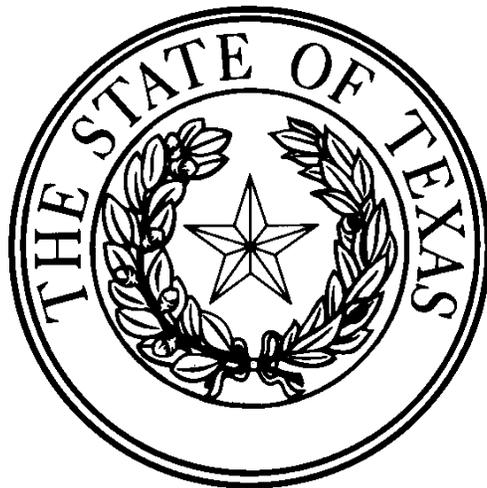


**TEXAS EDUCATION AGENCY
STRATEGIC PLAN**

FOR THE FISCAL YEARS 2013–2017

JULY 6, 2012



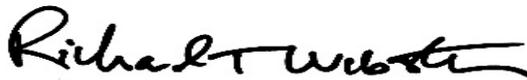
**STRATEGIC PLAN
FOR THE FISCAL YEARS 2013–2017**

BY

THE TEXAS EDUCATION AGENCY

JULY 6, 2012

SIGNED: _____



**R. Todd Webster
Chief Deputy Commissioner**

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Strengthening Our Prosperity: Statewide Planning Elements for Texas State Government

March 2012

Fellow Public Servants:

Since the last round of strategic planning began in March 2010, our nation's economic challenges have persisted, but Texas' commitment to an efficient and limited government has kept us on the pathway to prosperity. Our strong economic position relative to other states and the nation is not by accident. Texas has demonstrated the importance of fiscal discipline, setting priorities and demanding accountability and efficiency in state government. We have built and prudently managed important reserves in our state's "Rainy Day Fund," cut taxes on small businesses, balanced the state budget without raising taxes, protected essential services, and prioritized a stable and predictable regulatory climate to help make the Lone Star State the best place to build a business and raise a family.

Over the last several years, families across this state and nation have tightened their belts to live within their means, and Texans followed suit. Unlike people in Washington, D.C., here in Texas we believe government should function no differently than the families and employers it serves. As we begin this next round in our strategic planning process, we must continue to critically examine the role of state government by identifying the core programs and activities necessary for long-term economic health of our state, while eliminating outdated and inefficient function. We must continue to adhere to the priorities that have made Texas a national economic leader.

Ensuring the economic competitiveness of our state by adhering to principles of fiscal discipline, setting clear budget priorities, living within our means and limiting the growth of government;

Investing in critical water, energy and transportation infrastructure needs to meet the demands of our rapidly growing state;

Ensuring excellence and accountability in public schools and institutions of higher education as we invest in the future of this state and make sure Texans are prepared to compete in the global marketplace;

*Defending Texans by safeguarding our neighborhoods and protecting our international border;
and*

Increasing transparency and efficiency at all levels of government to guard against waste, fraud and abuse, ensuring that Texas taxpayers keep more of their hard-earned money to keep our economy and our families strong.

I am confident we can address the priorities of our citizens with the limited-government principles and responsible governance they demand. I know you share my commitment to ensuring that this state continues to shine as a bright star for opportunity and prosperity for all Texans. I appreciate your dedication to excellence in public service and look forward to working with all of you as we continue to chart a strong course for our great state.

Rick Perry

The Mission of Texas State Government

Texas state government must be limited, efficient, and completely accountable. It should foster opportunity and economic prosperity, focus on critical priorities, and support the creation of strong family environments for our children. The stewards of the public trust must be men and women who administer state government in a fair, just, and responsible manner. To honor the public trust, state officials must seek new and innovative ways to meet state government priorities in a fiscally responsible manner.

Aim high . . . we are not here to achieve inconsequential things!

The Philosophy of Texas State Government

The task before all state public servants is to govern in a manner worthy of this great state. We are a great enterprise, and as an enterprise, we will promote the following core principles:

- First and foremost, Texas matters most. This is the overarching, guiding principle by which we will make decisions. Our state, and its future, is more important than party, politics, or individual recognition.
- Government should be limited in size and mission, but it must be highly effective in performing the tasks it undertakes.
- Decisions affecting individual Texans, in most instances, are best made by those individuals, their families, and the local government closest to their communities.
- Competition is the greatest incentive for achievement and excellence. It inspires ingenuity and requires individuals to set their sights high. Just as competition inspires excellence, a sense of personal responsibility drives individual citizens to do more for their future and the future of those they love.
- Public administration must be open and honest, pursuing the high road rather than the expedient course. We must be accountable to taxpayers for our actions.
- State government has a responsibility to safeguard taxpayer dollars by eliminating waste and abuse and providing efficient and honest government.
- Finally, state government should be humble, recognizing that all its power and authority is granted to it by the people of Texas, and those who make decisions wielding the power of the state should exercise their authority cautiously and fairly.

Relevant Statewide Goals and Benchmarks

Priority Goal

To ensure that all students in the public education system acquire the knowledge and skills to be responsible and independent Texans by:

- Ensuring students graduate from high school and have the skills necessary to pursue any option including attending a university, a two-year institution, other post-secondary training, military or enter the workforce;
- Ensuring students learn English, math, science and social studies skills at the appropriate grade level through graduation; and
- Demonstrating exemplary performance in foundation subjects.

Benchmarks

- High school graduation rate
- Percentage of graduates earning recommended high school diploma
- Percentage of graduates earning distinguished achievement diploma
- Percentage of recent high school graduates enrolled at a Texas college or university
- Percentage of high school graduates receiving other post-secondary training
- Percentage of students who demonstrate college ready performance on the annual state assessments
- Percentage of students who demonstrate satisfactory performance on the annual state assessments
- Percentage of students earning commended performance on the annual state assessments (90 percentage of test items answered correctly)
- Percentage of students who attend schools or districts rated as recognized or exemplary
- Percentage of Texas high school students who need remediation
- Percentage of eligible juniors and seniors taking Advanced Placement/International Baccalaureate exams
- Percentage of students from third grade and above who are able to read at or above grade level
- Percentage of students from third grade and above who perform at or above grade level in math
- Number of students served under local governance or choice options (e.g., charter schools, open-enrollment charters, home-rule districts, intra-district transfers, etc.)
- Number of teachers certified through alternative programs
- Number of prekindergarten age students served through Texas Early Education Model
- Percentage of Texas high school students graduating with six hours or more of dual credit
- Percentage of adult education students who are awarded a technical certification

Statewide Vision, Mission, and Philosophy

Table 1 aligns the state education benchmarks with the associated Texas Education Agency (TEA) strategies.

Table 1: State Education Benchmarks and TEA Strategies

State Benchmark	TEA Strategy
High school graduation rate	1.1.1 Foundation School Program - Equalized Operations 1.1.2 Foundation School Program - Equalized Facilities
Percentage of graduates earning recommended high school diploma	1.2.1 Statewide Educational Programs 1.2.2 Achievement of Students at Risk
Percentage of graduates earning distinguished achievement diploma	1.2.3 Students with Disabilities 1.2.4 School Improvement and Support Programs 1.2.5 Adult Education and Family Literacy 2.1.1 Assessment and Accountability System 2.2.1 Technology and Instructional Materials 2.2.2 Health and Safety 2.3.1 Educator Quality/Leadership 2.3.2 Agency Operations
Percentage of recent high school graduates enrolled at a Texas college or university	1.1.1 Foundation School Program - Equalized Operations 1.1.2 Foundation School Program - Equalized Facilities 1.2.1 Statewide Educational Programs
Percentage of high school graduates receiving other post-secondary training	1.2.2 Achievement of Students at Risk 1.2.4 School Improvement and Support Programs 2.1.1 Assessment and Accountability System 2.2.1 Technology and Instructional Materials
Percentage of students who demonstrate college ready performance on the annual state assessments	1.2.1 Statewide Educational Programs 2.3.1 Educator Quality/Leadership 2.3.2 Agency Operations
Percentage of students who demonstrate satisfactory performance on the annual state assessments	2.1.1 Assessment and Accountability System 2.3.1 Educator Quality/Leadership 2.3.2 Agency Operations
Percentage of students earning commended performance on the annual state assessments (90 percentage of test items answered correctly)	2.1.1 Assessment and Accountability System 2.3.1 Educator Quality/Leadership 2.3.2 Agency Operations
Percentage of students who attend schools or districts rated as recognized or exemplary	2.1.1 Assessment and Accountability System 2.3.1 Educator Quality/Leadership 2.3.2 Agency Operations
Percentage of Texas high school students who need remediation	1.1.1 Foundation School Program - Equalized Operations 1.1.2 Foundation School Program - Equalized Facilities 2.1.1 Assessment and Accountability System 2.3.2 Agency Operations
Percentage of eligible juniors and seniors taking Advanced Placement/International Baccalaureate exams	1.2.1 Statewide Educational Programs 2.3.2 Agency Operations
Percentage of students from third grade and above who are able to read at or above grade level	1.2.1 Statewide Educational Programs 1.2.2 Achievement of Students at Risk 2.1.1 Assessment and Accountability System
Percentage of students from third grade and above who perform at or above grade level in math	2.3.1 Educator Quality/Leadership 2.3.2 Agency Operations
Number of students served under local governance or choice options (e.g., charter schools, open-enrollment charters, home-rule districts, intra-district transfers, etc.)	1.1.1 Foundation School Program - Equalized Operations 1.2.4 School Improvement and Support Programs 2.3.2 Agency Operations

Statewide Vision, Mission, and Philosophy

Number of teachers certified through alternative programs	1.2.4 School Improvement and Support Programs 2.3.1 Educator Quality/Leadership 2.3.3 State Board for Educator Certification 2.3.4 Certification Exam Administration
Number of prekindergarten age students served through Texas Early Education Model	1.1.1 Foundation School Program - Equalized Operations 1.1.2 Foundation School Program - Equalized Facilities 1.2.1 Statewide Educational Programs 1.2.2 Achievement of Students at Risk 1.2.3 Students with Disabilities 1.2.4 School Improvement and Support Programs 1.2.5 Adult Education and Family Literacy
Percentage of Texas high school students graduating with six hours or more of dual credit	1.2.1 Statewide Educational Programs 1.2.2 Achievement of Students at Risk
Percentage of adult education students who are awarded a technical certification	1.2.5 Adult Education and Family Literacy

Texas Education Agency Mission and Philosophy

Mission of the Texas Education Agency

The mission of TEA is to provide leadership, guidance, and resources to help schools meet the educational needs of all students and prepare them for success in the global economy.

Philosophy of the Texas Education Agency

TEA's philosophy is to support the stakeholders of public education to best achieve local, state education goals for students.

This philosophy respects the primacy of local control so that the most important decisions are made as close as possible to students, schools, and communities. It is based on the idea that all parties, as well as every TEA employee, must work together efficiently and effectively to support and improve teaching and learning in Texas public schools.

TEA puts its philosophy into action with a consistent focus on results, fact-based decision-making and value-added analysis. Key to TEA's philosophy is the belief that every employee's job, and every business process, is tied to achieving the agency mission.

Texas Education Agency Principles of Public Service

Principles are the commonly held tenets that guide the organization's conduct. In carrying out its philosophy and achieving its mission, TEA employees commit to conducting themselves according to the highest standards of professionalism, ethics, accountability, efficiency, openness, and the agency's stated principles of public service.

The TEA principles of public service are:

Trustworthiness. TEA employees perform their duties with honesty and integrity in conduct and communication. Employees conduct business with competence, fairness, impartiality, efficiency, and effectiveness to enhance the education of public schoolchildren and the public trust.

Responsibility. TEA employees take responsibility for actions, decisions, and statements that impact the education community and the public. Employees effectively

use the public resources entrusted to the agency for the benefit of the public school students, the state, and the public good.

Respect. TEA employees treat others with professionalism, consideration, and courtesy. Employees respect others' opinions and beliefs, value individual differences, and seek to reach new solutions based on consensus.

Caring. TEA employees build professional relationships with colleagues, peers, and the public based on the highest standards of fairness and consideration. These standards are the foundation of a caring professional environment that supports mutual respect, collaboration toward common goals, and excellence in job performance.

Citizenship. TEA employees strive to be good stewards of the public trust and public resources. They honor and abide by agency policies and the laws of the State of Texas and the United States.

Fairness. TEA employees conduct business with the public and co-workers in an equitable, impartial, and honest manner, without prejudice or favoritism. Decisions are based on objective and operational excellence.

Internal and External Assessment

Overview of Agency Scope and Function

Enabling Statute and Main Function

The Texas Education Agency (TEA) consists of the commissioner of education and agency staff, as stipulated in §7.002(a) of the Texas Education Code (TEC). TEA is the state executive agency for primary and secondary public education and is responsible for guiding and monitoring certain activities related to public education in Texas. The agency is authorized to carry out education functions specifically delegated under §7.021, §7.055, and other provisions of the TEC. In addition, TEC §21.035 directs the agency to perform the administrative functions and services of the State Board for Educator Certification (SBEC).

As provided by TEC §7.003, educational functions not specifically assigned to TEA or the State Board of Education (SBOE) fall under the authority of independent school districts (ISDs) and charter schools.

The TEC provides that the commissioner of education serve as the educational leader of the state, executive secretary of the SBOE, and executive officer of TEA. Providing general leadership and direction for public education, the commissioner's responsibilities include the following:

- Administering the distribution of state and federal funding to public schools
- Administering the statewide accountability system
- Administering the statewide assessment program
- Providing support to the SBOE in the development of the statewide curriculum
- Assisting the SBOE in the textbook adoption process and managing the textbook distribution process
- Administering a data collection system on public school students, staff, and finances
- Monitoring for compliance with certain federal and state guidelines

Affected Populations

TEA supports students, parents, teachers, and administrators, as well as other educational partners throughout the State of Texas. During the 2010–2011 school year, TEA served over 4.9 million students in either traditional public schools or charter schools. These students attended schools that were organized into 1,030 ISDs and 199 charter districts.

History

In 1949, the Gilmer-Aikin-Act created TEA as one component of the Central Education Agency. Significant historical events relating to TEA reflect educational reform at the state and national levels.

Date	Description
1981	House Bill (HB) 246, passed by the 67th Texas Legislature, mandated that all ISDs provide a uniform state-developed curriculum consisting of essential elements for every subject area.
1984	The SBOE adopted a statewide curriculum. HB 72, a comprehensive reform bill enacted by the 68th Texas Legislature, Second Called Session, mandated sweeping changes in the Texas public education system. This legislation changed the state's system of school finance and called for an appointed SBOE; student mastery of the state-mandated competency tests for high school graduation; the "no pass, no play" rule; local school board training, teacher testing, and career ladders; increased compulsory attendance requirements; and the five-day-per-semester student absence rule.
1987	The 70th Texas Legislature proposed a referendum to let voters decide whether the SBOE should remain an appointed body. Voters supported the decision to return the SBOE to an elected board.
1989	Senate Bill (SB) 417, enacted by the 71st Texas Legislature, Regular Session, mandated a performance indicators system, the Academic Excellence Indicator System (AEIS), that was implemented in the 1990-1991 school year.
1990	SB 1, enacted by the 71st Texas Legislature, Sixth Called Session, mandated the Texas Assessment of Academic Skills (TAAS) testing program, which was implemented during the 1990-1991 school year.
1993	SB 7, mandated by the 73rd Texas Legislature, Regular Session, adopted Chapter 35 of the TEC to align laws related to assessment, accreditation, performance reporting, and accountability.
1995	The Texas Supreme Court upheld the constitutionality of the school finance provisions of SB 7, enacted by the 73rd Texas Legislature in 1993. The court ruled that the guaranteed yield provision in SB 7 reduced the disparities in spending between property-rich and property-poor districts. The court also established that the bill's guaranteed yield provision enabled every school district in the state to meet or exceed requirements for accrediting education programs.

The 74th Texas Legislature enacted SB 1, which significantly overhauled the TEC. The revised code emphasized excellence in core academic subjects, innovation in local programs, increased local decision making, and accountability for student achievement. It streamlined the state's waiver process, and it created the State Board of Educator Certification (SBEC). The revised code modified the "no pass, no play" rule, established a required and enriched curriculum for kindergarten through grade 12 (K–12), and altered the state's system of approving and purchasing textbooks.

SB 1 established new roles and relationships between state, regional, and local educators and strictly defined and limited the powers of TEA, the SBOE, and regional education service centers (ESCs). In addition to limiting these entities to specifically delegated functions, the education code abolished the public education rules in the Texas Administrative Code (TAC) during review by the Texas Sunset Advisory Commission.

1996 TEA reduced its number of full-time equivalent employees (FTEs) by 22%, from the 1994 budgeted level of 1,144 to 889. As part of this reduction, technical assistance functions were decentralized to the regional ESCs.

1997 With the transfer of educator preparation and certification functions to the SBEC, the number of FTEs at the agency was reduced to 834.

The 75th Texas Legislature addressed the state's system of school funding in HB 4. The bill provided significant property-tax relief through increased exemptions, created a new program for funding facilities, provided transition to a higher minimum salary schedule for teachers, and dedicated state lottery proceeds to public education.

The SBOE completed adoption of the Texas Essential Knowledge and Skills (TEKS). As the first major rewrite of state curriculum requirements since 1981, the TEKS set higher standards for the content and skills that students must acquire. Local educational agencies (LEAs) were required to implement the TEKS beginning with the 1998-1999 school year.

The 75th Texas Legislature created the Texas Reading Initiative to improve students' fundamental reading skills in the early grades.

1999 The Student Success Initiative (SSI), originated by the 76th Texas Legislature, phased in new standards in reading and mathematics for student promotion at grades 3 (reading only), 5, and 8. The intent of the law was to ensure that all students could perform at grade level in reading and mathematics and to eliminate the practice of social promotion. In addition, the 76th Texas legislature mandated a new statewide student assessment system, the Texas Assessment of Knowledge and Skills (TAKS), to be implemented no later than the 2002–2003 school year.

The 76th Texas Legislature fully funded the estimated amount to support the statutory public school finance system. SB 4 revised the funding elements of the Foundation School Program (FSP) to increase state aid to ISDs by almost \$1.4 billion for the 2000–2001 biennium via a \$141 increase in the basic allotment. SB 4 also provided a \$3,000 annual salary increase in the 1999–2000 school year for every teacher, counselor, librarian, and nurse in Texas public schools.

2001 SB 218 in the 77th Texas Legislature required the commissioner to adopt rules for the implementation and administration of a school district financial accountability rating system.

The 77th Texas Legislature created the Texas Mathematics Initiative. Similar to the Reading Initiative, the Mathematics Initiative trained teachers to instruct students with research-based strategies proven successful for increasing student performance.

2002 The No Child Left Behind Act of 2001 (NCLB) reauthorized the federal Elementary and Secondary Education (ESEA) Act and extended accountability provisions that previously applied to only Title I funded campuses to all campuses (first AYP designations assigned to 2003).

2003 The 78th Texas Legislature overcame a \$9.9 billion budget deficit by focusing on improving government efficiency, restructuring and streamlining the operations of state agencies, decreasing the number of FTEs and the size of budgets, and maximizing the use of all funding sources, particularly federal funds. Despite this budget challenge, the legislature continued its decades-long commitment to standards-based education reform, increasing public education funding by \$1.2 billion. In addition, major initiatives supporting student achievement and high school completion were enacted.

The 78th Texas Legislature mandated a new approach to compliance monitoring for TEA. HB 3459 limited TEA's role to ensuring compliance with federal laws and regulations, financial accountability, and data integrity. It authorized TEA to conduct on-site monitoring based upon an analysis of risk factors. Under this law, ISDs and charter schools were the primary entities responsible for ensuring compliance with all requirements of state education programs. The law preserved TEA's monitoring of state special education compliance, allowing special accreditation visits and special investigations. HB 3459 also directed TEA to audit dropout records electronically.

The Governor's Science Initiative and the High School Completion Initiative were created. The Science Initiative, modeled after the Reading and Mathematics Initiatives, was designed to improve student achievement in science through teacher training, more intensive instruction, and high-quality instructional materials. The High School Completion Initiative, enacted by SB 1108, required personal graduation plans for all students at risk of dropping out of school and provided a comprehensive program of intensive instruction in support of high school graduation. In addition, SB 976 created a pilot Middle College Grant Program to ensure the continued success, sustainability, and expansion of Middle and Early College High Schools. The grant focused on capturing and disseminating best practices in order to allow for replication of these school models, which gave students who would not typically go on to college an opportunity to pursue post-secondary studies. The grant program was the precursor to TEA's Early College High School (ECHS) grant programs.

2004 As a result of budget cuts in the previous year, TEA's workforce was reduced by 12% in 2004 from a 2003-budgeted level of 860.5 FTEs to 768.2. In addition, the agency eliminated all non-core functions, which included reducing resources dedicated to state monitoring activities.

The spring 2004 TAKS administration marked the first time students enrolled in grade 11 were required to pass exit-level TAKS tests to fulfill state-mandated graduation testing requirements. The following four exit-level TAKS tests were established: English language arts (ELA), mathematics, science, and social studies. Students were provided five opportunities to pass these four exit-level assessments before their regularly scheduled graduation dates.

2005 The 79th Texas Legislature passed SB 42, which addressed many components of health education. It allowed the SBOE to adopt rules, including a requirement for daily physical activity, for grades 6–8. The legislation required TEA, in consultation with the Department of State Health Services, to designate nationally recognized health and physical education guidelines for the use of ISDs.

In August 2005, the governor issued Executive Order No. RP-47, directing the commissioner of education to include in the School Financial Accountability Rating System an indicator establishing a requirement that 65% of school district funds be expended for instructional purposes, as defined by the National Center for Education Statistics.

In the fall of 2005, Hurricanes Katrina and Rita created many challenges for TEA and Texas public schools. TEA assisted ISDs in the enrollment of over 45,000 displaced students from areas impacted by Hurricane Katrina in Louisiana. During Hurricane Rita, approximately 145,000 students were temporarily displaced from Texas public schools.

On November 22, 2005, the Texas Supreme Court ruled that the then-current school property-tax system violated the Texas Constitution, which states “No State ad valorem taxes shall be levied upon any property within this State.” The court gave the Texas Legislature until June 1, 2006, to make changes to the system.

In December 2005, the governor issued Executive Order No. RP-53, which directed TEA to work with the Texas Higher Education Coordinating Board (THECB) to enhance college-readiness standards and programs for Texas public schools.

2006

The Third Called Session of the 79th Texas Legislature, which began work in April of 2006, passed HB 1, dealing most notably with the issue of school property-tax rates. The bill reduced local property taxes, mandating a one-third reduction in school district maintenance and operations taxes by 2007 and provided ISDs with meaningful discretion through access to local enrichment.

HB 1 also included several provisions related to teacher compensation and quality, such as a \$2,000 salary increase for all teachers, counselors, librarians, and school nurses, and the conversion of the \$500 health insurance supplement to salary. New performance-pay incentive programs intended to reward educators for improved student achievement were also included in HB 1.

Continuing the focus on high school success, HB 1 also established the High School Allotment funded at the rate of \$275 per student in grades 9–12. The funding was directed at initiatives to decrease dropout rates, promote graduation, and prepare for post-secondary education. High school students were also required to complete four years of math and science to graduate from high school.

Accountability, financial transparency, and efficiency were other topics covered in HB 1. The bill called for new ISD accreditation standards that consider both financial and academic performance. Provisions were also included to make ISD financial data accessible to the public and to establish an electronic student records system to allow for the rapid transfer of records among public schools and institutions of higher education (IHEs).

2007

The 80th Texas Legislature passed HB 2237, establishing a variety of pilot projects and grant programs for dropout prevention, high school success, and post-secondary readiness. The bill expanded state efforts to improve the graduation rate and reduce the dropout rate by providing \$57.4 million in funding for the family of innovative Texas High School Project grant programs and another \$50 million in new funding for other high school initiatives.

The 80th Texas Legislature also passed SB 1031. This bill replaced TAKS for grades 9–11 with end-of-course (EOC) assessments in the four core subject areas of math, science, ELA, and social studies. Freshmen entering high school in 2011–2012 were identified to be the first class required to take the EOC assessments. SB 1031 also created the Select Committee on Public School Accountability to conduct a comprehensive review of the public school accountability system.

SB 9, also passed by the 80th Texas Legislature, was directed at ensuring a safe school environment in Texas public schools. Every certified employee of a Texas ISD was required to be fingerprinted and to undergo a national criminal-history background check by September 1, 2011. This legislation also created a clearinghouse at the Texas Department of Public Safety for national criminal history information.

2009

The 81st Texas Legislature passed HB 3 to reform the state's public school accountability system. This legislation modified the accountability system to align to post-secondary readiness standards, promoted efficient use of resources, and recognized excellence at individual campuses. The bill emphasized rigor and relevance in the recommended graduation requirements for students.

HB 3 repealed the requirement that the School Financial Accountability Rating System include an indicator requiring ISDs to expend at least 65% of school district funds for instructional purposes.

HB 3646 was also passed to revise the school finance system by changing the calculations of the basic allotment, guaranteed yield allotment, and equalized wealth level for ISDs. It appropriated an additional \$1.87 billion to public schools. The bill commissioned a comprehensive review of public school finance by establishing a 15-member Select Committee on Public School Finance Weights, Allotments and Adjustments.

HB 4294 required the commissioner of education to adopt a list of electronic textbooks and instructional materials that convey information to a student or otherwise contribute to the learning process. It also established a computer lending pilot program to provide computers to public schools in which 50% or more of the students enrolled are educationally disadvantaged and to make computers available for use by students and parents.

2011

The 82nd Texas Legislature, First Called Session, passed Senate Bill 1 that implemented a new school finance plan. The new plan enacted a formula reduction in fiscal year 2012 that results in an average reduction in revenue of 6% compared to fiscal year 2011. In fiscal year 2013, the average reduction in revenue will increase to 9% compared to fiscal year 2011 due to reductions in the hold harmless funds received for tax rate reduction.

SB6 enacted by the 82nd Texas Legislature, First Called Session, significantly modified the funding and process for adopting instructional materials and paying for technology by creating an instructional materials fund and a per student instructional materials allotment (IMA) with adjustments for districts with high enrollment growth.

The federal court with jurisdiction over the statewide desegregation order (usually called "Civil Action 5281) has entered an order removing virtually all Texas school districts (except for the original nine) from the scope of the order. Since 1971, all districts have operated under certain restrictions on accepting student transfers, required for property deeds and other reporting requirements. The agency and Attorney General's Office are working with the U.S. Department of Justice to reach an agreed dismissal of those districts.

As a result of reductions to the agency's general revenue funding, the agency reduced its workforce from 1,060 in January 2011 to 717 by July 2011 leading to a major reorganization that took effect September 1, 2011. Discretionary grant programs at the agency also saw significant reductions, including reductions of over \$367 million to Educator Excellence Awards Programs, over \$200 million to prekindergarten programs, and over \$270 million to the Student Success Initiative.

Organizational Aspects of the Agency

Size and Composition of Workforce

67% of the agency's employees are female, and 33% are male. 62% are white, 22% are Hispanic, 9% are African American, and the remaining 7% are other racial and ethnic origins.

Many of TEA's education-related professional positions require several years of public school education experience, which is a contributing factor to the relatively high average age of the TEA workforce. Of the agency's workforce, 79% are over the age of 40, with 49% of the workforce over the age of 50.

Employee tenure statistics show that 26% of TEA employees have been with the agency fewer than five years, 22% have been employed at TEA for five to nine years, and 34% have been employed from 10 to 20 years. The remaining 18% of TEA's employees have worked for the agency for more than 20 years.

Employee Turnover

For fiscal year 2011, TEA's turnover rate was 40% as compared to the state's average of 16.8%. TEA's turnover rate for the past several years had consistently been below the state's turnover rate except for FY 2011. This high turnover rate is attributed to the agency experiencing two reductions in force (RIF). Had there not been a RIF, the turnover rate would have been 13% for FY 2011. The agency had 269 employees who were affected by the RIF. The first phase took place in February of 2011 in which 91 employees were affected by the RIF. The second phase took place in July 2011 and 178 employees were affected by this RIF, which included 41 employees who volunteered for the RIF. Out of the 41 employees who volunteered for the RIF, approximately 28 elected to retire.

The State Auditor's report noted that TEA's 40% turnover rate was the highest turnover rate among state agencies with 1,000 or more employees in FY 2011, with over 60% of TEA's separations due to the reductions in force.

Retirement

Approximately 22% of TEA's authorized workforce is currently or will become eligible to retire within the next five years. The agency has been fortunate that fewer than the number of eligible employees have retired. The low percentage of actual retirements could be attributed to several factors, such as the state of the economy and a societal trend of people working longer. Should all eligible employees actually exercise their retirement option the projected number of retirees would have a significant negative impact on TEA's ability to perform its core functions.

Key Organizational Events and Areas of Change

Due to a drastic reduction of agency funding for this most recent biennium, the agency was required to downsize its workforce with two reductions-in-force (RIF) and also reorganize. The first RIF took place February 22nd thru February 28th and eliminated

91 positions. The second RIF took place July 11th thru July 25th and eliminated 178 positions, for a total of 269 positions.

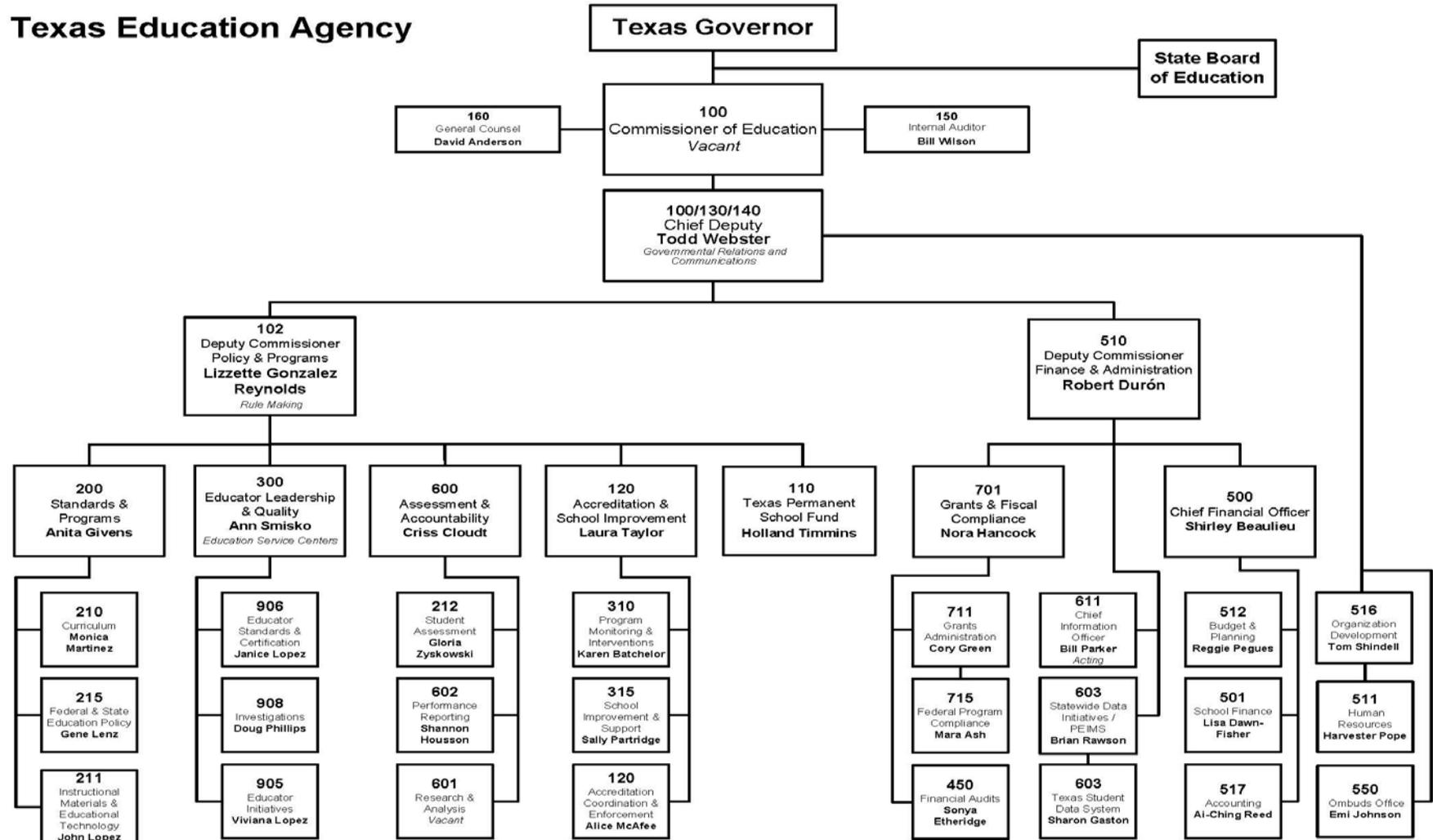
The agency was reorganized and restructured using a two phase approach. Phase I occurred at the end of February. Phase I aligned the agency with its current resource allocation and legislative mandates while taking into account changes in management staff. Phase II aligned the agency with its future resource allocation and legislative mandates. Phase II occurred after the legislative session ended but before the end of the fiscal year. The agency's reorganization and restructuring was identified on a new organizational chart (Figure 1) with an effective date of July 3, 2012.

