE DETERMINED PERFORMANCE LEVELS (SDPL)

A. Instructions

1. On the form in Item V.B below, provide State determined performance levels (SDPLs), covering FY 2020-23, for each of the secondary and postsecondary core indicators of performance for all CTE concentrators in the State described in section 113(b) of Perkins V. See Table 7 below. In preparing your SDPLs, refer to your narrative descriptions in Section II.D of this guide.
2. In completing the SDPL form, provide—

Column 2: Baseline level
Columns 3-6: State determined levels of performance for each year covered by the State plan, beginning for FY 2020, expressed in percentage or numeric form and that meets the requirements of section 113(b)(3)(A)(III) of Perkins V as provided in the text box on the following page.
3. Revise, as applicable, the State determined levels of performance for any of the core indicators of performance—
 - i. Prior to the third program year covered by the state plan for the subsequent program years covered by the State plan pursuant to section 113(b)(3)(A)(ii).
 - ii. Should unanticipated circumstances arise in a State or changes occur related to improvement in data or measurement approaches pursuant to section 113(b)(3)(A)(iii).
 - iii. An eligible agency shall not be eligible to adjust performance levels while executing an improvement plan under this section pursuant to section 123(a)(5).

Text Box 4: State Determined Performance Levels (SDPLs)

- (III) REQUIREMENTS.—Such State determined levels of performance shall, at a minimum—
- (aa) be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable;
 - (bb) require the State to continually make meaningful progress toward improving the performance of all career and technical education students, including the subgroups of students described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965, and special populations, as described in section 3(48); and
 - (cc) have been subject to the public comment process described in subparagraph (B), and the eligible agency has provided a written response;
 - (dd) when being adjusted pursuant to clause (ii), take into account how the levels of performance involved compare with the State levels of performance established for other States, considering factors including the characteristics of actual (as opposed to anticipated) CTE concentrators when the CTE concentrators entered the program, and the services or instruction to be provided;
 - (ee) when being adjusted pursuant to clause (ii), be higher than the average actual performance of the 2 most recently completed program years, except in the case of unanticipated circumstances that require revisions in accordance with clause (iii); and
 - (ff) take into account the extent to which the State determined levels of performance advance the eligible agency's goals, as set forth in the State plan.

(Section 113(b)(3)(A)(III) of Perkins V)



Table 7: Section 113(b) Core Indicators of Performance

Indicator Descriptions	Indicator Codes	Indicator Names
Secondary Level		
The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).	1S1	Four-Year Graduation Rate
(At the State’s discretion) The percentage of CTE concentrators who graduate high school, as measured by extended-year adjusted cohort graduation rate defined in such section 8101.	1S2	Extended Graduation Rate
CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in section 1111(b)(2) of such Act.	2S1	Academic Proficiency in Reading/Language Arts
CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in mathematics as described in section 1111(b)(2) of such Act.	2S2	Academic Proficiency in Mathematics
CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in science as described in section 1111(b)(2) of such Act.	2S3	Academic Proficiency in Science
The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.	3S1	Postsecondary Placement

Indicator Descriptions	Indicator Codes	Indicator Names
Secondary Level (continued)		
The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.	4S1	Non-traditional Program Enrollment
<i>The eligible agency must include at least one program quality indicator—5S1, 5S2, or 5S3—and may include any other quality measure that is statewide, valid, reliable, and comparable across the State, 5S4.</i>		
The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.	5S1	Program Quality – Attained Recognized Postsecondary Credential
The percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment or another credit transfer agreement	5S2	Program Quality – Attained Postsecondary Credits
The percentage of CTE concentrators graduating from high school having participated in work-based learning.	5S3	Program Quality – Participated in Work-Based Learning
The percentage of CTE concentrators achieving on any other measure of student success in career and technical education that is statewide, valid, and reliable, and comparable across the State. Please identify.	5S4	Program Quality – Other

Indicator Descriptions	Indicator Codes	Indicator Names
Postsecondary Level		
The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.	1P1	Postsecondary Retention and Placement
The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion. *	2P1	Earned Recognized Postsecondary Credential
The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.	3P1	Non-traditional Program Enrollment

* This means that a student gets counted under this indicator whether the student obtains the credential during participation or within 1 year of completion. The Department interprets “within 1 year of completion” to have the plain meaning of those words: that the student would be counted if the student obtains the credential in the 1 year following that student’s completion of the program.

State Name: _____

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicators	Baseline Level	Performance Levels			
		FY 2020	FY 2021	FY 2022	FY 2023
Secondary Indicators					
1S1: Four-Year Graduation Rate					
1S2: Extended Graduation Rate					
2S1: Academic Proficiency in Reading Language Arts					
2S2: Academic Proficiency in Mathematics					
2S3: Academic Proficiency in Science					
3S1: Postsecondary Placement					
4S1: Non-traditional Program Enrollment					
5S1: Program Quality – Attained Recognized Postsecondary Credential					
5S2: Program Quality – Attained Postsecondary Credits					
5S3: Program Quality – Participated in Work-Based Learning					
5S4: Program Quality – Other					

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicators	Baseline Level	Performance Levels			
		FY 2020	FY 2021	FY 2022	FY 2023
Postsecondary Indicators					
1P1: Postsecondary Retention and Placement					
2P1: Earned Recognized Postsecondary Credential					
3P1: Nontraditional Program Enrollment					

Provide any additional information regarding SDPLs, as necessary:

Appendix A



COURSES

- LEVEL 1**
Principles of Manufacturing
Occupational Safety and Environmental Technology I
Computer Aided Design and Drafting for Manufacturing (TBD)

- LEVEL 2**
Occupational Safety and Environmental Technology II
Robotics I
Programmable Logic Controller I (TBD)

- LEVEL 3**
Manufacturing Engineering Technology I
Robotics II
Programmable Logic Controller II (TBD)

- LEVEL 4**
Manufacturing Engineering Technology II
Practicum in Manufacturing
Practicum in Entrepreneurship (TBD)
Career Preparation I

POSTSECONDARY OPTIONS

HIGH SCHOOL/INDUSTRY CERTIFICATION	CERTIFICATE/LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/DOCTORAL PROFESSIONAL DEGREE
FANUC Robot Operator 1	Engineer, Professional	Electro-mechanical Engineering/Technology	Electrical Engineering	
Mastercam Associate Level Certification	PMMI Mechatronics: Programmable Logic Controllers 1	Robotics Technology/Technician	Engineering, General	
NCCER Industrial Maintenance Mechanic	Certified Quality Technician	Instrumentation Technology/Technician	Industrial Engineering	
NIMS Industrial Technology Maintenance - Maintenance Operations	Plant Maintenance Technologist	Industrial Mechanics and Maintenance Technology	Mechanical Engineering	

Additional industry based certification information is available from the TEA CTE website.

For more information on postsecondary options for this program of study, visit TXCTE.org.

OCCUPATIONS	MEDIAN WAGE	ANNUAL OPENINGS	% GROWTH
Electro-Mechanical Assemblers	\$30,160	951	9%
Electro-Mechanical Technicians	\$56,555	127	9%
Industrial Machinery Mechanics	\$49,816	3,788	27%

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

Exploration Activities: Participate in SkillsUSA and local STEM events

Career Prep Activities: Apprenticeship at a local business or industry
American Welding Society

The Advanced Manufacturing and Machinery Mechanics program of study focuses on the assembly, operation, maintenance, and repair of electromechanical equipment or devices. Students may work in a variety of mechanical fields, gaining knowledge and experience in robotics, refinery and pipeline systems, deep ocean exploration, or hazardous waste removal. CTE concentrators may work in a variety of fields of engineering.



The Manufacturing Career Cluster® focuses on planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.

Successful completion of the Advanced Manufacturing and Machinery Mechanics program of study will fulfill requirements of the Business and Industry Endorsement. Program of Study Draft for Public Comment April 2019



COURSE INFORMATION

COURSE NAME	SERVICE ID	PREREQUISITES (PREQ) COREQUISITES (CREQ) RECOMMENDED PREREQUISITES (RPREQ) RECOMMENDED COREQUISITES (CREQ)	GRADE
Principles of Manufacturing	13032200	RPREQ: Algebra I and Geometry	9-12
Occupational Safety and Environmental Technology I	N1303680	RPREQ: Principles of Transportation Systems, Principles of Distribution and Logistics, or Principles of Manufacturing	9-12
Computer Aided Design and Drafting for Manufacturing (TBD)	TBD	TBD	TBD
Occupational Safety and Environmental Technology II	N1303681	RPREQ: Occupational Safety and Environmental Technology I	9-12
Robotics I	13037000	RPREQ: Principles of Applied Engineering	9-10
Programmable Logic Controller I	TBD	TBD	TBD
Manufacturing Engineering Technology I	13032900	RPREQ: Algebra I	10-12
Robotics II	13037050	PREQ: Robotics I	10-12
Programmable Logic Controller II	TBD	TBD	TBD
Manufacturing Engineering Technology II	13032950	PREQ: Manufacturing Engineering Technology I RPREQ: Algebra II, Computer Science, or Physics	11-12
Practicum in Manufacturing	13033000 (2 credits) 13033005 (3 credits)	None	12
Practicum in Entrepreneurship	TBD	TBD	TBD
Career Preparation I	12701300 (2 credits) 12701305 (3 credits)	None	11-12

FOR ADDITIONAL INFORMATION ON THE MANUFACTURING CAREER CLUSTER, PLEASE CONTACT:

Amanda Brantley | Amanda.Brantley@tea.texas.gov

<https://tea.texas.gov/cte>

Appendix B



Benchmark 1: School Design

The P-TECH/ICIA program must offer open enrollment and flexible scheduling structures that enable students to combine high school, postsecondary courses and work-based learning, at no cost to participating students.

Design Elements

All P-TECH/ICIAs must implement and meet the following requirements:

1. The P-TECH/ICIA location shall be:
 - a. In a high school, or
 - i. as a standalone high school campus or
 - ii. in a smaller learning community within a larger high school
 - b. At a central location, such as a CTE Center where students are enrolled at their home campus, or
 - c. On a college or university campus
2. P-TECH/ICIA staff shall include:
 - a. A building level leader who has scheduling, hiring, and budget decisions
 - b. Industry/Business partner liaison with decision making authority who interacts directly and frequently (in person or virtually) with P-TECH/ICIA leader
 - c. An Institute of Higher Education (IHE) liaison with decision making authority and interacts directly and frequently (in person or virtually) with P-TECH/ICIA leader
 - d. Highly qualified P-TECH/ICIA teachers who work directly with the students, which may include adjunct high school faculty capable of teaching college-level courses
 - e. Counseling staff who support P-TECH/ICIA students, including activities such as: coordinating with Institutions of Higher Education (IHE) for registration, monitoring of students' high school and college transcripts, and monitoring high school and college courses to ensure all requirements are met
3. The P-TECH/ICIA shall establish a leadership team that includes high-level personnel from the school district, campus, industry/business partners, and IHE with decision-making authority who meet regularly and report to each organization. Regularly scheduled meetings must address the following topics:
 - a. Identification of members and the role each member will play in the design, governance, operations, accountability, curriculum development, professional development, outreach, sustainability, and continuous monitoring and improvement of the P-TECH/ICIA
 - b. Share responsibility (between the school district, campus, industry/business partners, and IHE) for meeting annual outcomes-based measures and providing annual reports to their respective boards as well as to the public
 - c. Monitoring of progress on meeting the Blueprint, including reviewing data to ensure the P-TECH/ICIA is on-track to meet outcomes-based measures
 - d. Mid-course corrections as needed
 - e. Sustainability structures to address and minimize the challenges of staff turnover and potential fluctuations in funding
4. The leadership team shall include and meet regularly (in person and/or virtually) with the leaders from the school district, campus, business/industry, chambers of commerce, non-profit foundations, and IHE who have decision-making authority:



Benchmark 1: School Design

The P-TECH/ICIA program must offer open enrollment and flexible scheduling structures that enable students to combine high school, postsecondary courses and work-based learning, at no cost to participating students.

Design Elements

District leaders (may include):

- a. Superintendent
- b. Assistant superintendent of curriculum and instruction, or equivalent position
- c. P-TECH/ICIA principal or director
- d. CTE Director (if applicable to the P-TECH/ICIA model)
- e. Department chairs
- f. School counselors

Business/Industry Partner (may include):

- a. CEO/President
- b. Education/Community Outreach Specialist/Community Organizations such as a Chamber of Commerce and Non-Profit Foundations

IHE leaders (may include):

- a. College or university president
 - b. Provost
 - c. Department chairs for core academic disciplines
 - d. P-TECH/ICIA liaison
5. Implement an annual professional development plan for teachers and staff, focused on research-based instructional strategies that focus on rigor, build college- and career-readiness, are based on needs assessment of student data, and includes both high school and dual credit teachers. Professional development may include, but is not limited to:
- a. A mentoring and induction program for newly hired staff, providing them with the instructional and interpersonal skills and capacities needed for success in an advanced academic setting
 - b. An externship program to expose teachers, counselors, and/or administrators to content in careers in the pathways identified by the P-TECH/ICIA
 - c. Opportunities for teachers to collaborate, plan and engage in relevant professional development
6. Provide opportunities for P-TECH/ICIA teachers to receive extensive training and support through regularly scheduled formative peer observations and collaboration opportunities with feeder pattern focus groups, industry/business and/or IHE partners
7. The P-TECH/ICIA program shall provide flexible, individualized scheduling that allows students the opportunity to earn a high school diploma, industry certifications, an associate degree, and engage in appropriate work-based learning at every grade level
8. The P-TECH/ICIA students shall be cohorted into core classes to the extent possible; this does not exclude non-P-TECH/ICIA students from enrolling in the same class
9. The P-TECH/ICIA program shall be offered at no cost to students

Required Activities and Products

Activities

- a. All products shall be published on the P-TECH/ICIA website and be made available to TEA upon request
- b. All products shall be maintained in accordance with local retention policy

Products

- a. Mentor/induction program plans
- b. Annual training or professional development plan with P-TECH/ICIA and IHE faculty
- c. P-TECH/ICIA leadership meeting agendas and notes



Benchmark 2: Target Population

The P-TECH/ICIA program shall serve, or include plans to scale up to serve, students in Grades 9 through 14, and shall target and enroll students who are at risk of dropping out of school as defined by the Public Education Information Management System (PEIMS) and who might not otherwise go to college.

Design Elements

All P-TECH/ICIAs must implement and meet the following requirements:

1. The P-TECH/ICIA shall be open enrollment for all students. Recruitment and enrollment processes shall identify, recruit, and enroll subpopulations of at-risk students (as defined by PEIMS), including, but not limited to, students who are of limited English proficiency, students with disabilities, or students who have failed a state administered assessment. Enrollment decisions shall not be based on state assessment scores, discipline history, teacher recommendation, parent or student essays, minimum grade point average (GPA), or other criteria that create barriers for student enrollment
2. The P-TECH/ICIA shall identify, recruit, and enroll subpopulations (in addition to those who are at risk as defined by PEIMS) that are historically underrepresented in college courses (e.g., first generation college goers, students of low socioeconomic status, African American, Hispanic, Native American)
3. The P-TECH/ICIA shall clearly document recruitment and enrollment policies and practices; refining and improving them annually based on data reviews
4. Recruitment and enrollment processes (including marketing and recruitment plans, materials, and timelines) shall be transparent in program requirements, and include input from key stakeholders (e.g., parents and community members; postsecondary partners); target student populations as described in 1 and 2 above; and include regular activities to educate students, counselors, principals, parents, and school board and community members
5. If the P-TECH/ICIA has more applicants than available space for admissions, they shall use either a performance-blind, open-access lottery system that encourages and considers applications from all students (all students have an equal opportunity for acceptance, regardless of background or academic performance) or a weighted lottery that favors students who are at risk or who are part of the targeted subpopulations for the P-TECH/ICIA

Required Activities and Products

Activities

- a. All products shall be published on the P-TECH/ICIA academy website and be made available to TEA upon request
- b. All products shall be maintained in accordance with local retention policy

Products

- a. Written admission policy and enrollment application
- b. Written recruitment plan including a timeline of recruitment and enrollment events, and recruitment materials for distribution at feeder schools and other appropriate locations in the community
- c. Brochures and marketing in Spanish, English, and/or other relevant language(s)
- d. Written communication plan for targeting identified audiences, parents, community members, school board, higher education personnel, etc.



Benchmark 3: Strategic Alliances

Strategic partnerships with business and industry partners and IHEs are formally articulated in writing and clearly define a variety of careers.

Design Elements

All P-TECH/ICIAs must implement and meet the following requirements based on the pathways to be offered to students i.e. pathways to an associate degree, postsecondary certificate provided by an IHE, or industry certification:

1. The P-TECH/ICIA shall develop, sign, and execute a memoranda of understanding (MOU) that clearly define the roles and responsibilities of a strong partnership with business and/or industry partners to provide (at a minimum):
 - a. A detailed plan for work-based learning experiences for students appropriate to each grade level, such as facility visits, guest speakers, presentations, career information, job shadowing, internships, externships, and apprenticeships
 - b. Clear roles and responsibilities for worksite supervisors, mentors, teachers, support personnel, and other partners
 - c. Career mentoring with industry/business partner
 - d. Support for students' activities, such as clubs, Career and Technical Student Organizations, competitions, and special initiatives
 - e. Each MOU must include an agreement that the regional industry or business partner will give to a student who receives work based training or education from the partner under the P-TECH/ICIA program priority in interviewing for any jobs for which the student is qualified that are available on the student's completion of the program
 - f. Course path and program monitoring
 - g. The MOU should state clearly the industry certifications that will be acquired and the standards/curriculum that will be followed to achieve stated certifications
 - h. Student access to business and industry partners and work-based learning facilities, services, and resources
 - i. Transportation costs and fees
2. The P-TECH/ICIA shall develop, sign, and execute an articulation agreement with an IHE that includes the following components (at a minimum):
 - a. Curriculum alignment
 - b. Instructional materials
 - c. Courses of study, which enables a student to combine high school courses and college-level courses to earn either an associate degree postsecondary certificate provided by an IHE, or industry certification
 - d. Student enrollment and attendance
 - e. Grading periods and policies
 - f. Administration of statewide assessments under TEC Subchapter B, Chapter 39
 - g. Policies for:
 - i. advising students on the transferability of all college credit offered and earned
 - ii. ensuring the IHE transcripts college credit earned through dual credit in the same semester that credit is earned



Benchmark 3: Strategic Alliances

Strategic partnerships with business and industry partners and IHEs are formally articulated in writing and clearly define a variety of careers.

Design Elements

- iii. advising students as to the transferability and applicability to baccalaureate degree plans for all college credit offered and earned (college credits earned during high school should allow students to progress from an associate degree to a bachelor's degree and beyond in their chosen field)
 - iv. students accessing to the IHE facilities, services and resources
 - h. Eligibility of students for waivers for tuition & fees
 - i. Data sharing agreement that includes provisions for:
 - i. Teacher data such as qualifications
 - ii. Student level data such as credit hours taken and earned; GPA, formative data to assess if student is on track for college readiness
 - j. Transportation costs and fees
 - i. Provisions for discontinuing operation while ensuring students previously enrolled will have opportunity to complete their course of study
 3. Establish an Advisory Board who meets regularly and includes representatives from a variety of stakeholders such as; school board, community, economic development partners, relevant industry subject matter experts for program pathways, and IHE to provide support and guidance to the P-TECH/ICIA in resource acquisition, curriculum development, work-based learning and student/community outreach to ensure a successful academic and career pipeline

Required Activities and Products

Activities

- a. All products shall be published on the P-TECH/ICIA website and be made available to TEA upon request
- b. All products shall be maintained in accordance with local retention policy
- c. Annual review of industry/business MOU
- d. Annual review of IHE articulation agreement

Products

- a. Meeting agendas and minutes, with action items and decision logs
- b. Final, signed, and executed MOU with industry partner/business (Campuses must submit their final signed MOU to TEA when initially applying for designation or are provisionally designated)
- c. Final, signed, and executed articulation agreement with IHE (Campuses must submit their final signed MOU to TEA when initially applying for designation or are provisionally designated)
- d. A list of strategic partners with each member's organization, title and role in providing work-based learning for students by grade level



Benchmark 4: Curriculum, Instruction, and Assessment

The P-TECH/ICIA program shall provide a rigorous course of study that enables a participating student to receive a high school diploma, an associate degree, postsecondary certificate provided by an IHE, or industry certification during Grades 9-14.

