AGENCY STRATEGIC PLAN

FISCAL YEARS 2021 TO 2025

BY

TEXAS EDUCATION AGENCY

JUNE 1, 2020

SIGNED: _____

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Agency Mission

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

Agency Philosophy

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

Strategic priorities

Recruit, support, and retain teachers and principals

Build a foundation of **reading** and **math**

Connect high school to **career** and **college**

Improve low-performing schools

Enablers

Increase **transparency, fairness** and **rigor** in district and campus **academic** and **financial** performance

Ensure **compliance**, effectively **implement legislation** and **inform** policymakers

Strengthen **organizational foundations** (resource efficiency, culture, capabilities, partnerships)

Agency Operational Goals and Action Plans

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

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

Specific Action Items to Achieve Strategic Priority One

1. By June 2025, implement and scale a teacher designation framework that helps attract and retain high-performing teachers and allows districts to identify their more effective educators and then provide incentives for them to teach at their most challenged campuses, increasing the equitable distribution of effective educators. This Teacher Incentive Allotment (TIA) was made possible by House Bill 3, passed in 2019 and is designed to address the declining interest in the teaching profession because of low compensation and the growing numbers of high-needs students that are served by inexperienced teachers. TIA allows for Texas teachers to be designated as Recognized, Exemplary, or Master teachers based on performance standards that are grounded in teacher observations, and student performance. The state's highest performing teachers then receive salary increases commensurate to their designation under the TIA.

2. House Bill 3 also provides for establishing a Mentor Program Allotment (MPA) with the intent of fostering best practices around teacher mentorship. Under this new optional program, participating districts follow the best practices in TEC, §21.458, to qualify for MPA funds. If district interest and eligibility exceed the state funding amount ($3M), priority will be given based on need. The MPA funding formula will provide districts with $1,800 per mentee, which can be used on mentor stipends, scheduled release time, and mentor training. Funding is intended to reduce districts costs for building and sustaining best practices in new teacher mentorship.

3. By August 2023, redesign the teacher certification framework with a focus on increasing the rigor, relevancy, reliability, and validity of the certification assessments by introducing assessments that place a greater emphasis on valid, authentic practice (especially in content pedagogy). A more rigorous certification assessment and process will help ensure an excellent teacher in every classroom by facilitating the transformation of teacher preparation programs to meet this new higher, more relevant standard.

4. Through August 2025, continue to invest in increasing the diversity and quality of the teaching workforce, especially in small and rural districts through the "Grow Your Own" (GYO) teacher recruitment initiatives. GYO will also focus on elevating the perception of the teaching workforce through the implementation and execution of high-quality Education and Training courses. To meet these goals, TEA will continue to work towards a) high-quality education and training programs with dual credit opportunities at high schools, b) Bachelor's degree completion and teaching certifications in high-needs areas, and c) high-quality clinical teaching residencies and intensive preservice training for EPP students.

5. To teach PK-grade 6 new candidates must demonstrate proficiency on the Science of Teaching Reading Certification Examination after January 2021.

6. Throughout the next five years, continue to investigate and issue sanctions against educator misconduct to ensure student safety and uphold the integrity of the teaching profession.

How Goal or Action Items Supports Each Statewide Objective

1. *Accountable to tax and fee payers of Texas.*
   These initiatives are designed to leverage resources to the fullest potential and impact educators and principals across the state to ensure high-quality preparation and support of the people who have the greatest impact on our students.

2. *Efficient by producing maximum results with no waste of taxpayer funds and by identifying any function or provision you consider redundant or not cost-effective.*
   These initiatives were specifically designed to support the agency's first priority of recruiting, supporting, and retaining principals and teachers. The agency has looked for opportunities to leverage existing funds and partner with our regional education service centers as well as other stakeholders.

3. *Effective in successfully fulfilling core functions, measuring success in achieving performance measures, and implementing plans to continuously improve.*
   These action items are directly aligned with the agency's core function to ensure that each child in the state of Texas has quality educators. The agency has created project milestones and performance metrics for each initiative in an effort to make data-driven decisions about current and upcoming work.

4. *Providing excellent customer service.*

   While developing the agency strategic priorities, the agency drew upon comments we heard across the state in how we can help improve our teacher and principal pool and pipeline. This priority is a result of those comments and the agency will continue to solicit feedback and engage stakeholders throughout the life of these projects.

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

   TEA has developed web resources that explain to all Texans how the HB3 initiatives are being implemented through an HB3-in-30 video web series. This series includes a detailed explanation and multiple other resources for the Teacher Incentive Allotment. All of TEA's initiatives have developed strong performance metrics that measure the progress of our highest priority work. TEA also provides an update to all stakeholders through an Annual Report on the progress being made towards on the Strategic Priority initiatives.

Strategic Priority Two: Build a Foundation of Reading and Math

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

Specific Action Items to Achieve Strategic Priority Two

1. By 2021, the agency will develop and make freely-available a suite of literacy diagnostic tools for Kindergarten, 1st, and 2nd grades. To support a strong foundation in reading for all students, progress toward literacy must be consistently and meaningfully measured as students progress from early grades through elementary school. These tools will measure reading development and comprehension and allow teachers to better understand and support their students' performance. Teachers and other relevant district personnel will also receive a wide variety of training to support their implementation of the diagnostic tools and use of associated student data to inform instructional practices.

2. By 2023, TEA will have scaled Texas Reading Academies statewide, with all required K-3 teachers and administrators having completed all modules of the training. Texas Reading Academies provide an opportunity to increase teacher knowledge and implementation of evidence-based practices to positively impact student literacy achievement. Texas Reading Academies content is based in the Science of Teaching Reading (STR); educators will apply knowledge of the STR across teaching contexts to improve reading outcomes for all learners. Texas Reading Academies will include, among others, modules covering: Oral Language; Phonological Awareness; Decoding, Encoding, and Word Study; Reading Fluency; and Reading Comprehension. The Texas Reading Academies will launch in summer 2020 with three differentiated paths for participants: General and special education teachers (English Language Arts); Bilingual general education and bilingual special education teachers (Biliteracy); and Administrators.

3. Through 2025, TEA will continue to scale Math Innovation Zones which were created in TEC 28.020, and will seek to incentivize and support LEAs in replicating high-quality blended learning programs across Texas. These programs use a combination of teacher-led and online instruction and assessment to provide real-time information to teachers on student mastery of each student expectation.

4. Through 2025, TEA will continue to develop and disseminate open education resource instructional material as defined in TEC 31.002 (1-a). The agency will provide districts, schools and teachers with high-quality guaranteed, viable, and customizable curricular materials (including interactive tools), along with implementation and training support, at no cost. These materials will both align to state standards and be high quality to provide meaningful instructional support. Instructional materials are one of the most important tools that educators use in the classroom to improve and support student achievement. A growing body of research points to the positive impact high-quality instructional materials have on student learning. For example, high quality materials allow students to engage more deeply and meaningfully with standards, lead to additional student learning, and create larger and more cost-effective impact on academic outcomes than many interventions. TEA will support the development of high quality Open Education Resource (OER) Texas-specific instructional materials and curricular resources for PK-12 English, Math, Science, and Social Studies.

How Goal or Action Items Supports Each Statewide Objective

1. ***Accountable to tax and fee payers of Texas. This body of priority initiatives is designed to support*** teachers across all grades and subjects, in providing of high-quality instruction to all Texas students and improve student outcomes. These investments in early education and for the full K-12 pathway are grounded firmly in best-in-class research on high quality instruction. This will prepare Texas teachers to have the greatest impact on student outcomes, curtail the need for remediation, and cut costs associated with low student attainment in core foundational skills.

2. ***Efficient by producing maximum results with no waste of taxpayer funds and by identifying any function or provision you consider redundant or not cost-effective.*** The Agency is maximizing existing dollars and leverage resources in a way to reach the greatest number of teachers benefit from this content. The blended model of the Reading Academies centralizes all content and screening processes and delivers the highest quality content while saving costs both for the State and for districts.

3. ***Effective in successfully fulfilling core functions, measuring success in achieving performance measures, and implementing plans to continuously improve.*** The Reading Academies expansion and the K-2 Literacy Diagnostic tools stem directly from House Bill 3 that was passed in 2019. All other Strategic Priority Two action items support provisions laid out in the

education code around our youngest Texas students in prekindergarten and established some of the agency's core functions, such as implementing statewide reading and math teacher achievement academies and high-quality prekindergarten programs. They also support the agency's core function of ensuring that students in the public education system have a strong foundation in reading and math.

4. ***Providing excellent customer service.*** These action items support customer service by providing teachers with meaningful support and school districts and open-enrollment charter schools with access to high-quality tools and resources.

5. ***Transparent such that agency actions can be understood by any Texan.*** TEA has developed web resources that explain to all Texas how the HB3 initiatives are being implemented through an HB3-in-30 video web series. This series includes a detailed explanation and multiple other resources for the Reading Academies and K-2 Diagnostics. All of TEA's initiatives have developed strong performance metrics that measure the progress of our highest priority work.

Strategic Priority Three: Connect High School to Career and College

Whether students are preparing to attend college, go directly to their career, or enter a career in the military, they all need a strong set of skills upon graduation from high school and as a state we must increase the percent of students who meet college, career or military readiness benchmarks.

Specific Action Items to Achieve Strategic Priority Three

1. By 2021, the agency will develop a Middle School College and Career Curriculum, to help students discover their passions and interests, explore various college and career pathways, create a plan for college and career success, and increase motivation through the creation of a purposeful journey. The agency's vision to prepare the public school students in Texas for success in college, career or the military and we must start before high school to ensure students are engaged and supported to make thoughtful decisions regarding their high school career and beyond.

2. By 2022, the agency will create an Effective Advising Framework (EAF) that has been informed by, endorsed by, and tested in the field. The EAF will definitively define College and Career Readiness (CCR) advising in Texas. Although post-secondary planning has traditionally been included in the role of the school counselors, large caseloads and increasing demand for student mental health supports has led many districts to de-emphasize CCR advising and/or to shift these responsibilities to non-counseling staff and volunteers provided through community partners. Individuals responsible for CCR advising, whether certified school counselors or un-credentialed advisors, typically lack robust training in CCR content and CCR advising strategies. The EAF will provide districts a blueprint for developing or improving a coordinated, high-impact CCR Advising program. It will define key components of quality advising programs, including robust advisor training as an essential component. It will offer a diagnostic tool to assess the district's current program and scaffolded supports for increasing effectiveness.

3. By 2025, the agency will expand the Texas Regional Pathways Network (TRPN) to represent all 28 WDA regions of the state. This will serve as a network of districts, institutions of higher education, industry partners, and community partners who collaborate to provide comprehensive, high-quality P-20 Pathways for students. These pathways align the educational goals of Texas with 60x30TX and enable students to transition seamlessly through high school into postsecondary education and careers – particularly in high-demand, high-wage sectors. The Texas Regional Pathways Network focuses on supporting districts, with the support of tri-agency partners and other key stakeholders, to provide pathways which include college credit opportunities in high school, industry-based

certifications, work-based learning opportunities, and high-quality advising beginning in early grades. The goal of the Texas Regional Pathways Network is fidelity of implementation to the model at scale.

How Goal or Action Items Supports Each Statewide Objective

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

2. ***Efficient by producing maximum results with no waste of taxpayer funds and by identifying any function or provision you consider redundant or not cost-effective.***
The Effective Advising Framework is designed to refocus the advising role specifically on college and career advising and ensure that students receive the highest quality advising towards meeting their postsecondary planning goals. All Strategic Priority 3 initiatives investing in strong field partnerships and cross-agency collaboration to maximize the reach of TEA's initiatives and taxpayer funds.

3. ***Effective in successfully fulfilling core functions, measuring success in achieving performance measures, and implementing plans to continuously improve.***
The agency has created metrics and milestones around these initiatives to ensure state and federal dollars are being spent with the highest fidelity. The agency is using data to make informed decisions around these actions to ensure we are implementing initiatives with fidelity. Encouraging and challenging students to meet their full educational potential is an objective of public education laid out in the Texas Education Code and we believe these actions under our third strategic priority provide counselors and advisors with the appropriate tools to begin conversations with students about their course and career choices to help them make informed decisions.

4. ***Providing excellent customer service.***
These action items support customer service by providing students, counselors and advisors with meaningful support as they help prepare and guide students to make lasting decisions about their future.

5. ***Transparent such that agency actions can be understood by any Texan.***
The agency is in the process of creating a website around our Strategic Priorities to support transparency in helping Texans understand these actions.

Strategic Priority Four: Improve Low-Performing Schools
Attending a low-performing school has a long-lasting impact on student achievement, and the Agency will reduce the number of D or F rated campuses by half by 2021-2022.

Specific Action Items to Achieve Strategic Priority Four

1. Through 2025, TEA will continue to implement and scale System of Great Schools (SGS) that ensures that more Texas students are served by coherent, high-quality, best-fit schools every year, year over year. Districts pursuing SGS will conduct an annual portfolio planning process to assess school performance and community need/demand; use this analysis to decide which

campuses should be improved, redesigned, restarted, and which new schools should be created; and take bold action to create and expand great options.

2. Through 2025, TEA will broaden the scale of Texas Instructional Leadership (TIL) that is designed to build the capacity of the school principal and those who support him or her so that they can continuously improve teaching and learning. TIL directly focuses on evidence-based levers of instructional leadership such as planning, observation and feedback, data-driven instruction, and student culture. It delivers best-in-class job-embedded instructional leadership professional development to districts with low-performing schools in high-needs areas of the state.

3. Over the next five years the agency will continue to promote a continuous improvement model for governing teams (School Boards in collaboration with their Superintendents) that choose to intensely focus on improving student outcome. Lone Star Governance (LSG) operates through an intensive in-field coaching model that works directly with elected school boards to provide tools and resources to make high-performing boards even better and provide additional support to governing teams that are struggling to focus on student outcomes.

4. By 2021, finalize the next phase of the redesign of school improvement processes, by developing and piloting an Effective District Framework.

How Goal or Action Items Supports Each Statewide Objective

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

2. *Efficient by producing maximum results with no waste of taxpayer funds and by identifying any function or provision you consider redundant or not cost-effective.*
   These action items are consistent with the agency's core function of ensuring that all students are in a high-performing school. By focusing the efforts of both TEA and ESCs on school districts and open-enrollment charter schools that are underperforming or have declining results, TEA can maximize the state's use of funds. School Improvement elements such as ESF and EDF will further streamline TEA's collaboration with, and support for, districts to minimize duplication of efforts within districts, ESCs and TEA.

3. *Effective in successfully fulfilling core functions, measuring success in achieving performance measures, and implementing plans to continuously improve.*
   It is among the agency's core functions to ensure that low-performing schools improve. The action items listed above will support continuous improvement throughout the system, including in low-performing schools, districts, and open-enrollment charters schools.

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

5. *Transparent such that agency actions can be understood by any Texan.*
   These action items will help ensure that all Texans understand the steps TEA is taking to improve low-performing schools. TEA will encourage school districts, open-enrollment charter schools, and individual campuses to seek input from and engage with parents and community members regarding how to improve student outcomes. All of TEA's initiatives have developed strong

performance metrics that measure the progress of our highest priority work. TEA also provides an update to all stakeholders through an Annual Report on the progress being made towards on the Strategic Priority initiatives.

Enabler One: Increase Transparency, fairness, and rigor in district and campus academic and financial performance

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

Specific Action Items to Achieve Enabler One

1. By 2023, TEA will revise all STAAR assessments to align with requirements set forth in HB3906 (Texas Legislature 86th session) that beginning with the 2022-2023 school year, an assessment instrument developed under Subsection (a) or (c) of this legislation may not present more than 75 percent of the questions in a multiple-choice format. TEA will work to ensure that the revised STAAR assessments meet the intent of HB 3906 and to improve the depth and quality of assessments items and include item types that allow students to demonstrate proficiency of the standards using higher order thinking skills.

2. By 2022, TEA will develop and implement a revised Reading Language Arts assessment. State and federal requirements along with revisions to the reading language arts TEKS necessitate a substantive redesign of STAAR reading language arts assessments to address the following: Assessing the full breadth of the reading language arts TEKS (e.g., writing at all grade levels, listening, speaking, etc.); eliminating standalone writing, while still assessing the TEKS; limiting multiple choice items to no more than 75% of the items in an assessment.

3. Through 2025 TEA will continue to refine and strengthen the A-F academic accountability system that was released in 2018. First, the agency is in the process of project planning for the regularly scheduled accountability. Second, in 2023 TEA will make in revisions to the system to better capture revisions to the Reading, Language, Arts (RLA) assessment and what those assessment tell us about student learning. TEA is committed to offering a state-of-the-art accountability system that is transparent, accurate, and understandable, allowing all Texans to understand students in each public school, and each district are doing.

4. With the 2022 revisions to the RLA STAAR assessment and the 2023 revisions to all STAAR assessments stemming from HB 3906, TEA will make the necessary refinements to our assessment and accountability reporting websites that are designed to provide transparent, user-friendly public reporting on our assessment and accountability data that is both useful to parents, and communities, and complies with federal public reporting requirements for this data under ESSA.

5. TEA has created free, optional online interim assessments that align to the Texas Essential Knowledge and Skills (TEKS). The STAAR Interim Assessments are a TEA-provided tool to help educators tailor instructional practice to address students' needs. By the end of 2020, with the exception of Grade 4 writing, Grade 7 writing, and the writing composition portions of English I and English II, interims will cover all required STAAR-tested grades and subjects.

6. To provide parents and educators with the most accurate and useful information about a student's academic performance on state and federally required assessments, it is important to ensure that these assessments are accessible to every student. TEA will enhance the current testing programs to include additional online embedded supports. These supports will increase fairness in testing by

allowing more students to access the rigorous state assessment that more closely aligns to their daily instruction.

How Goal or Action Items Supports Each Statewide Objective

1. *Accountable to tax and fee payers of Texas.*
   These action items will ensure that student assessments are in alignment with state law, and performance information about school districts, open-enrollment charter schools, and individual campuses is meaningful and transparent so that parents, students, and taxpayers can hold schools accountable for performance.

2. *Efficient by producing maximum results with no waste of taxpayer funds and by identifying any function or provision you consider redundant or not cost-effective.*
   These action items, especially efforts to align to the legislatively required A–F system, improved Student Report Cards, dashboards, and financial rating systems will drive student improvements and ensure maximum results are produced with a minimum waste of resources.

3. *Effective in successfully fulfilling core functions, measuring success in achieving performance measures, and implementing plans to continuously improve.*
   These actions items are consistent with TEA's core functions of holding school districts, open-enrollment charter schools, campuses accountable for achieving performance objectives and of making results transparent to ensure continuous improvement at every level.

4. *Providing excellent customer service.*
   These action items are designed to improve transparency of student results so that all the agency's customers—educators, parents, students, taxpayers, and legislators—can understand and take actionable steps at all system levels to drive continuous improvement.

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

Enabler Two: Ensure compliance, effectively implement legislation and inform policymakers

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

Specific Action Items to Achieve Enabler Two

Significant actions within the strategic plan for special education include:

1. Through 2025, TEA will roll out a large scale statewide special education professional development system, including multiple opportunities for follow-up support for all educators. This will include targeted professional development for reading disabilities from grades 6-12, ongoing training for district level special education administrators regarding compliance, and leadership development for district and campus administrators to support improved outcomes for students with disabilities.

   Continuing guidance to school systems will be provided through technical assistance, resource development, and ongoing training, support, and development.

2. Through 2025, TEA will continue to create resources intended to be shared with the parents who believe their child may have a disability to help fully inform them of their rights to a free and

appropriate public education and accompany those resources with a large outreach effort. Supporting parents through family friendly resources that improve their understanding about ARD processes, complaint processes, and blended learning opportunities for students with disabilities.

3. Through 2025, the agency will continue to support statewide efforts around special education allowing for greater oversight as well as additional on-site support to local school districts. TEA will continue to develop its monitoring system to include real-time data that informs districts on performance. TEA will continue to enhance cyclical processes for supervision of districts and schools that ensure compliance with all state and federal requirements for students with disabilities and English learners

How Goal or Action Items Supports Each Statewide Objective

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

2. *Efficient by producing maximum results with no waste of taxpayer funds and by identifying any function or provision you consider redundant or not cost-effective.*
   TEA will implement a performance measurement system that ensure that targets and goals are aligned to agency-wide initiatives, and progress monitoring within the system will allow for TEA to make implementation decisions that control for redundancy so that efficiency, and effectiveness are paramount.

3. *Effective in successfully fulfilling core functions, measuring success in achieving performance measures, and implementing plans to continuously improve.*
   One of the agency's enablers, as part of our strategic plan, is to ensure compliance with state and federal laws. These actions are supported by thoughtful project plans that identify all key steps and actions that will be taken along with project milestones and metrics to ensure we are making data informed decisions about where to use state and federal funds.

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

5. *Transparent such that agency actions can be understood by any Texan.*
   The agency has created a website that is dedicated to the Special Education Strategic Plan. Additionally, the agency has, and will, continue to seek input from interested stakeholders throughout the process of development and implementation of these actions.

Redundancies and Impediments

Opportunities to Reduce Unnecessary Commissioner Approval	
SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)	TEC §39.236
DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS	This statute conflicts with the State Board of Education's (SBOE) State Plan for the Education of Gifted and Talented Students. Under its authority, the SBOE has given local school districts the discretion to develop appropriate programs to serve gifted and talented students. Requiring the commissioner to approve and evaluate these programs conflicts with the SBOE decision to allow for local control. Additionally, TEC §29.123 calls for school districts to be accountable for gifted and talented student services.
PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION	Eliminate §39.236
DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATIED WITH RECOMMENDED CHANGE	Elimination would allow for more local control and clarify the responsibilities of both TEA and the SBOE.
SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)	TEC §29.1531(b)(2)
DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS	This provision requires school districts to submit prekindergarten tuition requests to the commissioner for approval. TEA receives approximately 90 letters from school districts each year, which TEA must then review and approve. This takes considerable staff time and is not a good use of taxpayer funding at the state or local level.
PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION	Eliminate TEC §29.1531(b)(2) but leave the tuition limit in place. By leaving the limit in place, school districts will be prohibited from over-charging.

DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE	Eliminating this approval process would free up valuable staff time and allow staff to focus on improving student outcomes and achieving the stated priorities of the agency as outlined in the Strategic Plan. It would also free up time and resources at local school districts.
SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)	TEC §§25.001(b)(6) and 25.001(e)
DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS	This statute, which requires TEA to provide school districts with "waivers" regarding admission of foreign exchange students, is unnecessary and wastes agency and school district time and resources. Under federal law, school districts already have the power to limit the number of foreign exchange students they accept. In instances when a foreign exchange student has already entered the country and ends up living in a school district, state law requires the school district to admit the student, even if the school district has a waiver denying admission to foreign exchange students.
PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION	Eliminate this statute to avoid TEA and school districts preparing unnecessary paperwork.
DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE	Eliminating the requirement that TEA provide waivers that are not required will free up valuable staff time and allow staff to focus on improving student outcomes and achieving the stated priorities of the agency as outlined in the Strategic Plan.
SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)	Tax Code §313.025(b-1)
DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS	This section requires TEA to determine whether a proposed agreement under chapter 313 of the Tax Code has an impact on the need for instructional facilities in a school district. TEA does not keep data on the quality, size, or capacity of facilities in local districts and cannot make this determination. The local district should be responsible for making these determinations.

PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION	Eliminate or modify provision so that school districts, not TEA, make determinations about the need for instructional facilities.
DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATIED WITH RECOMMENDED CHANGE	Elimination or modification of the provision would result in a more accurate study since TEA does not have the data to implement the requirement effectively. This would also free up valuable staff time and allow staff to focus on improving student outcomes and achieving the stated priorities of the agency as outlined in the Strategic Plan.
Unnecessary Reporting Requirements	
SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)	TEC §12.1013
DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS	This statute requires the agency to select an education research center (ERC) to prepare reports on charter authorizer accountability and district consolidation. The ERCs do not have the expertise or ability to conduct the studies and prepare the reports causing the agency to use a protracted process of determining the ERCs are unable to fulfill the statute before using the competitive bid process to solicit qualified vendors. In addition, the agency must pay a fee to conduct the study through an ERC. Furthermore, there is only one authorizer of open-enrollment charter schools – the TEA (with SBOE veto) – so there are no authorizers to compare. The format of the report is supposed to compare open-enrollment charter schools granted by the commissioner, open-enrollment charter schools granted by the SBOE, charter school campuses granted by districts, and matched traditional campuses. That makes the comparison group beyond one authorizer (3). The statute also requires a district consolidation cost analysis report annually, and there's no need to continue the report as it has been completed.
PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION	Eliminate TEC §12.1013
DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE	If this report is desired, it can be prepared in a more efficient manner by TEA staff.

SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)	TEC §§12.118
DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS	This statute requires TEA to undertake an evaluation of open-enrollment charter schools and prepare a report. TEA has conducted the evaluation 12 times since the 1996–1997 school year. To conduct the evaluation, statute requires the agency to hire a third-party vendor at taxpayer expense. The findings from the evaluation have been consistent, with no significant changes in results. The legislature should consider whether this report is an efficient use of funds.
PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION	Modify the statute to remove the annual evaluation requirement (every four years is sufficient), the prescriptive list of items to be evaluated, and the requirement to use a third-party vendor. Consider providing the commissioner authority to evaluate charter school issues in areas that may lead to improved student achievement.
DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATIED WITH RECOMMENDED CHANGE	Modifying the statute would free up valuable staff time and allow staff to focus on improving student outcomes and achieving the stated priorities of the agency as outlined in the Strategic Plan. It would also save taxpayer dollars if a third-party vendor were no longer required.
SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)	TEC §21.458(e)
DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS	This provision requires that each year, the commissioner must report to the legislature regarding the effectiveness of school district mentoring programs. The legislature should consider whether this annual report is an efficient use of taxpayer funds. 1) Mentoring programs aren't required, so the report is on something voluntarily done 2) The legislature doesn't provide any specific funding for mentoring, which makes responses to the data very limited 3) The data itself isn't useful – it's self-reported via survey, which gets at perceptions and isn't able to isolate the impact on mentoring programs.

PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION	Eliminate this reporting requirement if the legislature does not need the data.
DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATIED WITH RECOMMENDED CHANGE	Eliminating the report would free up valuable staff time and allow staff to focus on improving student outcomes and achieving the stated priorities of the agency as outlined in the Strategic Plan.
SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)	Local Government Code §140.006
DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS	This Statute requires school districts to publish their *Statement of Revenue, Expenditures and Changes in Fund Balance* in a local newspaper. However, the statement is part of each school district's annual financial and compliance report, which is already required to be published on the school district's website.
PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION	Eliminate the requirement to publish the financial statement in two different places.
DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATIED WITH RECOMMENDED CHANGE	Elimination will allow school districts to save taxpayer dollars and streamline their operations by publishing information in only one place.
Impediments that Increase Agency or District Operating Costs	
SERVICE, STATUTE, RULE, **OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)**	TGC Title 10, Subtitle D (chapters 2151–2176), chapter 2254, chapters 2260– 2262 (requirements imposed on non-exempt state entities for contracts for goods and services)

DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS	These contracting requirements create unnecessary issues with Permanent School Fund (PSF) counterparties in the financial services industry, especially regarding proprietary licenses for data that are necessary for PSF to make prudent investments. Compliance with these requirements results in no significant value to PSF contracts because the financial industry is already highly regulated, for example, by the SEC, CFTC, FINRA, etc. Other state investing entities (such as the Teacher Retirement System of Texas, the Employees Retirement System of Texas, and Texas Treasury Safekeeping Trust Company) have statutory exemptions from these requirements tied to their fiduciary obligations.
PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION	Modify provisions to include exemptions for PSF contracts and purchases needed for PSF investments and operations, comparable to similar exemptions at other similar state agencies tied to SBOE's fiduciary duties in administering the PSF.
DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATIED WITH RECOMMENDED CHANGE	Such exemptions would save many months of delay and expenditure of time and efforts by PSF legal and operations staff to procure contracts that are vital to the PSF mission and would avoid the risk of losing contracts for items critically necessary to PSF in carrying out its fiduciary obligations.
SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)	Article 4413(34e) of Vernon's Civil Statutes: semi-annual reports required to be submitted to state officials and Pension Review Board.
DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS	Much of this or substantially similar information is already provided and reported in its annual financial reporting to SBOE and other state entities.
PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION	Repeal.
DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATIED WITH RECOMMENDED CHANGE	Repeal would reduce use of PSF staff time and cost to collect information which is redundant or similar to other information provided by the PSF.

SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)	TEC §7.057(a)(1), §7.057(d)
DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY	In the TEC, the legislature has only granted the right to appeal a TEA decision under specific circumstances. For example, an appeal of an open-enrollment charter school closure is governed by TEC §39.152, which provides for a limited review by the State Office of Administrative Hearings (SOAH), with no appeal to district court. However, TEC §§7.057(a)(1), 7.057(d) allows an appeal of any TEA decision by any individual who has been "aggrieved by the school laws of this state." Therefore, when an individual sues the agency over an agency decision or rule, he or she will cite this provision, arguing that any agency decision may be appealed to the commissioner, and then to district court. This seems inconsistent with legislative intent.
PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION	Eliminate TEC §7.057(a)(1) and pass legislation providing a clear statutory framework for when an individual can appeal an agency decision.
DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATIED WITH RECOMMENDED CHANGE	TEA and the Office of the Attorney General of Texas must spend extensive time and resources briefing and litigating agency rules and decisions when it is unclear if the legislature intended to provide the right to appeal. Providing a clear statutory framework for when an individual can appeal will likely reduce litigation, saving taxpayer dollars.
SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)	TEC §39.306
DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY	This section requires the notification of the annual report "must include notice to a newspaper of general circulation in the district." This requirement is out of date with current methods of communication.

PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION	Update the required methods of required notice.
DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATIED WITH RECOMMENDED CHANGE	This would provide districts with a cost savings.
Impediments that Lead to Higher Instructional Materials Costs for School Systems	
SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)	TEC §28.027(b) [two versions of code]
DESCRIBE WHY THE **SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS**	The SBOE has an existing process for the review and adoption of courses in the required curriculum. A separate process would be redundant. Furthermore, any course may be offered in an applied manner, under §28.025(b-4).
PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION	Eliminate both versions of statute.
DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATED WITH RECOMMENDED CHANGE	This change would result in one SBOE process for all courses and subject areas and would reduce questions regarding whether courses under this provision differ from courses that fall under the standard SBOE process.
SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)	TEC §31.0231(a)

DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS	This section requires instructional material to meet at least half of the elements of the essential knowledge and skills of the subject and grade level in both the student version of the instructional material, as well as in the teacher version of the instructional material. With the introduction of electronic instructional materials, the traditional teacher version is becoming less common. Instead, many publishers offer the teacher a supplemental guide or other resources that assist teachers with the content provided in the student material.
PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION	Remove "as well as in the teacher version of the instructional material". The teacher will have access to the student version.
DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATIED WITH RECOMMENDED CHANGE	This would streamline the review and adoption process and could result in cost savings to the state if publishers are not required to produce a dedicated teacher version when a separate teacher version is not necessary for instruction.
SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)	TEC §31.027(a)
DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS	This section requires publishers participating in a proclamation to provide each school district and charter school with information that fully describes each of the publisher's submitted instructional materials. This requirement is confusing for publishers and the agency receives many inquiries from the districts about what to do with this information. Lists of participating publishers, along with their contact information, and pre-adoption samples are posted to the agency website, so this requirement seems unnecessary.
PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION	Rename section to 31.027. ELECTRONIC SAMPLE. Strike from (a) the sentence that reads, "A publisher shall provide each school district and open- enrollment charter with information that fully describes each of the publisher's submitted instructional materials."
DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATIED WITH RECOMMENDED CHANGE	This would remove the burden on the district instructional materials coordinators to collect and organize this information and the additional time agency staff spends answering questions and providing clarification.

SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)	TEC, §31.105(c)
DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS	This subsection requires a district to notify the agency of the sale or disposal of instructional materials. This requirement creates unnecessary work for both the district and the agency.
PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION	Eliminate TEC, §31.105(c)
DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATIED WITH RECOMMENDED CHANGE	This will eliminate time spent on an unnecessary task and will result in more consistency within Chapter 31.
SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)	TEC §31.101(d) and (e)
DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS	Language in this section contradicts other sections of Chapter 31 that allow districts to determine locally how to spend IMA funds.
PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION	Eliminate §31.101(d) and (e)

DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATIED WITH RECOMMENDED CHANGE	This would help ensure Chapter 31 contains only up-to-date language and no contradictions. Also, this change would guarantee that districts have the best materials available and do not have to pay for materials they cannot use.
SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)	TEC §31.022 (d-1) version 1 A (d-1) version 2 A
DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS	The two versions of (d-1) have almost identical language. Version 1 refers to textbooks and version 2 refers to instructional materials. Version 2 is more consistent with the current language in the rest of the education code.
PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION	Eliminate TEC, §31.022(d-1) version 1 A
DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATIED WITH RECOMMENDED CHANGE	This change would eliminate redundancy to minimize confusion.
SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)	TEC, §28.013(a)
DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS	The agency was not appropriated resources to implement this nature science curriculum program.

PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION	Eliminate statute.
DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATIED WITH RECOMMENDED CHANGE	This project was not funded by the legislature and as a result has not been implemented. Removal of this section from statute would eliminate confusion and would enable school districts to maintain flexibility in determining appropriate curriculum to address the state standards.
Impediments that Reduce Agency Effectiveness	
SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)	TEC §12.1174
DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS	This statute, enacted in 2019, allows for the agency to collect information related to a charter school student admission waitlist. Charter schools are required to submit information to the agency "not later than the last Friday in October of each school year," necessary for the agency to post waitlist information by March 15 of each year.
PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION	Edit TEC §12.1174 removing "not later than the last Friday in October of each school year" to say "Annually not later than the PEIMS fall submission due date, the governing body…."
DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATIED WITH RECOMMENDED CHANGE	The agency has had to create a separate data collection to meet the timeline in the statutory language. Aligning with the PEIMS snapshot data will remove the additional burden for charter schools to submit additional data in a separate collection outside of the PEIMS student level collection in the fall. These changes would reduce the amount of resources TEA expends to run a separate collection.
SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)	TEC §22.085 and TEC §21.058

DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS	The new TEC §22.092 REGISTRY OF PERSONS NOT ELIGIBLE FOR EMPLOYMENT IN PUBLIC SCHOOLS ("Do Not Hire Registry"). 22.092(c)(2) states that the Registry shall list non-certified employees found ineligible for employment based on a criminal history review as provided by TEC §22.0833, which states that non-certified employees must be discharged from schools based on the criteria in TEC §22.085. Currently, §22.085(a)(1) includes individuals who were convicted or placed on deferred adjudication for an offense for which the defendant is required to register as a Sex Offender under Tx CCP Chap 62. The offense Tx Penal Code §21.12 Improper Relationship Between Educator and Student is not an offense under TX CCP Chap 62. Therefore, a non-certified person convicted or placed on deferred adjudication for TX PC §21.12 would not automatically be placed on the Do Not Hire Registry. TEC §22.085(a)(2) includes individuals who were convicted of a felony offense under Title V of the Tx Penal Code if the victim of was under 18 at the time of the offense. The Title V offenses include offenses under Tx PC Chapter 19- Criminal Homicide. Therefore, unless the victim of a criminal homicide was under 18, a person convicted of Criminal Homicide and other Title V felonies would not automatically be placed on the Do Not Hire Registry. TEC §21.058 Revocation of Certificate and Termination of Employment provides the same criteria for automatic revocation of an SBEC certificate. Therefore, conviction or placement on deferred adjudication for Tx PC 21.12 Improper Relationship does not result in automatic revocations. Even though a person was convicted or placed on deferred adjudication, staff must investigate and litigate these matters in SOAH and present to SBEC to propose Revocation.
PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION	Add §22.085(a)(3) to include non-certified employees convicted or placed on deferred adjudication for Tx PC §21.12 Improper Relationship Between Educator and Student. Remove "was under 18 years of age at the time the offense was committed" for TEC §22.085(a)(2) to make placement on the Do Not Hire Registry automatic for any conviction of a Title V felony. Make the same changes to language to TEC §21.058(a) to make revocation of certificate automatic for the above dispositions.
DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATIED WITH RECOMMENDED CHANGE	These changes would reduce the amount of resources TEA expends investigating and litigating cases that involve conviction or deferred adjudication of egregious offenses.

SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)	TEC §§39.057; §39.0302
DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS	Subpoena power over special accreditation investigations (§39.057) is limited to only two of the 16 itemized investigatory requirements, which impedes the investigatory process when school districts refuse to provide pertinent evidence to TEA. The school district may also redact evidence before providing it to TEA in a timely manner.
PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION	Modify by expanding subpoena power to cover all special accreditation investigations under statute.
DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATIED WITH RECOMMENDED CHANGE	This modification would provide TEA investigators with authority to access evidence needed to conduct an accurate investigation. Investigations will be faster and more efficient, saving taxpayer dollars and protecting students.
SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)	TEC §38.103-§38.104: Physical Fitness Assessment
DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS	TEC 38.103-38.104 requires the agency to perform analysis on physical fitness assessment and correlate them to student academic achievement levels, student attendance levels, student obesity levels, student disciplinary problems and school meal programs. The agency is unable to correlate results to the specified categories because TEC 38.103 does not permit the use of individual students or teachers or a student's social security number or date of birth, which is necessary in analyzing the required categories.
PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION	Modify TEC §38.103 to clarify that the agency can collect data by underlying unique student identifier.

DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATIED WITH RECOMMENDED CHANGE	Absent this change, the statutorily required analysis cannot be performed in a meaningful way.
SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)	TEC §39.055
DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS	This provision exempts open-enrollment charter school residential facilities, or facilities serving adjudicated youth, from performance reporting. Some open- enrollment charter schools have student populations of entirely residential, adjudicated students. These charter schools do not generate an accountability rating. Without an official rating or rating information, it is impossible for TEA to make informed decisions on whether an expansion of the charter is warranted.
PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION	Modify and provide statutory framework for performance reporting of open- enrollment charter schools that are residential facilities.
DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATIED WITH RECOMMENDED CHANGE	This modification would allow for more transparency and for TEA's expansion and continuation decisions to be based on student performance.
SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)	TEC §39.309
DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS	This statute, which requires TEA develop and maintain an Internet website, separate from the agency's Internet website, to be known as the Texas School Accountability Dashboard for the public to access school district and campus accountability information, should be updated to align with HB 22. Additionally, the website name 'Texas School Accountability Dashboard' should be replaced with a more general description of the required website, as the website name is too limiting, in light of existing TEA accountability websites that are easily accessible by the public to obtain the information required by statute.

PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION	Amend this statute to avoid redundancy and confusion.
DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATIED WITH RECOMMENDED CHANGE	Amending the website name requirement: Texas School Accountability Dashboard, will allow agency staff to focus their efforts on improving the presentation of the data in the TAPR system and on TXschools.gov.
SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)	Occupation Code 1601.566(b) 1602.460(c)
DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS	TEA does not oversee cosmetology and barber schools.
PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION	Remove TEA from the code and replace it with another state agency who oversees the licensing of these schools or to the Comptroller who collects penalties and interest for unpaid balances.
DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATIED WITH RECOMMENDED CHANGE	It would save time and resources from researching and posting the interest rate.
Redundancies Between TEA and Department of State Health Services	
SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)	TEC §38.002

DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS	This provision requires TEA to create a form regarding immunizations. The Department of State Health Services (DSHS) has an online system called the Child Health Reporting System for reporting immunization data, which serves the same purpose. Therefore, it is unnecessary and redundant for TEA to create this form.
PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION	Modify statute to remove the requirement that TEA develop the immunization form. All responsibility should be given to the immunization branch at DSHS.
DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATIED WITH RECOMMENDED CHANGE	This change would eliminate duplicate efforts of two state agencies and the requirement better aligns with the mission of DSHS, saving taxpayer dollars.
Impediments Caused by Lack of Clarity in Statute	
SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)	TEC Chapter 37
DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS	The chapter covers student discipline requirements for school districts, including the circumstances allowing removal of a student from the classroom. Over the years, modifications to the chapter have resulted in a confusing mix of requirements that often lend themselves to inconsistency and difficulty in implementation._ Examples include: • Use of Confinement, Restraint, Seclusion, and Time-Out: Some provisions apply to all peace officers while some apply only to peace officers who are employed by a school district or who are regularly assigned to a campus. See TEC37.0021(g)-(h) • Disciplinary Alternative Education Program Placements and Expulsions: Previously, disciplinary alternative education program (DAEP) placements and expulsions under Chapter 37 were limited to reasons listed under TEC 36.006 and 37.007. However, other sections of Chapter 37 now outline reasons that a student shall/may be removed from the classroom, such as TEC §§ 37.0051, 37.0052, 37.0081 37.019, 37.304, 37.305, and 37.309. Sections inconsistently reference consequences by behavior location. TEC 37.082 relates to a student in possession of a "paging device" at school.

PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION	Modification would provide better clarity regarding requirements across sections.
DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATIED WITH RECOMMENDED CHANGE	Modification would increase the efficiency of public schools administering discipline requirements imposed by the state and streamline interventions and complaint reviews conducted by the agency, saving taxpayer dollars.
SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)	TEC §25.087(b-3)
DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS	A 2009 amendment to TEC §25.087 added a provision relating to students diagnosed with autism spectrum disorder (ASD). Subsection (b-3) provides that a temporary absence under subsection (b)(2) includes the temporary absence of a student diagnosed with ASD resulting from an appointment with a health care practitioner to receive a generally recognized service for persons with ASD. School districts are confused as to how the recurring absences of students with ASD can be considered "temporary" and about the implications of the provision for students with chronic health conditions.
PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION	Modify TEC §25.087(b-3) by deleting all references to "temporary absences" to ensure that school districts have appropriate guidance.
DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATIED WITH RECOMMENDED CHANGE	Modifying the statute will reduce school districts confusion and requests for guidance from TEA. This would free up valuable staff time for both ISDs and TEA.
SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)	TEC §7.111 and §25.086; Texas Family Code §65.103(a)(3)

DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS	Various statutes that relate to the compulsory attendance exemptions for individuals who are pursuing or who have earned a Texas Certificate of High School Equivalency (TxCHSE) are not in alignment. Better alignment would prevent misconstruction of the law.
PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION	Modify to provide alignment and cross-references.
DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATIED WITH RECOMMENDED CHANGE	Aligning the provisions would bring clarity to the circumstances under which an individual under the age of 18 is exempt from compulsory attendance because he or she is pursuing a TxCHSE or has already earned a TxCHSE.
SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)	TEC §28.0051; §29.066
DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS	TEC §28.0051 duplicates the reference to dual language as a program model under bilingual education already given in TEC §29.066. The separate reference in statute is very confusing for school districts.
PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION	Eliminate §28.0051
DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATIED WITH RECOMMENDED CHANGE	Elimination of this redundancy would prevent confusion for school districts, saving staff resources.

SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)	TEC §29.918
DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS	The title of this section and part (a) refer to dropout prevention; the section that describes what belongs in the plan in subsection (a) refers to dropout recovery. In practice, "dropout prevention" refers to strategies used to keep students from dropping out, and "dropout recovery" refers to strategies used to get students who have dropped out to return to school.
PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION	Change the references to "dropout recovery" in subsection (d) to "dropout prevention" to align to the title and to the requirements of what the plan must include.
DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATIED WITH RECOMMENDED CHANGE	The use of both terms has created some confusion among districts as to what the plan needs to include and what goal it should accomplish. Clarifying the terms will also ensure that the methodology we use to identify districts is geared toward the correct problem.
Obsolete Portions of the Texas Education Code	
SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)	TEC §12.137
DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS	This statute enacted in 2015 allowed two different charter school LEAs (an open-enrollment and adult high school diploma and industry certification charter) operated by the same charter holder to combine the student enrollment from the two charter school LEAs in the same building to be educated by the same teachers.
PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION	Eliminate §12.137

DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATIED WITH RECOMMENDED CHANGE	The one open-enrollment charter school that this statute applied to has surrendered their charter. This elimination of the statute would streamline the statute.
SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)	TEC §§43.003; §43.007
DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS	The investment restrictions given in these provisions have been superseded by constitutional amendment in article 7, section 5(f). Confusion related to this superseded provision may cause delays and inefficiencies in interactions between the Permanent School Fund and other state entities and in meeting the compliance requirements of counterparties.
PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION	Eliminate TEC §43.003; §43.007.
DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER **BENEFIT ASSOCIATIED WITH RECOMMENDED CHANGE**	Elimination of these provisions will prevent confusion within the state and with Permanent School Fund counterparties in the investment industry about the authority of the SBOE to make certain types of investments.
SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)	TEC §33.081
DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS	The Commissioner of Education had delegated "no pass, no play" appeals to the UIL many years ago.

PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION	Modify to specify that under subsection (g) that UIL will hear all "no pass, no play" appeals instead of the Commissioner of Education.
DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATIED WITH RECOMMENDED CHANGE	Clarification will eliminate confusion and streamline the process for appeals.
SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)	TEC §30.084
DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS	For years, the Regional Day School Programs for the Deaf have been managed at the school district level through shared services arrangements (SSAs). Funding is currently sent to the SSAs and used for direct services to students. Therefore, this provision is unnecessary.
PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION	Eliminate TEC §30.084.
DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATIED WITH RECOMMENDED CHANGE	Eliminates unnecessary provision, saving staff time and resources.
SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)	TEC §29.185(a–b)

DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS	This provision refers to the Federal Tech Prep program, which was defunded in 2010 and is no longer a required program under Carl D. Perkins federal grants.
PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION	Eliminate TEC §29.185(a–b).
DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATIED WITH RECOMMENDED CHANGE	Eliminating the provision will remove outdated language regarding a defunct section of the federal law.
SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)	TEC §29.0161
DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS	The statute requires that, not later than December 1, 2003, TEA and SOAH shall determine whether they should enter into an interagency contract under which SOAH would conduct all or part of the special education due process hearings. The agencies have fulfilled the requirements of the statute and currently have an interagency contract, making this provision unnecessary.
PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION	Eliminate TEC §29.0161.
DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATIED WITH RECOMMENDED CHANGE	Elimination will streamline the TEC by removing a statute that is outdated and unnecessary.

SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)	TEC §13.010
DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS	This section was enacted in 1989 (as Section 19.010) to assist the legislature with redistricting. The legislature no longer relies on maps held by TEA for redistricting purposes. The Texas Legislative Council (TLC) has informed TEA that it uses boundary information from appraisal districts throughout the state, which is updated annually. In turn, TEA relies on maps from the TLC for the maps that TEA provides on its website. This section was enacted in 1989 (as Section 19.010) to assist the legislature with redistricting.
PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION	Eliminate TEC §13.010 and replace with provision that clarifies that TEA can rely upon information from TLC for the number of square miles in a district for purposes of Section 42.103 and for any other purpose for which TEA needs district boundary information.
DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATIED WITH RECOMMENDED CHANGE	Modification would clarify that appraisal districts are the primary source for boundary information and establishes TLC as the central state repository for boundary information. The change will prevent conflicting boundary descriptions by streamlining the reporting of changes in boundaries to one agency.
SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)	TEC §7.021(b)(9); §29.9021
DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS	Provisions regarding driver education requirements should have been moved from TEA to the Texas Department of Licensing and Regulation (TDLR) when the driver education program was moved.

PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION	Modify and transfer provisions to TDLR.
DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATIED WITH RECOMMENDED CHANGE	This modification aligns responsibility for the driver education program with the correct agency.
SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)	TEC §21.4541 Mathematics Instructional Coaches Pilot Program
DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS	This section provided for a pilot program that was administered and is now complete. No additional funding has been provided for this program since 2009.
PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION	Eliminate statute
DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATIED WITH RECOMMENDED CHANGE	This change would eliminate statutory reference to a pilot program that has been completed.
SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)	Texas Government Code §508.318

DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS	In September 2013, responsibility for Adult Education transferred from TEA to TWC (SB 307 Texas Legislature 83(R)). This code requires TEA to enter into an MOU with Texas Board of Criminal Justice to provide continuing education to releases.
PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION	Modify Texas Government Code §508.318 to replace Texas Education Agency with Texas Workforce Commission. TEA would then repeal TAC §89.1311
DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATIED WITH RECOMMENDED CHANGE	This change would place all adult education responsibilities with the same state agency.
SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)	TEC, §29.094
DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS	This provision provided for an intensive reading or language intervention pilot program that was to be made available to campuses in 2007-2008 and 2008- 2009 school years. The pilot program was not funded.
PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION	Eliminate statute.
DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATIED WITH RECOMMENDED CHANGE	This change would reduce the number of inquiries agency staff members must address regarding a program that was not funded.

SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)	TEC, §29.095
DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS	This Grants for Student Clubs program is no longer funded.
PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION	Eliminate statute.
DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATIED WITH RECOMMENDED CHANGE	This change would reduce the number of inquiries agency staff members must address regarding a program that is no longer funded.
SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)	TEC, §29.096
DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS	This Collaborative Dropout Reduction Pilot program is no longer funded.
PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION	Eliminate references to "pilot program" and grants. Add language to allow LEAs to use compensatory education funds under 42.160 for this purpose.

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

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

DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS	This pilot program: High School Diplomas for Students who Demonstrate Early Readiness for College was not funded.
PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION	Eliminate statute.
DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATIED WITH RECOMMENDED CHANGE	This change would eliminate references to a program that was not funded, would eliminate confusion, and would reduce calls the agency receives about the program.

Natural Disaster-Related Redundancies and Impediments

SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)	TEC §48.259, §48.260, §48.261, §48.265, §48.266(g), §48.267, §48.006, §7.062
DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS	These sections require TEA to use any surpluses in the Foundation School Program (FSP) (school formula funding) to fund certain programs. Legislative review of these sections is needed to prioritize these provisions and ensure in times of disaster or emergency declaration these funds can be accessed. In particular, TEC §48.265 has first call on any excess funding.
PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION	Modify statutes to ensure FSP surplus funding is prioritized with needed flexibility in times of disaster or emergency declaration.
DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATIED WITH RECOMMENDED CHANGE	This would clarify the funding priorities and/or flexibilities allowed for these surplus FSP funds.

SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)	TEC §48.260
DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS	TEC §48.260 authorizes the commissioner to adjust property values during a gubernatorially declared disaster but requires a specific appropriation or available funds. The timing of these disasters is unknown and has historically occurred during the interim. The statute does not provide enough flexibility for these funds when the Legislature is not in session.
PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION	This statute can be deleted because HB 3 moved to current year values rendering the issue that this provision was put in place to solve as moot.
DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATIED WITH RECOMMENDED CHANGE	School systems would be provided more clarity when making budget decisions.
SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)	TEC §48.256
DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS	TEC §48.256(b) authorizes changes in property value due to disaster impact after the publishing of a report with the district values. In 2011, the report was changed from an annual report to a biennial report. It also no longer includes the certified values by districts. As the report no longer drives funding considerations, the relief valve no longer operates.
PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION	Subsection (b) of this statute can be deleted because HB 3 moved to current year values rendering the issue that this provision was put in place to solve as moot. HB 3 also already removed obsolete report language

DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATIED WITH RECOMMENDED CHANGE	School systems would be provided more clarity when making budget decisions.
SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)	TEC §48.266
DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS	TEC § 48.266 authorizes the commissioner to adjust the estimates of tax rates, student enrollment and property values if a district can demonstrate inaccuracy that would cause undue financial hardship if funds available for that year.
PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION	Consider authorizing these changes due to the impact of a disaster and the adjustment regardless of funds availability. Could be made subject to approval by Governor or LBB.
DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATIED WITH RECOMMENDED CHANGE	Allows commissioner to solve financial problems faced by school systems impacted by a disaster.
SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)	Chapter 48
DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS	Several statutes provide for spending when excess funds or fund are available. Clarify that funds "available" is for that fiscal year to ensure that transfers via GAA Article IX would authorize the adjustment and "exceeds" FSP looks at the biennial appropriation.

PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION	Ensure that disaster related mechanisms operate on a funds "available" and non-disasters mechanism operate on an "exceeds" FSP. Remove prioritization of SPED cameras and/or prioritize all options.
DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATIED WITH RECOMMENDED CHANGE	Allows for the flexibility and prioritization of the use of these funds during times of disaster. This would also create clarity among the affected school systems.
SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)	TEC §49.154
DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS	TEC §49.154 establishes the recapture payment schedule. TEC §49.006 authorizes the commissioner to alter dates and time periods under chapter 49. Districts affected by a disaster may experience cash flow problems. The commissioner has authority to modify dates and time periods, but it is unclear for how long.
PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION	Consider express authorization to delay recapture between school years to mitigate impacts of a disaster.
DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATIED WITH RECOMMENDED CHANGE	The flexibility in the timing of collecting these funds provides better cash management processes for school systems that could be forced to make drastic personnel decisions if not granted this flexibility.
SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)	TEC §48.273

DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS	TEC §48.273 authorizes limited changes to payment schedules to correct errors and flow the proper amount of state funding but lacks express authorization for modifications due to disaster.
PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION	Consider express authorization to modify payment schedules and forward-flow state funding between fiscal years to mitigate impacts of a disaster.
DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATIED WITH RECOMMENDED CHANGE	The authorization to modifying these payments provides better cash management processes for school systems that could be forced to make drastic personnel decisions if not granted this flexibility.
SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)	TEC §26.007 and Government code §551.125
DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS	Board meetings must be held within the district boundaries and when conducted by telephone, located at the usual place for a meeting. Districts subject to significant impact by disaster may not be able to meet at the usual location and could not utilize the telephone meeting allowance in order to conduct an emergency meeting. Districts devastated by a disaster may not be able to meet within the district boundaries at all.
PROVIDE AGENCY RECOMMENDATION FOR MODIFICATION OR ELIMINATION	Consider a disaster allowance authorizing districts to conduct emergency meetings by telephone outside the boundaries of the district and at locations different from their usual meeting locations.
DESCRIBE THE ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATIED WITH RECOMMENDED CHANGE	Providing this flexibility would allow school districts to conduct district business without fear of violation of the Open Meetings Act.

SERVICE, STATUTE, RULE, OR REGULATION (PROVIDE SPECIFIC CITIATION IF APPLICABLE)	TEC §7.001 excludes SBEC from the rules that the Commissioner may waive under §7.056
DESCRIBE WHY THE SERVICE, STATUTE, RULE, OR REGULATION IS RESULTING IN INEFFICIENT OR INEFFECTIVE AGENCY OPERATIONS	Commissioner waiver authority does not apply to SBEC rules.
PROVIDE AGENCY RECOMMENDATION FOR **MODIFICATION OR ELIMINATION**	Consider authorizing commissioner waiver authority (and the ability to establish alternate completion dates) due to disaster or authorizing SBEC to delegate such authority to the commissioner by rule.
DESCRIBE THE **ESTIMATED COST SAVINGS OR OTHER BENEFIT ASSOCIATIED WITH RECOMMENDED CHANGE**	This would provide clarity and relief to those educators who may be trying to complete SBEC requirements during a time of disaster. This flexibility would limit the impact of the disaster's effect on educators.

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

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

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

Objective 1.1 Public Education Excellence
All students in the Texas public education system will have the resources needed to achieve their full academic potential to fully participate in the educational, civic, social, and economic, opportunities of our state and nation.

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

STRATEGY 1.1.1 FOUNDATION SCHOOL PROGRAM—EQUALIZED OPERATIONS
Fund the Texas public education system efficiently and equitably; ensure that formula allocations support the state's public education goals and objectives and are accounted for in an accurate and appropriate

manner.

1.1.1.1   Total Average Daily Attendance

1.1.1.2   Total Average Daily Attendance of Open Enrollment-Charter Schools

1.1.1.3   Number of Students Served by Compensatory Education Programs and Services

EXPLANATORY MEASURES

1.1.1.1   Special Education Full-Time Equivalents (FTEs)

1.1.1.2   Compensatory Education Average Daily Attendance Student Count

1.1.1.3   Career and Technology Education FTEs

1.1.1.4   Bilingual Education/ESL Average Daily Attendance

1.1.1.5   Gifted and Talented Average Daily Attendance

STRATEGY 1.1.2 FOUNDATION SCHOOL PROGRAM—EQUALIZED FACILITIES
Continue to operate an equalized school facilities program by ensuring the allocation of a guaranteed yield of existing debt and disbursing facilities funds.

OUTPUT MEASURE

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

Objective 1.2 Academic Excellence
The TEA will lead the public education system so that all students receive a quality education and are at grade level in reading and math by the end of the third grade and continue reading and developing math skills at appropriate grade level through graduation, demonstrate exemplary performance in foundation subjects, and be prepared for success in college, a career, or the military.

OUTCOME MEASURES

1.2.1   Percent of Students Graduating with Distinguished Level of Achievement

1.2.2   Percent of Students Graduating under the Foundation High School Program with an Endorsement

1.2.3   Percent of Students Who Successfully Complete an Advanced Academic Course

1.2.4   Percent of Students With Disabilities Who Graduate High School

1.2.5   Percent of Monitored Districts Identified for Special Education Noncompliance that Correct Noncompliance within a Year of Notification

1.2.6   Percent of Eligible Students Taking Advanced Placement/International Baccalaureate Exams

1.2.7   Percent of AP/IB Exams Taken Potentially Qualifying for College Credit or Advanced Placement

1.2.8   Percent of Career and Technical Education High School Graduates Placed on the Job or in a Post-Secondary Program

1.2.9   Percent of Students Exiting Bilingual/ESL Programs Successfully

1.2.10   Percent of Limited English Proficient (LEP) Students Making Progress in Learning English

1.2.11   Percent of Students Retained in Grade 5

1.2.12   Percent of Students Retained in Grade 8

1.2.13   Percent of Students Retained in Grade

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

STRATEGY 1.2.1 STATEWIDE EDUCATIONAL PROGRAMS
Support schools so that all Texas students have the knowledge and skills, as well as the instructional programs, they need to succeed; that all third grade and eighth grade students read at grade level and that all secondary students have sufficient credit to advance and ultimately graduate on time with their class.

OUTPUT MEASURES

1.2.1.1	Number of Students Served in Early Childhood School Ready Program
1.2.1.2	Number of Students Served in Early Childhood School Ready Program Online Engage Platform
1.2.1.3	Number of Students Served in Half-Day Prekindergarten Programs
1.2.1.4	Number of Students Served in Full-Day Prekindergarten Programs
1.2.1.5	Number of Students Served in Summer School Programs for Limited English-Proficient Students
1.2.1.6	Number of Secondary Students Served from Grades 9 through 12
1.2.1.7	Number of Students Receiving a T-STEM Education
1.2.1.8	Number of T-STEM Academies
1.2.1.9	Number of Early College High Schools
1.2.1.10	Number of Students Enrolled in Early College High Schools

1.2.1.11   Number of Students Served by Career and Technical Education Courses

1.2.1.12   Number of Pathways in Technology Early College High Schools (P-TECH) Designated Schools

1.2.1.13   Number of Students Enrolled in P-TECH) Designated Schools

STRATEGY 1.2.2 ACHIEVEMENT OF STUDENTS AT-RISK
Develop and implement instructional support programs that take full advantage of flexibility to support student achievement and ensure that all students in at-risk situations receive a quality education.

EXPLANATORY MEASURE
1.2.2.1   Number of Migrant Students Identified

STRATEGY 1.2.3 STUDENTS WITH DISABILITIES
Develop and implement programs that help to ensure all students with disabilities receive a quality education.

OUTPUT MEASURES
1.2.3.1   Number of Students Served by Regional Day Schools for the Deaf

1.2.3.2   Number of Students Served by Statewide Programs for the Visually Impaired

STRATEGY 1.2.4 SCHOOL IMPROVEMENT AND SUPPORT PROGRAMS
Encourage educators, parents, community members, and university faculty to improve student learning and develop and implement programs that meet student needs.

OUTPUT MEASURES
1.2.4.1   Total Number of Operational Open-Enrollment Charter Campuses

1.2.4.2   Number of Case-Managed Students Participating in Communities in Schools

1.2.4.3   Number of Campuses Served by Communities in Schools

EXPLANATORY MEASURE
1.2.4.1   Average Expenditure Per Communities in Schools Participant

Goal Two: Provide System Oversight and Support

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

Objective 2.1 Accountability
TEA will sustain high levels of accountability in the state public education system through challenging and attainable federal and state performance standards.

OUTCOME MEASURES
2.1.1   Percent of All Students Passing All Tests Taken

2.1.2   Percent of African American Students Passing All Tests Taken

2.1.3   Percent of Hispanic Students Passing All Tests Taken

2.1.4   Percent of White Students Passing All Tests Taken

2.1.5   Percent of Asian American Students Passing All Tests Taken

2.1.6   Percent of American Indian Students Passing All Tests Taken

2.1.7   Percent of Economically Disadvantaged Students Passing All Tests Taken

2.1.8   Percent of Pacific Islander Students Passing All Tests Taken

2.1.9   Percent of Grades 3 through 8 Students Passing STAAR Reading

2.1.10   Percent of Grades 3 through 8 Students Passing STAAR Mathematics

2.1.11   Percent of all Students Passing All Writing Tests Taken

2.1.12   Percent of all Students Passing All Science Tests Taken

2.1.13   Percent of all Students Passing All Social Studies Tests Taken

2.1.14   Percent of Campuses Receiving a Distinction Designation

2.1.15   Percent of Districts Receiving a Post-Secondary Readiness Distinction Designation

2.1.16   Percent of Campuses Receiving Three or More Distinction Designations

2.1.17   Percent of Districts Receiving an "F" or Lowest Rating"

2.1.18   Percent of Campuses Receiving an "F" or Lowest Rating"

2.1.19   Percent of Charter Campuses Receiving an "F" or Lowest Rating"

2.1.20   Percent of Districts Receiving an "A" or Highest Rating

2.1.21   Percent of Campuses Receiving an "A" or Highest Rating

2.1.22   Percent of Charter Campuses Receiving an "A" or Highest Rating

2.1.23   Percent of Districts That Received a Performance Rating of F for the First time that Achieve Subsequent Year Ratings of A, B, C or D

2.1.24   Percent of Campuses That Received a Performance Rating of F for the First time that Achieve Subsequent Year Ratings of A, B, C or D

2.1.25   Percent of Campuses that Achieved a Performance Rating of A, B, C, or D in the State Accountability system in the Subsequent Year of All Campuses Required to Implement a Turnaround Plan

2.1.26   Percent of Graduates Who Take the SAT or ACT

2.1.27   Percent of High School Graduates Meeting Texas Success Initiative Readiness Standards

2.1.28   Percent of Districts Earning an Overall A or B Rating

2.1.29   Percent of Campuses Earning an Overall A or B Rating

STRATEGY 2.1.1 ASSESSMENT AND ACCOUNTABILITY SYSTEM

Continue to provide a state and federal assessment system that will drive and recognize improvement in student achievement by providing a basis for evaluating and reporting student performance in a clear and understandable format.

OUTPUT MEASURES

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

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

EXPLANATORY MEASURE
2.1.1.1   Percent of Annual Underreported Students in the Leaver System

Objective 2.2 Effective School Environments

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

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

STRATEGY 2.2.1 TECHNOLOGY AND INSTRUCTIONAL MATERIALS

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

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

STRATEGY 2.2.2 HEALTH AND SAFETY

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

OUTPUT MEASURES
2.2.2.1   Number of Referrals in Disciplinary Alternative Education Programs (DAEPs)
2.2.2.2   Number of Students in DAEPs
2.2.2.3   Number of LEAs Participating in Discipline-Related Compliance Reviews

STRATEGY 2.2.3 CHILD NUTRITION PROGRAMS

Implement and support efficient state child nutrition programs.

OUTPUT MEASURES
2.2.3.1   Average Number of School Lunches Served Daily
2.2.3.2   Average Number of School Breakfasts Served Daily

STRATEGY 2.2.4 WINDHAM SCHOOL DISTRICT

Work with the Texas Department of Criminal Justice to lead students to achieve the basic education skills they need to contribute to their families, communities, and the world.

