



**Texas Education Agency State Fiscal Stabilization Fund  
Annual Report to the Governor  
July 1, 2009 – June 30, 2010**

**State of Texas  
Office of the Governor  
Texas Education Agency**

**August 30, 2010**



**Texas Education Agency State Fiscal Stabilization Fund  
Annual Report to the Governor  
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**1. Assurances**

**August 30, 2010**

**STATE FISCAL STABILIZATION FUND  
ANNUAL REPORT TO THE OFFICE OF THE GOVERNOR**

<b>State Agency:</b> Texas Education Agency	
<b>REPORTING PERIOD:</b> July 1, 2009-June 30, 2010	<b>STATE FISCAL STABILIZATION AWARD:</b> Education Services Fund

**1. ASSURANCES**

**In regards to the Texas State Fiscal Stabilization Fund-Education Services Fund Award (SFSF-ESF), I, Robert Scott, Commissioner of the Texas Education Agency, assure the following:**

- i. The Texas Education Agency has provided accurate and complete information on the Texas SFSF-ESF award in this report to the Office of the Governor.
- ii. The Texas Education Agency has taken and/or is in the process of taking actions to improve teacher effectiveness and comply with section III (b)(8)(C) of the Elementary and Secondary Education Act of 1965, as amended (ESEA) (20 U.S.C. 6311(b)(8)(C)) in order to address inequities in the distribution of highly qualified teachers between high- and low-poverty schools, and to ensure that low-income and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers.
- iii. The Texas Education Agency has established and/or is in the process of establishing a longitudinal data system that includes the elements described in section 6401(e)(2)(D) of the America COMPETES Act (20 U.S.C. 9871(e)(2)(D)).
- iv. The Texas Education Agency has enhanced and/or is in the process of enhancing the quality of the academic assessments it administers pursuant to section III (b)(3) of the ESEA (20 U.S.C. 6311(b)(3)) through activities such as those described in section 6112(a) of the ESEA (20 U.S.C. 7301a(a)).

Commissioner
Initials: 

- v. The Texas Education Agency has complied and/or is in the process of complying with the requirements of paragraphs (3)(C)(ix) and (6) of section 1111 (b) of the ESEA (20 U.S.C. 6311 (b)) and section 612(a)(16) of the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 14 12(a)(16)) related to the inclusion of children with disabilities and limited English proficient students in State assessments, the development of valid and reliable assessments for those students, and the provision of accommodations that enable their participation in State assessments.
- vi. The Texas Education Agency has taken steps and /or is in the process of taking steps to improve State academic content standards and student academic achievement standards consistent with section 6401 (e)(1)(A)(ii) of the America COMPETES Act.
- vii. The Texas Education Agency has ensured and/or is the process of ensuring compliance with the requirements of section 1116(b)(7)(C)(iv) and section 1116(b)(8)(B) of the ESEA with respect to schools identified under these sections.
- viii. The Texas Education Agency has complied and/or is in the process of complying with all of the accountability, transparency, and reporting requirements that apply to the Stabilization program.
- ix. The Texas Education Agency has cooperated and/or in the process of cooperating with any Comptroller General evaluation of the uses of funds and the impact of funding on the progress made toward closing achievement gaps, (ARRA Division A, Section 14009).
- x. The Texas Education Agency has complied and/or is assuring compliance with the requirements related to stabilization funds spent on infrastructure investment including assuring infrastructure investments receive the full review and vetting required by law and that the chief executive accepts responsibility that the investment is an appropriate use of taxpayer funds. (ARRA Division A, Section 1511).

Commissioner Initials: 
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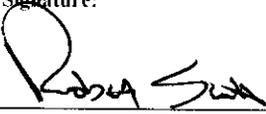
- xi. The Texas Education Agency has submitted and/or is in the process of submitting reports, within 10 days after the end of each calendar quarter, that contain the information required under section 1512(c) of the ARRA in accordance with any guidance issued by Office of Management and Budget or the Department. (ARRA Division A, Section 1512(c)).
- xii. The Texas Education Agency has cooperated and/or is in the process of cooperating with any Inspector General examination of records under the program. (ARRA Division A, Section 1515).
- xiii. The Texas Education Agency has complied and/or is in the process of complying with any comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
- xiv. With respect to the certification regarding lobbying in Department Form 80-0013, the Texas Education Agency has assured and/or is in the process of assuring no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.

Commissioner Initials: 
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- xv. The Texas Education Agency has complied and/or is assuring compliance with all of the operational and administrative provisions in Title XV and XIV of the ARRA, including Buy American Requirements (ARRA Division A, Section 1605), Wage Rate Requirements (ARRA Division A, Section 1606), and any applicable environmental impact requirements of the National Environmental Policy Act of 1970 (NEPA), as amended, (42 U.S.C. 4371 et seq.) (ARRA Division A, Section 1609).
- xvi. In using ARRA funds for infrastructure investment recipients, the Texas Education Agency has complied and/or is assuring compliance with the requirement regarding Preferences for Quick Start Activities (ARRA Division A, Section 1602).
- xvii. The Texas Education Agency has assured and/or is in the process of assuring any LEA receiving funding under this program has on file with the Texas Education Agency a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).
- xviii. The Texas Education Agency has complied and/or is in the process of complying with the following provisions of Education Department General Administrative Regulations (EDGAR), as applicable: 34 CFR Part 74 -- Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 76 -- State Administered Programs, including the construction requirements in section 75.600 through 75.617 that are incorporated by reference in section 76.600; 34 CFR Part 77- - Definitions that Apply to Department Regulations; 34 CFR Part 80 -- Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81 -- General Education Provisions Act- Enforcement; 34 CFR Part 82 -- New Restrictions on Lobbying; 34 CFR Part 85 -- Government wide Debarment and Suspension.

Commissioner Initials: 
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- xix. To the extent applicable, the Texas Education Agency has assured and/or is in the process of assuring applicable LEAs include in their local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a).
- xx. The Texas Education Agency has provided and will continue to provide timely information and assistance to school districts in expending funds.
- xxi. The Texas Education Agency has taken and/or is in the process of taking action to assure all funds awarded under SFSF-ESF are expended in a timely manner by school districts.
- xxii. The Texas Education Agency has developed and maintains a monitoring plan and is monitoring school districts use of SFSF-ESF funds.
- xxiii. The Texas Education Agency has complied and/or is in the process of complying with all USDE requirements stated in the SFSF Phase I and II applications in a timely manner.

Printed Name: Robert Scott	
Signature: 	Date: 8/20/10



**Texas Education Agency State Fiscal Stabilization Fund  
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**2. Overview of SFSF-ESF Award**

**August 30, 2010**

**Texas Education Agency**  
**State Fiscal Stabilization Fund, Education Services Fund (SSF-ESF)**  
**Overview of the SFSF-ESF Award**  
**Report for July 1, 2009-June 30, 2010**

Project Description

The ARRA, Title XIV, State Fiscal Stabilization Fund (SFSF) is for the purpose of restoring education funding for the support of elementary, secondary, and post-secondary education; for early childhood education programs, as applicable; and for services to improve student achievement.

Source of Funds: U.S. Department of Education (USDE) CFDA 84.394

Date Data Compiled: All data as of June 30, 2010

USDE NOGA to TEA

Allocated Amount: \$3,250,272,133\*

Federal Funding Period: July 9, 2009 – September 30, 2010

The “Tydings Amendment” applies—any funds that are not obligated at the end of the federal funding period shall remain available for obligation for an additional 12 months. Therefore, the USDE NOGA entire award period is July 9, 2009 – September 30, 2011.

TEA receives awarded grant funds from USDE on a reimbursement basis for amounts expended.\*\*

SFSF Phase I:

Actual Award Amount:	\$2,177,682,329
Total Amount Expended/Received:	\$1,163,889,091 (53% of awarded funds)
Amount Remaining:	\$1,013,793,238
Amount expended/received for quarter ending June 30, 2010:	\$454,977,891

SFSF Phase II:

Anticipated Award Amount:	\$1,072,589,804
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USDE NOGA with Phase II award amount has not been received.

TEA Grants to Local Educational Agencies (LEAs)

2009-2010 ARRA Title XIV State Fiscal Stabilization Fund:

Grant project period:	September 1, 2009 - September 30, 2010
NOGAs Awarded:	1,230
Total Amount Awarded to LEAs:	\$1,624,802,420

2010-2011 ARRA Title XIV State Fiscal Stabilization Fund:

Grant project period:	September 1, 2010 - September 30, 2011
Grant application for LEAs published:	June 21, 2010
Deadline for LEA applications:	August 23, 2010

Number of FTEs Reported\*\*\*

ARRA Section 1512 Quarterly Report for SFSF:

September 30, 2009:	415.63
December 31, 2010:	17,489.79
March 31, 2020:	20,506.02
June 30, 2010:	21,215.78

### Audits Performed

- USDE Office of Inspector General: *Systems of Internal Control Over Selected ARRA Funds in the State of Texas* (Ed-OIG/A06J0013, January 2010)
- Texas State Auditor: *Federal Portion of the Statewide Single Audit Report for the Fiscal Year Ended August 31, 2009* (No. 10-328, February 22, 2010)
- Texas State Auditor: *ARRA Funds for Selected Programs at the TEA* (No.10-024, March 2010)
- Texas State Auditor: *Federal Portion of the Statewide Single Audit Report for the Fiscal Year Ended August 31, 2010* (Audit in progress)

### Compliance Issues

TEA is in full compliance with all requirements of the ARRA grants. To achieve and maintain compliance, TEA created a Fiscal Accountability and Federal Reporting Unit in the Office for Planning, Grants and Evaluation which coordinates activities, including subrecipient monitoring and reporting, and a Special Monitoring Section in the Division of Financial Audits that focuses strictly on monitoring ARRA funds.

### Action Taken to Address Compliance Issues

Not Applicable

### Challenges

TEA has limited staff and resources to create new monitoring processes in addition to the existing integrated monitoring processes in place. Initially, TEA had to create a new electronic data collection and reporting system to meet the ARRA Section 1512 reporting requirement. The system would typically have taken approximately six months to develop; however, it was completed in three months to meet the reporting deadline. TEA has met the reporting requirements with 100% participation from subrecipients for the past four quarters.

### Important Dates & Deadlines

2010-2011 ARRA Title XIV State Fiscal Stabilization Fund:

Grant application for LEAs published: June 21, 2010

Deadline for LEA applications: August 23, 2010

\*USDE as of July 7, 2010 (<http://www2.ed.gov/about/overview/budget/statetables/11stbyprogram.pdf>)

\*\*Subrecipients submit expenditures to TEA for reimbursement, which constitute TEA's reimbursement requests to USDE. Therefore, the "Total Amount Expended/Received" indicates the total amount expended by subrecipients for which TEA has received reimbursement requests. However, this does not indicate the total amount of funds expended by subrecipients, as they may have expended funds for which they have not yet submitted a reimbursement request to TEA.

\*\*\*TEA reported FTEs for each quarter in accordance with the guidance applicable at the time. For the quarter ending September 30, 2009, USDE *Clarifying Guidance on ARRA Reporting Jobs Creation Estimates by Recipients* was used. For all subsequent quarters OMB Memorandum M-10-08 was used.