Design Elements

All P-TECH/ICIAs must implement and meet the following requirements:

1. The P-TECH/ICIA shall work with the local workforce development board, local chamber of commerce, and local workforce industry representatives to identify, create and maintain a list of high-demand occupations and programs of study that lead to these occupations to be used as a resource in creating structured pathways for students and updated as local needs change
2. The P-TECH/ICIA shall establish one or more career pathways, that include industry relevant classes, and plans are underway for sequencing additional courses for students. These course pathways are informed by regional and state workforce and economic development needs and contribute to students earning an associate degree, postsecondary certificate provided by an IHE, or industry certification that prepares them for high-wage, high-demand, high-skill career fields
3. The P-TECH/ICIA shall provide a course of study that enables participating students the opportunity to complete high school graduation requirements, and either an associate degree, postsecondary certificate provided by an IHE, or industry certification on or before the sixth anniversary of the date of the student's first day of high school
 - a. A course of study must be in place detailing how students will progress toward the goal of aligning high school, college-level courses, and industry/business training. This course of study must provide pathways to an associate degree, postsecondary certificate provided by an IHE, or an industry certification. The campus may implement a variety of instructional delivery models
4. The P-TECH/ICIA shall provide an assessment for measuring student progress to ensure students are on track to meet the Outcomes-Based Measures
5. The P-TECH/ICIA shall biannually implement a structured data review process designed to identify student strengths and weaknesses and develop individual instructional support plans
 - a. The P-TECH/ICIA will establish annual assessment measures and provide an opportunity for the industry/business partners to provide feedback on the value of the P-TECH/ICIA program
5. The P-TECH/ICIA shall provide support for students taking courses preparing students to obtain industry certifications, licenses, etc.
6. The P-TECH/ICIA shall work with IHEs and business and industry partners to ensure curriculum alignment between high school, postsecondary and industry experience requirements

Required Activities and Products

Activities

- a. All products shall be published on the P-TECH/ICIA website and be made available to TEA upon request
- b. All products shall be maintained in accordance with local retention policy

Products

- a. Four-year crosswalk document
- b. Master Schedule
- c. Curriculum alignment documents
- d. Testing calendar and schedule for TSI, ACT, SAT or other assessments
- e. Documentation detailing a minimum of three course of study examples that outline student pathways from high school, to associate degrees, to work credentials and beyond



Benchmark 5: Work-Based Learning

The P-TECH/ICIA program must offer students a variety of relevant, high-skill work-based learning experiences at every grade level that respond to student interest and regional employer needs and contribute to students earning aligned industry certifications and credentials.

Design Elements

All P-TECH/ICIA must implement and meet the following requirements:

1. The P-TECH/ICIA shall collaborate with the local workforce development board, local chamber of commerce, and local workforce industry representatives to define local workforce needs
2. The P-TECH/ICIA shall have current, signed MOU with business/industry partners that are reviewed annually and clearly articulate the requirements outlined in this benchmark. The MOU must include in the agreement that the regional industry or business partner will give a student who receives work-based learning **first priority** in interviewing for any jobs for which the student is qualified that are available upon the student's completion of the program
3. The P-TECH/ICIA shall provide:
 - a. Age level appropriate work-based learning for students in the P-TECH/ICIA at every grade level that includes career awareness, career exploration, career preparation, and career experience
 - b. Policies and protocols to make work-based learning a viable method for helping students meet academic standards
 - c. Work based learning experiences that are well-planned and properly sequenced to provide a progression of learning experiences for students—each one building upon the last
 - d. Work based learning may include, but is not limited to: facility visits, guest speakers, presentations, career information, career fairs, informational interviewing, job shadowing, internships, mentoring, and apprenticeships
4. The P-TECH/ICIA shall ensure that students:
 - a. Understand the connection between their work-based learning and academics
 - b. Are provided opportunities to reflect on their work experiences
 - c. Demonstrate their learning in writing, portfolio, presentation, digital or by other means
 - d. Are provided opportunities for career-building skills such as: interview training, skill development, and resume workshops
5. The P-TECH/ICIA shall allow for demonstration of enrichment and extracurricular opportunities, such as clubs, Career and Technical Student Organizations, competitions, and special initiatives

Required Activities and Products

Activities

- a. All products shall be published on the P-TECH/ICIA website and be made available to TEA upon request
- b. All products shall be maintained in accordance with local retention policy

Products

- a. Documentation of appropriate work-based learning experiences for students at all grade levels
- b. Current dated regional high demand occupation list
- c. Aggregate data describing student participation in work-based learning experiences as well as percentage of students earning industry certification and credentials by type
- d. Samples of student artifacts such as writings, portfolios, presentations, or links to digital content



Benchmark 6: Student Support

P-TECH/ICIA will provide wrap-around strategies and services involving multiple stakeholders (parents, teachers, counselors, community members, etc.) to strengthen both the academic and technical skills necessary for high school and college readiness, as well as provide academic, technical, and individual support for students to be successful in rigorous academic and work-based learning experiences.

Design Elements

All P-TECH/ICIAs must implement and meet the following requirements:

1. The P-TECH/ICIA shall provide layered academic support to the students by personalizing the learning environment in the following ways:
 - a. Developing individualized, college and career focused student plans with specific graduation plan for ongoing academic support
 - b. Providing academic support for intervention, remediation, and acceleration
 - c. Providing tutoring and/or Saturday school for identified students in need of academic supports
 - d. Providing students with application, financial aid counseling and college/career counseling
 - e. Providing advisory and/or college readiness and support time built into the program of study for all students
 - f. Providing bridge programs (an intensive academic preparation program that provides opportunities to strengthen academic skills necessary for high school, college readiness and career readiness and exploration) and to support student transition from middle school to the P-TECH/ICIA program (as well as elementary to middle school if applicable)
 - g. Establishing an industry mentorship program available to all students; and
2. The P-TECH/ICIA shall provide layered social and emotional support to the students as needed, such as:
 - a. Connections to social services
 - b. Parent outreach and involvement opportunities
 - c. A structured program of community service to promote community involvement; and
 - d. Skill building instruction for students, such as time management, study skills, collaboration and interpersonal relationship skills

Required Activities and Products

Activities

- a. All products shall be published on the school website and be made available to TEA upon request
- b. All products shall be maintained in accordance with local retention policy

Products

- a. Bridge program calendar and curricula
- b. Tutoring and other intervention/remediation program schedules
- c. Calendar of family outreach events
- d. Schedule of regularly scheduled counseling/advisory events and records of completion for these support services

Access Outcomes-Based Measures

Data Indicators	Provisional	Designated	Designated with Excellence
Requirements	Must meet at-risk students for incoming 9th graders and at least three additional target population data indicators	Must meet at-risk students for incoming 9th graders and at least three additional target population data indicators	Must meet at-risk students for incoming 9th graders and at least four additional target population data indicators
P-TECH/ICIA proportionate to or over-represents at-risk students for incoming 9th graders	No more than 20% points under district	No more than 15% points under district	No more than 10% points under district
P-TECH/ICIA proportionate to or over-represents African American students	No more than 10% points under district	No more than 5% points under district	Meets or over-represents district
P-TECH/ICIA proportionate to or over-represents Hispanic students	No more than 10% points under district	No more than 5% points under district	Meets or over-represents district
P-TECH/ICIA proportionate to or over-represents economically disadvantaged students	No more than 10% points under district	No more than 5% points under district	Meets or over-represents district
P-TECH/ICIA proportionate to or over-represents non-traditional CTE participants*	No more than 10% points under district	No more than 5% points under district	Meets or over-represents district
P-TECH/ICIA proportionate to or over-represents ELL and SWDs	<u>Not taken into account for designation</u>	<u>Not taken into account for designation</u>	No more than 5% points under

* Nontraditional Career-Technical Education (CTE) programs are identified as those connected to occupations or fields of work in which individuals from one gender comprise less than 25 percent of the individuals employed in those occupations or fields of work. The male and female lists are updated annually for Perkins IV.

Attainment Outcomes-Based Measures			
Data Indicators	Provisional	Designated	Designated with Excellence
Requirements	Must meet college-level course and Work-Based Learning requirements	Must meet targets on at least four attainment data indicators	Must meet targets on at least five attainment data indicators
Grade-to-grade retention by subgroup (weighted)	Not <u>taken into account</u> for designation	Retain 80% of students who remain in district grade-to-grade	Retain 90% of students who remain in district grade-to-grade
Completing one college-level course by end of 11th grade (any)	80% of students (by the fourth year of implementation)	90% of students	100% of students
Earning postsecondary degree provided by an IHE by graduation	Not <u>taken into account</u> for designation	30% of students	50% of students
Earning a postsecondary credential provided by an IHE by graduation	Not <u>taken into account</u> for designation	30% of students	50% of students
Earning industry certification by high school graduation	Not <u>taken into account</u> for designation	30% of students	50% of students
Earning postsecondary degree or postsecondary credential provided by an IHE or industry certificate by high school graduation	Not <u>taken into account</u> for designation	80% of graduating cohort of students	100% of graduating cohort of students
Participating in a Work-Based Learning placement/course by graduation	35% of students (by the fourth year of implementation)	50% of students	85% of students

Achievement Outcomes-Based Measures			
Data Indicator	Provisional	Designated	Designated with Excellence
Requirements	Must meet at least one target	Must meet at least three achievement data indicators	Must meet at least four achievement data indicators
Meet TSI criteria (SAT/ACT/TSIA) in reading and mathematics	35% passing rate on one or more college readiness benchmarks	50% passing rate on one or more college readiness benchmarks	60% passing rate on one or more college readiness benchmarks
Earn industry certification	Not <u>taken into account</u> for designation	30% of students	50% of students
Earn an associate degree	Not <u>taken into account</u> for designation	30% of students	50% of students
Complete a course for dual credit	35% of students	80% of students	100% of students
Algebra I EOC assessment in 9 th grade	Not <u>taken into account</u> for designation	85% of students meeting grade level standard	85% of students meeting grade level and 45% mastering grade level standard
English II EOC assessment (grades 9-11)	Not <u>taken into account</u> for designation	85% of students meeting grade level standard	85% of students passing and 25% of students mastering grade level

**Appendix C
Maintenance of Effort**

The Federal Fiscal Compliance Reporting Division at the Texas Education Agency collates and calculates the data for Perkins MOE and other similar compliance standards for special education and ESSA). **We are requesting a 5% reduction in the state’s MOE.** For Perkins MOE, we compile the data every February. For example, in February 2019, we used data to compare state fiscal year 2018 (federal fiscal year 2017) to state fiscal year 2017 (federal fiscal year 2016). The data for the last few years is as follows:

Determination Completed	Determination Year	Comparison Years	Aggregate	Per Capita	Result
February 2016	SSY 15	SSY 15 to SSY 14 (FFY 14 to FFY 13)	\$2,481,897,225	\$1,598	Compliant
February 2017	SSY 16	SSY 16 to SSY 15 (FFY 15 to FFY 14)	\$2,674,508,268	\$1,658	Compliant
February 2018	SSY 17	SSY 17 to SSY 16 (FFY 16 to FFY 15)	\$2,802,287,986	\$1,688	Compliant
February 2019	SSY 18	SSY 18 to SSY 17 (FFY 17 to FFY 16)	\$2,932,779,038	\$1,718	Compliant
February 2020	SSY 19	SSY 19 to SSY 18 (FFY 18 to FFY 17)	\$2,786,140,806	TBD	TBD
February 2021	SSY 20	SSY 20 to SSY 19 (FFY 19 to FFY 18)	TBD	TBD	TBD

SSY	State Fiscal Year
FFY	Federal Fiscal Year

We have reached out to state funding to see if they have some projected data we could use to calculate a “guesstimate” for Perkins MOE as typically the data we’d use for state fiscal year 2019 (federal fiscal year 2018) is the September 2019 statewide summary of finance data, and data that THECB would provide in February 2020.

**Appendix D
Postsecondary Allocations**

Perkins Initial Allocation

Fice	Institution	Allocation Adjustment including Institutions below 50K
003607	ALAMO COMMUNITY COLLEGE DIST	\$ 1,604,566.00
003539	ALVIN COMMUNITY COLLEGE	\$ 136,416.00
003540	AMARILLO COLLEGE	\$ 680,348.00
006661	ANGELINA COLLEGE	\$ 552,026.00
012015	AUSTIN COMMUNITY COLLEGE	\$ 995,083.00
003549	BLINN COLLEGE DISTRICT	\$ 357,106.00
007857	BRAZOSPORT COLLEGE	\$ 95,533.00
004003	CENTRAL TEXAS COLLEGE	\$ 499,386.00
003553	CISCO COLLEGE	\$ 281,808.00
003554	CLARENDON COLLEGE	\$ 89,559.00
003546	COASTAL BEND COLLEGE	\$ 333,787.00
007096	COLLEGE OF THE MAINLAND COMMUN	\$ 188,120.00
023614	COLLIN CO COMM COLL DISTRICT	\$ 693,177.00
009331	DALLAS CO COMMUNITY COLL DIST	\$ 2,512,899.00
003563	DEL MAR COLLEGE	\$ 772,522.00
010387	EL PASO COMMUNITY COLLEGE DIST	\$ 676,576.00
003568	FRANK PHILLIPS COLLEGE	\$ 81,134.00
006662	GALVESTON COLLEGE	\$ 111,308.00
003570	GRAYSON COLLEGE	\$ 385,022.00
003573	HILL COLLEGE	\$ 167,527.00
010633	HOUSTON COMMUNITY COLLEGE	\$ 1,988,873.00
103574	HOWARD CO JUNIOR COLLEGE DIST	\$ 157,670.00
003580	KILGORE COLLEGE	\$ 414,012.00
036273	LAMAR INSTITUTE OF TECHNOLOGY	\$ 369,192.00
023582	LAMAR STATE COLL-ORANGE	\$ 229,609.00
023485	LAMAR STATE COLL-PORT ARTHUR	\$ 225,865.00
003582	LAREDO COLLEGE	\$ 514,859.00
003583	LEE COLLEGE	\$ 493,440.00
011145	LONE STAR COLLEGE SYSTEM DIST.	\$ 980,272.00
003590	MCLENNAN COMMUNITY COLLEGE	\$ 710,632.00
009797	MIDLAND COLLEGE	\$ 187,734.00
003593	NAVARRO COLLEGE	\$ 388,436.00
003558	NORTH CENTRAL TEXAS COLLEGE	\$ 453,327.00
023154	NORTHEAST TEXAS COMM COLLEGE	\$ 186,798.00
003596	ODESSA COLLEGE	\$ 270,520.00

003600	PANOLA COLLEGE	\$ 381,250.00
003601	PARIS JUNIOR COLLEGE	\$ 272,668.00
003603	RANGER COLLEGE	\$ 87,301.00
029137	SAN JACINTO COMMUNITY COLLEGE	\$ 840,689.00
003611	SOUTH PLAINS COLLEGE	\$ 529,395.00
031034	SOUTH TEXAS COLLEGE	\$ 1,844,142.00
003614	SOUTHWEST TEXAS JUNIOR COLLEGE	\$ 292,655.00
003626	TARRANT COUNTY COLLEGE DIST	\$ 1,124,617.00
003627	TEMPLE COLLEGE	\$ 168,683.00
003628	TEXARKANA COLLEGE	\$ 368,641.00
003643	TEXAS SOUTHMOST COLLEGE	\$ 176,557.00
009642	TEXAS STATE T. C. CENTRAL OFF.	\$ 2,357,596.00
003572	TRINITY VALLEY COMM COLLEGE	\$ 526,229.00
003648	TYLER JUNIOR COLLEGE	\$ 986,108.00
010060	VERNON COLLEGE	\$ 260,912.00
003662	VICTORIA COLLEGE	\$ 166,673.00
003664	WEATHERFORD COLLEGE	\$ 205,024.00
009549	WESTERN TEXAS COLLEGE	\$ 50,000.00
003668	WHARTON COUNTY JUNIOR COLLEGE	\$ 213,641.00
778899	STATEWIDE SUMMARY	\$ 29,637,923.00

**Appendix E
Secondary Allocations**

County District #	LEA Name	Census Poverty Count	Census Population Count	Poverty Amount	Population Amount	Planning Amount Released 6/3/19	Projected Final Amount
001902	CAYUGA ISD	131	646	\$5,107	\$2,105	\$7,068	\$7,212
001903	ELKHART ISD	197	1232	\$7,680	\$4,014	\$11,460	\$11,694
001904	FRANKSTON ISD	191	848	\$7,446	\$2,763	\$10,005	\$10,209
001906	NECHES ISD	72	392	\$2,807	\$1,277	\$4,002	\$4,084
001907	PALESTINE ISD	919	3309	\$35,829	\$10,781	\$45,678	\$46,610
001908	WESTWOOD ISD	249	1579	\$9,708	\$5,145	\$14,556	\$14,853
001909	SLOCUM ISD	77	411	\$3,002	\$1,339	\$4,254	\$4,341
002901	ANDREWS ISD	652	3888	\$25,419	\$12,668	\$37,325	\$38,087
003801	PINEYWOODS COMMUNITY ACADEMY	192	1035	\$7,485	\$3,372	\$10,640	\$10,857
003902	HUDSON ISD	508	2740	\$19,805	\$8,927	\$28,157	\$28,732
003903	LUFKIN ISD	2040	7427	\$79,532	\$24,199	\$101,656	\$103,731
003904	HUNTINGTON ISD	362	1653	\$14,113	\$5,386	\$19,109	\$19,499
003905	DIBOLL ISD	506	1776	\$19,727	\$5,787	\$25,004	\$25,514
003906	ZAVALLA ISD	114	439	\$4,444	\$1,430	\$5,757	\$5,874
003907	CENTRAL ISD	305	1534	\$11,891	\$4,998	\$16,551	\$16,889
004901	ARANSAS COUNTY ISD	865	3127	\$33,723	\$10,188	\$43,033	\$43,911
005901	ARCHER CITY ISD	101	479	\$3,938	\$1,561	\$5,389	\$5,499
005902	HOLLIDAY ISD	68	889	\$2,651	\$2,897	\$5,437	\$5,548
005904	WINDTHORST ISD	39	400	\$1,520	\$1,303	\$2,767	\$2,823
006902	CLAUDE ISD	46	329	\$1,793	\$1,072	\$2,808	\$2,865
007901	CHARLOTTE ISD	130	505	\$5,068	\$1,645	\$6,579	\$6,713
007902	JOURDANTON ISD	241	1514	\$9,396	\$4,933	\$14,042	\$14,329
007904	LYTLE ISD	345	1543	\$13,450	\$5,027	\$18,107	\$18,477
007905	PLEASANTON ISD	810	3342	\$31,579	\$10,889	\$41,619	\$42,468
007906	POTEET ISD	422	1717	\$16,452	\$5,594	\$21,605	\$22,046
008901	BELLVILLE ISD	378	2361	\$14,737	\$7,693	\$21,981	\$22,430
008902	SEALY ISD	385	2588	\$15,010	\$8,432	\$22,973	\$23,442
008903	BRAZOS ISD	113	924	\$4,405	\$3,011	\$7,268	\$7,416
009901	MULESHOE ISD	362	1443	\$14,113	\$4,702	\$18,439	\$18,815
010901	MEDINA ISD	64	338	\$2,495	\$1,101	\$3,524	\$3,596
010902	BANDERA ISD	483	2362	\$18,830	\$7,696	\$25,995	\$26,526

