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October 11, 2017

LEAD Staff Agenda

10:30 – 10:40 a.m.

Welcome and Introductions

Dr. Wanda Bamberg

10:40 a.m. – 12:00 p.m.

SEE BREAK-OUT SESSION AGENDAS BELOW

12:00 – 12:30 p.m.

LUNCH

12:30 – 1:10 p.m.

Consultants Update

Moak, Casey & Associates, Hillco Partners, Thompson & Horton

1:10 – 1:40 p.m.

Summary of Special Session Items

Moak, Casey & Associates, Hillco Partners, Thompson & Horton

1:40 – 2:10 p.m.

Issues Related to Hurricane Harvey

- Interim Charges
- Economic Impact and 86th Legislative Session

Moak, Casey & Associates, Hillco Partners, Thompson & Horton

2:10 – 2:30 p.m.

Other Business and Adjournment

Dr. Wanda Bamberg

BREAK-OUT SESSION AGENDAS

10:40 – 12:00 p.m.

Assessment & Accountability Discussion – topics include

- HB 22 (A-F) Update
- ESSA Update
- Discussion item: TSA letter to TEA

Moak, Casey & Associates and ATAC members

10:40 – 12:00 p.m.

TSA School Finance Discussion – topics include

- School Finance Commission
- Discussion item: What degree of participation does TSA want to have with the commission?

Moak, Casey & Associates



Training of Trainers TETN, 9-27-17

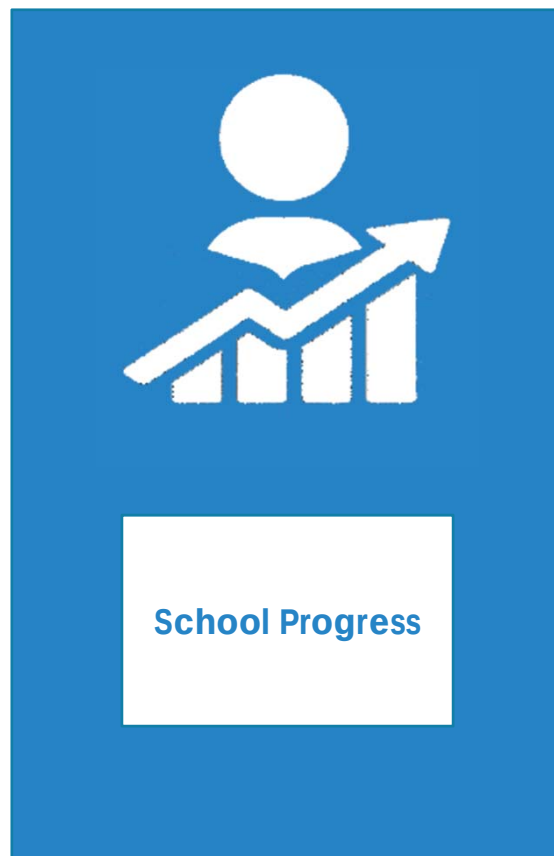
The School Progress Domain

The Implementation of House Bill 22

COLLABORATING TO BUILD A BETTER ACCOUNTABILITY SYSTEM

—— THE SCHOOL PROGRESS DOMAIN ——

School Progress: Growth



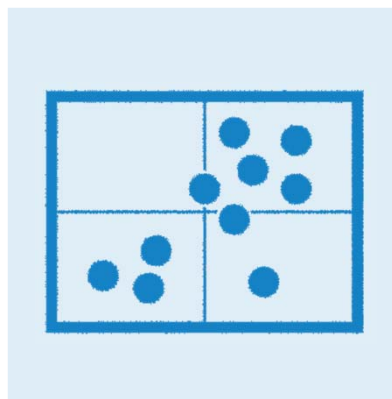
School Progress: Two Aspects to Progress