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**3. Programmatic Status of SFSF-ESF Award**

**August 30, 2010**

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## EXAMPLE OF HOW TO READ THE 2009 – 2010 ANNUAL REPORT for SFSF

Indicator and Descriptor	Agency Response	Plan/Milestones/Dates and/or Status
<p><b>Indicator (a)(5)</b> Indicate, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, whether the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level are publicly reported for each school in the LEA.</p>	<p>No, the State does not collect these data. Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.</p>	<p>Each LEA will be surveyed to determine whether or not they post the evaluation data on-line in a manner consistent with the indicator. The state will then report on TEA's website whether or not each LEA makes their teacher evaluation data available on-line in a manner consistent with the indicator.</p> <p>All school districts in Texas are required to use a teacher evaluation system that includes the criteria outlined in the Texas Education Code. Texas Education Code §21.351 establishes a recommended appraisal process and criteria on which to appraise the performance of teachers.</p>
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>The right column contains an <b>Assurance Indicator or Descriptor</b> required to be addressed in some manner by each State applying for an SFSF Grant.</p> </div>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>The center column contains the <b>State's Response</b> to each Indicator and Descriptor as required by the grant application. If the State responded with a "No," the State was required to develop a plan for implementation to be completed no later than Sept. 2011.</p> </div>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>The right column contains an excerpt from the <b>State's Implementation plan</b> for certain Indicators and Descriptors. The column also contains <b>Milestones and Dates</b> for implementing the plans. Lastly, the column contains <b>Baseline and Current Status</b> for each Indicator and Descriptor.</p> </div>
<p><b><u>Milestones and Dates</u></b></p> <ul style="list-style-type: none"> <li>• On or before May 31, 2011 – TEA will survey LEA's to determine whether or not each LEA makes their teacher evaluation data available online in a manner consistent with the indicator.</li> <li>• On or before August 31, 2011 – TEA will report whether or not each LEA makes their teacher evaluation data available online on TEA's website.</li> </ul>		
<p><b>Baseline status (as of July 1, 2009):</b> The current plan for this indicator has been developed and implemented as per the timeline.</p>		
<p><b>Current status (as of June 30, 2010):</b> Survey tool completed.</p>		

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**2009 – 2010 ANNUAL REPORT for the State Fiscal Stabilization Fund (SFSF)**

Indicator and Descriptor	Agency Response	Plan/Milestones/Dates and/or Status
<p><b>Indicator (a)(1)</b> Confirm, for the State, the number and percentage (including numerator and denominator) of core academic courses taught, in the highest-poverty and lowest-poverty schools, by teachers who are highly qualified consistent with section 9101(23) of the Elementary and Secondary Education Act of 1965, as amended (ESEA).</p>	<p>Yes, the data are correct. The State makes the data <i>publicly available</i> and updates the data <i>annually</i> on a website. Provide the State website where the data are provided by the State to the public:</p> <p><a href="http://www.tea.state.tx.us/index4.aspx?id=4662&amp;menu_id=798">http://www.tea.state.tx.us/index4.aspx?id=4662&amp;menu_id=798</a></p>	<p><b>Baseline status (as of July 1, 2009):</b> The State (TEA) publicly reports the data and annually updates the data on the TEA website.</p>
		<p><b>Current status (as of June 30, 2010):</b> Data/reports were updated and posted on the TEA website on 12.15.09.</p>

**2009 – 2010 ANNUAL REPORT for the State Fiscal Stabilization Fund (SFSF)**

Indicator and Descriptor	Agency Response	Plan/Milestones/Dates and/or Status
<p><b>Indicator (a)(2)</b> Confirm whether the State’s Teacher Equity Plan (as part of the State’s Highly Qualified Teacher Plan) fully reflects the steps the State is currently taking to ensure that students from low-income families and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers (as required in section 1111(b)(8)(C) of the ESEA).</p>	<p>Yes, the information is correct. The State makes the information <i>publicly available</i> on a website but updates it <i>less than annually</i>. Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 2B. Cite “Indicator (a)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column. Provide the State website where the most recently updated information is provided by the State to the public:</p> <p><a href="http://www.tea.state.tx.us/index4.aspx?id=4650&amp;menu_id=798">http://www.tea.state.tx.us/index4.aspx?id=4650&amp;menu_id=798</a></p>	<p>Building on Texas' past education successes, in 2006, Texas began reform efforts to guarantee that critical aspects of the state's education system were aligned to ensure each student graduated college- and career-ready. As part of these reforms, Texas continues to emphasize the importance of placing effective teachers in every classroom.</p> <p>The Texas Plan for Equitable Distribution of Highly Qualified Teachers (Plan) reflects many of the steps the state is currently taking to ensure that minority students and students from low income families are not taught by inexperienced, unqualified, or out-of-field teachers at higher rates than other students (as required in section 1111(b)(8)(C) of the ESEA). The state currently makes this information publicly available at</p> <p><a href="http://www.tea.state.tx.us/index4.aspx?id=4650&amp;menu_id=798">http://www.tea.state.tx.us/index4.aspx?id=4650&amp;menu_id=798</a>.</p> <p>The Plan includes, for instance, using teacher incentive pay to reward our best teachers and incentivize them to move and stay in hard-to-staff subjects and classrooms. Using data that is already being collected regarding the distribution of highly qualified teachers, the Texas Education Agency (TEA), in conjunction with the Texas Higher Education Coordinating Board (THECB), will revise and update its Plan annually and continue to make the Plan publicly available on a web site.</p>

**2009 – 2010 ANNUAL REPORT for the State Fiscal Stabilization Fund (SFSF)**

Indicator and Descriptor	Agency Response	Plan/Milestones/Dates and/or Status
		<p><b><u>Milestones and Dates</u></b></p> <ul style="list-style-type: none"> <li>• On or before April 1, 2010 – The TEA Division of NCLB Program Coordination staff will collaborate with appropriate Texas Education Agency and Texas Higher Education Coordinating Board (THECB) staff to update and revise the state plan.</li> <li>• On or before May 1, 2010 - The revised plan will be posted to the Division of NCLB Program Coordination’s Teacher Quality website at:   <a href="http://www.tea.state.tx.us/index4.aspx?id=4650&amp;menu_id=798">http://www.tea.state.tx.us/index4.aspx?id=4650&amp;menu_id=798</a></li> </ul>
		<p><b>Baseline status (as of July 1, 2009):</b> The State (TEA) makes the Equity Plan available on the TEA website, and will continually post revised Plans annually to the TEA website.</p>
		<p><b>Current status (as of June 30, 2010):</b> The revised Plan was posted to the TEA website on April 2010.</p>

**2009 – 2010 ANNUAL REPORT for the State Fiscal Stabilization Fund (SFSF)**

Indicator and Descriptor	Agency Response	Plan/Milestones/Dates and/or Status
<p><b>Descriptor (a)(1)</b> Describe, for each local educational agency (LEA) in the State, the systems used to evaluate the performance of teachers and the use of results from those systems in decisions regarding teacher development, compensation, promotion, retention, and removal.</p> <p>Does the State collect a description of the system each LEA uses to evaluate the performance of teachers?</p>	<p>No, the State does not collect this information. Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Descriptor (a)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.</p>	<p><b>Part 1:</b></p> <p>Building on Texas' past education successes, in 2006, Texas began reform efforts to guarantee that critical aspects of the state's education system were aligned to ensure each student graduated college- and career-ready. As part of these reforms, Texas continues to emphasize the importance of placing effective teachers in every classroom.</p> <p>The state requires that all teachers be appraised based on eight established domains, including the improvement of academic performance of all students on the campus (Texas Education Code §21.351 and Texas Administrative Code §150.1001-2). For each domain, teachers are given a performance rating. Each domain is scored independently, so there are no cumulative scores. While all teachers must be appraised based on the domains, districts have two choices in selecting their evaluation system: a teacher appraisal system recommended by the state or a local teacher appraisal system. This allows districts discretion in designing their system, while ensuring that teachers across the state are held to high standards. The majority of Texas schools use the state's recommended system, called the Professional Development and Appraisal System, (PDAS).</p> <p>To ensure transparency, the state will design an online survey tool to annually collect teacher evaluation information from each LEA. TEA will provide training to LEAs on reporting. Once collected, TEA will then analyze the data and publish new reports or supplement existing state reports and annually make them publicly available on a web site. The reports will include all required information, including a description of the system each LEA uses to evaluate the performance of teachers, and other required information.</p>

**2009 – 2010 ANNUAL REPORT for the State Fiscal Stabilization Fund (SFSF)**

Indicator and Descriptor	Agency Response	<u>Plan/Milestones/Dates and/or Status</u>
		<p><b><u>Milestones and Dates</u></b></p> <ul style="list-style-type: none"> <li>• On or before June 2010 – TEA Division of Educator Initiatives and Performance will design the online survey tool to collect required information.</li> <li>• On or before July 2010 - Implement statewide training for data collection.</li> <li>• On or before September 2010 - Deploy survey tool to collect data from districts.</li> <li>• On or before December 2010 - Analyze and publish the data on the Texas Education Agency web site.</li> </ul>
		<p><b>Baseline status (as of July 1, 2009):</b> The current plan for this indicator has been developed and implemented as per the timeline.</p>
		<p><b>Current status (as of June 30, 2010):</b> Survey Completed. Training outline Completed.</p>

**2009 – 2010 ANNUAL REPORT for the State Fiscal Stabilization Fund (SFSF)**

Indicator and Descriptor	Agency Response	Plan/Milestones/Dates and/or Status
<p>Does the State collect a description of the manner in which each LEA uses the results of the evaluation systems described above related to the performance of teachers in decisions regarding teacher development, compensation, promotion, retention, and removal?</p>	<p>No, the State does not collect this information. Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.</p>	<p><b>Part 2:</b></p> <p>The state requires that all teachers be appraised based on eight established domains, including the improvement of academic performance of all students on the campus (Texas Education Code §21.351 and Texas Administrative Code §150.1001-2). For each domain, teachers are given a performance rating. Each domain is scored independently, so there are no cumulative scores. While all teachers must be appraised based on the domains, districts have two choices in selecting their evaluation system: a teacher-appraisal system recommended by the state or a local teacher-appraisal system. This allows districts discretion in designing their system, while ensuring that teachers across the state are held to high standards. The majority of Texas schools use the state's recommended system called the Professional Development and Appraisal System, (PDAS).</p> <p>To ensure transparency, the state will design an online survey tool to annually collect teacher evaluation information from each LEA. TEA will provide training to LEAs on reporting. Once collected, TEA will analyze the data and annually publish new reports or supplement existing reports and make them publicly available on a web site. The reports will include a description of the system each LEA uses to evaluate the performance of teachers. The reports will also include a description of the manner in which each LEA uses the results of their evaluation systems related to the performance of teachers in decisions regarding teacher development, compensation, promotion, retention, and removal and all other required information. TEA will ensure teacher privacy and that information on individual teacher performance cannot be determined.</p>

**2009 – 2010 ANNUAL REPORT for the State Fiscal Stabilization Fund (SFSF)**

Indicator and Descriptor	Agency Response	Plan/Milestones/Dates and/or Status
		<p><b><u>Milestones and Dates</u></b></p> <ul style="list-style-type: none"> <li>• On or before June 2010 – TEA Division of Educator Initiatives and Performance will design the online survey tool to collect required information.</li> <li>• On or before July 2010 - Implement statewide training for data collection.</li> <li>• On or before September 2010 - Deploy survey tool to collect data from districts</li> <li>• On or before September 2011 - Analyze and publish the data on the TEA web site.</li> </ul>
		<p><b>Baseline status (as of July 1, 2009):</b> The current plan for this indicator has been developed and implemented as per the timeline.</p>
		<p><b>Current status (as of June 30, 2010):</b> Survey tool completed. Training outline Completed.</p>

**2009 – 2010 ANNUAL REPORT for the State Fiscal Stabilization Fund (SFSF)**

Indicator and Descriptor	Agency Response	Plan/Milestones/Dates and/or Status
<p><b>Indicator (a)(3)</b> Indicate, for each LEA in the State, whether the systems used to evaluate the performance of teachers include student achievement outcomes or student growth data as an evaluation criterion.</p>	<p>No, the State does not collect this information. Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (a)(3)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.</p>	<p>Building on Texas' past education successes, in 2006, Texas began reform efforts to ensure critical aspects of the state's education system were aligned to ensure each student graduated college- and career-ready. As part of these reforms, Texas continues to emphasize the important of ensuring effective teachers are in every classroom.</p> <p>The state requires that all teachers be appraised based on eight established domains, including the improvement of academic performance of all students on the campus (Texas Education Code §21.351 and Texas Administrative Code §150.1001-2). For each domain, teachers are given a performance rating. Each domain is scored independently, so there are no cumulative scores. While all teachers must be appraised based on the domains, districts have two choices in selecting their evaluation system: a teacher-appraisal system recommended by the state or a local teacher-appraisal system. This allows districts discretion in designing their system, while ensuring that teachers across the state are held to high standards. The majority of Texas schools use the state's recommended system called the Professional Development and Appraisal System, (PDAS).</p> <p>To ensure transparency, the state will design an online survey tool to annually collect teacher evaluation information from each LEA. TEA will provide training to LEAs on reporting. Once collected, TEA will analyze the data and annually publish new reports or supplement existing reports and make them publicly available on a web site. The reports will include all required information including whether the system each LEA uses to evaluate the performance of teachers includes student achievement outcomes or student growth data as an evaluation criterion. TEA will ensure teacher privacy and that information on individual teacher performance cannot be determined.</p>