011901	BASTROP ISD	1698	9834	\$66,199	\$32,041	\$96,275	\$98,240
011902	ELGIN ISD	810	4234	\$31,579	\$13,795	\$44,467	\$45,374
011904	SMITHVILLE ISD	324	2030	\$12,632	\$6,614	\$18,861	\$19,246
011905	MCDADE ISD	110	355	\$4,289	\$1,157	\$5,337	\$5,446
012901	SEYMOUR ISD	147	573	\$5,731	\$1,867	\$7,446	\$7,598
013801	ST MARY'S ACADEMY CHARTER SCHOOL	148	459	\$0	\$0	\$0	\$0
013901	BEEVILLE ISD	1085	3286	\$42,300	\$10,706	\$51,946	\$53,006
013902	PAWNEE ISD	21	98	\$0	\$0	\$0	\$0
013903	PETTUS ISD	108	403	\$4,211	\$1,313	\$5,414	\$5,524
013905	SKIDMORE-TYNAN ISD	167	806	\$6,511	\$2,626	\$8,954	\$9,137
014801	RICHARD MILBURN ALTER HIGH SCHOOL (KILLEEN)	326	1464	\$12,710	\$4,770	\$17,130	\$17,480
014803	PRIORITY CHARTER SCHOOLS	137	711	\$5,341	\$2,317	\$7,505	\$7,658
014804	ORENDA CHARTER SCHOOL	82	1790	\$0	\$0	\$0	\$0
014901	ACADEMY ISD	124	1194	\$4,834	\$3,890	\$8,550	\$8,724
014902	BARTLETT ISD	75	390	\$2,924	\$1,271	\$4,111	\$4,195
014903	BELTON ISD	1218	9945	\$47,486	\$32,403	\$78,291	\$79,889
014905	HOLLAND ISD	110	687	\$4,289	\$2,238	\$6,396	\$6,527
014906	KILLEEN ISD	7988	42797	\$311,424	\$139,442	\$441,849	\$450,866
014907	ROGERS ISD	115	936	\$4,483	\$3,050	\$7,382	\$7,533
014908	SALADO ISD	152	1622	\$5,926	\$5,285	\$10,987	\$11,211
014909	TEMPLE ISD	2842	9844	\$110,800	\$32,074	\$140,017	\$142,874
014910	TROY ISD	187	1425	\$7,290	\$4,643	\$11,694	\$11,933
015801	POR VIDA ACADEMY	59	199	\$2,300	\$648	\$2,889	\$2,948
015802	GEORGE GERVIN ACADEMY	239	757	\$9,318	\$2,466	\$11,548	\$11,784
015805	NEW FRONTIERS PUBLIC SCHOOLS INC	205	665	\$0	\$0	\$0	\$0
015806	SCHOOL OF EXCELLENCE IN EDUCATION	194	664	\$7,563	\$2,163	\$9,531	\$9,726
015807	SOUTHWEST PREPARATORY SCHOOL	274	1006	\$10,682	\$3,278	\$13,681	\$13,960
015808	INSPIRE ACADEMIES	154	862	\$0	\$0	\$0	\$0

015809	BEXAR COUNTY ACADEMY	93	275	\$0	\$0	\$0	\$0
015814	POSITIVE SOLUTIONS CHARTER SCHOOL	41	136	\$0	\$0	\$0	\$0
015815	HERITAGE ACADEMY	140	603	\$5,458	\$1,965	\$7,275	\$7,423
015822	JUBILEE ACADEMIES	1589	6025	\$0	\$0	\$0	\$0
015825	LIGHTHOUSE CHARTER SCHOOL	78	284	\$0	\$0	\$0	\$0
015827	SCHOOL OF SCIENCE AND TECHNOLOGY	298	1910	\$11,618	\$6,223	\$17,484	\$17,841
015828	HARMONY SCIENCE ACAD (SAN ANTONIO)	1435	4525	\$55,946	\$14,743	\$69,275	\$70,689
015830	BROOKS ACADEMIES OF TEXAS	840	3447	\$32,749	\$11,231	\$43,100	\$43,980
015831	SCHOOL OF SCIENCE AND TECHNOLOGY DISCOVERY	497	2451	\$19,376	\$7,986	\$26,815	\$27,362
015833	HENRY FORD ACADEMY ALAMEDA SCHOOL FOR ART + DESIGN	25	132	\$0	\$0	\$0	\$0
015834	BASIS TEXAS	47	2754	\$0	\$0	\$0	\$0
015835	GREAT HEARTS TEXAS	217	3911	\$0	\$0	\$0	\$0
015836	ELEANOR KOLITZ HEBREW LANGUAGE ACADEMY	14	368	\$0	\$0	\$0	\$0
015838	COMPASS ROSE ACADEMY	65	216	\$0	\$0	\$0	\$0
015901	ALAMO HEIGHTS ISD	392	5743	\$15,283	\$18,712	\$33,315	\$33,995
015904	HARLANDALE ISD	3594	12599	\$140,118	\$41,050	\$177,545	\$181,168
015905	EDGEWOOD ISD	4257	10838	\$165,966	\$35,312	\$197,252	\$201,278
015906	RANDOLPH FIELD ISD	46	1348	\$1,793	\$4,392	\$6,061	\$6,185
015907	SAN ANTONIO ISD	16907	51555	\$659,145	\$167,977	\$810,580	\$827,122
015908	SOUTH SAN ANTONIO ISD	2659	9435	\$103,665	\$30,741	\$131,718	\$134,406

015909	SOMERSET ISD	1172	3773	\$45,692	\$12,293	\$56,825	\$57,985
015910	NORTH EAST ISD	10253	72173	\$399,729	\$235,155	\$622,186	\$634,884
015911	EAST CENTRAL ISD	1762	9154	\$68,694	\$29,826	\$96,550	\$98,520
015912	SOUTHWEST ISD	3256	12444	\$126,940	\$40,545	\$164,135	\$167,485
015913	LACKLAND ISD	77	723	\$3,002	\$2,356	\$5,251	\$5,358
015914	FT SAM HOUSTON ISD	126	1616	\$4,912	\$5,265	\$9,973	\$10,177
015915	NORTHSIDE ISD	15345	100391	\$598,248	\$327,095	\$906,836	\$925,343
015916	JUDSON ISD	4188	23104	\$163,275	\$75,278	\$233,782	\$238,553
015917	SOUTHSIDE ISD	1465	5184	\$57,115	\$16,891	\$72,526	\$74,006
016901	JOHNSON CITY ISD	83	772	\$3,236	\$2,515	\$5,636	\$5,751
016902	BLANCO ISD	180	1079	\$7,018	\$3,516	\$10,323	\$10,534
017901	BORDEN COUNTY ISD	21	183	\$819	\$596	\$1,387	\$1,415
018901	CLIFTON ISD	234	992	\$9,123	\$3,232	\$12,108	\$12,355
018902	MERIDIAN ISD	84	485	\$3,275	\$1,580	\$4,758	\$4,855
018903	MORGAN ISD	42	113	\$1,637	\$368	\$1,965	\$2,005
018904	VALLEY MILLS ISD	122	627	\$4,756	\$2,043	\$6,663	\$6,799
018905	WALNUT SPRINGS ISD	75	187	\$2,924	\$609	\$3,462	\$3,533
018906	IREDELL ISD	38	123	\$1,481	\$401	\$1,844	\$1,882
018907	KOPPERL ISD	59	200	\$2,300	\$652	\$2,893	\$2,952
018908	CRANFILLS GAP ISD	31	121	\$1,209	\$394	\$1,571	\$1,603
019901	DEKALB ISD	152	747	\$5,926	\$2,434	\$8,193	\$8,360
019902	HOOKS ISD	191	910	\$7,446	\$2,965	\$10,203	\$10,411
019903	MAUD ISD	82	431	\$3,197	\$1,404	\$4,509	\$4,601
019905	NEW BOSTON ISD	263	1170	\$10,253	\$3,812	\$13,784	\$14,065
019906	REDWATER ISD	129	1082	\$5,029	\$3,525	\$8,383	\$8,554
019907	TEXARKANA ISD	1801	6291	\$70,215	\$20,497	\$88,898	\$90,712
019908	LIBERTY-EYLAU ISD	590	2086	\$23,002	\$6,797	\$29,203	\$29,799
019909	SIMMS ISD	123	587	\$4,795	\$1,913	\$6,574	\$6,708
019910	MALTA ISD	23	174	\$0	\$0	\$0	\$0
019911	RED LICK ISD	50	483	\$0	\$0	\$0	\$0
019912	PLEASANT GROVE ISD	210	1914	\$8,187	\$6,236	\$14,135	\$14,423
019913	HUBBARD ISD	21	96	\$0	\$0	\$0	\$0
019914	LEARY ISD	25	111	\$0	\$0	\$0	\$0
020901	ALVIN ISD	2554	19503	\$99,572	\$63,545	\$159,855	\$163,117
020902	ANGLETON ISD	1062	7385	\$41,404	\$24,062	\$64,157	\$65,466
020904	DANBURY ISD	76	879	\$2,963	\$2,864	\$5,710	\$5,827
020905	BRAZOSPORT ISD	2252	14647	\$87,798	\$47,723	\$132,811	\$135,521
020906	SWEENY ISD	389	2467	\$15,166	\$8,038	\$22,740	\$23,204

020907	COLUMBIA-BRAZORIA ISD	435	3540	\$16,959	\$11,534	\$27,923	\$28,493
020908	PEARLAND ISD	1545	22630	\$60,234	\$73,733	\$131,288	\$133,967
020910	DAMON ISD	63	192	\$0	\$0	\$0	\$0
021803	BRAZOS SCHOOL FOR INQUIRY & CREATIVITY	107	332	\$0	\$0	\$0	\$0
021805	ARROW ACADEMY	207	794	\$0	\$0	\$0	\$0
021901	COLLEGE STATION ISD	1582	12528	\$61,677	\$40,819	\$100,446	\$102,496
021902	BRYAN ISD	4262	17713	\$166,160	\$57,713	\$219,396	\$223,873
022004	TERLINGUA CSD	36	131	\$0	\$0	\$0	\$0
022901	ALPINE ISD	213	1059	\$8,304	\$3,450	\$11,519	\$11,754
022902	MARATHON ISD	9	71	\$0	\$0	\$0	\$0
022903	SAN VICENTE ISD	4	25	\$0	\$0	\$0	\$0
023902	SILVERTON ISD	33	172	\$1,287	\$560	\$1,810	\$1,847
024901	BROOKS COUNTY ISD	769	1403	\$29,981	\$4,571	\$33,861	\$34,552
025901	BANGS ISD	173	932	\$6,745	\$3,037	\$9,586	\$9,782
025902	BROWNWOOD ISD	741	3392	\$28,889	\$11,052	\$39,142	\$39,941
025904	BLANKET ISD	30	186	\$1,170	\$606	\$1,740	\$1,776
025905	MAY ISD	56	254	\$2,183	\$828	\$2,951	\$3,011
025906	ZEPHYR ISD	46	215	\$1,793	\$701	\$2,444	\$2,494
025908	BROOKESMITH ISD	32	159	\$1,248	\$518	\$1,731	\$1,766
025909	EARLY ISD	233	1163	\$9,084	\$3,789	\$12,616	\$12,873
026901	CALDWELL ISD	425	1901	\$16,569	\$6,194	\$22,308	\$22,763
026902	SOMERVILLE ISD	166	440	\$6,472	\$1,434	\$7,748	\$7,906
026903	SNOOK ISD	101	516	\$3,938	\$1,681	\$5,507	\$5,619
027903	BURNET CISD	568	3363	\$22,144	\$10,957	\$32,439	\$33,101
027904	MARBLE FALLS ISD	720	4190	\$28,070	\$13,652	\$40,888	\$41,722
028902	LOCKHART ISD	852	4674	\$33,217	\$15,229	\$47,477	\$48,446
028903	LULING ISD	354	1301	\$13,801	\$4,239	\$17,679	\$18,040
028906	PRAIRIE LEA ISD	34	232	\$1,326	\$756	\$2,040	\$2,082
029901	CALHOUN COUNTY ISD	882	3899	\$34,386	\$12,704	\$46,148	\$47,090
030901	CROSS PLAINS ISD	87	390	\$3,392	\$1,271	\$4,570	\$4,663
030902	CLYDE CISD	324	1440	\$12,632	\$4,692	\$16,978	\$17,324
030903	BAIRD ISD	79	289	\$3,080	\$942	\$3,942	\$4,022
030906	EULA ISD	83	473	\$3,236	\$1,541	\$4,681	\$4,777
031901	BROWNSVILLE ISD	15421	39325	\$601,211	\$128,129	\$714,753	\$729,340
031903	HARLINGEN CISD	5881	16610	\$229,280	\$54,119	\$277,731	\$283,399
031905	LA FERIA ISD	1057	3213	\$41,209	\$10,469	\$50,644	\$51,678
031906	LOS FRESNOS CISD	2604	9161	\$101,521	\$29,848	\$128,742	\$131,369

031909	POINT ISABEL ISD	969	2541	\$37,778	\$8,279	\$45,136	\$46,057
031911	RIO HONDO ISD	675	2091	\$26,316	\$6,813	\$32,466	\$33,129
031912	SAN BENITO CISD	3923	9594	\$152,944	\$31,259	\$180,519	\$184,203
031913	SANTA MARIA ISD	233	614	\$9,084	\$2,001	\$10,863	\$11,085
031914	SANTA ROSA ISD	411	1158	\$16,023	\$3,773	\$19,400	\$19,796
031916	SOUTH TEXAS ISD	942	3983	\$36,725	\$12,977	\$48,708	\$49,702
032902	PITTSBURG ISD	754	2411	\$29,396	\$7,856	\$36,507	\$37,252
033901	GROOM ISD	19	97	\$741	\$316	\$1,036	\$1,057
033902	PANHANDLE ISD	74	693	\$2,885	\$2,258	\$5,040	\$5,143
033904	WHITE DEER ISD	37	357	\$1,443	\$1,163	\$2,554	\$2,606
034901	ATLANTA ISD	605	1628	\$23,587	\$5,304	\$28,313	\$28,891
034902	AVINGER ISD	36	150	\$1,404	\$489	\$1,855	\$1,893
034903	HUGHES SPRINGS ISD	279	1092	\$10,877	\$3,558	\$14,146	\$14,435
034905	LINDEN-KILDARE CISD	226	734	\$8,811	\$2,392	\$10,979	\$11,203
034906	MCLEOD ISD	80	289	\$3,119	\$942	\$3,980	\$4,061
034907	QUEEN CITY ISD	243	980	\$9,474	\$3,193	\$12,414	\$12,667
034909	BLOOMBURG ISD	69	219	\$2,690	\$714	\$3,336	\$3,404
035901	DIMMITT ISD	258	1142	\$10,059	\$3,721	\$13,504	\$13,780
035902	HART ISD	91	229	\$3,548	\$746	\$4,208	\$4,294
035903	NAZARETH ISD	22	247	\$858	\$805	\$1,630	\$1,663
036901	ANAHUAC ISD	235	1429	\$9,162	\$4,656	\$13,542	\$13,818
036902	BARBERS HILL ISD	324	3959	\$12,632	\$12,899	\$25,020	\$25,531
036903	EAST CHAMBERS ISD	132	1454	\$5,146	\$4,737	\$9,685	\$9,883
037901	ALTO ISD	205	683	\$7,992	\$2,225	\$10,013	\$10,217
037904	JACKSONVILLE ISD	1194	4888	\$46,550	\$15,926	\$61,226	\$62,476
037907	RUSK ISD	386	2098	\$15,049	\$6,836	\$21,447	\$21,885
037908	NEW SUMMERFIELD ISD	95	475	\$3,704	\$1,548	\$5,147	\$5,252
037909	WELLS ISD	114	394	\$4,444	\$1,284	\$5,613	\$5,728
038901	CHILDRESS ISD	254	1090	\$9,903	\$3,551	\$13,185	\$13,454
039902	HENRIETTA ISD	131	880	\$5,107	\$2,867	\$7,815	\$7,974
039903	PETROLIA CISD	88	457	\$3,431	\$1,489	\$4,822	\$4,920
039904	BELLEVUE ISD	25	147	\$975	\$479	\$1,425	\$1,454
039905	MIDWAY ISD	20	105	\$780	\$342	\$1,100	\$1,122
040901	MORTON ISD	135	360	\$5,263	\$1,173	\$6,307	\$6,436
040902	WHITEFACE CISD	84	309	\$3,275	\$1,007	\$4,196	\$4,282
041901	BRONTE ISD	50	278	\$1,949	\$906	\$2,798	\$2,855
041902	ROBERT LEE ISD	47	199	\$1,832	\$648	\$2,430	\$2,480
042901	COLEMAN ISD	287	932	\$11,189	\$3,037	\$13,941	\$14,226

042903	SANTA ANNA ISD	130	271	\$5,068	\$883	\$5,832	\$5,951
042905	PANTHER CREEK CISD	74	152	\$2,885	\$495	\$3,312	\$3,380
043801	IMAGINE INTERNATIONAL ACADEMY OF NORTH TEXAS	31	1393	\$0	\$0	\$0	\$0
043802	LONE STAR LANGUAGE ACADEMY	0	183	\$0	\$0	\$0	\$0
043901	ALLEN ISD	863	22429	\$33,645	\$73,078	\$104,589	\$106,723
043902	ANNA ISD	213	2753	\$8,304	\$8,970	\$16,929	\$17,274
043903	CELINA ISD	165	2355	\$6,433	\$7,673	\$13,824	\$14,106
043904	FARMERSVILLE ISD	148	1695	\$5,770	\$5,523	\$11,067	\$11,293
043905	FRISCO ISD	1265	43200	\$49,318	\$140,755	\$186,272	\$190,073
043907	MCKINNEY ISD	1750	28741	\$68,226	\$93,644	\$158,633	\$161,870
043908	MELISSA ISD	56	1780	\$2,183	\$5,800	\$7,823	\$7,983
043910	PLANO ISD	4106	69523	\$160,079	\$226,520	\$378,867	\$386,599
043911	PRINCETON ISD	427	3639	\$16,647	\$11,857	\$27,934	\$28,504
043912	PROSPER ISD	101	4772	\$3,938	\$15,548	\$19,096	\$19,486
043914	WYLIE ISD	814	15357	\$31,735	\$50,036	\$80,136	\$81,771
043917	BLUE RIDGE ISD	85	733	\$3,314	\$2,388	\$5,588	\$5,702
043918	COMMUNITY ISD	175	2075	\$6,823	\$6,761	\$13,312	\$13,584
043919	LOVEJOY ISD	136	4252	\$5,302	\$13,854	\$18,773	\$19,156
044902	WELLINGTON ISD	150	600	\$5,848	\$1,955	\$7,647	\$7,803
045902	COLUMBUS ISD	342	1648	\$13,333	\$5,370	\$18,329	\$18,703
045903	RICE CISD	341	1351	\$13,294	\$4,402	\$17,342	\$17,696
045905	WEIMAR ISD	111	674	\$4,328	\$2,196	\$6,394	\$6,524
046802	TRINITY CHARTER SCHOOL	115	408	\$4,483	\$1,329	\$5,696	\$5,812
046901	NEW BRAUNFELS ISD	1345	9787	\$52,437	\$31,888	\$82,638	\$84,325
046902	COMAL ISD	2199	21608	\$85,731	\$70,403	\$153,011	\$156,134
047901	COMANCHE ISD	270	1172	\$10,526	\$3,819	\$14,058	\$14,345
047902	DE LEON ISD	137	684	\$5,341	\$2,229	\$7,419	\$7,570
047903	GUSTINE ISD	52	190	\$2,027	\$619	\$2,593	\$2,646
047905	SIDNEY ISD	26	123	\$1,014	\$401	\$1,387	\$1,415
048901	EDEN CISD	52	275	\$2,027	\$896	\$2,865	\$2,923
048903	PAINT ROCK ISD	84	232	\$3,275	\$756	\$3,950	\$4,031
049901	GAINESVILLE ISD	702	2792	\$27,369	\$9,097	\$35,737	\$36,466
049902	MUENSTER ISD	30	612	\$1,170	\$1,994	\$3,101	\$3,164
049903	VALLEY VIEW ISD	110	664	\$4,289	\$2,163	\$6,323	\$6,452
049905	CALLISBURG ISD	181	1090	\$7,057	\$3,551	\$10,396	\$10,608