The Chief of Staff and two Deputy Commissioner positions were retained. The Deputy Commissioner for Policy and Programs oversees four broad areas of the agency fundamental to our educational mission. The Deputy Commissioner for Finance and Administration oversees operations and fiscal management.

In addition, the Commissioner created an agency's ombuds position. This new office is responsible for all agency correspondence and customer service initiatives, including complaints, correspondence management, public information requests, the Compact With Texans and other duties to promote more effective agency responses to constituent concerns.

Six Associate Commissioner positions were retained. The Associate Commissioner for Assessment and Accountability oversees student assessment, performance reporting, and research analysis. The Chief Financial Officer position oversees financial and fiscal management. The Associate Commissioner for Grants and Fiscal Compliance oversees a comprehensive fiscal compliance organization that includes the grants administration function, a federal fiscal and program compliance function and the financial audits division. The Associate Commissioner for Standards and Programs is responsible for curriculum and instructional materials. This position also plays a major role in policy issues and implementation. The Associate Commissioner for Educator Leadership and Quality is the Agency's Liaison with SBEC and provides leadership to the Education Service Center function. The Associate Commissioner for Accreditation and School Improvement oversees the accreditation and program monitoring function. Ten Deputy Associate Commissioner positions were eliminated.

Figure 1: TEA Organizational Chart July 3, 2012



Effective Date: July 3, 2012

Geographic Location of the Agency

The main TEA offices are located on the ground through the fifth floors of the William B. Travis building at 1701 Congress Avenue, Austin, Texas. The majority of TEA employees work at this location. The Permanent School Fund Division is located nearby on the eleventh floor of the Wells Fargo Tower (WFT) located at 400 West 15th Street. The Texas Council for Developmental Disabilities is located in an Austin facility located at 6201 East Oltorf, Suite 600. TEA also leases a warehouse facility at 4708-B East Martin Luther King Jr. Blvd.

Service Populations

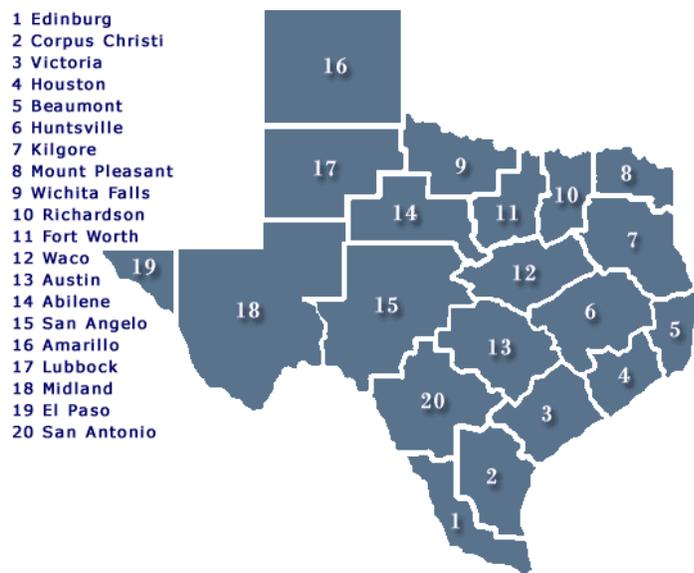
The 4.9 million students in Texas attend 8,660 schools within 1,030 ISDs and 506 charter schools operated by 199 charter districts. These ISDs and charter districts (or local educational agencies, LEAs) are organized under 20 regional Education Service Centers (ESCs).

ESCs are an important partner with TEA in serving Texas LEAs. ESCs are key partners in supporting the delivery of most major state educational initiatives and technical assistance for schools and provide a full range of core and expanded services to LEAs, such as accountability; professional development for classroom teachers and administrative leaders; instructional strategies in all areas of the statewide curriculum; and support to struggling campuses and districts.

ESCs also assist LEAs in operating more efficiently and economically through various instructional and non-instructional cooperative and shared services arrangements, regional and multiregional purchasing cooperatives, and other cost-saving practices such as serving as school district business offices which have a positive financial impact on Texas schools. ESCs also provide many administrative services to LEAs.

Some ESCs include LEAs in counties that have been identified as border regions in the Texas Government Code (TGC) §2056.002(e)(2) and (3), specifically, the Texas-Louisiana and the Texas-Mexico border regions. Because many LEAs in those regions are likely to serve students who have relocated from Mexico or Louisiana, these ESCs provide specialized training in Homeless and Migrant Education Training; professional development on strategies to meet the needs of English language learner (ELL) students, including the use of technological resources that are focused on language skills; health services; and testing program assistance to help ensure accurate assessment of newly enrolled students.

Figure 2: Map of ESC Regions in Texas



Historically, a large percentage of Texas students are served by a small number of large urban ISDs (e.g., Houston, Dallas). In school year 2010-2011, three ISDs each enrolled more than 100,000 students:

- Houston ISD, with just over 204,000 students
- Dallas ISD, with over 157,000 students
- Cypress-Fairbanks ISD (northwest of Houston ISD), with just over 105,000 students

The three largest charter holders each enrolled more than 5,000 students:

- The Cosmos Foundation(throughout the state), with over 11,900 students
- IDEA Academy, Inc. with just over 9,500 students
- Responsive Education Solutions with just over 7,200 students.

In contrast to these populous LEAs, a majority of Texas LEAs (69%) are classified as small and serve fewer than 1,600 students each. The smallest charter holder operates one charter school, Transformative Charter Academy, with an enrollment of 49 students, and the two smallest ISDs, Doss Consolidated and Divide ISDs, enroll 16 students each.

Capital Assets

In years past, TEA has focused its capital plan on the procurement of the hardware and software required to support agency business applications. The new contract for statewide Data Center Services (DCS), executed by the Texas Department of Information Resources (DIR) in December 2011, provides the agency with server hardware procurement, refresh, and support, along with related software. TEA anticipates the demand for its IT products and services will continue to increase and

evolve, and these capital needs will be addressed by the new DCS service providers, Capgemini North America and ACS State and Local Solutions. The Legislative Budget Board (LBB) considers DCS expenditures to be capital expenditures, and the agency will plan for its technology growth and procure services through the new DCS contract.

The current desktop and laptop seat management services contract supports approximately 1,000 workstation and laptop computers, standardized software (Microsoft Office), and help-desk services. Fluctuations in the agency's size (contractors within the agency, spare equipment for checkouts, etc.) continue to impact the current seat management contract each fiscal year.

Deliverables-based contracts currently in place and planned for re-bid between fiscal year 2012 and fiscal year 2015 include the following:

- Support, development, and maintenance of the Public Education Information System (PEIMS) application,
- Support and maintenance of the PeopleSoft Financials application,
- Support, development, and maintenance of the Texas Records Exchange (TREx) Electronic Student Records System, and
- Multiple Applications support contract.

TEA will continue to make IT commodity purchases for printers and monitors as appropriate to support its business users. To reduce replacement and toner costs, the Information Technology Services (ITS) Division will continue to work with the divisions and procurement to ensure printer purchases are standard throughout the TEA environment. The ITS Division will request centralized funding for printer procurements to consolidate funding and replacement throughout the agency. Standardized equipment, bulk purchases, and planned refresh will reduce costs, support, and toner procurements.

The ITS Division will work closely with the Statewide Data Initiatives Division to provide IT systems and solutions in support of the new Texas Student Data System. The ITS Division will also be working closely with the Comptroller of Public Accounts (CPA) in support of the CPA Enterprise Resource Planning (ERP) consolidation project, as well as planning and executing a major financials application upgrade to ISAS PeopleSoft Financials Version 9.1.

Technological Developments

TEA supports over 1,200 LEAs that are geographically dispersed throughout the state. The agency makes extensive use of Web-based applications and other communication tools to transact business statewide. LEAs access more than half of the agency's 70-plus data-collection applications through the Web.

TEA anticipates demand for innovative IT infrastructure and support services to continue to expand and evolve. The ITS Division works closely with all agency divisions in support of the priorities that the agency defines each biennium.

The agency's strengths in technology operations include strong project-management organization, mature project and software processes, and strong management, technical, and security staff.

Challenges include a significant number of legislative mandates related to education and any future needs for legislated or policy changes to business processes. Furthermore, transformation to the state's consolidated data center is an ongoing effort.

TEA has achieved a high degree of business automation. Most key agency business processes, including most data collections, finance, reporting, and customer relationship management, have been automated or are in the process of being automated. New business automation needs are typically either incorporated into existing automated systems or met through the creation of new systems.

The agency's technology strategy can best be described as "data-centric," focusing on how data are modeled, organized, delivered, reused, and protected. All of the following strategies are driven by business needs, rather than by the technology itself, and are geared toward making TEA's operations more flexible and efficient:

- Use of business intelligence (BI) tool sets allowing for better and more flexible reporting
- Use of services-oriented architecture (SOA) products to allow service-based applications and end-to-end, business-model-to-application deployment support, including integration of reusable application services
- Use of Web portals for more focused information delivery to stakeholders
- Rewrite of PEIMS for improved data collection
- Rollout of encryption to protect data at rest and in transit

TEA's 70-plus data collection applications employ multiple methods of reporting. The agency's standard for software development is C# and .Net for traditional object-oriented efforts, with some more recent applications moving to Java on Websphere and a SOA to maximize cost-effective reuse of assets. MSSQL Server is used for small to medium-sized applications, and DB2 UDB/AIX is used for larger applications and the agency data warehouse. A fault-tolerant feature of Oracle is being used for mission-critical applications that require high availability.

The ITS Division manages and maintains the Integrated Statewide Administrative System (ISAS), an Oracle (formally PeopleSoft) Financials application that uses Oracle database architecture. ISAS is used by the Finance Division in carrying out agency financial and budget operations. The financial modules used to conduct daily agency business are Asset Management, Accounts Payable, General Ledger, Inventory, and Purchasing plus an internally developed module called Texas Grant Interface (TGIF) to administer grant awards to subgrantees.

The Oracle financial system interfaces to the Comptroller of Public Accounts' (CPA) Uniform Statewide Accounting System (USAS) that produces payments to vendors. Payments are processed for the following subsystems: Child Nutrition Program (CNP), Educational Materials (EMAT), Foundation School Program (FSP), and Master Teacher.

The statewide interfaces run daily, weekly, monthly, or as requested. The following statewide interfaces are used: USAS, Texas Building and Procurement Commission (TBPC), Texas Identification Number System (TINS), State Property Assets (SPA) and Treasury, and Uniform Statewide Payroll System (USPS).

In 2009, the EMAT application was implemented using Oracle/PeopleSoft modules and PeopleCode. LEAs use EMAT to requisition instructional materials, update populations, and manage inventory. It is also used by the publishers of state-adopted textbooks and the freight companies that transport these materials.

Over the next several years, overall agency technology-resource needs are expected to stay relatively level. The only exception to this trend is the Texas Student Data System (TSDS) project currently under development utilizing mostly federal and private foundation funding.

The protection and security of student and other confidential data will remain a key concern for the agency. TEA has several critical information assets. One of the most important of these assets is the agency’s repository of K–12 student data. As the DCS project progresses, the agency’s most critical security need is to protect the confidentiality of student data guaranteed under the federal Family Educational Rights and Privacy Act (FERPA). Many of the anticipated technological advances will present both opportunities for increased flexibility and efficiency and security challenges.

Agency Use of Historically Underutilized Businesses

TEA will demonstrate its good-faith effort to use historically underutilized businesses (HUBs) and will strive to meet or exceed the HUB program goals and objectives in all its future procurement efforts in the applicable procurement categories identified in Table 2

Table 2: HUB Goals for TEA and State

Procurement Category	Agency Goal	State Goal
Heavy Construction*	0.0%	11.2%
Building Construction*	0.0%	21.1%
Special Trade Construction	0.0%	32.7%
Professional Services	10.0%	23.6%
Other Services	20.0%	24.6%
Commodity Purchasing	15.0%	21.0%

**TEA does not expend funds in these categories.*

Use of HUBs by Procurement Category

Of the six procurement categories identified by the CPA, Texas Procurement and Support Services (TPASS) Division, TEA expends no funds in heavy construction and building construction and minimum funds in special trade construction. TEA’s mission does not lend itself to expenditures for goods or services in these categories. Many of TEA’s contracts in the “Other Services” category are with national companies, Texas universities, and investment firms that generally do not qualify as HUB vendors. These contracts are evaluated closely for competitive HUB subcontractor opportunities

because the “Other Services” category offers the greatest opportunity for expanding TEA’s business partnerships with HUB vendors as TEA spends approximately 98% of all HUB reportable dollars in this category. The agency has made consistent progress to increase the HUB participation by 2% per year, attaining 10.6% utilization in 2010 and 12.54% in 2011.

Programs to Increase HUB Participation

TEA is committed to increasing HUB participation and continuing its outreach and education efforts. TEA is active in community outreach efforts to inform minority- and women-owned businesses about contracting opportunities with TEA and to link them, if necessary, with TPASS staff to complete the HUB certification process. Outreach activities include, but are not limited to, attending economic opportunity forums, specialized forums, spot bid fairs, TEA HUB fairs, and vendor presentations to agency procurement staff, and to informing outreach participants about the Mentor-Protégé Program.

TEA encourages prime contractors to use HUBs as partners and subcontractors whenever possible and encourages HUB firms to collaborate when bidding on larger contracts. In addition, HUB firms are encouraged to bid on agency opportunities. All subcontractors that submit HUB subcontracting plans and meet the HUB requirements are contacted and encouraged to obtain HUB certification. The Purchasing and Contracts Division notifies registered HUB vendors of specific bid and subcontracting opportunities to attract additional minority and women-owned businesses to compete for procurement opportunities. TEA has also implemented second -tier subcontracting opportunities and reporting with the agency’s largest contractors. For more detail on the agency’s HUB plan, see Appendix H.

Fiscal Aspects of the Agency

Agency Budget

TEA is responsible for the 2012-2013 biennial expenditure of over \$36.5 billion in state General Revenue (GR) funds (including the Property Tax Relief Fund and Appropriated Receipts). This amount does not include the contingency appropriation for HJR No. 109, which authorizes the General Land Office to distribute an amount estimated to be \$150 million per year from the Permanent School Fund to the Available School Fund. This amount also excludes an estimated \$2.3 billion for the August 2013 Foundation School payment that was deferred until September 2013 of the next biennium per SB 2, 82nd Leg, 1st C.S.

One major factor drives increases in funding to public education: demographic growth of the student population. Texas public-school enrollment is estimated to increase by approximately 74,000 students in each of fiscal years 2014 and 2015, for a total of 148,000 additional students over a two-year period. This is roughly the equivalent of adding two more LEAs the size of Austin ISD or Fort Worth ISD. The cost of these students would be ostensibly borne by the state. Decreases in the rate of local property

value growth will exacerbate state expense, in correlation with decreasing local access to revenue.

All other state funded programs for the 2012-2013 biennium, including the Instructional Materials Allotment, amounted to \$1.2 billion.

Federal funding for education amounted to over \$9.6 billion for the 2012-2013 fiscal biennium. This amount excludes \$830 million in Education Jobs Funds that are reflected in the appropriation bill for 2012, but that TEA received and obligated in 2011. Federal funding received by the agency falls mostly into three broad categories: funding for students with disabilities through the Individuals with Disabilities in Education (IDEA) Act, funding for economically disadvantaged students through the No Child Left Behind (NCLB) Act, and the federal Child Nutrition Program (CNP) (funded at TEA, but administered by the Texas Department of Agriculture).

TEA maintains a commitment to high standards of fiduciary stewardship over state and federal funds. There is an aggressive internal audit schedule, and TEA exercises oversight over local fiscal management through the Division of Financial Audits.

As part of a statewide budget reduction for the 2012-2013 biennium, TEA's administrative budget was reduced by \$48 million in General Revenue related funding. As a result, TEA implemented a reduction in force during 2011 that impacted 269 employees. Additional positions were eliminated through retirement and attrition.

The agency requested one waiver during FY 2012. TEA requested to exceed the capital budget threshold requirement for the Texas Student Data Systems. Completion of this project will improve the availability and use of high quality data to enable educators to make good decisions for Texas students.

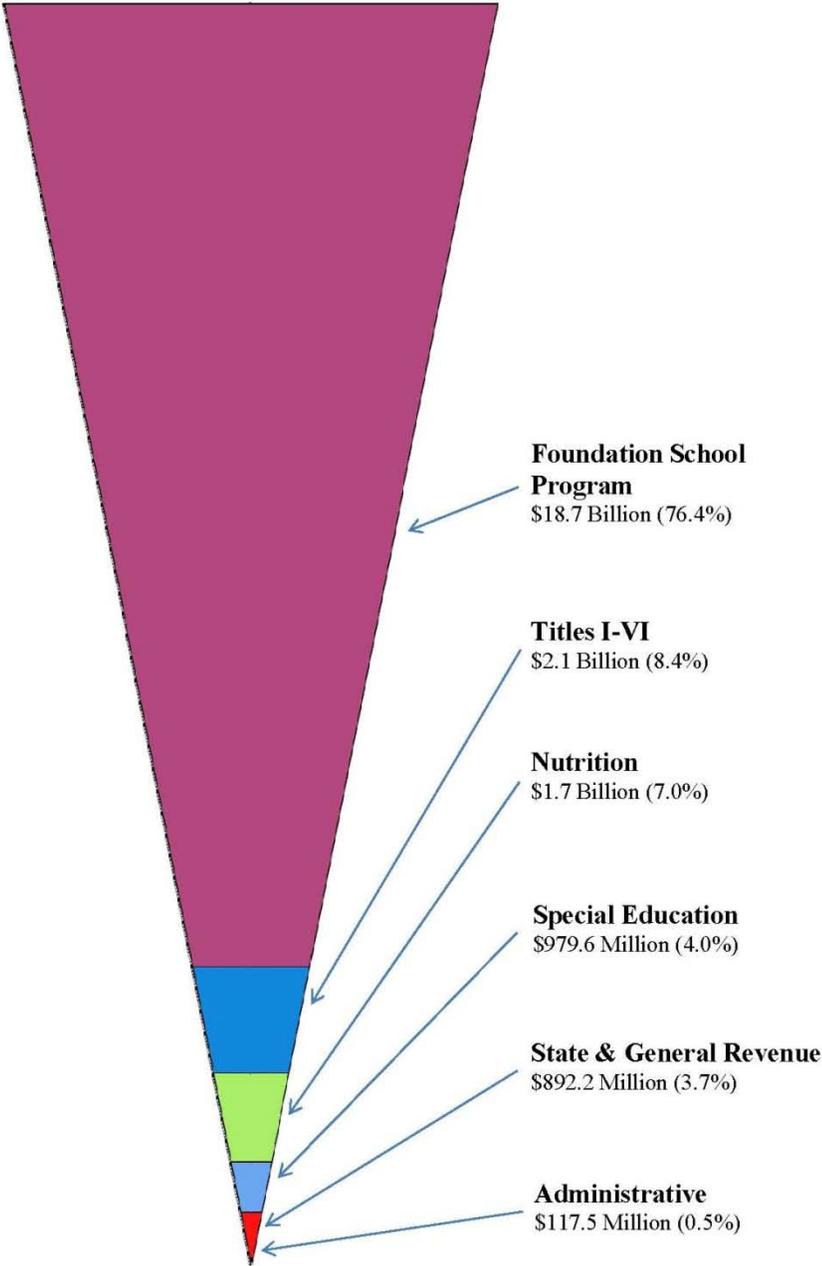
The agency has few ongoing capital needs other than technology. Utility computing services such as hardware procurement and network and server administration are now provided through the DCS contract. TEA has no vehicle fleet, nor is it significantly impacted by capital depreciation.

Method of Finance

Figure 3 identifies the major components funded by the \$24.5 billion budget administered by TEA during FY 2012. They include \$18.7 billion for the state funded Foundation School Program (FSP), \$2.1 billion for the federal NCLB Titles I–VI, \$1.7 billion for the federal Child Nutrition program, \$979.6 million for Special Education, \$892.2 million for other state funded programs, and \$117.5 million for Administrative functions funded by multiple state and federal sources.

Figure 3: Agency Budget

**Texas Education Agency
Budget Year 2012 Agency Budget by Major Components
\$24.5 Billion**



Federal Funding

For fiscal year 2012, Texas will receive roughly \$4.8 billion from the federal government for public education funding.

For funding purposes, the federal oversight agency for TEA is the U.S. Department of Education (USDE). The expenditure of federal funds is monitored and audited by entities with the federal department including the USDE Office of the Inspector General, the Office of Special Education Programs, and various other program offices tied to provisions of the federal Title programs under the NCLB Act. In addition, the agency administration of federal programs is governed by the USDE's Indirect Cost Unit, and the agency annually negotiates an indirect cost rate for its administrative overhead activities beyond the direct administrative costs of each federal program.

Education agencies have been subjected to relatively few federal matching requirements since the advent of both the Individuals Disabilities Education Act (IDEA) and the federal Title programs for economically disadvantaged students, compared to health and human service agencies that are subject to dollar for dollar state contributions required to draw down federal matching funds. Instead, K–12 education has been subject to less strict requirements to “maintain effort” in state programs that are supplemented by federal funds. It is important to note that federal programs run by the USDE almost universally require states to supplement current services with additional resources, as opposed to a state “supplanting” statutory state activities with federal funds and withholding state funds from school-districts to the benefit of the state budget.

One major exception is the federal child nutrition program. This program is administered by the U.S. Department of Agriculture, not USDE, and requires a fairly modest state match of \$14 million in state funds to draw down well over \$1 billion in federal funds. At the state level, this program is administered by the Texas Department of Agriculture, but payments to school districts are sent through TEA. There is also a state match required for the federal adult education program, which does not impact K–12 education.

The Carl Perkins Career and Technical Education Grant also require a dollar-for-dollar state match for administrative expenses and maintenance of effort requirement for program dollars distributed to school districts.

Operating Military Installations

TEA does not have any programs that provide state funding specifically for federally owned military installations or facilities. However, state funds do flow to the three ISDs located on military installations: Randolph ISD, Fort Sam Houston ISD, and Lackland ISD, all located in Bexar County in the San Antonio area. Because they do not have taxing authority, FSP state funding for these ISDs is based upon the average tax effort of Bexar County ISDs. During the 2011–2012 school year, the state is estimated to send \$21.9 million in FSP funds to these three military installation ISDs. Total FSP payments to the ISDs for the biennium are projected at \$45.9 million. Based on past enrollment growth trends and current enrollment of 3,811 students, the annual FSP payments to those ISDs are projected at \$24 million, or \$48 million for the 2014–2015 biennium.

In 2006, eligibility for prekindergarten programs was expanded to four-year-old children who are dependents of military personnel. Prekindergarten students are funded for a half day of instruction, and the state cost per prekindergarten student in average daily attendance (ADA) is approximately \$3,504 in 2012. During the 2011–2012 school year, 6,033 prekindergarten students were enrolled under these provisions. Based on the average attendance rate of 94.96% of this population and the number of enrolled students, the cost to serve these students in the 2014–2015 biennium is projected at \$42.3 million.

In 2007, new provisions were added to the state’s facilities programs that would provide special consideration for ISDs that are affected by a decision of the Base Closure and Realignment (BRAC) committee. ISDs that experience an increase in enrollment due to a BRAC decision will be given a boost in priority for new awards under the Instructional Facilities Allotment (IFA) program. While the provision that provides the boost does not guarantee that the BRAC-affected district will receive an IFA award, it does increase the likelihood that the district would receive an award. This provision does not increase the cost of the IFA program but rather provides further direction in the prioritization of available funds.

Provisions were also added to the Existing Debt Allotment (EDA) program that would allow a BRAC-affected district to gain access to state funding based on its current-year debt-service tax effort. Otherwise, access to EDA funds is capped by the debt-service effort in the last year of the preceding biennium. While this provision has the potential to increase the cost of the EDA program, actual costs would depend upon whether ISDs that are eligible to use this provision issue bonds during the biennium.

The El Paso ISD benefited from this provision in the 2008–2009 biennium, but the district does not currently have authority to issue more bonded debt. As a result, the BRAC-related provisions are not expected to have any additional EDA state costs for El Paso ISD in the current or next biennia. Unless an eligible ISD chooses to issue additional bonds during the next biennium, there will be no additional cost to the state based on the BRAC-related provisions. Although projections of future costs are contingent upon many factors, the experience of the current biennium indicates that a debt issuance of approximately \$100 million in new bonds in an ISD eligible for EDA funding would have state costs for the 2014–2015 biennium of approximately \$1.2 million.

Impact of Federal Statutes and Regulations

Historical Role of Federal Government and Description of Current Federal Activities

NCLB, passed by the U.S. Congress in 2001, was a sweeping reform of the Elementary and Secondary Education Act of 1965 (ESEA). Since 2002, the USDE has promulgated numerous federal regulations, nonregulatory guidance documents, and state letters to support NCLB implementation. These regulations include, but are not limited to, basic program services, federal assessment requirements, assessment of students with

disabilities and ELL, Adequate Yearly Progress (AYP), school improvement interventions, highly qualified teachers, and migrant students.

Along with federal regulations, nonregulatory guidance, and state letters, each of these new requirements has specific implementation dates/timelines that have made full implementation difficult. Additionally, TEA has been subject to numerous federal monitoring/audit activities across all the NCLB title programs and the Perkins grant program. The effect of these multiple events/visits has stretched both TEA and local school district personnel to their respective limits.

Under NCLB, accountability provisions that formerly applied only to LEAs and campuses receiving Title I, Part A, funds now apply to all LEAs and campuses. TEA and all LEAs and campuses are evaluated annually for AYP. The Texas AYP Amended Plan was last approved by the USDE in October 2011 and meets NCLB requirements and provides a mechanism for evaluating district and campus AYP.

The reauthorization of NCLB is long overdue, and although members of Congress float reauthorization proposals from time to time, none have received serious consideration. In 2011, President Obama and Secretary of Education Duncan announced a national waiver initiative to offer states the opportunity to apply for a one size fits all package of waivers from certain requirements of the current law. At this time, the State of Texas has not made the decision to apply for this waiver package. The Texas Education Agency continues to review the legal requirements of the waiver package and the impact of the waiver package on states that have received approval.

In late 2004, the U.S. Congress passed, and the president signed into law, the reauthorization of IDEA. The federal entitlement that students with disabilities receive a free appropriate public education (FAPE) began in the mid-1970s. This law requires that all students with disabilities receive educational benefit.

Furthermore, the law requires states and LEAs to maintain a system of child find, procedural safeguards, individual evaluation, parental involvement, development of an individualized education program/plan (IEP), a continuum of services to ensure students have access to the least restrictive environment (LRE) with their nondisabled peers, and systems to resolve disputes between parents and LEAs.¹ Major changes in the 2004 reauthorization include, but are not limited to, the alignment of IDEA with NCLB requirements for the assessment of students and the assignment of highly qualified teachers, the development of a state performance plan (SPP) with state performance targets, changes in the eligibility determination of students with learning disabilities, and support for local efforts to prevent the need for special education services.

The initial development and the continuous revision of the SPP, the yearly submission of the annual performance report (APR), and the implementation of the determination process have been especially challenging for the state and LEAs. In a state as large as Texas, with its 1200-plus LEAs that must develop local systems to implement the new requirements, the addition of new data collection requirements and the adoption of

¹ The Individuals with Disabilities Education Act (IDEA), P.L. 108-446, §612, 20 U.S.C. §1412(a)(3)(A).

performance standards requires time and resources. The USDE promulgated final regulations in August 2006, with the last update of certain federal regulations in 2008. Like NCLB, IDEA 2004 implementation requirements and timelines have stretched both TEA and local LEA personnel to their respective limits.

NCLB, the Carl D. Perkins Career and Technical Education Act (Perkins), and IDEA require state education agency's (SEA) to monitor the extent to which grantees are effectively meeting program goals and requirements. These federal laws specifically require the SEA to monitor whether grant funds are contributing to improved student performance for particular student groups, including students with disabilities, students identified as Limited English proficient (LEP), migrant students, and students served in career and technical education programs.

To meet these federal requirements, TEA implemented a performance-based monitoring (PBM) system that includes a comprehensive system of performance, program effectiveness, and data integrity indicators and related interventions to monitor LEAs.

On February 17, 2009, President Obama signed ARRA into law. ARRA provided an unprecedented amount of federal funding across multiple federal educational programs, including the following:

- Title I Grants to LEAs
- School Improvement Grants
- Educational Technology State Grants
- Individuals with Disabilities Education Act Grants to States
- Individuals with Disabilities Education Grants to State—Preschool Grants
- State Fiscal Stabilization Fund - Education Grant
- State Fiscal Stabilization Fund - Government Services Grant

ARRA funds to Texas for education totaled more than \$6 billion and were expended by the September 30, 2011 deadline. These funds, in addition to regular federal grant awards, were distributed to LEAs in the form of formula and discretionary grants benefiting every LEA in the state. Like NCLB and IDEA, implementation requirements and reporting timelines stretched both TEA and local LEA personnel to their respective limits.

In addition to the ARRA grants listed above, the agency also received an ARRA funded Statewide Longitudinal Data Systems (SLDS) grant in the amount of \$18.2 million covering a three year period beginning in July, 2010 in support of the Texas Student Data Systems (TSDS) project. The purpose of the TSDS project is to improve the availability and use of high-quality data to enable educators to make good decisions for Texas students.

Anticipated Impact on Service Populations and Agency Operations of Future Federal Actions

Perkins and IDEA were reauthorized in 2006 and 2004, respectively. Perkins is scheduled for reauthorization again in 2013. NCLB was not reauthorized as scheduled in 2008. Although President Obama and many members of Congress have both called for its reauthorization, it remains uncertain when that will happen. Although NCLB was not reauthorized during the previous presidential administration, Margaret Spellings, the former U.S. secretary of education, exercised her authority to bring forward additional regulatory and interpretive changes specific to NCLB. In April and May of 2008, the USDE filed two *Federal Register* postings for public comment related to proposed changes to federal regulations pertaining to Title I and proposed changes of interpretation regarding Title III. The current presidential administration has also brought forward many changes and additions to the original law.

ARRA Reporting Requirements

Since the February 2009 passage of ARRA, the administration, including the USDE, filed numerous *Federal Register* notices and issued many guidance documents regarding the implementation of ARRA funding. Additionally, state acceptance of ARRA funds included extensive federal reporting requirements regarding the use of the funds, federal application development, and additional oversight from the USDE program offices, USDE Office of Inspector General (OIG), Government Accounting Office (GAO), and State Auditor's Office (SAO). These new reporting, application, and oversight requirements were all in addition to existing federal requirements and increased the procedural efforts of the state and LEAs.

NCLB, Perkins, IDEA Regulatory Changes

Any statutory or regulatory changes made to NCLB, Perkins, or IDEA will influence TEA's monitoring system and overall programmatic implementation of the respective federal laws. In addition, the federal Office for Civil Rights (OCR) establishes procedures and minimum requirements for states to ensure program access compliance for LEAs that receive Perkins funds. If OCR regulations are modified, TEA's PBM system must be revised to accommodate the changes. Currently, one bill/resolution specific to the use of restraint and seclusion in public schools has been filed in Congress. The proposed bill/resolution will increase monitoring, data collection, and procedural requirements for states and LEAs. Recently (Winter/Spring 2012), two NCLB reauthorization bills/resolutions have been filed, and both were voted out of committee. It remains to be seen whether the full U.S. House will consider these two bills, and/or whether the U.S. Senate will address them during an election year.

Federal laws and regulations require the USDE to monitor states' implementation of required monitoring activities, and any findings or recommendations that result from USDE's monitoring of TEA would need to be considered. It is not possible to predict the anticipated impact of any of these potential changes until TEA is made aware, and can evaluate the extent to which new or revised requirements would impact agency or LEA operations. In addition, further federal procedural and process requirements, resulting from unfunded or underfunded mandates (i.e., reauthorization or amendments to

current federal regulations without an increase in federal funding), will increase the need for more state and local funds to implement new and current federal requirements.

Federal Regulatory Changes and Texas Legislative Sessions

One additional area of concern is the increased involvement and timing of any federal changes to federal laws or regulations. Because the Texas Legislature meets only once every two years, from January to June, Congress or the administration may make changes to current federal requirements that the Texas Legislature cannot address until its next session. Federal changes sometimes create inconsistencies and incongruities with current state statute, which can cause confusion and duplication of work for LEAs.