**2009 – 2010 ANNUAL REPORT for the State Fiscal Stabilization Fund (SFSF)**

Indicator and Descriptor	Agency Response	<u>Plan/Milestones/Dates and/or Status</u>
		<p><b><u>Milestones and Dates</u></b></p> <ul style="list-style-type: none"> <li>• On or before June 2010 – TEA Division of Educator Initiatives and Performance will design the online survey tool to collect required information.</li> <li>• On or before July 2010 - Implement statewide training for data collection.</li> <li>• On or before September 2010 - Deploy survey tool to collect data from districts.</li> <li>• On or before September 2011 - Analyze and publish the data on the TEA web site.</li> </ul>
		<p><b>Baseline status (as of July 1, 2009):</b> The current plan for this indicator has been developed and implemented as per the timeline.</p>
		<p><b>Current status (as of June 30, 2010):</b> Survey tool completed. Training outline Completed.</p>

**2009 – 2010 ANNUAL REPORT for the State Fiscal Stabilization Fund (SFSF)**

Indicator and Descriptor	Agency Response	Plan/Milestones/Dates and/or Status
<p><b>Indicator (a)(4)</b> Provide, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level.</p>	<p>No, the State does not collect these data. Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.</p>	<p>Building on Texas' past education successes, in 2006 Texas began reform efforts to ensure critical aspects of the state's education system were aligned to ensure each student graduated college- and career-ready. As part of these reforms, Texas continues to emphasize the importance of ensuring effective teachers are in every classroom.</p> <p>The state requires that all teachers be appraised based on eight established domains, including the improvement of academic performance of all students on the campus (Texas Education Code §21.351 and Texas Administrative Code §150.1001-2). For each domain, teachers are given a performance rating. Each domain is scored independently, so there are no cumulative scores. While all teachers must be appraised based on the domains, districts have two choices in selecting their evaluation system: a teacher-appraisal system recommended by the state or a local teacher-appraisal system. This allows districts discretion in designing their system, while ensuring that teachers across the state are held to high standards. The majority of Texas schools use the state's recommended system called the Professional Development and Appraisal System, (PDAS).</p> <p>To ensure transparency, the state will design an online survey tool to annually collect teacher evaluation information from LEAs. TEA will provide training to LEAs on reporting. Once collected, TEA will analyze the data and annually publish new reports or supplement existing reports and make them publicly available on a web site. Reports will include all required data including for each LEA in the state whose teachers receive performance ratings or levels through an evaluation system, the number and percentage of teachers rated at each performance rating or level. TEA will ensure teacher privacy and that information on individual teacher performance cannot be determined.</p>

**2009 – 2010 ANNUAL REPORT for the State Fiscal Stabilization Fund (SFSF)**

Indicator and Descriptor	Agency Response	<u>Plan/Milestones/Dates and/or Status</u>
		<p><b><u>Milestones and Dates</u></b></p> <ul style="list-style-type: none"> <li>• On or before June 2010 – TEA Division of Educator Initiatives and Performance will design the online survey tool to collect required information.</li> <li>• On or before July 2010 - Implement statewide training for data collection.</li> <li>• On or before September 2010 - Deploy survey tool to collect data from districts</li> <li>• On or before September 2011 - Analyze and publish the data on the TEA web site</li> </ul>
		<p><b>Baseline status (as of July 1, 2009):</b> The current plan for this indicator has been developed and implemented as per the timeline.</p>
		<p><b>Current status (as of June 30, 2010):</b> Survey tool completed. Training outline completed.</p>

**2009 – 2010 ANNUAL REPORT for the State Fiscal Stabilization Fund (SFSF)**

Indicator and Descriptor	Agency Response	Plan/Milestones/Dates and/or Status
<p><b>Indicator (a)(5)</b> Indicate, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, whether the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level are publicly reported for each school in the LEA.</p>	<p>No, the State does not collect these data. Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(5)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.</p>	<p>Each LEA will be surveyed to determine whether or not they post the evaluation data on-line in a manner consistent with the indicator. The state will then report on TEA’s website whether or not each LEA makes their teacher evaluation data available on-line in a manner consistent with the indicator.</p> <p>All school districts in Texas are required to use a teacher evaluation system that includes the criteria outlined in the Texas Education Code. Texas Education Code §21.351 establishes a recommended appraisal process and criteria on which to appraise the performance of teachers.</p>
		<p><b><u>Milestones and Dates</u></b></p> <ul style="list-style-type: none"> <li>• On or before May 31, 2011 – TEA will survey LEA’s to determine whether or not each LEA makes their teacher evaluation data available online in a manner consistent with the indicator.</li> <li>• On or before August 31, 2011 – TEA will report whether or not each LEA makes their teacher evaluation data available online on TEA’s website.</li> </ul>
		<p><b>Baseline status (as of July 1, 2009):</b> The current plan for this indicator has been developed and implemented as per the timeline.</p>
		<p><b>Current status (as of June 30, 2010):</b> Survey tool completed.</p>

**2009 – 2010 ANNUAL REPORT for the State Fiscal Stabilization Fund (SFSF)**

Indicator and Descriptor	Agency Response	Plan/Milestones/Dates and/or Status
<p><b>Descriptor (a)(2)</b> Describe, for each LEA in the State, the systems used to evaluate the performance of principals and the use of results from those systems in decisions regarding principal development, compensation, promotion, retention, and removal.</p> <p>Does the State collect a description of the system each LEA uses to evaluate the performance of principals?</p>	<p>No, the State does not collect this information. Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Descriptor (a)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.</p>	<p><b>Part 1:</b></p> <p>Building on Texas' past education successes, in 2006, Texas began reform efforts to ensure that critical aspects of the state's education system were aligned to ensure each student graduated college- and career-ready. As part of these reforms, Texas continues to emphasize the importance of ensuring that effective principals are on every campus to improve student achievement. The state is in the process of improving principal appraisal tools to better assist districts. Under Texas law, districts have two choices in selecting an administrator appraisal process: the recommended principal appraisal process domains/descriptors and performance criteria domains developed by the state, or a locally developed principal appraisal system developed in consultation with district/campus-level committees and adopted by the local school board (Texas Education Code §21.354).</p> <p>To ensure transparency, the state will design an online survey tool to annually collect principal appraisal information from LEAs. TEA will provide training to LEAs on reporting. Once collected, TEA will analyze the data and annually publish new reports or supplement existing reports, and make them publicly available on a web site. The report will include all required data, including a specific description of the system each LEA uses to evaluate the performance of principals. TEA will ensure principal privacy and that information on individual principal performance cannot be determined. Some Texas school districts have only one campus, and, as such, the data on these schools may have to be merged to protect the confidentiality of the principals involved.</p>

**2009 – 2010 ANNUAL REPORT for the State Fiscal Stabilization Fund (SFSF)**

Indicator and Descriptor	Agency Response	<u>Plan/Milestones/Dates and/or Status</u>
		<p><b><u>Milestones and Dates</u></b></p> <ul style="list-style-type: none"> <li>• On or before January 2011* – The TEA Division of Educator Initiatives and Performance will design the online survey tool to collect required information.</li> <li>• On or before July 2010 - Implement statewide training for data collection.</li> <li>• On or before September 2010 - Deploy survey tool to collect data from districts.</li> <li>• On or before September 2011 - Analyze and publish the data on the TEA web site.</li> </ul> <p>* The January 2011 date was submitted in the Initial Phase II SFSF State Application on January 11, 2010, and again on May 10, 2010; however, the January 2011 date was a typo, and was amended to June 2010, in the Approved Phase II SFSF State Grant Application on August 10, 2010.</p>
		<p><b>Baseline status (as of July 1, 2009):</b> The current plan for this indicator has been developed and implemented as per the timeline.</p>
		<p><b>Current status (as of June 30, 2010):</b> Survey tool completed. Training outline completed.</p>

**2009 – 2010 ANNUAL REPORT for the State Fiscal Stabilization Fund (SFSF)**

Indicator and Descriptor	Agency Response	Plan/Milestones/Dates and/or Status
<p>Does the State collect a description of the manner in which each LEA uses the results of the evaluation systems described above related to the performance of principals in decisions regarding principal development, compensation, promotion, retention, and removal?</p>	<p>No, the State does not collect this information. Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.</p>	<p><b>Part 2:</b></p> <p>Under Texas law, districts have two choices in selecting an administrator appraisal process: the recommended principal appraisal process domains/descriptors and performance criteria domains developed by the state, or a locally developed principal appraisal system developed in consultation with district/campus-level committees and adopted by the local school board (Texas Education Code §21.354).</p> <p>To ensure transparency, the state will design an online survey tool to annually collect principal appraisal information from LEAs. TEA will provide training to LEAs on reporting. Once collected, TEA will analyze the data and annually publish new reports or supplement existing reports, and make them publicly available on a web site. The report will include all required data, including, for each LEA in the state, the system used to evaluate the performance of principals and the use of results from those systems in decisions regarding principal development, compensation, promotion, retention and removal. TEA will ensure principal privacy and that information on individual principal performance cannot be determined. Because some Texas school districts have only one campus, the data on these schools may have to be merged to protect the confidentiality of the principals involved.</p>

**2009 – 2010 ANNUAL REPORT for the State Fiscal Stabilization Fund (SFSF)**

Indicator and Descriptor	Agency Response	<u>Plan/Milestones/Dates and/or Status</u>
		<p><b><u>Milestones and Dates</u></b></p> <ul style="list-style-type: none"> <li>• On or before January 2011* – The Division of Educator Initiatives and Performance will design the online survey tool to collect required information.</li> <li>• On or before July 2010 - Implement statewide training for data collection.</li> <li>• On or before September 2010 - Deploy survey tool to collect data from districts.</li> <li>• On or before September 2011 - Analyze and publish the data on the TEA web site.</li> </ul> <p>* The January 2011 date was submitted in the Initial Phase II SFSF State Application on January 11, 2010, and again on May 10, 2010; however, the January 2011 date was a typo, and was amended to June 2010, in the Approved Phase II SFSF State Grant Application on August 10, 2010.</p>
		<p><b>Baseline status (as of July 1, 2009):</b> The current plan for this indicator has been developed and implemented as per the timeline.</p>
		<p><b>Current status (as of June 30, 2010):</b> Survey tool completed. Training outline completed.</p>

**2009 – 2010 ANNUAL REPORT for the State Fiscal Stabilization Fund (SFSF)**

Indicator and Descriptor	Agency Response	Plan/Milestones/Dates and/or Status
<p><b>Indicator (a)(6)</b> Indicate, for each LEA in the State, whether the systems used to evaluate the performance of principals include student achievement outcomes or student growth data as an evaluation criterion.</p>	<p>No, the State does not collect this information. Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (a)(6)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.</p>	<p>Building on Texas' past education successes, in 2006, Texas began reform efforts to ensure that critical aspects of the state's education system were aligned to ensure each student graduated college- and career-ready. As part of these reforms, Texas continues to emphasize the importance of ensuring effective principals are on every campus to improve student achievement. The state is in the process of improving principal appraisal tools to better assist districts. Under Texas law, districts have two choices in selecting an administrator appraisal process: the recommended principal appraisal process domains/descriptors and performance criteria domains developed by the state, or a locally developed principal appraisal system developed in consultation with district/campus-level committees and adopted by the local school board (Texas Education Code §21.354).</p> <p>To ensure transparency, the state will design an online survey tool to annually collect principal appraisal information from LEAs. TEA will provide training to LEAs on reporting. Once collected, TEA will analyze the data and annually publish new reports or supplement existing reports, and make them publicly available on a web site. The report will include all required data, including, for each LEA in the state, whether the system used to evaluate the performance of principals includes student achievement outcomes or student growth data as an evaluation criterion. TEA will ensure principal privacy and that information on individual principal performance cannot be determined. Because some Texas school districts have only one campus, the data on these schools may have to be merged to protect the confidentiality of the principals involved.</p>

**2009 – 2010 ANNUAL REPORT for the State Fiscal Stabilization Fund (SFSF)**

Indicator and Descriptor	Agency Response	<u>Plan/Milestones/Dates and/or Status</u>
		<p><b><u>Milestones and Dates</u></b></p> <ul style="list-style-type: none"> <li>• On or before January 2011* – The Division of Educator Initiatives and Performance will design the online survey tool to collect required information.</li> <li>• On or before July 2010 - Implement statewide training for data collection.</li> <li>• On or before September 2010 - Deploy survey tool to collect data from districts.</li> <li>• On or before September 2011 - Analyze and publish the data on the Texas Education Agency web site.</li> </ul> <p>* The January 2011 date was submitted in the Initial Phase II SFSF State Application on January 11, 2010, and again on May 10, 2010; however, the January 2011 date was a typo, and was amended to June 2010, in the Approved Phase II SFSF State Grant Application on August 10, 2010.</p>
		<p><b>Baseline status (as of July 1, 2009):</b> The current plan for this indicator has been developed and implemented as per the timeline.</p>
		<p><b>Current status (as of June 30, 2010):</b> Survey tool completed. Training outline completed.</p>