049906	ERA ISD	67	504	\$2,612	\$1,642	\$4,169	\$4,254
049907	LINDSAY ISD	31	536	\$1,209	\$1,746	\$2,896	\$2,955
049908	WALNUT BEND ISD	18	79	\$0	\$0	\$0	\$0
049909	SIVELLS BEND ISD	11	62	\$0	\$0	\$0	\$0
050901	EVANT ISD	51	193	\$1,988	\$629	\$2,565	\$2,617
050902	GATESVILLE ISD	440	2298	\$17,154	\$7,487	\$24,148	\$24,641
050904	OGLESBY ISD	54	165	\$2,105	\$538	\$2,590	\$2,643
050909	JONESBORO ISD	54	290	\$2,105	\$945	\$2,989	\$3,050
050910	COPPERAS COVE ISD	1123	5907	\$43,782	\$19,246	\$61,767	\$63,028
051901	PADUCAH ISD	81	223	\$3,158	\$727	\$3,807	\$3,885
052901	CRANE ISD	164	1044	\$6,394	\$3,402	\$9,600	\$9,796
053001	CROCKETT COUNTY CONSOLIDATED CSD	167	652	\$6,511	\$2,124	\$8,462	\$8,635
054901	CROSBYTON CISD	169	377	\$6,589	\$1,228	\$7,661	\$7,817
054902	LORENZO ISD	104	270	\$4,055	\$880	\$4,836	\$4,935
054903	RALLS ISD	135	490	\$5,263	\$1,597	\$6,723	\$6,860
055901	CULBERSON COUNTY- ALLAMOORE ISD	127	370	\$4,951	\$1,206	\$6,034	\$6,157
056901	DALHART ISD	255	1808	\$9,942	\$5,891	\$15,516	\$15,833
056902	TEXLINE ISD	29	260	\$1,131	\$847	\$1,938	\$1,978
057802	PEGASUS SCHOOL OF LIBERAL ARTS AND SCIENCES	205	761	\$0	\$0	\$0	\$0
057803	UPLIFT EDUCATION	4883	19991	\$190,371	\$65,135	\$250,396	\$255,506
057804	TEXANS CAN ACADEMIES	1019	3802	\$0	\$0	\$0	\$0
057805	LUMIN EDUCATION	37	198	\$0	\$0	\$0	\$0
057806	ADVANTAGE ACADEMY	328	1593	\$12,788	\$5,190	\$17,618	\$17,978
057807	LIFE SCHOOL	1113	6113	\$43,392	\$19,917	\$62,043	\$63,309
057808	UNIVERSAL ACADEMY	175	2156	\$0	\$0	\$0	\$0
057809	NOVA ACADEMY	32	113	\$0	\$0	\$0	\$0
057810	ACADEMY OF DALLAS	122	384	\$0	\$0	\$0	\$0
057813	TRINITY BASIN PREPARATORY	909	3268	\$0	\$0	\$0	\$0
057814	ACADEMY FOR ACADEMIC EXCELLENCE	184	575	\$0	\$0	\$0	\$0

057816	A W BROWN LEADERSHIP ACADEMY	198	1516	\$0	\$0	\$0	\$0
057819	JEAN MASSIEU ACADEMY	56	206	\$0	\$0	\$0	\$0
057827	NOVA ACADEMY SOUTHEAST	176	635	\$0	\$0	\$0	\$0
057828	WINFREE ACADEMY CHARTER SCHOOLS	128	981	\$4,990	\$3,196	\$8,022	\$8,186
057829	A+ ACADEMY	427	1487	\$16,647	\$4,845	\$21,062	\$21,492
057830	INSPIRED VISION ACADEMY	423	1413	\$16,491	\$4,604	\$20,673	\$21,095
057831	GATEWAY CHARTER ACADEMY	159	588	\$6,199	\$1,916	\$7,953	\$8,115
057833	EDUCATION CENTER INTERNATIONAL ACADEMY	88	594	\$0	\$0	\$0	\$0
057834	EVOLUTION ACADEMY CHARTER SCHOOL	148	603	\$5,770	\$1,965	\$7,580	\$7,735
057835	GOLDEN RULE CHARTER SCHOOL	409	1320	\$0	\$0	\$0	\$0
057836	ST ANTHONY SCHOOL	79	348	\$0	\$0	\$0	\$0
057839	LA ACADEMIA DE ESTRELLAS	266	951	\$0	\$0	\$0	\$0
057840	RICHLAND COLLEGIATE HIGH SCHOOL	35	619	\$1,365	\$2,017	\$3,314	\$3,382
057841	CITYSCAPE SCHOOLS	228	798	\$0	\$0	\$0	\$0
057844	MANARA ACADEMY	115	900	\$0	\$0	\$0	\$0
057845	UME PREPARATORY ACADEMY	93	934	\$3,626	\$3,043	\$6,536	\$6,669
057846	LEGACY PREPARATORY	351	1563	\$13,684	\$5,093	\$18,401	\$18,777
057847	VILLAGE TECH SCHOOLS	108	1152	\$4,211	\$3,753	\$7,805	\$7,964
057848	INTERNATIONAL LEADERSHIP OF TEXAS (ILTEXAS)	3583	19603	\$139,689	\$63,871	\$199,489	\$203,560
057849	TRINITY ENVIRONMENTAL ACADEMY	96	313	\$0	\$0	\$0	\$0

057850	PIONEER TECHNOLOGY & ARTS ACADEMY	127	655	\$4,951	\$2,134	\$6,943	\$7,085
057851	BRIDGEWAY PREPARATORY ACADEMY	0	12	\$0	\$0	\$0	\$0
057903	CARROLLTON-FARMERS BRANCH ISD	3731	27061	\$145,459	\$88,170	\$228,956	\$233,629
057904	CEDAR HILL ISD	1331	8477	\$51,891	\$27,620	\$77,921	\$79,511
057905	DALLAS ISD	43630	159412	\$1,700,980	\$519,398	\$2,175,970	\$2,220,378
057906	DESOTO ISD	1830	9476	\$71,345	\$30,875	\$100,176	\$102,220
057907	DUNCANVILLE ISD	2690	13123	\$104,874	\$42,757	\$144,678	\$147,631
057909	GARLAND ISD	10440	59395	\$407,019	\$193,521	\$588,529	\$600,540
057910	GRAND PRAIRIE ISD	5449	29738	\$212,437	\$96,893	\$303,143	\$309,330
057911	HIGHLAND PARK ISD	300	8386	\$11,696	\$27,323	\$38,239	\$39,019
057912	IRVING ISD	7081	31943	\$276,063	\$104,077	\$372,537	\$380,140
057913	LANCASTER ISD	1606	6708	\$62,612	\$21,856	\$82,779	\$84,468
057914	MESQUITE ISD	8061	38629	\$314,270	\$125,861	\$431,328	\$440,131
057916	RICHARDSON ISD	6974	38787	\$271,892	\$126,376	\$390,303	\$398,268
057919	SUNNYVALE ISD	80	1284	\$3,119	\$4,184	\$7,157	\$7,303
057922	COPPELL ISD	534	11536	\$20,819	\$37,587	\$57,238	\$58,406
058902	DAWSON ISD	29	140	\$0	\$0	\$0	\$0
058905	KLONDIKE ISD	53	303	\$2,066	\$987	\$2,992	\$3,053
058906	LAMESA ISD	584	1903	\$22,768	\$6,200	\$28,389	\$28,968
058909	SANDS CISD	45	256	\$1,754	\$834	\$2,536	\$2,588
059901	HEREFORD ISD	1035	3923	\$40,351	\$12,782	\$52,070	\$53,133
059902	WALCOTT ISD	28	139	\$0	\$0	\$0	\$0
060902	COOPER ISD	217	822	\$8,460	\$2,678	\$10,915	\$11,138
060914	FANNINDEL ISD	49	196	\$1,910	\$639	\$2,498	\$2,549
061802	NORTH TEXAS COLLEGIATE ACADEMY	75	476	\$0	\$0	\$0	\$0
061804	LEADERSHIP PREP SCHOOL	7	1016	\$273	\$3,310	\$3,511	\$3,583
061805	TRIVIUM ACADEMY	4	702	\$0	\$0	\$0	\$0
061901	DENTON ISD	2522	28651	\$98,324	\$93,351	\$187,842	\$191,675
061902	LEWISVILLE ISD	3903	61977	\$152,164	\$201,934	\$347,016	\$354,098
061903	PILOT POINT ISD	187	1571	\$7,290	\$5,119	\$12,161	\$12,409
061905	KRUM ISD	144	1964	\$5,614	\$6,399	\$11,773	\$12,013
061906	PONDER ISD	123	1459	\$4,795	\$4,754	\$9,358	\$9,549
061907	AUBREY ISD	143	2260	\$5,575	\$7,364	\$12,680	\$12,939

061908	SANGER ISD	270	3015	\$10,526	\$9,823	\$19,942	\$20,349
061910	ARGYLE ISD	78	2432	\$3,041	\$7,924	\$10,746	\$10,965
061911	NORTHWEST ISD	913	18302	\$35,595	\$59,632	\$93,322	\$95,227
061912	LAKE DALLAS ISD	323	5143	\$12,593	\$16,757	\$28,763	\$29,350
061914	LITTLE ELM ISD	551	6985	\$21,482	\$22,759	\$43,356	\$44,241
062901	CUERO ISD	449	1803	\$17,505	\$5,875	\$22,912	\$23,380
062902	NORDHEIM ISD	26	118	\$1,014	\$384	\$1,370	\$1,398
062903	YOAKUM ISD	406	1676	\$15,829	\$5,461	\$20,864	\$21,290
062904	YORKTOWN ISD	136	515	\$5,302	\$1,678	\$6,840	\$6,980
062905	WESTHOFF ISD	25	81	\$0	\$0	\$0	\$0
062906	MEYERSVILLE ISD	33	156	\$0	\$0	\$0	\$0
063903	SPUR ISD	56	232	\$2,183	\$756	\$2,880	\$2,939
063906	PATTON SPRINGS ISD	35	77	\$1,365	\$251	\$1,584	\$1,616
064903	CARRIZO SPRINGS CISD	895	2281	\$34,893	\$7,432	\$41,478	\$42,325
065901	CLARENDON ISD	117	381	\$4,561	\$1,241	\$5,686	\$5,802
065902	HEDLEY ISD	45	136	\$1,754	\$443	\$2,153	\$2,197
066005	RAMIREZ CSD	11	37	\$0	\$0	\$0	\$0
066901	BENAVIDES ISD	114	337	\$4,444	\$1,098	\$5,431	\$5,542
066902	SAN DIEGO ISD	550	1306	\$21,443	\$4,255	\$25,184	\$25,698
066903	FREER ISD	192	635	\$7,485	\$2,069	\$9,363	\$9,554
067902	CISCO ISD	229	831	\$8,928	\$2,708	\$11,403	\$11,636
067903	EASTLAND ISD	290	1078	\$11,306	\$3,512	\$14,522	\$14,818
067904	GORMAN ISD	52	254	\$2,027	\$828	\$2,798	\$2,855
067907	RANGER ISD	132	418	\$5,146	\$1,362	\$6,378	\$6,508
067908	RISING STAR ISD	51	200	\$1,988	\$652	\$2,587	\$2,640
068802	COMPASS ACADEMY CHARTER SCHOOL	48	1099	\$0	\$0	\$0	\$0
068803	UTPB STEM ACADEMY	45	715	\$0	\$0	\$0	\$0
068901	ECTOR COUNTY ISD	5554	30423	\$216,531	\$99,124	\$309,342	\$315,655
069901	ROCKSPRINGS ISD	112	289	\$4,366	\$942	\$5,202	\$5,308
069902	NUECES CANYON CISD	79	217	\$3,080	\$707	\$3,711	\$3,787
070801	WAXAHACHIE FAITH FAMILY ACADEMY	830	2699	\$32,359	\$8,794	\$40,330	\$41,153
070901	AVALON ISD	27	199	\$1,053	\$648	\$1,667	\$1,701
070903	ENNIS ISD	1157	5907	\$45,107	\$19,246	\$63,066	\$64,353
070905	FERRIS ISD	363	2429	\$14,152	\$7,914	\$21,625	\$22,066
070907	ITALY ISD	76	659	\$2,963	\$2,147	\$5,008	\$5,110

070908	MIDLOTHIAN ISD	423	8089	\$16,491	\$26,356	\$41,990	\$42,847
070909	MILFORD ISD	35	241	\$1,365	\$785	\$2,107	\$2,150
070910	PALMER ISD	141	1270	\$5,497	\$4,138	\$9,442	\$9,635
070911	RED OAK ISD	536	5752	\$20,897	\$18,741	\$38,845	\$39,638
070912	WAXAHACHIE ISD	923	7868	\$35,985	\$25,636	\$60,389	\$61,621
070915	MAYPEARL ISD	70	1214	\$2,729	\$3,955	\$6,550	\$6,684
071801	BURNHAM WOOD CHARTER SCHOOL DISTRICT	197	905	\$7,680	\$2,949	\$10,416	\$10,629
071803	PASO DEL NORTE ACADEMY CHARTER DISTRICT	55	159	\$2,144	\$518	\$2,609	\$2,662
071804	EL PASO ACADEMY	72	259	\$0	\$0	\$0	\$0
071806	HARMONY SCIENCE ACAD (EL PASO)	960	3656	\$37,427	\$11,912	\$48,352	\$49,339
071807	LA FE PREPARATORY SCHOOL	83	230	\$0	\$0	\$0	\$0
071809	VISTA DEL FUTURO CHARTER SCHOOL	60	304	\$0	\$0	\$0	\$0
071810	EL PASO LEADERSHIP ACADEMY	80	233	\$0	\$0	\$0	\$0
071901	CLINT ISD	3362	10112	\$131,073	\$32,947	\$160,740	\$164,020
071902	EL PASO ISD	16669	59893	\$649,866	\$195,144	\$828,110	\$845,010
071903	FABENS ISD	971	2354	\$37,856	\$7,670	\$44,615	\$45,526
071904	SAN ELIZARIO ISD	1338	3404	\$52,164	\$11,091	\$61,990	\$63,255
071905	YSLETA ISD	12756	39662	\$497,312	\$129,227	\$614,008	\$626,539
071906	ANTHONY ISD	183	653	\$7,135	\$2,128	\$9,078	\$9,263
071907	CANUTILLO ISD	1327	5051	\$51,735	\$16,457	\$66,828	\$68,192
071908	TORNILLO ISD	395	1045	\$15,400	\$3,405	\$18,429	\$18,805
071909	SOCORRO ISD	9214	38333	\$359,222	\$124,897	\$474,437	\$484,119
072801	PREMIER HIGH SCHOOLS	852	4396	\$33,217	\$14,323	\$46,589	\$47,540
072802	ERATH EXCELS ACADEMY INC	37	114	\$1,443	\$371	\$1,778	\$1,814
072901	THREE WAY ISD	26	156	\$1,014	\$508	\$1,492	\$1,522
072902	DUBLIN ISD	410	1319	\$15,984	\$4,298	\$19,876	\$20,282
072903	STEPHENVILLE ISD	508	3603	\$19,805	\$11,739	\$30,913	\$31,544
072904	BLUFF DALE ISD	23	146	\$897	\$476	\$1,346	\$1,373
072908	HUCKABAY ISD	32	257	\$1,248	\$837	\$2,043	\$2,085
072909	LINGLEVILLE ISD	60	296	\$2,339	\$964	\$3,237	\$3,303
072910	MORGAN MILL ISD	18	137	\$0	\$0	\$0	\$0
073901	CHILTON ISD	157	496	\$6,121	\$1,616	\$7,582	\$7,737

073903	MARLIN ISD	372	863	\$14,503	\$2,812	\$16,969	\$17,315
073904	WESTPHALIA ISD	19	172	\$0	\$0	\$0	\$0
073905	ROSEBUD-LOTT ISD	190	701	\$7,407	\$2,284	\$9,497	\$9,691
074903	BONHAM ISD	362	1851	\$14,113	\$6,031	\$19,741	\$20,144
074904	DODD CITY ISD	30	261	\$1,170	\$850	\$1,980	\$2,020
074905	ECTOR ISD	46	270	\$1,793	\$880	\$2,620	\$2,673
074907	HONEY GROVE ISD	114	563	\$4,444	\$1,834	\$6,152	\$6,278
074909	LEONARD ISD	122	814	\$4,756	\$2,652	\$7,260	\$7,408
074911	SAVOY ISD	38	338	\$1,481	\$1,101	\$2,530	\$2,582
074912	TRENTON ISD	80	601	\$3,119	\$1,958	\$4,975	\$5,077
074917	SAM RAYBURN ISD	76	542	\$2,963	\$1,766	\$4,634	\$4,729
075901	FLATONIA ISD	123	609	\$4,795	\$1,984	\$6,643	\$6,779
075902	LA GRANGE ISD	275	1956	\$10,721	\$6,373	\$16,752	\$17,094
075903	SCHULENBURG ISD	149	770	\$5,809	\$2,509	\$8,152	\$8,318
075906	FAYETTEVILLE ISD	32	271	\$1,248	\$883	\$2,088	\$2,131
075908	ROUND TOP-CARMINE ISD	32	275	\$1,248	\$896	\$2,101	\$2,144
076903	ROBY CISD	52	260	\$2,027	\$847	\$2,817	\$2,874
076904	ROTAN ISD	57	265	\$2,222	\$863	\$3,023	\$3,085
077901	FLOYDADA ISD	215	715	\$8,382	\$2,330	\$10,498	\$10,712
077902	LOCKNEY ISD	154	471	\$6,004	\$1,535	\$7,388	\$7,539
078901	CROWELL ISD	62	219	\$2,417	\$714	\$3,068	\$3,131
079901	LAMAR CISD	3559	30721	\$138,753	\$100,095	\$234,071	\$238,848
079906	NEEDVILLE ISD	344	3443	\$13,411	\$11,218	\$24,136	\$24,629
079907	FORT BEND ISD	9027	87439	\$351,931	\$284,894	\$624,088	\$636,825
079910	STAFFORD MSD	591	4341	\$23,041	\$14,144	\$36,441	\$37,185
080901	MOUNT VERNON ISD	342	1688	\$13,333	\$5,500	\$18,456	\$18,833
081902	FAIRFIELD ISD	282	1685	\$10,994	\$5,490	\$16,154	\$16,484
081904	TEAGUE ISD	291	1132	\$11,345	\$3,688	\$14,732	\$15,033
081905	WORTHAM ISD	100	444	\$3,899	\$1,447	\$5,239	\$5,346
081906	DEW ISD	31	156	\$0	\$0	\$0	\$0
082902	DILLEY ISD	342	867	\$13,333	\$2,825	\$15,835	\$16,158
082903	PEARSALL ISD	737	2337	\$28,733	\$7,614	\$35,620	\$36,347
083901	SEAGRAVES ISD	251	707	\$9,786	\$2,304	\$11,848	\$12,090
083902	LOOP ISD	42	199	\$1,637	\$648	\$2,239	\$2,285
083903	SEMINOLE ISD	819	4218	\$31,930	\$13,743	\$44,760	\$45,673
084802	ODYSSEY ACADEMY INC	225	1075	\$8,772	\$3,503	\$12,030	\$12,275
084804	AMBASSADORS PREPARATORY ACADEMY	71	277	\$0	\$0	\$0	\$0