Possible Sequestration of Federal Funds

The Budget Control Act of 2011 was passed to balance an increase to the US debt limit (debt ceiling) with a legislated decrease in federal spending. Among other things, the bill mandated limits on federal spending with legislated reductions from federal fiscal years 2012-2021. The Act also created the Joint Select Committee on Deficit Reduction, a bipartisan committee given responsibility for writing amendment-proof legislation anticipated to cut the federal budget by approximately \$1.2-1.5 trillion over a 10-year span. The Joint Select Committee, or super committee as it is commonly known, failed to draft the required legislation by its November 23, 2011 deadline.

As a result, the sequestration process was enacted creating the possibility that all federal grants administered by the Texas Education Agency (TEA) may be reduced for the 2012–2013 school and grant year by an amount ranging from 8–14%. The US Congress may act to avoid sequestration by passing rescission legislation; however, if Congress fails to take action by January 2, 2013, federal education spending will be cut for the 2012–2013 school and grant year by approximately \$4.1 billion nationally. To prepare for the possibility of sequestration, TEA has elected to withhold 10% of the amount available from the planning amount calculations for federal formula grants and to calculate maximum entitlements later than usual, in January 2013, by which time the issue of funding cuts will be settled at the federal level. Without withholding this 10% if the sequestration does occur, LEAs federal education program budgets would be reduced in the middle of the school year.

Other Legal Issues

Impact of Anticipated State Statutory Changes

Senate Bill 6, passed during the 82nd Texas Legislative Session, established an instructional materials allotment for school districts and open-enrollment charter schools. The school district's allotment is based on the amount of funds available in the Instructional Materials Fund, which was created in Senate Bill 6 as determined by appropriation and student enrollment in the prior school year on a date established by the Commissioner of Education.

Funds in the instructional materials allotment are available to school districts to acquire State Board of Education adopted materials and the Commissioner's List of Electronic Materials. Districts and open-enrollment charter schools are also able to submit disbursement requests for non-adopted instructional materials, technology services, and technological equipment.

For each school year, the district local board and superintendent are required to certify that the district has instructional materials that cover all elements of the essential knowledge and skills of the required curriculum, other than physical education, for each grade level as required in the Texas Education Code, Section 28.002.

Senate Bill 6 includes provisions related to the sale of textbooks to allow proceeds from permissible sales of instructional material or electronic equipment to be used by the school district to purchase instructional materials or technological equipment. This bill also repeals provisions related to limitations on the cost of instructional materials, textbook credits, requirements that publishers maintain a textbook depository, and the technology allotment.

The Instructional Materials Allotment has fundamentally changed the way school districts acquire instructional materials. School districts can acquire instructional materials based on the availability of funds in the district's instructional materials account instead of enrollment figures. These fundamental changes have required revisions to 19 TAC Chapter 66, State Adoption and Distribution of Instructional Materials.

In addition, the new legislation required programming changes to the Electronic Instructional Materials System (EMAT), additional training for existing instructional materials staff, development of new training materials for districts and open-enrollment charter schools and delivery of training to additional district staff. Districts are required to treat their instructional materials allotment as revenue. The district business office is required to record journal entries for every transaction associated with their instructional materials allotment. Training has been developed and provided to ensure district business offices are recording their journal entries properly.

Impact of Current Outstanding Court Cases

The agency is currently the lead defendant in an unprecedented number of simultaneous school finance lawsuits, contending that the current system of financing public education is unconstitutional. As of late March, 2012, four such lawsuits involving five plaintiff groups were pending in district court in Travis County. The cases have been consolidated and are scheduled for trial beginning on October 2012. This litigation, including appeals, is expected to continue through the state judicial system for several years. Although the Attorney General's Office represents the agency in court, very significant demands are necessarily made on agency staff as expert witnesses and otherwise in support of the state's case.

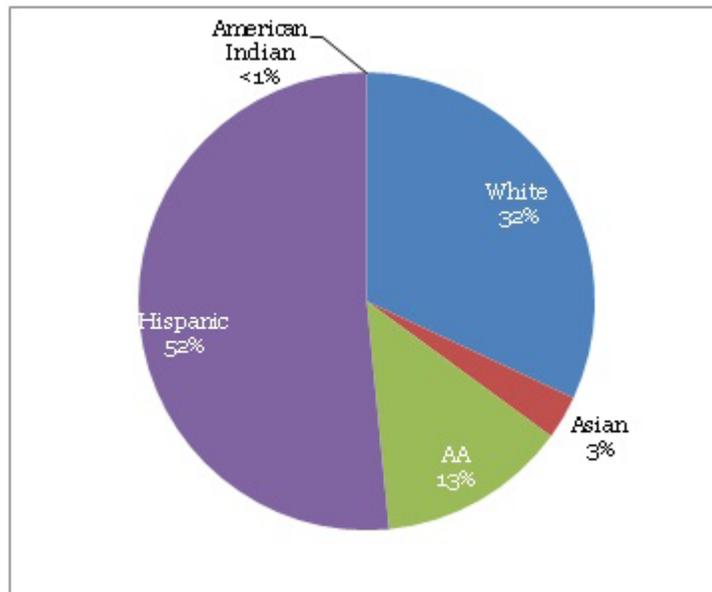
Demographic Trends

Changing Structure of Student Demographics

TEA served over 4.9 million Texas public schoolchildren during the 2010–2011 school year. Since the 2000–2001 school year, total enrollment has increased by over 860,000 students, or approximately 21%.

In addition to growth in overall enrollment, the ethnic distribution of the student population has also shifted dramatically. In school year 2000–2001, Hispanic students accounted for 41% of the student population, while white students accounted for 42%. In school year 2010–2011, as shown in Figure 4, the percentage of Hispanic students rose to 50% and the percentage of white students dropped to 31%. The percentage of African-American students dropped slightly from 14% to 13%. The percentage of Asian students remains unchanged at 3% and the percentage of American Indians remains unchanged at less than 1% of the student population.

Figure 4: Ethnic Distribution of the Student Population, 2010- 2011



Since the school year 2000–2001, the number of ELL students in bilingual/ESL programs has grown from 570,453 to 831,812, a 56% growth rate. The number of economically disadvantaged students has increased by approximately 680,000 students to 2.9 million, a 59% growth rate. The number of students receiving special education services has decreased by 9.5% to almost 442,971.

The number of students participating in the gifted and talented (GT) program has decreased from 8% in 2000-2001 to 7% in 2010-2011, and the number participating in career and technical education (CTE) programs has increased by 39% to 469,086.

Regional Differences in Ethnic Distribution, Including Border Areas

The ethnic distribution of students also differs substantially among the various geographic regions of the state. The data for school year 2010-2011 indicate that LEAs in ESCs 1, 2, 18, 19, and 20 serve the majority of Hispanic students in the state (60%), whereas ESCs 4, 10, and 11 serve the majority of African-American students (66%). (See Figure 2 for a map of ESCs).

Hispanic students make up the largest ethnic group of students in the state. A closer look at the ethnic diversity of the populations served by the various ESCs highlights the need for different services in the different regions of the state. ESCs 1, 2, 18, 19, and 20 serve predominantly Hispanic students (97%, 73%, 62%, 90%, and 70%, respectively). All five of these regions are on the Texas-Mexico border. The other region along this border is ESCs 15, and roughly half of their student population is Hispanic (53%).

ESC 5 (on the Texas-Louisiana border) has the largest percentage of African-American students with 28%, and ESC 8 (on the border with Arkansas and Oklahoma) and ESC 12 (Waco) are the two next largest with 21% and 20%, respectively. By comparison, ESCs 8 and 9 (on the border with Oklahoma) have the largest percentages of white students (58% and 63%, respectively).

To fund the special needs of identified student populations, the TEC includes funding formulas that are weighted specifically to help LEAs meet these needs. TEA provides grants to ESCs, LEAs, and campuses to assist them with providing these special services. In addition, each ESC helps identify and provide for some of the special needs of students within its area.

Texas Economy and the Changing Face of Education

The range of services that TEA and LEAs offer continues to be considered in light of tightening budgets and new technology. The agency is exploring and implementing new, cost-effective ways of providing high-quality education to all students. The Texas Virtual School Network (TxVSN) enables students around the state to take individual high school, advanced placement, or dual credit courses online or participate in a full time virtual instructional program beginning in grade three. For example, a student in a small West Texas LEA that does not offer Spanish III could take the course via her computer from an educator in Houston. The dual-credit program offers students the opportunity to receive both college and high school credits for completing approved college courses. Generally, students can earn up to 12 college credits before graduating from high school; students in ECHSs can earn up to 60 college credits.

A statewide online learning environment is available for delivering high-quality professional development courses to educators, supplemental lessons to students, and for sharing online resources with districts, campuses, parents, and community members. The commissioner's Project Share initiative uses Web 2.0 technology to provide educators and administrators with professional learning communities, engaging and interactive professional development, and tools for creating and sharing classroom curricula. Online professional development courses address content areas such as English language arts, mathematics, science, social studies, Career and Technical Education, and standards, such as the Texas Essential Knowledge and Skills (TEKS),

English Language Proficiency Standards (ELPS), and College and Career Readiness Standards (CCRS). Professional development courses also address instructional frameworks such as the Response to Intervention (RtI) model. Student lessons provide supplemental instruction both in and out of class as students prepare for end of course assessments in English language arts, mathematics, science, and social studies. This online delivery method is designed to dramatically reduce costs while simultaneously increasing educator effectiveness and student success. Districts that have implemented Project Share have reported reductions in costs for maintaining server space, traveling to face to face professional development sessions, purchasing/developing student support materials, and licensing web space for district, campus, and classroom websites.

An Educated Workforce

Two-thirds of the jobs created in the U.S. by 2018 will require some post-secondary education. ² The need for an educated workforce in Texas is complicated by serious workforce shortages. According to the Governor’s Competitiveness Council, “Texas is expected to experience critical workforce deficits in higher education graduates as well as graduates from quality training and certification programs in nearly every industry cluster” (July 2008). The Texas Workforce Commission (TWC) reports that the number of jobs in Texas is expected to increase by over 2.0 million from 2008 to 2018. Analysis of TWC projections for the 50 fastest-growing job categories in Texas reveals that 70% of these jobs will require some form of post-secondary education. As shown in Table 3, the largest numbers of new Texas jobs will occur in the office and administrative support occupations (246,030), followed by education, training and library occupations (235,140), food preparation and serving related occupations (223,860), sales (157,820), and health care (149,400). To provide an educated workforce will require collaborative efforts among TEA, THECB, TWC, the Governor’s Office, the Texas Legislature, and the SBOE.

Table 3: Job Growth by Industry Cluster

Occupation Title	Number of Projected Jobs Added	Growth Rate (%)
Office and Administrative Support Occupations	246,030	13.4%
Education, Training, and Library Occupations	235,140	31.9%
Food Preparation and Serving Related Occupations	223,860	25.6%
Sales and Related Occupations	157,820	12.5%
Healthcare Practitioners and Technical Occupations	149,400	28.8%
Construction and Extraction Occupations	112,820	16.0%
Healthcare Support Occupations	110,980	36.5%
Personal Care and Service Occupations	109,590	26.9%
Business and Financial Operations Occupations	103,930	21.6%

² Georgetown University Center on Education and the Workforce, “Help Wanted: Projection of Jobs and Education Requirements through 2018”, June 2010, p.13

Internal and External Assessment

Occupation Title	Number of Projected Jobs Added	Growth Rate (%)
Management Occupations	70,790	8.7%
Installation, Maintenance, and Repair Occupations	70,250	14.8%
Transportation and Material Moving Occupations	65,420	8.8%
Building & Grounds Cleaning and Maintenance Occupations	56,740	15.4%
Protective Service Occupations	53,810	21.2%
Computer and Mathematical Occupations	53,250	19.5%
Community and Social Services Occupations	34,990	21.6%
Architecture and Engineering Occupations	34,080	14.0%
Arts, Design, Entertainment, Sports and Media Occupations	28,740	17.3%
Production Occupations	26,880	3.7%
Life, Physical and Social Science Occupations	21,270	20.9%
Farming, Fishing, and Forestry Occupations	17,040	10.1%
Legal Occupations	13,190	16.1

Source: Texas Workforce Commission³

³ Texas Workforce Commission. Texas Long-term Occupation Projections (online), http://www.tracer2.com/admin/uploadedPublications/826_826_Tx_OCC.XLS, Austin, TX: Texas Workforce Commission, Department of Labor Market and Career Information, May 2012.

Agency Priorities

The agency's immediate focus is the successful transition to a new public school accountability system as part of the implementation of House Bill 3 passed in the 81st Legislative Session. The agency will continue to engage stakeholders throughout the remainder of 2012 and into early 2013 to develop the new public school accountability system. The agency will release the first ratings for the new accountability system in the summer of 2013 and will add additional features to the system in coming years. As part of the transition to a new assessment system, the agency will be working with stakeholders to set performance standards on the State of Texas Assessments of Academic Readiness (STAAR) for grades 3-8 in the fall of 2012.

In addition to the new accountability system, the agency's emphasis includes the following:

- Continuing the effective and efficient distribution of state and federal funding to public schools;
- Continuing the successful implementation of Senate Bill 6 from the First Called Session of the 82nd Legislative Session to ensure that schools receive instructional materials and funds for those instructional materials;
- Seeking ways to support educators in meeting the state's College and Career Readiness standards and Texas Essential Knowledge and Skills through the most efficient means possible, including the Project Share portal;
- Continuing the implementation of a new accountability system for educator preparation programs to improve educator quality;
- Ensuring the effective implementation of the new Texas Student Data System, the enhanced statewide longitudinal data system that will streamline district data collection and submission processes; equip educators with timely and actionable student data to drive classroom and student success; and integrate data along the P-20 continuum for improved decision making;
- Continuing to monitor for compliance with applicable state and federal requirements; and
- Striving to improve the agency's responsiveness across all constituencies.

Since the Texas Education Code has the stated goal of Texas being one of the top ten states in terms of postsecondary readiness by 2020, the agency's priorities for the 2013-2017 period will continue to focus on ensuring college and career readiness for all Texas students. Most of the agency's focus areas listed above include a focus on college and career readiness. The agency's effectiveness in meeting the state's goal will depend on the degree of success in implementing each discrete project and ensuring their alignment.

Agency Goals

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

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

Goal Two: Provide System Oversight and Support

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

Objectives and Outcome Measures

Objective 1.1 Public Education Excellence

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

- 1.1.1 Four-Year High School Graduation Rate
- 1.1.2 Five-Year High School Graduation Rate
- 1.1.3 Four-Year High School GED Rate
- 1.1.4 Five-Year High School GED Rate
- 1.1.5 Four-Year High School Dropout Rate
- 1.1.6 Five-Year High School Dropout Rate
- 1.1.7 Percent of Students Who Meet Post-Secondary Readiness Standards on the Algebra II End-of-Course Assessments
- 1.1.8 Percent of Students Who Meet Post-Secondary Readiness Standards on the English III End-of-Course Assessments

- 1.1.9 Four-Year Graduation Rate for African American Students
- 1.1.10 Five-Year Graduation Rate for African American Students
- 1.1.11 Four-Year Graduation Rate for Hispanic Students
- 1.1.12 Five-Year Graduation Rate for Hispanic Students
- 1.1.13 Four-Year Graduation Rate for White Students
- 1.1.14 Five-Year Graduation Rate for White Students
- 1.1.15 Four-Year Graduation Rate for Asian Students
- 1.1.16 Five-Year Graduation Rate for Asian Students
- 1.1.17 Four-Year Graduation Rate for American Indian Students
- 1.1.18 Five-Year Graduation Rate for American Indian Students
- 1.1.19 Four-Year Graduation Rate for Pacific Islander Students
- 1.1.20 Five-Year Graduation Rate for Pacific Islander Students
- 1.1.21 Four-Year Graduation Rate for Economically Disadvantaged Students
- 1.1.22 Five-Year Graduation Rate for Economically Disadvantaged Students
- 1.1.23 Average Local Tax Rate Avoided from State Assistance from Debt Service
- 1.1.24 The Percent of Districts that Applied for the IFA Program and Received IFA Awards
- 1.1.25 The Percent of Eligible Districts Receiving Funds from IFA or EDA

Objective 1.2 Academic Excellence

The TEA will lead the public education system so that all students receive a quality education and are at grade level in reading and math by the end of the third grade and continue reading and developing math skills at appropriate grade level through graduation, demonstrate exemplary performance in foundation subjects, and acquire the knowledge and skills to be responsible and independent Texans.

- 1.2.1 Percent of Students Graduating Under the Distinguished Achievement High School Program
- 1.2.2 Percent of Students Graduating Under the Recommended High School Program
- 1.2.3 Percent of Students at Texas High School Project State-Funded Campuses who Successfully Complete an Advanced Course

- 1.2.4 Percent of Students who Successfully Complete an Advanced Course
- 1.2.5 Percent of Students Receiving Course Credit in Algebra I by the End of the Ninth Grade
- 1.2.6 Percent of Students with Disabilities Who Graduate High School
- 1.2.7 Percent of Districts Identified for Special Education Noncompliance That Correct Noncompliance Within a Year of Notification
- 1.2.8 Percent of Eligible Students Taking Advanced Placement/International Baccalaureate Exams
- 1.2.9 Percent of AP/IB Exams Qualifying for Potential College Credit or Advanced Placement
- 1.2.10 Percent of Career and Technical Students Placed on the Job or in a Post-secondary Program
- 1.2.11 Percent of Students Exiting Bilingual/ESL Programs Successfully
- 1.2.12 Percent of Limited English Proficient (LEP) Students Making Progress in Learning English
- 1.2.13 Percent of Students Retained in Grade 5
- 1.2.14 Percent of Students Retained in Grade 8
- 1.2.15 Percent of Students Retained in Grade
- 1.2.16 Percent of Students Identified for Accelerated Reading Instruction in Grades K-2
- 1.2.17 Percent of Students That Meet the Passing Standard in Fifth Grade Reading
- 1.2.18 Percent of Students That Meet the Passing Standard in Fifth Grade Math
- 1.2.19 Percent of Students That Meet the Passing Standard in Eighth Grade Reading
- 1.2.20 Percent of Students That Meet the Passing Standard in Eighth Grade Math
- 1.2.21 Percent of Adult Education Students Who Complete the Level in Which They are Enrolled
- 1.2.22 Percent of CIS Case-Managed Students Remaining in School
- 1.2.23 Percent of Campuses That Meet AYP
- 1.2.24 Percent of Students with Disabilities Exceeding the Federal AYP Cap for Reading/ELA

Budget Structure

- 1.2.25 Percent of Students with Disabilities Exceeding the Federal AYP Cap for Mathematics
- 1.2.26 CTE Graduation Rates
- 1.2.27 Percent of Students Achieving a Degree or Credential through Completion of a Secondary Career and Technical Education Program
- 1.2.28 Career and Technical Education (CTE) Technical Skill Attainment
- 1.2.29 Percent of Adult Education Unemployed Cohort Obtaining Employment After Exiting an Adult Education Program
- 1.2.30 Percent of Adult Education Exiting Employed Cohort Who Retained Employment After Exiting an Adult Education Program
- 1.2.31 Percent of High School Diplomas or GED's Issued to Exiting Adult Education High School Equivalency Test Takers Cohort as a Result of Program Participation

Objective 2.1 Accountability

The Texas Education Agency will sustain high levels of accountability in the state public education system through challenging and attainable federal and state performance standards.

- 2.1.1 Percent of All Students Passing All Tests Taken
- 2.1.2 Percent of African-American Students Passing All Tests Taken
- 2.1.3 Percent of Hispanic Students Passing All Tests Taken
- 2.1.4 Percent of White Students Passing All Tests Taken
- 2.1.5 Percent of Asian-American Students Passing All Tests Taken
- 2.1.6 Percent of American Indian Students Passing All Tests Taken
- 2.1.7 Percent of Economically Disadvantaged Students Passing All Tests Taken
- 2.1.8 Percent of Pacific Islander Students Passing All Tests Taken
- 2.1.9 Percent of Grades 3 through 8 Students Passing STAAR Reading
- 2.1.10 Percent of Grades 3 through 8 Students Passing STAAR Mathematics
- 2.1.11 Percent of Campuses Receiving an Academic Achievement Distinction Designation

- 2.1.12 Percent of Districts Receiving Exemplary or Recognized Distinction Designations
- 2.1.13 Percent of Campuses Receiving Exemplary or Recognized Distinction Designations
- 2.1.14 Percent of Districts Receiving the Lowest Performance Rating
- 2.1.15 Percent of Campuses Receiving the Lowest Performance Rating
- 2.1.16 Percent of Charter Campuses Receiving the Lowest Performance Rating
- 2.1.17 Percent of Campuses Subject to TEC §39.105 that Achieved Subsequent Year Rating of Acceptable Performance in the State Accountability System
- 2.1.18 Percent of Districts that Received a Performance Rating of Unacceptable Performance for the First Time that Achieve Subsequent Year Ratings of Acceptable Performance
- 2.1.19 Percent of Campuses that Received a Performance Rating of Unacceptable Performance for the First Time that Achieve Subsequent Year Ratings of Acceptable Performance
- 2.1.20 Percent of Reconstituted Schools that Achieved an Acceptable Rating in the State Accountability System in the Subsequent Year
- 2.1.21 Percent of Graduates Who Take the SAT or ACT
- 2.1.22 Percent of High School Graduates Needing Remediation

Objective 2.2 Effective School Environments

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

- 2.2.1 Annual Drug Use and Violence Incident Rate on School Campuses, per One Thousand Students
- 2.2.2 Percent of Incarcerated Students Who Complete the Literacy Level in Which They are Enrolled
- 2.2.3 Percent of Offenders Released During the Year Served by a Windham Education Program in the Past Five Years
- 2.2.4 Proportion of Instructional Materials Purchased in an Electronic Format
- 2.2.5 Percent of Textbook Funds Spent on Digital Content
- 2.2.6 Percent of Students Passing GED Tests - Windham

2.2.7 Percent of Career and Technical Certificates – Windham

Objective 2.3 Educator Recruitment, Retention and Support:

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

2.3.1 Percent of Core Academic Subject Area Classes Taught by Highly Qualified Teachers

2.3.2 Turnover Rate for Teachers

2.3.3 Percent of Original Grant Applications Processed within 90 Days

2.3.4 TEA Turnover Rate

2.3.5 Percent of Teachers Who are Certified

2.3.6 Percent of Teachers Who are Employed/Assigned to Teaching Positions For Which They are Certified

2.3.7 Percent of Complaints Resulting in Disciplinary Action

2.3.8 Percent of Educator Preparation Programs with a Status of “Accredited”

Strategies and Output, Efficiency, and Explanatory Measures

Strategy 1.1.1 Foundation School Program—Equalized Operations

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

Output Measures

1.1.1.1 Total Average Daily Attendance

1.1.1.2 Total Average Daily Attendance of Open-Enrollment Charter Schools

1.1.1.3 Number of Students Served by Compensatory Education Programs and Services

Explanatory Measures

1.1.1.1 Number of Special Education Full-Time Equivalent (FTEs)

1.1.1.2 Compensatory Education Average Daily Attendance

1.1.1.3 Career and Technology Education Full Time Equivalent (FTEs)

1.1.1.4 Bilingual Education/ESL Average Daily Attendance

1.1.1.5 Gifted and Talented Average Daily Attendance

Strategy 1.1.2 Foundation School Program—Equalized Facilities

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

Output Measure

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

Strategy 1.2.1 Statewide Educational Programs

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

Output Measures

1.2.1.1 Number of Students Served in Early Childhood School Ready Program

1.2.1.2 Number of School Districts Partnering for School Readiness Integration

1.2.1.3 Number of School Ready Designated Programs Effectively Preparing Students for Kindergarten

1.2.1.4 Number of Students in Tech Prep Programs

1.2.1.5 Number of Students Served in Summer School Programs for Limited English-Proficient Students

1.2.1.6 Number of Secondary Students Served from Grades 9 through 12

1.2.1.7 Number of Students Receiving a T-STEM Education

1.2.1.8 Number of T-STEM Academies

Strategy 1.2.2 Achievement of Students At-Risk

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

Output Measure

1.2.2.1 Number of Title I Campuses Rated Exemplary or Recognized

Explanatory Measure

1.2.2.1 Number of Migrant Students Identified

Strategy 1.2.3 Students with Disabilities

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

Output Measures

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

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

Strategy 1.2.4 School Improvement and Support Programs

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

Output Measures

1.2.4.1 Total Number of Operational Open-Enrollment Charter Campuses

1.2.4.2 Number of Case-Managed Students Participating in CIS

Explanatory Measure

1.2.4.1 Average Cost Per Communities-in-Schools Participant

Strategy 1.2.5 Adult Education and Family Literacy

Develop adult education and family literacy programs that encourage literacy and ensure that all adults have the basic education skills they need to contribute to their families, communities, and the world.

Output Measures

1.2.5.1 Number of Students Served through State Adult Education Cooperatives

Strategy 2.1.1 Assessment and Accountability System

Continue to provide a preeminent state and federal assessment system that will drive and recognize improvement in student achievement by providing a basis for evaluating and reporting student performance in a clear and understandable format. The state's accountability system, which is interdependent with the assessment system, will continue to drive and recognize improvement by campuses and districts in education system performance.

Output Measures

- 2.1.1.1 Number of Campuses Receiving the Lowest Performance Rating for Two Out of the Three Most Recent Rated Years
- 2.1.1.2 Number of Districts Receiving the Lowest Performance Rating for Two Out of the Three Most Recent Rated Years
- 2.1.1.3 Number of Local Education Agencies Participating at the Most Extensive Intervention Stage Based on PBMAS Results

Explanatory Measure

- 2.1.1.1 Percent of Annual Underreported Students in the Leaver System

Strategy 2.2.1 Technology and Instructional Materials

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

Output Measures

- 2.2.1.1 Number of District Technology Plans with Approval Certification
- 2.2.1.2 Number of Course Completions Through the Texas Virtual School Network

Strategy 2.2.2 Health and Safety

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

Output Measures

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

Strategy 2.2.3 Child Nutrition Programs

Implement and support efficient state child nutrition programs.

Output Measures

- 2.2.3.1 Average Number of School Lunches Served Daily

2.2.3.2 Average Number of School Breakfasts Served Daily

Strategy 2.2.4 Windham School District

Work with the TDCJ to lead students to achieve the basic education skills they need to contribute to their families, communities, and the world.

Output Measures

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

2.2.4.2 Number of Offenders Passing General Education Development (GED) Tests

2.2.4.3 Number of Students Served in Academic Training – Windham

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

Efficiency Measure

2.2.4.1 Average Cost per Contact Hour in the Windham School District

Strategy 2.3.1 Improving Educator Quality/Leadership

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

Output Measure

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

Strategy 2.3.2 Agency Operations

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

Output Measures

2.3.2.1 Number of LEAs Participating in Interventions Related to Student Assessment Participation Rates

2.3.2.2 Number of Certificates of High School Equivalency (GED) Issued

2.3.2.3 Number of Local Education Agencies Identified in Special Education Performance-Based Monitoring System

2.3.2.4 Number of Local Education Agencies Identified in the Performance-Based Monitoring System for Bilingual Education/English as a Second Language

2.3.2.5 Number of Governance Special Investigations Conducted

Efficiency Measure

2.3.2.1 Internal PSF Managers: Performance in Excess of Assigned Benchmark

Explanatory Measures

2.3.2.1 Average Percent Equity Holdings in the Permanent School Fund (PSF)

2.3.2.2 Percent of Permanent School Fund (PSF) Portfolio Managed by External Managers

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

Strategy 2.3.3 State Board for Educator Certification

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

Output Measures

2.3.3.1 Number of Individuals Issued Initial Teacher Certificate

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

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

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

2.3.3.5 Number of Complaints Pending in Legal Services

2.3.3.6 Number of Investigations Pending

Efficiency Measures

2.3.3.1 Average Days for Credential Issuance

2.3.3.2 Average Time for Certificate Renewal (Days)

Explanatory Measures

Budget Structure

2.3.3.1 Percent of Educator Preparation Programs with at Status of “Accredited – Warned”

2.3.3.2 Percent of Educator Preparation Programs with at Status of “Accredited – Under Probation”

2.3.3.3 Percent of Educator Preparation Programs with at Status of “Not Accredited – Revoked”

Strategy 2.3.4 Central Administration

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

Strategy 2.3.5 Information Systems - Technology

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

Strategy 2.3.6 Certification Exam Administration

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

Output Measures

2.3.6.1 Number of Certification Examinations Administered (total)

Explanatory Measure

2.3.6.1 Percent of Individuals Passing Exams and Eligible for Certification

Information Technology Resource Planning

Technology Initiative Assessment and Alignment

Tables 4 – 9 depict the format and mapping of TEA current and planned technology initiatives to TEA’s business objectives. The technology initiatives apply to all objectives.

Table 4: Data Center Services Transformation

1. Initiative Name:	
Data Center Services Transformation Initiative	
2. Initiative Description:	
Use the state’s DCS contract, transition TEA data center operations to a state data center.	
3. Associated Project(s):	
Name	Status
Data Center Consolidation/DCC	Current/Planned
4. Agency Objective(s):	
All Objectives	
5. Statewide Technology Priority(ies):	
<ul style="list-style-type: none"> • P1- Cloud • P4 – Infrastructure • P5 – Legacy Applications • P7 – Network • P9 – Security and Privacy 	

Information Technology Resource Planning

6. Guiding Principles:
Data Center Consolidation will leverage virtualized data center services to allow TEA to be able to react quicker to requests by the Legislature or citizens for new education services, as well as expanding reliable access for them to new and legacy services.
7. Anticipated Benefit(s):
<ul style="list-style-type: none"> • Enhanced disaster recovery • Upgraded technology platforms • Foundation for quicker computing environment provisioning
8. Capabilities or Barriers:
Barriers: Lack of IT operational and development staff time to expeditiously move our applications to new computing environments at the State’s data centers while maintaining legacy applications and developing new applications.