**2009 – 2010 ANNUAL REPORT for the State Fiscal Stabilization Fund (SFSF)**

Indicator and Descriptor	Agency Response	Plan/Milestones/Dates and/or Status
<p><b>Indicator (a)(7)</b> Provide, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of principals rated at each performance rating or level.</p>	<p>No, the State does not collect these data. Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.</p>	<p>Building on Texas' past education successes, in 2006, Texas began reform efforts to ensure that critical aspects of the state's education system were aligned to ensure each student graduated college- and career-ready. As part of these reforms, Texas continues to emphasize the importance of ensuring effective principals are on every campus to improve student achievement. The state is in the process of improving principal appraisal tools to better assist districts. Under Texas law, districts have two choices in selecting an administrator appraisal process: the recommended principal appraisal process domains/descriptors and performance criteria domains developed by the state, or a locally developed principal appraisal system developed in consultation with district/campus-level committees and adopted by the local school board (Texas Education Code §21.354).</p> <p>To ensure transparency, the state will design an online survey tool to annually collect principal appraisal information from LEAs. TEA will provide training to LEAs on reporting. Once collected, TEA will analyze the data and annually publish new reports or supplement existing reports and make them publicly available on a web site. The report will include all required data, including, for each LEA in the state whose principals receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of principals rated at each performance rating or level. TEA will ensure principal privacy and that information on individual principal performance cannot be determined. Because some Texas school districts have only one campus, and the data on these schools may have to be merged to protect the confidentiality of the principals involved.</p>

**2009 – 2010 ANNUAL REPORT for the State Fiscal Stabilization Fund (SFSF)**

Indicator and Descriptor	Agency Response	<u>Plan/Milestones/Dates and/or Status</u>
		<p><b><u>Milestones and Dates</u></b></p> <ul style="list-style-type: none"> <li>• On or before January 2011* – The Division of Educator Initiatives and Performance will design the online survey tool to collect required information.</li> <li>• On or before July 2010 - Implement statewide training for data collection.</li> <li>• On or before September 2010 - Deploy survey tool to collect data from districts.</li> <li>• On or before September 2011 - Analyze and publish the data on the TEA website.</li> </ul> <p>* The January 2011 date was submitted in the Initial Phase II SFSF State Application on January 11, 2010, and again on May 10, 2010; however, the January 2011 date was a typo, and was amended to June 2010, in the Approved Phase II SFSF State Grant Application on August 10, 2010.</p>
		<p><b>Baseline status (as of July 1, 2009):</b> The current plan for this indicator has been developed and implemented as per the timeline.</p>
		<p><b>Current status (as of June 30, 2010):</b> Survey tool completed. Training outline completed.</p>

**2009 – 2010 ANNUAL REPORT for the State Fiscal Stabilization Fund (SFSF)**

Indicator and Descriptor	Agency Response	Plan/Milestones/Dates and/or Status
<p><b>Indicator (b)(1)</b> Indicate which of the 12 elements described in section 6401(e)(2)(D) of the America COMPETES Act are included in the State's statewide longitudinal data system.</p> <p>(1) A unique statewide student identifier that does not permit a student to be individually identified by users of the system?</p> <p>(2) Student-level enrollment, demographic, and program participation information?</p> <p>(3) Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete pre-K through postsecondary education programs?</p> <p>(4) The capacity to communicate with higher education data systems?</p> <p>(5) An audit system assessing data quality, validity, and reliability?</p> <p>(6) Yearly State assessment records of individual students?</p> <p>(7) Information on students not tested, by grade and subject?</p>	<p>Yes.</p> <p>Yes.</p> <p>Yes.</p> <p>Yes.</p> <p>Yes.</p> <p>Yes.</p> <p>Yes.</p>	<p>Building on Texas's past successes, Texas is engaged in a multimillion dollar effort to align the state's education systems to ensure that all students graduate college- and career-ready and to improve student achievement. The Texas statewide longitudinal data system currently contains all of the information required for the America COMPETES Act except for data elements 8, 9, and 11. The State's primary concern with data collection has been and will continue to be maintaining parent and student privacy. The plan for including all information related to these data elements as well as other information determined necessary to address alignment and adequate preparation for success in postsecondary education is as follows.</p>

**2009 – 2010 ANNUAL REPORT for the State Fiscal Stabilization Fund (SFSF)**

Indicator and Descriptor	Agency Response	Plan/Milestones/Dates and/or Status
<p>(8) A teacher identifier system with the ability to match teachers to students?</p>	<p>No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #8 in the Plan Element Verification Chart in Part 3B, Section II.</p>	<p><b>(8) A teacher identifier system with the ability to match teachers to students</b></p> <p>Texas currently has a unique, state assigned teacher identifier that allows TEA to identify the courses taught by a teacher while maintaining the anonymity of the teacher and student. Currently, the agency does not collect teacher information at the classroom level needed to match teachers to students. However, TEA is already in the process of developing a data system, for the 2010-2011 school year, with the capacity to collect classroom level data that will link teachers and students in grades 1-12 for the 2010-2011 school year. This new system was designed with the safety and privacy of Texas students in mind and is in direct compliance with current FERPA regulations.</p>
		<p><b><u>Milestones and Dates</u></b></p> <ul style="list-style-type: none"> <li>• December 1, 2009 – Design a classroom level data collection system that will link teachers to students</li> <li>• December 1, 2009 – Publish preliminary standards for data collection for school districts to review</li> <li>• March 10, 2010 – Publish final standards for data collection for school districts</li> <li>• On or before December 1, 2010 – Complete training to Education Service Center PEIMS Coordinators and school districts on implementation of the data collection system</li> <li>• On or before August 31, 2011 – TEA Division of Information Technology will conduct required data collection</li> </ul>

**2009 – 2010 ANNUAL REPORT for the State Fiscal Stabilization Fund (SFSF)**

Indicator and Descriptor	Agency Response	Plan/Milestones/Dates and/or Status
<p>(9) Student-level transcript information, including on courses completed and grades earned?</p>	<p>No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #9 in the Plan Element Verification Chart in Part 3B, Section II.</p>	<p><b>(9) Student-level transcript information, including courses completed and grades earned</b></p> <p>Texas currently collects course completion information for students in grade levels 9-12 but does not collect course grades. The state will fulfill all requirements by enhancing its systems to also collect course grades for courses taken for high school credit. This data will be stored on a secure network at TEA to ensure the privacy and integrity of this personal student data. This system will be designed with the safety and privacy of Texas students in mind, and is in compliance with current FERPA regulations.</p>
		<p><b><u>Milestones and Dates</u></b></p> <ul style="list-style-type: none"> <li>• December 1, 2009 – Modify the design of the course completion data collection to include grades for courses taken for high school credit</li> <li>• December 1, 2009 – Publish preliminary standards for data collection for school districts to review</li> <li>• March 10, 2010 – Publish final standards for data collection for school districts</li> <li>• On or before December 1, 2010– Complete training to Education Service Center PEIMS Coordinators and school districts</li> <li>• On or before August 31, 2011 – TEA Division of Information Technology will conduct required data collection</li> </ul>

**2009 – 2010 ANNUAL REPORT for the State Fiscal Stabilization Fund (SFSF)**

<b>Indicator and Descriptor</b>	<b>Agency Response</b>	<b>Plan/Milestones/Dates and/or Status</b>
(10) Student-level college readiness test scores?	Yes.	

**2009 – 2010 ANNUAL REPORT for the State Fiscal Stabilization Fund (SFSF)**

Indicator and Descriptor	Agency Response	Plan/Milestones/Dates and/or Status
<p>(11) Information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework?</p>	<p>No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #11 in the Plan Element Verification Chart in Part 3B, Section II.</p>	<p><b>(11) Information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework.</b></p> <p>Texas currently collects information on high school graduates enrolling in postsecondary institutions located in Texas and whether these students enroll in remedial coursework. Aggregate enrollment reports are available on the TEA web site. In order to collect information on Texas high school graduates enrolling in out-of-state postsecondary institutions, TEA has signed an agreement with the National Student Clearinghouse (NSC). Under the agreement, NSC will provide ten years of postsecondary enrollment data on Texas graduates starting in 2010. Additionally, the ability of the NSC to provide TEA with information on Texas high school graduates enrolling in out-of-state postsecondary institution remedial coursework is currently being discussed with TEA. All collections will be designed with the safety and privacy of Texas students in mind, and in direct compliance with current FERPA regulations.</p>
		<p><b><u>Milestones and Dates</u></b></p> <ul style="list-style-type: none"> <li>• On or before December 31, 2010 - NSC is expected to provide out-of-state postsecondary enrollment data for 2008-2009 Texas high school graduates.</li> <li>• On or before December 31, 2011 - NSC is expected to provide out-of-state postsecondary enrollment data for 2009-2010 Texas high school graduates.</li> </ul>

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Indicator and Descriptor	Agency Response	Plan/Milestones/Dates and/or Status
<p>(12) Other information determined necessary to address alignment and adequate preparation for success in postsecondary education?</p>	<p>No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #12 in the Plan Element Verification Chart in Part 3B, Section II.</p>	<p><b>(12) Other information determined necessary to address alignment and adequate preparation for success in postsecondary education.</b></p> <p>Texas is currently in the process of developing the collection of course-level information and grades for postsecondary students in Texas for 2011 as part of the 2009 Statewide Longitudinal Data System grant. The project provides aggregate reports to school districts on the performance of their graduates in specific courses. This information is intended to allow districts to determine whether they are adequately preparing students for postsecondary education in various subjects. All collections will be designed with the safety and privacy of Texas students in mind, and in direct compliance with current FERPA regulations.</p>
		<p><b><u>Milestones and Dates</u></b></p> <ul style="list-style-type: none"> <li>On or before September 15, 2011-THECB will conduct collection of postsecondary data.</li> </ul>

**2009 – 2010 ANNUAL REPORT for the State Fiscal Stabilization Fund (SFSF)**

Indicator and Descriptor	Agency Response	Plan/Milestones/Dates and/or Status
		<p><b>Baseline status for Indicator (b)(1) – Elements (1) – (12) (as of July 1, 2009):</b></p> <ol style="list-style-type: none"> <li>1. Texas has a unique statewide student identifier in the state longitudinal data system that does not permit a student to be individually identified by users of the system.</li> <li>2. K-12 student enrollment, demographic, and program participation data is collected through the PEIMS Fall collection each year.</li> <li>3. K-12 data is collected through the PEIMS Fall and Summer collections. Post-secondary data is available from the Texas Higher Education Coordinating Board through TPEIR.</li> <li>4. TEA and the Texas Higher Education Coordinating Board exchange data according to an MOU established in 2000. Data from both agencies is stored in the TPEIR Data Warehouse.</li> <li>5. The PEIMS data collection system includes over 1,000 edits and over 300 validation reports available to LEA's for reviewing and correcting their data. Enterprise Data Management runs quality assurance checks against the data before it is released to agency staff. In addition, the Performance Based Monitoring System (PBMS) is used to audit the PEIMS Leaver, Discipline, and Student Assessment data.</li> <li>6. Yearly TAKS data is collected and managed by the Student Assessment Division and is loaded into TPEIR as it becomes available.</li> </ol>

**2009 – 2010 ANNUAL REPORT for the State Fiscal Stabilization Fund (SFSF)**

Indicator and Descriptor	Agency Response	Plan/Milestones/Dates and/or Status
		<p><b>Baseline status for Indicator (b)(1) – Elements (1) – (12) (as of July 1, 2009): CONTINUED</b></p> <p>7. TAKS results include information on students not tested, by grade and subject. This data is collected and managed by the Student Assessment Division and is loaded into TPEIR as it becomes available.</p> <p>8. TEA has a unique teacher identifier at the state level but is not yet able to match teachers to students.</p> <p>9. TEA has course completion data for students in grades 9-12, but does not yet collect course grades.</p> <p>10. TEA currently receives this data from the testing companies.</p> <p>11. Transition and remedial coursework data is currently available for Texas high school graduates attending Texas IHEs if the student has authorized the release of this data. TEA does not currently have information on Texas high school graduates who enroll in out of state colleges and universities.</p> <p>12. TEA received an IES 2009 Statewide Longitudinal Data System grant in March 2009. The project, which started 7/1/2009, includes plans for THECB to collect course level data including grades for students in post-secondary education in Texas for the first time in Summer 2011.</p>