084901	DICKINSON ISD	2022	10694	\$78,831	\$34,843	\$111,401	\$113,674
084902	GALVESTON ISD	1562	6985	\$60,897	\$22,759	\$81,983	\$83,656
084903	HIGH ISLAND ISD	32	131	\$1,248	\$427	\$1,642	\$1,675
084906	TEXAS CITY ISD	2366	9657	\$92,242	\$31,465	\$121,233	\$123,707
084908	HITCHCOCK ISD	378	1546	\$14,737	\$5,037	\$19,379	\$19,774
084909	SANTA FE ISD	476	4983	\$18,558	\$16,236	\$34,098	\$34,794
084910	CLEAR CREEK ISD	4042	44179	\$157,583	\$143,944	\$295,496	\$301,527
084911	FRIENDSWOOD ISD	315	6724	\$12,281	\$21,908	\$33,505	\$34,189
085902	POST ISD	174	735	\$6,784	\$2,395	\$8,995	\$9,179
085903	SOUTHLAND ISD	45	132	\$1,754	\$430	\$2,140	\$2,184
086024	DOSS CONSOLIDATED CSD	3	19	\$0	\$0	\$0	\$0
086901	FREDERICKSBURG ISD	608	3611	\$23,704	\$11,765	\$34,760	\$35,469
086902	HARPER ISD	66	577	\$2,573	\$1,880	\$4,364	\$4,453
087901	GLASSCOCK COUNTY ISD	27	266	\$1,053	\$867	\$1,882	\$1,920
088902	GOLIAD ISD	284	1235	\$11,072	\$4,024	\$14,794	\$15,096
089901	GONZALES ISD	672	2686	\$26,199	\$8,752	\$34,252	\$34,951
089903	NIXON-SMILEY CISD	304	1093	\$11,852	\$3,561	\$15,105	\$15,413
089905	WAELDER ISD	84	292	\$3,275	\$951	\$4,141	\$4,226
090902	LEFORS ISD	48	171	\$1,871	\$557	\$2,379	\$2,428
090903	MCLEAN ISD	43	211	\$1,676	\$687	\$2,316	\$2,363
090904	PAMPA ISD	772	3571	\$30,098	\$11,635	\$40,898	\$41,733
090905	GRANDVIEW- HOPKINS ISD	6	57	\$0	\$0	\$0	\$0
091901	BELLS ISD	100	842	\$3,899	\$2,743	\$6,509	\$6,642
091902	COLLINSVILLE ISD	75	494	\$2,924	\$1,610	\$4,443	\$4,534
091903	DENISON ISD	1047	4828	\$40,819	\$15,731	\$55,419	\$56,550
091905	HOWE ISD	181	1176	\$7,057	\$3,832	\$10,671	\$10,889
091906	SHERMAN ISD	1697	7245	\$66,160	\$23,606	\$87,971	\$89,766
091907	TIOGA ISD	57	569	\$2,222	\$1,854	\$3,994	\$4,076
091908	VAN ALSTYNE ISD	170	1592	\$6,628	\$5,187	\$11,579	\$11,815
091909	WHITESBORO ISD	335	1602	\$13,060	\$5,220	\$17,914	\$18,280
091910	WHITEWRIGHT ISD	145	880	\$5,653	\$2,867	\$8,350	\$8,520
091913	POTTSBORO ISD	214	1351	\$8,343	\$4,402	\$12,490	\$12,745
091914	S AND S CISD	176	1051	\$6,862	\$3,424	\$10,080	\$10,286
091917	GUNTER ISD	65	822	\$2,534	\$2,678	\$5,108	\$5,212
091918	TOM BEAN ISD	116	862	\$4,522	\$2,809	\$7,184	\$7,331
092801	EAST TEXAS CHARTER SCHOOLS	14	137	\$0	\$0	\$0	\$0
092901	GLADEWATER ISD	417	2138	\$16,257	\$6,966	\$22,759	\$23,223

092902	KILGORE ISD	859	3796	\$33,489	\$12,368	\$44,940	\$45,857
092903	LONGVIEW ISD	2275	9236	\$88,694	\$30,093	\$116,411	\$118,787
092904	PINE TREE ISD	1160	4604	\$45,224	\$15,001	\$59,020	\$60,225
092906	SABINE ISD	178	1406	\$6,940	\$4,581	\$11,291	\$11,521
092907	SPRING HILL ISD	314	1982	\$12,242	\$6,458	\$18,326	\$18,700
092908	WHITE OAK ISD	302	1515	\$11,774	\$4,936	\$16,376	\$16,710
093901	ANDERSON-SHIRO CISD	96	791	\$3,743	\$2,577	\$6,194	\$6,320
093903	IOLA ISD	107	525	\$4,172	\$1,711	\$5,765	\$5,883
093904	NAVASOTA ISD	740	2969	\$28,850	\$9,674	\$37,754	\$38,524
093905	RICHARDS ISD	51	194	\$1,988	\$632	\$2,568	\$2,620
094901	SEGUIN ISD	1612	8174	\$62,846	\$26,633	\$87,689	\$89,479
094902	SCHERTZ-CIBOLO-U CITY ISD	1064	13698	\$41,482	\$44,631	\$84,391	\$86,113
094903	NAVARRO ISD	151	1786	\$5,887	\$5,819	\$11,472	\$11,706
094904	MARION ISD	184	1589	\$7,174	\$5,177	\$12,104	\$12,351
095901	ABERNATHY ISD	144	750	\$5,614	\$2,444	\$7,897	\$8,058
095902	COTTON CENTER ISD	34	118	\$1,326	\$384	\$1,676	\$1,710
095903	HALE CENTER ISD	135	601	\$5,263	\$1,958	\$7,077	\$7,221
095904	PETERSBURG ISD	66	255	\$2,573	\$831	\$3,336	\$3,404
095905	PLAINVIEW ISD	1403	5445	\$54,698	\$17,741	\$70,990	\$72,439
096904	MEMPHIS ISD	165	455	\$6,433	\$1,482	\$7,757	\$7,915
096905	TURKEY-QUITAQUE ISD	66	195	\$2,573	\$635	\$3,144	\$3,208
097902	HAMILTON ISD	178	817	\$6,940	\$2,662	\$9,410	\$9,602
097903	HICO ISD	138	562	\$5,380	\$1,831	\$7,067	\$7,211
098901	GRUVER ISD	41	421	\$1,598	\$1,372	\$2,911	\$2,970
098903	PRINGLE-MORSE CISD	20	124	\$0	\$0	\$0	\$0
098904	SPEARMAN ISD	140	754	\$5,458	\$2,457	\$7,757	\$7,915
099902	CHILLICOTHE ISD	73	207	\$2,846	\$674	\$3,450	\$3,520
099903	QUANAHA ISD	125	494	\$4,873	\$1,610	\$6,353	\$6,483
100903	KOUNTZE ISD	254	1378	\$9,903	\$4,490	\$14,105	\$14,393
100904	SILSBEE ISD	703	3107	\$27,408	\$10,123	\$36,780	\$37,531
100905	HARDIN-JEFFERSON ISD	211	2026	\$8,226	\$6,601	\$14,530	\$14,827
100907	LUMBERTON ISD	395	3847	\$15,400	\$12,534	\$27,375	\$27,934
100908	WEST HARDIN COUNTY CISD	38	588	\$1,481	\$1,916	\$3,329	\$3,397
101802	SER-NINOS CHARTER SCHOOL	363	1063	\$0	\$0	\$0	\$0

101803	ARISTOI CLASSICAL ACADEMY	55	844	\$0	\$0	\$0	\$0
101804	GEORGE I SANCHEZ CHARTER	312	920	\$12,164	\$2,998	\$14,859	\$15,162
101806	RAUL YZAGUIRRE SCHOOLS FOR SUCCESS	509	1423	\$19,844	\$4,636	\$23,990	\$24,480
101807	UNIVERSITY OF HOUSTON CHARTER SCHOOL	23	146	\$0	\$0	\$0	\$0
101810	ACADEMY OF ACCELERATED LEARNING INC	222	658	\$0	\$0	\$0	\$0
101811	EXCEL ACADEMY	163	473	\$0	\$0	\$0	\$0
101814	THE VARNETT PUBLIC SCHOOL	441	1740	\$0	\$0	\$0	\$0
101815	ALIEF MONTESSORI COMMUNITY SCHOOL	39	213	\$0	\$0	\$0	\$0
101819	AMIGOS POR VIDA-FRIENDS FOR LIFE PUB CHTR SCH	167	481	\$0	\$0	\$0	\$0
101821	HOUSTON HEIGHTS HIGH SCHOOL	44	155	\$1,715	\$505	\$2,176	\$2,220
101828	HOUSTON GATEWAY ACADEMY INC	718	2225	\$0	\$0	\$0	\$0
101837	CALVIN NELMS CHARTER SCHOOLS	38	305	\$1,481	\$994	\$2,426	\$2,475
101838	SOUTHWEST SCHOOL	538	1744	\$20,975	\$5,682	\$26,124	\$26,657
101840	TWO DIMENSIONS PREPARATORY ACADEMY	95	308	\$0	\$0	\$0	\$0
101842	COMQUEST ACADEMY	12	57	\$468	\$186	\$641	\$654
101845	YES PREP PUBLIC SCHOOLS INC	3766	12363	\$0	\$0	\$0	\$0
101846	HARMONY SCIENCE ACADEMY	1036	3682	\$40,390	\$11,997	\$51,339	\$52,387
101847	BEATRICE MAYES INSTITUTE CHARTER SCHOOL	111	513	\$0	\$0	\$0	\$0
101849	ACCELERATED INTERMEDIATE ACADEMY	73	229	\$0	\$0	\$0	\$0

101853	PROMISE COMMUNITY SCHOOL	307	885	\$0	\$0	\$0	\$0
101855	MEYERPARK ELEMENTARY	82	272	\$0	\$0	\$0	\$0
101856	DRAW ACADEMY	201	583	\$0	\$0	\$0	\$0
101858	HARMONY SCHOOL OF EXCELLENCE	1087	5261	\$42,378	\$17,141	\$58,329	\$59,519
101859	STEP CHARTER SCHOOL	179	573	\$0	\$0	\$0	\$0
101861	THE RHODES SCHOOL	265	1094	\$0	\$0	\$0	\$0
101862	HARMONY SCHOOL OF SCIENCE - HOUSTON	710	4203	\$27,680	\$13,694	\$40,547	\$41,374
101864	THE LAWSON ACADEMY	79	252	\$0	\$0	\$0	\$0
101868	THE PRO-VISION ACADEMY	161	501	\$6,277	\$1,632	\$7,751	\$7,909
101870	BETA ACADEMY	148	719	\$5,770	\$2,343	\$7,951	\$8,113
101871	A+ UNLIMITED POTENTIAL	50	201	\$0	\$0	\$0	\$0
101872	ETOILE ACADEMY CHARTER SCHOOL	24	74	\$0	\$0	\$0	\$0
101873	YELLOWSTONE COLLEGE PREPARATORY	81	250	\$0	\$0	\$0	\$0
101874	LEGACY SCHOOL OF SPORT SCIENCES	41	424	\$1,598	\$1,381	\$2,919	\$2,979
101902	ALDINE ISD	19142	63358	\$746,279	\$206,434	\$933,659	\$952,713
101903	ALIEF ISD	13564	47959	\$528,813	\$156,260	\$671,372	\$685,073
101905	CHANNELVIEW ISD	1869	9489	\$72,866	\$30,917	\$101,707	\$103,783
101906	CROSBY ISD	991	5507	\$38,636	\$17,943	\$55,447	\$56,579
101907	CYPRESS-FAIRBANKS ISD	15923	115495	\$620,782	\$376,307	\$977,147	\$997,089
101908	DEER PARK ISD	1872	13495	\$72,983	\$43,970	\$114,614	\$116,953
101910	GALENA PARK ISD	5841	21399	\$227,720	\$69,722	\$291,493	\$297,442
101911	GOOSE CREEK CISD	4473	22730	\$174,387	\$74,059	\$243,477	\$248,446
101912	HOUSTON ISD	59370	211774	\$2,314,628	\$690,005	\$2,944,540	\$3,004,633
101913	HUMBLE ISD	3894	38370	\$151,813	\$125,017	\$271,293	\$276,830
101914	KATY ISD	6185	66743	\$241,132	\$217,463	\$449,423	\$458,595
101915	KLEIN ISD	6928	50581	\$270,099	\$164,803	\$426,204	\$434,902
101916	LA PORTE ISD	1032	8180	\$40,234	\$26,652	\$65,548	\$66,886
101917	PASADENA ISD	12487	54978	\$486,824	\$179,130	\$652,635	\$665,954
101919	SPRING ISD	8751	36772	\$341,171	\$119,811	\$451,762	\$460,982

101920	SPRING BRANCH ISD	7526	37645	\$293,412	\$122,655	\$407,746	\$416,067
101921	TOMBALL ISD	1017	12695	\$39,649	\$41,363	\$79,392	\$81,012
101924	SHELDON ISD	1668	7707	\$65,029	\$25,111	\$88,337	\$90,140
101925	HUFFMAN ISD	389	3444	\$15,166	\$11,221	\$25,859	\$26,387
102901	KARNACK ISD	72	188	\$0	\$0	\$0	\$0
102902	MARSHALL ISD	1485	5578	\$57,895	\$18,174	\$74,548	\$76,069
102903	WASKOM ISD	142	904	\$5,536	\$2,945	\$8,311	\$8,481
102904	HALLSVILLE ISD	1208	8923	\$47,096	\$29,073	\$74,646	\$76,169
102905	HARLETON ISD	110	684	\$4,289	\$2,229	\$6,388	\$6,518
102906	ELYSIAN FIELDS ISD	200	930	\$7,797	\$3,030	\$10,610	\$10,827
103901	CHANNING ISD	46	276	\$1,793	\$899	\$2,638	\$2,692
103902	HARTLEY ISD	29	270	\$1,131	\$880	\$1,971	\$2,011
104901	HASKELL CISD	155	557	\$6,043	\$1,815	\$7,701	\$7,858
104903	RULE ISD	44	115	\$1,715	\$375	\$2,048	\$2,090
104907	PAINT CREEK ISD	39	118	\$1,520	\$384	\$1,866	\$1,904
105801	KATHERINE ANNE PORTER SCHOOL	20	166	\$780	\$541	\$1,295	\$1,321
105802	TEXAS PREPARATORY SCHOOL	55	265	\$0	\$0	\$0	\$0
105803	KI CHARTER ACADEMY	53	214	\$0	\$0	\$0	\$0
105902	SAN MARCOS CISD	1848	9189	\$72,047	\$29,940	\$99,947	\$101,987
105904	DRIPPING SPRINGS ISD	333	6483	\$12,983	\$21,123	\$33,424	\$34,106
105905	WIMBERLEY ISD	189	2857	\$7,368	\$9,309	\$16,343	\$16,677
105906	HAYS CISD	1905	18642	\$74,269	\$60,740	\$132,309	\$135,009
106901	CANADIAN ISD	135	974	\$5,263	\$3,173	\$8,267	\$8,436
107901	ATHENS ISD	767	3124	\$29,903	\$10,179	\$39,280	\$40,082
107902	BROWNSBORO ISD	515	2735	\$20,078	\$8,911	\$28,409	\$28,989
107904	CROSS ROADS ISD	112	591	\$4,366	\$1,926	\$6,166	\$6,292
107905	EUSTACE ISD	378	1523	\$14,737	\$4,962	\$19,305	\$19,699
107906	MALAKOFF ISD	366	1318	\$14,269	\$4,294	\$18,192	\$18,563
107907	TRINIDAD ISD	47	155	\$1,832	\$505	\$2,290	\$2,337
107908	MURCHISON ISD	48	174	\$0	\$0	\$0	\$0
107910	LAPOYNOR ISD	119	448	\$4,639	\$1,460	\$5,977	\$6,099
108802	HORIZON MONTESSORI PUBLIC SCHOOLS	318	1023	\$0	\$0	\$0	\$0
108804	TRIUMPH PUBLIC HIGH SCHOOLS-RIO GRANDE VALLEY	136	291	\$5,302	\$948	\$6,125	\$6,250

108807	IDEA PUBLIC SCHOOLS	14048	40592	\$0	\$0	\$0	\$0
108808	VANGUARD ACADEMY	1325	3575	\$51,657	\$11,648	\$62,039	\$63,305
108809	EXCELLENCE IN LEADERSHIP ACADEMY	87	224	\$0	\$0	\$0	\$0
108902	DONNA ISD	6277	12177	\$244,718	\$39,675	\$278,705	\$284,393
108903	EDCOUCH-ELSA ISD	2170	4626	\$84,601	\$15,072	\$97,680	\$99,673
108904	EDINBURG CISD	11036	30455	\$430,255	\$99,229	\$518,894	\$529,484
108905	HIDALGO ISD	1079	2832	\$42,066	\$9,227	\$50,267	\$51,293
108906	MCALLEN ISD	8683	24771	\$338,520	\$80,709	\$410,844	\$419,229
108907	MERCEDES ISD	2278	5069	\$88,811	\$16,516	\$103,220	\$105,327
108908	MISSION CISD	5869	14593	\$228,812	\$47,547	\$270,832	\$276,359
108909	PHARR-SAN JUAN-ALAMO ISD	10543	27440	\$411,035	\$89,405	\$490,431	\$500,440
108910	PROGRESO ISD	663	1794	\$25,848	\$5,845	\$31,059	\$31,693
108911	SHARYLAND ISD	2193	9505	\$85,497	\$30,969	\$114,137	\$116,466
108912	LA JOYA ISD	12026	25027	\$468,852	\$81,543	\$539,387	\$550,395
108913	WESLACO ISD	5894	15275	\$229,786	\$49,769	\$273,964	\$279,555
108914	LA VILLA ISD	221	596	\$8,616	\$1,942	\$10,347	\$10,558
108915	MONTE ALTO ISD	302	811	\$11,774	\$2,642	\$14,128	\$14,416
108916	VALLEY VIEW ISD	1419	3915	\$55,322	\$12,756	\$66,716	\$68,078
109901	ABBOTT ISD	26	289	\$1,014	\$942	\$1,917	\$1,956
109902	BYNUM ISD	43	215	\$1,676	\$701	\$2,329	\$2,377
109903	COVINGTON ISD	42	300	\$1,637	\$977	\$2,562	\$2,614
109904	HILLSBORO ISD	446	1720	\$17,388	\$5,604	\$22,532	\$22,992
109905	HUBBARD ISD	65	367	\$2,534	\$1,196	\$3,655	\$3,730
109907	ITASCA ISD	180	767	\$7,018	\$2,499	\$9,327	\$9,517
109908	MALONE ISD	34	132	\$0	\$0	\$0	\$0
109910	MOUNT CALM ISD	68	129	\$2,651	\$420	\$3,010	\$3,071
109911	WHITNEY ISD	281	1503	\$10,955	\$4,897	\$15,535	\$15,852
109912	AQUILLA ISD	37	254	\$1,443	\$828	\$2,226	\$2,271
109913	BLUM ISD	50	372	\$1,949	\$1,212	\$3,098	\$3,161
109914	PENELOPE ISD	30	181	\$1,170	\$590	\$1,725	\$1,760
110901	ANTON ISD	68	236	\$2,651	\$769	\$3,352	\$3,420
110902	LEVELLAND ISD	673	2759	\$26,238	\$8,989	\$34,522	\$35,227
110905	ROPES ISD	71	442	\$2,768	\$1,440	\$4,124	\$4,208
110906	SMYER ISD	82	364	\$3,197	\$1,186	\$4,295	\$4,383
110907	SUNDOWN ISD	66	555	\$2,573	\$1,808	\$4,293	\$4,381
110908	WHITHARRAL ISD	39	213	\$1,520	\$694	\$2,170	\$2,214