Table 5: TSDS Initiative

1. Initiative Name:	
TSDS Initiative	
2. Initiative Description:	
Develop a statewide solution to improve the availability and timeliness of high-quality, longitudinal education data	
3. Associated Project(s):	
Name	Status
Texas Student Data System (TSDS)	Current
4. Agency Objective(s):	
All Objectives	
5. Statewide Technology Priority(ies):	

Information Technology Resource Planning

<ul style="list-style-type: none"> • P2 – Data Management • P3 – Data Sharing • P5 – Legacy Applications • P7 – Network • P8 – Open Data • P9 – Security and Privacy
<p>6. Guiding Principles:</p>
<p>The Texas Student Data System (TSDS) will provide technology that replaces a very dated PEIMS legacy system. This new system will allow districts to transparently connect their local student information systems (SIS) to a data warehouse that will transparently generate the PEIMS data for submission to TEA. This will promote higher quality and more timely data with fewer burdens to the districts and will be achieved through an innovative nation-leading hosted data warehouse and partnerships with key SIS vendors. The system will provide clear and transparent accounting of the data and workflow processes for approval and submission.</p>
<p>7. Anticipated Benefit(s):</p>
<ul style="list-style-type: none"> • Streamlines collection process for the schools • Simplifies analysis and reporting • Provides stakeholders with more transparent access to information • Allows more immediate and effective policy decisions
<p>8. Capabilities or Barriers:</p>
<p>The federal grants that support the TSDS initiative have greatly enabled the agency to fulfill this initiative. However, the agency reduction-in-force (RIFs) in 2011 and loss of staff and state budget cuts have made it more difficult to assure in-house expertise and support for this initiative for the long term.</p>

Table 6: Security and Confidentiality

<p>1. Initiative Name:</p>

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Security and Confidentiality Initiative	
2. Initiative Description:	
Provide security improvements to address confidentiality and privacy requirements as defined by FERPA.	
3. Associated Project(s):	
Name	Status
Texas Education Agency Login (TEAL)	Current
Texas Student Data System (TSDS)	Current
PEIMS Redesign Phase 3	Current
4. Agency Objective(s):	
All Objectives	
5. Statewide Technology Priority(ies):	
<ul style="list-style-type: none"> • P3 – Data Sharing • P4 - Infrastructure • P5 – Legacy Applications • P8 – Open Data • P9 – Security and Privacy 	
6. Guiding Principles:	
<p>TEA is in the process of deploying a new user identity and access management system that will provide much better security for all stakeholders using TEA secured applications and reporting. The stakeholders include school district administrators, principals, teachers, data coordinators, and textbook purchasers, as well as TEA staff, ESC staff and legislative staff. TEAL will be a critical security interface for PEIMS and TSDS as well as the educator certification application which has over 500,000 teachers and numerous related district administrative staff users. TEAL will help assure that only stakeholders with appropriate credentials are able to access their appropriate data.</p>	
7. Anticipated Benefit(s):	

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<ul style="list-style-type: none"> • Provides security improvements to address confidentiality and privacy requirements • Improves identity and access management • Improves control of access to secure applications and data
8. Capabilities or Barriers:
<p>The federal funding for TSDS supports key staffing efforts to help implement the security features for TSDS and PEIMS. The agency reduction-in-force (RIF) in 2011 has decreased the number of TEA staff supporting security efforts. This has slowed the deployment of TEAL to legacy applications and also created some constraints on available hardware/software support for future security needs.</p>

Table 7: Service Oriented Architecture (SOA) Initiative

1. Initiative Name:	
Service-Oriented Architecture (SOA) Initiative	
2. Initiative Description:	
Implement a SOA for service-based applications and end-to-end, business model to application deployment support.	
3. Associated Project(s):	
Name	Status
New Systems Development projects	Planned
4. Agency Objective(s):	
All Objectives	
5. Statewide Technology Priority(ies):	

Information Technology Resource Planning

<ul style="list-style-type: none"> • P2 – Data Management • P3 – Data Sharing • P4 – Infrastructure • P8 – Open Data • P9 - Security and Privacy
<p>6. Guiding Principles:</p>
<p>This initiative is intended to better connect and engage the customers and end users in the application development process by providing shared tools and processes that shorten development cycles and provide more transparency into the application development process. These innovative technologies minimize design and coding efforts and focus on workflow processes and customer-facing technology needs.</p>
<p>7. Anticipated Benefit(s):</p>
<ul style="list-style-type: none"> • Creates reusable services that can reduce coding for new applications • Allows reuse of shared components within a scalable systems architecture • Reduces time and amount of effort required to deploy new applications and enhancements
<p>8. Capabilities or Barriers:</p>
<p>The last few years’ efforts in this area have been hampered by problems with the chosen technology. Though it is somewhat early to predict, the recent changes in technology appear to be very positive and it is expected that this initiative will expand over time to become a dominant method for developing new applications and refactoring legacy applications. Currently the only limitations on this initiative are due to lack of resources and budget due to agency cuts.</p>

Table 8: Business Intelligence (BI) Tools Initiative

<p>1. Initiative Name:</p>
<p>Business Intelligence (BI) Tools Initiative</p>
<p>2. Initiative Description:</p>

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Implement BI tools to facilitate enhanced reporting against and between multiple data sources.	
3. Associated Project(s):	
Name	Status
All Systems Development/Maintenance projects	Current/Planned
4. Agency Objective(s):	
All Objectives	
5. Statewide Technology Priority(ies):	
<ul style="list-style-type: none"> • P2 – Data Management • P3 – Data Sharing • P4 – Infrastructure • P5 – Legacy Applications • P6 – Mobility • P8 – Open Data • P9 – Security and Privacy 	
6. Guiding Principles:	
<p>TEAs use of Business Intelligence (BI) tools will allow more stakeholders to easily connect to appropriate data. A key example of this is the Texas Student Data System (TSDS) which will provide a near real time Business Intelligence reporting capability to school district teachers, principals and administrators that might not otherwise be able to afford or develop such reporting capabilities. This will in part be achieved through innovative web based technologies that will be available to any authorized user with internet access. The intent of efforts such as this are to provide stakeholders transparent access to more frequent data they can trust and act upon to improve K12 student and district performance.</p>	
7. Anticipated Benefit(s):	

Information Technology Resource Planning

<ul style="list-style-type: none"> • Provide standard reporting tool, saving support, maintenance, and licensing costs • Operate through standard interface to report information through new Web portals • Provide ability to mine data sources and structures (such as data warehouses) to bridge gap between data and report writers • Provide building interface allowing report writers to quickly and intuitively build reports visually • Create reports by combining information from multiple data sources • Regular vendor reviews to address accessibility of its software to support Section 508 of the federal Rehabilitation Act
8. Capabilities or Barriers:
<p>The federal grants that support TSDS initiative have greatly accelerated the agency’s ability to fulfill this initiative. However, the agency reduction-in-force (RIFs) in 2011 and loss of staff have made it more difficult to assure in-house expertise and support for these technologies now and in the future.</p>

Table 9: TEA Web Site Renovation Initiative

1. Initiative Name:	
TEA Web Site Renovation Initiative	
2. Initiative Description:	
Provide greater access to TEA information for all areas of the public with an emphasis on improving site navigation, stakeholder-directed content, and a high powered search function.	
3. Associated Project(s):	
Name	Status
Web Site Development projects	Current/Planned
4. Agency Objective(s):	
All Objectives	

5. Statewide Technology Priority(ies):
<ul style="list-style-type: none">• P2 – Data Management• P3 – Data Sharing• P4 – Infrastructure• P5 – Legacy Applications• P6 – Mobility• P7 – Network• P8 – Open Data• P9 – Security and Privacy• P10 – Social Media
6. Guiding Principles:
<p>The TEA website is one of the most active web sites in Texas state government. The ongoing revisions to the look, feel, and content of the site are achieving the goal of making the TEA services more accessible and easier to use. The site continues to evolve to help assure that TEA data and information is available in a transparent and accountable fashion.</p>
7. Anticipated Benefit(s):
<ul style="list-style-type: none">• Allow greater access to TEA information for all areas of the public• Provide high powered Google-based search function• Provide agency data standards to greatly increase ability for stakeholders to find required data• Allow program areas to develop content in an automated and template based system• Reduce timeframes for developing Web-based content for program areas• Automate accessibility testing
8. Capabilities or Barriers:
<p>The agency reduction-in-force (RIF) in 2011 has decreased the number of TEA staff supporting web efforts in both the business areas and in IT. This has already slowed the continuing evolution of the web renovation efforts and is expected to continue to limit the speed of change for the renovations.</p>

Appendices

Appendix A: Description of TEA Planning Process

- November** Performance measure owners and approvers attend performance measure training to assist with the review and revisions of the budget structure and measures.
- December** Performance measure owners and approvers begin evaluation of the budget structure and measures.
- January** Internal strategic planning process presentation and discussion with senior leadership.
Division representatives named to serve as knowledge experts on the Strategic Planning project.
- February** Division representatives along with the Budget staff review and revise the agency Strategic Plan.
- March** Budget staff reviews the Legislative Budget Board (LBB) document, “Instructions for Preparing and Submitting Agency Strategic Plans” to identify any new requirements.
- April** The agency submitted revisions to its measures to the LBB and the Governor’s Office of Budget, Planning and Policy (GOBPP).
- May** The agency presented revisions to its measures to the LBB and GOBPP.
Performance measure owners and approvers revised measures and drafted new measures based on input from the meeting with the LBB and GOBPP.
LBB and GOBPP approved final budget structure.
- June** Draft strategic plan submitted to senior leadership for review and comment.
Agency submits finalized budget structure to ABEST.
Final changes incorporated into the Strategic Plan.
- July** The agency Strategic Plan submitted to the LBB and GOBPP.

Appendix B: Five-Year Projections of Outcomes

Measure	2012	2013	2014	2015	2016	2017
1.1.1 Four-Year High School Graduation Rate	85.90%	86.00%	86.10%	86.20%	86.20%	86.20%
1.1.2 Five-Year High School Graduation Rate	88.00%	88.10%	88.20%	88.30%	88.40%	88.40%
1.1.3 Four-Year High School GED Rate	1.10%	1.10%	1.00%	1.00%	1.00%	1.00%
1.1.4 Five-Year High School GED Rate	1.60%	1.60%	1.50%	1.50%	1.40%	1.40%
1.1.5 Four-Year High School Dropout Rate	6.80%	6.70%	6.70%	6.60%	6.60%	6.60%
1.1.6 Five-Year High School Dropout Rate	8.60%	8.50%	8.50%	8.40%	8.40%	8.40%
1.1.7 Percent of Students Who Meet Post-Secondary Readiness Standards on the Algebra II End-of-Course Assessments	TBD	TBD	TBD	TBD	TBD	TBD
1.1.8 Percent of Students Who Meet Post-Secondary Readiness Standards on the English III End-of-Course Assessments	TBD	TBD	TBD	TBD	TBD	TBD
1.1.9 Four-Year Graduation Rate for African American Students	80.90%	81.00%	81.10%	81.20%	81.20%	81.20%
1.1.10 Five-Year Graduation Rate for African American Students	82.90%	83.00%	83.10%	83.20%	83.30%	83.30%
1.1.11 Four-Year Graduation Rate for Hispanic Students	81.80%	81.90%	82.00%	82.10%	82.20%	82.20%
1.1.12 Five-Year Graduation Rate for Hispanic Students	84.00%	84.10%	84.20%	84.30%	84.40%	84.40%
1.1.13 Four-Year Graduation Rate for White Students	92.00%	92.00%	92.10%	92.10%	92.10%	92.10%
1.1.14 Five-Year Graduation Rate for White Students	93.60%	93.60%	93.70%	93.70%	93.70%	93.70%
1.1.15 Four-Year Graduation Rate for Asian Students	95.00%	95.10%	95.10%	95.20%	95.20%	95.00%
1.1.16 Five-Year Graduation Rate for Asian Students	N/A	TBD	TBD	TBD	TBD	TBD
1.1.17 Four-Year Graduation Rate for American Indian Students	84.20%	84.30%	84.30%	84.40%	84.40%	84.40%
1.1.18 Five-Year Graduation Rate for American Indian Students	88.10%	88.10%	88.10%	88.10%	88.10%	88.10%
1.1.19 Four-Year Graduation Rate for Pacific Islander Students	88.00%	88.10%	88.10%	88.20%	88.20%	88.20%
1.1.20 Five-Year Graduation Rate for Pacific Islander Students	N/A	TBD	TBD	TBD	TBD	TBD
1.1.21 Four-Year Graduation Rate for Economically Disadvantaged Students	83.70%	83.70%	83.80%	83.90%	83.90%	83.90%
1.1.22 Five-Year Graduation Rate for Economically Disadvantaged Students	87.00%	87.00%	87.10%	87.10%	87.10%	87.10%
1.1.23 Average Local Tax Rate	00.10%	00.10%	00.10%	00.11%	00.10%	00.10%

Measure	2012	2013	2014	2015	2016	2017
1.1.24						
Avoided from State Assistance from Debt Service						
The Percent of Districts that Applied for the IFA Program and Received IFA Awards	N/A	N/A	N/A	N/A	N/A	86.90%
1.2.25	59.44%	56.58%	54.50%	52.06%	49.74%	47.17%
The Percent of Eligible Districts Receiving Funds from IFA or EDA						
1.2.1	12.37%	12.60%	12.83%	13.06%	13.29%	13.52%
Percent of Students Graduating Under the Distinguished Achievement High School Program						
1.2.2	67.75%	66.75%	66.00%	65.50%	65.25%	65.45%
Percent of Students Graduating Under the Recommended High School Program						
1.2.3	35.00%	37.00%	70.00%	72.00%	74.00%	76.00%
Percent of Students at Texas High School Project State-Funded Campuses who successfully Complete an Advanced Course						
1.2.4	33.00%	34.00%	35.00%	35.50%	36.00%	36.50%
Percent of Students who Successfully Complete an Advanced Course						
1.2.5	53.00%	54.00%	55.00%	56.00%	57.00%	58.00%
Percent of Students Receiving Course Credit in Algebra I by the End of the Ninth Grade						
1.2.6	75.00%	76.00%	76.00%	77.00%	77.00%	78.00%
Percent of Students with Disabilities Who Graduate High School						
1.2.7	83.00%	83.25%	83.50%	83.75%	84.00%	84.25%
Percent of Districts Identified for Special Education Noncompliance That Correct Noncompliance Within a Year of Notification						
1.2.8	23.10%	20.50%	21.20%	21.90%	22.60%	23.30%
Percent Eligible Students Taking Advanced Placement/International Baccalaureate Exams						
1.2.9	46.44%	46.79%	47.24%	47.69%	48.14%	48.59%
Percent of AP/IB Exams Qualifying for Potential College Credit or Advanced Placement						
1.2.10	70.50%	71.00%	71.50%	72.00%	72.50%	73.00%
Percent of Career and Technical Students Placed on the Job or in a Post-secondary Program						
1.2.11	75.00%	77.00%	79.00%	81.00%	83.00%	85.00%
Percent of Students Exiting Bilingual/ESL Programs Successfully						
1.2.12	66.00%	67.00%	68.00%	69.00%	70.00%	71.00%
Percent of Limited English Proficient (LEP) Students Making Progress in Learning English						
1.2.13	1.20%	1.20%	1.20%	1.20%	1.20%	1.20%
Percent of Students Retained						

Measure	2012	2013	2014	2015	2016	2017
1.2.14	1.20%	1.20%	1.20%	1.20%	1.20%	1.20%
1.2.15	3.30%	3.30%	3.30%	3.30%	3.30%	3.30%
1.2.16	17.50%	17.50%	17.50%	17.50%	17.50%	17.50%
1.2.17	67.00%	73.00%	75.00%	80.00%	82.00%	83.00%
1.2.18	65.00%	73.00%	79.00%	81.00%	85.00%	87.00%
1.2.19	77.00%	83.00%	85.00%	87.00%	89.00%	92.00%
1.2.20	51.00%	57.00%	61.00%	67.00%	71.00%	75.00%
1.2.21	55.00%	56.00%	57.00%	58.00%	59.00%	60.00%
1.2.22	98.00%	98.00%	98.00%	98.00%	98.00%	98.00%
1.2.23	80.10%	TBD	TBD	TBD	TBD	TBD
1.2.24	7.90%	TBD	TBD	TBD	TBD	TBD
1.2.25	6.40%	TBD	TBD	TBD	TBD	TBD
1.2.26	96.25%	96.50%	96.50%	96.50%	96.50%	96.50%
1.2.27	95.00%	95.15%	95.15%	95.15%	95.15%	95.15%
1.2.28	70.00%	72.50%	75.00%	77.50%	80.00%	80.00%
1.2.29	68.00%	69.00%	43.00%	44.00%	45.00%	46.00%
1.2.30	69.00%	70.00%	64.00%	65.00%	66.00%	67.00%
1.2.31	89.00%	89.00%	82.00%	83.00%	84.00%	85.00%

Measure	2012	2013	2014	2015	2016	2017
Diplomas or GED's Issued to Exiting Adult Education High School Equivalency Test Takers Cohort as a Result of Program Participation						
2.1.1 Percent of All Students Passing All Tests Taken	TBD	TBD	TBD	TBD	TBD	TBD
2.1.2 Percent of African-American Students Passing All Tests Taken	TBD	TBD	TBD	TBD	TBD	TBD
2.1.3 Percent of Hispanic Students Passing All Tests Taken	TBD	TBD	TBD	TBD	TBD	TBD
2.1.4 Percent of White Students Passing All Tests Taken	TBD	TBD	TBD	TBD	TBD	TBD
2.1.5 Percent of Asian-American Students Passing All Tests Taken	TBD	TBD	TBD	TBD	TBD	TBD
2.1.6 Percent of American Indian Students Passing All Tests Taken	TBD	TBD	TBD	TBD	TBD	TBD
2.1.7 Percent of Economically Disadvantaged Students Passing All Tests Taken	TBD	TBD	TBD	TBD	TBD	TBD
2.1.8 Percent of Pacific Islander Students Passing All Tests Taken	TBD	TBD	TBD	TBD	TBD	TBD
2.1.9 Percent of Grades 3 through 8 Students Passing STAAR Reading	TBD	TBD	TBD	TBD	TBD	TBD
2.1.10 Percent of Grades 3 through 8 Students Passing STAAR Mathematics	TBD	TBD	TBD	TBD	TBD	TBD
2.1.11 Percent of Campuses Receiving an Academic Achievement Distinction Designation	N/A	TBD	TBD	TBD	TBD	TBD
2.1.12 Percent of Districts Receiving Exemplary or Recognized Distinction Designations	N/A	TBD	TBD	TBD	TBD	TBD
2.1.13 Percent of Campuses Receiving Exemplary or Recognized Distinction Designations	N/A	TBD	TBD	TBD	TBD	TBD
2.1.14 Percent of Districts Receiving the Lowest Performance Rating	N/A	TBD	TBD	TBD	TBD	TBD
2.1.15 Percent of Campuses Receiving the Lowest Performance Rating	N/A	TBD	TBD	TBD	TBD	TBD
2.1.16 Percent of Charter Campuses Receiving the Lowest Performance Rating	N/A	TBD	TBD	TBD	TBD	TBD
2.1.17 Percent of Campuses Subject to TEC §39.105 that Achieved Subsequent Year Rating of	N/A	N/A	75.00%	75.00%	75.00%	75.00%

Measure	2012	2013	2014	2015	2016	2017	
2.1.18	Acceptable Performance in the State Accountability System Percent of Districts that Received a Performance Rating of Unacceptable Performance for the First Time that Achieve Subsequent Year Ratings of Acceptable Performance	N/A	N/A	70.00%	70.00%	70.00%	70.00%
2.1.19	Percent of Campuses that Received a Performance Rating of Unacceptable Performance for the First Time that Achieve Subsequent Year Ratings of Acceptable Performance	N/A	N/A	80.00%	80.00%	80.00%	80.00%
2.1.20	Percent of Reconstituted Schools that Achieved an Acceptable Rating in the State Accountability System in the Subsequent Year	N/A	N/A	70.00%	70.00%	70.00%	70.00%
2.1.21	Percent of Graduates Who Take the SAT or ACT	62.70%	62.70%	62.60%	62.50%	62.40%	62.40%
2.1.22	Percent of High School Graduates Needing Remediation	33.90%	33.40%	32.98%	32.53%	32.06%	31.06%
2.2.1	Annual Drug Use and Violence Incident Rate on School Campuses, per One Thousand Students	16.89%	16.72%	16.55%	16.38%	16.22%	16.05%
2.2.2	Percent of Incarcerated Students Who Complete the Literacy Level in Which They are Enrolled	61.00%	61.00%	61.00%	61.00%	61.00%	61.00%
2.2.3	Percent of Offenders Released During the Year Served by a Windham Education Program in the Past Five Years	59.00%	55.00%	51.00%	47.00%	43.00%	43.00%
2.2.4	Proportion of Instructional Materials Purchased in an Electronic Format	25.00%	5.00%	30.00%	27.00%	12.00%	20.00%
2.2.5	Percent of Textbook Funds Spent on Digital Content	38.00%	10.00%	40.00%	35.00%	18.00%	30.00%
2.2.6	Percent of Students Passing GED Tests - Windham	80.00%	80.00%	80.00%	80.00%	80.00%	80.00%
2.2.7	Percent of Career and Technical Certificates – Windham	80.00%	80.00%	80.00%	80.00%	80.00%	80.00%
2.3.1	Percent of Core Academic Subject Area Classes Taught by Highly Qualified Teachers	99.56%	99.56%	99.56%	99.56%	99.56%	99.56%
2.3.2	Turnover Rate for Teachers	10.20%	11.90%	11.10%	11.10%	11.50%	11.10%
2.3.3	Percent of Original Grant Applications Processed within 90 Days	82.00%	84.00%	84.00%	86.00%	86.00%	88.00%

Measure	2012	2013	2014	2015	2016	2017
2.3.4 TEA Turnover Rate	10.00%	10.00%	10.00%	10.00%	10.00%	10.00%
2.3.5 Percent of Teachers Who are Certified	98.00%	98.00	98.00%	98.00%	98.00%	98.00%
2.3.6 Percent of Teachers Who are Employed/Assigned to Teaching Positions For Which They are Certified	86.00%	87.00%	88.00%	88.00%	88.00%	88.00%
2.3.7 Percent of Complaints Resulting in Disciplinary Action	85.00%	85.00%	85.00%	85.00%	85.00%	85.00%
2.3.8 Percent of Educator Preparation Programs with a Status of "Accredited"	90.00%	85.00%	80.00%	75.00%	75.00%	75.00%

Appendix C: List of Measure Definitions

OUTCOME MEASURES—Objective 1.1 Public Education Excellence

1.1.1 Four-Year High School Graduation Rate

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

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

Data Source: PEIMS. PEIMS submissions from districts: 101 (demographic) records; 110 (enrollment) records; 400 and 500 (attendance) records; 203 (leaver) records; and GED test files.

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

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

Calculation Type: Noncumulative.

New Measure: Yes.

Desired Performance: Higher than target.

1.1.2 Five-Year High School Graduation Rate

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

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

Data Source: PEIMS. PEIMS submissions from districts: 101 (demographic) records; 110 (enrollment) records; 400 and 500 (attendance) records; 203 (leaver) records; and GED test files.

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

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

Calculation Type: Noncumulative.

New Measure: Yes.

Desired Performance: Higher than target.

1.1.3 Four-Year High School GED Rate

Definition: The percentage of students out of a 9th grade cohort who received General Educational Development (GED) certificates within four years.

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

Data Source: PEIMS. PEIMS submissions from districts: 101 (demographic) records; 110 (enrollment) records; 400 and 500 (attendance) records; 203 (leaver) records; and GED test files.

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

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

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

1.1.4 Five-Year High School GED Rate

Definition: The percentage of students out of a 9th grade cohort who received General Educational Development (GED) certificates within five years.

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

Data Source: PEIMS. PEIMS submissions from districts: 101 (demographic) records; 110 (enrollment) records; 400 and 500 (attendance) records; 203 (leaver) records; and GED test files.

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

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

Calculation Type: Noncumulative.

New Measure: Yes.

Desired Performance: Higher than target.

1.1.5 Four-Year High School Dropout Rate

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

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

Data Source: PEIMS. PEIMS submissions from districts: 101 (demographic) records; 110 (enrollment) records; 400 and 500 (attendance) records; 203 (leaver) records; and GED test files.

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

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

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Lower than target.

1.1.6 Five-Year High School Dropout Rate

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

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

Data Source: PEIMS. PEIMS submissions from districts: 101 (demographic) records; 110 (enrollment) records; 400 and 500 (attendance) records; 203 (leaver) records; and GED test files.

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

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

Calculation Type: Noncumulative.

New Measure: Yes.

Desired Performance: Lower than target.

1.1.7 Percent of Students Who Meet Post-Secondary Readiness Standards on the Algebra II End-of-Course Assessments

Definition: The level of preparation a student must attain mathematics courses to enroll and succeed, without remediation, in an entry-level general course for credit in that same content area at a state university or a community college or another institution offering baccalaureate degrees, associate's degrees, or certificates or credentials other than baccalaureate or advanced degrees.

Purpose: This measure will assess the percentage of students who demonstrate college readiness on the Algebra II end-of course assessments.

Data Source: The data source is student-level data for assessments administered to Texas students. These data are stored electronically at TEA.

Method of Calculation: The number of students demonstrating college readiness on the Algebra II assessment divided by the number of students who take the exam.

Data Limitations: Beginning in 2014, data for Algebra II will be reflective of the relevant student

cohorts.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

1.1.8 Percent of Students Who Meet Post-Secondary Readiness Standards on the English III End-of-Course Assessments

Definition: The level of preparation a student must attain in ELA courses to enroll and succeed, without remediation, in an entry-level general course for credit in that same content area at a state university or a community college or another institution offering baccalaureate degrees, associate's degrees, or certificates or credentials other than baccalaureate or advanced degrees.

Purpose: This measure will assess the percentage of students who demonstrate college readiness on the English III end-of-course assessments.

Data Source: The data source is student-level data for assessments administered to Texas students. These data are stored electronically at TEA.

Method of Calculation: The number of students demonstrating college readiness on the English III assessment divided by the number of students who take both exams.

Data Limitations: Beginning in 2014, data for English III will be reflective of the relevant student cohorts.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

1.1.9 Four-Year Graduation Rate for African American Students

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

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

Data Source: PEIMS. PEIMS submissions from districts: 101 (demographic) records; 110 (enrollment) records; 400 and 500 (attendance) records; 203 (leaver) records; and GED test files.

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

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

Calculation Type: Noncumulative.

New Measure: Yes.

Desired Performance: Higher than target.

1.1.10 Five-Year Graduation Rate for African American Students

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

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

Data Source: PEIMS. PEIMS submissions from districts: 101 (demographic) records; 110 (enrollment) records; 400 and 500 (attendance) records; 203 (leaver) records; and GED test files.

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

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

Calculation Type: Noncumulative.

New Measure: Yes.

Desired Performance: Higher than target.

1.1.11 Four-Year Graduation Rate for Hispanic Students

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

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

Data Source: PEIMS. PEIMS submissions from districts: 101 (demographic) records; 110 (enrollment) records; 400 and 500 (attendance) records; 203 (leaver) records; and GED test files.

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

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

Calculation Type: Noncumulative.

New Measure: Yes.

Desired Performance: Higher than target.

1.1.12 Five-Year Graduation Rate for Hispanic Students

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

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

Data Source: PEIMS. PEIMS submissions from districts: 101 (demographic) records; 110 (enrollment) records; 400 and 500 (attendance) records; 203 (leaver) records; and GED test files.

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

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

Calculation Type: Noncumulative.

New Measure: Yes.

Desired Performance: Higher than target.

1.1.13 Four-Year Graduation Rate for White Students

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

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

Data Source: PEIMS. PEIMS submissions from districts: 101 (demographic) records; 110 (enrollment) records; 400 and 500 (attendance) records; 203 (leaver) records; and GED test files.

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

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

Calculation Type: Noncumulative.

New Measure: Yes.

Desired Performance: Higher than target.

1.1.14 Five-Year Graduation Rate for White Students

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

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

Data Source: PEIMS. PEIMS submissions from districts: 101 (demographic) records; 110 (enrollment) records; 400 and 500 (attendance) records; 203 (leaver) records; and GED test files.

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

comprised of all White entering first-time 9th grade students, plus those who move in, minus those who move out.

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

Calculation Type: Noncumulative.

New Measure: Yes.

Desired Performance: Higher than target.

1.1.15 Four-Year Graduation Rate for Asian Students

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

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

Data Source: PEIMS. PEIMS submissions from districts: 101 (demographic) records; 110 (enrollment) records; 400 and 500 (attendance) records; 203 (leaver) records; and GED test files.

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

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

Calculation Type: Noncumulative.

New Measure: Yes.

Desired Performance: Higher than target.

1.1.16 Five-Year Graduation Rate for Asian Students

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

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

Data Source: PEIMS. PEIMS submissions from districts: 101 (demographic) records; 110 (enrollment) records; 400 and 500 (attendance) records; 203 (leaver) records; and GED test files.

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

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

Calculation Type: Noncumulative.

New Measure: Yes.

Desired Performance: Higher than target.

1.1.17 Four-Year Graduation Rate for American Indian Students

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

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

Data Source: PEIMS. PEIMS submissions from districts: 101 (demographic) records; 110 (enrollment) records; 400 and 500 (attendance) records; 203 (leaver) records; and GED test files.

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

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

Calculation Type: Noncumulative .

New Measure: Yes.

Desired Performance: Higher than target.

1.1.18 Five-Year Graduation Rate for American Indian Students

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

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

Data Source: PEIMS. PEIMS submissions from districts: 101 (demographic) records; 110 (enrollment) records; 400 and 500 (attendance) records; 203 (leaver) records; and GED test files.

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

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

Calculation Type: Noncumulative.

New Measure: Yes.

Desired Performance: Higher than target.

1.1.19 Four-Year Graduation Rate for Pacific Islander Students

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

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

Data Source: PEIMS. PEIMS submissions from districts: 101 (demographic) records; 110 (enrollment) records; 400 and 500 (attendance) records; 203 (leaver) records; and GED test files.

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

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

Calculation Type: Noncumulative.

New Measure: Yes.

Desired Performance: Higher than target.

1.1.20 Five-Year Graduation Rate for Pacific Islander Students

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

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

Data Source: PEIMS. PEIMS submissions from districts: 101 (demographic) records; 110 (enrollment) records; 400 and 500 (attendance) records; 203 (leaver) records; and GED test files.

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

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

Calculation Type: Noncumulative.

New Measure: Yes.

Desired Performance: Higher than target.

1.1.21 Four-Year Graduation Rate for Economically Disadvantaged Students

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

Purpose: To measure student high school completion in response to requirements such as TEC §§39.053 and 39.332.

Data Source: PEIMS submissions from districts: 101 (demographic) records; 110 (enrollment) records; 400 and 500 (attendance) records; 203 (leaver) records; and GED test files.

Method of Calculation: Graduation is expressed as a percentage. The numerator includes all economically disadvantaged students out of a final cohort who graduated within four years of beginning

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

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

Calculation Type: Noncumulative.

New Measure: Yes.

Desired Performance: Higher than target.

1.1.22 Five-Year Graduation Rate for Economically Disadvantaged Students

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

Purpose: To measure student high school completion in response to requirements such as TEC §§39.053 and 39.332.

Data Source: PEIMS submissions from districts: 101 (demographic) records; 110 (enrollment) records; 400 and 500 (attendance) records; 203 (leaver) records; and GED test files.

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

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

Calculation Type: Noncumulative.

New Measure: Yes.

Desired Performance: Higher than target.

1.1.23 Average Local Tax Rate Avoided from State Assistance from Debt Service

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

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

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

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

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

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

1.1.24 The Percent of Districts that Applied for the IFA Program and Received IFA Awards

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

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

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

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

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

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

1.1.25 The Percent of Eligible Districts Receiving Funds from IFA or EDA

Definition: This will measure the degree to which districts that are eligible to participate in the Instructional Facilities Allotment (IFA) program or the Existing Debt Allotment (EDA) program receive IFA or EDA funds. Districts that issue bonds or enter lease-purchase agreements to finance the construction of qualified facilities and apply for funding prior to issuing/entering their debt are considered eligible for participation in the IFA program. For a district's bonded debt to be EDA eligible, the district must issue the debt and make one payment on it by September 1 of the odd-numbered year beginning a biennium. The bonded debt must also meet all other criteria for EDA program eligibility. It must be in the form of general obligation bonds.

Purpose: To measure the degree to which districts that are eligible to participate in the IFA or EDA programs receive IFA or EDA funds.

Data Source: The Municipal Advisory Council of Texas bond data (which determine eligibility for this measure) are loaded into the FSP system. This data, along with the most current IFA & EDA allotment data, are extracted from the FSP System.

Method of Calculation: The denominator is the unique count of districts that have eligible debt for the IFA and EDA programs. The numerator is the unique count of districts that received IFA or EDA funds.

Data Limitations: Reported only once per year in the last quarter, reflecting the applicable year's activity.

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

OUTPUT MEASURES – Goal 1, Objective 1, Strategy 1

1.1.1.1 Total Average Daily Attendance

Definition: The estimated number of students who are in attendance statewide.

Purpose: To measure the number of students who are in attendance statewide.

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

Method of Calculation: For each student, ADA is computed as the number of days present divided by the number of days taught. The result is then summed for all students in all districts statewide.

Data Limitations: PEIMS data.

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

1.1.1.2 Total Average Daily Attendance of Open Enrollment-Charter Schools

Definition: The estimated number of students in open-enrollment charter schools that are in attendance statewide.

Purpose: To measure the number of students in attendance at open-enrollment charter schools statewide.

Data Source: On a quarterly basis, staff will request estimated charter school refined ADA data. In November, following the close of the reporting period, staff will request annual final PEIMS ADA data.

Method of Calculation: For each student, ADA is computed as the number of days present divided by the number of days taught. The result is then summed for all students in all charters statewide.

Data Limitations: None.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

1.1.1.3 Number of Students Served by Compensatory Education Programs and Services

Definition: Compensatory education programs and services are used to benefit students identified as being in at-risk situations.

Purpose: To report the number of students in at-risk situations served.

Data Source: PEIMS fall (first) submission, student in at-risk situations indicator.

Method of Calculation: A count of the number of students identified as being at-risk is collected in the PEIMS fall (first) submission.

Data Limitations: It is available to report only once a year, at the end of the second quarter.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

EXPLANATORY MEASURES – Goal 1, Objective 1, Strategy 1

1.1.1.1 Special Education Full-Time Equivalents (FTEs)

Definition: The estimated number of full-time equivalent students who are receiving special education services.

Purpose: To measure the number of students who receive special education services.

Data Source: Attendance data are reported to the Public Education Information Management System (PEIMS) by all school districts operating approved special education instructional programs. Data include students at charter schools but exclude non-foundation districts. Final PEIMS data are used if available in time to report the measure. Otherwise, the data are derived from the Agency’s pupil projections.

Method of Calculation: For each six-week reporting period for each special education instructional arrangement (with the exception of Mainstream and Non-Public day schools), the number of eligible days present for all students counted for funding is converted to contact hours by multiplying the number of days present by the assigned contact hour value for that instructional arrangement. Contact hours are then converted to FTEs by dividing contact hours by the number of days taught in the district multiplied by six. An average of all six weeks is then computed for each instructional arrangement by dividing the sum of the six weeks by six unless the district is a migrant district and then the average is based on the four six week reporting periods that have the largest total refined average daily attendance (RADA).