**2009 – 2010 ANNUAL REPORT for the State Fiscal Stabilization Fund (SFSF)**

Indicator and Descriptor	Agency Response	Plan/Milestones/Dates and/or Status
		<p><b>Current status for Indicator (b)(1) – Elements (1) –(12) (as of June 30, 2010):</b></p> <ol style="list-style-type: none"> <li>1. Implemented: No Change</li> <li>2. Implemented: No Change</li> <li>3. Implemented: No Change</li> <li>4. Implemented: No Change</li> <li>5. Implemented: No Change</li> <li>6. Implemented: No Change</li> <li>7. Implemented: No Change</li> <li>8. TEA will collect classroom level information for the first time in the Summer of 2011. This will enable the agency to match teachers to students. TEA has published the PEIMS 2010-2011 Data Standards and has trained the Education Service Center PEIMS Coordinators and district software vendors on the requirements.</li> <li>9. TEA will collect course grades for courses taken for high school credit for the first time in the PEIMS Summer 2011 Collection. TEA has published the PEIMS 2010-2011 Data Standards and has trained the Education Service Center PEIMS Coordinators and district software vendors on the requirements.</li> </ol>

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Indicator and Descriptor	Agency Response	Plan/Milestones/Dates and/or Status
		<p><b>Current status for Indicator (b)(1) – Elements (1) –(12) (as of June 30, 2010): CONTINUED</b></p> <p>10. TEA will add the college readiness test scores to the TPEIR data warehouse in 2012.</p> <p>11. TEA has a contract with the National Student Clearinghouse to collect enrollment information on Texas high school graduates who enroll in out of state colleges and universities, if the students authorize the release of this information.</p> <p>12. TEA awarded a sub-grant to THECB to collect post secondary course data including grades for the first time in Summer 2011. THECB has published the draft EDC Data Manual for post secondary institutions.</p>

**2009 – 2010 ANNUAL REPORT for the State Fiscal Stabilization Fund (SFSF)**

Indicator and Descriptor	Agency Response	Plan/Milestones/Dates and/or Status
<p><b>Indicator (b)(2)</b> Indicate whether the State provides student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs.</p>	<p>No. Provide a plan for providing this information to teachers in Part 3B, Section III.</p>	<p>The state will provide student growth data on their current students and the students they taught in the previous year to, at a minimum, to teachers of reading/language arts and mathematics in grades in which the state administers assessments in those subjects, in a manner that is timely and informs instruction.</p> <p>Texas has been approved by the U.S. Department of Education to use a growth model for determining whether schools, school districts and the state are making Adequate Yearly Progress (AYP) for the 2008-2009 year under the No Child left Behind Act of 2001 (NCLB). This indicator, the Texas Projection Measure (TPM), estimates whether a student is likely to pass TAKS assessments at a future grade (grade 5, 7 [writing only], 8 or 11). This measure is based on (1) the student's current performance on TAKS, and (2) the TAKS scores of all students on the campus that the student attends. The TPM will be reported in mathematics, reading, English language arts, science, social studies and writing for students in grades 3-10.</p> <p>In addition, House Bill 3, passed during the 2009 legislative Session, requires that a data portal with student-teacher information be implemented to provide teachers and parents up-to-date information about a student's progress. These reports will allow a teacher to determine if a student is making the necessary progress to be successful in grades 5, 8 or 11 in the future. The data portal will be able to generate reports as soon as the teacher-student link information is available from the state's district data collection system, called PEIMS. Although the state does not currently provide statewide teacher-specific reports for all 327,000 teachers, districts are provided with the information to generate comprehensive reports at the district level. These teacher- and student-specific reports will be available through the data portal by fall 2011. This system will be designed with the safety and privacy of Texas students in mind, and is in compliance with current FERPA regulations.</p>

**2009 – 2010 ANNUAL REPORT for the State Fiscal Stabilization Fund (SFSF)**

Indicator and Descriptor	Agency Response	Plan/Milestones/Dates and/or Status
		<p><b><u>Milestones and Dates</u></b></p> <ul style="list-style-type: none"> <li>• On or before February 2010 - TEA will select a vendor for services, including a data portal.</li> <li>• On or before September 2010 - The data portal will be available with limited capabilities.</li> <li>• On or before September 2011-The fully implemented data portal with student-teacher link will go into effect.</li> </ul>
		<p><b>Baseline status (as of July 1, 2009):</b> Following the enactment of House Bill 3 on June 19, 2009 Student Assessment began the process of drafting a request for proposal to select a vendor to build the data portal.</p>
		<p><b>Current status (as of June 30, 2010):</b> Pearson, the selected vendor, is in the process of building the data portal, which will be available with limited capabilities in September 2010. The portal will be fully implemented prior to September 2011.</p>

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Indicator and Descriptor	Agency Response	Plan/Milestones/Dates and/or Status
<p><b>Indicator (b)(3)</b> Indicate whether the State provides teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement on those assessments.</p>	<p>No. Provide a plan for providing this information to teachers in Part 3B, Section IV.</p>	<p>Texas has been approved by the United States Department of Education to use a growth model for determining whether schools, school districts, and the state are making Adequate Yearly Progress (AYP) for the 2008-2009 year under the No Child Left Behind Act of 2001 (NCLB). This model, the Texas Projection Measure (TPM), estimates whether a student is likely to pass the Texas Assessment of Knowledge and Skills (TAKS), which is the state approved assessment instrument, at a future grade levels (grade 5, 7 [writing only], 8, or 11). In determining whether a student is likely to pass the TAKS in a future grade, the TPM considers (1) the student's current performance on TAKS, and (2) the TAKS scores of all students on the campus that the student attends. The TPM will be reported in mathematics, reading, English language arts, science, social studies, and writing and is provided for students in grades 3-11. House Bill 3, passed during the 2009 Legislative Session, requires that a Student Assessment Data Portal with student-teacher information be implemented to provide teachers and parents up-to-date information about a student's progress. The Student Assessment Data Portal will be able to generate reports based on TPM results. These reports will be able to show teacher effectiveness based on whether the student is making the necessary progress to be successful in grades 5, 8, or 11 in the future.</p>

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Indicator and Descriptor	Agency Response	Plan/Milestones/Dates and/or Status
		<p><b><u>Milestones and Dates</u></b></p> <ul style="list-style-type: none"> <li>• On or before February 2010 - Selection of a provider of assessment services, of which the Student Assessment Data Portal is a requirement.</li> <li>• On or before September 2010 - Data portal to be available with limited capabilities.</li> <li>• On or before August 2011 - Fully implemented Student Assessment Data Portal.</li> </ul>
		<p><b>Baseline status (as of July 1, 2009):</b> Following the enactment of House Bill 3 on June 19, 2009 Student Assessment began the process of drafting a request for proposal to select a vendor to build the data portal.</p>
		<p><b>Current status (as of June 30, 2010):</b> Pearson, the selected vendor, is in the process of building the data portal, which will be available with limited capabilities in September 2010. The portal will be fully implemented on or before August 2011.</p>

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Indicator and Descriptor	Agency Response	Plan/Milestones/Dates and/or Status
<p><b>Indicator (c)(1)</b> Confirm the approval status, as determined by the Department, of the State’s assessment system under section 1111(b)(3) of the ESEA with respect to reading/language arts, mathematics, and science assessments.</p>	<p>Yes, the status is correct. The State makes the status information <i>publicly available</i> and keeps it <i>up-to-date</i> on a website. Provide the State website where the status is provided by the State to the public:</p> <p>Information about the Texas Essential Knowledge and Skills (TEKS) can be found on the TEA TAKS website at</p> <p><a href="http://www.tea.state.tx.us/index3.aspx?id=948&amp;menu_id=793">http://www.tea.state.tx.us/index3.aspx?id=948&amp;menu_id=793</a></p> <p>The Department’s approval of the State’s assessment system can also be found on the TEA TAKS Resources website under the heading “Letters”. It also can be found directly at</p> <p><a href="http://ritter.tea.state.tx.us/student.assessment/special_education/usde_ltr_alt_assessment.pdf">http://ritter.tea.state.tx.us/student.assessment/special_education/usde_ltr_alt_assessment.pdf</a></p>	<p><b>Baseline status (as of July 1, 2009):</b> The State’s Assessment System (reading/language arts, mathematics, and science) has been approved in accordance with Sec. 1111(b)(3) of the ESEA, and all information regarding the State’s Assessment System is publicly available and kept up to date on the TEA website.</p>
		<p><b>Current status (as of June 30, 2010):</b> The State’s Assessment System remains approved in accordance with Sec. 1111(b)(3) of the ESEA, and all information regarding the State’s Assessment System remain publicly available and kept up to date on the TEA website.</p>

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Indicator and Descriptor	Agency Response	Plan/Milestones/Dates and/or Status
<p><b>Indicator (c)(2)</b> Confirm whether the State has developed and implemented valid and reliable alternate assessments for students with disabilities that are approved by the Department.</p>	<p>Yes, the status is correct. The State makes the status information <i>publicly available</i> and keeps it <i>up-to-date</i> on a website. Provide the State website where the status is provided by the State to the public:</p> <p><a href="http://www.tea.state.tx.us/index3.aspx?id=3632&amp;menu_id=793">http://www.tea.state.tx.us/index3.aspx?id=3632&amp;menu_id=793</a></p>	<p><b>Baseline status (as of July 1, 2009):</b> The State has developed and implemented valid and reliable alternate assessments for students with disabilities that are approved by the USDE.</p>
		<p><b>Current status (as of June 30, 2010):</b> The State continues to implement valid and reliable alternate assessments for students with disabilities that are approved by the USDE. Information is publicly available and kept up to date on the TEA website.</p>
<p><b>Indicator (c)(3)</b> Confirm whether the State’s alternate assessments for students with disabilities, if approved by the Department, are based on grade-level, modified, or alternate academic achievement standards.</p>	<p>Yes, the information is correct. The State makes the information <i>publicly available</i> and keeps it <i>up-to-date</i> on a website. Provide the State website where the information is collected and publicly available:</p> <p><a href="http://www.tea.state.tx.us/index3.aspx?id=3632&amp;menu_id=793">http://www.tea.state.tx.us/index3.aspx?id=3632&amp;menu_id=793</a></p>	<p><b>Baseline status (as of July 1, 2009):</b> The State has alternate assessments for students with disabilities that are based on grade-level, modified, or alternate academic achievement standards that are all approved by the USDE.</p>
		<p><b>Current status (as of June 30, 2010):</b> The State maintains alternate assessments for students with disabilities that are based on grade-level, modified, or alternate academic achievement standards that are all approved by the USDE. Information pertaining to these assessments is available on the TEA website and is kept up-to-date.</p>

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Indicator and Descriptor	Agency Response	Plan/Milestones/Dates and/or Status
<p><b>Indicator (c)(4)</b> Indicate whether the State has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides students with disabilities to ensure their meaningful participation in State assessments.</p>	<p>No, this has been completed, but it occurred more than two years ago. The State does not make the information publicly available on a website. Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p>	<p>Texas continually reviews information collected about the appropriateness and effectiveness of the accommodations it provides to students with disabilities to ensure their meaningful participation in state assessments. The last formal analysis was completed two years ago.</p> <p>In order to monitor whether districts are providing appropriate accommodations, each time the Texas Assessment of Knowledge and Skills (TAKS) test is administered, Texas collects and reviews information on the TAKS answer documents concerning the types of accommodations provided. TEA will be administering TAKS tests in the spring of 2010, and after those administrations, answer sheet information will be reviewed and summarized. The Student Assessment Division will also post an online survey for test administrators to complete that coincides with the primary administration of the TAKS test, which is in April 2010. Similar surveys conducted by TEA in the past yielded response rates sufficient to draw meaningful conclusions. Test administrators will be informed of the upcoming survey and deadline for submission, as well as the purpose of the survey and its results, beginning in March 2010. TEA will encourage test administrators to complete the survey and provide necessary training. The survey will contain questions about the accommodations used for students served by special education during state assessments.</p> <p>The input provided from these sources will be combined and analyzed and used to inform decisions about accommodations for the new state assessment program that will be implemented in the 2011-2012 school year. The results of TEA's analysis of the appropriateness and effectiveness of the accommodations it provides to students with disabilities to ensure their meaningful participation in state assessments will be posted to the publicly available student assessment web site by October 2010.</p>