OUTPUT MEASURES

2.2.4.1   Number of Contact Hours Received by Inmates within the Windham School District

2.2.4.2   Number of Offenders Earning a Texas Certificate of High School Equivalency or Earning a High School Diploma

2.2.4.3   Number of Students Served in Academic Training—Windham

2.2.4.4   Number of Students Served in Career and Technical Training—Windham

2.2.4.5   Number of Career and Technical Industry Certifications Earned by Windham Students

EFFICIENCY MEASURE

2.2.4.1   Average Cost Per Contact Hour in the Windham School District

Objective 2.3 Educator Recruitment, Retention and Support

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

OUTCOME MEASURES

2.3.1   Turnover Rate for Teachers

2.3.2   Percent of Original Grant Applications Processed within 90 Days

2.3.3   TEA Turnover Rate

2.3.4   Percent of Teachers Who Are Certified

2.3.5   Percent of Teachers Who are Employed/Assigned to Teaching Positions for Which They Are Certified

2.3.6   Percent of Complaints Resulting in Disciplinary Action

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

STRATEGY 2.3.1 IMPROVING EDUCATOR QUALITY/LEADERSHIP

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

OUTPUT MEASURE

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

STRATEGY 2.3.2 AGENCY OPERATIONS

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

OUTPUT MEASURES

2.3.2.1 Number of Certificates of High School Equivalency Issued

2.3.2.2 Number of Local Education Agencies Identified in Special Education Results-Driven Accountability (RDA) framework

2.3.2.3 Number of Local Education Agencies Identified in the Results-Driven Accountability (RDA) framework for Bilingual Education/English as a Second Language

2.3.2.4 Number of Special Accreditation Investigations Conducted

EFFICIENCY MEASURES

2.3.2.1 Internal PSF Managers: Performance in Excess of Assigned Benchmark

2.3.2.2 Permanent School Fund (PSF) Investment Expense as a Basis Point of Net Assets

EXPLANATORY MEASURE

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

STRATEGY 2.3.3 STATE BOARD FOR EDUCATOR CERTIFICATION

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

OUTPUT MEASURES

2.3.3.1 Number of Individuals Issued Initial Teacher Certificate

2.3.3.2 Number of Previously Degreed Individuals Issued Initial Teacher Certificate Through Post-Baccalaureate Programs

2.3.3.3 Number of Individuals Issued Initial Teacher Certificate Through University Based Programs

2.3.3.4 Number of Previously Degreed Individuals Issued Initial Teacher Certificate through Alternative Certification Programs

2.3.3.5 Number of Complaints Pending in Legal Services

2.3.3.6 Number of Investigations Pending

2.3.3.7 Number of Inappropriate Educator/Student Relationship Investigations Opened

EFFICIENCY MEASURES

2.3.3.1 Average Days for Credential Issuance

2.3.3.2 Average Time for Certificate Renewal (Days)

EXPLANATORY MEASURES

2.3.3.1 Percent of Educator Preparation Programs with a Status of "Accredited-Warned"

2.3.3.2 Percent of Educator Preparation Programs with a Status of "Accredited- Probation"

2.3.3.3 Percent of Educator Preparation Programs with a Status of "Not Accredited-Revoked"

STRATEGY 2.3.4 CENTRAL ADMINISTRATION

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

STRATEGY 2.3.5 INFORMATION SYSTEMS—TECHNOLOGY

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

STRATEGY 2.3.6 CERTIFICATION EXAM ADMINISTRATION

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

OUTPUT MEASURE
2.3.6.1 Number of Certification Examinations Administered (total)

EXPLANATORY MEASURE
2.3.6.1 Percent of Individuals Passing Exams and Eligible for Certification

Supplemental Schedule B: List of Measure Definitions

Outcome Measures—Objective 1.1 Public Education

1.1.1 FOUR-YEAR HIGH SCHOOL GRADUATION RATE

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

1.1.2 FIVE-YEAR HIGH SCHOOL GRADUATION RATE

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

1.1.3 FOUR-YEAR TEXAS CERTIFICATE OF HIGH SCHOOL EQUIVALENCY RATE

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

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

1.1.4   FIVE-YEAR TEXAS CERTIFICATE OF HIGH SCHOOL EQUIVALENCY RATE

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

1.1.5   FOUR-YEAR HIGH SCHOOL DROPOUT RATE

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

1.1.6   FIVE-YEAR HIGH SCHOOL DROPOUT RATE

Definition: The percentage of students out of a 9th grade cohort who dropped out within five years.

Purpose: To report high school longitudinal rates in response to requirements such as TEC §§39.053 and 39.332.

Data Source: PEIMS. Enrollment data including student demographic and program participation information, and leaver data submitted during the PEIMS fall submission; attendance data, including student demographic and program participation information, submitted during the PEIMS summer submission.

Method of Calculation: Dropping out is expressed as a percentage. The numerator includes all students out of a final cohort who dropped out within five years of beginning high school. The final cohort is comprised of all entering first-time 9th grade students, plus those who move in, minus those who move out.

Data Limitations: Reported once annually. Prior-year data reported.
Calculations Type: Noncumulative.
New Measure: No.
Desired Performance: Lower than target.

1.1.7   FOUR-YEAR GRADUATION RATE FOR AFRICAN AMERICAN STUDENTS

Definition: The percentage of African American students out of a 9th grade African American cohort who graduated within four years.

Purpose: To report high school longitudinal rates in response to requirements such as TEC §§39.053 and 39.332.

Data Source: PEIMS. Enrollment data including student demographic and program participation information, and leaver data submitted during the PEIMS fall submission; attendance data, including student demographic and program participation information, submitted during the PEIMS summer submission.

Method of Calculation: Graduation is expressed as a percentage. The numerator includes all African American students out of a final cohort who graduated within four years of beginning high school. The final cohort is comprised of all African American entering first-time 9th grade students, plus those who move in, minus those who move out, over a four-year period.

Data Limitations: Reported once annually. Prior-year data reported.
Calculations Type: Noncumulative.
New Measure: No.
Desired Performance: Higher than target.

1.1.8   FIVE-YEAR GRADUATION RATE FOR AFRICAN AMERICAN STUDENTS

Definition: The percentage of African American students out of a 9th grade African American cohort who graduated within five years.

Purpose: To report high school longitudinal rates in response to requirements such as TEC §§39.053 and 39.332.

Data Source: PEIMS. Enrollment data including student demographic and program participation information, and leaver data submitted during the PEIMS fall submission; attendance data, including student demographic and program participation information, submitted during the PEIMS summer submission.

Method of Calculation: Graduation is expressed as a percentage. The numerator includes all African American students out of a final cohort who graduated within five years of beginning high school. The final cohort is comprised of all African American entering first-time 9th grade students, plus those who move in, minus those who move out.

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

1.1.9   FOUR-YEAR GRADUATION RATE FOR HISPANIC STUDENTS

Definition: The percentage of Hispanic students out of a 9th grade Hispanic cohort who graduated within four years.

Purpose: To report high school longitudinal rates in response to requirements such as TEC §§39.053 and 39.332.

Data Source: PEIMS. Enrollment data including student demographic and program participation information, and leaver data submitted during the PEIMS fall submission; attendance data, including student demographic and program participation information, submitted during the PEIMS summer submission.

Method of Calculation: Graduation is expressed as a percentage. The numerator includes all Hispanic students out of a final cohort who graduated within four years of beginning high school. The final cohort is comprised of all Hispanic entering first-time 9th grade students, plus those who move in, minus those who move out, over a four-year period.

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

1.1.10   FIVE-YEAR GRADUATION RATE FOR HISPANIC STUDENTS

Definition: The percentage of Hispanic students out of a 9th grade Hispanic cohort who graduated within five years.

Purpose: To report high school longitudinal rates in response to requirements such as TEC §§39.053 and 39.332.

Data Source: PEIMS. Enrollment data including student demographic and program participation information, and leaver data submitted during the PEIMS fall submission; attendance data, including student demographic and program participation information, submitted during the PEIMS summer submission.

Method of Calculation: Graduation is expressed as a percentage. The numerator includes all Hispanic students out of a final cohort who graduated within five years of beginning high school. The final cohort is comprised of all Hispanic entering first-time 9th grade students, plus those who move in, minus those who move out.

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

1.1.11 FOUR-YEAR GRADUATION RATE FOR WHITE STUDENTS

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

1.1.12 FIVE-YEAR GRADUATION RATE FOR WHITE STUDENTS

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

1.1.13 FOUR-YEAR GRADUATION RATE FOR ASIAN AMERICAN STUDENTS

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

high school. The final cohort is comprised of all Asian entering first-time 9th grade students, plus those who move in, minus those who move out, over a four-year period.

Data Limitations:	Reported once annually. Prior-year data reported.
Calculation Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

1.1.14 FIVE-YEAR GRADUATION RATE FOR ASIAN AMERICAN STUDENTS

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

1.1.15 FOUR-YEAR GRADUATION RATE FOR AMERICAN INDIAN STUDENTS

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

1.1.16 FIVE-YEAR GRADUATION RATE FOR AMERICAN INDIAN STUDENTS

Definition: The percentage of American Indian students out of a 9th grade American Indian cohort who graduated within five years.

Purpose: To report high school longitudinal rates in response to requirements such as TEC §§39.053 and 39.332.

Data Source: PEIMS. Enrollment data including student demographic and program participation information, and leaver data submitted during the PEIMS fall submission; attendance data, including student demographic and program participation information, submitted during the PEIMS summer submission.

Method of Calculation: Graduation is expressed as a percentage. The numerator includes all American Indian students out of a final cohort who graduated within five years of beginning high school. The final cohort is comprised of all American Indian entering first-time 9th grade students, plus those who move in, minus those who move out.

Data Limitations: Reported once annually. Prior-year data reported.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

1.1.17 FOUR-YEAR GRADUATION RATE FOR PACIFIC ISLANDER STUDENTS

Definition: The percentage of Pacific Islander students out of a 9th grade Pacific Islander cohort who graduated within four years.

Purpose: To report high school longitudinal rates in response to requirements such as TEC §§39.053 and 39.332.

Data Source: PEIMS. Enrollment data including student demographic and program participation information, and leaver data submitted during the PEIMS fall submission; attendance data, including student demographic and program participation information, submitted during the PEIMS summer submission.

Method of Calculation: Graduation is expressed as a percentage. The numerator includes all Pacific Islander students out of a final cohort who graduated within four years of beginning high school. The final cohort is comprised of all Pacific Islander entering first-time 9th grade students, plus those who move in, minus those who move out, over a four-year period.

Data Limitations: Reported once annually. Prior-year data reported.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

1.1.18 FIVE-YEAR GRADUATION RATE FOR PACIFIC ISLANDER STUDENTS

Definition: The percentage of Pacific Islander students out of a 9th grade Pacific Islander cohort who graduated within five years.

Purpose: To report high school longitudinal rates in response to requirements such as TEC §§39.053 and 39.332.

Data Source: PEIMS. Enrollment data including student demographic and program participation information, and leaver data submitted during the PEIMS fall submission; attendance data, including student demographic and program participation information, submitted during the PEIMS summer submission.

Method of Calculation: Graduation is expressed as a percentage. The numerator includes all Pacific Islander students out of a final cohort who graduated within five years of

beginning high school. The final cohort is comprised of all Pacific Islander entering first-time 9th grade students, plus those who move in, minus those who move out.

Data Limitations: Reported once annually. Prior-year data reported.
Calculation Type: Noncumulative.
New Measure: No.
Desired Performance: Higher than target.

1.1.19   *Four-Year Graduation Rate for Economically Disadvantaged Students*

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

1.1.20   *Five-Year Graduation Rate for Economically Disadvantaged Students*

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

1.1.21   *Average Local Tax Rate Avoided from State Assistance for Debt Service*

Definition: Average Local Tax Rate Avoided from State Assistance for Debt Service is a measure of the degree to which school districts are able to avoid higher debt service tax rates by using state assistance for debt service for a portion of debt service payments.

Purpose: To provide a measure of the principle effects of allotments in TEC Chapter 46.

Data Source: State debt service assistance, payment records and property values are extracted from the FSP System.

Method of Calculation: Payment amounts are calculated according to the formulas in TEC Chapter 46. The calculation of tax rate avoided is the result of dividing the statewide total of Chapter 46 state aid by the property value of districts that receive the assistance, then multiplying the result by 100.

Data Limitations: The computed tax rate for this measure uses the comptroller's property tax division property values for the preceding school year, which are the values used in calculating state aid. If a district has been awarded a decline in property values under TEC §42.2521, then the reduced values are used.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

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

Definition: This will measure the degree to which districts that apply to participate in the Instructional Facilities Allotment (IFA) program and have property wealth per ADA that is less than the guaranteed level for IFA receive IFA awards.

Purpose: To measure the degree to which districts that applied to participate in the IFA program and have property wealth per ADA that is less than the guaranteed level for the IFA receive IFA awards.

Data Source: School district IFA applications are submitted in the FSP System. Debt service data are received from the Municipal Advisory Council (MAC) and uploaded to the FSP System. Allotment data are extracted from the FSP System and used to calculate this measure.

Method of Calculation: The denominator is the unique count of districts that applied to participate in the IFA program and have property wealth per ADA that is less than the guaranteed level for the IFA during each application cycle. The numerator is the unique count of districts that received IFA awards during each application cycle.

Data Limitations: Reported only once per year in the last quarter, reflecting applicable year's activity. If the state does not have funding for facilities in the applicable year, the value of the measure will be 0 percent.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

1.1.23 PERCENT OF ELIGIBLE DISTRICTS RECEIVING FUNDS FROM IFA OR EDA

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

considered eligible for participation in the IFA program. For a district's bonded debt to be EDA eligible, the district must issue the debt and make one payment on it by September 1 of the odd-numbered year beginning a biennium. The bonded debt must also meet all other criteria for EDA program eligibility. It must be in the form of general obligation bonds.

Purpose:	To measure the degree to which districts that are eligible to participate in the IFA or EDA programs receive IFA or EDA funds.
Data Source:	The Municipal Advisory Council of Texas bond data (which determine eligibility for this measure) are loaded into the FSP system. This data, along with the most current IFA & EDA allotment data, are extracted from the FSP System.
Method of Calculation:	The denominator is the unique count of districts that have eligible debt for the IFA and EDA programs. The numerator is the unique count of districts that received IFA or EDA funds.
Data Limitations:	Reported only once per year in the last quarter, reflecting the applicable year's activity.
Calculation Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

Output Measures—Goal 1, Objective 1, Strategy 1

1.1.1.1 TOTAL AVERAGE DAILY ATTENDANCE – REGULAR AND CHARTER SCHOOLS

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

1.1.1.2 TOTAL AVERAGE DAILY ATTENDANCE OF OPEN ENROLLMENT-CHARTER SCHOOLS

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

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

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

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

EXPLANATORY MEASURES—GOAL 1, OBJECTIVE 1, STRATEGY 1

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

Definition: The estimated number of full-time equivalent students who are receiving special education services.
Purpose: To measure the number of students who receive special education services.
Data Source: Attendance data are reported to the Public Education Information Management System (PEIMS) by all school districts operating approved special education instructional programs. Data include students at charter schools but exclude non-foundation districts. Final PEIMS data are used if available in time to report the measure. Otherwise, the data are derived from the agency's pupil projections.
Method of Calculation: For each six-week reporting period for each special education instructional arrangement (with the exception of Mainstream and Non-Public day schools), the number of eligible days present for all students counted for funding is converted to contact hours by multiplying the number of days present by the assigned contact hour value for that instructional arrangement. Contact hours are then converted to FTEs by dividing contact hours by the number of days taught in the district multiplied by six. An average of all six weeks is then computed for each instructional arrangement by dividing the sum of the six weeks by six unless the district is a migrant district and then the average is based on the four six week reporting periods that have the largest total refined average daily attendance (RADA).
Data Limitations: This measure is reported during the fourth quarter only.
Calculation Type: Noncumulative.
New Measure: No.
Desired Performance: Higher than target.

1.1.1.2 COMPENSATORY EDUCATION STUDENT COUNT

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

1.1.1.3 CAREER AND TECHNOLOGY EDUCATION FTEs

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

1.1.1.4 BILINGUAL EDUCATION/ESL AVERAGE DAILY ATTENDANCE

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

reporting, final data is extracted from PEIMS and uploaded into the FSP System. Data include charter schools but exclude non-foundation districts. If final data is unavailable, near-final data is extracted from the FSP System.

Method of Calculation: For each six-week reporting period, the number of eligible days present for those students counted for funding is divided by the number of days taught. An average of all six weeks is then computed.

Data Limitations: This measure is reported in the fourth quarter only.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

1.1.1.5 *Gifted and Talented Average Daily Attendance*

Definition: The estimated number of students who are funded for gifted and talented programs statewide.

Purpose: To report the number of students funded for gifted and talented programs statewide.

Data Source: Attendance data are reported to PEIMS by all school districts operating approved gifted and talented programs. If available in time for reporting, final data are extracted from PEIMS and uploaded into the FSP System. Data include charter schools but exclude non-foundation districts. If final data are unavailable, near-final data are extracted from the FSP System.

Method of Calculation: For each district, the estimate reflects either the number enrolled in its gifted and talented program or 5 percent of its ADA, whichever is smaller.

Data Limitations: This measure is reported in the fourth quarter only.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

Output Measures—Goal 1, Objective 1, Strategy 2

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

Definition: All funds allocated by the state specifically dedicated to pay debt on bonds issued for school facilities will be counted, along with all local funds which can be identified as raised to pay those debts.

Purpose: To identify the funds allocated for debt service on bonds issued for school facilities.

Data Source: The data for this measure is derived from budgeted expenditures reported to PEIMS by school districts during the fall (Collection 1).

Method of Calculation: State and local funds will be reported as an estimate from the fall (Collection 1) submission of budgeted financial information in PEIMS, and will include budget Debt, Service, object codes 6500-6599.

Data Limitations: The PEIMS data that this measure is based on is available to report only once a year which is at the end of the second quarter.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

Outcome Measures—Goal 1, Objective 2

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

Definition: The distinguished level of achievement indicates students who took advanced course work in mathematics and science by earning four credits in

mathematics, including Algebra II, and four credits in science and who earned at least one endorsement in addition to completing the curriculum required under the Foundation High School Program. Students must earn a distinguished level of achievement to qualify under TEC §51.803 for the automatic admissions policy.

Purpose: To report data concerning the percentage of graduates who earn the successful completion of distinguished level of achievement.

Data Source: Information from the third PEIMS collection of students identified with the FHSP Distinguished Level of Achievement Indicator Code.

Method of Calculation: The number of students graduating on the Foundation High School Program with the distinguished level of achievement divided by the total number of students graduating on the Foundation High School Program who receive a diploma.

Data Limitations: Data reported for this performance Measure is for the previous school year.

Calculations Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

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

Definition: Students have the opportunity on the Foundation High School program have the opportunity to earn endorsements that focus on particular areas of study that align with students' postsecondary goals. These endorsements include science, technology, engineering, and mathematics (STEM); business and industry; public services; arts and humanities, and multidisciplinary studies. Upon entering ninth grade, students must indicate in writing the endorsement they plan to pursue and may, after sophomore year, opt out of an endorsement with the agreement of their parent/guardian. To earn an endorsement, students must complete the curriculum requirements for the Foundation High School Program, the requirements for a specific endorsement as specified in TAC §74.13 as well as earn an additional credit each in mathematics and science and two additional elective credits.

Purpose: To report data concerning the percentage of graduates who successfully earn endorsements.

Data Source: Information from the third PEIMS collection of students identified with the FHSP Endorsement Indicator codes.

Method of Calculation: The number of students on the Foundation High School Program graduating with at least one endorsement divided by the total number of students graduating on the Foundation High School Program who receive a diploma.

Data Limitations: Data reported for this performance measure is for the previous school year.

Calculations Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

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

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

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

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

1.2.5 *PERCENT OF MONITORED DISTRICTS IDENTIFIED FOR SPECIAL EDUCATION NONCOMPLIANCE THAT CORRECT NONCOMPLIANCE WITHIN A YEAR OF NOTIFICATION*

Definition:	Title 34 Code of Federal Regulations (CFR) §300.600 requires the State to monitor the implementation of the Act and the regulations. The primary focus of the State's monitoring activities must be on improving educational results and functional outcomes for all children with disabilities, and ensuring that public agencies meet the program requirements under Part B of the Act.
Purpose:	The purpose of the measure is to ensure monitored districts correct identified special education noncompliance within a year of notification as required in the Code of Federal Regulations.
Data Source:	The Intervention, Stage, and Activity Manager (ISAM) system managed by the TEA Division of School Improvement until 2020-2021 school year. Beginning 2020-2021 school year Ascend Texas Platform managed by the TEA Division of Monitoring, Review and Support..
Method of Calculation:	This measure is calculated annually by determining the percent of LEA's identified for Special Education noncompliance who correct noncompliance within one year compared to the total number of LEA's identified for noncompliance in Special Education. The numerator is the number of districts identified for Special Education noncompliance that correct noncompliance within a year of notification. The denominator is the total number of districts identified for Special Education noncompliance during July 1 - June 30 of each reporting year.
Data Limitations:	The number of schools identified vary from year to year in a performance-based system due to noncompliance identified through the findings of on-site monitoring visits determined by the RDA framework, LEA identification of noncompliance as reported in the RDA framework requirements, nonpublic facility approval process, residential facility monitoring and LEA's data submission for State Performance Plan
Calculation Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

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

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

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

Definition:	Students who score a 3 and above on an AP exam or 4 and above on an IB exam have demonstrated they can do college level work while in high school and have the potential to earn college credit. Institutions of higher education make the final determination as to whether or not the college credit is earned and how much college credit is awarded.
Purpose:	Performance on this indicator indicates the amount of college credit that could be earned by a student while in high school and reflects the amount of potential savings to the state.
Data Source:	The College Board (CB), the International Baccalaureate Organization (IBO), and the TEA Division of Research and Analysis. The CB and IBO report the exam scores to TEA, and the Division of Research and Analysis verifies the data.
Method of Calculation:	The number of AP/IB exams with a qualifying score that could result in college credit or advanced placement is divided by the total number of AP/IB exams taken. The amount of college credit earned is determined by the institution of higher education that the student will attend.
Data Limitations:	Data for this measure is provided by the CB in July of each year and by IBO in the fall of each year TEA's Division of Research and Analysis verifies the data, a process requiring several months. Data reported for this performance measure is for the previous fiscal year.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

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

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

1.2.9 PERCENT OF STUDENTS EXITING BILINGUAL/ESL PROGRAMS SUCCESSFULLY

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

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

Definition:	This measure will report the percentage of LEP students making progress towards English Language proficiency.
Purpose:	The purpose of the measure is to identify an increase or decrease in the number of districts with annual increases in the percentage of LEP students making progress towards English language proficiency.
Data Source:	The Texas English Language Proficiency Assessment System (TELPAS) Composite Score.
Method of Calculation:	Number of LEP students progressing at least one proficiency level on the TELPAS Composite Rating from one year to the next divided by the number of LEP students assessed on the TELPAS over a two-year period. The distinction between the two groups is that the first group includes English learners who demonstrate upward movement by one or more levels on the TELPAS Composite score from one year to the next; the second group includes English learners who maintain a TELPAS Composite score of Advanced High from one year to the next.
Data Limitations:	None.
Calculation Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

1.2.11 PERCENT OF STUDENTS RETAINED IN GRADE 5

Definition:	The percentage of students repeating Grade 5.
Purpose:	Promotion from Grade 5 to Grade 6 is evidence that a student has mastered the knowledge and skills required in Grade 5. Students who master the knowledge and skills required in Grade 5 are prepared to be successful in Grade 6. Retention rates, disaggregated by grade level, are required by TEC §39.332(b)(11).
Data Source:	PEIMS. Enrollment data including student demographic and program participation information, and leaver data submitted during the PEIMS fall submission; attendance data, including student demographic and program

	participation information, submitted during the PEIMS summer submission.
Method of Calculation:	Student data for two years are required. Students enrolled in both years and students who graduate at the end of the first year are included in the total student count (the denominator). Students found to have been enrolled in the same grade in both years are counted as retained (numerator). The rate is calculated by dividing the number of students retained by the total student count.
Data Limitations:	The calculations require that student records be matched for two successive years. Students who leave Texas public schools for reasons other than graduation, and students new to Texas public schools cannot be included in the calculations. In addition, student records with identification errors that prevent matching in two years cannot be included in the calculations. Data reported once annually. Prior year data reported.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Lower than target.