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

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

1.1.1.2 Compensatory Education Average Daily Attendance Student Count

Definition: The estimated number of students in who are counted for funding compensatory education programs (which are not necessarily the same students that are receiving the services).

Purpose: To measure the number of compensatory education students.

Data Source: The number of students eligible for the free and reduced priced lunch program is received from the Texas Department of Agriculture (TDA) and loaded into the FSP System. Data are then extracted from the FSP System and include charter schools but exclude non-foundation districts.

Method of Calculation: For each district, the pupil count used to fund compensatory education is based on the monthly average of the best six months of students eligible for the free and reduced price lunch program in the prior federal year.

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

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

1.1.1.3 Career and Technology Education FTEs

Definition: The estimated number of full-time equivalent students who are participating in an approved career and technology education program.

Purpose: To report the number of students participating in an approved career and technology education program.

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

Method of Calculation: For each six-week reporting, the number of eligible days present for each career and technology "v-code" (instructional program) is multiplied by the corresponding assigned contact hour to convert to the number of contact hours by six weeks. An FTE count is then produced by dividing the number of contact hours by the number of days taught multiplied by six. An FTE average for all six weeks for the entire career and technology program is then computed.

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

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

1.1.1.4 Bilingual Education/ESL Average Daily Attendance

Definition: The estimated number of students in ADA who are being served in a bilingual/ESL education program.

Purpose: To estimate the number of students that are served in a bilingual/ESL education program.

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

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

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

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

1.1.1.5 Gifted and Talented Average Daily Attendance

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

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

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

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

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

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

OUTPUT MEASURES – Goal 1, Objective 1, Strategy 2

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

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

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

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

Method of Calculation: State and local funds will be reported as an estimate from the fall (Collection 1) submission of budgeted financial information in PEIMS, and will include budget Interest and Sinking Fund tax collections, fund 599.

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

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

OUTCOME MEASURES – Goal 1, Objective 2

1.2.1 Percent of Students Graduating Under the Distinguished Achievement High School Program

Definition: The distinguished achievement high school program is the advanced high school program that recognizes students that perform at a collegiate level while currently enrolled in high school. Students must enroll in the courses necessary to complete the curriculum requirements for the recommended high school program or the advanced high school program unless the student, the student's parent or other persons standing in parental relation to the student, and a school counselor or school administrator agree that the student should be permitted to take courses under the minimum high school program.

Purpose: To report participation of students in the distinguished achievement high school program.

Data Source: Database from the first PEIMS collection as published in the PEIMS Standard Report: Student Graduates.

Method of Calculation: The number of students graduating from the distinguished achievement high school program and the total number of students graduating will be collected through the PEIMS Standard Report: Student Graduates. This number collected will be divided by the total number of students graduating who receive a diploma.

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

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

1.2.2 Percent of Students Graduating Under the Recommended High School Program

Definition: The RHSP is an academically rigorous program that prepares students for college or technical careers after high school. A student must enroll in the courses necessary to complete the curriculum requirements for the recommended high school program or the advanced program unless the student, the student's parent or other persons standing in parental relation to the student, and a school counselor or school administrator agree that the student should be permitted to take courses under the minimum high school program.

Purpose: To report participation of students in the Recommended High School Program (RHSP).

Data Source: Database from the first PEIMS collection as published in the PEIMS Standard Report: Student Graduates.

Method of Calculation: The number of students graduating from the Recommended High School Program and the total number of students graduating will be collected through the PEIMS Standard Report: Student Graduates. This number collected will be divided by the total number of students graduating who receive a diploma.

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

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

1.2.3 Percent of Students at Texas High School Project State-Funded Campuses who Successfully Complete an Advanced Course

Definition: Advanced Courses include dual credit, College Board advanced placement and International Baccalaureate courses, and others as defined in §74.30 of the TAC. Advanced courses can be identified through PEIMS Data Standards.

Purpose: To report the percentage of high school students at Texas High School Project state-funded high schools who successfully complete an advanced course.

Data Source: PEIMS database.

Method of Calculation: The number of high school students at Texas High School Project state-funded campuses who pass at least one advanced course will be collected through PEIMS. This number collected will be divided by the total number of high school students at Texas High School Project state funded campuses.

Data Limitations: To create a non-duplicative count, the calculation will only reflect the number of advanced courses passed by a single student in one year at one campus. As a result, the number of advanced courses passed by a student may be undercounted. Additionally, students who are not receiving direct grant services are included in the denominator.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

1.2.4 Percent of Students Who Successfully Complete an Advanced Course

Definition: Advanced courses include dual credit, College Board advanced placement and International Baccalaureate courses, and others as defined in §74.30 of the TAC. Advanced courses can be identified through PEIMS Data Standards.

Purpose: The purpose of the High School Allotment is to ensure all students are prepared for college level work. This measure will assess the percent of students who successfully complete an advanced-level course.

Data Source: PEIMS database.

Method of Calculation: The number of students in grades 9-12 who received credit for at least one advanced course *divided by* the number of students in grades 9-12.

Data Limitations: To create a non-duplicative count, the calculation will only reflect the number of advanced courses passed by a single student in one year at one campus attended. As a result, the number of advanced courses passed by a student may be undercounted.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

1.2.5 Percent of Students Receiving Course Credit in Algebra I by the End of the Ninth Grade

Definition: Calculates the percentage of students across the state completing Algebra I by the end of the ninth grade.

Purpose: The measure allows for a comparison of the performance of students in selected programs to the performance of students throughout the state with respect to the completion of Algebra I. This measure will also indicate the effectiveness of statewide interventions to support on-time graduation through successful completion of Algebra I.

Data Source: Statewide PEIMS data.

Method of Calculation: The numerator is the total number of ninth grade students at all campuses who have completed the Algebra I course by the end of the ninth grade, including those who completed the course in the eighth grade. The denominator is the total number of ninth grade students at all campuses.

Data Limitations: None.

Calculation Type: Noncumulative.

New Measure: Yes.

Desired Performance: Higher than target.

1.2.6 Percent of Students With Disabilities Who Graduate High School

Definition: The percentage of students with disabilities out of a 9th grade cohort who, in four years' time, graduate high school.

Purpose: To report the high school graduation rate of students with disabilities.

Data Source: PEIMS submissions from districts: 101 (demographic) records; 110 (enrollment) records; 201 (dropouts) records; 202 (grads) records; and, as they become available, 203 (leaver) records and GED test files.

Method of Calculation: Graduation is expressed as a percentage. The numerator includes all students with disabilities out of a final cohort who graduated high school. The final cohort is comprised of all

entering first-time 9th grade students with disabilities, plus those who move in, minus those who move out, over a four-year period.

Data Limitations: N/A.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

1.2.7 Percent of Districts Identified for Special Education Noncompliance That Correct Noncompliance Within a Year of Notification

Definition: Title 34 Code of Federal Regulations (CFR) §300.600 requires the State to monitor the implementation of the Act and the regulations. The primary focus of the State’s monitoring activities must be on improving educational results and functional outcomes for all children with disabilities, and ensuring that public agencies meet the program requirements under Part B of the Act.

Purpose: The purpose of the measure is to ensure districts correct identified special education noncompliance within a year of notification as required in the Code of Federal Regulations.

Data Source: The Intervention, Stage, and Activity Manager (ISAM) system managed by the TEA Division of Program Monitoring and Interventions.

Method of Calculation: This measure is calculated annually by determining the percent of LEA’s identified for Special Education noncompliance who correct noncompliance within one year compared to the total number of LEA’s identified for noncompliance in Special Education. The numerator is the number of districts identified for Special Education noncompliance that correct noncompliance within a year of notification. The denominator is the total number of districts identified for Special Education noncompliance during October 1 - September 30 of each reporting year.

Data Limitations: The number of schools identified vary from year to year in a performance-based system due to noncompliance identified through the findings of on-site monitoring visits determined by the PBM system, LEA identification of noncompliance as reported in the PBM requirements, nonpublic facility approval process, residential facility monitoring and LEA’s data submission for State Performance Plan.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

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

Definition: The percent of public school 11th and 12th graders taking AP/IB examinations.

Purpose: The percent of 11th and 12th graders taking the AP/IB exams provide an indication of statewide progress toward college-readiness for all students.

Data Source: College Board (CB) and International Baccalaureate Organization (IBO).

Method of Calculation: Data for this measure is provided by the CB in July of each year and by IBO in the fall of each year. TEA’s Division of Accountability Research verifies the data. The number of 11th and 12th grade students who took AP/IB exams is divided by the total number of 11th and 12th grade students.

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

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

1.2.9 Percent of AP/IB Exams Qualifying for Potential College Credit or Advanced Placement

Definition: Students who score a 3 and above on an AP exam or 4 and above on an IB exam have demonstrated they can do college level work while in high school and have the potential to earn college credit. Institutions of higher education make the final determination as to whether or not the college credit is earned and how much college credit is awarded.

Purpose: Performance on this indicator indicates the amount of college credit that could be earned by a student while in high school and reflects the amount of potential savings to the state.

Data Source: The College Board (CB), the International Baccalaureate Organization (IBO), and the TEA Division of Accountability Research.

Method of Calculation: The CB and IBO report the exam scores to TEA. The number of AP/IB exams with a qualifying score that could result in college credit or advanced placement is divided by the total

number of AP/IB exams taken. The amount of college credit earned is determined by the institution of higher education that the student will attend.

Data Limitations: Data for this measure is provided by the CB in July of each year and by IBO in the fall of each year TEA's Division of Accountability Research verifies the data, a process requiring several months. Data reported for this performance measure is for the previous fiscal year.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

1.2.10 Percent of Career and Technical Students Placed on the Job or in a Post-secondary Program

Definition: Percent of secondary students pursuing a coherent sequence in career and technical education, who are employed, including military, or are continuing their education at a higher level (re: TEC §29.181).

Purpose: To determine employment and/or educational status of students with a concentration in career and technical education.

Data Source: (1) PEIMS records; (2) Texas Higher Education Coordinating Board (THECB) records of post-secondary enrollments; (3) wage and unemployment records from the Texas Workforce Commission; and (4) federal employment data from FEDES.

Method of Calculation: The THECB receives PEIMS records from TEA, wage/unemployment insurance data from TWC, and FEDES federal employment data and compares PEIMS seed records for a given year with post-secondary and employment placements the second quarter after students exit from high school to determine CTE students' placement status.

Data Limitations: Follow-up data captures approximately 75% of the eligible population. Some placements cannot be determined, such as enrollments in out-of-state post-secondary institutions; individuals who are self-employed; or exiters who are incarcerated or deceased. Placement data is reported one year behind the reporting year.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

1.2.11 Percent of Students Exiting Bilingual/ESL Programs Successfully

Definition: Percent of students exiting bilingual/English as a second language (ESL) programs successfully.

Purpose: To report performance of bilingual/ESL programs.

Data Source: PEIMS. (A.ENROLL(yr-1)F, A.ENROLL(yr)F, A.DEMOGRAPHIC DOB(yr)F) and student-level datatapes. English-version STAAR data grades 3-12). The list of former LEP students in Grades 3-12 submitted by school districts as M1 students will be matched by student ID numbers to the previous spring's English-version data for the grades that take STAAR.

Method of Calculation: Percentage will be calculated by dividing the number of former LEP students from the current year who pass the previous spring's Reading/ELA and/or Writing sections of the English-version STAAR by the number of former LEP students from the current year who took the English-version Reading/ELA and/or Writing test. The list of former LEP students in Grades 3-12 submitted by school districts as M1 students will be matched by student ID numbers to the previous spring's English-version STAAR data.

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

Calculation Type: Noncumulative.

New Measure: Yes.

Desired Performance: Higher than target.

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

Definition: This measure will report the percentage of LEP students making progress in learning English based on the state's Annual Measurable Achievement Objectives (AMAOs), as approved by the U.S. Department of Education.

Purpose: The purpose of the measure is to identify an increase or decrease in the number of districts with annual increases in the percentage of LEP students making progress in learning English.

Data Source: The Texas English Language Proficiency Assessment System (TELPAS) Composite Score

integrates the results of the Reading Proficiency Test in English (RPTE) and the Texas Observation Protocols (TOP).

Method of Calculation: Number of LEP students progressing at least one proficiency level on the TELPAS Composite Rating from one year to the next divided by the number of LEP students assessed on the TELPAS over a two year period.

Data Limitations: None.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

1.2.13 Percent of Students Retained in Grade 5

Definition: The percentage of students repeating Grade 5.

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

Data Source: PEIMS. PEIMS submissions from districts: 400 and 500 (attendance) records; 101 (demographic and enrollment status) records; 163, 405, and 505 (special education) records; 203 (leaver) records; and 110 (enrollment) records.

Method of Calculation: Student data for two years are required. Students enrolled in both years and students who graduate at the end of the first year are included in the total student count (the denominator). Students found to have been enrolled in the same grade in both years are counted as retained (numerator). The rate is calculated by dividing the number of students retained by the total student count.

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

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Lower than target.

1.2.14 Percent of Students Retained in Grade 8

Definition: The percentage of students repeating Grade 8.

Purpose: Promotion from Grade 8 to Grade 9 is evidence that a student has mastered the knowledge and skills required in Grade 8. Students who master the knowledge and skills required in Grade 8 are prepared to be successful in Grade 9. Retention rates, disaggregated by grade level, are required by TEC §39.332(b)(11).

Data Source: PEIMS. PEIMS submissions from districts: 400 and 500 (attendance) records; 101 (demographic and enrollment status) records; 163 405, and 505 (special education) records; 203 (leaver) records; and 110 (enrollment) records.

Method of Calculation: Student data for two years are required. Students enrolled in both years and students who graduate at the end of the first year are included in the total student count (the denominator). Students found to have been enrolled in the same grade in both years are counted as retained (numerator). The rate is calculated by dividing the number of students retained by the total student count.

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

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Lower than target.

1.2.15 Percent of Students Retained in Grade

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

Purpose: To determine the percent of students who are retained in grade.

Data Source: PEIMS. PEIMS submissions from districts: 400 and 500 (attendance) records; 101 (demographic and enrollment status) records; 163 405, and 505 (special education) records; 203 (leaver) records; and 110 (enrollment) records.

Method of Calculation: Student data for two years are required. Students enrolled in both years and students who graduate at the end of the first year are included in the total student count (the denominator). Students found to have been enrolled in the same grade in both years are counted as retained (numerator). The rate is calculated by dividing the number of students retained by the total student count.

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

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Lower than target.

1.2.16 Percent of Students Identified for Accelerated Reading Instruction in Grades K - 2

Definition: The percent of students in kindergarten, first, or second grade who are determined, on the basis of reading instrument results, to be at risk for dyslexia or other reading difficulties.

Purpose: This measure is an indication of the extent of reading-readiness and the need for aggressive reading intervention.

Data Source: District-reported through TEA survey; Data element in PEIMS (Public Education Information Management System).

Method of Calculation: Districts report the number of students identified as at-risk in reading as required by TEC 28.006 to the agency through the PEIMS. This number will be divided by the total number of students in grades K – 2, which is available through PEIMS.

Data Limitations: Early reading instruments do not clearly identify students as “at risk” or “not at risk.” Local discretion is used. Additionally, schools are not required to adopt a specific assessment, so local identification measures vary from one district to another. Until the measure is added as a PEIMS data element, it may be difficult to ensure 100% accuracy.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Lower than target.

1.2.17 Percent of Students That Meet the Passing Standard in Fifth Grade Reading

Definition: Percent of students that meet the passing standard on the state reading assessment in fifth grade and meet the requirements for grade advancement under the Student Success Initiative.

Purpose: To demonstrate the impact of implementation of the Student Success Initiative on student academic achievement.

Data Source: Student assessment data.

Method of Calculation: Determine the percent of students passing the Grade 5 Reading STAAR after all administrations in a given year.

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

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

1.2.18 Percent of Students That Meet the Passing Standard in Fifth Grade Math

Definition: Percent of students that meet the passing standard on the state math assessment in fifth grade and meet the requirements for grade advancement under the Student Success Initiative.

Purpose: To demonstrate the impact of implementation of the Student Success Initiative on student academic achievement.

Data Source: Student assessment data.

Method of Calculation: Determine the percent of students passing the Grade 5 Math STAAR after all administrations in a given year.

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

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

1.2.19 Percent of Students That Meet the Passing Standard in Eighth Grade Reading

Definition: Percent of students that meet the passing standard on the state reading assessment in eighth grade and meet the requirements for grade advancement under the Student Success Initiative.

Purpose: To demonstrate the impact of implementation of the Student Success Initiative on student academic achievement.

Data Source: Student assessment data.

Method of Calculation: Determine the percent of students passing the Grade 8 Reading STAAR after all administrations in a given year.

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

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

1.2.20 Percent of Students That Meet the Passing Standard in Eighth Grade Math

Definition: Percent of students that meet the passing standard on the state math assessment in eighth grade and meet the requirements for grade advancement under the Student Success Initiative.

Purpose: To demonstrate the impact of implementation of the Student Success Initiative on student academic achievement.

Data Source: Student assessment data.

Method of Calculation: Determine the percent of students passing the Grade 8 Math STAAR after all administrations in a given year.

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

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

1.2.21 Percent of Adult Education Students Who Complete the Level in Which They are Enrolled

Definition: Students are enrolled in adult education programs at twelve federally defined levels. Completion is based on the number of students with 12 hours and a baseline assessment who completed a progress assessment and increased their adult education level by one or more levels. Adult education uses an open-entry/open-exit system (i.e., students are enrolling and exiting throughout the year, not just at semesters). This measure counts the percent of students who complete their level(s) during the year.

Purpose: To measure progress of students in the aggregate, thus to measure success of programs in the aggregate.

Data Source: Program data which adult education providers enter year-round into the Texas Educating Adults Management System (TEAMS).

Method of Calculation: Count the number of adults who have 12 hours or more who completed the requirements for their level(s). Divide by the total number of adults who took the baseline assessment and attended instruction. Multiply by 100.

Data Limitations: The measure includes only completion of a level per National Reporting System (NRS) guidelines; progress within a level is not reflected in this measure.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

1.2.22 Percent of CIS Case-Managed Students Remaining in School

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

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

Data Source: The data used for this measure is recorded in the Communities In Schools Tracking Management System (CISTMS) by each local CIS program. In order to be classified as “case-managed,” a student must meet the CIS state definition of case management as listed in the Campus Implementation Requirements (CIR). The CISTMS generates a report that provides the number of case-managed students according to the state requirements. A CIS case-managed student is counted as remaining in school if they are still enrolled in school at the end of the school year.

Method of Calculation: The numerator is the total number of CIS case-managed students in grades 7 through 12 that remain in school at the end of the school year. The denominator is the total number of CIS case-managed students in grades 7 through 12 served. Divide the numerator by the denominator and multiply by 100 to express the result as a percentage. Students who leave school before the end of the school year for any reason other than for the leaver codes listed below are counted as school leavers when reporting the CIS stay in school performance measure.

Code	Description
01	Graduated
03	Died
16	Return to home country
24	College, pursue degree
60	Home schooling
66	Removed by Child Protective Services
78	Expelled, cannot return
81	Enroll in Texas private school
82	Enroll in school outside Texas
83	Administrative withdrawal
85	Graduated outside Texas, returned, left again
86	Received GED outside Texas

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

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

1.2.23 Percent of Campuses That Meet AYP

Definition: A campus receives an AYP status of Meets AYP because its performance met or exceeded the established federal accountability criteria for AYP.

Purpose: To report campus AYP status.

Data Source: Federal accountability system data.

Method of Calculation: The number of campuses receiving the Meets AYP status in the federal accountability system is divided by the total number of campuses in the state that are evaluated for AYP.

Data Limitations: Data for this measure are available in the fourth quarter of the fiscal year.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

1.2.24 Percent of Students with Disabilities Exceeding the Federal AYP Cap for Reading/ELA

Definition: Federal regulations related to the *No Child Left Behind Act of 2001* (NCLB) require that the annual results for students with disabilities taking alternative assessments may not be counted as

proficient in the Adequate Yearly Progress (AYP) performance calculations if these results exceed the federal AYP cap.

Purpose: This measure will report the percent of students with disabilities who achieve proficiency on alternative assessments in reading/English language arts (ELA) but are counted as non-proficient due to the federal AYP cap.

Data Source: Federal Accountability System data.

Method of Calculation: The number of students with disabilities achieving proficiency on alternative assessments in reading/ELA but are counted as non-proficient due to the federal AYP cap is divided by the total number of students with disabilities enrolled at the time of testing in the grades evaluated for AYP.

Data Limitations: Calculation of the federal cap is subject to change if federal regulations on use of assessments based on modified achievement standards are revised. Data for this measure are available in the fourth quarter of the fiscal year.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Lower than target. The goal is for the total number of students with disabilities who demonstrate proficiency on alternative assessments to not exceed the federal AYP cap.

1.2.25 Percent of Students with Disabilities Exceeding the Federal AYP Cap for Mathematics

Definition: Federal regulations related to the *No Child Left Behind Act of 2001* (NCLB) require that the annual results for students with disabilities taking alternative assessments may not be counted as proficient in the Adequate Yearly Progress (AYP) performance calculations if these results exceed the federal AYP cap.

Purpose: This measure will report the percent of students with disabilities who achieve proficiency on alternative assessments in math but are counted as non-proficient due to the federal AYP cap.

Data Source: Federal Accountability System data.

Method of Calculation: The number of students with disabilities achieving proficiency on alternative assessments in math but are counted as non-proficient due to the federal AYP cap is divided by the total number of students with disabilities enrolled at the time of testing in the grades evaluated for AYP.

Data Limitations: Calculation of the federal cap is subject to change if the final federal regulations on use of assessments based on modified achievement standards are revised. Data for this measure are available in the fourth quarter of the fiscal year.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Lower than target. The goal is for the total number of students with disabilities who demonstrate proficiency on alternative assessments to not exceed the federal AYP cap.

1.2.26 CTE Graduation Rates

Definition: Percent of secondary CTE students pursuing a coherent sequence in career and technical education, who have graduated and have left secondary education in the reporting year.

Purpose: To determine educational achievement status of students with a concentration in career and technical education.

Data Source: PEIMS record submissions from school districts.

Method of Calculation: The percentage of Career and Technical students coded as 2 (coherent sequence) and 3 (Tech Prep) who have graduated and are not enrolled the following school year.

Data Limitations: Refinements in methodology are expected as more comprehensive withdrawal data becomes available in PEIMS. Data is reported one year behind the reporting year.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

1.2.27 Percent of Students Achieving a Degree or Credential through Completion of a Secondary Career and Technical Education Program

Definition: Percent of secondary students pursuing a coherent sequence in career and technical education, who have attained a high school diploma or GED and have left secondary education in the reporting year.

Purpose: To determine educational achievement status of students with a concentration in career and technical education.

Data Source: PEIMS record submissions from school districts.

Method of Calculation: The percentage of Career and Technical students coded as 2 (coherent sequence) and 3 (Tech Prep) who have received a diploma or GED and are not enrolled the following school year.

Data Limitations: Refinements in methodology are expected as more comprehensive leaver data becomes available in PEIMS. Data is reported one year behind reporting year.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

1.2.28 Career and Technical Education (CTE) Technical Skill Attainment

Definition: Percent of CTE Students achieving an industry-recognized end-of-program technical skill credential through completion of a secondary CTE program.

Purpose: To determine the number of secondary students who earned a valid, reliable industry recognized certification or licensure through completion of a secondary CTE program.

Data Source: Annual district reporting of technical skill attainment in the Perkins program effectiveness report.

Method of Calculation: The numerator is the number of CTE concentrators (Code 2 or 3) who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year. The denominator is the number CTE concentrators (Code 2 or 3) who took the assessments during the reporting year. A CTE Concentrator is a secondary student who has earned three (3) or more credits in two (2) or more CTE courses in a CTE program of study.

Data Limitations: For most licensures and certification exams, districts must rely on students to report their passing results to their instructor because the results are only provided to the individuals taking the exams. The district then compiles and submits the district data in an annual report. Currently only a small percent (10%) of CTE concentrators take an industry-validated certification and licensure assessment. As CTE courses and coherent sequences of courses are developed and approved by the SBOE, more opportunities for students to complete technical skill assessments will be available.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

1.2.29 Percent of Adult Education Unemployed Cohort Obtaining Employment After Exiting an Adult Education Program

Definition: The percent of students who obtained employment before the end of the first quarter after their exit quarter.

Purpose: To determine the percent of students who found employment that were served by state adult education cooperatives.

Data Source: Annual individual student data submitted by adult education providers in August through TEA's adult education management information system, Texas Educating Adults Management System (TEAMS), and data match from the Texas Higher Education Coordinating Board (THECB).

Method of Calculation: The agency uses individual student data submitted by adult education providers in August of each year and data matches from the THECB to compute the total number of students (with a valid social security number) who are unemployed and in the labor force when they entered the program and who exit during the program year, and the total number of students (with a valid social security number) who were employed and advancing or retaining employment based on UI data matching. The numerator is the total number of students (with a valid social security number) who were unemployed and in the labor force and found employment the quarter after their exit quarter. The denominator is the total number of students (with a valid social security number) unemployed and in the labor force who exit the program. Exit quarter is the quarter when instruction ends; the student terminates or has not received instruction for 90 days, and is not scheduled to receive further instruction. A job obtained while the student is enrolled can be counted.

Data Limitations: For federal reporting, a report is compiled by December 31 for the previous program year (July 1 – June 30). The reporting timeframe is October 1-September 30.

Calculation Type: Noncumulative.
New Measure: Yes.
Desired Performance: Higher than target.

1.2.30 Percent of Adult Education Exiting Employed Cohort Who Retained Employment After Exiting an Adult Education Program

Definition: The percent of students who retained employment in the third quarter after their exit quarter.

Purpose: To determine the percent of students who retained employment who were served by state adult education cooperatives.

Data Source: Annual individual student data submitted by adult education providers in August through TEA's adult education management information system, Texas Educating Adults Management System (TEAMS), and data match from the Texas Higher Education Coordinating Board (THECB).

Method of Calculation: The agency uses individual student data submitted by adult education providers in August of each year and data matches from the THECB to compute the total number of students (with a valid social security number) who were not employed at time of entry and in the labor force, who enter employment by the first quarter after exit quarter; and learners employed at entry who exit during the program year based on UI data matching. The numerator is the total number of students (with a valid social security number) who were not employed at time of entry and in the labor force, who enter employment and are still employed the third quarter after their exit quarter, and the total number of students (with a valid social security number) who were employed at entry who exit during the program year and advancing or retaining employment, who continued employment the third quarter after their exit quarter. The denominator is the total number of students (with a valid social security number) who were not employed at time of entry and in the labor force, who enter employment by the first quarter after exit quarter; and learners employed at entry who exit during the program year. The exit quarter is the quarter when instruction ends; the student terminates or has not received instruction for 90 days, and is not scheduled to receive further instruction.

Data Limitations: For federal reporting, a report is compiled by December 31 for the previous program year (July 1 – June 30). The reporting timeframe is April 1-March 31.

Calculation Type: Noncumulative.
New Measure: Yes.
Desired Performance: Higher than target.

1.2.31 Percent of High School Diplomas or GED's Issued to Exiting Adult Education High School Equivalency Test Takers Cohort as a Result of Program Participation

Definition: The percent of students who obtained certification of attaining passing scores on the GED tests, or who obtained a diploma, or state recognized equivalent, documenting satisfactory completion of secondary studies (high school or adult high school diploma).

Purpose: To determine the percent of students who obtained a Certificate of Completion for a General Educational Development (GED) or High School Diploma by December 31 following the close of the program year (July 1-June 30).

Data Source: Annual individual student data submitted by adult education providers in August through TEA's adult education management information system, Texas Educating Adults Management System (TEAMS), and data match to the GED database until December 31 following the close of the program year (July1-June 30).

Method of Calculation: Using individual student data submitted by adult education providers in August of each year, the agency computes the total number of students who take all GED tests, and matches with the GED Unit at TEA by December 31 following the close of the program year (July 1-June 30). The numerator is the number of GED recipients matching with the GED database divided by the denominator which is the total number of students who take all GED tests. Exit quarter is the quarter when instruction ends; the student terminates or has not received instruction for 90 days, and is not scheduled to receive further instruction.

Data Limitations: For federal reporting, a report is compiled December 31 for the previous program year (July 1-June 30).
Calculation Type: Noncumulative.

New Measure: Yes.

Desired Performance: Higher than target.

OUTPUT MEASURES – Goal 1, Objective 2, Strategy 1

1.2.1.1 Number of Students Served in Early Childhood School Ready Program

Definition: Number of Pre-Kindergarten students served in Early Childhood School Ready grant programs.

Purpose: Represents supplementary funding that targets pre-kindergarten students. Research states that many of the students in the identified group enter school not ready to learn; therefore supplementary instruction targeted at diminishing the gap in the readiness of a large group of students increases chances of their academic success upon entering kindergarten and during subsequent years in school.

Data Source: Grantee reported through activity/progress reports.

Method of Calculation: Add the number of students in each grant and enter the cumulative number from all discretionary grants serving this age group.

Data Limitations: The data for this measure are available only in the fourth quarter for four-year old kinder bound children only.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

1.2.1.2 Number of School Districts Partnering for School Readiness Integration

Definition: This measure will report the number of school districts that have entered into a School Readiness Integration partnership. School Readiness Integration (SRI) is a service delivery model that promotes administrative and instructional collaboration between public school prekindergarten, licensed child care, and Head Start programs according to Texas Education Code §29.1533, to prepare all students to enter kindergarten on or above grade level.

Purpose: This measure reports the number of school districts with established SRI partnerships designed to have a positive impact on the academic and social achievement of students entering kindergarten.

Data Source: The Texas Education Agency will collect annual reports from many districts within the state which have entered into School Readiness Integration partnership's. These include the School Ready Models grants, the Early Childhood School Ready program, and the Texas Literacy Initiative grants and from surveys of Regional Education Service Centers (ESC) who work with districts in achieving such collaborations.

Method of Calculation: The Texas Education Agency will collect a report of the number of administrative and instructional collaborations established for the prior fiscal year. The number of partnerships will be totaled from each district for a cumulative number to be validated and reported as part of this measure.

Data Limitations: The collection of the data is dependent on the timely submission of the report by the districts and ESCs. If a district or ESC does not submit by the established deadline then data will not be reported for that district or ESC.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

1.2.1.3 Number School Ready Designated Programs Effectively Preparing Students for Kindergarten

Definition: This measure captures the number of preschool education programs certified, as defined under the School Readiness Certification System per TEC §29.161. The school readiness certification system links the quality of instructional practices in prekindergarten programs and student's scores on the reading diagnostic instrument per TEC 28.066, to determine if the students are prepared for kindergarten. When classrooms earn certification, they receive the Texas School Ready!TM seal which tells parents, the community, and others that the quality of instruction received by the students who graduated from these classrooms is sufficient to prepare for kindergarten and beyond.

Purpose: This measure reports the number of designated school ready programs that have been certified under the school readiness certification system. This indicator will determine that participating

prekindergarten students are prepared for kindergarten in the areas of reading and social skills.

Data Source: The number of school ready designated programs will be taken from the School Readiness Certification System database housed at the Texas State Center for Early Childhood Development.

Method of Calculation: On September 1 of each year the Texas State Center for Early Childhood Development will provide the Texas Education Agency a report on the number of programs designated as School Ready for the prior fiscal year.

Data Limitations: The school readiness certification system is a voluntary web-based application and may not include data for all school ready programs.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

1.2.1.4 Number of Students in Tech Prep Programs

Definition: The number of CTE students participating in a coherent sequence of courses for Tech Prep.

Purpose: To report the number of students participating in Tech Prep programs.

Data Source: PEIMS.

Method of Calculation: Data are reported for secondary students by all school districts operating approved Tech Prep career and technical education instructional programs.

Data Limitations: PEIMS data.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

1.2.1.5 Number of Students Served in Summer School Programs for Limited English-Proficient Students

Definition: Number of LEP students who will be in Kindergarten or 1st grade in September who are served in summer school programs as reported to TEA on the Request for Approval of Bilingual or Special Language Summer School Program form.

Purpose: To determine the number of LEP students served in summer school programs.

Data Source: Data collection will be PEIMS submission P.DEMOGRAPHIC (yr) E WHERE BIL_ESL_SUMMER = "1".

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

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

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

1.2.1.6 Number of Secondary Students Served from Grades 9 through 12

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

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

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

Method of Calculation: No calculation is required.

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

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

1.2.1.7 Number of Students Receiving a T-STEM Education

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

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

Data Source: This data will be self reported by the T-STEM Academy leader in November of the current school year via a progress report or collected by the T-STEM coach during a site visit.