111801	LAKE GRANBURY ACADEMY CHARTER SCHOOL	0	78	\$0	\$0	\$0	\$0
111901	GRANBURY ISD	1336	7848	\$52,086	\$25,570	\$76,103	\$77,656
111902	LIPAN ISD	63	338	\$2,456	\$1,101	\$3,486	\$3,557
111903	TOLAR ISD	100	736	\$3,899	\$2,398	\$6,171	\$6,297
112901	SULPHUR SPRINGS ISD	874	4138	\$34,074	\$13,482	\$46,605	\$47,556
112905	CUMBY ISD	73	446	\$2,846	\$1,453	\$4,213	\$4,299
112906	NORTH HOPKINS ISD	94	477	\$3,665	\$1,554	\$5,115	\$5,219
112907	MILLER GROVE ISD	45	332	\$1,754	\$1,082	\$2,779	\$2,836
112908	COMO-PICKTON CISD	154	812	\$6,004	\$2,646	\$8,477	\$8,650
112909	SALTILLO ISD	54	272	\$2,105	\$886	\$2,931	\$2,991
112910	SULPHUR BLUFF ISD	35	234	\$1,365	\$762	\$2,084	\$2,127
113901	CROCKETT ISD	496	1238	\$19,337	\$4,034	\$22,904	\$23,371
113902	GRAPELAND ISD	158	551	\$6,160	\$1,795	\$7,796	\$7,955
113903	LOVELADY ISD	79	487	\$3,080	\$1,587	\$4,574	\$4,667
113905	LATEXO ISD	92	451	\$3,587	\$1,469	\$4,955	\$5,056
113906	KENNARD ISD	100	321	\$3,899	\$1,046	\$4,846	\$4,945
114901	BIG SPRING ISD	998	3863	\$38,909	\$12,586	\$50,465	\$51,495
114902	COAHOMA ISD	125	869	\$4,873	\$2,831	\$7,550	\$7,704
114904	FORSAN ISD	75	642	\$2,924	\$2,092	\$4,916	\$5,016
115901	FT HANCOCK ISD	131	456	\$5,107	\$1,486	\$6,461	\$6,593
115902	SIERRA BLANCA ISD	26	122	\$1,014	\$398	\$1,384	\$1,412
115903	DELL CITY ISD	26	97	\$0	\$0	\$0	\$0
116901	CADDO MILLS ISD	234	1663	\$9,123	\$5,418	\$14,250	\$14,541
116902	CELESTE ISD	95	547	\$3,704	\$1,782	\$5,376	\$5,486
116903	COMMERCE ISD	420	1746	\$16,374	\$5,689	\$21,622	\$22,063
116905	GREENVILLE ISD	1471	5249	\$57,349	\$17,102	\$72,962	\$74,451
116906	LONE OAK ISD	148	967	\$5,770	\$3,151	\$8,743	\$8,921
116908	QUINLAN ISD	632	2881	\$24,639	\$9,387	\$33,345	\$34,026
116909	WOLFE CITY ISD	109	612	\$4,250	\$1,994	\$6,119	\$6,244
116910	CAMPBELL ISD	91	355	\$3,548	\$1,157	\$4,611	\$4,705
116915	BLAND ISD	180	712	\$7,018	\$2,320	\$9,151	\$9,338
116916	BOLES ISD	108	609	\$4,211	\$1,984	\$6,071	\$6,195
117901	BORGER ISD	417	2506	\$16,257	\$8,165	\$23,934	\$24,422
117903	SANFORD-FRITCH ISD	68	784	\$2,651	\$2,554	\$5,101	\$5,205
117904	PLEMONS- STINNETT-PHILLIPS CISD	101	650	\$3,938	\$2,118	\$5,935	\$6,056

117907	SPRING CREEK ISD	9	102	\$0	\$0	\$0	\$0
118902	IRION COUNTY ISD	26	259	\$1,014	\$844	\$1,821	\$1,858
119901	BRYSON ISD	78	266	\$3,041	\$867	\$3,830	\$3,908
119902	JACKSBORO ISD	192	962	\$7,485	\$3,134	\$10,407	\$10,619
119903	PERRIN-WHITT CISD	56	402	\$2,183	\$1,310	\$3,423	\$3,493
120901	EDNA ISD	335	1477	\$13,060	\$4,812	\$17,515	\$17,872
120902	GANADO ISD	106	595	\$4,133	\$1,939	\$5,951	\$6,072
120905	INDUSTRIAL ISD	165	1121	\$6,433	\$3,652	\$9,883	\$10,085
121902	BROOKELAND ISD	109	422	\$4,250	\$1,375	\$5,512	\$5,625
121903	BUNA ISD	202	1458	\$7,875	\$4,750	\$12,372	\$12,625
121904	JASPER ISD	873	2713	\$34,035	\$8,840	\$42,018	\$42,875
121905	KIRBYVILLE CISD	458	1418	\$17,856	\$4,620	\$22,026	\$22,476
121906	EVADALE ISD	68	431	\$2,651	\$1,404	\$3,974	\$4,055
122901	FT DAVIS ISD	28	142	\$1,092	\$463	\$1,524	\$1,555
122902	VALENTINE ISD	7	32	\$0	\$0	\$0	\$0
123803	TEKOA ACADEMY OF ACCELERATED STUDIES STEM SCHOOL	141	334	\$5,497	\$1,088	\$6,453	\$6,585
123805	EHRHART SCHOOL	154	473	\$0	\$0	\$0	\$0
123807	BOB HOPE SCHOOL	449	1320	\$17,505	\$4,301	\$21,370	\$21,806
123905	NEDERLAND ISD	624	4738	\$24,328	\$15,437	\$38,970	\$39,765
123907	PORT ARTHUR ISD	2868	8169	\$111,813	\$26,616	\$135,660	\$138,429
123908	PORT NECHES- GROVES ISD	643	4614	\$25,068	\$15,033	\$39,299	\$40,101
123910	BEAUMONT ISD	6069	19627	\$236,609	\$63,949	\$294,547	\$300,558
123913	SABINE PASS ISD	100	366	\$3,899	\$1,193	\$4,990	\$5,092
123914	HAMSHIRE- FANNETT ISD	209	1825	\$8,148	\$5,946	\$13,812	\$14,094
124901	JIM HOGG COUNTY ISD	438	1136	\$17,076	\$3,701	\$20,361	\$20,777
125901	ALICE ISD	1900	4817	\$74,074	\$15,695	\$87,974	\$89,769
125902	BEN BOLT-PALITO BLANCO ISD	133	663	\$5,185	\$2,160	\$7,198	\$7,345
125903	ORANGE GROVE ISD	503	1639	\$19,610	\$5,340	\$24,451	\$24,950
125905	PREMONT ISD	287	622	\$11,189	\$2,027	\$12,952	\$13,216
125906	LA GLORIA ISD	43	123	\$0	\$0	\$0	\$0
126801	KAUFFMAN LEADERSHIP ACADEMY	16	114	\$0	\$0	\$0	\$0
126901	ALVARADO ISD	563	3542	\$21,949	\$11,541	\$32,820	\$33,490
126902	BURLESON ISD	1113	11546	\$43,392	\$37,619	\$79,391	\$81,011

126903	CLEBURNE ISD	1244	7097	\$48,499	\$23,124	\$70,191	\$71,623
126904	GRANDVIEW ISD	179	1222	\$6,979	\$3,982	\$10,742	\$10,961
126905	JOSHUA ISD	690	5409	\$26,901	\$17,624	\$43,634	\$44,525
126906	KEENE ISD	223	1321	\$8,694	\$4,304	\$12,738	\$12,998
126907	RIO VISTA ISD	231	849	\$9,006	\$2,766	\$11,537	\$11,772
126908	VENUS ISD	314	2006	\$12,242	\$6,536	\$18,402	\$18,778
126911	GODLEY ISD	267	1862	\$10,409	\$6,067	\$16,146	\$16,476
127901	ANSON ISD	147	649	\$5,731	\$2,115	\$7,689	\$7,846
127903	HAMLIN ISD	136	430	\$5,302	\$1,401	\$6,569	\$6,703
127904	HAWLEY ISD	128	698	\$4,990	\$2,274	\$7,119	\$7,264
127905	LUEDERS-AVOCA ISD	29	84	\$1,131	\$274	\$1,377	\$1,405
127906	STAMFORD ISD	138	543	\$5,380	\$1,769	\$7,006	\$7,149
128901	KARNES CITY ISD	227	954	\$8,850	\$3,108	\$11,719	\$11,958
128902	KENEDY ISD	206	673	\$8,031	\$2,193	\$10,020	\$10,224
128903	RUNGE ISD	56	246	\$2,183	\$802	\$2,925	\$2,985
128904	FALLS CITY ISD	49	396	\$1,910	\$1,290	\$3,136	\$3,200
129901	CRANDALL ISD	315	3126	\$12,281	\$10,185	\$22,017	\$22,466
129902	FORNEY ISD	551	8985	\$21,482	\$29,275	\$49,742	\$50,757
129903	KAUFMAN ISD	665	4057	\$25,926	\$13,219	\$38,362	\$39,145
129904	KEMP ISD	299	1642	\$11,657	\$5,350	\$16,667	\$17,007
129905	MABANK ISD	717	3246	\$27,953	\$10,576	\$37,758	\$38,529
129906	TERRELL ISD	962	4876	\$37,505	\$15,887	\$52,324	\$53,392
129910	SCURRY-ROSSER ISD	177	1122	\$6,901	\$3,656	\$10,346	\$10,557
130801	MEADOWLAND CHARTER DISTRICT	42	116	\$0	\$0	\$0	\$0
130901	BOERNE ISD	616	8350	\$24,016	\$27,206	\$50,198	\$51,222
130902	COMFORT ISD	285	1505	\$11,111	\$4,904	\$15,695	\$16,015
131001	KENEDY COUNTY WIDE CSD	8	64	\$0	\$0	\$0	\$0
132902	JAYTON-GIRARD ISD	19	124	\$741	\$404	\$1,122	\$1,145
133901	CENTER POINT ISD	139	691	\$5,419	\$2,251	\$7,517	\$7,670
133902	HUNT ISD	28	204	\$0	\$0	\$0	\$0
133903	KERRVILLE ISD	994	4757	\$38,753	\$15,499	\$53,167	\$54,252
133904	INGRAM ISD	208	1137	\$8,109	\$3,705	\$11,578	\$11,814
133905	DIVIDE ISD	3	20	\$0	\$0	\$0	\$0
134901	JUNCTION ISD	190	560	\$7,407	\$1,825	\$9,047	\$9,232
135001	GUTHRIE CSD	19	114	\$741	\$371	\$1,090	\$1,112
136901	BRACKETT ISD	140	567	\$5,458	\$1,847	\$7,159	\$7,305
137901	KINGSVILLE ISD	1161	3087	\$45,263	\$10,058	\$54,215	\$55,321
137902	RICARDO ISD	188	692	\$0	\$0	\$0	\$0

137903	RIVIERA ISD	85	410	\$3,314	\$1,336	\$4,557	\$4,650
137904	SANTA GERTRUDIS ISD	152	750	\$5,926	\$2,444	\$8,203	\$8,370
138902	KNOX CITY-O'BRIEN CISD	64	252	\$0	\$0	\$0	\$0
138903	MUNDAY CISD	135	375	\$5,263	\$1,222	\$6,355	\$6,485
138904	BENJAMIN ISD	34	133	\$0	\$0	\$0	\$0
139905	CHISUM ISD	276	895	\$10,760	\$2,916	\$13,402	\$13,676
139908	ROXTON ISD	37	151	\$1,443	\$492	\$1,896	\$1,935
139909	PARIS ISD	1063	3658	\$41,443	\$11,919	\$52,295	\$53,362
139911	NORTH LAMAR ISD	451	2658	\$17,583	\$8,660	\$25,718	\$26,243
139912	PRAIRILAND ISD	164	1077	\$6,394	\$3,509	\$9,705	\$9,903
140901	AMHERST ISD	49	158	\$1,910	\$515	\$2,376	\$2,425
140904	LITTLEFIELD ISD	384	1274	\$14,971	\$4,151	\$18,740	\$19,122
140905	OLTON ISD	162	632	\$6,316	\$2,059	\$8,208	\$8,375
140907	SPRINGLAKE-EARTH ISD	55	341	\$2,144	\$1,111	\$3,190	\$3,255
140908	SUDAN ISD	93	462	\$3,626	\$1,505	\$5,028	\$5,131
141901	LAMPASAS ISD	618	3479	\$24,094	\$11,335	\$34,720	\$35,429
141902	LOMETA ISD	71	289	\$2,768	\$942	\$3,636	\$3,710
142901	COTULLA ISD	387	1107	\$15,088	\$3,607	\$18,321	\$18,695
143901	HALLETTSVILLE ISD	188	1261	\$7,329	\$4,109	\$11,209	\$11,438
143902	MOULTON ISD	69	330	\$2,690	\$1,075	\$3,690	\$3,765
143903	SHINER ISD	81	791	\$3,158	\$2,577	\$5,620	\$5,735
143904	VYSEHRAD ISD	17	139	\$0	\$0	\$0	\$0
143905	SWEET HOME ISD	7	155	\$0	\$0	\$0	\$0
143906	EZZELL ISD	19	117	\$0	\$0	\$0	\$0
144901	GIDDINGS ISD	372	1740	\$14,503	\$5,669	\$19,769	\$20,172
144902	LEXINGTON ISD	98	897	\$3,821	\$2,923	\$6,609	\$6,744
144903	DIME BOX ISD	18	141	\$702	\$459	\$1,138	\$1,161
145901	BUFFALO ISD	245	894	\$9,552	\$2,913	\$12,216	\$12,465
145902	CENTERVILLE ISD	127	726	\$4,951	\$2,365	\$7,170	\$7,316
145906	NORMANGEE ISD	88	527	\$3,431	\$1,717	\$5,045	\$5,148
145907	OAKWOOD ISD	54	179	\$2,105	\$583	\$2,634	\$2,688
145911	LEON ISD	142	773	\$5,536	\$2,519	\$7,894	\$8,055
146901	CLEVELAND ISD	1157	4308	\$45,107	\$14,036	\$57,960	\$59,143
146902	DAYTON ISD	867	5383	\$33,801	\$17,539	\$50,313	\$51,340
146903	DEVERS ISD	28	198	\$0	\$0	\$0	\$0
146904	HARDIN ISD	374	1528	\$14,581	\$4,979	\$19,169	\$19,560
146905	HULL-DAISETTA ISD	61	532	\$2,378	\$1,733	\$4,029	\$4,111
146906	LIBERTY ISD	464	2374	\$18,090	\$7,735	\$25,308	\$25,825
146907	TARKINGTON ISD	472	2026	\$18,402	\$6,601	\$24,503	\$25,003

147901	COOLIDGE ISD	105	288	\$4,094	\$938	\$4,931	\$5,032
147902	GROESBECK ISD	377	1551	\$14,698	\$5,053	\$19,356	\$19,751
147903	MEXIA ISD	517	1806	\$20,156	\$5,884	\$25,519	\$26,040
148901	BOOKER ISD	52	388	\$2,027	\$1,264	\$3,225	\$3,291
148902	FOLLETT ISD	26	135	\$1,014	\$440	\$1,425	\$1,454
148903	HIGGINS ISD	22	63	\$0	\$0	\$0	\$0
148905	DARROUZETT ISD	34	146	\$1,326	\$476	\$1,766	\$1,802
149901	GEORGE WEST ISD	256	1058	\$9,981	\$3,447	\$13,159	\$13,428
149902	THREE RIVERS ISD	141	602	\$5,497	\$1,961	\$7,309	\$7,458
150901	LLANO ISD	478	1855	\$18,636	\$6,044	\$24,186	\$24,680
152802	RISE ACADEMY	72	267	\$0	\$0	\$0	\$0
152803	SOUTH PLAINS ACADEMY CHARTER DISTRICT	67	214	\$2,612	\$697	\$3,243	\$3,309
152901	LUBBOCK ISD	7776	31101	\$303,159	\$101,334	\$396,403	\$404,493
152902	NEW DEAL ISD	224	871	\$8,733	\$2,838	\$11,340	\$11,571
152903	SLATON ISD	496	1583	\$19,337	\$5,158	\$24,005	\$24,495
152906	LUBBOCK-COOPER ISD	532	4718	\$20,741	\$15,372	\$35,391	\$36,113
152907	FRENSHIP ISD	1146	8886	\$44,679	\$28,952	\$72,158	\$73,631
152908	ROOSEVELT ISD	304	1160	\$11,852	\$3,780	\$15,319	\$15,632
152909	SHALLOWATER ISD	190	1530	\$7,407	\$4,985	\$12,144	\$12,392
152910	IDALOU ISD	100	1078	\$3,899	\$3,512	\$7,263	\$7,411
153903	O'DONNELL ISD	86	335	\$3,353	\$1,091	\$4,355	\$4,444
153904	TAHOKA ISD	164	594	\$6,394	\$1,935	\$8,162	\$8,329
153905	NEW HOME ISD	28	301	\$1,092	\$981	\$2,032	\$2,073
153907	WILSON ISD	56	134	\$2,183	\$437	\$2,568	\$2,620
154901	MADISONVILLE CISD	593	2198	\$23,119	\$7,162	\$29,675	\$30,281
154903	NORTH ZULCH ISD	52	322	\$2,027	\$1,049	\$3,014	\$3,076
155901	JEFFERSON ISD	453	1248	\$17,661	\$4,066	\$21,292	\$21,727
156902	STANTON ISD	172	940	\$6,706	\$3,063	\$9,574	\$9,769
156905	GRADY ISD	52	266	\$2,027	\$867	\$2,836	\$2,894
157901	MASON ISD	136	684	\$5,302	\$2,229	\$7,380	\$7,531
158901	BAY CITY ISD	981	3422	\$38,246	\$11,150	\$48,408	\$49,396
158902	TIDEHAVEN ISD	183	898	\$7,135	\$2,926	\$9,860	\$10,061
158904	MATAGORDA ISD	35	143	\$0	\$0	\$0	\$0
158905	PALACIOS ISD	329	1377	\$12,827	\$4,487	\$16,968	\$17,314
158906	VAN VLECK ISD	151	945	\$5,887	\$3,079	\$8,787	\$8,966
159901	EAGLE PASS ISD	4222	12962	\$164,601	\$42,233	\$202,697	\$206,834
160901	BRADY ISD	279	1066	\$10,877	\$3,473	\$14,063	\$14,350
160904	ROCHELLE ISD	42	183	\$1,637	\$596	\$2,188	\$2,233

160905	LOHN ISD	29	73	\$1,131	\$238	\$1,342	\$1,369
161801	WACO CHARTER SCHOOL	81	218	\$0	\$0	\$0	\$0
161802	RAPOPORT ACADEMY PUBLIC SCHOOL	217	821	\$8,460	\$2,675	\$10,912	\$11,135
161807	HARMONY SCIENCE ACAD (WACO)	1854	10628	\$72,281	\$34,628	\$104,771	\$106,909
161901	CRAWFORD ISD	62	645	\$2,417	\$2,102	\$4,429	\$4,519
161903	MIDWAY ISD	630	7713	\$24,561	\$25,131	\$48,698	\$49,692
161906	LA VEGA ISD	795	2601	\$30,994	\$8,475	\$38,680	\$39,469
161907	LORENA ISD	139	1726	\$5,419	\$5,624	\$10,822	\$11,043
161908	MART ISD	133	737	\$5,185	\$2,401	\$7,434	\$7,586
161909	MCGREGOR ISD	250	1339	\$9,747	\$4,363	\$13,828	\$14,110
161910	MOODY ISD	164	762	\$6,394	\$2,483	\$8,699	\$8,877
161912	RIESEL ISD	90	674	\$3,509	\$2,196	\$5,591	\$5,705
161914	WACO ISD	4421	14982	\$172,359	\$48,814	\$216,750	\$221,173
161916	WEST ISD	198	1696	\$7,719	\$5,526	\$12,980	\$13,245
161918	AXTELL ISD	195	792	\$7,602	\$2,581	\$9,979	\$10,183
161919	BRUCEVILLE-EDDY ISD	138	803	\$5,380	\$2,616	\$7,836	\$7,996
161920	CHINA SPRING ISD	216	2354	\$8,421	\$7,670	\$15,769	\$16,091
161921	CONNALLY ISD	684	2666	\$26,667	\$8,686	\$34,646	\$35,353
161922	ROBINSON ISD	251	2252	\$9,786	\$7,337	\$16,781	\$17,123
161923	BOSQUEVILLE ISD	70	603	\$2,729	\$1,965	\$4,600	\$4,694
161924	HALLSBURG ISD	25	171	\$0	\$0	\$0	\$0
161925	GHOLSON ISD	55	254	\$2,144	\$828	\$2,913	\$2,972
162904	MCMULLEN COUNTY ISD	27	258	\$1,053	\$841	\$1,856	\$1,894
163901	DEVINE ISD	350	1912	\$13,645	\$6,230	\$19,478	\$19,875
163902	D'HANIS ISD	67	346	\$2,612	\$1,127	\$3,664	\$3,739
163903	NATALIA ISD	228	1031	\$8,889	\$3,359	\$12,003	\$12,248
163904	HONDO ISD	405	2062	\$15,790	\$6,718	\$22,058	\$22,508
163908	MEDINA VALLEY ISD	704	3630	\$27,446	\$11,827	\$38,488	\$39,273
164901	MENARD ISD	94	268	\$3,665	\$873	\$4,447	\$4,538
165802	MIDLAND ACADEMY CHARTER SCHOOL	67	446	\$0	\$0	\$0	\$0
165901	MIDLAND ISD	4233	28162	\$165,030	\$91,758	\$251,652	\$256,788
165902	GREENWOOD ISD	355	2037	\$13,840	\$6,637	\$20,067	\$20,477
166901	CAMERON ISD	620	1572	\$24,172	\$5,122	\$28,708	\$29,294
166902	GAUSE ISD	56	159	\$0	\$0	\$0	\$0
166903	MILANO ISD	131	447	\$5,107	\$1,456	\$6,432	\$6,563