1.2.12 PERCENT OF STUDENTS RETAINED IN GRADE 8

Definition:	The percentage of students repeating Grade 8.
Purpose:	Promotion from Grade 8 to Grade 9 is evidence that a student has mastered the knowledge and skills required in Grade 8. Students who master the knowledge and skills required in Grade 8 are prepared to be successful in Grade 9. Retention rates, disaggregated by grade level, are required by TEC §39.332(b)(11).
Data Source:	PEIMS. Enrollment data including student demographic and program participation information, and leaver data submitted during the PEIMS fall submission; attendance data, including student demographic and program participation information, submitted during the PEIMS summer submission.
Method of Calculation:	Student data for two years are required. Students enrolled in both years and students who graduate at the end of the first year are included in the total student count (the denominator). Students found to have been enrolled in the same grade in both years are counted as retained (numerator). The rate is calculated by dividing the number of students retained by the total student count.
Data Limitations:	The calculations require that student records be matched for two successive years. Students who leave Texas public schools for reasons other than graduation, and students new to Texas public schools cannot be included in the calculations. In addition, student records with identification errors that prevent matching in two years cannot be included in the calculations. Data reported once annually. Prior year data reported.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Lower than target.

1.2.13 PERCENT OF STUDENTS RETAINED IN GRADE

Definition:	The statewide retention rate for Grades K-12 is reported. The retention rate reflects the percentage of students repeating a grade, and is reported in response to requirements in TEC §39.332(b)(11).

Purpose:	To determine the percent of students who are retained in grade.
Data Source:	PEIMS. Enrollment data including student demographic and program participation information, and leaver data submitted during the PEIMS fall submission; attendance data, including student demographic and program participation information, submitted during the PEIMS summer submission.
Method of Calculation:	Student data for two years are required. Students enrolled in both years and students who graduate at the end of the first year are included in the total student count (the denominator). Students found to have been enrolled in the same grade in both years are counted as retained (numerator). The rate is calculated by dividing the number of students retained by the total student count.
Data Limitations:	The calculations require that student records be matched for two successive years. Students who leave Texas public schools for reasons other than graduation, and students new to Texas public schools cannot be included in the calculations. In addition, student records with identification errors that prevent matching in two years cannot be included in the calculations. Data reported once annually. Prior year data reported.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Lower than target.

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

Definition:	The percent of kindergarten students who are determined, based on results of appropriate universal screening, to be at risk for dyslexia or other reading difficulties.
Purpose:	This measure is an indication of the early identification of students at risk for dyslexia or other reading difficulties to ensure students receive appropriate services and support as early as possible.
Data Source:	District-reported. Data element in PEIMS (Public Education Information Management System). The data is requested from staff in the PEIMS division.
Method of Calculation:	Districts will be asked to report to the agency through the PEIMS the number of kindergarten students who, based on the results of an appropriate screener, are determined to be at risk for dyslexia or other reading difficulties as required by TEC 38.003. The aggregated total will be divided by the total number of students enrolled in kindergarten, which is also available through PEIMS.
Data Limitations:	Schools are not required to adopt a specific screening instrument, so local identification measures vary from one district to another.
Calculations Type:	Noncumulative.
New Measure:	Yes
Desired Performance:	Higher than target.

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

Definition:	The percent of kindergarten students who are determined, based on results of appropriate universal screening, to be at risk for dyslexia or other reading

difficulties.

Purpose: This measure is an indication of the early identification of students at risk for dyslexia or other reading difficulties to ensure students receive appropriate services and support as early as possible.

Data Source: District-reported. Data element in PEIMS (Public Education Information Management System). The data is requested from staff in the PEIMS division.

Method of Calculation: Districts will be asked to report to the agency through the PEIMS the number of grade 1 students who, based on the results of an appropriate screener, are determined to be at risk for dyslexia or other reading difficulties as required by TEC 38.003. The aggregated total will be divided by the total number of students enrolled in grade 1, which is also available through PEIMS.

Data Limitations: Schools are not required to adopt a specific screening instrument, so local identification measures vary from one district to another.

Calculations Type: Noncumulative.

New Measure: Yes

Desired Performance: Higher than target.

1.2.16 PERCENT OF STUDENTS THAT SCORE AT OR ABOVE APPROACHES STANDARD IN GRADE 5 READING

Definition: Percent of students that score at or above Approaches on the state reading assessment in fifth grade.

Purpose: To demonstrate the percent of students who score at or above Approaches on the Grade 5 statewide reading assessment..

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

Method of Calculation: The numerator is the Cumulative Number at Approaches on the Grade 5 Reading STAAR after all administrations in a given year. The denominator is the Cumulative Number of Students Tested on the Grade 5 Reading STAAR after all administrations in a given year.

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

Calculations Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

1.2.17 PERCENT OF STUDENTS THAT SCORE AT OR ABOVE APPROACHES STANDARD IN GRADE 5 MATH

Definition: Percent of students that score at or above Approaches on the state math assessment in fifth grade

Purpose: To demonstrate the percent of students who score at or above Approaches on the Grade 5 statewide mathematics assessment..

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

Method of Calculation: The numerator is the Cumulative Number at Approaches on the Grade 5 Math STAAR after all administrations in a given year. The denominator is the Cumulative Number of Students Tested on the Grade 5 Math STAAR after all administrations in a given year.

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

Calculations Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

1.2.18 PERCENT OF STUDENTS THAT SCORE AT OR ABOVE APPROACHES STANDARD IN GRADE 8 READING

Definition:	Percent of students that score at or above Approaches on the state reading assessment in eighth grade.
Purpose:	To demonstrate the percent of students who score at or above Approaches on the Grade 8 statewide reading assessment.
Data Source:	Student assessment data is calculated by the Performance Reporting Division and posted online at http://tea.texas.gov/student.assessment/results/.
Method of Calculation:	The numerator is the Cumulative Number at Approaches on the Grade 8 Reading STAAR after all administrations in a given year. The denominator is the Cumulative Number of Students Tested on the Grade 8 Reading STAAR after all administrations in a given year.
Data Limitations:	Student assessment data is reported once a year.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

1.2.19 PERCENT OF STUDENTS THAT SCORE AT OR ABOVE APPROACHES STANDARD IN GRADE 8 MATH

Definition:	Percent of students that score at or above Approaches on the state math assessment in eighth grade..
Purpose:	To demonstrate the percent of students who score at or above Approaches on the Grade 8 statewide mathematics assessment.
Data Source:	Student assessment data is calculated by the Performance Reporting Division and posted online at http://tea.texas.gov/student.assessment/results/.
Method of Calculation:	The numerator is the Cumulative Number at Approaches on the Grade 8 Math STAAR after all administrations in a given year. The denominator is the Cumulative Number of Students Tested on the Grade 8 Math STAAR after all administrations in a given year..
Data Limitations:	Student assessment data is reported once a year.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

1.2.20 PERCENT OF CIS CASE-MANAGED STUDENTS REMAINING IN SCHOOL

Definition:	This measure reports the ratio of the case-managed students served by Communities In School (CIS) that stay in school.
Purpose:	This measure is an indicator of progress made by local CIS programs to keep students who are at risk of dropping out of school..
Data Source:	The data used for this measure is recorded in the Communities In Schools Navigator (CIS-NAV) by each local CIS program. In order to be classified as "case-managed", a student must meet the CIS state definition of case management as listed in the CIS of Texas Program Manual.
Method of Calculation:	This calculation is the number of casefiles Stayed in School divided by the total casefiles (Grades 7-12) excluding casefiles where the EOY Outcome is Non-Dropout Leaver. Stayed in School is defined as the number of casefiles (grades 7-12) with an EOY Outcome of Graduated, GED, Promoted or Retained.

Data Limitations: CIS programs use the end of year status for each case managed student as determined by LEAs. The agency is dependent upon the local CIS programs for data within the required timeframe.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

1.2.21 PERCENT OF DISTRICTS THAT MEET ALL ELIGIBLE INDICATORS IN THE CLOSING THE GAPS DOMAIN

Definition: Districts that meet all of the Closing the Gaps eligible performance targets.

Purpose: The purpose of the Closing the Gaps domain is to measure achievement differentials and eliminate performance gaps among difference racial and ethnic groups with varying socioeconomic backgrounds and other factors including: students formerly receiving special education services, continuously enrolled students and students who are mobile.

Method of Calculation: The number of districts meeting all eligible indicators in the Closing the Gaps domain is divided by the total number of districts evaluated under the state accountability system.

Data Limitations: None.

Calculations Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

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

Definition: Campuses that meet all of the Closing the Gaps targets..

Purpose: The purpose of the Closing the Gaps domain is to measure achievement differentials and eliminate performance gaps among difference racial and ethnic groups with varying socioeconomic backgrounds and other factors including: students formerly receiving special education services, continuously enrolled students and students who are mobile.

Data Source: State accountability system data.

Method of Calculation: The number of campuses meeting all eligible indicators in the Closing the Gaps domain is divided by the total number of campuses evaluated under the state accountability system.

Data Limitations: None.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

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

Definition: Campuses that meet all of the Closing the Gaps targets for students with disabilities..

Purpose: The Closing the Gaps Domain ensures that performance on each subject, indicator, and student group is addressed, all state and federal accountability requirements are incorporated into the accountability system.

Data Source:	State Accountability System data.
Method of Calculation:	The number of campuses meeting all eligible indicators in the Closing the Gaps domain for students with disabilities is divided by the total number of campuses evaluated on one or more students with disabilities safeguard indicators under the state accountability system.
Data Limitations:	None.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

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

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

1.2.25 CAREER AND TECHNICAL EDUCATION (CTE) GRADUATION RATES

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

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

| Definition: | Percent of secondary students who completed a coherent sequence of courses in career and technical education who have attained a high school |

diploma or Texas Certificate of High School Equivalency and have left secondary education in the reporting year.

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

1.2.27 CAREER AND TECHNICAL EDUCATIONAL TECHNICAL SKILL ATTAINMENT

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

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

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

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

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

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

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

Title: Percentage of Eligible Four-Year-Olds Served in a High-Quality
                            Prekindergarten Grant Program
Strategy: A.2.1, Statewide Educational Initiatives
Type: Outcome Measure
Definition: This measure reflects the percentage of eligible four-year-olds served in a
                            High-Quality Prekindergarten program.
Purpose: The purpose of this measure is to identify the percentage of eligible four-year-
                            olds served in a High-Quality Prekindergarten program.
Data Source: PEIMS

Method of Calculation:	Divide the number of eligible students enrolled by the number of districts/charters indicating high-quality in ECDS.
Data Limitations:	None
Calculation Type:	Noncumulative
New measure:	Yes
Desired Performance:	Higher than target

Output Measures—Goal 1, Objective 2, Strategy 1

1.2.1.1 NUMBER OF STUDENTS SERVED IN EARLY CHILDHOOD SCHOOL READY PROGRAM

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

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

Definition:	Number of Pre-Kindergarten students served in Early Childhood School Ready online engage platform.
Purpose:	Represents supplementary funding that targets pre-kindergarten students. Research states that many of the students in the identified group enter school not ready to learn; therefore supplementary instruction targeted at diminishing the gap in the readiness of a large group of students increases chances of their academic success upon entering kindergarten and during subsequent years in school.
Data Source:	Grantee reported through activity/progress reports.
Method of Calculation:	Provide the number of students in the online engage platform from all discretionary grants serving this age group.
Data Limitations:	N/A
Calculation Type:	Noncumulative.
New Measure:	Yes
Desired Performance:	Higher than target.

1.2.1.3 NUMBER OF STUDENTS SERVED IN HALF-DAY PREKINDERGARTEN PROGRAMS

Definition:	Number of eligible and non-eligible students served in half-day prekindergarten programs.

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

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

Definition:	Number of eligible and non-eligible students served in full-day prekindergarten programs.
Purpose:	To report the number of full-day prekindergarten programs in Texas public school.
Data Source:	PEIMS PK Program Type Code, Code Table C185 (fall submission), codes 02, 03, and 05.
Method of Calculation:	The measure is calculated by summing the number of prekindergarten eligible students participating in a prekindergarten program that provides instruction to the student at least four hours each day. (PK-Program Type Code 02) and the number of prekindergarten eligible student participating in a prekindergarten program that provides instruction to the student at least four hours each day and receives special education services (PK-Program Type Code 03), and the number of prekindergarten ineligible students participating in a prekindergarten program that provides instruction to the student at least four hours each day (PK-Program Type Code 05).
Data Limitations:	The data for this measure is available only after the third quarter.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

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

Definition:	Number of LEP students who will be in Kindergarten or 1st grade in September who are served in summer school programs as reported to TEA on the Request for Approval of Bilingual or Special Language Summer School Program form.
Purpose:	To determine the number of LEP students served in summer school programs.
Data Source:	Data collection will be PEIMS submission P.DEMOGRAPHIC (yr) E WHERE BIL_ESL_ SUMMER ="1".

Method of Calculation: Count the number of LEP students who have been flagged as participants using the bilingual/ESL Summer School Indicator Code. These participants are reported in the extended year PEIMS collection.

Data Limitations: Report data once at the beginning of the fiscal year. Data is from the prior school year.

Calculations Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

1.2.1.6 NUMBER OF SECONDARY STUDENTS SERVED FROM GRADES 9 THROUGH 12

Definition: A count of students enrolled in public schools in grades 9 through 12.

Purpose: To report the number of students enrolled in high school.

Data Source: Fall collection of data on student enrollment as reported in PEIMS.

Method of Calculation: No calculation is required.

Data Limitations: Reported once annually at the end of the third quarter.

Calculations Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

1.2.1.7 NUMBER OF STUDENTS RECEIVING A T-STEM EDUCATION

Definition: This measure reflects the number of students in grade 6-12 or grades 9-12 that are receiving a STEM quality education as determined by the T-STEM blueprint.

Purpose: The T-STEM Academies target a majority student population in grades 6-12 or 9-12 who are at risk of dropping out of school. The purpose of this measure is to identify the number of students receiving a T-STEM education in a designated T-STEM Academy.

Data Source: TEA PEIMS indicator 1559, submission 1 for Designated T-STEM Academies.

Method of Calculation: Total student count from data submitted in PEIMS submission 1 for campuses that are designated as T-STEM Academies.

Data Limitations: Submission 1 data is preliminary enrollment data. Submission 3 data isn't available until mid-September each year. Data may not be available by the measure reporting date.

Type: Cumulative.

New Measure: No.

Desired Performance: Higher than target.

1.2.1.8 NUMBER OF T-STEM ACADEMIES

Definition: This measure reflects the number of campuses that have been designated as a "T-STEM" academy.

Purpose: The T-STEM Academies target a majority student population in grades 6-12 or 9-12 who are who are at risk of dropping out of school. The purpose of this measure is to show the number of designated T-STEM Academies.

Data Source: Annual TEA T-STEM Designation process.

Method of Calculation: Count of Academies that are designated through the annual TEA T-STEM Designation process. An Academy is considered a pathway of students either in grades 6-12 or 9-12. The total number of campuses may be higher than the

number of T-STEM Designated academies.

Data Limitations:	N/A.
Calculation Type:	Cumulative.
New Measure:	No.
Desired Performance:	Higher than target.

1.2.1.9 NUMBER OF EARLY COLLEGE HIGH SCHOOLS

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

1.2.1.10 NUMBER OF STUDENTS ENROLLED IN EARLY COLLEGE HIGH SCHOOLS

Definition:	This measure reflects the number of students enrolled in Early College High Schools.
Purpose:	The purpose of this measure is to identify the total number of public school students who are enrolled in Early College High Schools.
Data Source:	Division of College, Career, and Military Prep
Method of Calculation:	The measure is calculated by adding the total the number of schools that are designated as Early College High Schools each year.
Data Limitations:	None
Calculation Type:	Noncumulative
New Measure:	Yes
Desired Performance:	Higher than target

1.2.1.11 NUMBER OF STUDENTS SERVED BY CAREER AND TECHNICAL EDUCATION COURSES

Definition:	The number of secondary students who are participating in career and technical education courses during the reported school year.
Purpose:	To report the number of secondary students who chose career and technical education courses.
Data Source:	PEIMS student data records.
Method of Calculation:	Data are reported by all school districts operating career and technical education instructional programs. Includes CTE Code 1 and 2 students based on fall PEIMS data-unduplicated count.
Data Limitations:	Data are available in March of the reporting year.
Calculations Type:	Non-cumulative
New Measure:	Yes
Desired Performance:	Higher than target.

1.2.1.12 *N*UMBER OF *P*ATHWAYS IN *T*ECHNOLOGY *E*ARLY *C*OLLEGE *H*IGH *S*CHOOLS (P-TECH) *D*ESIGNATED *S*CHOOLS

Definition:	TEC 29.551 establishes the Pathways in Technology Early College High Schools (P-TECH) program.
PURPOSE:	P-TECH Designated schools provide students grade 9 through 12 the opportunity to complete a course of study that combines high school and post-secondary courses. The purpose of this measure is to show the growth in the number of designated schools.
Data Source:	Approved designation application
Method of Calculation:	Count of Academies that are designated through the P-TECH annual designation process.
Data Limitations:	N/A
Calculations Type:	Cumulative.
New Measure:	Yes
Desired Performance:	Higher than target.

1.2.1.13 *N*UMBER OF *S*TUDENTS *E*NROLLED IN *P*ATHWAYS IN *T*ECHNOLOGY *E*ARLY *C*OLLEGE *H*IGH *S*CHOOLS (P-TECH) *D*ESIGNATED *S*CHOOLS

Definition:	TEC 29.551 establishes the Pathways in Technology Early College High Schools (P-TECH) program.
PURPOSE:	P-TECH Designated schools provide students grade 9 through 12 the opportunity to complete a course of study that combines high school and post-secondary courses. The purpose of this measure is to show the growth in the number of students enrolled in these schools.
Data Source:	TEA PEIMS indicator E1612, submission 1 for Designated Early College High Schools.
Method of Calculation:	Total student count from data submitted in PEIMS submission 1 for campuses that are designated as Early College High Schools.
Data Limitations:	N/A
Calculations Type:	Cumulative.
New Measure:	Yes
Desired Performance:	Higher than target.

EXPLANATORY MEASURE—GOAL 1, OBJECTIVE 2, STRATEGY 2

1.2.2.1 *N*UMBER OF *M*IGRANT *S*TUDENTS *I*DENTIFIED

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

recruited under Elementary and Secondary Education Act (ESEA) migrant education provisions are provided an array of supplemental education and support services from various federal, state and local funding sources.

Purpose: To identify and certify migrant students in order to target appropriate services under Title I, Part C—Education of Migratory Children.

Data Source: New Generation System (NGS), a database for encoding migrant student data.

Method of Calculation: Districts and ESC NGS data specialists are responsible for encoding migrant student demographic data into the NGS database between the September 1 and August 31 reporting period. A snapshot of the data from this reporting period is taken annually in early November to generate a statewide unduplicated count of migrant students (ages 3-21).

Data Limitations: Data limited to period reported.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

Output Measures—Goal 1, Objective 2, Strategy 3

1.2.3.1 NUMBER OF STUDENTS SERVED BY REGIONAL DAY SCHOOLS FOR THE DEAF

Definition: The number of students with auditory impairments served by the Regional Day School Programs for the Deaf (RDSPD).

Purpose: To report students with auditory impairments served by the Regional Day School Programs for the Deaf.

Data Source: PEIMS.

Method of Calculation: Total number of students receiving services from a RDSPD reported by districts through PEIMS.

Data Limitations: Data is available in the third quarter.

Calculations Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

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

Definition: The number of students with visual impairments in Texas.

Purpose: To report the use of statewide programs for students with visual impairments in Texas.

Data Source: Annual January Statewide Registration of Visually Impaired Students.

Method of Calculation: The number is taken from the Annual January Statewide Registration of Visually Impaired Students.

Data Limitations: Data is available in the third quarter.

Calculations Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

Output Measures—Goal 1, Objective 2, Strategy 4

1.2.4.1 TOTAL NUMBER OF OPERATIONAL OPEN-ENROLLMENT CHARTER CAMPUSES

Definition: The reported number of open-enrollment charter campuses operating statewide.

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

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

Definition:	This measure reports the number of case-managed students participating in the Communities In Schools (CIS) program on CIS-state-funded campuses.
Purpose:	CIS is a specific program model designed to keep youth in school. This measure is an indicator of the number of case-managed students served by the local CIS programs.
Data Source:	The number of case-managed students served on state-funded campuses as reported by local CIS programs in the Communities In Schools Navigator (CIS-NAV).
Method of Calculation:	A data pull from CIS-NAV is used to determine the number of case-managed students served by CIS on state funded campuses within a selected reporting period. This number is determined cumulatively (from the beginning of the year through the reporting quarter).
Data Limitations:	The agency is dependent on local CIS programs to provide accurate and timely data in CIS-NAV. On rare occasions the local CIS programs may serve the same youth if the youth transfers between programs. When this occurs, the youth may be counted more than once. The amount of duplication is less than 1%.
Calculations Type:	Cumulative.
New Measure:	No.
Desired Performance:	Higher than Target.