Method of Calculation: Self reported student count by grade level at each identified T-STEM Academy. Summary data will be compiled and reported.

Data Limitations: T-STEM Academies are both school within a school and stand alone. There is no indicator in PEIMS to flag a student as enrolled in a T-STEM Academy.

Type: Cumulative.

New Measure: Yes.

Desired Performance: Higher than target.

1.2.1.8 Number of T-STEM Academies

Definition: This measure reflects the number of districts/charter management organizations that have an identified “T-STEM” academy.

Purpose: The T-STEM Academies target a majority student population in grades 6-12 or 9-12 who are who are at risk of dropping out of school. The purpose of this measure is to show the number of identified T-STEM Academies. T-STEM Academies are identified by one of two methods: (1) recipient of public/private funding to operate as a T-STEM Academy and following the T-STEM design blueprint, and (2) designation as a T-STEM academy through the T-STEM designation process.

Data Source: This data will be collected by TEA through number of grants NOGA’d for the publically funded academies and through those identified via the designation process. Privately funded academies will be collected by a progress report from the privately funded academies from the Texas High School Project.

Method of Calculation: Count of Academies that are receiving funding through TEA, the Texas High School Project, or the TEA designation process.

Data Limitations: N/A.

Calculation Type: Cumulative.

New Measure: Yes.

Desired Performance: Higher than target.

OUTPUT MEASURE – Goal 1, Objective 2, Strategy 2

1.2.2.1 Number of Title I Campuses Rated Exemplary or Recognized

Definition: The number of Title I, Part A campuses identified in the Consolidated Application for Federal Funding that receives an exemplary or recognized rating on the statewide public school accountability system. Campuses are rated exemplary or recognized because their performance met or exceeded the established accountability standard for exemplary or recognized ratings.

Purpose: To report performance of campuses receiving Title I funds.

Data Source: Accountability system files and consolidated Application for Federal Funding.

Method of Calculation: The number of campuses receiving the exemplary or recognized ratings will be obtained from the statewide public school accountability system. This number, which includes all campuses, will be compare against the Title I, Part A campuses on the Consolidated Application for Federal Funding. Campuses receiving Title I, Part A funds and rated exemplary or recognized will be counted for this measure.

Data Limitations: Data is available in the fourth quarter.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

EXPLANATORY MEASURE – Goal 1, Objective 2, Strategy 2

1.2.2.1 Number of Migrant Students Identified

Definition: The number of Texas children identified and recruited as migratory as defined by current federal law and regulations. Recruited children have been certified according to federal rules to have migrant status. Children identified and recruited under Elementary and Secondary Education Act (ESEA) migrant education provisions are provided an array of supplemental education and support services from various federal, state and local funding sources.

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

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

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

Data Limitations: Data limited to period reported.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

OUTPUT MEASURES – Goal 1, Objective 2, Strategy 3

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

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

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

Data Source: PEIMS.

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

Data Limitations: Data is available in the fourth quarter.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

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

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

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

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

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

Data Limitations: Data is available in the third quarter.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

OUTPUT MEASURES – Goal 1, Objective 2, Strategy 4

1.2.4.1 Total Number of Operational Open-Enrollment Charter Campuses

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

Purpose: To measure the growth of the number of open-enrollment charter campuses operating statewide.

Data Source: Information provided by open-enrollment charters via PEIMS.

Method of Calculation: The number of operational open-enrollment charter campuses reported by open-enrollment charters through PEIMS is counted by Division of Charter School Administration staff.

Data Limitations: None.

Calculation Type: Noncumulative.

New Measure: Yes.

Desired Performance: Higher than target.

1.2.4.2 Number of Case-Managed Students Participating in CIS

Definition: This measure reports the number of case-managed students participating in the Communities In Schools (CIS) program that are served by CIS state grant and local funds.

Purpose: CIS is a specific program model designed to keep youth in school. This measure is an indicator

of the number of case-managed students served by the local CIS programs on TEA/CIS funded campuses.

Data Source: The number of case-managed students served by CIS state grant and local funds as reported by local CIS programs in the Communities In Schools Tracking Management (CISTMS).

Method of Calculation: The CISTMS report “CMS Contract Status – State” is used to compute the number of case-managed students served by CIS state grant and local funds within a selected reporting period. This number is computed for each quarter as well as cumulatively (from the beginning of the year through the reporting quarter) selecting only TEA/CIS funded campuses.

Data Limitations: The agency is dependent on local CIS programs to provide accurate and timely data in the CISTMS. On rare occasions the local CIS programs may serve the same youth in more than one program area. When this occurs, the youth may be counted more than once. The amount of duplication is less than 1% for any given month.

Calculation Type: Cumulative.

New Measure: No.

Desired Performance: Higher than Target.

EXPLANATORY MEASURES – Goal 1, Objective 2, Strategy 4

1.2.4.1 Average Cost Per Communities-in-Schools Participant

Definition: This measure reports the average state and local costs per case-managed student served by Communities In School (CIS).

Purpose: This measure is an indicator of the total state and local costs (does not include costs used by agency for admin and CIS state office) used for CIS to provide services to case-managed students served by local CIS programs.

Data Source: The total local funds leveraged and expended are reported annually in the End of Year report that is submitted to TEA. The number of case-managed students served is retrieved from the Communities In Schools Tracking Management System (CISTMS).

Method of Calculation: The numerator is the total state and local funds expended by local CIS programs during the fiscal year. The denominator is the total number of case-managed students served from the beginning of the year through the end of the fiscal year.

Data Limitations: An accurate cost cannot be fully determined until the end of year when all student data is complete and all costs are determined. A fifth quarter report is used to update the measure after all data has been collected. The data collected is self reported to TEA by the local CIS programs on an End of Year Report to TEA.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Lower than target.

OUTPUT MEASURES – Goal 1, Objective 2, Strategy 5

1.2.5.1 Number of Students Served Through State Adult Education Cooperatives

Definition: The number of students served by state adult education cooperatives. Local adult education providers maintain enrollment records of students.

Purpose: To determine the number of students served by state adult education cooperatives.

Data Source: Annual individual student data submitted by adult education providers in August through TEA's adult education management information system.

Method of Calculation: Using individual student data submitted by adult education providers in August of each year, the agency computes the total number of adults captured in the State Management System (Texas Educating Adults Management System –TEAMS) with a baseline assessment and at least one hour of contact in a program.

Data Limitations: A report is compiled at the end of the program year. Data are available at the end of the fiscal year.

Calculation Type: Cumulative.

New Measure: No.

Desired Performance: Higher than target.

OUTCOME MEASURES – Goal 2, Objective 1

2.1.1 Percent of All Students Passing All Tests Taken

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

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

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

Method of Calculation: Count all students in grades 3 through 12 who took at least one test to determine the denominator, and then count all students in grades 3 through 12 who met the standard on all tests they took to determine the numerator. Then, divide the numerator by the denominator and express as a percent. In 2014-2015, the data will be based on the new STAAR assessments in grades 3 through 12.

Data Limitations: Reported once annually, usually by September. The reporting of data for this measure in 2012 will be delayed because the passing standards for the new STAAR assessments for grades 3 through 8 will not be established until fall 2012.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

2.1.2 Percent of African-American Students Passing All Tests Taken

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

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

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

Method of Calculation: Count African-American students in grades 3 through 12 who took at least one test to determine the denominator, and then count African-American students in grades 3 through 12 who met the standard on all tests they took to determine the numerator. Then, divide the numerator by the denominator and express as a percent. In 2014-2105, the data will be based on the new STAAR assessments in grades 3 through 12.

Data Limitations: Reported once annually, usually by September. The reporting of data for this measure in 2012 will be delayed because the passing standards for the new STAAR assessments for grades 3 through 8 will not be established until fall 2012.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

2.1.3 Percent of Hispanic Students Passing All Tests Taken

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

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

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

Method of Calculation: Count Hispanic students in grades 3 through 12 who took at least one test to determine the denominator, and then count Hispanic students in grades 3 through 12 who met the standard on all tests they took to determine the numerator. Then, divide the numerator by the denominator and express as a percent. In 2014-2015, the data will be based on the new STAAR assessments in grades 3 through 12.

Data Limitations: Reported once annually, usually by September. The reporting of data for this measure in 2012 will be delayed because the passing standards for the new STAAR assessments for grades 3 through 8 will not be established until fall 2012.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

2.1.4 Percent of White Students Passing All Tests Taken

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

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

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

Method of Calculation: Count White students in grades 3 through 12 who took at least one test to determine the denominator, and then count White students in grades 3 through 12 who met the standard on all tests they took to determine the numerator. Then, divide the numerator by the denominator and express as a percent. In 2014-2015, the data will be based on the new STAAR assessments in grades 3 through 12.

Data Limitations: Reported once annually, usually by September. The reporting of data for this measure in 2012 will be delayed because the passing standards for the new STAAR assessments for grades 3 through 8 will not be established until fall 2012.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

2.1.5 Percent of Asian-American Students Passing All Tests Taken

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

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

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

Method of Calculation: Count Asian-American students in grades 3 through 12 who took at least one test to determine the denominator, and then count Asian-American students in grades 3 through 12 who met the standard on all tests they took to determine the numerator. Then, divide the numerator by the denominator and express as a percent. In 2014-2015, the data will be based on the new STAAR assessments in grades 3 through 12.

Data Limitations: Reported once annually, usually by September. The reporting of data for this measure in 2012 will be delayed because the passing standards for the new STAAR assessments for grades 3 through 8 will not be established until fall 2012.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

2.1.6 Percent of American Indian Students Passing All Tests Taken

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

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

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

Method of Calculation: Count American Indian students in grades 3 through 12 who took at least one test to determine the denominator, and then count American Indian students in grades 3 through 12 who met the standard on all tests they took to determine the numerator. Then, divide the numerator by the denominator and express as a percent. In 2014-2015, the data will be based on the new STAAR assessments in grades 3 through 12.

Data Limitations: Reported once annually, usually by September. The reporting of data for this

measure in 2012 will be delayed because the passing standards for the new STAAR assessments for grades 3 through 8 will not be established until fall 2012.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

2.1.7 Percent of Economically Disadvantaged Students Passing All Tests Taken

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

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

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

Method of Calculation: Count Economically Disadvantaged students in grades 3 through 12 who took at least one test to determine the denominator, and then count Economically Disadvantaged students in grades 3 through 12 who met the standard on all tests they took to determine the numerator. Then, divide the numerator by the denominator and express as a percent. In 2014-2015, the data will be based on the new STAAR assessments in grades 3 through 12.

Data Limitations: Reported once annually, usually by September. The reporting of data for this measure in 2012 will be delayed because the passing standards for the new STAAR assessments for grades 3 through 8 will not be established until fall 2012.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

2.1.8 Percent of Pacific Islander Students Passing All Tests Taken

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

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

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

Method of Calculation: Count Pacific Islander students in grades 3 through 12 who took at least one test to determine the denominator, and then count Pacific Islander students in grades 3 through 12 who met the standard on all tests they took to determine the numerator. Then, divide the numerator by the denominator and express as a percent. In 2014-2015, the data will be based on the new STAAR assessments in grades 3 through 12.

Data Limitations: Reported once annually, usually by September. The reporting of data for this measure in 2012 will be delayed because the passing standards for the new STAAR assessments for grades 3 through 8 will not be established until fall 2012.

Calculation Type: Noncumulative.

New Measure: Yes.

Desired Performance: Higher than target.

2.1.9 Percent of Grades 3 through 8 Students Passing STAAR Reading

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

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

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

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

express as a percent.

Data Limitations: Reported once annually. The reporting of data for this measure in 2012 will be delayed because the passing standards for the STAAR tests for grades 3 through 8 will not be established until fall 2012.

Calculation Type: Noncumulative.

New Measure: Yes.

Desired Performance: Higher than target.

2.1.10 Percent of Grades 3 through 8 Students Passing STAAR Mathematics

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

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

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

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

Data Limitations: Reported once annually. The reporting of data for this measure in 2012 will be delayed because the passing standards for the STAAR tests for grades 3 through 8 will not be established until fall 2012.

Calculation Type: Noncumulative.

New Measure: Yes.

Desired Performance: Higher than target.

2.1.11 Percent of Campuses Receiving an Academic Achievement Distinction Designation

Definition: Campuses receiving an academic achievement distinction designation.

Purpose: To report campus academic achievements.

Data Source: Accountability system data.

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

Data Limitations: None.

Calculation Type: Noncumulative.

New Measure: Yes.

Desired Performance: Higher than target.

2.1.12 Percent of Districts Receiving Exemplary or Recognized Distinction Designations

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

Purpose: To report district ratings.

Data Source: Accountability system data.

Method of Calculation: The number of Acceptable districts receiving the Exemplary or Recognized distinctions is divided by the total number of districts that are eligible to receive a rating under the state accountability system.

Data Limitations: None.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

2.1.13 Percent of Campuses Receiving Exemplary or Recognized Distinction Designations

Definition: Campuses received Exemplary or Recognized distinctions because their performance met or exceeded the established accountability requirements for Exemplary or Recognized distinctions.

Purpose: To report campus ratings.

Data Source: Accountability system data.

Method of Calculation: The number of Acceptable campuses receiving the Exemplary or Recognized

distinctions is divided by the total number of campuses that are eligible to receive ratings under the state accountability system.

Data Limitations: None.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

2.1.14 Percent of Districts Receiving the Lowest Performance Rating

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

Purpose: To report district ratings.

Data Source: Accountability system data.

Method of Calculation: The number of districts receiving the lowest rating is divided by the total number of districts evaluated under the state accountability system.

Data Limitations: None.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Lower than target.

2.1.15 Percent of Campuses Receiving the Lowest Performance Rating

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

Purpose: To report campus ratings.

Data Source: Accountability system data.

Method of Calculation: The number of campuses receiving the lowest rating is divided by the total number of campuses evaluated under the state accountability system.

Data Limitations: None.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Lower than target.

2.1.16 Percent of Charter Campuses Receiving the Lowest Performance Rating

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

Purpose: To report performance for charter campuses.

Data Source: Accountability system data.

Method of Calculation: The number of charter campuses receiving the lowest rating is divided by the total number of charter campuses evaluated under the state accountability system.

Data Limitations: Reported once annually.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Lower than target.

2.1.17 Percent of Campuses Subject to TEC §39.105 that Achieved Subsequent Year Rating of Acceptable Performance in the State Accountability System

Definition: If a campus that receives a rating of acceptable performance for the current school year would receive a rating of unacceptable performance if the performance standards to be used for the following school year were applied to the current school year, then the campus is subject to Texas Education Code (TEC) §39.105(a). On request of the commissioner the campus level committee established under TEC §11.251 shall revise and submit to the commissioner portions of the campus improvement plan developed under TEC §11.253 that are relevant to those areas for which the campus would not satisfy performance standards.

Purpose: The purpose of the measure is to determine the percent of campuses subject to TEC §39.105 in the prior year that achieved an accountability rating of acceptable performance in the current year, thereby reflecting performance improvement and avoiding the potential of an unacceptable performance rating.

Data Source: State accountability ratings and the list of campuses subject to TEC §39.105 provided by the TEA Division of Performance Reporting.

Method of Calculation: This measure is calculated annually by determining the percentage of campuses identified as site based team campuses in the prior year that achieve a rating of acceptable performance. The numerator equals campuses identified in the previous year as site based team campuses that are identified as having acceptable performance in the current accountability system and the denominator equals the number of campuses identified as site based team campuses in the previous year.

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

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

2.1.18 Percent of Districts That Received a Performance Rating of Unacceptable Performance for the First Time that Achieve Subsequent Year Ratings of Acceptable Performance

Definition: Texas Education Code (TEC) §39.054 states the commissioner will assign each district a performance rating that reflects acceptable performance or unacceptable performance. If a district received a performance rating of unacceptable performance for the preceding school year the commissioner shall notify the district of a subsequent designation. The commissioner shall evaluate against state standards on the basis of the district's performance on the student achievement indicators under TEC §39.053(c). If a district's performance is below any standard it will be identified for sanctions.

Purpose: The purpose of the measure is to determine the percent of districts identified with an acceptable performance rating in the subsequent year after having a first year rating of unacceptable performance, thereby reflecting performance improvement. In the Senate Bill passed by the 81st Legislature, funds are appropriated to support monitoring and interventions to provide systems of support for districts academic improvement.

Data Source: State accountability ratings and the list of districts with an acceptable performance rating provided by the TEA Division of Performance Reporting.

Method of Calculation: This measure is calculated annually by determining the percent of districts identified for the first time with a performance rating of unacceptable performance in the prior year that achieve a rating of acceptable performance in the subsequent year. The numerator is the total number of districts with a performance rating of unacceptable performance in the prior year that achieve a rating of acceptable performance in the subsequent year. The denominator is the total number of districts with a performance rating of unacceptable performance in the prior year.

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

Calculation Type: Noncumulative.

New Measure: Yes.

Desired Performance: Higher than target.

2.1.19 Percent of Campuses That Received a Performance Rating of Unacceptable Performance for the First Time that Achieve Subsequent Year Ratings of Acceptable Performance

Definition: Texas Education Code (TEC) §39.054 states the commissioner will assign each campus a performance rating that reflects acceptable performance or unacceptable performance. If a campus received a performance rating of unacceptable performance for the preceding school year the commissioner shall notify the campus of a subsequent designation. The commissioner shall evaluate against state standards on the basis of the campus performance on the student achievement indicators under TEC §39.053(c). If a campus performance is below any standard it will be identified for sanctions.

Purpose: The purpose of the measure is to determine the percent of campuses identified with an acceptable performance rating in the subsequent year after having a first year rating of unacceptable performance, thereby reflecting performance improvement. In the Senate Bill passed by the 81st Legislature funds are appropriated to support monitoring and interventions to provide systems of support

for campus academic improvement.

Data Source: State accountability ratings and the list of campuses with an acceptable performance rating provided by the TEA Division of Performance Reporting.

Method of Calculation: This measure is calculated annually by determining the percent of campuses identified for the first time with a performance rating of unacceptable performance in the prior year that achieve a rating of acceptable performance or higher in the subsequent year. The numerator is the total number of campuses with a performance rating of unacceptable performance in the prior year that achieve a rating of acceptable performance in the subsequent year. The denominator is the total number of campuses with a performance rating of unacceptable performance in the prior year.

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

Calculation Type: Noncumulative.

New Measure: Yes.

Desired Performance: Higher than target.

2.1.20 Percent of Reconstituted Schools that Achieved an Acceptable Rating in the State Accountability System in the Subsequent Year

Definition: Texas Education Code (TEC) §39.107 states if a campus has been identified and assigned a campus performance rating of unacceptable performance for two consecutive school years, including the current school year, the commissioner shall order the reconstitution of the campus.

Purpose: The purpose of the measure is to determine the percent of reconstituted campuses identified and assigned an acceptable performance rating in the subsequent year.

Data Source: State accountability ratings and the list of campuses provided by the TEA Division of Performance Reporting.

Method of Calculation: This measure is calculated annually by determining the percent of campuses identified and assigned an acceptable performance rating the year after reconstitution. The numerator is the number of reconstituted schools from the previous year that achieve an acceptable rating in the subsequent year. The denominator is the total number of reconstituted schools from the prior year.

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

Calculation Type: Noncumulative.

New Measure: Yes.

Desired Performance: Higher than target.

2.1.21 Percent of Graduates Who Take the SAT or ACT

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

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

Data Source: PEIMS and test data. PEIMS submissions from districts: 101 (demographic) records; 203 (leaver) records; 400 (attendance) records; 405 (special education) records; and 020 (campus) records.

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

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

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

2.1.22 Percent of High School Graduates Needing Remediation

Definition: Of the Texas public high school graduates who attempted the initial TASP/Alternative test or who were exempt from the test, the percent that failed any section of the initial TASP/Alternative test excluding those who were exempt.

Purpose: This measure provides an indication of the students that graduate from the Texas Public

Education system intending to attend college without demonstrating academic skills sufficient to attend college. These students will need to begin their college experience with developmental education courses.

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

Method of Calculation: (1) Take the number of fall/spring/summer high school graduates (from PEIMS). (2) Of those students, determine the number exempt from the TASP/Alternative test. (3) Subtract #2 from #1 to determine the non-exempt students. (4) Of those students in #3, determine the number who took the initial TASP/Alternative test (from CBM002). (5) Of those students in #4, determine the number who did not pass all sections of the initial TASP/Alternative test. (6) Add #2 and #4 to determine students that tested or were exempt. (7) Divide #5 by #6 and express it as a percentage.

Data Limitations: Data are reported to TEA and the THECB by the institutions. The THECB does not have data on students who attend a private institution or an out-of-state institution. Some students defer testing for documented reasons. Data does not include non-exempt Texas public high school graduates who do not take the test.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Lower than target.

OUTPUT MEASURES – Goal 2, Objective 1, Strategy 1

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

Definition: Number of campuses receiving the lowest rating for two out of the three most recent rated years.

Purpose: To report campus improvement.

Data Source: Accountability system data.

Method of Calculation: The three most recent years of ratings are analyzed to determine the number of campuses receiving the lowest rating in any two of these three years.

Data Limitations: Data for this measure is available in the fourth quarter of the fiscal year.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Lower than target.

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

Definition: Number of districts receiving the lowest rating for two out of the three most recent rated years.

Purpose: To report district improvement.

Data Source: Accountability system data.

Method of Calculation: The three most recent years of ratings are analyzed to determine the number of districts receiving the lowest rating in any two of these three years.

Data Limitations: Data for this measure is available in the fourth quarter of the fiscal year.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Lower than target.

2.1.1.3 Number of Local Education Agency's Participating at the Most Extensive Intervention Stage Based on PBMAS Results

Definition: In response to House Bill 3459 (passed during the 78th legislative session), the agency developed a performance-based monitoring system to replace the former District Effectiveness and Compliance (DEC) monitoring system. Two components of the system are (1) the Performance-Based Monitoring Analysis System (PBMAS), which generates annual reports of LEAs' performance on a series of indicators and (2) an interventions framework which requires LEAs with the greatest degree of

performance concern to engage in a series of graduated interventions that are focused on continuous improvement planning. This measure reports the annual number of LEAs participating at the most extensive intervention stage based on their PBMAS results.

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

Data Source: PEIMS and Student Assessment data used in each year's PBMAS.

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

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

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Lower than target.

EXPLANATORY MEASURES – Goal 2, Objective 1, Strategy 1

2.1.1.1 Percent of Underreported Students in the Leaver System

Definition: The denominator is the sum across districts of cumulative totals of students enrolled in Grades 7-12 during the school year. Enrollment, attendance, cumulative graduate, GED, and leaver files are searched to determine students accounted for in each district. Students not accounted for through agency or district records are counted as underreported. The numerator is the statewide sum of unduplicated underreported student records. The result is reported as a percentage.

Purpose: Policymakers and members of the public depend on district reporting of dropouts from Texas public schools. The accuracy of the dropout data provided to policy makers and members of the public depends on the quality of district reporting. Students not accounted for, or underreported student records, compromise the quality of dropout and leaver data available. Measuring and reporting percent of underreported records enables the agency to monitor and encourage improvements in data quality, and enables policymakers and members of the public to assess the quality of the information.

Data Source: All data are submitted by school districts to the agency through the Public Education Information Management System (PEIMS). The following PEIMS records are accessed: 101 (demographic and enrollment status) records; 110 (enrollment) records; 203 (leaver) records; 400 and 500 (attendance) records; and GED database.

Method of Calculation: The denominator is the sum across districts of cumulative totals of students enrolled in Grades 7-12 during the school year. Enrollment, attendance, cumulative graduate, GED, and leaver files are searched to determine students accounted for in each district. Students not accounted for through agency or district records are counted as underreported. The numerator is the statewide sum of unduplicated underreported student records. The result is reported as a percentage.

Data Limitations: The method of calculation requires that student enrollment and attendance records submitted for a school year be matched to enrollment and leaver records submitted the following school year. In some cases, matches cannot be made because errors have been made in student identification fields. Students whose records are present in both years but fail to match will be included in the count of underreported students. Although these records do indicate flaws in data quality, they do not represent failures of districts to report on the whereabouts of students.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Lower than target.

OUTCOME MEASURES – Goal 2, Objective 2

2.2.1 Annual Drug Use and Violence Incident Rate on School Campuses, per One Thousand Students

Definition: The rate of incidents of on-campus drug use and violence, per one thousand students, as reported by the districts to the agency.

Purpose: Districts receiving funds under NCLB, Title IV, Part A, Safe and Drug-Free Schools and Communities Program should be able to demonstrate a decrease in their incident rates.

Data Source: PEIMS (425) records, Discipline Reasons 02, 04, 05, 06, 07, 08, 11, 12, 13, 14, 16, 17, 18, 19, 22, 26, 27, 28, 29, 30, 31, 32, 33, 34, 36, 37, 41, 46, 47, and 48.

Method of Calculation: The number of incidents reported statewide will be multiplied by the state's total enrollment, and that number will be multiplied by 1000.

Data Limitations: Data is self-reported by school districts and may be over- or under reported. Also, the PEIMS 425 Record in its current format may not give an exact count for this measure, since some incidents of on-campus drug use or violence may not be covered by the codes listed above. The codes listed are as thorough a list as possible without including discipline incidents not concerning drug use or violence.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Lower than target.

2.2.2 Percent of Incarcerated Students Who Complete the Literacy Level in Which They are Enrolled

Definition: Percent of offenders who complete the current literacy level of enrollment.

Purpose: To assess student performance in adult education.

Data Source: Windham student databases.

Method of Calculation: Computer searches database for offenders who have advanced to the next grade level, based on TABE (Test for Adult Basic Education) scores, THEA (Texas Higher Education Assessment) eligibility, or passing a state-adopted high school equivalency test; or offenders enrolled in Lit 1 Reading who attained a Reading score greater than or equal to 5.0; or offenders enrolled in English as a Second Language (ESL) who attained NP EA Reading score greater than or equal to 40.

Data Limitations: Search methodology.

Calculation Type: Noncumulative.

New Measure: Yes.

Desired Performance: Higher than target.

2.2.3 Percent of Offenders Released During the Year Served by a Windham Education Program in the Past Five Years

Definition: To report the percent of offenders released during the year who have been served by a Windham education program during the past five years.

Purpose: To assess educational opportunities available to Windham inmates.

Data Source: Computer query of Texas Department of Criminal Justice (TDCJ) database and Windham School District database.

Method of Calculation: The total number of offenders released during the year who received Windham services within the past five years divided by the number of releases for the year.

Data Limitations: Search methodology.

Calculation Type: Noncumulative.

New Measure: Yes.

Desired Performance: Higher than target.

2.2.4 Proportion of Instructional Materials Purchased in an Electronic Format

Definition: This measure reflects the percent of newly adopted instructional material units in an electronic format that were requisitioned, purchased, or funded through the Agency's Educational Materials (EMAT) system compared to the total number of all newly adopted units that were requisitioned, purchased, or funded through EMAT for a given period. A unit represents the instructional

material(s) that a single student requires for a given subject and grade level.

Purpose: The purpose of this measure is to show the degree to which school districts and charter schools statewide are moving more toward the selection of instructional materials in an electronic format rather than the selection of instructional materials in a printed format.

Data Source: Reports from the EMAT system.

Method of Calculation: The numerator is the number of units of newly adopted instructional materials in an electronic format. The denominator is the total number of units of all newly adopted instructional materials to arrive at the value of this measure.

Data Limitations: The number of newly adopted instructional materials in an electronic format that are purchased by school districts and charter schools is limited by the level of funding available to the Agency for purchasing newly adopted materials. This quantity is also limited by a number of other factors, including local determinations as to whether or not digital content is the best format for student use, comprehension, and portability.

Calculation Type: Noncumulative.

New Measure: Yes.

Desired Performance: Higher than target.

2.2.5 Percent of Textbook Funds Spent on Digital Content

Definition: Electronic learning systems are defined as instructional materials, adopted by the SBOE for use in public schools, whose primary method of instruction is electronic.

Purpose: To purchase all state-adopted instructional materials with textbook funds, based on the number of students enrolled in the public schools for a given year.

Data Source: EMAT database.

Method of Calculation: Divide the total expenditures for electronic learning systems by the total state expenditures for all adopted materials for the fiscal year. Include purchases of all new materials as well as purchases of continuing contract instructional materials.

Data Limitations: Self-reported data.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

2.2.6 Percent of Students Passing GED Tests - Windham

Definition: The percentage of students enrolled in Windham Educational Programs that passed the GED tests in a state fiscal year.

Purpose: To assess the educational attainment of Windham inmates.

Data Source: Windham School District GED database.

Method of Calculation: A count of the number of students in the Windham Educational Programs that passed the GED during the fiscal year divided by the total number of students in the Windham Educational Programs that have taken the GED test during the fiscal year. These numbers are attained from the Windham School District GED Database and reported annually.

Data Limitations: Reported annually.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

2.2.7 Percent of Career and Technical Certificates – Windham

Definition: This measure counts the percent of offenders awarded a career and technical certificate by the Windham School District in a state fiscal year.

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

Data Source: Windham School District database.

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

Data Limitations: None.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

OUTPUT MEASURES – Goal 2, Objective 2, Strategy 1

2.2.1.1 Number of District Technology Plans with Approval Certification

Definition: Districts must have an approved technology plan to be in compliance with Priority 2 E-Rate Discount requirements, to meet the recommendations in the State Board of Education’s Long-Range Plan for Technology, and to be eligible for state funding for technology purchases. Priority 2 discounts are for internal connections and basic maintenance of internal connections. TEC 32.001 requires the SBOE to develop a long-range plan for technology. The plan provides recommendations for school planning for the use of technology.

Purpose: To measure the number of districts with approved plans.

Data Source: Texas ePlan online technology plan submission system.

Method of Calculation: Actual number of plans submitted via the Texas ePlan system that have been approved.

Data Limitations: Data is available at the end of the fiscal year.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

2.2.1.2 Number of Course Completions Through the Texas Virtual School Network

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

Purpose: The purpose of this measure is to show the rate at which students successfully complete online courses offered through the Texas Virtual School Network.

Data Source: Reports from the registration system operated by the Texas Virtual School Network Central Operations located at Education Service Center, Region 10.

Method of Calculation: The measure is calculated by summing the number of successful course completions from the fall, spring, and summer semesters of an academic year.

Data Limitations: The number of course completions is limited by the level of funding available to the Agency for purchasing courses.

Calculation Type: Cumulative.

New Measure: No.

Desired Performance: Higher than target.

OUTPUT MEASURES – Goal 2, Objective 2, Strategy 2

2.2.2.1 Number of Referrals in Disciplinary Alternative Education Programs (DAEPs)

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

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

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

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

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

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Lower than target.

2.2.2.2 Number of Students in DAEPs

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

Purpose: Use of Disciplinary alternative education programs is an essential aspect of a safe schools strategy.

Data Source: PEIMS 425 Record Report.

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

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

Calculation Type: Noncumulative.

New Measure: No

Desired Performance: Lower than target.

2.2.2.3 Number of LEAs Participating in Monitoring Interventions Related to Discipline Data and Programs

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

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

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

Method of Calculation: Indicators pertaining specifically to an LEA's discipline data and practices are used to determine districts' assigned level of intervention. Interventions range from least extensive to most extensive. LEAs are identified through indicators in the discipline data validation system and PBMAS for special education. The PBMAS for special education currently includes three indicators related to disciplinary removals. LEAs are evaluated on these discipline and program area indicators on an annual basis, and performance levels are assigned based on the extent to which each LEA's performance or data concern varies from established standards.

Data Limitations: Ongoing targets may be difficult to predict and may not be stable because of (a) ongoing consideration of discipline issues in interim Legislative charges and possible legislative changes to Chapter 37 of the Texas Education Code; (b) potential changes to the PEIMS 425 record; and (c) the impact of other changes in state and federal law that may have effects on the PBMAS and data integrity indicators that can't be anticipated at this time.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Lower than target.

OUTPUT MEASURES – Goal 2, Objective 2, Strategy 3

2.2.3.1 Average Number of School Lunches Served Daily

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

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

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

ADP, etc.).

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

Data Limitations: None.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

2.2.3.2 Average Number of School Breakfasts Served Daily

Definition: This measure is defined as Average Daily Participation (ADP) in the National School Breakfast Program (NSBP).

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

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

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

Data Limitations: None.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

OUTPUT MEASURES – Goal 2, Objective 2, Strategy 4

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

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

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

Data Source: Windham attendance database.

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

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

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

2.2.4.2 Number of Offenders Passing General Education Development (GED) Tests

Definition: The number of offenders passing the GED in a state fiscal year.

Purpose: To assess the educational attainment of Windham inmates.

Data Source: Windham School District GED database.

Method of Calculation: A count of the number of offenders that passed the GED during the fiscal year is attained from the Windham School District GED Database and reported quarterly.