**2009 – 2010 ANNUAL REPORT for the State Fiscal Stabilization Fund (SFSF)**

Indicator and Descriptor	Agency Response	Plan/Milestones/Dates and/or Status
		<p><b><u>Milestones and Dates</u></b></p> <ul style="list-style-type: none"> <li>• On or before March 2010 - The TEA Division of Student Assessment staff will draft the survey for test administrators.</li> <li>• On or before April 2010 - The TEA Division of Student Assessment staff will conduct the survey with test administrators.</li> <li>• On or before August 2010 - The TEA Division of Student Assessment staff will analyze results from the survey and other sources.</li> <li>• On or before October 2010 - The TEA Division of Student Assessment staff will finalize and post results online.</li> </ul>
		<p><b>Baseline status (as of July 1, 2009):</b> In spring 2009, TEA collected data from answer documents on the types of accommodations provided to students with disabilities; however, TEA had no data on the appropriateness and effectiveness of those accommodations.</p>
		<p><b>Current status (as of June 30, 2010):</b> In spring 2010, TEA conducted a survey to collect data on the appropriateness and effectiveness of accommodations provided to students with disabilities. TEA has begun analyzing these data, will publish the results online, and keep the results up to date by October 2010.</p>

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Indicator and Descriptor	Agency Response	Plan/Milestones/Dates and/or Status
<p><b>Indicator (c)(5)</b> Confirm the number and percentage (including numerator and denominator) of students with disabilities who are included in State reading/language arts and mathematics assessments.</p>	<p>Yes, the data are correct. The State makes the data relative to the inclusion of students with disabilities on State assessments in <i>reading/language arts publicly available</i> and keeps it <i>up-to-date</i> on a website.</p> <p>Provide the State website where the data are collected and publicly available:</p> <p><a href="http://ritter.tea.state.tx.us/ayp/2009/summaries09part.pdf">http://ritter.tea.state.tx.us/ayp/2009/summaries09part.pdf</a></p> <p>Yes, the data are correct. The State makes the data relative to the inclusion of students with disabilities on State assessments in <i>mathematics publicly available</i> and keeps it <i>up-to-date</i> on a website. Provide the State website where the data are collected and publicly available:</p> <p><a href="http://ritter.tea.state.tx.us/ayp/2009/summaries09part.pdf">http://ritter.tea.state.tx.us/ayp/2009/summaries09part.pdf</a></p>	<p><b>Baseline status (as of July 1, 2009):</b> These results for students with disabilities are reported publicly each year and can found online at the following link:</p> <p><a href="http://ritter.tea.state.tx.us/ayp/2009/summaries09part.pdf">http://ritter.tea.state.tx.us/ayp/2009/summaries09part.pdf</a></p>
		<p><b>Current status (as of June 30, 2010):</b> TEA will continue to annually publish/up date these results online for students with disabilities. The release of the 2009-10 report will be August 5, 2010 at the following link:</p> <p><a href="http://ritter.tea.state.tx.us/ayp/2010/summaries10part.pdf">http://ritter.tea.state.tx.us/ayp/2010/summaries10part.pdf</a>.</p>

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Indicator and Descriptor	Agency Response	Plan/Milestones/Dates and/or Status
<p><b>Indicator (c)(6)</b> Indicate whether the State has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides limited English proficient students to ensure their meaningful participation in State assessments.</p>	<p>No, this was completed more than two years ago. The State does not make the information publicly available on a website. Provide the State’s plan for making the information publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(6)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p>	<p>Texas continually reviews information collected about the appropriateness and effectiveness of the accommodations it provides limited English proficient students to ensure their meaningful participation in state assessments; however, the last formal analysis was completed over two years ago. In order to monitor whether districts are providing appropriate accommodations, each time the Texas Assessment of Knowledge and Skills (TAKS) test is administered, Texas collects and reviews information provided on the TAKS answer documents concerning the types of accommodations provided. TEA will be administering TAKS tests in the spring of 2010, and after those administrations, answer sheet information will be reviewed and summarized. The Student Assessment Division will also post an online survey for test administrators to complete that coincides with the primary administration of the TAKS, which is in April 2010. Similar surveys conducted by TEA in the past yielded response rates sufficient to draw meaningful conclusions. Test administrators will be informed of the upcoming survey and deadline for submission, as well as the purpose of the survey and its results, beginning in March 2010. TEA will encourage test administrators to complete the survey and provide necessary training. The survey will contain questions about the accommodations for limited English proficient students during the state assessments.</p> <p>Input from these sources will be combined, and the results of TEA's analysis of the appropriateness and effectiveness of the accommodations it provides limited English proficient students to ensure their meaningful participation in State Assessments will be posted to the publicly available Student Assessment web site in October of 2010.</p>

**2009 – 2010 ANNUAL REPORT for the State Fiscal Stabilization Fund (SFSF)**

Indicator and Descriptor	Agency Response	Plan/Milestones/Dates and/or Status
		<p><b><u>Milestones and Dates</u></b></p> <ul style="list-style-type: none"> <li>• On or before March 2010 - The TEA Division of Student Assessment staff will draft the survey for test administrators.</li> <li>• On or before April 2010 - The TEA Division of Student Assessment staff will conduct the survey with test administrators.</li> <li>• On or before August 2010 - The TEA Division of Student Assessment staff will analyze results.</li> <li>• On or before October 2010 - The TEA Division of Student Assessment staff will finalize and post results online.</li> </ul>
		<p><b>Baseline status (as of July 1, 2009):</b> In spring 2009, TEA collected data from answer documents on the types of accommodations provided to limited English proficient students; however, TEA had no data on the appropriateness and effectiveness of those accommodations.</p>
		<p><b>Current status (as of June 30, 2010):</b> In spring 2010, TEA conducted a survey to collect data on the appropriateness and effectiveness of accommodations provided to limited English proficient students. TEA has begun analyzing these data, will publish the results online, and will keep these data up to date by October 2010.</p>

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Indicator and Descriptor	Agency Response	Plan/Milestones/Dates and/or Status
<p><b>Indicator (c)(7)</b> Confirm whether the State provides native language versions of State assessments for limited English proficient students that are approved by the Department.</p>	<p>Yes, the information is correct. The State makes the information <i>publicly available</i> and keeps it <i>up-to-date</i> on a website. Provide the State website where the information is collected and publicly available:</p> <p><a href="http://www.tea.state.tx.us/index3.aspx?id=3300&amp;menu_id=793">http://www.tea.state.tx.us/index3.aspx?id=3300&amp;menu_id=793</a></p>	<p><b>Baseline status (as of July 1, 2009):</b> The State provides native language versions of the State assessments for limited English proficient students. The State assessments are approved by the USDE.</p>
		<p><b>Current status (as of June 30, 2010):</b> The State continues to provide USDE approved native language versions of the State assessments for limited English proficient students. Information pertaining to these assessments is publicly available on the TEA website and is kept up-to-date.</p>

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Indicator and Descriptor	Agency Response	Plan/Milestones/Dates and/or Status
<p><b>Indicator (c)(8)</b> Confirm the number and percentage (including numerator and denominator) of limited English proficient students who are included in State reading/language arts and mathematics assessments.</p>	<p>Yes, the data are correct. The State makes the data relative to the inclusion of limited English proficient students on State assessments in <i>reading/language arts publicly available</i> and keeps it <i>up-to-date</i> on a website. Provide the State website where the data are collected and publicly available:</p> <p><a href="http://ritter.tea.state.tx.us/ayp/2009/summaries09part.pdf">http://ritter.tea.state.tx.us/ayp/2009/summaries09part.pdf</a></p> <p>Yes, the data are correct. The State makes the data relative to the inclusion of limited English proficient students on State assessments in <i>mathematics publicly available</i> and keeps it <i>up-to-date</i> on a website. Provide the State website where the data are collected and publicly available:</p> <p><a href="http://ritter.tea.state.tx.us/ayp/2009/summaries09part.pdf">http://ritter.tea.state.tx.us/ayp/2009/summaries09part.pdf</a></p>	<p><b>Baseline status (as of July 1, 2009):</b> Baseline status (as of July 1, 2009): These results for limited English proficient students are reported publicly each year and can found online at the following link:</p> <p><a href="http://ritter.tea.state.tx.us/ayp/2009/summaries09part.pdf">http://ritter.tea.state.tx.us/ayp/2009/summaries09part.pdf</a></p>
		<p><b>Current status (as of June 30, 2010):</b> TEA will continue to annually publish and keep up to date these results online for limited English proficient students. The release of the 2009-10 report will be August 5, 2010 at the following link:</p> <p><a href="http://ritter.tea.state.tx.us/ayp/2010/summaries10part.pdf">http://ritter.tea.state.tx.us/ayp/2010/summaries10part.pdf</a>.</p>

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Indicator and Descriptor	Agency Response	Plan/Milestones/Dates and/or Status
<p><b>Indicator (c)(9)</b> Confirm that the State’s annual State Report Card (under section 1111(h)(1) of the ESEA) contains the most recent available State reading and mathematics National Assessment of Educational Progress (NAEP) results as required by 34 CFR 200.11(c).</p>	<p>Yes, the State Report Card includes this information. Please attach the State Report Card or provide the URL where the State Report Card is provided to the public: The link to the NCLB Report Card which contains the NAEP data is:</p> <p><a href="http://www.tea.state.tx.us/index4.aspx?id=6634&amp;menu_id=798">http://www.tea.state.tx.us/index4.aspx?id=6634&amp;menu_id=798</a></p> <p>The specific link to the section of the report containing the NAEP data is:</p> <p><a href="http://ritter.tea.state.tx.us/adhocrpt/NCLB_Report_Card/2009/NCLB_Part_V.html">http://ritter.tea.state.tx.us/adhocrpt/NCLB_Report_Card/2009/NCLB_Part_V.html</a></p>	<p><b>Baseline status (as of July 1, 2009):</b> The State reading and mathematics NAEP results were reported in the State Report Card.</p>
		<p><b>Current status (as of June 30, 2010):</b> The State reading and mathematics NAEP results were reported in the State Report Card that was released in January 2010, and on or before January 31, 2011, the most recently available State reading and mathematics NAEP results will be reported in the State Report Card. These data will be published and kept up to date on the TEA website.</p>

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Indicator and Descriptor	Agency Response	Plan/Milestones/Dates and/or Status
<p><b>Indicator (c)(10)</b> Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), the number and percentage (including numerator and denominator) of students who graduate from high school using a four-year adjusted cohort graduation rate as required by 34 CFR 200.19(b)(1)(i).</p>	<p>Yes, the State collects these data. The State makes the data <i>publicly available</i> and updates the data <i>at least annually</i> on a website. Provide the State website where the data are collected and publicly available:   <a href="http://www.tea.state.tx.us/index4.aspx?id=4080">http://www.tea.state.tx.us/index4.aspx?id=4080</a></p>	<p><b>Baseline status (as of July 1, 2009):</b></p> <p>Response: The indicator was in place. TEA makes these data publicly available on the TEA website and keeps these data up to date.</p>
		<p><b>Current status (as of June 30, 2010):</b></p> <p>Response: Completed. TEA makes these data publicly available on the TEA website and keeps these data up to date.</p>

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Indicator and Descriptor	Agency Response	Plan/Milestones/Dates and/or Status
<p><b>Indicator (c)(11)</b> Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i), the number and percentage (including numerator and denominator) who enroll in an institution of higher education (IHE) (as defined in section 101(a) of the Higher Education Act of 1965, as amended (HEA)) within 16 months of receiving a regular high school diploma.</p>	<p>No, the State does not collect these data. The State will <u>develop but not implement</u> the means to collect and publicly report the data (i.e., the State <u>will not</u> collect and publicly report the data) by September 30, 2011. Provide the State’s plan for developing the means to collect and to publicly report the data (but not the State’s implementation of those means) in Part 3B, Section V.</p>	<p>Texas has been a leader in building and maintaining robust longitudinal data systems. Texas is in the process of aligning the state's education information systems to ensure that all students graduate college-and career-ready, and to improve student achievement. The state's P-20 collaboration between the K-12 and higher education sectors has been at the forefront of our efforts in recent years to promote college access, particularly among underrepresented students.</p> <p>The state currently collects information about students who enroll in an institution of higher education within the state, but does not collect out-of-state information. TEA has signed a contract with the National Student Clearinghouse (NSC) to collect this information. The state will be able to collect all required information on Texas high school graduates who, within 16 months of receiving a regular high school diploma, enroll in an institute of higher education.</p>
		<p><b><u>Milestones and Dates</u></b></p> <ul style="list-style-type: none"> <li>• On or before July 30, 2010 - TEA will provide a graduate data file to NSC. NSC will match to its database and return the file with out-of-state enrollment data to TEA.</li> <li>• On or before August 30, 2011-TEA will load out-of-state data to the TEA's Texas P-16 Public Education Information Resource Public (TPEIR) Data Warehouse.</li> </ul>