1.2.4.3 NUMBER OF CAMPUSES SERVED BY COMMUNITIES IN SCHOOLS

Definition:	This measure reports the number of state-funded campuses served by the CIS affiliates across the state.
Purpose:	CIS affiliates provide school-wide supports, case management services to students at risk of school dropout, and coordination of community partnerships and services on school campuses. The intent of this measure is to report the number of campus receiving the services provided by local CIS affiliates.
Data Source:	The number of state-funded campuses served as reported by local CIS affiliates in Communities In Schools Navigator (CIS-NAV).
Method of Calculation:	The CIS-NAV Statewide CSV download will be used to pull this information. This measure is cumulative and will be pulled at the end of the school year.
Data Limitations:	The agency is dependent on local CIS affiliates to provide accurate and timely data in CIS-NAV. This measure is also affected by the funding granted to and raised by the local programs.
Calculation Type:	Cumulative

New Measure: Yes
Desired Performance: Higher than target.

EXPLANATORY MEASURES—GOAL 1, OBJECTIVE 2, STRATEGY 4

1.2.4.1 AVERAGE EXPENDITURE PER COMMUNITIES IN SCHOOLS PARTICIPANT

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

Outcome Measures—Goal 2, Objective 1

2.1.1 PERCENT OF ALL STUDENTS PASSING ALL TESTS TAKEN

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

2.1.2   PERCENT OF AFRICAN AMERICAN STUDENTS PASSING ALL TESTS TAKEN

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

2.1.3   PERCENT OF HISPANIC STUDENTS PASSING ALL TESTS TAKEN

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

2.1.4   PERCENT OF WHITE STUDENTS PASSING ALL TESTS TAKEN

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Data Limitations: Reported once annually.

Calculations Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

2.1.10   PERCENT OF GRADES 3 THROUGH 8 STUDENTS PASSING STAAR MATHEMATICS

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

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

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

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

Data Limitations: Reported once annually.

Calculations Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

2.1.11   PERCENT OF ALL STUDENTS PASSING ALL WRITING TESTS TAKEN

Definition: Number of all students in grades 4 and 7 who met standard on all the writing tests they took, expressed as a percent of all students in grades 4 and 7 who took the tests. The tests for this measure exclude alternate assessments.

Purpose: To measure performance of all students in grades 4 and 7 on the writing assessments.

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

Method of Calculation: Count all students in grades 4 and 7 who took the STAAR writing tests to determine the denominator, and then count all students in grades 4 and 7 who met the standard on the STAAR writing test to determine the numerator. Then, divide the numerator by the denominator and express as a percent.

Data Limitations: Reported once annually.

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

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

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

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

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

2.1.14 *PERCENT OF CAMPUSES RECEIVING A DISTINCTION DESIGNATION*

Definition: Campuses receiving a distinction designation.
Purpose: To report outstanding campus academic achievements.
Data Source: Accountability system data.
Method of Calculation: The number of campuses receiving a distinction designation divided by the total number of campuses receiving a rating.
Data Limitations: None.

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

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

Definition: Districts received postsecondary readiness distinctions because their
                        performance met or exceeded the established accountability requirements for
                        postsecondary readiness distinctions.
Purpose: To report district ratings.
Data Source: Accountability system data.
Method of Calculation: The number of districts receiving a postsecondary readiness distinction is
                        divided by the total number of districts that are eligible to receive a rating
                        under the state accountability system.
Data Limitations: None.
Calculations Type: Noncumulative.
New Measure: No.
Desired Performance: Higher than target.

2.1.16 PERCENT OF CAMPUSES RECEIVING THREE OR MORE DISTINCTION DESIGNATIONS

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

2.1.17 PERCENT OF DISTRICTS RECEIVING AN "F" OR LOWEST RATING

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

2.1.18 PERCENT OF CAMPUSES RECEIVING AN "F" OR LOWEST RATING

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

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

2.1.19 PERCENT OF CHARTER CAMPUSES RECEIVING AN "F" OR LOWEST RATING

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

2.1.20 PERCENT OF DISTRICTS RECEIVING AN "A" OR HIGHEST RATING

Definition: Districts whose performance affords them the highest rating in the accountability rating system.
Purpose: To report district ratings.
Data Source: Accountability system data.
Method of Calculation: The number of districts receiving the highest rating is divided by the total number of districts evaluated under the state accountability system.
Data Limitations: None
Calculation Type: Noncumulative.
New Measure: Yes
Desired Performance: Higher than target.

2.1.21 PERCENT OF CAMPUSES RECEIVING AN "A" OR HIGHEST RATING

Definition: Campuses whose performance affords them the highest rating in the accountability rating system.
Purpose: To report district ratings.
Data Source: Accountability system data.
Method of Calculation: The number of campuses receiving the highest rating is divided by the total number of campuses evaluated under the state accountability system.
Data Limitations: None
Calculation Type: Noncumulative.
New Measure: Yes
Desired Performance: Higher than target.

2.1.22 PERCENT OF CHARTER CAMPUSES RECEIVING AN "A" OR HIGHEST RATING

Definition: Charter campuses whose performance affords them the highest rating in the accountability rating system.
Purpose: To report district ratings.
Data Source: Accountability system data.
Method of Calculation: The number of charter campuses receiving the highest rating is divided by the total number of charter campuses evaluated under the state accountability system.
Data Limitations: None
Calculation Type: Noncumulative.
New Measure: Yes
Desired Performance: Higher than target.

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

Definition: Texas Education Code (TEC) §39.054 (a) states, the commissioner shall adopt rules to evaluate school district and campus performance and assign an overall performance rating of A, B, C, D, or F. A district may not receive a rating of A if any campus within the district receives an overall or domain performance rating of D or F. TEC §39.054(a-2) states, the commissioner may adopt procedures to ensure that a repeated rating of D or F, that is not significantly improving, is reflected in the overall performance rating of a district under this section or a campus under Section 39.0544.
Purpose: The purpose of the measure is to determine the percent of districts receiving a rating of A-D in the subsequent year after being assigned a rating of 1st year overall F, thereby reflecting performance improvement.
Data Source: State accountability ratings and the list of districts with a performance rating of A, B, C, or D provided by the TEA Division of Performance Reporting..
Method of Calculation: This measure is calculated annually by determining the percent of districts identified for the first time with a performance rating of overall F that received a rating of A-D in the subsequent year. The numerator is the total number of districts with a performance rating of A, B, C or D in the subsequent year. The denominator is the total number of districts with a performance rating of overall F
Data Limitations: State law requires the use of an external panel to review appeals to the state accountability ratings. Each year, the final state accountability ratings are assigned in mid-October after completion of the appeal review process. The calculation of this measure cannot occur prior to the release of the final ratings. The calculation is affected by changes occurring in the state accountability system.
Calculation Type: Noncumulative.
New Measure: No.
Desired Performance: Higher than target.

2.1.24 PERCENT OF CAMPUSES THAT RECEIVED A PERFORMANCE RATING OF F FOR THE FIRST TIME THAT ACHIEVE SUBSEQUENT YEAR RATINGS OF A,

Definition:	Texas Education Code (TEC) §39.054 (a) states, the commissioner shall adopt rules to evaluate school district and campus performance and assign an overall performance rating of A, B, C, D, or F. A district may not receive a rating of A if any campus within the district receives an overall or domain performance rating of D or F. TEC §39.054(a-2) states, the commissioner may adopt procedures to ensure that a repeated rating of D or F, that is not significantly improving, is reflected in the overall performance rating of a district under this section or a campus under Section 39.0544..
Purpose:	The purpose of the measure is to determine the percent of campuses receiving a rating of A-D in the subsequent year after being assigned a rating of 1st year overall F, thereby reflecting performance improvement.
Data Source:	State accountability ratings and the list of campuses with performance rating of A, B, C, or D provided by the TEA Division of Performance Reporting..
Method of Calculation:	This measure is calculated annually by determining the percent of campuses identified for the first time with a performance rating of overall F that achieve a rating of A-D in the subsequent year. The numerator is the total number of campuses with a performance rating of overall F that achieve a rating of A, B, C, or D in the subsequent year. The denominator is the total number of campuses with a performance rating of overall F
Data Limitations:	State law requires the use of an external panel to review appeals to the state accountability ratings. Each year, the final state accountability ratings are assigned in mid-October after completion of the appeal review process. The calculation of this measure cannot occur prior to the release of the final ratings. The calculation is affected by changes occurring in the state accountability system.
Calculation Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

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

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

rating of A, B, C, or D in the subsequent year. The denominator is the total number of campuses required to implement a turnaround plan (3rd year overall F)..

Data Limitations: State law requires the use of an external panel to review appeals to the state accountability ratings. Each year, the final state accountability ratings are assigned in mid-October after completion of the appeal review process. The calculation of this measure cannot occur prior to the release of the final ratings. The calculation is affected by changes occurring in the state accountability system..

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

2.1.26 PERCENT OF GRADUATES WHO TAKE THE SAT OR ACT

Definition: The number of graduates taking the ACT and/or SAT will be reported as a percentage of all graduates, and is reported as required by TEC §39.301(c)(2).

Purpose: To report the percent of graduates who take the ACT and/or SAT.

Data Source: PEIMS. Enrollment data including student demographic and program participation information, and leaver data submitted during the PEIMS fall submission; attendance data, including student demographic and program participation information, submitted during the PEIMS summer submission.

Method of Calculation: The number of graduates taking the ACT and/or SAT is divided by the total number of graduates.

Data Limitations: Reported once annually. Prior year data reported.

Calculations Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

2.1.27 PERCENT OF HIGH SCHOOL GRADUATES MEETING TEXAS SUCCESS INITIATIVE READINESS STANDARDS

Definition: Of the Texas public high school graduates who enrolled in a Texas public college or university, the percent who met Texas Success Initiative (TSI) readiness standards in all three subject areas (mathematics, reading, and writing) and who did not require developmental education.

Purpose: This measure provides an indication of the students who graduate from the Texas Public Education system intending to attend college and who demonstrate academic skills sufficient to attend college.

Data Source: Data is from the latest cohort (fall/spring/summer high school graduates) as reported annually by the institutions to the Texas Education Agency (PEIMS) and Texas Higher Education Coordinating Board (CBM001 and CBM002) and compiled by the Educational Data Center. EDC provides the Center for College Readiness reports based on this data by matching the PEIMS graduates with the CBM002 to determine those students who met state readiness standards on the TSI assessment.

Method of Calculation: (1) Take the number of fall/spring/summer high school graduates (from PEIMS) who enrolled in a Texas public college or university. (2) Of those students, determine the number exempt from the TSI Assessment in all three subject

areas based on performance on an allowable academic test (SAT, ACT, or End-of-Course) or (3) were exempt in none, one or two subject area(s) on an allowable academic test but met state readiness standards on the TSI Assessment in all subject areas where not exempt. (4) Add #2 and #3.
(5) Divide #4 by #1 to determine percent of students who did not require developmental education.

Data Limitations:	Data is reported to TEA and the THECB by the institutions. This measure does not include students enrolling in Texas non-public and out-of-state institutions. Some students defer testing for documented reasons. Data does not include non-exempt Texas public high school graduates who do not take the test.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

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

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

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

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

Output Measures—Goal 2, Objective 1, Strategy 1

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

Definition:	Number of campuses receiving the lowest rating for two out of the three most recent rated years.
Purpose:	To report campus improvement.
Data Source:	Accountability system data.
Method of Calculation:	The three most recent years of ratings are analyzed to determine the number of campuses receiving the lowest rating in any two of these three years.

Data Limitations: Data for this measure is available in the fourth quarter of the fiscal year.
Calculations Type: Noncumulative.
New Measure: No.
Desired Performance: Lower than target.

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

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

EXPLANATORY MEASURES

2.1.1.1 PERCENT OF ANNUAL UNDERREPORTED STUDENTS IN THE LEAVER SYSTEM

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

statewide sum of unduplicated underreported student records. The result is reported as a percentage.

Data Limitations:	The method of calculation requires that student enrollment and attendance information submitted for a school year be matched to enrollment and leaver information submitted the following school year. In some cases, matches cannot be made because errors have been made in student identification fields. Students whose records are present in both years but fail to match will be included in the count of underreported students. Although these data submissions do indicate flaws in data quality, they do not represent failures of districts to report on the whereabouts of students.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Lower than target.

Outcome Measures—Goal 2, Objective 2

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

Definition:	The rate of incidents of on-campus drug use and violence, per one thousand students, as reported by the districts to the agency.
Purpose:	Districts receiving funds under ESSA, Title IV, Part A, Student Support and Academic Enrichment Grants should be able to demonstrate a decrease in their incident rates.
Data Source:	PEIMS 44425 Sub-Category, Discipline Reasons 02, 04, 05, 06, 07, 08, 11, 13, 14, 16, 17, 18, 19, 22, 26, 27, 28, 29, 30, 31, 32, 33, 34, 36, 37, 41, 46, 47, 48, 59, 60, and 61.
Method of Calculation:	The number of incidents reported statewide will be multiplied by the state's total enrollment, and that number will be multiplied by 1000.
Data Limitations:	Data is self-reported by school districts and may be over- or under-reported. The codes listed are as thorough a list as possible without including discipline incidents not concerning drug use or violence.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Lower than target.

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

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

2.2.3 PERCENT OF OFFENDERS RELEASED DURING THE YEAR SERVED BY WINDHAM

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

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

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

2.2.5 PERCENT OF CAREER AND TECHNICAL COURSE COMPLETIONS—WINDHAM

Definition:	This measure counts the percent of offenders who complete a Career and Technical Education (CTE) course who are awarded a career and technical certificate by the Windham School District in a state fiscal year.
Purpose:	To assess the educational attainment of the Windham inmates in career and technical education.
Data Source:	Windham School District database.
Method of Calculation:	The numerator is the number of participants that complete a CTE course and receive a Certificate during a fiscal year. The denominator is the number of

participants that completed or dropped from the program during a fiscal year.

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

2.2.6 *Percent of Successful Course Completions through the Texas Virtual School Network Statewide Course Catalog*

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

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

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

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

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

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

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

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

Strategy: B.2.1., Technology/Instructional Materials
Type: Outcome Measure
Definition: This measure reflects the percentage of district instructional materials allotment (IMA) purchases related to instructional materials including consumables, bilingual education materials, supplemental instructional materials, and college preparatory materials.

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

Data Source: EMAT

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

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

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

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

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

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

Output Measures—Goal 2, Objective 2, Strategy 1

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

Definition:	This measure reflects the number of online course enrollments by Texas students through the Texas Virtual School Network Statewide Course Catalog. An individual course represents a one-half credit course taken in the fall, spring, or summer within a school year.
Purpose:	The purpose of this measure is to show the rate at which students enroll in online courses offered through the Texas Virtual School Network Statewide Course Catalog.

Data Source: Reports from the registration system operated by TEA.
Method of Calculation: The measure is calculated by summing the number of TxVSN Statewide
                                Course Catalog course enrollments from the fall, spring, and summer
                                semesters of an academic year as of the end of the official drop period for
                                each semester.
Data Limitations: The number of course enrollments is limited by the level of funding available to
                                the LEAs for use in paying course costs.
Calculations Type: Cumulative.
New Measure: No.
Desired Performance: Higher than target.

Output Measures—Goal 2, Objective 2, Strategy 2

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

Definition: This is the number of students placed in a TEC §37.008 Disciplinary
                                Alternative Education Program (DAEP).
Purpose: To evaluate the use of DAEPs by Texas local education agencies.
Data Source: PEIMS 44425 Sub-Category
Method of Calculation: This measure counts un-duplicated placements of students, and is a count of
                                students referred in the prior school year. One student will be counted once
                                during the school year, no matter how many times the student is placed in a
                                TEC §37.008 DAEP in that year.
Data Limitations: Data is collected once a year by TEA. Data is self-reported by school districts
                                and reflects student placements in the prior school year..
Calculations Type: Noncumulative.
New Measure: No.
Desired Performance: Lower than target.

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

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

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

Definition: This measure reports the number of LEAs undergoing compliance reviews as
                                identified annually by the Performance-Based Monitoring Discipline Data
                                Validation system. In response to TEC §37.008(m-1) and §7.028(a)(3)(A), the
                                agency has developed a process for electronically evaluating LEAs' discipline

data, including disciplinary alternative education program data. The system is designed to identify LEAs that have a high probability of having inaccurate discipline data, of failing to comply with Chapter 37, Texas Education Code requirements, and/or of disproportionately placing/removing certain student groups to disciplinary settings.

Purpose: This measure reports the number of LEAs undergoing compliance reviews as identified annually by the Performance-Based Monitoring Discipline Data Validation system. In response to TEC §37.008(m-1) and §7.028(a)(3)(A), the agency has developed a process for electronically evaluating LEAs' discipline data, including disciplinary alternative education program data. The system is designed to identify LEAs that have a high probability of having inaccurate discipline data, of failing to comply with Chapter 37, Texas Education Code requirements, and/or of disproportionately placing/removing certain student groups to disciplinary settings..

Data Source: PEIMS data used in each year's PBMAS and data validation systems.

Method of Calculation: This measure counts the unduplicated number of LEAs undergoing a Discipline Data Reporting Compliance Review. One LEA may be undergoing more than one compliance review. An LEA will have a Discipline Data Reporting Compliance Review to complete for each indicator triggered. Data Limitations: Ongoing targets may be difficult to predict and may not be stable because of (a) possible legislative changes to Chapter 37 of the Texas Education Code; (b) potential changes to the PEIMS 44425 Sub-Category; and (c) the impact of other changes in state and federal law effecting the Performance-Based Monitoring Discipline Data Validation system indicators..

Calculations Type: Noncumulative.

New Measure: No.

Desired Performance: Lower than target.

Output Measures—Goal 2, Objective 2, Strategy 3

2.2.3.1 *AVERAGE NUMBER OF SCHOOL LUNCHES SERVED DAILY*

Definition: This measure is defined as average daily participation (ADP) in the National School Lunch Program (NSLP).

Purpose: To report the average number of students served by the school lunch program.

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

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

Data Limitations: None.

Calculations Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

2.2.3.2 *AVERAGE NUMBER OF SCHOOL BREAKFASTS SERVED DAILY*

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

Output Measures—Goal 2, Objective 2, Strategy 4

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

Definition:	This measure gives the total number of contact hours per year received by inmates at campuses within the Windham School District.
Purpose:	To identify the number of contact hours delivered in Windham School District.
Data Source:	Windham attendance database.
Method of Calculation:	The entries for eligible inmates in the official Windham attendance database are summed daily for each campus. The best 180 days of school attendance for each campus are summed to give the total number of contact hours for the year.
Data Limitations:	The data is available at the end of the 4th quarter.
Calculation Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

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

Definition:	The number of offenders earning a Texas Certificate of High School Equivalency or earning a high school diploma in a state fiscal year.
Purpose:	To assess the educational attainment of Windham inmates.
Data Source:	Windham School District Achievements database.
Method of Calculation:	A count of the number of offenders who earned a Certificate of High School Equivalency or earned a high school diploma during the fiscal year is attained from the Windham School District Achievements Database and reported quarterly.
Data Limitations:	None.

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

2.2.4.3 NUMBER OF STUDENTS SERVED IN ACADEMIC TRAINING –WINDHAM

Definition: The number of students served by a Windham Academic Educational Program
                         in the State Fiscal Year. Academic Training refers to all non-Career and
                         Technical programs.
Purpose: To assess the number of students utilizing a Windham Academic Educational
                         Program during the State Fiscal Year.
Data Source: Windham School District database.
Method of Calculation: A count of the number of students that are enrolled in a Windham Academic
                         Educational Program, including high school diploma program participants during
                         the fiscal year. These numbers are attained from the Windham School District
                         Attendance Database and reported annually.
Data Limitations: Reported once annually.
Calculations Type: Noncumulative.
New Measure: No.
Desired Performance: Higher than target.

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

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

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

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

EFFICIENCY MEASURE—GOAL 2, OBJECTIVE 2, STRATEGY 4

2.2.4.1 AVERAGE COST PER CONTACT HOUR IN THE WINDHAM SCHOOL DISTRICT

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

Outcome Measures—Goal 2, Objective 3

2.3.1 TURNOVER RATE FOR TEACHERS

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

2.3.2 PERCENT OF ORIGINAL GRANT APPLICATIONS PROCESSED WITHIN 90 DAYS

Definition:	Percent of original grant applications from applicants that are processed within a 90-day cycle as determined from calendar days, not business days.
Purpose:	The measure provides information as to whether TEA is processing grant

applications for grantees in a timely manner.

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

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

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

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

2.3.3 TEA TURNOVER RATE

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

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

Data Source: Month end data downloaded from CAPPS HR/Payroll

Method of Calculation: Total year-to-date number of separations (vacated positions) for the fiscal year is divided by the average headcount (filled positions) or for the number of months year-to-date for the current fiscal year beginning September.

Data Limitations: The average filled positions for each month may vary slightly throughout the fiscal year.

Calculations Type: Noncumulative.

New Measure: No.

Desired Performance: Lower than target.

2.3.4 PERCENT OF TEACHERS WHO ARE CERTIFIED

Definition: The percent of individuals identified as teachers during the current academic year who hold a standard, provisional, probationary, one-year, or professional certificate.

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

Data Source: The Social Security Number (SSN) is obtained from the Public Education Information Management System (PEIMS) demographic data and matched to staff responsibilities to identify teachers (roles 025, 029, and 047). The SSN is

compared to ITS Certification data to determine what certificate, if any, is held. The sum of full-time equivalents (FTE) for staff responsibilities is calculated for all teachers whose SSNs are found on both data sources and who hold a standard, provisional, probationary, one-year, or professional certificate. Data is imported into Interactive Reports.