Data Limitations: None.

Calculation Type: Cumulative.

New Measure: No.

Desired Performance: Higher than target.

2.2.4.3 Number of Students Served in Academic Training – Windham

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

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

Data Source: Windham School District database.

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

Data Limitations: Reported once annually.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

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

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

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

Data Source: Windham School District database.

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

Data Limitations: None.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

EFFICIENCY MEASURE – Goal 2, Objective 2, Strategy 4

2.2.4.1 Average Cost Per Contact Hour in the Windham School District

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

Purpose: To report the cost to serve Windham inmates.

Data Source: Windham attendance database and Windham accounting system.

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

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

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Lower than target.

OUTCOME MEASURES – Goal 2, Objective 3

2.3.1 Percentage of Core Academic Subject Area Classes Taught By Highly Qualified Teachers

Definition: Percent of core academic subject area classes taught by highly qualified teachers per NCLB.

Purpose: This promotes a higher standard for teachers and improves the quality of education. This data is also reported to the USDE.

Data Source: LEA Highly Qualified Compliance Report.

Method of Calculation: Divide the total number classes, both regular and special education for elementary and secondary, by number of classes taught by highly qualified teachers, both regular and special education for elementary and secondary.

Data Limitations: Data are self reported by LEAs by individual campuses at the beginning of the school year. Data are updated by LEAs when highly qualified status changes. Data are available through eGrants after October of the current year.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

2.3.2 Turnover Rate for Teachers

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

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

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

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

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

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Lower than target.

2.3.3 Percent of Original Grant Applications Processed within 90 Days

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

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

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

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

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

Calculation Type: Non cumulative.

New Measure: Yes.

Desired Performance: Higher than target.

2.3.4 TEA Turnover Rate

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

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

Data Source: Month end data downloaded from USPS.

Method of Calculation: Total year-to-date number of separations (vacated positions) for the fiscal year is divided by the average headcount (filled positions) in a 12-month period beginning September through August.

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

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Lower than target.

2.3.5 Percent of Teachers Who Are Certified

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

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

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

Method of Calculation: The numerator is the number of FTEs for teachers identified in PEIMS for the current academic year who hold a standard, provisional, probationary, one-year, or professional certificate. The denominator is the total FTE for teachers reported in PEIMS for the current academic year. The result is multiplied by 100 to obtain a percentage.

Data Limitations: None.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

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

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

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

Data Source: All professional staff reported by school districts as having teacher roles (roles 025, 029, and 047) are identified on PEIMS for the current academic year. The sum of full-time equivalents (FTE) for staff responsibilities is calculated for all individuals identified as teacher. The list of teachers who hold a standard, provisional, probationary, one-year, or professional certificate is matched to the certification database. Data is imported into Interactive Reports.

Method of Calculation: The numerator is the sum of Full-Time Equivalents (FTE)s identified in the Public Education Information Management System (PEIMS) as teachers for the current academic year who hold the standard, provisional, probationary, one-year, or professional certificate. The denominator is the sum of FTEs for all individuals reported in PEIMS as teachers for the current academic year. The result is multiplied by 100 to obtain a percentage. This calculation is based on FTE count.

Data Limitations: Grade-level and subject specific certificates are counted in this measure as “certified.” The agency has little control over school district hiring practices and cannot verify the accuracy of information submitted by school districts in PEIMS.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

2.3.7 Percent of Complaints Resulting in Disciplinary Action

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

Purpose: This measure shows the extent to which the agency exercises its disciplinary authority in

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

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

Method of Calculation: The numerator is the sum of all cases that result in disciplinary action during the reporting period. The denominator is the total number of complaints resolved during the reporting period. The result is multiplied by 100 to obtain a percentage.

Data Limitations: None.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

2.3.8 Percent of Educator Preparation Programs with a Status of “Accredited”

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

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

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

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

Data Limitations: None.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

OUTPUT MEASURES – Goal 2, Objective 3, Strategy 1

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

Definition: The total number of individuals trained at the ESCs.

Purpose: To track the number of individuals trained by the ESCs for the purpose of increasing the effectiveness of school district personnel.

Data Source: ESC training/registration logs. (ESC registration system).

Method of Calculation: A count of the number trained. Includes only sign-in training.

Data Limitations: Reported once annually. May be a duplicate count.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

OUTPUT MEASURES – Goal 2, Objective 3, Strategy 2

2.3.2.1 Number of LEAs Participating in Interventions Related to Student Assessment Participation Rates

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

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

Data Source: PEIMS and Student Assessment Data used in each year's PBMAS.

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

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

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Lower than target.

2.3.2.2 Number of Certificates of High School Equivalency (GED) Issued

Definition: The GED Unit issues certificates of high school equivalency to students who successfully complete the GED tests. Issuance of certificates is automated and will be reported on a quarterly basis.

Purpose: To report the number of certificates issued by the GED Unit.

Data Source: GED Database.

Method of Calculation: Data will come from GED database records. A count of the number of examinees that passed the GED during the quarter are reported.

Data Limitations: Self-reported.

Calculation Type: Cumulative.

New Measure: No.

Desired Performance: Higher than target.

2.3.2.3 Number of Local Education Agencies Identified in Special Education Performance-Based Monitoring System

Definition: SB 1, Chapter 29, Special Education Program, calls for monitoring of special education programs using a system that is responsive to program data in determining the appropriate schedule for and extent of review. Monitoring interventions include, but are not limited to, focused data analysis, program effectiveness reviews, program performance reviews, including local public meetings, compliance reviews, and onsite visits to local education agencies (LEAs) and programs that provide special education services. This count is the number of LEA programs that provide special education services that are participating in the special education component of PBM.

Purpose: The focus of the review is to accurately identify those programs in need of improvement to ensure improved student performance and program effectiveness.

Data Source: The Interventions Stage and Activity Manager (ISAM) system managed by the TEA

Division of Program Monitoring and Interventions.

Method of Calculation: The number of LEAs participating in defined monitoring interventions.

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

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Lower than target.

2.3.2.4 Number of Local Education Agencies Identified in the Performance-Based Monitoring System for Bilingual Education/English as a Second Language

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

Purpose: The focus of the review is to accurately identify those programs in need of improvement to ensure improved student performance and program effectiveness.

Data Source: The Intervention Stage and Activity Manager (ISAM) system managed by the TEA Division of Program Monitoring and Interventions.

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

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

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Lower than target.

2.3.2.5 Number of Governance Special Investigations Conducted

Definition: Investigations are conducted in districts where alleged violations related to school governance provisions in statutes are reported.

Purpose: To measure agency efforts to respond to complaints.

Data Source: Records are kept in the Division of Governance and General Inquiries.

Method of Calculation: The number reported reflects the number of districts in which investigations are conducted. The number does not indicate the extent, complexity, or result of the investigation.

Data Limitations: None.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Lower than target.

EFFICIENCY MEASURE – Goal 2, Objective 3, Strategy 2

2.3.2.1 Internal PSF Managers: Performance in Excess of Assigned Benchmark

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

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

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

Method of Calculation: The method of calculation is to compare the composite returns of internal managers to their respective assigned benchmarks as reported by the performance measurement consultant. For example: If the assigned benchmark is 10.0%, and the internal managers return is 10.1%, the performance in excess of the assigned benchmark equals 101% (10.1%/10.0%). It is 101% growth over the benchmark.

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

EXPLANATORY MEASURES – Goal 2, Objective 3, Strategy 2

2.3.2.1 Average Percent Equity Holdings in the Permanent School Fund (PSF)

Definition: This measure is the market value of the PSF equity holdings expressed as a percentage of the total market value of the PSF.

Purpose: To assess the equity holdings in the PSF.

Data Source: CAMRA investment software. Prices for the securities are received from the custodian bank.

Method of Calculation: This measure is calculated by pricing all of the holdings of the PSF and determining the market value of each asset category and then expressing each category's value as a percent of the total market value.

Data Limitations: None.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Match target.

2.3.2.2 Percent of Permanent School Fund (PSF) Portfolio Managed by External Managers

Definition: This measure is the market value of all PSF holdings managed by external investment managers expressed as a percentage of the total market value of the PSF.

Purpose: External management is guided by an investment plan developed and approved by the State Board of Education.

Data Source: CAMRA investment software. Prices are obtained from the custodian bank.

Method of Calculation: This measure is determined by pricing all of the holdings in the PSF and determining the market value of each portfolio managed by external managers and then expressing that value as a percentage of the total market value of the PSF.

Data Limitations: None.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: N/A.

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

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

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

Data Source: Holdings are provided by the CAMRA investment system maintained by the Investments Division of the Texas Education Agency. Pricing is provided by the custodial bank for the PSF.

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

Data Limitations: None currently.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

OUTPUT MEASURES – Goal 2, Objective 3, Strategy 3

2.3.3.1 Number of Individuals Issued Initial Teacher Certificate

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

Purpose: A successful licensing structure ensures that preparation and examination requirements have been satisfied prior to certification. This measure indicates the extent to which individuals have satisfied all certification requirements established by statute and rule as verified by the agency during the reporting period.

Data Source: Extract from the certification database the number of individuals who were issued a standard certificate during the reporting period who did not previously hold a standard, provisional, or professional certificate. Data is imported into Interactive Reports.

Method of Calculation: Sum the number of individuals who were issued the standard certificate for the first time during the reporting period. Certificates issued to individuals previously issued a provisional, professional, or standard teacher certificate are not included in the calculation. Individuals issued multiple certificates are counted only once.

Data Limitations: None.

Calculation Type: Cumulative.

New Measure: No.

Desired Performance: Higher than target.

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

Definition: The total number of previously degreed individuals issued a standard classroom teacher certificate for the first time through a post-baccalaureate program.

Purpose: A significant number of teachers each year are prepared by post-baccalaureate programs, designed for individuals who already hold an undergraduate degree and who are seeking to change careers. The number reported in this measure will indicate the agency's success in recruiting individuals who change careers to become teachers.

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

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

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

Calculation Type: Cumulative.

New Measure: No.

Desired Performance: Higher than target.

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

Definition: The total number of individuals issued a standard classroom teacher certificate for the first time concurrently with receiving a baccalaureate degree through a university based program.

Purpose: The number of undergraduate students certified by the state's colleges and universities has remained unchanged for a number of years. This measure will indicate the agency's success in encouraging the recruitment of undergraduate students into the teaching profession.

Data Source: Identify all educators in the certification database having a certificate that was issued at or near the time of their receiving a baccalaureate degree. Records showing a certificate issuance date within the reporting period are counted. Data is imported into Interactive Reports.

Method of Calculation: Sum the number of individuals issued the standard classroom teacher certificate during the reporting period who entered a university undergraduate teacher preparation program prior to receiving the baccalaureate degree. Individuals issued multiple certificates are counted only once.

Data Limitations: The agency has limited impact on increasing the number of individuals receiving an initial certificate in conjunction with receiving a baccalaureate degree. The agency can influence these numbers only through encouraging existing university undergraduate programs to expand their capacity to prepare new teachers.

Calculation Type: Cumulative.

New Measure: No.

Desired Performance: Higher than target.

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

Definition: The total number of previously degreed individuals issued a standard classroom teacher certificate for the first time through an alternative certification program.

Purpose: A significant number of teachers each year are prepared by Alternative Certification programs, designed for individuals who already hold a baccalaureate degree and who are seeking to change careers. The number reported in this measure will indicate the agency’s success in recruiting individuals who change careers to become teachers.

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

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

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

Calculation Type: Cumulative.

New Measure: No.

Desired Performance: Higher than target.

2.3.3.5 Number of Complaints Pending in Legal Services

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

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

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

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

Data Limitations: None.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Lower than target.

2.3.3.6 Number of Investigations Pending

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

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

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

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

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

Calculation Type: Noncumulative.

New Measure: Yes.

Desired Performance: Lower than target.

EFFICIENCY MEASURES – Goal 2, Objective 3, Strategy 3

2.3.3.1 Average Days for Credential Issuance

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

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

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

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

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

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Lower than target.

2.3.3.2 Average Time for Certificate Renewal (Days)

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

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

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

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

Data Limitations: Renewals are not performed until all background research is complete. The agency has little control over the amount of time it takes to receive supporting documentation from the educator, law enforcement agencies, or court officials if the applicant has reported criminal history, student loans or child support in arrears.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Lower than target.

EXPLANATORY MEASURES – Goal 2, Objective 3, Strategy 3

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

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

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

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

Method of Calculation: The programmer calculates pass rates of students in each program, applying the Board’s methodologies and accreditation standards for ASEP, and captures data attesting to the other three standards in accordance with Texas Education Code 21.045. The data and resulting accreditation ratings are verified to ensure accurate performance measure reporting. The numerator is the number of

programs meeting the Board’s ASEP standards for the “Accredited-Warning” rating. The denominator is the total number of approved programs that are rated based on ASEP performance data. The result is multiplied by 100 to obtain a percentage.

Data Limitations: None.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Lower than target.

2.3.3.2 Percent of Educator Preparation Programs with a Status of “Accredited-Under Probation”

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

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

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

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

Data Limitations: None.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Lower than target.

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

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

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

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

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

Data Limitations: None.

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Lower than target.

OUTPUT MEASURE – Goal 2, Objective 3, Strategy 6

2.3.6.1 Number of Certification Examinations Administered (total)

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

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

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

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

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

Calculation Type: Cumulative.

New Measure: No.

Desired Performance: Higher than target.

EXPLANATORY MEASURE – Goal 2, Objective 3, Strategy 6

2.3.6.1 Percent of Individuals Passing Exams and Eligible for Certification

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

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

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

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

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

Calculation Type: Noncumulative.

New Measure: No.

Desired Performance: Higher than target.

Appendix D: Workforce Plan

I. Current Workforce Profile (Supply Analysis)

Critical Workforce Skills

TEA provides leadership, resources, and guidance for Texas LEAs. The following areas of professional knowledge and expertise are critical to perform TEA's core business functions:

- Accreditation and School Improvement
- Assessment and Accountability
- Data Analysis
- Educator Leadership and Quality
- Finance and Administration
- Grants and Fiscal Compliance
- Information Technology Services
- Policy and Programs
- Standards and Programs
- Texas Permanent School Fund

Further, additional critical workforce skills include change management; strategy development, implementation, and evaluation; teamwork; and communication.

TEA's goal is to attract and retain a workforce that enables TEA to accomplish its mission. TEA attracts employees from LEAs and many other educational organizations. This provides these employees an opportunity to obtain experience in a statewide role and then potentially return to the schools in an administrative capacity. Additionally, TEA attracts employees who have retired from the Teacher Retirement System and come to TEA for a second career opportunity under the Employees' Retirement System.

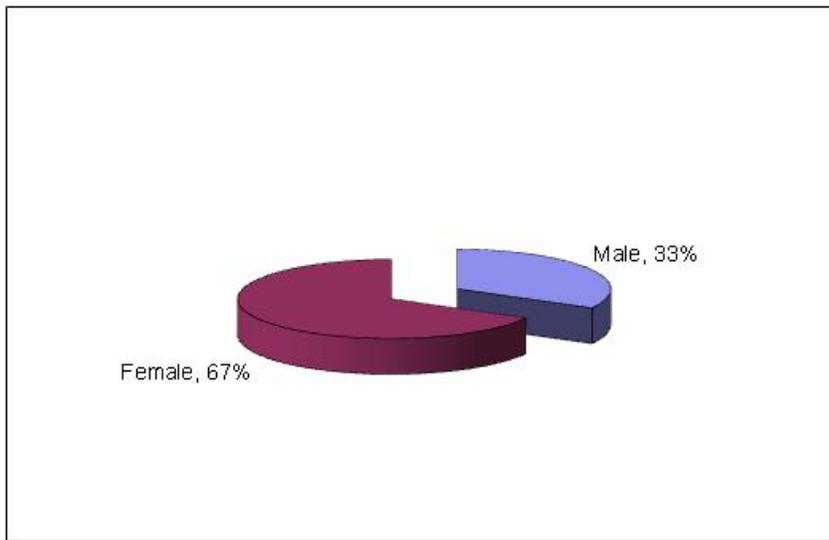
In 2007, TEA implemented an online job posting and recruiting system. This system has created national exposure for TEA's job opportunities. Additional job advertising in educational and professional association publications is used to target applicants with the professional knowledge and expertise TEA needs.

Workforce Demographics

Gender

Figure 5 illustrates TEA's workforce as of March 1, 2012. 67% of TEA's employees are female and 33% are male. A large proportion of the workforce consists of former educators.

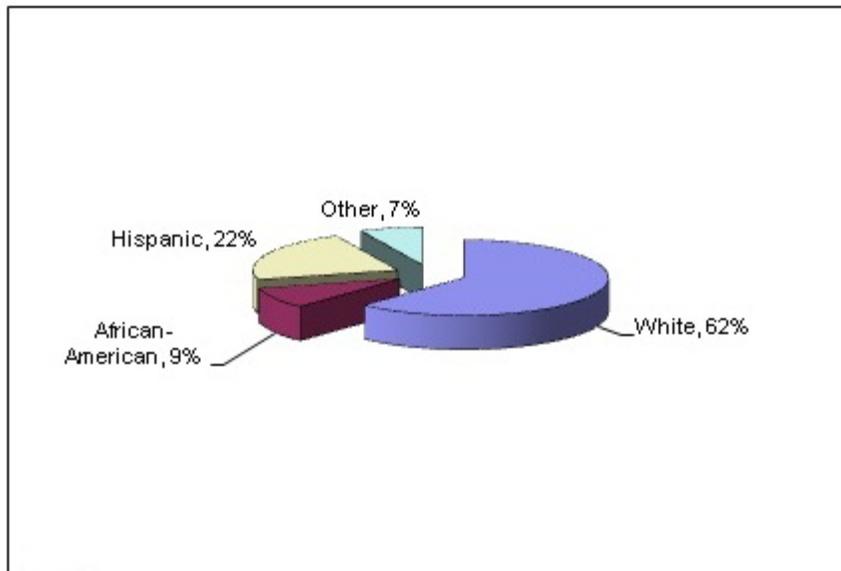
Figure 5: TEA Workforce by Gender



Ethnicity

As Figure 6 illustrates, just under two-thirds (62%) of TEA’s workforce is white, while 22% is Hispanic and 9% is African American. The remaining 7% of the TEA workforce represents other racial and ethnic origins.

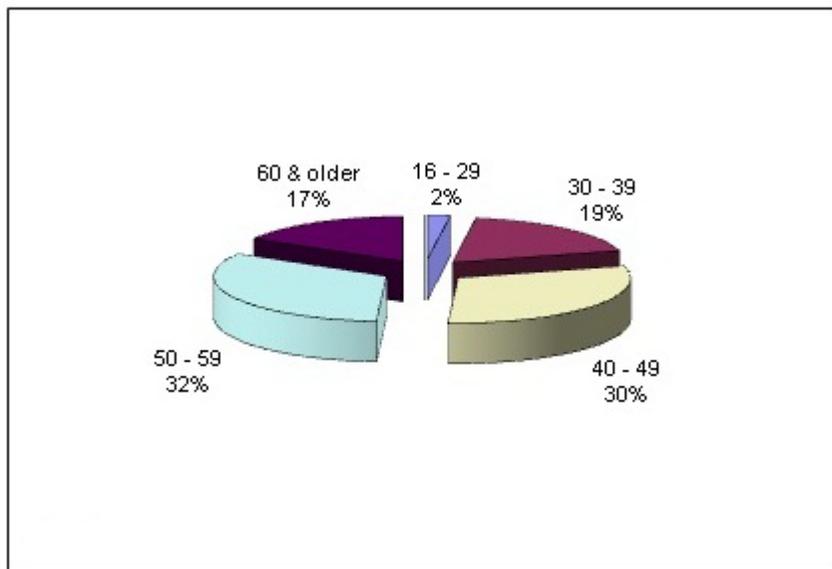
Figure 6: TEA Workforce by Ethnicity



Age

Over three-quarters (79%) of TEA’s workforce is over the age of 40, with 49% of the workforce over the age of 50 (see Figure 7). Many of TEA’s education-related professional positions require several years of public school education experience, which is a contributing factor to the high average age of the workforce.

Figure 7: TEA Workforce by Age



Employee Turnover

The comparison of the State’s employee turnover data vs. TEA’s turnover data for fiscal years 2007–2011 is depicted in Table 10 below

Table 10: TEA Employee Turnover Rate by Year

Fiscal Year	State	TEA
2007	17.4%	12.0%
2008	17.3%	11.0%
2009	14.4%	8.0%
2010	14.6%	9.0%
2011	16.8%	40.0%

Source: Texas Workforce Commission⁴

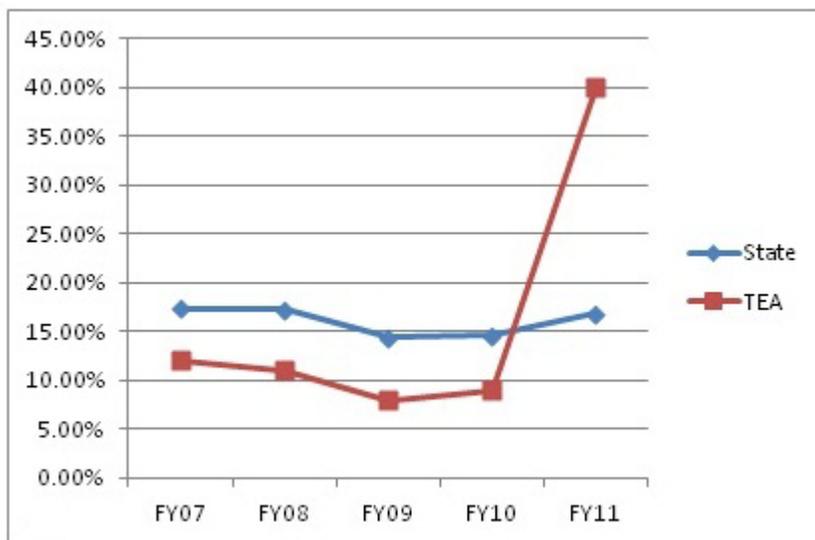
TEA’s turnover rate for the past several years has consistently been below the state’s turnover rate except for FY 2011. The agency experienced quite a difficult year in FY 2011. Due to the budgetary constraints, the agency had to make some very difficult decisions and experienced two reductions in force. Had there not been a reduction in force, the turnover rate would have been 13% for FY 2011. The agency had 269 employees who were affected by the reduction in force. The first phase took place in April of 2011 in which 91 employees were affected by the RIF. The second phase took place in August 2011 and 178 employees were affected by this RIF which included 41 employees who volunteered for the RIF. Out of the 41 employees who volunteered for

⁴ Texas Workforce Commission. Texas Long-term Occupation Projections (online), http://www.tracer2.com/admin/uploadedPublications/826_826_Tx_OCC.XLS, Austin, TX: Texas Workforce Commission, Department of Labor Market and Career Information, May 2012.

the RIF, approximately 28 elected to retire. The State Auditor’s report noted that TEA experienced the highest turnover rate of 40% among state agencies with 1,000 or more employees in FY 2011 with over 60% of TEA’s separations due to reductions in force.

According to a state auditor’s report, the state’s average turnover rate of 16.8% for fiscal year 2011 was the highest turnover rate for the state since FY 2008. This report indicates several reasons that may have contributed to the state’s increasing turnover rate. These factors include an increase in the number of employees retiring. According to the report, retirements have increased by 40.6% over the past five fiscal years. Many employees were concerned about the stability of their respective agencies due to budget cuts. The exit surveys support this was a reason that some employees resigned their positions. There was a reduction in merit pay which also was a contributing factor in employees choosing to leave state government. TEA did place a hold on the merit program in the second quarter of FY 2011 for much of the same reasons. 29.6% of the involuntary state separations were primarily due to reductions in force. See Figure 8 which depicts the State’s turnover vs. TEA’s turnover in a graph.

Figure 8: Employee Turnover Rate – TEA vs. State



TEA provides various incentive/retention programs to help promote longer tenure, including the pay-for-performance merit system; one-time merits; a tuition reimbursement program; employee service awards; teleworking/telecommuting; compressed work hours; alternate work schedules, and an employee assistance program. TEA’s Quality Workplace Committee, made up of administrative to mid-level professional staff, responds to employee concerns regarding workplace issues or problems and recommends solutions, thus providing another mechanism for reducing employee turnover.

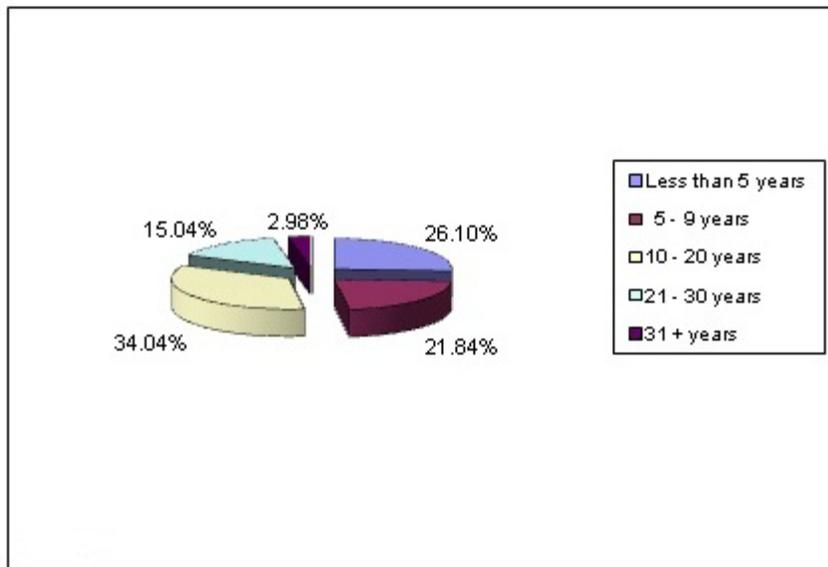
The Wellness Program created in September 2009 as authorized in HB 1297 is a very worthwhile benefit of which employees are able to take advantage. The Wellness Program implemented at TEA allows 30 minutes of physical activity three days a week

to be incorporated into an employee’s work schedule. This is another benefit designed not only to reduce turnover but also to improve employee productivity and morale.

Tenure

About 26% of TEA’s workforce have been with the agency for less than five years, while 22% have been employed for five to nine years, and 34% have been employed from 10 to 20 years. Of the remainder, 15% of TEA’s employees have worked for the agency between 20 and 30 years, and 3% have worked for the agency for over 30 years. (See Figure 9.)

Figure 9: TEA Workforce by Agency Tenure



Retirement

Figure 10 shows the percentage of the TEA workforce that will be eligible to retire in the near future. Approximately 22% of TEA’s authorized workforce is currently or will become eligible to retire within the next five years. The low percentage of actual retirements could be attributed to several factors, such as the state of the economy and a societal trend of people working longer. While the agency has been fortunate that fewer than the number of eligible employees have retired, should the eligible employees actually exercise their retirement option, the projected number of retirees would have a significant negative impact on TEA’s ability to perform its core functions.

With the potential loss of knowledge and expertise, TEA must continue to develop strategies both to encourage the retention of employees eligible to retire and compensate for the anticipated loss of knowledge and expertise. Some of these strategies to retain retirement-eligible employees include merits, promotions, flexible hours, work-life balance incentives and programs, teleworking/telecommuting, changes in job duties, and special project assignments.

TEA will also use other strategies to bridge the gap and attempt to minimize the impact of retiring employees and the associated loss of critical professional knowledge,

expertise, and experience, including encourage retirees to mentor or coach coworkers; attempt to capture and codify knowledge from potential retirees; create teams to share content knowledge; rotate jobs so current staff in divisions are cross-trained by potential retirees; and cross-train replacement staff in current eligible retirees' job functions. These strategies involve employing various techniques and methods such as utilizing knowledge management, training within divisions, sharing workflow processes, cross-training and exploring succession plans.

Figure 10: TEA Current Workforce Eligible for Retirement in FY 2013-2017

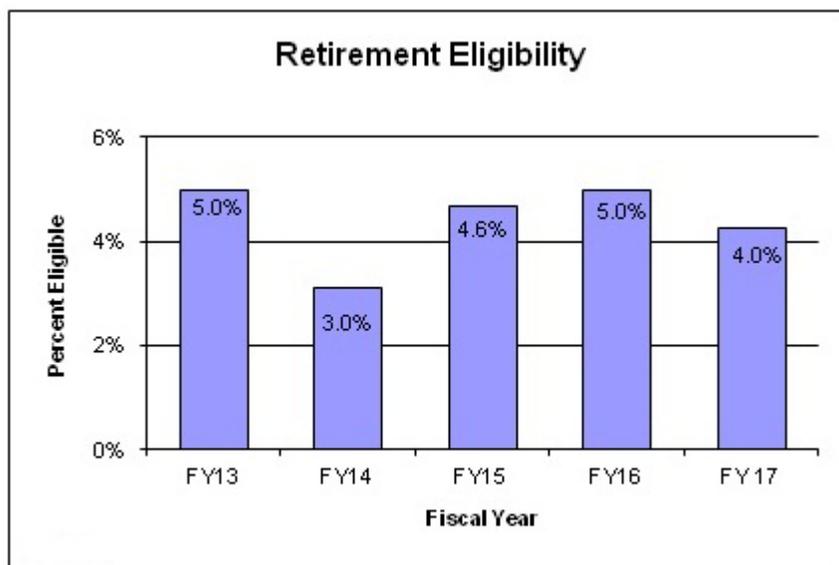


Table 11 shows the cumulative number and percentage of TEA employees who are eligible to retire in each of the next five years.

Table 11: Percent of TEA Employees Eligible to Retire by Year

	FY13	FY14	FY15	FY16	FY17
# of Employees Eligible to Retire	35	22	33	35	30
% of Workforce	5.0%	3.0%	4.6%	5.0%	4.0%
Cumulative # of Employees Eligible to Retire	35	57	90	125	155
Cumulative %	5.0%	8.0%	12.6%	17.6%	21.6%

II. Future Workforce Profile (Demand Analysis)

Given that almost 22% of the agency will be eligible to retire within the next five years and the financial constraints facing the state, TEA will continue to look at different ways of filling vacancies. Currently, the agency is using a Vacancy Management Process which enables TEA to better manage FTEs by posting both “traditional” FTE positions for those ongoing, critical agency functions while also posting “term” FTE positions (with specific employment start and end dates). This Vacancy Management Process includes a

thorough review of requests to post vacancies. This review is conducted every week by the executive review team to determine if it is in the best interest of the agency to fill a position. This process also helps the review team manage and control the number of FTE's being filled as well as the type of budgeted positions being requested to fill.

Recruiting highly skilled individuals will be very important, especially when attempting to replace knowledgeable retirees. It is important that TEA recruit smarter so that staff hiring is at the optimal level. Hiring managers will need to work with the HR division in order to assist with recruitment efforts especially for hard to fill postings. Some of the skill sets needed will be in leadership, management, systems analysis, planning, compliance, legal and research fields. TEA will continue to advertise in educational and professional association publications to target applicants with the professional knowledge and expertise needed for vacant positions. In addition, TEA will use various on-line advertising avenues such as electronic job boards, job banks, and on-line advertising as the need becomes available.

The HR division has begun a new on boarding process in which it will be interviewing new employees twice during their first year of employment. The time frame will be at 90 days and 270 days to help with the retention effort and support new employees entering the agency.

Expected Workforce Changes

TEA should be strategic in preparing for workforce changes, which include the following possibilities:

- Possible further decrease in number of FTE's due to state budgetary constraints
- An aging workforce, with almost 22% eligible to retire in the next five years
- Retirement of employees with significant historical knowledge and expertise
- Increased emphasis on the use of technology to accomplish core functions
- Increased training to bridge the gap and continuity of professional knowledge, expertise, and skill sets
- Increased emphasis on reaching various target audiences and skill sets for hard to fill positions

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

2011 continued with the same FTE cap of 1038.8 as it was in FY 2010. The FTE cap for FY 2012 was reduced to 826 as a part of the budget reductions implemented during the last legislative session. As a result of those reductions, the agency experienced two reductions in force in FY 2012. There were 269 employees affected by this action. The agency is currently working at minimum capacity and any additional reductions would negatively impact TEA's ability to perform its core functions. The turnover rate for FY 2011 was 40% due to the agency's two reductions in force and voluntary separations.

Future Workforce Skills Needed

TEA's normal turnover rate is 10% which drives the need to recruit talented candidates with the proper skill set to meet the needs of the agency.

To effectively accomplish its mission and goals, TEA will continue to require competent staff in the following program areas:

- Accreditation and School Improvement
- Assessment and Accountability
- Data Analysis
- Educator Leadership and Quality
- Finance and Administration
- Grants and Fiscal Compliance
- Information Technology Services
- Policy and Programs
- Standards and Programs
- Texas Permanent School Fund

Further, additional critical workforce skills will include change management; strategy development, implementation and evaluation; teamwork; and communication.