166904	ROCKDALE ISD	420	1612	\$16,374	\$5,252	\$21,193	\$21,626
166905	THORNDALE ISD	100	600	\$3,899	\$1,955	\$5,737	\$5,854
166907	BUCKHOLTS ISD	52	122	\$2,027	\$398	\$2,376	\$2,425
167901	GOLDTHWAITE ISD	73	534	\$2,846	\$1,740	\$4,494	\$4,586
167902	MULLIN ISD	89	282	\$3,470	\$919	\$4,301	\$4,389
167904	PRIDDY ISD	19	85	\$741	\$277	\$998	\$1,018
168901	COLORADO ISD	240	910	\$9,357	\$2,965	\$12,076	\$12,322
168902	LORAINE ISD	51	176	\$1,988	\$573	\$2,510	\$2,561
168903	WESTBROOK ISD	45	214	\$1,754	\$697	\$2,402	\$2,451
169901	BOWIE ISD	306	1550	\$11,930	\$5,050	\$16,640	\$16,980
169902	NOCONA ISD	188	755	\$7,329	\$2,460	\$9,593	\$9,789
169906	GOLD BURG ISD	33	131	\$1,287	\$427	\$1,680	\$1,714
169908	MONTAGUE ISD	29	153	\$0	\$0	\$0	\$0
169909	PRAIRIE VALLEY ISD	40	177	\$1,559	\$577	\$2,093	\$2,136
169910	FORESTBURG ISD	32	150	\$1,248	\$489	\$1,702	\$1,737
169911	SAINT JO ISD	37	306	\$1,443	\$997	\$2,391	\$2,440
170801	TEXAS SERENITY ACADEMY	150	439	\$0	\$0	\$0	\$0
170902	CONROE ISD	6184	62806	\$241,093	\$204,635	\$436,813	\$445,728
170903	MONTGOMERY ISD	701	8487	\$27,330	\$27,652	\$53,882	\$54,982
170904	WILLIS ISD	1172	8026	\$45,692	\$26,150	\$70,405	\$71,842
170906	MAGNOLIA ISD	2343	14285	\$91,345	\$46,543	\$135,130	\$137,888
170907	SPLENDORA ISD	535	3782	\$20,858	\$12,323	\$32,517	\$33,181
170908	NEW CANEY ISD	2067	11967	\$80,585	\$38,991	\$117,184	\$119,576
171901	DUMAS ISD	738	4213	\$28,772	\$13,727	\$41,649	\$42,499
171902	SUNRAY ISD	66	571	\$2,573	\$1,860	\$4,344	\$4,433
172902	DAINGERFIELD- LONE STAR ISD	380	1086	\$14,815	\$3,538	\$17,986	\$18,353
172905	PEWITT CISD	186	868	\$7,251	\$2,828	\$9,877	\$10,079
173901	MOTLEY COUNTY ISD	39	139	\$1,520	\$453	\$1,934	\$1,973
174801	STEPHEN F AUSTIN STATE UNIVERSITY CHARTER SCHOOL	9	283	\$0	\$0	\$0	\$0
174901	CHIRENO ISD	124	361	\$4,834	\$1,176	\$5,890	\$6,010
174902	CUSHING ISD	156	576	\$6,082	\$1,877	\$7,800	\$7,959
174903	GARRISON ISD	155	672	\$6,043	\$2,190	\$8,068	\$8,233
174904	NACOGDOCHES ISD	2683	6413	\$104,601	\$20,895	\$122,986	\$125,496
174906	WODEN ISD	212	857	\$8,265	\$2,792	\$10,836	\$11,057
174908	CENTRAL HEIGHTS ISD	205	1037	\$7,992	\$3,379	\$11,144	\$11,371
174909	MARTINSVILLE ISD	127	436	\$4,951	\$1,421	\$6,245	\$6,372
174910	ETOILE ISD	62	156	\$0	\$0	\$0	\$0

174911	DOUGLASS ISD	95	400	\$3,704	\$1,303	\$4,907	\$5,007
175902	BLOOMING GROVE ISD	171	901	\$6,667	\$2,936	\$9,411	\$9,603
175903	CORSICANA ISD	1247	5340	\$48,616	\$17,399	\$64,695	\$66,015
175904	DAWSON ISD	143	491	\$5,575	\$1,600	\$7,032	\$7,175
175905	FROST ISD	69	358	\$2,690	\$1,166	\$3,779	\$3,856
175907	KERENS ISD	193	590	\$7,524	\$1,922	\$9,257	\$9,446
175910	MILDRED ISD	71	666	\$2,768	\$2,170	\$4,839	\$4,938
175911	RICE ISD	161	732	\$6,277	\$2,385	\$8,489	\$8,662
176901	BURKEVILLE ISD	96	297	\$3,743	\$968	\$4,617	\$4,711
176902	NEWTON ISD	299	1072	\$11,657	\$3,493	\$14,847	\$15,150
176903	DEWEYVILLE ISD	108	550	\$4,211	\$1,792	\$5,883	\$6,003
177901	ROSCOE COLLEGIATE ISD	117	536	\$4,561	\$1,746	\$6,181	\$6,307
177902	SWEETWATER ISD	571	1965	\$22,261	\$6,402	\$28,090	\$28,663
177903	BLACKWELL CISD	40	177	\$1,559	\$577	\$2,093	\$2,136
177905	HIGHLAND ISD	43	218	\$1,676	\$710	\$2,338	\$2,386
178801	DR M L GARZA-GONZALEZ CHARTER SCHOOL	58	195	\$2,261	\$635	\$2,838	\$2,896
178807	CORPUS CHRISTI MONTESSORI SCHOOL	7	153	\$0	\$0	\$0	\$0
178808	SEASHORE CHARTER SCHOOLS	4	482	\$0	\$0	\$0	\$0
178901	AGUA DULCE ISD	90	373	\$3,509	\$1,215	\$4,630	\$4,724
178902	BISHOP CISD	285	1396	\$11,111	\$4,548	\$15,346	\$15,659
178903	CALALLEN ISD	470	3971	\$18,324	\$12,938	\$30,637	\$31,262
178904	CORPUS CHRISTI ISD	8642	40260	\$336,921	\$131,175	\$458,734	\$468,096
178905	DRISCOLL ISD	102	384	\$0	\$0	\$0	\$0
178906	LONDON ISD	54	810	\$2,105	\$2,639	\$4,649	\$4,744
178908	PORT ARANSAS ISD	71	596	\$2,768	\$1,942	\$4,616	\$4,710
178909	ROBSTOWN ISD	1061	3093	\$41,365	\$10,078	\$50,414	\$51,443
178912	TULOSO-MIDWAY ISD	654	3499	\$25,497	\$11,400	\$36,159	\$36,897
178913	BANQUETE ISD	165	806	\$6,433	\$2,626	\$8,878	\$9,059
178914	FLOUR BLUFF ISD	818	5494	\$31,891	\$17,901	\$48,796	\$49,792
178915	WEST OSO ISD	567	2094	\$22,105	\$6,823	\$28,349	\$28,928
179901	PERRYTON ISD	402	2264	\$15,673	\$7,377	\$22,589	\$23,050
180901	BOYS RANCH ISD	11	149	\$10,850	\$4,650	\$15,500	\$15,500
180902	VEGA ISD	36	313	\$1,404	\$1,020	\$2,376	\$2,424
180903	ADRIAN ISD	22	102	\$858	\$332	\$1,166	\$1,190

180904	WILDORADO ISD	19	163	\$741	\$531	\$1,247	\$1,272
181901	BRIDGE CITY ISD	296	2394	\$11,540	\$7,800	\$18,953	\$19,340
181905	ORANGEFIELD ISD	213	1617	\$8,304	\$5,269	\$13,302	\$13,573
181906	WEST ORANGE-COVE CISD	846	2484	\$32,983	\$8,093	\$40,254	\$41,076
181907	VIDOR ISD	870	4831	\$33,918	\$15,740	\$48,665	\$49,658
181908	LITTLE CYPRESS-MAURICEVILLE CISD	623	3876	\$24,289	\$12,629	\$36,180	\$36,918
182901	GORDON ISD	34	190	\$1,326	\$619	\$1,906	\$1,945
182902	GRAFORD ISD	61	377	\$2,378	\$1,228	\$3,534	\$3,606
182903	MINERAL WELLS ISD	900	3237	\$35,088	\$10,547	\$44,722	\$45,635
182904	SANTO ISD	140	510	\$5,458	\$1,662	\$6,978	\$7,120
182905	STRAWN ISD	31	150	\$1,209	\$489	\$1,664	\$1,698
182906	PALO PINTO ISD	35	112	\$0	\$0	\$0	\$0
183801	PANOLA CHARTER SCHOOL	23	144	\$897	\$469	\$1,339	\$1,366
183901	BECKVILLE ISD	98	630	\$3,821	\$2,053	\$5,757	\$5,874
183902	CARTHAGE ISD	496	2597	\$19,337	\$8,462	\$27,243	\$27,799
183904	GARY ISD	84	440	\$3,275	\$1,434	\$4,615	\$4,709
184801	CROSSTIMBERS ACADEMY	21	155	\$0	\$0	\$0	\$0
184901	POOLVILLE ISD	108	600	\$4,211	\$1,955	\$6,043	\$6,166
184902	SPRINGTOWN ISD	534	3716	\$20,819	\$12,108	\$32,268	\$32,927
184903	WEATHERFORD ISD	1099	8871	\$42,846	\$28,904	\$70,315	\$71,750
184904	MILLSAP ISD	139	1117	\$5,419	\$3,639	\$8,877	\$9,058
184907	ALEDO ISD	294	5416	\$11,462	\$17,646	\$28,526	\$29,108
184908	PEASTER ISD	108	1278	\$4,211	\$4,164	\$8,208	\$8,375
184909	BROCK ISD	49	935	\$1,910	\$3,046	\$4,857	\$4,956
184911	GARNER ISD	33	245	\$0	\$0	\$0	\$0
185901	BOVINA ISD	82	449	\$3,197	\$1,463	\$4,567	\$4,660
185902	FARWELL ISD	81	529	\$3,158	\$1,724	\$4,784	\$4,882
185903	FRIONA ISD	195	1005	\$7,602	\$3,274	\$10,658	\$10,876
185904	LAZBUDDIE ISD	26	165	\$1,014	\$538	\$1,521	\$1,552
186901	BUENA VISTA ISD	36	164	\$1,404	\$534	\$1,899	\$1,938
186902	FORT STOCKTON ISD	589	2280	\$22,963	\$7,429	\$29,784	\$30,392
186903	IRAAN-SHEFFIELD ISD	69	330	\$2,690	\$1,075	\$3,690	\$3,765
187901	BIG SANDY ISD	118	517	\$4,600	\$1,684	\$6,158	\$6,284
187903	GOODRICH ISD	64	290	\$2,495	\$945	\$3,371	\$3,440
187904	CORRIGAN-CAMDEN ISD	289	973	\$11,267	\$3,170	\$14,148	\$14,437

187906	LEGGETT ISD	56	219	\$2,183	\$714	\$2,839	\$2,897
187907	LIVINGSTON ISD	1099	4162	\$42,846	\$13,561	\$55,279	\$56,407
187910	ONALASKA ISD	279	1057	\$10,877	\$3,444	\$14,035	\$14,321
188901	AMARILLO ISD	6629	32307	\$258,442	\$105,263	\$356,431	\$363,705
188902	RIVER ROAD ISD	262	1490	\$10,214	\$4,855	\$14,768	\$15,069
188903	HIGHLAND PARK ISD	209	932	\$8,148	\$3,037	\$10,961	\$11,185
188904	BUSHLAND ISD	103	1240	\$4,016	\$4,040	\$7,895	\$8,056
189901	MARFA ISD	104	293	\$4,055	\$955	\$4,910	\$5,010
189902	PRESIDIO ISD	370	1038	\$14,425	\$3,382	\$17,451	\$17,807
190903	RAINS ISD	387	1644	\$15,088	\$5,356	\$20,035	\$20,444
191901	CANYON ISD	799	9799	\$31,150	\$31,927	\$61,815	\$63,077
192901	REAGAN COUNTY ISD	146	779	\$5,692	\$2,538	\$8,065	\$8,230
193801	BIG SPRINGS CHARTER SCHOOL	70	220	\$0	\$0	\$0	\$0
193902	LEAKEY ISD	71	244	\$0	\$0	\$0	\$0
194902	AVERY ISD	76	356	\$2,963	\$1,160	\$4,041	\$4,123
194903	RIVERCREST ISD	152	626	\$5,926	\$2,040	\$7,807	\$7,966
194904	CLARKSVILLE ISD	176	555	\$6,862	\$1,808	\$8,497	\$8,670
194905	DETROIT ISD	115	490	\$4,483	\$1,597	\$5,958	\$6,080
195901	PECOS-BARSTOW-TOYAH ISD	669	2297	\$26,082	\$7,484	\$32,895	\$33,566
195902	BALMORHEA ISD	35	179	\$1,365	\$583	\$1,909	\$1,948
196901	AUSTWELL-TIVOLI ISD	63	149	\$0	\$0	\$0	\$0
196902	WOODSBORO ISD	106	461	\$4,133	\$1,502	\$5,522	\$5,635
196903	REFUGIO ISD	152	653	\$5,926	\$2,128	\$7,893	\$8,054
197902	MIAMI ISD	21	222	\$819	\$723	\$1,511	\$1,542
198901	BREMOND ISD	94	479	\$3,665	\$1,561	\$5,121	\$5,226
198902	CALVERT ISD	100	211	\$3,899	\$687	\$4,494	\$4,586
198903	FRANKLIN ISD	184	968	\$7,174	\$3,154	\$10,121	\$10,328
198905	HEARNE ISD	260	875	\$10,136	\$2,851	\$12,727	\$12,987
198906	MUMFORD ISD	138	605	\$5,380	\$1,971	\$7,204	\$7,351
199901	ROCKWALL ISD	981	16276	\$38,246	\$53,031	\$89,451	\$91,277
199902	ROYSE CITY ISD	380	5028	\$14,815	\$16,382	\$30,573	\$31,197
200901	BALLINGER ISD	203	870	\$7,914	\$2,835	\$10,534	\$10,749
200902	MILES ISD	57	411	\$2,222	\$1,339	\$3,490	\$3,561
200904	WINTERS ISD	149	560	\$5,809	\$1,825	\$7,481	\$7,634
200906	OLFEN ISD	32	118	\$1,248	\$384	\$1,599	\$1,632
201902	HENDERSON ISD	659	3402	\$25,692	\$11,084	\$36,040	\$36,776
201903	LANEVILLE ISD	42	182	\$1,637	\$593	\$2,185	\$2,230

201904	LEVERETTS CHAPEL ISD	44	245	\$1,715	\$798	\$2,463	\$2,513
201907	MOUNT ENTERPRISE ISD	72	391	\$2,807	\$1,274	\$3,999	\$4,081
201908	OVERTON ISD	125	579	\$4,873	\$1,887	\$6,625	\$6,760
201910	TATUM ISD	292	1330	\$11,384	\$4,333	\$15,403	\$15,717
201913	CARLISLE ISD	106	617	\$4,133	\$2,010	\$6,020	\$6,143
201914	WEST RUSK COUNTY CONSOLIDATED ISD	212	1045	\$8,265	\$3,405	\$11,437	\$11,670
202903	HEMPHILL ISD	264	899	\$10,292	\$2,929	\$12,957	\$13,221
202905	WEST SABINE ISD	141	550	\$5,497	\$1,792	\$7,143	\$7,289
203901	SAN AUGUSTINE ISD	224	695	\$8,733	\$2,264	\$10,777	\$10,997
203902	BROADDUS ISD	151	402	\$5,887	\$1,310	\$7,053	\$7,197
204901	COLDSPRING- OAKHURST CISD	497	1783	\$19,376	\$5,809	\$24,681	\$25,185
204904	SHEPHERD ISD	469	1847	\$18,285	\$6,018	\$23,817	\$24,303
205901	ARANSAS PASS ISD	560	1796	\$21,832	\$5,852	\$27,130	\$27,684
205902	GREGORY- PORTLAND ISD	584	3921	\$22,768	\$12,775	\$34,832	\$35,543
205903	INGLESIDE ISD	395	2109	\$15,400	\$6,872	\$21,827	\$22,272
205904	MATHIS ISD	630	1577	\$24,561	\$5,138	\$29,105	\$29,699
205905	ODEM-EDROY ISD	344	987	\$13,411	\$3,216	\$16,294	\$16,627
205906	SINTON ISD	493	1962	\$19,220	\$6,393	\$25,101	\$25,613
205907	TAFT ISD	297	1015	\$11,579	\$3,307	\$14,588	\$14,886
206901	SAN SABA ISD	173	639	\$6,745	\$2,082	\$8,650	\$8,827
206902	RICHLAND SPRINGS ISD	25	162	\$0	\$0	\$0	\$0
206903	CHEROKEE ISD	18	103	\$702	\$336	\$1,017	\$1,038
207901	SCHLEICHER ISD	134	616	\$5,224	\$2,007	\$7,086	\$7,231
208901	HERMLEIGH ISD	36	239	\$1,404	\$779	\$2,139	\$2,183
208902	SNYDER ISD	677	2650	\$26,394	\$8,634	\$34,327	\$35,028
208903	IRA ISD	19	233	\$741	\$759	\$1,470	\$1,500
209901	ALBANY ISD	88	515	\$3,431	\$1,678	\$5,007	\$5,109
209902	MORAN ISD	35	93	\$1,365	\$303	\$1,635	\$1,668
210901	CENTER ISD	645	2243	\$25,146	\$7,308	\$31,805	\$32,454
210902	JOAQUIN ISD	193	700	\$7,524	\$2,281	\$9,609	\$9,805
210903	SHELBYVILLE ISD	198	695	\$7,719	\$2,264	\$9,783	\$9,983
210904	TENAHA ISD	148	433	\$5,770	\$1,411	\$7,037	\$7,181
210905	TIMPSON ISD	255	695	\$9,942	\$2,264	\$11,962	\$12,206
210906	EXCELSIOR ISD	26	86	\$0	\$0	\$0	\$0
211901	TEXHOMA ISD	9	121	\$0	\$0	\$0	\$0