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Indicator and Descriptor	Agency Response	Plan/Milestones/Dates and/or Status
		<p><b>Baseline status (as of July 1, 2009):</b> Preliminary meetings to discuss the exchange of data between TEA and NSC had begun.</p>
		<p><b>Current status (as of June 30, 2010):</b> The contract between TEA and NSC was signed on 12/18/2009. The agency expects that TEA will provide 2007-08 graduate data to NSC by July 30, 2010, and NSC will return out-of-state postsecondary enrollment data to TEA. Out-of-state postsecondary information will be loaded to the TPEIR Data Warehouse by August 30, 2011.</p>

**2009 – 2010 ANNUAL REPORT for the State Fiscal Stabilization Fund (SFSF)**

Indicator and Descriptor	Agency Response	Plan/Milestones/Dates and/or Status
<p><b>Indicator (c)(12)</b> Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i) who enroll in a public IHE (as defined in section 101(a) of the HEA) in the State within 16 months of receiving a regular high school diploma, the number and percentage (including numerator and denominator) who complete at least one year's worth of college credit (applicable to a degree) within two years of enrollment in the IHE.</p>	<p>No, the State does not collect these data. The State will <u>develop but not implement</u> the means to collect and publicly report the data (i.e., the State <u>will not</u> collect and publicly report the data) by September 30, 2011. Provide the State's plan for developing the means to collect and to publicly report the data (but not the State's implementation of those means) in Part 3B, Section V.</p>	<p>Building on Texas' past education successes, in 2006, Texas began reform efforts to guarantee that critical aspects of the state's education information system were aligned to ensure each student graduated college- and career-ready, including alignment of the K-12 and postsecondary education information systems. As a result, THECB currently collects data on Texas public high school students who enroll in a Texas institution of higher education. THECB has also begun a project involving collecting higher education student course data. These new data sets will allow the state to meet all requirements including allowing the state to determine the number and percentage of students who complete at least one year's worth of college credit (applicable to a degree) within two years of enrollment in the IHE. According to recent guidance from the USDE, the state must collect data on progress toward a postsecondary degree only for students who attend a public IHE in the state.</p>
		<p><b><u>Milestones and Dates</u></b></p> <ul style="list-style-type: none"> <li>On or before September 15, 2011-Data will be submitted from IHEs to THECB and prepared for loading into TPEIR.</li> </ul>
		<p><b>Baseline status (as of July 1, 2009):</b> Discussions were held and work on a detailed project plan for the SLDS I grant funded by the Department of Education had begun.</p>
		<p><b>Current status (as of June 30, 2010):</b> The THECB continues to work on the new data collection of higher education student course data. According to the most recent SLDS I project plan, the date for the activity listed under <b>Milestones and Dates</b> remains the same.</p>

**2009 – 2010 ANNUAL REPORT for the State Fiscal Stabilization Fund (SFSF)**

Indicator and Descriptor	Agency Response	Plan/Milestones/Dates and/or Status
<p><b>Indicator (d)(1)</b> Provide, for the State, the average statewide school gain in the “all students” category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on the State assessments in reading/language arts and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress (as defined in this notice) on State assessments in reading/language arts in the last year.</p>	<p>Yes, the State collects these data. The State makes the data <i>publicly available</i> and updates the data <i>at least annually</i> on a website. Provide the State website where the data are collected and publicly available:</p> <p><a href="http://www.tea.state.tx.us/index4.aspx?id=7354&amp;menu_id=798">http://www.tea.state.tx.us/index4.aspx?id=7354&amp;menu_id=798</a></p>	<p><b>Baseline status (as of July 1, 2009):</b> The current plan for this indicator will be developed and implemented for posting online by January 2010.</p>
		<p><b>Current status (as of June 30, 2010):</b> The Texas Education Agency currently reports this information. The web links for these reports can be found at following web address:</p> <p>School gain reports:</p> <p><a href="http://www.tea.state.tx.us/index4.aspx?id=7354&amp;menu_id=798">http://www.tea.state.tx.us/index4.aspx?id=7354&amp;menu_id=798</a></p> <p>and the reading/language arts report (Progress Made) can be found at:</p> <p><a href="http://ritter.tea.state.tx.us/nclb/PDF/SFSF_read_SIP_11JAN10.pdf">http://ritter.tea.state.tx.us/nclb/PDF/SFSF_read_SIP_11JAN10.pdf</a>.</p> <p>These reports will be annually published and kept up to date on the TEA website.</p>

**2009 – 2010 ANNUAL REPORT for the State Fiscal Stabilization Fund (SFSF)**

Indicator and Descriptor	Agency Response	Plan/Milestones/Dates and/or Status
<p><b>Indicator (d)(2)</b> Provide, for the State, the average statewide school gain in the “all students” category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on State assessments in mathematics and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress on State assessments in mathematics in the last year.</p>	<p>Yes, the State collects these data. The State makes the data <i>publicly available</i> and updates the data <i>at least annually</i> on a website. Provide the State website where the data are collected and publicly available: <a href="http://www.tea.state.tx.us/index4.aspx?id=4638&amp;menu_id=798">http://www.tea.state.tx.us/index4.aspx?id=4638&amp;menu_id=798</a></p>	<p><b>Baseline status (as of July 1, 2009):</b> The current plan for this indicator will be developed and implemented for posting online by January 2010.</p>
		<p><b>Current status (as of June 30, 2010):</b> The Texas Education Agency currently reports this information. The web links for these reports can be found at following web address:</p> <p>School Gain reports:  <a href="http://www.tea.state.tx.us/index4.aspx?id=7354&amp;menu_id=798">http://www.tea.state.tx.us/index4.aspx?id=7354&amp;menu_id=798</a></p> <p>and the mathematics report (Progress Made) can be found at:  <a href="http://ritter.tea.state.tx.us/nclb/PDF/SFSF_math_SIP_11JAN10.pdf">http://ritter.tea.state.tx.us/nclb/PDF/SFSF_math_SIP_11JAN10.pdf</a>.</p> <p>These reports will be annually published and kept up to date on the TEA website.</p>

**2009 – 2010 ANNUAL REPORT for the State Fiscal Stabilization Fund (SFSF)**

Indicator and Descriptor	Agency Response	Plan/Milestones/Dates and/or Status
<p><b>Descriptor (d)(1)</b> Provide the definition of “persistently lowest-achieving schools” (consistent with the requirements for defining this term set forth in the Definitions section of the NFR) that the State uses to identify such schools.</p>	<p>Yes, the State has a definition of “persistently lowest-achieving schools” for the purposes of this indicator.</p> <p>The State has made the definition <i>publicly available</i> on a website. Provide the State website where the definition is publicly available:</p> <p><a href="http://www.tea.state.tx.us/index4.aspx?id=7354&amp;menu_id=798">http://www.tea.state.tx.us/index4.aspx?id=7354&amp;menu_id=798</a></p>	<p><b>Baseline status (as of July 1, 2009):</b> The State has a definition of “persistently lowest-achieving schools” (consistent with the requirements for defining this term set forth in the Definitions section of the NFR) that the State uses to identify such schools.</p>
		<p><b>Current status (as of June 30, 2010):</b> The State’s definition of “persistently lowest-achieving schools” (consistent with the requirements for defining this term set forth in the Definitions section of the NFR) that the State uses to identify such schools was submitted with the SFSF Phase II Application and again on February 22, 2010 to the USDE for approval. USDE approved the definition on March 25, 2010. The definition is publicly available on the TEA website.</p>
<p><b>Indicator (d)(3)</b> Provide, for the State, the number and identity of the schools that are Title I schools in improvement, corrective action, or restructuring, that are identified as persistently lowest-achieving schools.</p>	<p>Yes, the State collects this information. The State makes the information <i>publicly available</i> and updates the data <i>at least annually</i> on a website. Provide the State website where the information is collected and publicly available:</p> <p><a href="http://www.tea.state.tx.us/index4.aspx?id=7354&amp;menu_id=798">http://www.tea.state.tx.us/index4.aspx?id=7354&amp;menu_id=798</a></p>	<p><b>Baseline status (as of July 1, 2009):</b> The State provides the number and identity of the schools that are Title I schools in improvement, corrective action or restructuring. This information publicly available on the TEA website.</p>
		<p><b>Current status (as of June 30, 2010):</b> The State provides the number and identity of the schools that are Title I schools in improvement, corrective action or restructuring, that are identified as persistently lowest-achieving schools. This information is posted to the TEA website and will be updated annually.</p>

**2009 – 2010 ANNUAL REPORT for the State Fiscal Stabilization Fund (SFSF)**

Indicator and Descriptor	Agency Response	Plan/Milestones/Dates and/or Status
<p><b>Indicator (d)(4)</b> Provide, for the State, of the persistently lowest-achieving schools that are Title I schools in improvement, corrective action, or restructuring, the number and identity of those schools that have been turned around, restarted, closed, or transformed (as defined in the NFR) in the last year.</p>	<p>No, the State does not collect this information. Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(4)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.</p>	<p>Building on Texas' past education successes, in 2006, Texas began reform efforts to ensure that critical aspects of the state's education system were aligned to ensure each student graduated college- and career-ready. As part of these reforms, Texas continues to hold schools and districts highly accountable for student performance and provide parents, students and taxpayers with information regarding student achievement.</p> <p>Texas provides information regarding schools in improvement, corrective action and restructuring for the Consolidated State Performance Report. In addition, the state will provide all required information, including for the state the persistently lowest-achieving schools that are Title I schools in improvement, corrective action or restructuring, and the number and identity of those schools that have been turned around, restarted, closed or transformed (as defined in NFR) in the last year. The TEA Division of NCLB Program Coordination will collect information from TEA sources and LEAs and publish the information, including all required elements, on the web site by May 2010.</p>
		<p><b><u>Milestones and Dates</u></b></p> <ul style="list-style-type: none"> <li>• On or before April 1, 2010 - TEA Division of NCLB Program Coordination staff will contact the LEAs that have the campuses identified as persistently lowest-achieving to collect the information</li> <li>• On or before May 1, 2010 - Following agency review and analysis, the data will be publicly reported by posting to the Division of NCLB Program Coordination web site at: <a href="http://www.tea.state.tx.us/index4.aspx?id=7354&amp;menuid=798">http://www.tea.state.tx.us/index4.aspx?id=7354&amp;menuid=798</a></li> </ul>

**2009 – 2010 ANNUAL REPORT for the State Fiscal Stabilization Fund (SFSF)**

Indicator and Descriptor	Agency Response	Plan/Milestones/Dates and/or Status
		<p><b>Baseline status (as of July 1, 2009):</b> The State did not make a list of the persistently lowest-achieving schools that are Title I schools in improvement, corrective action, or restructuring, the number and identity of those schools that have been turned around, restarted, closed, or transformed (as defined in the NFR) in the last year publicly available.</p>
		<p><b>Current status (as of June 30, 2010):</b> The State developed a plan and has implemented the plan. The State has made the list of the persistently lowest-achieving schools that are Title I schools in improvement, corrective action, or restructuring, the number and identity of those schools that have been turned around, restarted, closed, or transformed (as defined in the NFR) in the last year publicly available in accordance with the Milestones and Dates for this Indicator. The information is posted to the TEA website and will be annually updated.</p>