Gap Analysis

Budgetary constraints and the number of potential retirements may cause TEA to experience a significant shortage of employees within the next year especially since TEA has already reduced its workforce by 40% as of FY11. A worst-case scenario is if 100% of the eligible retirees which would be 35 employees, left the agency next year, this would reduce the workforce by 5%. TEA could experience a range from 35 employees to 155 eligible retirees leaving in the next five years. The potential of losing nearly 22% of the agency's workforce creates significant demand in the following areas:

- Educational leadership
- Program area expertise, e.g., accountability, accreditation, math, science and other curriculum content areas, etc.
- Education research and data quality and analyses
- Grants administration
- Information technology

TEA is facing a great challenge in the next five years to meet its workforce requirements.

Strategy Development

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

- Recruiting practices that provide TEA a qualified, diverse pool of applicants
- Employee training and development opportunities to build leadership, program-area expertise, and other skills
- Succession planning combined with training and development opportunities

- Retention practices such as challenging work, recognizing and rewarding employees, and providing work-life balance

TEA's Human Resources Division will work with the agency's executive management team to balance the diverse and challenging needs of the agency, the constraints of the external environment, as well as the needs of the agency's internal and external customers and stakeholders in maintaining and improving its greatest asset—its human resources.

Appendix E: Survey of Employee Engagement Results

Summary

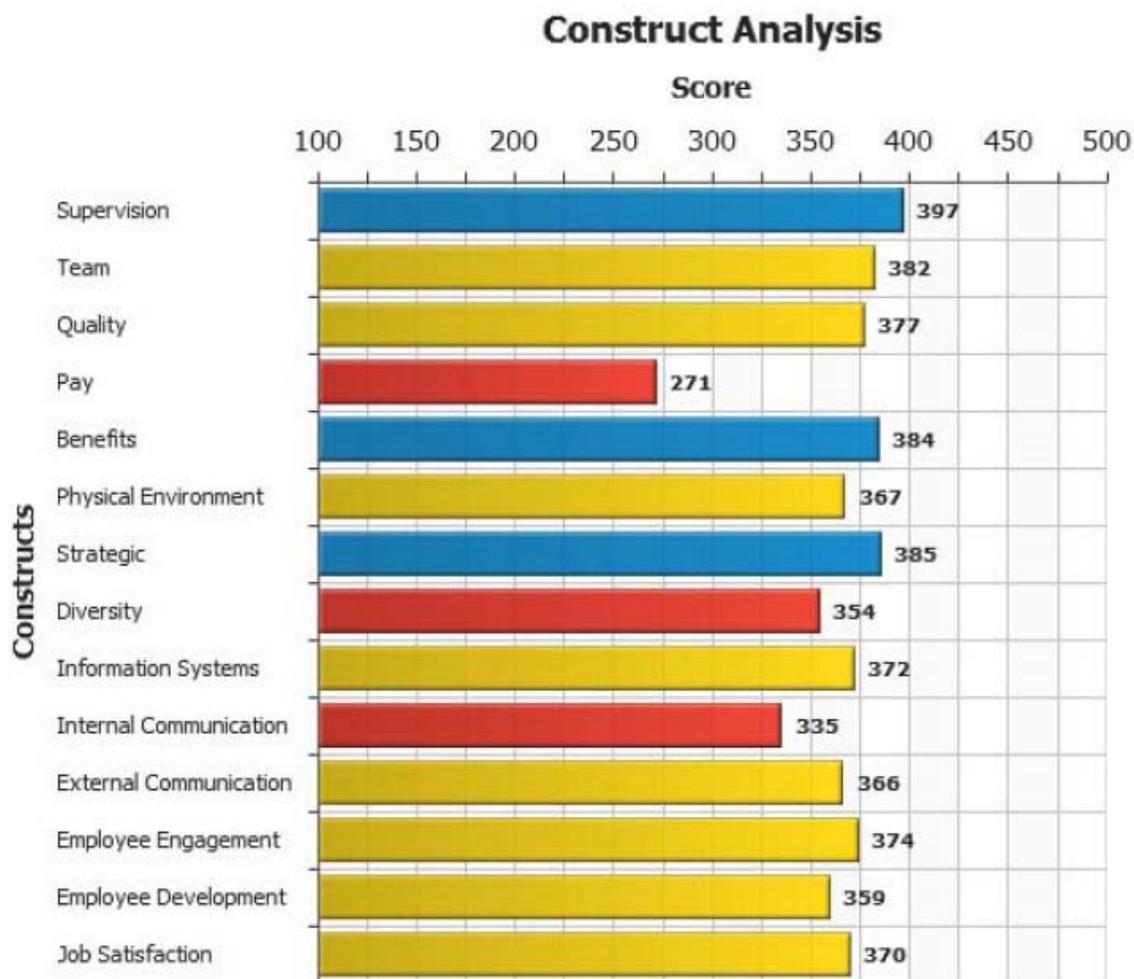
TEA participates in the regularly scheduled administration of the Survey of Employee Engagement (SEE), formerly known as the Survey of Organizational Effectiveness (SOE), administered by the Institute for Organizational Effectiveness at the University of Texas at Austin.

The 2011 survey was conducted in December of 2011 exactly two years since the last administration. The survey was distributed via e-mail to all agency employees and yielded 512 completed surveys, representing a response rate of 76% considered to be a high rate. The Institute for Organizational Effectiveness reports that “high rates mean that employees have an investment in the organization, want to see the organization improve, and generally have a sense of responsibility to the organization. With this level of engagement employees have high expectations from the leadership to act on the results.

2011 Results

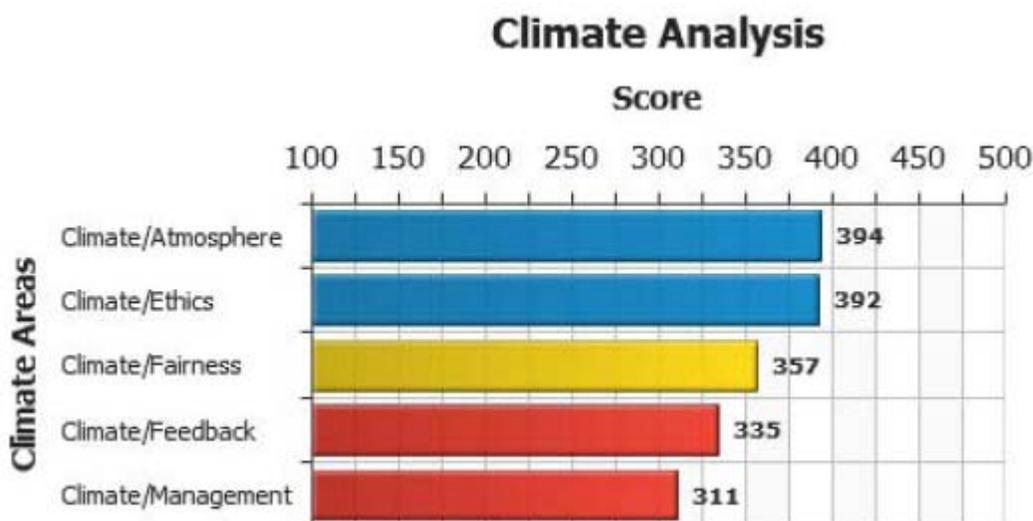
The 2011 results indicate that overall, employees of the agency are positive about working at TEA. Specifically, the survey reported that 12 out of 14 constructs scored over 350 (meaning more positively than negatively for those constructs), 5 out of 14 constructs scored over 375 (meaning very positively for those constructs), and only 1 out of 14 constructs scoring below 325 (meaning an area of concern that needs to be addressed). The 2011 SEE construct score results are listed in Figure 11.

Figure 11: SEE Summary



As illustrated in Figure 11, the three highest-rated constructs are Supervision (397), Strategic (385), and Benefits (384) while the three lowest rated constructs are Pay (271), Internal Communication (335), and Diversity (354). The Climate Analysis illustrated in Figure 12, indicated very positive scores (over 375) for Atmosphere and Ethics, a positive score (above 350) for Fairness, a less positive score (below 350) for Feedback and one with significant concern (below 325) for Management.

Figure 12: Climate Score



The Division of Organization Development, in collaboration with agency leadership, will work to leverage our high scoring constructs and address the low scoring ones. Providing divisional consulting services as well as agency wide information sessions will provide the foundation for agency interventions.

Comparison of 2009 and 2011 Surveys of Employee Engagement

A comparison of the 2009 and 2011 administration is presented in Table 12.

Table 12: 2009 and 2011 Comparison

2009		2011	
Construct	Score and (Rank)	Construct	Score and (Rank)
Supervision	399 (1)	Supervision	397(1)
Strategic	395 (2)	Strategic	385(2)
Benefits	389 (3)	Benefits	384 (3)
Employee Development	386 (4)	Team	382 (4)
Team	383 (5)	Quality	377(5)
Information Systems	382 (6)	Employee Development	374 (6)
Physical Environment	380 (7)	Information Systems	372 (7)
External Communications	379 (8)	Job Satisfaction	370 (8)
Quality	378 (9)	Physical Environment	367 (9)
Job Satisfaction	378 (9)	External	366 (10)
Employee Engagement	376 (10)	Communication	
		Employment	359 (11)
		Development	
Diversity	366 (11)	Diversity	354 (12)
Internal Communications	337 (12)	Internal Communication	335 (13)
Pay	290 (13)	Pay	271 (14)

It is encouraging to note that despite the significant organizational changes during the past year the Supervision and Strategic scores remained strong. The continuation of the Management Effectiveness Series (MES) of required training courses for supervisors, the Capstone class for MES graduates and the Fireside chats with agency leaders appear to have made an impact on this construct. On the other end of the continuum, Pay remained the lowest ranking construct, dropping from 290 in 2009 to 271 in 2011. The second lowest-ranked construct, Internal Communication, continues to be at the second to the last spot decreasing from 337 in 2009 to 335 in 2011.

Appendix F: Public Awareness for Early Childhood Immunizations

Many diseases can be prevented through high rates of immunization in communities. Immunization protects communities from many harmful diseases that can have very serious complications or even cause death. These diseases include tetanus, polio, diphtheria, measles, mumps, rubella, pneumococcal disease, meningococcal disease, bacterial meningitis, influenza, haemophilus influenza type b (Hib), pertussis, hepatitis A, hepatitis B, rabies, and chickenpox.

Texas Government Code §2056.0022, Immunizations Awareness, was enacted by the 78th Legislature in 2003 to require each state agency that has contact with families, either in person or by telephone, mail, or the Internet, to include in the agency's strategic plan a strategy for increasing public awareness of the need for early childhood immunizations. Efforts must be coordinated among the agencies identified by the Texas Health and Human Services Commission (HHSC) in order to maximize outreach across the state and thus reduce the potential for students contracting preventable disease.

Historically, Texas has ranked poorly in relation to other states in its early childhood immunization rate. The Texas Department of State Health Services (DSHS) has attributed the state's poor immunization rates to deficient parental education and concerns from private health-care professionals about increased liability associated with the participation in public immunization programs. The Immunizations Awareness program will allow private providers to participate in early childhood immunization programs without fear of increased liability. TEA assists schools in meeting the health services and health education needs of school-aged children through the implementation of School Health Advisory Councils, and Coordinated School Health Programs, the development of health knowledge and skills to guide instruction, and through partnerships, training, and distribution of information on topics such as immunization awareness.

To increase public awareness of the need for early childhood immunizations, TEA will do the following:

- Coordinate and communicate immunization awareness efforts with DSHS.
- Meet to discuss appropriate actions with DSHS.
- Coordinate intra-agency efforts regarding immunization awareness.
- Disseminate information via identified channels (phone calls, e-mail, Web site) to schools relating to the importance of early childhood immunization.

TEA's Curriculum Division will coordinate immunization awareness efforts internally and externally to reduce, to the extent possible, the risk of students contracting preventable diseases.

Appendix G: Workforce Development System Strategic Planning

Part 1

LTO Reference No.:	S2	Key Actions/Strategies for FY 2013–2017:
<p>Planned activities include:</p> <ul style="list-style-type: none"> • Establishment of CTE writing teams with the purpose of embedding the adopted College and Career Readiness Standards into the new CTE TEKS. • Implementation of the new CTE TEKS beginning in the 2010–2011 school year. • Coordination with THECB in the areas of dual credit courses and credit transfer. • Development of recommendations for inclusion in the Texas High School Project (THSP) strategic plan including the development and deployment of additional ECHSs. • Development of criteria for Campus Distinction Designations for 21st Century Workforce Development program. 		
LTO Reference No.:	S3	Key Actions/Strategies for FY 2013–2017:
<p>Key actions on this LTO include development of an Request for Proposal (RFP)/RFPs, in collaboration with the THECB, to design and execute research studies related to the following:</p> <ul style="list-style-type: none"> • The cost effectiveness of dual credit programs; and • Dual credit as a substitute for end of course (EOC) exams. <p>Together, TEA and THECB will build upon the THECB Challenge Access Grant training program to provide training to the 20 ESCs and to high school counselors regarding the differences between workforce and academic dual credit programs and the transferability of courses and programs.</p> <p>TEA will continue to manage the ECHS programs throughout the state and will develop grant applications for additional awards to fund new schools.</p>		
LTO Reference No.:	C3	Key Actions/Strategies for FY 2013–2017:

Development of a cohesive system of transitions from adult education activities to post-secondary and/or employment is a policy priority for TEA beginning in fiscal year 2011. Through participation in a national pilot program called Policy to Performance, TEA will be working with state agency partners to identify key policy areas that require revisions or development and will create joint policy that fills the gaps in the current service delivery system network. Information and support resources will be increased and provided for all students, greatly enhancing the opportunities for students to access services. Goals of this program include aligning content standards and college- and career-readiness standards, building bridges between agencies and programs to fill identified gaps, and aligning data systems for transparent data collection and reporting as well as joint tracking of students from enrollment to post-secondary education and/or employment outcomes. By December 2013, an action plan will be adopted by TWC, THECB, and TEA for the implementation of objectives associated with these goals. This cohesive system structure of services will be available to all students, with special emphasis on ELL populations as this population is vital to the economic strength and vitality of the state.

Other planned activities include professional development training for adult education teachers regarding contextualization of curriculum and transitions assistance.

LTO Reference No.:	C4	Key Actions/Strategies for FY 2013–2017:
<p>TEA will participate in implementation of a pilot workplace literacy program beginning in FY 2011 and continuing through FY 2013, to determine if participation in workplace literacy programs enhances employment opportunities for workplace literacy graduates. The pilot program will be limited to selected service provider areas. Local Workforce Boards will be asked to determine eligibility for WIA Title I programs and refer these persons to the workplace literacy program in addition to a reciprocal process of referring adult education students to workforce centers for employment services. Students, who were unemployed at entry, will be entered into the Texas Educating Adults Management System (TEAMS), and matched to TWC Unemployment Insurance (UI) records to verify employment status at the end of the first quarter after their completion and exit quarter.</p> <p>Annual individual student data is submitted by adult education providers in August of each year through TEA’s adult education management information system, TEAMS. Data match with UI records is performed by THECB in December of each year.</p>		

Part 2

S2 By 2013, Texas will decrease high school dropout rates by implementing rigorous Career and Technical Education (CTE) as a part of the recommended or advanced high school graduation program.

The SBOE established writing teams dedicated to the CTE program areas to develop new TEKS standards that incorporate the College and Career Readiness Standards adopted by the SBOE. These teams reviewed over 600 existing CTE courses to determine which ones could be improved, combined, or deleted. As a result, 195 courses containing the new CTE TEKS were adopted by the SBOE in July 2009. These TEKS are scheduled for implementation in the local districts beginning in the 2010–2011 school year.

The SBOE identified CTE courses that satisfy a fourth math or science credit requirement for graduation in January of 2010. To assist in the implementation of the new CTE TEKS, TEA has been offering face-to-face TEKS implementation professional development training to over 24,000 teachers. Using a train the trainer model, TEA recruited CTE teachers around the state to learn and provide implementation training through the ESC system. This training effort was completed by August 2010.

Additionally, TEA and THECB will work jointly to design, develop, and coordinate policies and processes for seamless implementation of dual credit courses and credit transfer among institutions. In order to do so, the agencies will monitor and consult new studies related to dual credit costs, effectiveness of dual credit courses, feasibility of successful completion of EOC exams by successful completion of dual credit courses, and correlation between performance on EOC assessments and success in the military service or post-secondary workforce training.

Finally, the commissioner of education will establish an advisory committee to develop criteria for an annual designation for campus distinction for improvement in student achievement or in diminishing existing performance differentials between student subpopulations.

S3 By 2013, education and training partners will have the infrastructure necessary (policies, procedures, data processes, rules, and capabilities) to facilitate the effective and efficient transfer of academic and technical dual credit courses from high schools to community colleges and four-year institutions.

TEA and THECB will build on the THECB Challenge Access Grant training to provide information and training to high school counselors about the differences between workforce and academic dual credit programs and the transferability of courses and programs.

TEA and THECB will work jointly to improve the data system to more clearly track and evaluate student outcomes and efficacy of dual credit initiatives. This will be aided and defined more clearly through implementation of the IES Statewide Longitudinal Data System grant.

Additionally, TEA will continue to develop grant applications and deploy funding to ECHS programs that will assist in identifying issues that inform the evolution of dual credit policies and procedures. TEA has initiated an ECHS designation process to ensure the quality and integrity of the ECHS model in Texas. ECHS Designation is the annual process through which districts and their higher education partners receive approval to

operate their ECHS. There are a number of benefits provided to designated ECHSs, including membership in the ECHS network, an exemption from the THECB dual credit restrictions, and access to high-quality professional development provided by state technical assistance providers.

C3 By fiscal year 2013, design and implement integrated Adult Education and workforce skills training programs to enhance employment outcomes for the English language learner population.

TEA and TWC will jointly develop and implement an ESL Vocational Pilot Program specifically to enhance employment outcomes for the ELL population. Students targeted for the pilot may be employed and seeking assistance in progressing in their careers or may be unemployed and seeking employment. Baseline data on the success of this pilot will not be available until September 2013.

TEA is working with Windham School District to share participant data, provide teacher professional development training, and assist ex-offenders in completion of their GED at the local level following release from the criminal justice system.

TEA was awarded a grant from the USDE Office of Vocational and Adult Education to participate in a national pilot of Policy to Performance. The Texas “team” consists of representatives at the staff level of TWC, TEA, and THECB. The pilot includes the commitment to work jointly to develop, adopt, and implement state policy through the stakeholder agencies that will enhance transitions of adult students through programs implemented by all three agencies. The end result will be establishment of a seamless, coordinated education system that wholly integrates basic skills and workforce training to support Texas business and industry for a vibrant, economically competitive, and educated workforce.

TEA and TWC will explore administration of common assessment tools and assessment data sharing between adult education and workforce partners.

TEA will continue to require, in the application for local formula funding, collaboration with local workforce development boards and one-stop centers, including consultation with them in the development of adult education services and the provision of adult education to workforce clients.

C4 By fiscal year 2013, design and implement targeted Adult Education programs to enhance employment outcomes for populations requiring workplace literacy skills.

By fiscal year 2013, we will have completed the first year of data collection for the TEA Workforce Literacy Pilot Project. The program will be designed based upon the TWC definition of “robust” relationships between adult education and local one-stop centers as determined by TWC in 2011. The purpose of the pilot program is to enhance employment opportunities for workforce literacy graduates. The pilot is planned as a model of collaboration between the TWC, TEA, and THECB. TWC will determine client eligibility for Title I services and refer eligible students to the participating adult education programs. A cross referral system is being developed and implemented so

that adult education programs may also identify eligible candidates and refer them to the workforce centers for employment and training services. Upon completion of the Workforce Literacy Pilot Project, program graduates will access assistance in obtaining employment through the local one-stop centers. All participant data will be entered and retained within TEAMS. TEAMS data regarding placement in employment will be matched with data in the UI data system by THECB. This data match takes place every December.

Appendix H: TEA Use of Historically Underutilized Business (HUB)

Historically Underutilized Business

Mission Statement

In accordance with TAC Chapter 20, Subchapter B, and TGC Chapter 2161, TEA is committed to assisting historically underutilized businesses (HUBs) by providing equal opportunities to compete for all procurement opportunities within the agency. TEA adopts the HUB rules under TAC §2161.002 as the agency’s own rules. It is TEA’s policy to promote and encourage contracting and subcontracting opportunities for HUBs in all contracts.

HUB Goals

TEA has developed and maintains internal procedures to provide education, outreach, and the dissemination of information to ensure increased HUB participation. TEA procurement activities are driven by its HUB mission statement. TEA also requires non-HUB prime contractors to demonstrate that they have solicited bids from HUB subcontractors. TEA will demonstrate its good-faith effort to use HUBs and will strive to meet or exceed the HUB program goals and objectives in all its procurement efforts in the applicable procurement categories for fiscal year 2012 that are identified in Table 13.

Table 13: HUB Goals for TEA and State

Procurement Category	Agency Goal	State Goal
Heavy Construction*	0.0%	11.2 %
Building Construction*	0.0%	21.1%
Special Trade Construction	0.0%	32.7%
Professional Services	10.0%	23.6%
Other Services	20.0%	24.6%
Commodity Purchasing	15.0%	21.0%

*TEA does not expend funds in these categories.

Agency Use of HUBs by Procurement Category

Of the six procurement categories identified by the CPA, Texas Procurement and Support Services (TPASS) Division, TEA expends no funds in heavy construction and building construction and minimum funds in special trade construction. TEA’s mission does not lend itself to expenditures for goods or services in these categories. Many of TEA’s contracts in the “Other Services” category are with national companies, Texas universities, and investment firms that generally do not qualify as HUB vendors. These contracts are evaluated closely for competitive HUB subcontractor opportunities because the “Other Services” category offers the greatest opportunity for expanding TEA’s business partnerships with HUB vendors as TEA spends approximately 98% of all HUB reportable dollars in the “Other Services” category. The agency has made

consistent progress to increase the HUB participation by an average of 2% per year, attaining 10.6% utilization in 2010 and 12.54% in 2011.

TEA's HUB plan includes the following objectives:

- Maintain good-faith efforts related to identification, solicitation, and use of HUBs in contract opportunities generated by TEA.
- Partner with the local minority chambers and organizations to electronically notify members of agency procurement opportunities.
- Comply with HUB planning, outreach, and reporting requirements.
- Comply with subcontracting good-faith efforts in contracts solicited by TEA.
- Facilitate and support the Mentor-Protégé Program.

To meet HUB plan objectives, TEA pursues the following strategies:

- Support the HUB coordinator with adequate resources to perform the necessary functions to effectively implement, monitor, and report on TEA's HUB activities.
- Distribute information and train staff on procurement procedures to encourage HUBs to compete for state contracts.
- Identify subcontracting opportunities in goods and services that meet established criteria for HUB subcontracting plans.
- Specify reasonable, realistic contract specifications and terms and conditions consistent with agency requirements to encourage greater participation by all small businesses.
- Provide potential contractors with reference lists and sources of certified HUBs eligible for subcontracting opportunities.
- Use available HUB directories to solicit bids.
- Host and participate in economic opportunity forums and other business-community outreach educational efforts.
- Maintain a monthly HUB procurement reporting system for all contracts and purchases with subcontracting activity.
- Sponsor a specialized HUB forum in procurement areas vital to the agency.
- Use the TEA Web site to announce bid opportunities for notification of other bid solicitations.

TEA examines the following measures to evaluate its performance on HUB objectives:

- Percentage of total dollar value of contracts and subcontracts awarded to HUBs reflected in the TPASS Semiannual and Annual HUB Report.
- Percentage of contracts exceeding \$100,000 in compliance with HUB requirements.
- Percentage of contracts exceeding \$100,000 containing HUB subcontracting plans.
- Number of agency staff participating in contract development and/or HUB training.
- Number of TEA contracts with subcontracting plan provisions.

- Number of economic opportunity forums and HUB forums attended and sponsored.

TEA has established a number of initiatives designed to provide procurement opportunities for all Texas businesses. Examples of these initiatives are categorized in the following four major areas.

Planning

TEA implemented a business plan and agency operating procedure that formally adopts the TAC and CPA HUB rules.

Subcontracting

TEA integrated the requirement for a full subcontracting plan for all proposals over \$100,000; all the purchasing and contracting staff are trained in this area.

Outreach

- Committee/community involvement: TEA's HUB Coordinator actively participates in the statewide HUB Discussion Group and chairs the Special Projects Committee to share best practices among state agency HUB coordinators and remains apprised of legislative changes relating to the HUB program. In addition, the HUB Coordinator works closely with minority- and women-owned businesses in a variety of outreach venues (phone, e-mail, agency Web site, face-to-face meetings) to introduce additional HUB resources for small procurement opportunities. In addition, the HUB coordinator collaborates with TPASS staff to register as certified HUB vendors.
- Web site expansion: The "HUB Opportunities" section of the TEA Web site (<http://www.tea.state.tx.us/>) was expanded to include a listing of agency procurement practices/business needs.
- Web site information accessibility: Detailed Mentor-Protégé Program instructions and links to the TPASS Web site for HUB certification. TEA currently sponsors three Mentor Protégé teams(<http://www.tea.state.tx.us/index2.aspx?id=7038>).
- HUB opportunities: TEA challenged its largest contractors to exceed their current HUB subcontracting goals each year to target new HUB opportunities, which led to an additional eleven HUB vendors added to the contract in fiscal year 2011.
- Training: The agency HUB Coordinator developed a series of training modules to assist HUB vendors that was later adopted by the Comptroller's office as "Project Build" that was recently piloted in Austin and will be available in other key Texas cities. The project is a collaboration between TEA, the statewide HUB program, minority organizations, and prime vendors.
- Recruitment: Recruitment of businesses for participation in the Mentor-Protégé Program is ongoing.

Reporting

TEA implemented a HUB Bid/Award-Tracking database management system as part of the ISAS procurement module to record bids, proposals, offers, and contracts awarded to all vendors for monthly reports.

TEA has worked diligently this past biennium to increase HUB participation with its largest contractors. The agency anticipates that these consolidated efforts will continue to increase the number of qualified HUB vendors doing business with TEA and its prime contractors.

TEA’s expenditures with HUBs increased in fiscal year 2011 by \$2.7M from the previous year. TEA continues to work with all prime vendor contracts to increase the agency’s HUB utilization by identifying and assisting to certify current subcontractors that qualify as HUBs in becoming certified.

Through sound execution of its various plans and programs, TEA is committed to achieving solid results in its good-faith effort to provide full and equal opportunities for all qualified businesses to compete for the procurement of agency goods and services. Tables 14 and 15, respectively, depict HUB expenditures for TEA and the State of Texas.

Table 14: HUB Expenditures - TEA

	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012 (Estimated)
Total Expenditures	\$149.8M	\$148.8M	\$170.7M	\$166.3M	\$140M
Expenditures with HUBS	\$11.8M	\$15.6M	\$18.1M	\$20.8M	\$22M
Percentage of Expenditures with HUBSs	7.91%	10.50%	10.60%	12.54%	14.50%

Table 15: HUB Expenditures – State of Texas Average

	FY 2008	FY 2009	FY 2010	FY 2011
Total Expenditures	\$13.7B	\$13.6B	\$13.3B	\$14.9B
Expenditures with HUBS	\$1.8B	\$1.9B	\$2.1B	\$2.0B
Percentage of Expenditures with HUBSs	13.51%	14.50%	15.90%	14.13%

Contract Manager Training

In accordance with TGC Chapter 2262.053, TEA committed to training its contract staff in order to achieve the best value contracts for the agency and the State of Texas. TEA has developed internal procedures, manuals, and templates specifically for these purposes. TEA initiated mandatory contract management training for all contract and solicitation developers, evaluators, and project managers. The internal contract management training supplements the contract manager training (CMT) classes offered by the CPA. The agency’s Contract Management Unit staff has all completed the certification requirements for both the purchasing and contract manager designations.

Training is designed to provide staff with a broad overview of concepts, skills, techniques, regulations, and best practices in managing contracts and to ensure that the following objectives are met:

- Fairly and objectively select and negotiate with the most qualified contractor.
- Establish cost-effective prices that reflect the cost of providing the service.
- Apply mandatory contract provisions that hold the contractor accountable for performance and results.
- Monitor and enforce a contract.
- Approve invoices consistent with the contract tasks and negotiated budget.
- Apply advanced sourcing strategies, techniques, and tools.

In addition, TEA also completed a contract reengineering project to facilitate implementation of an improved agency-wide contracting business process. Components of the project include the following:

- Support agency project managers with adequate resources to perform the necessary functions to effectively manage the contracts.
- Chart the flow of all segments of the contracting process.
- Develop process maps of the re-engineered contract process.
- Identify tasks, steps, and person(s) responsible.
- Create documents and templates.
- Prepare/distribute information and train staff on contract development.
- Identify technology solutions.

Topics included in the contract management training series:

Module 1: Planning for the Contract. The focus of this course is to secure funding, identify contract risks, provide information for the requisitions, conduct a kickoff meeting, and determining the appropriate procurement method.

Module 2: Developing the Competitive Solicitation. The course focuses on developing a competitive solicitation document, provides tips on evaluating multiple proposals to determine the best value contractor, negotiation techniques, and writing project requirements.

Module 3: Developing the Contract. Participants learn to write an effective Statement of Work (SOW), identify key deliverables, identify reporting requirements, and determine the payment structure, allowable costs, define works for hire, and intellectual property rights.

Module 4: Managing the Contract. Contract management encompasses all dealings between the agency and the contractor from the time the contract is awarded until the work is completed and accepted or the contract terminated, payment is made, and disputes are resolved.

Appendix I: List of Acronyms

Acronym Term

ADA	average daily attendance
AMAO	annual measurable achievement objectives
AP	Advanced Placement
APR	annual performance report
AYP	adequate yearly progress
BI	business intelligence
BRAC	Base Realignment and Closure
CCRS	college and career readiness standards
CMT	contract manager training
CNP	Child Nutrition Program
CPA	comptroller of public accounts
CTE	career and technical education
DATE	District Awards for Teacher Excellence
DCS	Data Center Services
DIR	Department of Information Resources
DSHS	Texas Department of State Health Services
ECHS	Early College High School
EDA	Existing Debt Allotment
ELA	English language arts
ELL	English language learner
ELPS	English-language proficiency standards
EMAT	Educational Materials
EOC	End of Course
ERP	Enterprise Resource Planning

Acronym	Term
ESC	education service center
ESEA	Elementary and Secondary Education Act
FAPE	free appropriate public education
FERPA	Family Educational Rights and Privacy Act
FTE	full-time equivalent employee
GAO	Government Accounting Office
GED	general educational development
GR	general revenue
GT	gifted and talented
HB	House Bill
HHSC	Texas Health and Human Services Commission
HUB	historically underutilized business
IDEA	Individuals with Disabilities in Education
IEP	individualized education program/plan
IFA	Instructional Facilities Allotment
IHE	institution of higher education
ISAS	Integrated Statewide Administrative System
ISD	independent school district
IT	information technology
ITS	Information Technology Services
LBB	Legislative Budget Board
LEA	local educational agency
LEP	limited English proficient
LRE	least restrictive environment
NCLB	No Child Left Behind
OCR	Office of Civil Rights

Acronym	Term
OIG	Office of the Inspector General
PBM	performance-based monitoring
PEIMS	Public Education Information Management System
RFP	request for proposal
RtI	Response to Intervention
SAO	State Auditor's Office
SBEC	State Board for Educator Certification
SBOE	State Board of Education
SCI	Security and Confidentiality Initiative
SEA	state education agency
SEE	Survey of Employee Engagement
SOA	service oriented architecture
SPA	state property assets
SPP	state performance plan
SRI	school readiness integration
SSI	Student Success Initiative
STAAR	State of Texas Assessment of Academic Readiness
TAC	Texas Administrative Code
TAP	Teacher Advancement Program
TCDSS	Texas Center for District and School Support
TEA	Texas Education Agency
TEAMS	Texas Education Adults Management System
TEC	Texas Education Code
TEKS	Texas Essential Knowledge and Skills
TfT	Team for Texas
TGC	Texas Government Code

Acronym	Term
THECB	Texas Higher Education Coordinating Board
THSP	Texas High School Project
TINS	Texas Identification Number System
TPASS	Texas Procurement and Support Services
TREx	Texas Records Exchange
TSDS	Texas Student Data System
TSR	Texas School Ready
T-STEM	Texas Science, Technology, Engineering, and Mathematics
TWC	Texas Workforce Commission
TXCCRS	Texas College and Career Readiness Standards
TxVSN	Texas Virtual School Network
USAS	Uniform Statewide Accounting System
USDE	U.S. Department of Education
USPS	Uniform Statewide Payroll System