211902	STRATFORD ISD	86	535	\$3,353	\$1,743	\$4,994	\$5,096
212801	CUMBERLAND ACADEMY	264	2146	\$10,292	\$6,992	\$16,938	\$17,284
212804	UT TYLER UNIVERSITY ACADEMY	55	794	\$2,144	\$2,587	\$4,636	\$4,731
212901	ARP ISD	189	933	\$7,368	\$3,040	\$10,200	\$10,408
212902	BULLARD ISD	306	2172	\$11,930	\$7,077	\$18,627	\$19,007
212903	LINDALE ISD	594	3951	\$23,158	\$12,873	\$35,310	\$36,031
212904	TROUP ISD	199	1096	\$7,758	\$3,571	\$11,102	\$11,329
212905	TYLER ISD	4078	19522	\$158,987	\$63,607	\$218,142	\$222,594
212906	WHITEHOUSE ISD	732	5117	\$28,538	\$16,672	\$44,306	\$45,210
212909	CHAPEL HILL ISD	713	3527	\$27,797	\$11,492	\$38,503	\$39,289
212910	WINONA ISD	302	959	\$11,774	\$3,125	\$14,601	\$14,899
213801	BRAZOS RIVER CHARTER SCHOOL	44	247	\$0	\$0	\$0	\$0
213901	GLEN ROSE ISD	233	1707	\$9,084	\$5,562	\$14,353	\$14,646
214901	RIO GRANDE CITY CISD	3009	8565	\$117,310	\$27,907	\$142,313	\$145,217
214902	SAN ISIDRO ISD	81	228	\$3,158	\$743	\$3,823	\$3,901
214903	ROMA ISD	2475	5554	\$96,492	\$18,096	\$112,296	\$114,588
215901	BRECKENRIDGE ISD	397	1434	\$15,478	\$4,672	\$19,747	\$20,150
216901	STERLING CITY ISD	47	291	\$1,832	\$948	\$2,724	\$2,780
217901	ASPERMONT ISD	36	196	\$1,404	\$639	\$2,002	\$2,043
218901	SONORA ISD	155	674	\$6,043	\$2,196	\$8,074	\$8,239
219901	HAPPY ISD	38	285	\$1,481	\$929	\$2,362	\$2,410
219903	TULIA ISD	307	1018	\$11,969	\$3,317	\$14,980	\$15,286
219905	KRESS ISD	63	261	\$2,456	\$850	\$3,240	\$3,306
220801	TREETOPS SCHOOL INTERNATIONAL	20	413	\$0	\$0	\$0	\$0
220802	ARLINGTON CLASSICS ACADEMY	93	1723	\$0	\$0	\$0	\$0
220809	FORT WORTH ACADEMY OF FINE ARTS	15	624	\$0	\$0	\$0	\$0
220810	WESTLAKE ACADEMY CHARTER SCHOOL	4	921	\$156	\$3,001	\$3,094	\$3,157
220811	EAST FORT WORTH MONTESSORI ACADEMY	60	270	\$0	\$0	\$0	\$0
220814	TEXAS SCHOOL OF THE ARTS	2	374	\$0	\$0	\$0	\$0

220815	CHAPEL HILL ACADEMY	117	694	\$0	\$0	\$0	\$0
220817	NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON	368	3125	\$14,347	\$10,182	\$24,038	\$24,529
220819	HIGH POINT ACADEMY	105	1532	\$0	\$0	\$0	\$0
220901	ARLINGTON ISD	12085	62981	\$471,152	\$205,205	\$662,830	\$676,357
220902	BIRDVILLE ISD	3675	25269	\$143,275	\$82,332	\$221,095	\$225,607
220904	EVERMAN ISD	1408	5327	\$54,893	\$17,356	\$70,804	\$72,249
220905	FORT WORTH ISD	22272	85094	\$868,306	\$277,254	\$1,122,649	\$1,145,560
220906	GRAPEVINE- COLLEYVILLE ISD	1018	17150	\$39,688	\$55,878	\$93,655	\$95,566
220907	KELLER ISD	2231	37193	\$86,979	\$121,183	\$203,999	\$208,162
220908	MANSFIELD ISD	3439	35288	\$134,075	\$114,976	\$244,070	\$249,051
220910	LAKE WORTH ISD	707	3299	\$27,563	\$10,749	\$37,546	\$38,312
220912	CROWLEY ISD	2707	17459	\$105,536	\$56,885	\$159,173	\$162,421
220914	KENNEDALE ISD	426	3483	\$16,608	\$11,348	\$27,397	\$27,956
220915	AZLE ISD	1000	7079	\$38,987	\$23,065	\$60,811	\$62,052
220916	HURST-EULESS- BEDFORD ISD	3126	22852	\$121,872	\$74,457	\$192,402	\$196,329
220917	CASTLEBERRY ISD	923	4088	\$35,985	\$13,320	\$48,319	\$49,305
220918	EAGLE MT- SAGINAW ISD	1707	17557	\$66,550	\$57,204	\$121,279	\$123,754
220919	CARROLL ISD	260	9255	\$10,136	\$30,155	\$39,485	\$40,291
220920	WHITE SETTLEMENT ISD	970	6917	\$37,817	\$22,537	\$59,147	\$60,354
221801	TEXAS COLLEGE PREPARATORY ACADEMIES	1446	12852	\$56,374	\$41,874	\$96,283	\$98,248
221901	ABILENE ISD	3990	17057	\$155,556	\$55,575	\$206,908	\$211,131
221904	MERKEL ISD	217	1169	\$8,460	\$3,809	\$12,024	\$12,269
221905	TRENT ISD	33	175	\$1,287	\$570	\$1,820	\$1,857
221911	JIM NED CISD	110	1135	\$4,289	\$3,698	\$7,827	\$7,987
221912	WYLIE ISD	275	3574	\$10,721	\$11,645	\$21,919	\$22,366
222901	TERRELL COUNTY ISD	29	135	\$1,131	\$440	\$1,540	\$1,571
223901	BROWNFIELD ISD	507	1797	\$19,766	\$5,855	\$25,109	\$25,621
223902	MEADOW ISD	116	320	\$4,522	\$1,043	\$5,454	\$5,565
223904	WELLMAN-UNION CISD	72	322	\$2,807	\$1,049	\$3,779	\$3,856
224901	THROCKMORTON COLLEGIATE ISD	45	170	\$1,754	\$554	\$2,262	\$2,308

224902	WOODSON ISD	33	129	\$1,287	\$420	\$1,673	\$1,707
225902	MOUNT PLEASANT ISD	1268	5217	\$49,435	\$16,998	\$65,104	\$66,433
225906	CHAPEL HILL ISD	188	1007	\$7,329	\$3,281	\$10,398	\$10,610
225907	HARTS BLUFF ISD	119	631	\$0	\$0	\$0	\$0
226801	TEXAS LEADERSHIP	515	3032	\$20,078	\$9,879	\$29,358	\$29,957
226901	CHRISTOVAL ISD	65	541	\$2,534	\$1,763	\$4,211	\$4,297
226903	SAN ANGELO ISD	3051	14802	\$118,948	\$48,228	\$163,832	\$167,176
226905	WATER VALLEY ISD	59	329	\$2,300	\$1,072	\$3,305	\$3,372
226906	WALL ISD	98	1082	\$3,821	\$3,525	\$7,199	\$7,346
226907	GRAPE CREEK ISD	232	1138	\$9,045	\$3,708	\$12,498	\$12,753
226908	VERIBEST ISD	50	320	\$1,949	\$1,043	\$2,932	\$2,992
227803	WAYSIDE SCHOOLS	297	2043	\$11,579	\$6,657	\$17,871	\$18,236
227804	NYOS CHARTER SCHOOL	82	991	\$3,197	\$3,229	\$6,297	\$6,426
227805	TEXAS EMPOWERMENT ACADEMY	90	366	\$0	\$0	\$0	\$0
227806	UNIVERSITY OF TEXAS UNIVERSITY CHARTER SCHOOL	140	677	\$5,458	\$2,206	\$7,511	\$7,664
227814	CHAPARRAL STAR ACADEMY	0	400	\$0	\$0	\$0	\$0
227816	HARMONY SCIENCE ACADEMY (AUSTIN)	799	4211	\$31,150	\$13,720	\$43,973	\$44,870
227817	CEDARS INTERNATIONAL ACADEMY	142	572	\$5,536	\$1,864	\$7,252	\$7,400
227819	UNIVERSITY OF TEXAS ELEMENTARY CHARTER SCHOOL	49	299	\$0	\$0	\$0	\$0
227820	KIPP TEXAS PUBLIC SCHOOLS	8137	27584	\$317,233	\$89,874	\$398,965	\$407,107
227821	AUSTIN DISCOVERY SCHOOL	32	554	\$0	\$0	\$0	\$0
227824	PROMESA PUBLIC SCHOOLS	230	837	\$0	\$0	\$0	\$0
227825	AUSTIN ACHIEVE PUBLIC SCHOOLS	492	1757	\$0	\$0	\$0	\$0
227826	MONTESSORI FOR ALL	45	389	\$0	\$0	\$0	\$0
227827	THE EXCEL CENTER (FOR ADULTS)	0	0	\$0	\$0	\$0	\$0
227828	THE EXCEL CENTER	15	59	\$585	\$192	\$761	\$777

227829	VALOR PUBLIC SCHOOLS	37	520	\$0	\$0	\$0	\$0
227901	AUSTIN ISD	13338	86857	\$520,002	\$282,998	\$786,940	\$803,000
227904	PFLUGERVILLE ISD	3057	24448	\$119,182	\$79,657	\$194,862	\$198,839
227905	TEXAS SCH FOR THE BLIND & VISUALLY IMPAIRED	11	76	\$429	\$248	\$663	\$677
227906	TEXAS SCH FOR THE DEAF	57	413	\$0	\$0	\$0	\$0
227907	MANOR ISD	1287	7126	\$50,176	\$23,218	\$71,926	\$73,394
227909	EANES ISD	320	9651	\$12,476	\$31,445	\$43,043	\$43,921
227910	DEL VALLE ISD	2332	10343	\$90,917	\$33,700	\$122,125	\$124,617
227912	LAGO VISTA ISD	134	1496	\$5,224	\$4,874	\$9,896	\$10,098
227913	LAKE TRAVIS ISD	421	7951	\$16,413	\$25,906	\$41,473	\$42,319
228901	GROVETON ISD	237	742	\$9,240	\$2,418	\$11,425	\$11,658
228903	TRINITY ISD	383	1167	\$14,932	\$3,802	\$18,359	\$18,734
228904	CENTERVILLE ISD	37	115	\$0	\$0	\$0	\$0
228905	APPLE SPRINGS ISD	92	208	\$3,587	\$678	\$4,180	\$4,265
229901	COLMESNEIL ISD	88	455	\$3,431	\$1,482	\$4,815	\$4,913
229903	WOODVILLE ISD	396	1282	\$15,439	\$4,177	\$19,224	\$19,616
229904	WARREN ISD	195	1109	\$7,602	\$3,613	\$10,991	\$11,215
229905	SPURGER ISD	90	342	\$3,509	\$1,114	\$4,531	\$4,623
229906	CHESTER ISD	43	210	\$1,676	\$684	\$2,313	\$2,360
230901	BIG SANDY ISD	153	775	\$5,965	\$2,525	\$8,320	\$8,490
230902	GILMER ISD	612	2486	\$23,860	\$8,100	\$31,321	\$31,960
230903	ORE CITY ISD	255	912	\$9,942	\$2,971	\$12,655	\$12,913
230904	UNION HILL ISD	69	346	\$2,690	\$1,127	\$3,741	\$3,817
230905	HARMONY ISD	153	1097	\$5,965	\$3,574	\$9,348	\$9,539
230906	NEW DIANA ISD	187	988	\$7,290	\$3,219	\$10,299	\$10,509
230908	UNION GROVE ISD	102	713	\$3,977	\$2,323	\$6,174	\$6,300
231901	MCCAMEY ISD	129	513	\$5,029	\$1,671	\$6,566	\$6,700
231902	RANKIN ISD	28	260	\$1,092	\$847	\$1,900	\$1,939
232901	KNIPPA ISD	104	466	\$4,055	\$1,518	\$5,462	\$5,573
232902	SABINAL ISD	119	466	\$4,639	\$1,518	\$6,034	\$6,157
232903	UVALDE CISD	1544	4331	\$60,195	\$14,111	\$72,820	\$74,306
232904	UTOPIA ISD	49	228	\$1,910	\$743	\$2,600	\$2,653
233901	SAN FELIPE-DEL RIO CISD	2805	9118	\$109,357	\$29,708	\$136,284	\$139,065
233903	COMSTOCK ISD	49	227	\$1,910	\$740	\$2,597	\$2,650
234801	RANCH ACADEMY	12	73	\$0	\$0	\$0	\$0
234902	CANTON ISD	193	1948	\$7,524	\$6,347	\$13,594	\$13,871
234903	EDGEWOOD ISD	134	946	\$5,224	\$3,082	\$8,140	\$8,306

234904	GRAND SALINE ISD	255	1113	\$9,942	\$3,626	\$13,297	\$13,568
234905	MARTINS MILL ISD	138	530	\$5,380	\$1,727	\$6,965	\$7,107
234906	VAN ISD	405	2525	\$15,790	\$8,227	\$23,537	\$24,017
234907	WILLS POINT ISD	521	2577	\$20,312	\$8,396	\$28,134	\$28,708
234909	FRUITVALE ISD	74	394	\$2,885	\$1,284	\$4,086	\$4,169
235901	BLOOMINGTON ISD	239	845	\$9,318	\$2,753	\$11,830	\$12,071
235902	VICTORIA ISD	3279	15314	\$127,837	\$49,896	\$174,178	\$177,733
235904	NURSERY ISD	31	177	\$0	\$0	\$0	\$0
236801	RAVEN SCHOOL	45	102	\$1,754	\$332	\$2,044	\$2,086
236802	SAM HOUSTON STATE UNIVERSITY CHARTER SCHOOL	23	313	\$0	\$0	\$0	\$0
236901	NEW WAVERLY ISD	206	943	\$8,031	\$3,072	\$10,881	\$11,103
236902	HUNTSVILLE ISD	1440	6318	\$56,141	\$20,585	\$75,191	\$76,726
237902	HEMPSTEAD ISD	574	1923	\$22,378	\$6,266	\$28,071	\$28,644
237904	WALLER ISD	1101	6580	\$42,924	\$21,439	\$63,076	\$64,363
237905	ROYAL ISD	619	2472	\$24,133	\$8,054	\$31,543	\$32,187
238902	MONAHANS- WICKETT-PYOTE ISD	406	2202	\$15,829	\$7,175	\$22,544	\$23,004
238904	GRANDFALLS- ROYALTY ISD	26	120	\$1,014	\$391	\$1,377	\$1,405
239901	BRENHAM ISD	909	4955	\$35,439	\$16,144	\$50,551	\$51,583
239903	BURTON ISD	71	436	\$2,768	\$1,421	\$4,105	\$4,189
240801	TRIUMPH PUBLIC HIGH SCHOOLS- LAREDO	79	214	\$3,080	\$697	\$3,701	\$3,777
240901	LAREDO ISD	10038	21819	\$391,347	\$71,091	\$453,189	\$462,438
240903	UNITED ISD	11844	40854	\$461,756	\$133,111	\$582,970	\$594,867
240904	WEBB CISD	142	318	\$5,536	\$1,036	\$6,441	\$6,572
241901	BOLING ISD	153	1029	\$5,965	\$3,353	\$9,132	\$9,318
241902	EAST BERNARD ISD	148	910	\$5,770	\$2,965	\$8,560	\$8,735
241903	EL CAMPO ISD	979	3568	\$38,168	\$11,625	\$48,797	\$49,793
241904	WHARTON ISD	489	2032	\$19,064	\$6,621	\$25,171	\$25,685
241906	LOUISE ISD	116	549	\$4,522	\$1,789	\$6,185	\$6,311
242902	SHAMROCK ISD	98	348	\$3,821	\$1,134	\$4,856	\$4,955
242903	WHEELER ISD	92	423	\$3,587	\$1,378	\$4,866	\$4,965
242905	KELTON ISD	19	90	\$0	\$0	\$0	\$0
242906	FORT ELLIOTT CISD	16	166	\$624	\$541	\$1,142	\$1,165
243901	BURKBURNETT ISD	563	3352	\$21,949	\$10,922	\$32,214	\$32,871
243902	ELECTRA ISD	107	507	\$4,172	\$1,652	\$5,708	\$5,824
243903	IOWA PARK CISD	206	1769	\$8,031	\$5,764	\$13,519	\$13,795
243905	WICHITA FALLS ISD	3074	14157	\$119,845	\$46,126	\$162,652	\$165,971
243906	CITY VIEW ISD	211	948	\$8,226	\$3,089	\$11,089	\$11,315

244901	HARROLD ISD	21	96	\$819	\$313	\$1,109	\$1,132
244903	VERNON ISD	377	1797	\$14,698	\$5,855	\$20,142	\$20,553
244905	NORTHSIDE ISD	33	205	\$1,287	\$668	\$1,916	\$1,955
245901	LASARA ISD	134	325	\$5,224	\$1,059	\$6,157	\$6,283
245902	LYFORD CISD	577	1390	\$22,495	\$4,529	\$26,484	\$27,024
245903	RAYMONDVILLE ISD	802	1802	\$31,267	\$5,871	\$36,395	\$37,138
245904	SAN PERLITA ISD	82	202	\$3,197	\$658	\$3,778	\$3,855
246801	MERIDIAN WORLD SCHOOL LLC	42	1741	\$0	\$0	\$0	\$0
246802	GOODWATER MONTESSORI SCHOOL	15	287	\$0	\$0	\$0	\$0
246902	FLORENCE ISD	135	1282	\$5,263	\$4,177	\$9,251	\$9,440
246904	GEORGETOWN ISD	983	12465	\$38,324	\$40,614	\$77,359	\$78,938
246905	GRANGER ISD	59	484	\$2,300	\$1,577	\$3,799	\$3,877
246906	HUTTO ISD	371	6261	\$14,464	\$20,400	\$34,167	\$34,864
246907	JARRELL ISD	109	1245	\$4,250	\$4,056	\$8,140	\$8,306
246908	LIBERTY HILL ISD	166	3332	\$6,472	\$10,856	\$16,981	\$17,328
246909	ROUND ROCK ISD	3151	52471	\$122,846	\$170,961	\$287,931	\$293,807
246911	TAYLOR ISD	559	3728	\$21,793	\$12,147	\$33,261	\$33,940
246912	THRALL ISD	63	857	\$2,456	\$2,792	\$5,143	\$5,248
246913	LEANDER ISD	1728	38158	\$67,369	\$124,327	\$187,862	\$191,696
246914	COUPLAND ISD	31	233	\$0	\$0	\$0	\$0
247901	FLORESVILLE ISD	600	4163	\$23,392	\$13,564	\$36,217	\$36,956
247903	LA VERNIA ISD	228	3122	\$8,889	\$10,172	\$18,680	\$19,061
247904	POTH ISD	59	876	\$2,300	\$2,854	\$5,051	\$5,154
247906	STOCKDALE ISD	218	843	\$8,499	\$2,747	\$11,021	\$11,246
248901	KERMIT ISD	288	1319	\$11,228	\$4,298	\$15,215	\$15,526
248902	WINK-LOVING ISD	66	356	\$2,573	\$1,160	\$3,658	\$3,733
249901	ALVORD ISD	70	752	\$2,729	\$2,450	\$5,075	\$5,179
249902	BOYD ISD	135	1183	\$5,263	\$3,854	\$8,935	\$9,117
249903	BRIDGEPORT ISD	457	2212	\$17,817	\$7,207	\$24,524	\$25,024
249904	CHICO ISD	111	616	\$4,328	\$2,007	\$6,208	\$6,335
249905	DECATUR ISD	436	3265	\$16,998	\$10,638	\$27,083	\$27,636
249906	PARADISE ISD	152	1263	\$5,926	\$4,115	\$9,840	\$10,041
249908	SLIDELL ISD	41	315	\$0	\$0	\$0	\$0
250902	HAWKINS ISD	212	793	\$8,265	\$2,584	\$10,632	\$10,849
250903	MINEOLA ISD	414	1612	\$16,140	\$5,252	\$20,964	\$21,392
250904	QUITMAN ISD	248	1185	\$9,669	\$3,861	\$13,259	\$13,530
250905	YANTIS ISD	95	363	\$3,704	\$1,183	\$4,789	\$4,887
250906	ALBA-GOLDEN ISD	177	876	\$6,901	\$2,854	\$9,560	\$9,755
250907	WINNSBORO ISD	274	1480	\$10,682	\$4,822	\$15,194	\$15,504

251901	DENVER CITY ISD	282	1720	\$10,994	\$5,604	\$16,266	\$16,598
251902	PLAINS ISD	97	494	\$3,782	\$1,610	\$5,284	\$5,392
252901	GRAHAM ISD	510	2304	\$19,883	\$7,507	\$26,842	\$27,390
252902	NEWCASTLE ISD	68	226	\$2,651	\$736	\$3,319	\$3,387
252903	OLNEY ISD	156	692	\$6,082	\$2,255	\$8,170	\$8,337
253901	ZAPATA COUNTY ISD	1477	3417	\$57,583	\$11,133	\$67,342	\$68,716
254901	CRYSTAL CITY ISD	742	1792	\$28,928	\$5,839	\$34,072	\$34,767
254902	LA PRYOR ISD	192	502	\$7,485	\$1,636	\$8,939	\$9,121