Method of Calculation:	The numerator is the number of FTEs for teachers identified in PEIMS for the current academic year who hold a standard, provisional, probationary, one-year, or professional certificate. The denominator is the total FTE for teachers reported in PEIMS for the current academic year. The result is multiplied by 100 to obtain a percentage.
Data Limitations:	None.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

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

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

2.3.6 PERCENT OF COMPLAINTS RESULTING IN DISCIPLINARY ACTION

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

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suspension, and revocation.

Purpose:	This measure shows the extent to which the agency exercises its disciplinary authority in relation to the number of complaints received in Legal Services Division, Professional Discipline Unit. Both the public and individuals credentialed by the Board expect that the agency will work to ensure fair and effective enforcement of professional conduct as established by statute and rule. This measure indicates agency responsiveness to this expectation.
Data Source:	The information is derived from the number of complaints received by the Legal Services Division, Professional Discipline Unit and carried on the Unit's Database.
Method of Calculation:	The numerator is the sum of all cases that result in disciplinary action during the reporting period. The denominator is the total number of complaints resolved during the reporting period. The result is multiplied by 100 to obtain a percentage.
Data Limitations:	None.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

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

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

Output Measures—Goal 2, Objective 3, Strategy 1

2.3.1.1 NUMBER OF INDIVIDUALS TRAINED AT THE EDUCATION SERVICE CENTERS (ESCS)

Definition:	The total number of individuals trained at the ESCs.
Purpose:	To track the number of individuals trained by the ESCs for the purpose of increasing the effectiveness of school district personnel.
Data Source:	ESC training/registration logs. (ESC registration system).
Method of Calculation:	A count of the number trained. Includes only sign-in training.
Data Limitations:	Reported once annually. May be a duplicate count.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Higher than target.

Output Measures—Goal 2, Objective 3, Strategy 2

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2.3.2.1 NUMBER OF CERTIFICATES OF HIGH SCHOOL EQUIVALENCY ISSUED

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

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

Definition:	TEC Chapter 29 Chapter 29, Special Education Program, calls for monitoring of special education programs using a system that is responsive to program data in determining the appropriate schedule for and extent of review. Monitoring interventions include, but are not limited to, focused data analysis, self-assessment reviews, compliance reviews, comprehensive desk reviews and onsite visits to local education agencies (LEAs) and programs that provide special education services. This count is the number of LEA programs that provide special education services that are participating in the special education component of Review and Support. This includes: Cyclical Monitoring - 200 per year (6 year cycle) and Targeted Monitoring - LEAs with determination level with needs intervention and needs substantial intervention.
Purpose:	The focus of the review is to ensure the agency is accurately identifying those programs in need of improvement to ensure improved student performance and

program effectiveness.

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

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

Definition:	TEC Chapter 29 (A), in conjunction with the requirements of Texas Education Code (TEC), §7.028, call for the agency to evaluate the effectiveness of programs under the subchapter based on the academic excellence indicators, including the results of assessment instruments. Performance is assessed through the Results Driven Accountability (RDA) which include focused data analysis, self-assessment reviews, compliance reviews, comprehensive desk reviews and onsite visits to local education agencies (LEAs) and programs that provide Bilingual Education/English as a Second Language (ESL). This count is the number of local education agencies (LEAs) that provide services to limited English proficient students that are participating in the bilingual education/(ESL) component of Review and Support. This includes Targeted Monitoring – LEAs with determination level with needs intervention and needs substantial intervention. Purpose: The focus of the review is to ensure the agency is accurately identifying those programs in need of improvement to ensure improved student performance and program effectiveness.
Data Source:	The Intervention Stage and Activity Manager (ISAM) system managed by the TEA Division of School Improvement until 2020-2021 school year. Beginning 2020-2021 school year Ascend Texas Platform managed by the TEA Division of Monitoring, Review and Support.
Method of Calculation:	The number of LEAs participating in defined bilingual education/ESL monitoring interventions.
Data Limitations:	Selection numbers will vary from year to year in a performance-based system.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Lower than target.

2.3.2.4 NUMBER OF SPECIAL ACCREDITATION INVESTIGATIONS CONDUCTED

Definition:	Special accreditation investigations are conducted in districts based on allegations of violations outlined in Texas Education Code Sec 39.057.
Purpose:	To measure the number of agency special accreditation investigations completed.
Data Source:	Records are maintained by the Special Investigations Unit, within the Office of Complaints, Investigations, and Enforcement.
Method of Calculation:	The number reported reflects the number of special accreditation investigations

completed in school districts and charter schools. The number does not indicate the extent, complexity, or results of the investigation.

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

EFFICIENCY MEASURE—GOAL 2, OBJECTIVE 3, STRATEGY 2

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

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

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

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

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

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

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

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

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

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

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

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

Data Limitations: None.
Calculation Type: Noncumulative.
New Measure: No.

Desired Performance: Lower than target.

EXPLANATORY MEASURES—GOAL 2, OBJECTIVE 3, STRATEGY 2

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

Definition: This measure reports the current market value of the financial assets managed by the PSF in billions of dollars.
Purpose: To monitor the value of the financial assets managed by the PSF.
Data Source: PSF custodian bank accounting system provides holding and prices or market value.
Method of Calculation: Holdings are multiplied by current market prices.
Data Limitations: None currently.
Calculations Type: Noncumulative.
New Measure: No.
Desired Performance: Higher than target.

Output Measures—Goal 2, Objective 3, Strategy 3

2.3.3.1 NUMBER OF INDIVIDUALS ISSUED INITIAL TEACHER CERTIFICATE

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

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

Definition: The total number of previously degreed individuals issued a standard classroom teacher certificate for the first time through a post-baccalaureate program.
Purpose: A significant number of teachers each year are prepared by post-baccalaureate programs, designed for individuals who already hold an undergraduate degree and who are seeking to change careers. The number reported in this measure will indicate the agency's success in producing teachers to meet the needs of schools and districts.
Data Source: Identify all records in the certification database indicating that the individual

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issued an initial standard classroom teacher certificate held a baccalaureate degree prior to entering the preparation program and/or had appropriate work experience required for certain career and technology certificates. Records having an issuance date within the reporting period are counted. Data is imported into Interactive Reports.

Method of Calculation:	Sum the number of individuals issued the standard classroom teacher certificate during the reporting period who either entered a teacher preparation program after receiving the baccalaureate degree or after obtaining appropriate work experience for certain career and technical certificates.
	Individuals issued multiple certificates are counted only once.
Data Limitations:	The agency has limited impact on increasing the total number of individuals in this category.
Calculations Type:	Cumulative.
New Measure:	No.
Desired Performance:	Higher than target.

2.3.3.3 *Number of Individuals Issued Initial Teacher Certificate Through University Based Programs*

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

2.3.3.4 *Number of Previously Degreed Individuals Issued Initial Teacher Certificate Through Alternative Certification Programs*

Definition:	The total number of previously degreed individuals issued a standard classroom teacher certificate for the first time through an alternative certification program.
Purpose:	A significant number of teachers each year are prepared by Alternative Certification programs, designed for individuals who already hold a

baccalaureate degree and who are seeking to change careers. The number reported in this measure will indicate the agency's success in producing teachers to meet the needs of schools and districts.

Data Source: Identify all records in the certification database indicating that the individual issued an initial standard classroom teacher certificate held a baccalaureate degree prior to entering the preparation program and/or had appropriate work experience required for certain career and technology certificates. Records having an issuance date within the reporting period are counted. Data is imported into Interactive Reports.

Method of Calculation: Sum the number of individuals issued the standard classroom teacher certificate during the reporting period who either entered an alternative certification program after receiving the baccalaureate degree or after obtaining appropriate work experience for certain career and technology certificates. Individuals issued multiple certificates are counted only once.

Data Limitations: The agency has limited impact on increasing the total number of individuals in this category.

Calculation Type: Cumulative.

New Measure: No.

Desired Performance: Higher than target.

2.3.3.5 NUMBER OF COMPLAINTS PENDING IN LEGAL SERVICES

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

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

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

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

Data Limitations: None.

Calculations Type: Noncumulative.

New Measure: No.

Desired Performance: Lower than target.

2.3.3.6 NUMBER OF INVESTIGATIONS PENDING

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

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

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

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

Data Limitations:	The Unit has no control over general increases or decreases in complaints or reports that lead to investigations. For example, an overall change in the number of investigations opened would, over time, result in a change in the number of investigations pending at the end of a reporting period.
Calculations Type:	Noncumulative.
New Measure:	No.
Desired Performance:	Lower than target.

2.3.3.7 NUMBER OF INAPPROPRIATE EDUCATOR/STUDENT RELATIONSHIP INVESTIGATIONS OPENED

Definition:	The total number of investigations opened pertaining to a reported inappropriate relationship between a certified educator and a student within a given fiscal year.
Purpose:	The measure is an indicator of the workload of Educator Investigations specific to inappropriate educator/student relationships.
Data Source:	A database of certified educators investigated maintained by the Division of Educator Investigations.
Method of Calculation:	The calculation is performed by running a query for matters related to a reported inappropriate relationship between a certified educator and a student that are "Opened" within a given fiscal year
Data Limitations:	The Division has no control over general increases or decreases in reports that lead to investigations involving inappropriate educator/student relationships.
Calculations Type:	Cumulative.
New Measure:	Yes
Desired Performance:	Lower than target.

EFFICIENCY MEASURES—GOAL 2, OBJECTIVE 3, STRATEGY 3

2.3.3.1 AVERAGE DAYS FOR CREDENTIAL ISSUANCE

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

2.3.3.2 *AVERAGE TIME FOR CERTIFICATE RENEWAL (DAYS)*

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

EXPLANATORY MEASURES—GOAL 2, OBJECTIVE 3, STRATEGY 3

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

Definition:	The percent of approved educator preparation programs that meet the status of "Accredited-Warned" based on the five accountability standards outlined in statute.
Purpose:	The quality of educator preparation programs is described by five standards: the rate at which individuals pass the examinations required for certification; the quality of beginning teachers as determined by principal appraisal; student performance of beginning teachers; the quality, duration, and frequency of field supervision; and new teachers' satisfaction with their preparation program after the first year. Pursuant to state statute and TAC 229, the Board has developed an accountability system to annually rate the performance of programs based on these indicators of quality and provide assistance to those programs not meeting Board standards. This measure demonstrates agency efforts to improve the quality of teacher preparation.
Data Source:	The data source is the Accountability System for Educator Preparation (ASEP) Online system containing educator assessment and demographic data.
Method of Calculation:	The programmer calculates pass rates of students in each program, applying the Board's methodologies and accreditation standards for ASEP, and captures data attesting to the other four standards in accordance with Texas Education Code 21.045. The data and resulting accreditation ratings are verified to ensure accurate performance measure reporting. The numerator is the number of programs meeting the Board's ASEP standards for the "Accredited-Warned" rating. The denominator is the total number of approved programs that are rated

based on ASEP performance data. The result is multiplied by 100 to obtain a percentage.

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

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

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

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

Definition:	The percent of approved educator preparation programs that meet the status of "Not Accredited-Revoked" based on the five accountability standards outlined in statute.
Purpose:	The quality of educator preparation programs is described by five standards: the rate at which individuals pass the examinations required for certification; the quality of beginning teachers as determined by principal appraisal; student performance of beginning teachers; the quality, duration, and frequency of field supervision; and new teachers' satisfaction with their preparation program after

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

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

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

Data Limitations: None.

Calculations Type: Noncumulative.

New Measure: No.

Desired Performance: Lower than target.

Output Measure—Goal 2, Objective 3, Strategy 6

2.3.6.1 NUMBER OF CERTIFICATION EXAMINATIONS ADMINISTERED (TOTAL)

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

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

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

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

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

Calculations Type: Cumulative.

New Measure: No.

Desired Performance: Higher than target.

EXPLANATORY MEASURE—GOAL 2, OBJECTIVE 3, STRATEGY 6

2.3.6.1 PERCENT OF INDIVIDUALS PASSING EXAMS AND ELIGIBLE FOR CERTIFICATION

Definition: The percent of individuals to whom examinations were administered during the

reporting period and passed the examination(s) and, thereby, became eligible for certification. This result considers only those requirements related to assessment; eligibility requirements such as coursework/training, student teaching, and internship. Criminal history clearance is not considered.

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

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

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

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

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

Supplemental Schedule C: Historically Underutilized Business Plan

Mission Statement

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

Program Goals

Goal 1

Promote fair and competitive opportunities that maximize the inclusion of HUBs in contracts with TEA and its prime contractors and subcontractors. The agency has specific goals for fiscal year 2019 for the following categories*:

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

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

Strategy

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

Output Measures

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

Goal 2

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

Strategies

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

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

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

Table 1: HUB Expenditures (TEA)

	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
Total Expenditures	$174M	$158M	$159M	$185M	$171M	$140M
Expenditures with HUBS	$20.5M	$17.5M	$15M	$13M	$14M	$15.3M
Percentage of Expenditures with HUBS	11.01%	11.04%	9.53%	6.91%	8.19%	10.89%

Table 2: HUB Expenditures (State of Texas Average)

	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
Total Expenditures	$16.3B	$16.9B	$19B	$20B	$20B	$21B
Expenditures with HUBS	$2.0B	$2.0B	$2.0B	$2.4B	$2.6B	2.6B
Percentage of Expenditures with HUBS	12.58%	11.97%	11.30%	11.97%	13.08%	12.77%

Supplemental Schedule D: Statewide Capital Plan

Not applicable to the Texas Education Agency

Supplemental Schedule E: Health and Human Services Strategic Plan

Not applicable to the Texas Education Agency.

Supplemental Schedule F: Agency Workforce Plan

Public education is the largest function of the state, representing 38 percent of the state's budget.[1] As such, attending to the public education system is a top priority for the Legislature in any legislative session, but it was especially true in the 86th legislative session, when the Legislature passed House Bill 3 (HB 3) – one of the most sweeping school finance laws in state history. Not only did the law increase funding for our schools and reduce property taxes, but it also set the stage for major improvements in our schools over the next decade. Reforms embedded in HB 3 enhance how we support our teachers, how we educate our youngest learners on the fundamentals, and how we ensure high school students are successfully launched into colleges, careers, and the military. HB 3 substantially increases support for students in special education. The law brings an unparalleled commitment to equity in the finance system – providing targeted resources to support every child, in every classroom, every day.[2]

The Texas Education Agency (TEA), which is responsible for implementing these bold reforms, serves nearly 5.5 million students enrolled in 8,845 campuses that are administered by 1,201 school districts and open-enrollment charters schools.[3] The agency distributes approximately $64.6 billion in funds each biennium through numerous state and federal programs and supports the development of 358,445 teachers across the state.[4]

When compared to other large state agencies with significant responsibilities and complicated programs, TEA has relatively few full-time equivalent positions (FTEs). In 2011, TEA had 1,084 FTEs compared to only 935 FTEs in March of 2020, a decrease of 149 or 14 percent (see Figure 1).[5] The agency has been operating with fewer FTEs since 2011, largely because during the 82nd legislative session, TEA was required to undertake a reduction in force and reduce its FTEs from 1,084 to 715, a 34 percent decrease. During the same decade, the number of Texas public school students increased nearly 14 percent and outpaced the student body growth of nearly every other state.[6]

In the 86th session, the Legislature accounted for the complexity of the agency's work as well as the heightened demands from HB 3 by increasing the agency's appropriated funds and FTE cap.

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[1] Legislative Budget Board, Fiscal Size-Up 2020 - 2021, Recapitulation – All Articles (All Funds), pg. xi.
[2] Annual Report, 2018-2019 Texas Public School Statistics, Texas Education Agency, pg. 3.
[3] Pocket Edition, 2018-2019 Texas Public School Statistics, Texas Education Agency.
[4] Pocket Edition, 2018-2019 Texas Public School Statistics, Texas Education Agency.
[5] Legislative Budget Board, Fiscal Size-Up 2020-2021, Article III, pg. 1.
[6] Enrollment in Texas Public Schools, 2019-2020, Texas Education Agency.

Figure 1: TEA Full-Time Equivalent Positions 1978, 2010-2020
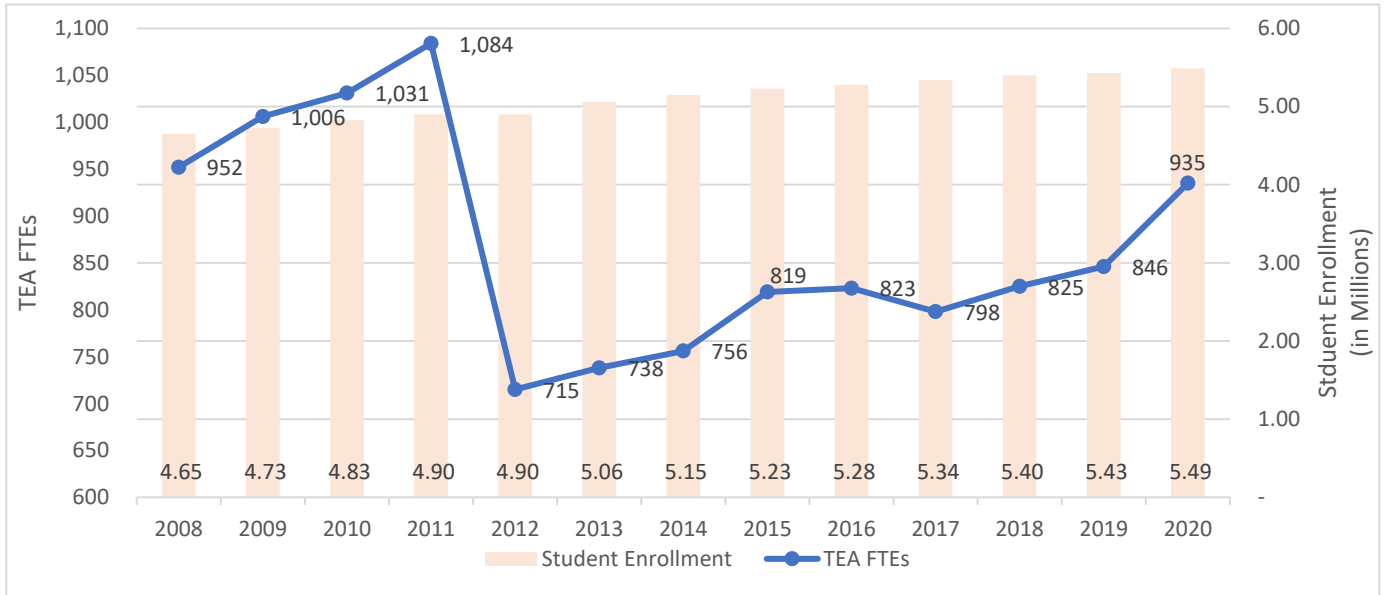
Source: Fiscal Years 2008-2019 based on Texas State Auditor's Office Quarterly FTE Report (4th Quarter). Fiscal Year 2020 based on Texas State Auditor's Office Quarterly FTE Report (2nd Quarter). District FTE counts based on PEIMS Stand Report, Staff FTE Counts and Salary Reports.

Of the approximately 123 new positions appropriated in the last session, 92 percent are supporting the implementation of HB3 initiatives and/or special education (See Figure 2). In fact, today TEA has nearly quadrupled the number of FTEs that support special education over just four years ago (See Figure 3). Most of the remaining positions are improve overall efficiency by bringing essential technology services in house that were previously outsources to contractors.

Figure 2: New FTEs in 2020
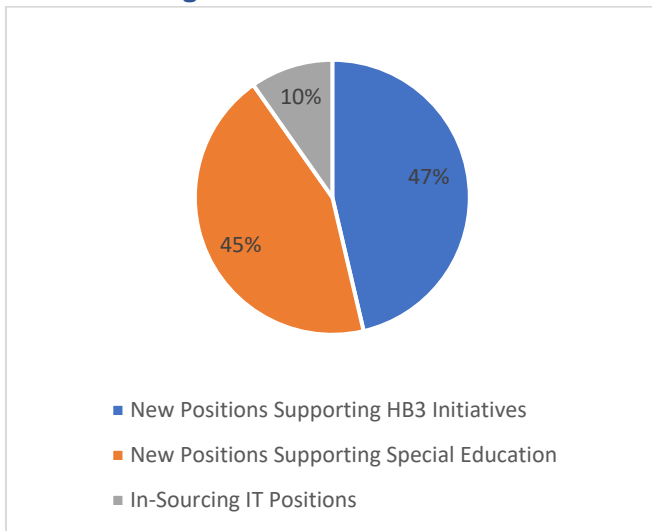
Legislative Budget Board, Fiscal Size-Up 2020-2021, Article III, pg. 1.

Figure 3: TEA Special Education Employees
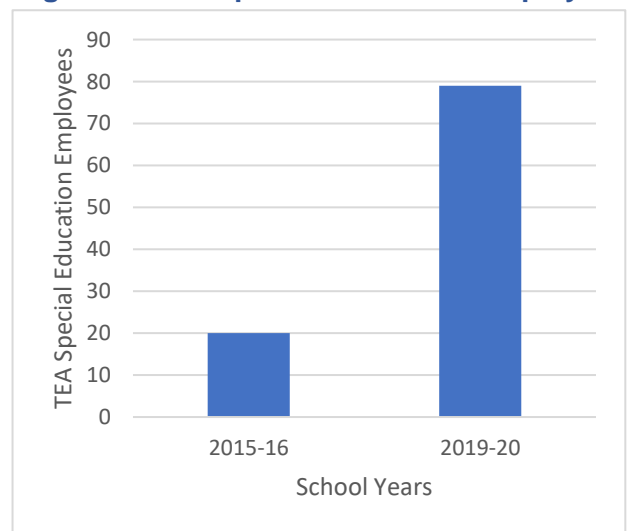
Annual Report, 2018-2019 Texas Public School Statistics, Texas Education Agency, pg. 14.

TEA relies on both General Review and federal funding for the majority of its FTEs. Below is the breakdown

in TEA's method of finance for its FTEs (See Figure 4).