**2009 – 2010 ANNUAL REPORT for the State Fiscal Stabilization Fund (SFSF)**

Indicator and Descriptor	Agency Response	Plan/Milestones/Dates and/or Status
<p><b>Indicator (d)(5)</b> Provide, for the State, the number and identity of the schools that are secondary schools that are eligible for but do not receive, Title I funds, that are identified as persistently lowest-achieving schools.</p>	<p>Yes, the State collects this information. The State makes the information <i>publicly available</i> and updates the data <i>at least annually</i> on a website. Provide the State website where the information is collected and publicly available:</p> <p><a href="http://www.tea.state.tx.us/index4.aspx?id=7354&amp;menu_id=798">http://www.tea.state.tx.us/index4.aspx?id=7354&amp;menu_id=798</a></p>	<p><b>Baseline status (as of July 1, 2009):</b> The State makes the number and identity of the schools that are secondary schools that are eligible for but do not receive, Title I funds, that are identified as persistently lowest-achieving schools publicly available.</p>
		<p><b>Current status (as of June 30, 2010):</b> The information is posted to the TEA website. The State will continue to make the number and identity of the schools that are secondary schools that are eligible for but do not receive, Title I funds, that are identified as persistently lowest-achieving schools publicly available. The information is posted to the TEA website and will be updated annually.</p>

**2009 – 2010 ANNUAL REPORT for the State Fiscal Stabilization Fund (SFSF)**

Indicator and Descriptor	Agency Response	Plan/Milestones/Dates and/or Status
<p><b>Indicator (d)(6)</b> Provide, for the State, of the persistently lowest-achieving schools that are secondary schools that are eligible for, but do not receive, Title I funds, the number and identity of those schools that have been turned around, restarted, closed, or transformed in the last year.</p>	<p>No, the State does not collect this information. Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(6)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.</p>	<p>Building on Texas' past education successes, in 2006, Texas began reform efforts to ensure that critical aspects of the state's education system were aligned to ensure each student graduated college-and career-ready. As part of these reforms, Texas continues to hold schools and districts highly accountable for student performance and provide parents, students and taxpayers with information regarding results.</p> <p>Texas provides information on the persistently lowest-achieving secondary schools that are eligible for, but do not receive, Title I funds. In addition, the state will provide all required information, including, for the state, the persistently lowest-achieving schools that are secondary schools that are eligible for, but do not receive, Title I funds, the number and identify of those schools that have turned around, restarted, closed or transformed in the last year. The Division of NCLB Program Coordination will collect the information from LEAs and TEA sources, compile and analyze the data, and make it publicly available on the TEA web site by May 2010.</p>
		<p><b><u>Milestones and Dates</u></b></p> <ul style="list-style-type: none"> <li>• On or before April 1, 2010 - The TEA Division of NCLB Program Coordination staff will contact the LEAs that have the campuses identified as persistently lowest-achieving to collect the information.</li> <li>• On or before May 1, 2010 - Following agency review and analysis, the data will be publicly reported by posting to the Division of NCLB Program Coordination web site at:</li> </ul> <p><a href="http://www.tea.state.tx.us/index4.aspx?id=7354&amp;menu_id=798">http://www.tea.state.tx.us/index4.aspx?id=7354&amp;menu_id=798</a></p>

**2009 – 2010 ANNUAL REPORT for the State Fiscal Stabilization Fund (SFSF)**

Indicator and Descriptor	Agency Response	Plan/Milestones/Dates and/or Status
		<p><b>Baseline status (as of July 1, 2009):</b> The State did not make list of persistently lowest-achieving schools that are secondary schools that are eligible for, but do not receive, Title I funds, the number and identity of those schools that have been turned around, restarted, closed, or transformed in the last year publicly available.</p>
		<p><b>Current status (as of June 30, 2010):</b> The State developed a plan and has implemented the plan. The State has made a list of persistently lowest-achieving schools that are secondary schools that are eligible for, but do not receive, Title I funds, the number and identity of those schools that have been turned around, restarted, closed, or transformed in the last year publicly available. The information is available on the TEA website and will be annually updated.</p>

**2009 – 2010 ANNUAL REPORT for the State Fiscal Stabilization Fund (SFSF)**

Indicator and Descriptor	Agency Response	Plan/Milestones/Dates and/or Status
<p><b>Indicator (d)(7)</b> Provide, for the State and, if applicable, for each LEA in the State, the number of charter schools that are currently permitted to operate under State law.</p>	<p>Yes, the State collects this information. The State makes the information <i>publicly available</i> and updates the data <i>at least annually</i> on a website. Provide the State website where the information is collected and publicly available:</p> <p><a href="http://ritter.tea.state.tx.us/charter/reports/operatingcampuses.pdf">http://ritter.tea.state.tx.us/charter/reports/operatingcampuses.pdf</a></p>	<p><b>Baseline status (as of July 1, 2009):</b> There was no place on the Texas Education Agency (TEA), Division of Charter School Administration web page that explicitly stated the number of charter schools permitted to operate for the State and for each LEA although a link was provided to state statute. The statute is silent on the number of charter schools that may be authorized, but limits one type of charter that can be approved by the State Board of Education.</p>
		<p><b>Current status (as of June 30, 2010):</b> Explicit information on the number of charters and charter schools permitted by law has been added to the TEA Division of Charter School Administration web page and will be annually updated. This information is found at the beginning of the report titled Currently Operating Charter Campuses at the following:</p> <p><a href="http://www.tea.state.tx.us/index2.aspx?id=406">http://www.tea.state.tx.us/index2.aspx?id=406</a></p>
<p><b>Indicator (d)(8)</b> Confirm, for the State and for each LEA in the State that operates charter schools, the number of charter schools currently operating</p>	<p>Yes, the data are correct. The State makes the data <i>publicly available</i> and keeps it <i>up-to-date</i> on a website. Provide the State website where the data are collected and publicly available:</p> <p><a href="http://ritter.tea.state.tx.us/charter/reports/operatingcampuses.pdf">http://ritter.tea.state.tx.us/charter/reports/operatingcampuses.pdf</a></p>	<p><b>Baseline status (as of July 1, 2009):</b> The Texas Education Agency (TEA) was collecting data on the number of charter schools reported as currently operating for the State and for each LEA. Although the data was available on the TEA website, it was not available in one list.</p>
		<p><b>Current status (as of June 30, 2010):</b> Agency staff has compiled this data into one document that clearly identifies each charter school with its sponsor. This information is found at in the report titled Currently Operating Charter Campuses at the following:</p> <p><a href="http://www.tea.state.tx.us/index2.aspx?id=406">http://www.tea.state.tx.us/index2.aspx?id=406</a></p> <p>Data will be updated annually each spring when the TEA releases data from the previous October.</p>

**2009 – 2010 ANNUAL REPORT for the State Fiscal Stabilization Fund (SFSF)**

Indicator and Descriptor	Agency Response	Plan/Milestones/Dates and/or Status
<p><b>Indicator (d)(9)</b> Provide, for the State and for each LEA in the State that operates charter schools, the number and percentage of charter schools that have made progress on State assessments in reading/language arts in the last year.</p>	<p>Yes, the State collects this information. The State makes the information <i>publicly available</i> and updates the information <i>at least annually</i> on a website. Provide the State website where the information is collected and publicly available:</p> <p><a href="http://www.tea.state.tx.us/index4.aspx?id=7354&amp;menu_id=798">http://www.tea.state.tx.us/index4.aspx?id=7354&amp;menu_id=798</a></p>	<p><b>Baseline status (as of July 1, 2009):</b> The current plan for this indicator will be developed and implemented for posting online by January 2010.</p>
		<p><b>Current status (as of June 30, 2010):</b> The Texas Education Agency currently reports this information, except for one data element specific to state level totals. The web links for these reports can be found at following web address:</p> <p><a href="http://www.tea.state.tx.us/index4.aspx?id=7354&amp;menu_id=798">http://www.tea.state.tx.us/index4.aspx?id=7354&amp;menu_id=798</a></p> <p>and the reading/language arts can be found at:</p> <p><a href="http://ritter.tea.state.tx.us/nclb/PDF/SFSF_read_charter_11JAN10.pdf">http://ritter.tea.state.tx.us/nclb/PDF/SFSF_read_charter_11JAN10.pdf</a>.</p> <p>On or before September 15, 2010 – Amended reports, containing the additional state level summary data will be reposted to the TEA website and kept up to date.</p>

**2009 – 2010 ANNUAL REPORT for the State Fiscal Stabilization Fund (SFSF)**

Indicator and Descriptor	Agency Response	Plan/Milestones/Dates and/or Status
<p><b>Indicator (d)(10)</b> Provide, for the State and for each LEA in the State that operates charter schools, the number and percentage of charter schools that have made progress on State assessments in mathematics in the last year.</p>	<p>Yes, the State collects this information. The State makes the information <i>publicly available</i> and updates the information <i>at least annually</i> on a website. Provide the State website where the information is collected and publicly available:</p> <p><a href="http://www.tea.state.tx.us/index4.aspx?id=7354&amp;menu_id=798">http://www.tea.state.tx.us/index4.aspx?id=7354&amp;menu_id=798</a></p>	<p><b>Baseline status (as of July 1, 2009):</b> The current plan for this indicator will be developed and implemented for posting online by January 2010.</p>
		<p><b>Current status (as of June 30, 2010):</b> The Texas Education Agency currently reports this information, except for one data element specific to state level totals. The web links for these reports can be found at following web address:</p> <p><a href="http://www.tea.state.tx.us/index4.aspx?id=7354&amp;menu_id=798">http://www.tea.state.tx.us/index4.aspx?id=7354&amp;menu_id=798</a></p> <p>and the mathematics report can be found at:</p> <p><a href="http://ritter.tea.state.tx.us/nclb/PDF/SFSF_math_charter_11JAN10.pdf">http://ritter.tea.state.tx.us/nclb/PDF/SFSF_math_charter_11JAN10.pdf</a>.</p> <p>On or before September 15, 2010 – Amended reports, containing the additional state level summary data will be reposted to the TEA website and kept up to date.</p>

**2009 – 2010 ANNUAL REPORT for the State Fiscal Stabilization Fund (SFSF)**

Indicator and Descriptor	Agency Response	Plan/Milestones/Dates and/or Status
<p><b>Indicator (d)(11)</b> Provide, for the State and for each LEA in the State that operates charter schools, the number and identity of charter schools that have closed (including schools that were not reauthorized to operate) within each of the last five years.</p>	<p>Yes, the State collects this information. The State makes the information <i>publicly available</i> and updates the information <i>at least annually</i> on a website. Provide the State website where the information is collected and publicly available:</p> <p><a href="http://ritter.tea.state.tx.us/charter/reports/closedcampuses.pdf">http://ritter.tea.state.tx.us/charter/reports/closedcampuses.pdf</a></p>	<p><b>Baseline status (as of July 1, 2009):</b> The Texas Education Agency (TEA) had the names of all charters that had closed on the website.</p>
		<p><b>Current status (as of June 30, 2010):</b> Completed. Agency staff has posted on the Division of Charter School Administration web page a list of the charters that have closed within the last five years. This information is found at in the report titled Charter Campuses Closing Within Past Five Years at the following:</p> <p><a href="http://ritter.tea.state.tx.us/charter/reports/closedcampuses.pdf">http://ritter.tea.state.tx.us/charter/reports/closedcampuses.pdf</a></p> <p>Data will be updated annually each spring when the TEA releases data from the previous October.</p>

**2009 – 2010 ANNUAL REPORT for the State Fiscal Stabilization Fund (SFSF)**

Indicator and Descriptor	Agency Response	Plan/Milestones/Dates and/or Status
<p><b>Indicator (d)(12)</b> Indicate, for each charter school that has closed (including a school that was not reauthorized to operate) within each of the last five years, whether the closure of the school was for financial, enrollment, academic, or other reasons.</p>	<p>Yes, the State collects this information. The State makes the information <i>publicly available</i> and updates the information <i>at least annually</i> on a website. Provide the State website where the information is collected and publicly available:</p> <p><a href="http://ritter.tea.state.tx.us/charter/reports/closedcampuses.pdf">http://ritter.tea.state.tx.us/charter/reports/closedcampuses.pdf</a></p>	<p><b>Baseline status (as of July 1, 2009):</b> The Texas Education Agency (TEA) had information on the closure of State charters, but did not request information on the reasons for closure of LEA charters</p>
		<p><b>Current status (as of June 30, 2010):</b> Completed. Agency staff has posted on the Division of Charter School Administration web page a list of the charters that have closed within the last five years with the reasons for the closures. This information is found at in the report titled Charter Campuses Closing Within Past Five Years at the following:</p> <p><a href="http://ritter.tea.state.tx.us/charter/reports/closedcampuses.pdf">http://ritter.tea.state.tx.us/charter/reports/closedcampuses.pdf</a></p> <p>Data will be updated annually each spring when the TEA releases data from the previous October.</p>