Figure 4: 2020TEA Full Time Equivalent Positions by Method of Finance

Despite the increase in our FTE count and overall appropriation, TEA continues to operate leanly by ensuring high levels of productivity from a skilled, dedicated workforce. Since the cuts to our administrative funding in 2012, TEA's administrative budget stabilized in recent years in alignment with our increased scope of work, including the increased technical support we are providing to our lowest performing schools and districts (see Figure 5). The increased funding in 2020 reflects the exponential increase in the agency's responsibilities as a result of HB 3.

Figure 5: TEA All Funds Administrative Budget 2010–2020
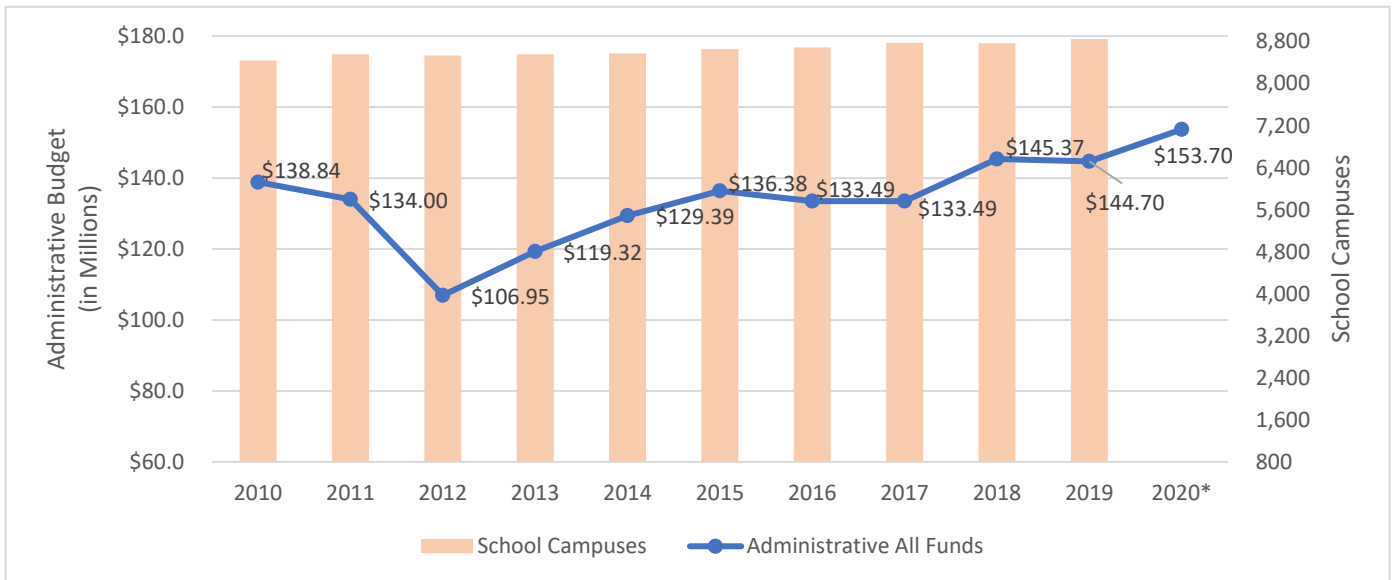
*School campus data is not available for the 2019-20 school year.

Despite our increased scope of work, TEA's general revenue-funded administration revenue has consistently remained below 2011 funding levels. Even with the increase in our technical support responsibilities and the demands of HB3, TEA's general revenue-funded administration revenue is three million dollars below 2011 levels. The agency will continue to capitalize on opportunities to increase

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efficiency to ensure we are meeting administrative needs at these reduced funding levels (see Figure 6).

Figure 6: TEA General Revenue Funds Administrative Budget Fiscal Years 2010 – 2020
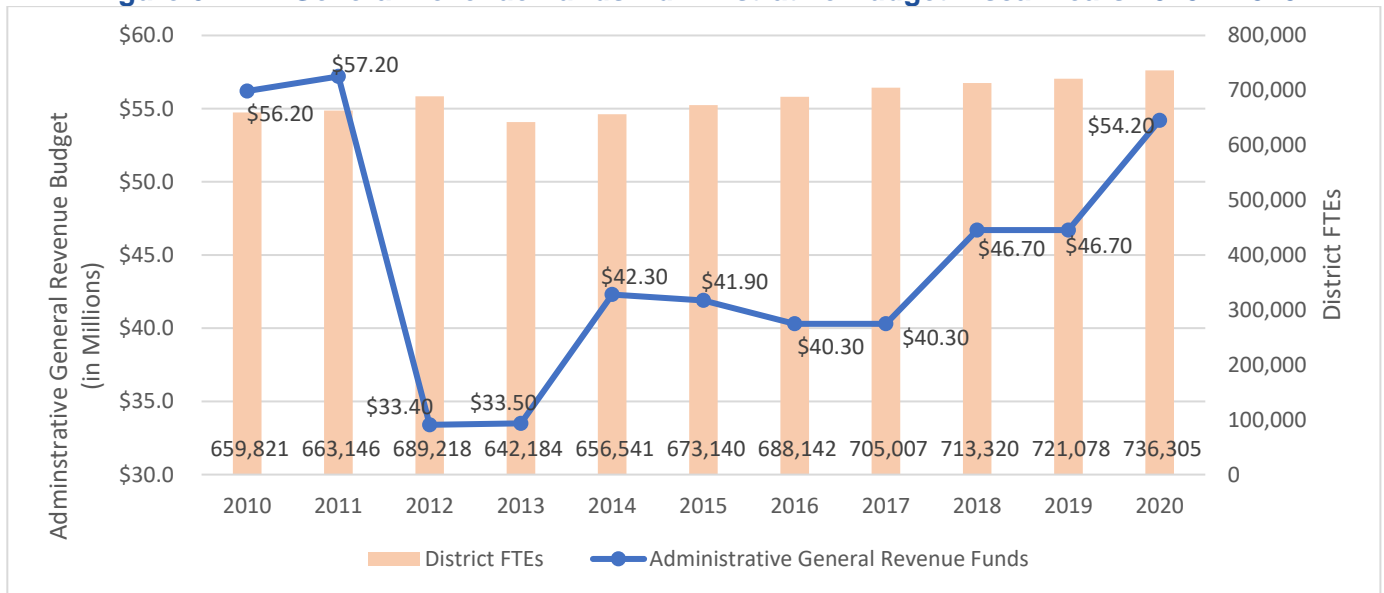
TEA will continue to be highly effective and efficient with all FTEs and available funds. TEA has prepared a Redundancies and Impediments Schedule and included it in TEA's Strategic Plan. TEA will work with the legislature to reduce unnecessary and inefficient agency tasks required by prior legislation. TEA will work to ensure the agency has clear guidance and directives in order to better focus the agency's limited resources on its core strategic goals.

Current Workforce Profile (Supply Analysis)

Critical Workforce Skills
Please review TEA's Strategic Plan Goals and Action Plans for an understanding of TEA's future staffing needs. The following areas are critical functions of TEA staff:
- To implement major elements of HB 3 the agency will require staff with specialized skills in the following areas:
    - State education funding for 18 new or changed allotments and incentives, including allotments for compensatory education, early education, dual language, fast growth, and special education mainstream, among others
    - Early literacy education
    - Early childhood education
    - Dyslexia
    - Innovative human capital models, including compensation, mentoring, staffing patterns
    - Blended learning models
    - School Safety
- To continue the successful implementation of the Special Education Strategic Plan will require staff with specialized skills in the following areas:
    - State and federal special education requirements
    - Compliance and review best practices
    - Stakeholder and community engagement
    - Data analysis and insights

- Providing leadership and support to districts in response to COVID-19 will require staff with specialized skills in the following areas:
    - Distribution and oversight of CARES Act funds and other federal funding in response to COVID-19
    - Strategic planning, instructional continuity, innovative school models, virtual learning, and mental health support
- School turnaround and improvement
- Mental health and school safety
- Educator leadership, support, retention, and quality
- Programs to support college, career and military preparedness
- Administration of statewide assessment, accreditation, and financial and academic accountability systems
- Distribution of nearly $64.6 billion in state and federal funds (excluding CARES Act funding)
- Collection, Analysis, and dissemination of public school data
- Supporting the State Board of Education in curriculum development, textbook adoption, and other Constitutional and Statutory activities
- Supporting the State Board of Educator Certification in improving educator preparation; increased oversight of educator misconduct
- Improving operational efficiencies in all administrative functions - including budget, operations, legislative, media and communications, legal, human resources, and other administrative functions
- Dissemination of best practices in programs and funding
- Information technology systems and support
- Regulation through audit, monitoring, complaints, investigations, and enforcement; supervision of compliance with grants and state and federal regulations
- Oversight and investment of the Texas Permanent School Fund

Additional critical workforce skills include stakeholder engagement; change management; strategy development, implementation and evaluation; project management; product development; data-informed decision-making; facility with new technology tools and resources; collaboration; and communication.

Workforce Demographics

Gender. As of March 1, 2020, of the agency's 935 FTEs, 63 percent are female, and 37 percent are male.

Race. Just over one-half (51 percent) of TEA's workforce is white, while 23 percent is Hispanic, and ten percent is African American. The remaining 16 percent of the TEA workforce represents other racial backgrounds. In the last two years, TEA has increased the diversity of its workforce by 4 percentage points from 2018 (See Figure 7).

Figure 7: Diversity of TEA's Workforce Fiscal Years 2018 – 2020
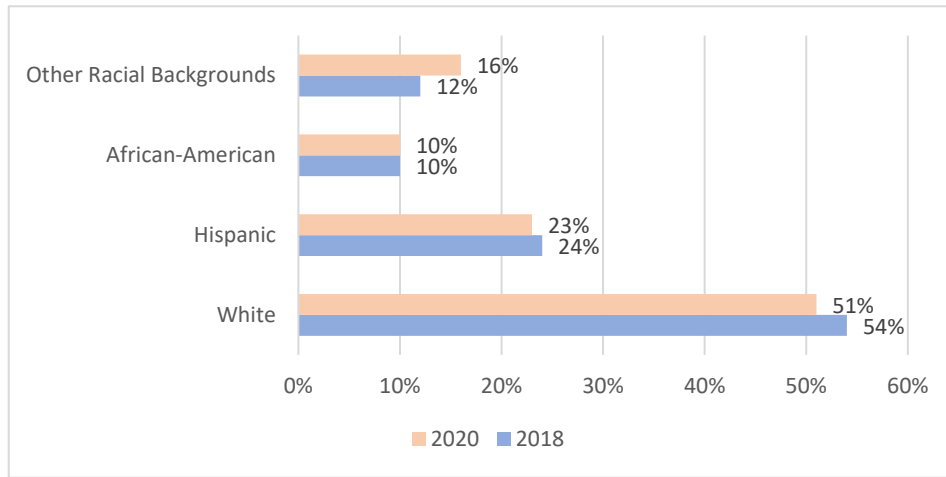
Employee Turnover
A comparison of the state's employee turnover rate to TEA's turnover rate for fiscal years 2015 through 2019 is depicted in Figure 8. TEA's turnover rate for the past several years has consistently been below the state's turnover rate.

Figure 8: Comparison of Employee Turnover Rate by Year
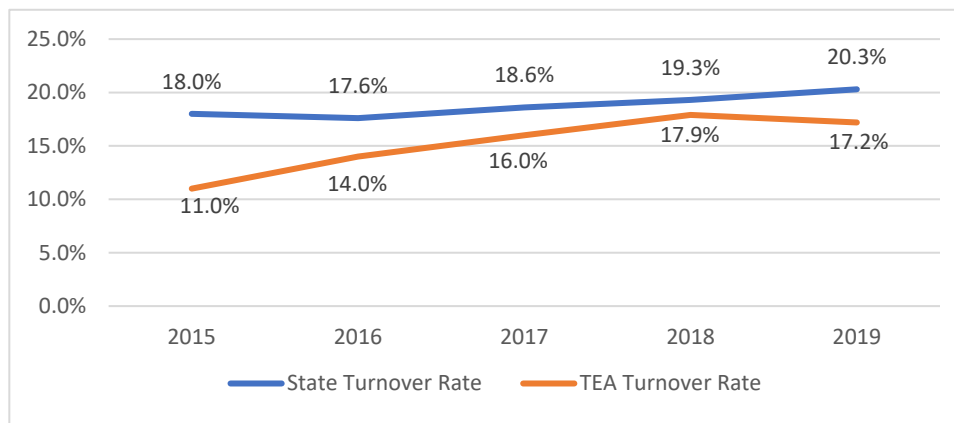
Source: Texas State Auditor's Office Report No. 20-703.

Tenure
About 38 percent of TEA's workforce has been with the agency for less than five years, while 21 percent has been employed for five to nine years, and 28 percent has been employed from ten to 20 years. Of the remainder, 19 percent of TEA's employees has worked for the agency between 20 and 30 years, and three percent has worked for the agency for over 30 years.

Retirement
Three-quarters (75 percent) of TEA's workforce is over the age of 40, with 42 percent of the workforce over the age of 50. As a result, approximately 29 percent of TEA's authorized workforce is currently eligible or will become eligible to retire within the next five years (see Figure 9).

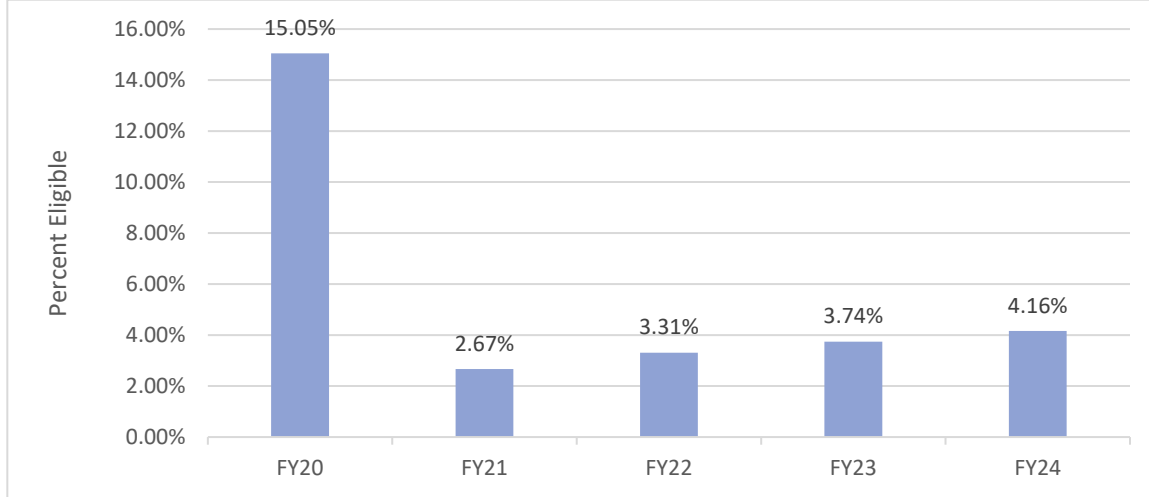**Figure 9: TEA Current Workforce Eligible for Retirement in Fiscal Years 2020 – 2024**

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

Table 1: Percent of TEA Employees Eligible to Retire by Year 2024

	FY 20	FY 21	FY 22	FY 23	FY 24
Number of Employees Eligible to Retire	141	25	31	35	39
Percent of Workforce	15.05%	2.67%	3.31%	3.7%	4.16%
Cumulative Number of Employees Eligible to Retire	141	166	197	232	271
Cumulative Percent of Workforce	15.05%	18.0%	21.31%	25.01%	29.17%

Despite the high rates of retirement eligibility, the agency has been fortunate that only small numbers of eligible employees have actually retired. In both FY18 and FY19, even though more than 18 percent of the workforce was eligible to retire, less than five percent of the workforce left the agency due to retirements each year.

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

Future Workforce Profile (Demand Analysis)

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

Specifically, our workforce planning is challenged by:
- An increasing need for higher levels of knowledge, skills, education, experience, and expertise to perform increasingly complex programmatic functions to meet the agency's mission and strategic goals.
- An aging workforce, with over 29 percent eligible to retire in the next five years, and the possible retirement of employees with significant historical knowledge and expertise.
- Persistent problems retaining key staff due to market competition, including competition from other state agencies offering higher salaries and merit programs, especially in finance, legal, and IT roles.
- Continuous increases in agency responsibilities caused by federal or state legislative changes and expectations, including implementation of HB3 and the Special Education Strategic Plan.
- Providing leadership and technical assistance to districts in response to COVID-19.

Anticipated Increase/Decrease in Number of Employees Needed to Perform Core Functions
TEA does not anticipate needing additional positions in the next biennium; however, we do expect to continue to need the FTEs that were appropriated in the last biennium.

As mentioned, TEA received an increase in its FTE cap in the 86th legislative session. The agency's FTE cap was increased from 885 to 1006 for 2020.[7] TEA needed those additional positions and has diligently filled and utilized the additional positions.

TEA consistently maximizes our available human capital capacity. Currently, TEA has 935 FTEs, which is roughly a seven percent vacancy rate for available FTE positions. That vacancy rate is consistent with 2018 levels where our FTE cap was 885, and our FTE count was 825. Additionally, over 90 percent of our vacant positions are currently posted for hiring, demonstrating that the agency utilizes its available resources and that TEA's FTE requests have accurately reflected the necessary capacity to execute our strategic plan.

Gap Analysis
The number of potential retirements could strain TEA's resources in order to backfill vacancies and to cover duties until those vacancies are filled. If even 50 percent of the eligible retirees (approximately 70) left the agency in FY 2020, that would challenge both Human Resources to fill a high volume of vacancies quickly and leadership to ensure that there is a continuity of historical knowledge and skill during those transitions.

Strategy Development
Over the last two years, TEA has built on the talent management reforms initiated in 2017 and has made concerted efforts to increase the capacity of its workforce in order to meet the evolving demands of our school systems. In doing so, we prioritized initiatives and methods that provide the highest return on investment to attract, develop, and retain employees needed to accomplish TEA's mission and Strategic Plan. Some of the notable successes from those initiatives include:
- **Improved talent acquisition practices** that resulted in a more efficient process and reduced our time-to-hire by more than half from 2017 to 2019.
- **Senior leadership's investment in staff engagement and culture** that resulted in an overall improvement in staff engagement and focused improvements in several key areas.
- **Increased focus on equity and competitiveness in compensation** informed by a comprehensive Compensation & Classification Study that resulted in a number of data-informed improvements in agency compensation and personnel action policies.

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[7] Legislative Budget Board, Fiscal Size-Up 2020-2021, Article III, pg. 1

- **Enhanced performance management practices** including a redesign of the agency's performance management system that resulted in an overall increase in the percent of employees who agree that their manager evaluates them fairly in the Survey of Employee Engagement.
- **Expanding talent development opportunities** by adding seven custom-made trainings for our staff, offering multiple series of external trainings to build capacity in critical needs areas, and supporting all staff to create career development plans that they drive in partnership with their supervisors.
- **Improving supervisor capacity as leaders and developers of talent** by introducing professional development opportunities to support managers specifically with strategies to develop staff.
- **Improve knowledge sharing** through expanded internal communications and enhanced technology tools.

To bridge the gap between the current workforce and future needs, TEA will build on these initiatives, including:
- Develop tools and update information systems that will enable HR and leadership to expand the use of data to inform talent strategy and decision-making
- Refine talent acquisition practices to expand targeted marketing and recruitment supports for hiring managers
- Continue the agency-wide focus on staff engagement, including the efforts to improve processes, communication, and professional development opportunities as areas of growth.
- Engage with leadership to update succession plans and talent pipelines for their offices
- Explore opportunities to expand including flexible hours, teleworking, and work-life balance incentives and programs
- Funding permitting, TEA will continue a performance-based merit program to retain key personnel. We plan to review our merit policy and consider changes informed by our 2019 compensation study.
- Develop tailored compensation strategies for hard-to-staff classifications or functions informed our 2019 compensation study and updated policies

TEA's Human Resources Division will support these goals by working closely with the agency's senior leadership team to balance the diverse and challenging needs of the agency as well as the needs of the agency's internal and external stakeholders to attract, develop and retain high-performing talent to serve Texas' 5.4 million public school students.

Supplemental Schedule G: Texas Workforce System Strategic Plan

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

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

To ensure alignment with the Texas State Workforce System Strategic Plan and the activities of the Texas Workforce Investment Council (TWIC), TEA has established a College, Career and Military Preparation Division whose work supports the completion of the following activities around each objective:

Increase business and industry involvement.
- Involve business and industry representatives on advisory committees for the review and revision of programs of study (coherent sequences of courses) for career and technical education (CTE).
- Revise CTE industry leadership committees for each career cluster to meet annually to assist in CTE program of study review, industry-based certification review, CTE TEKS review, as well as technical assistance activities provided by the state.
- Involve business and industry representatives in work-based learning framework implementation.

Expand licensure and industry certification.
- Involve business and industry representatives in the review and validation of industry-based certifications..
- Collect data on industry-based certifications directly from certifying entities
- Align Texas Essential Knowledge and Skills (TEKS) to industry-based certifications where applicable.
- Connect industry-based certifications to postsecondary programs and establish articulation from secondary to postsecondary

Improve and enhance services, programs, and policies to facilitate effective and efficient transitions.
- Collaborate with the Texas Higher Education Coordinating Board to develop and adopt policies and procedures that facilitate consistent credit transfer of programs of study from secondary to postsecondary.
- Connect secondary programs of study to specific dual credit courses in postsecondary.

Supplemental Schedule H: Report on Customer Service

The Texas Education Agency was unable to complete the Report on Customer Service due to the coronavirus (COVID-19) pandemic and timeline issues associated with the scheduled external customer service survey in spring 2020.

The agency had planned to disseminate the survey in mid-March and leave it out for the month of April, with the data coming back in and being compiled/analyzed in May. However, upon considering many options, the agency determined it was not be appropriate to do the external customer service survey in the spring, given that the survey goes to Superintendents and those on the agency's To the Administrator Addressed distribution list, many of whom are at full capacity managing the COVID-19 situation. Further, the agency felt the results would not be representative of the customer service TEA has provided the last two years but would instead be skewed by the agency' immediate response to the pandemic.

The agency is doing its best to continue our regulatory efforts without adding to the districts' over-burdened capacity during this time.