Part A: Student Growth



Part B: Relative Performance



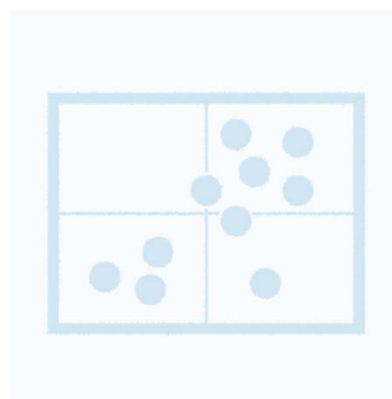
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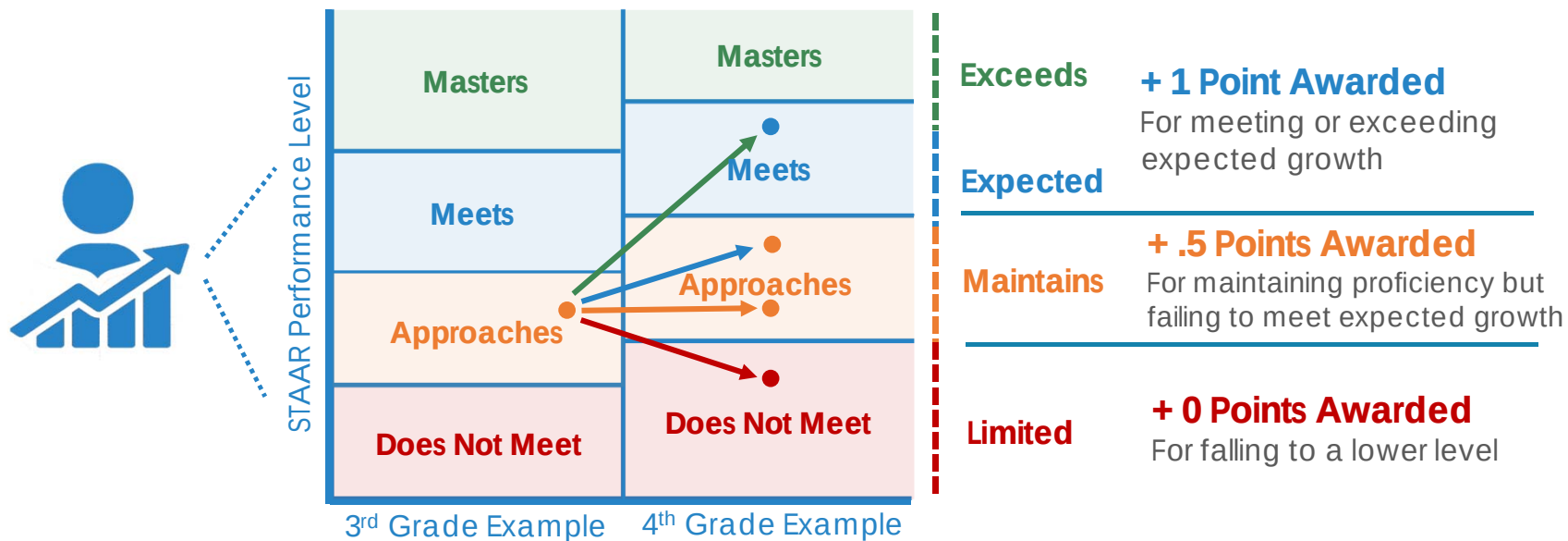


STAAR: Test Inclusion Methodology



- Includes all tests (STAAR with and without accommodations and STAAR Alternate 2) combined
- Combines reading and mathematics
- Uses STAAR Progress Measure
- Includes ELs (except in their first year in US schools)
- Uses same STAAR Progress Measure for ELs and non-ELs
- Because the first STAAR tests are given in third grade, we can't assess growth using the STAAR Progress Measure until fourth grade.
- In high school, there are limitations to measuring growth with STAAR. It can only possibly be done for 9th graders who take Algebra I, and then only for 9th and 10th graders taking English I or English II. At this point, only Relative Performance will be analyzed in high school.

Student Growth: Measuring Advancement



Student Growth: Percentage of Students Gaining



		Current Year			
		Does Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Previous Year	Does Not Meet Grade Level	Met/Exceeded Growth Measure = 1 pt Did not meet = 0 pts	Met/Exceeded Growth Measure = 1 pt Did not meet = .5 pts	1 pt	1 pt
	Approaches Grade Level	Met/Exceeded Growth Measure = 1 pt Did not meet = 0 pts	Met/Exceeded Growth Measure = 1 pt Did not meet = .5 pts	1 pt	1 pt
	Meets Grade Level	0 pts	0 pts	1 pt	1 pt
	Masters Grade Level	0 pts	0 pts	0 pts	1 pt

Student Growth: Percentage of Students Gaining



		Current Year			
		Does Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Previous Year	Does Not Meet Grade Level	Met/Exceeded Growth Measure = 1 pt Did not meet = 0 pts	Met/Exceeded Growth Measure = 1 pt Did not meet = .5 pts	1 pt	1 pt
	Approaches Grade Level	Met/Exceeded Growth Measure = 1 pt Did not meet = 0 pts	Met/Exceeded Growth Measure = 1 pt Did not meet = .5 pts	1 pt	1 pt
	Meets Grade Level	0 pts	0 pts	1 pt	1 pt
	Masters Grade Level	0 pts	0 pts	0 pts	1 pt

No Points

- Does Not Meet to Does Not Meet (without meeting growth expectations)
- Approaches to Does Not Meet (without meeting growth expectations)
- Meets to Does Not Meet
- Meets to Approaches
- Masters to Does Not Meet
- Masters to Approaches
- Masters to Meets

Student Growth: Percentage of Students Gaining



.....Previous Year.....

.....Current Year.....

	Does Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Does Not Meet Grade Level	Met/Exceeded Growth Measure = 1 pt Did not meet = 0 pts	Met/Exceeded Growth Measure = 1 pt Did not meet = .5 pts	1 pt	1 pt
Approaches Grade Level	Met/Exceeded Growth Measure = 1 pt Did not meet = 0 pts	Met/Exceeded Growth Measure = 1 pt Did not meet = .5 pts	1 pt	1 pt
Meets Grade Level	0 pts	0 pts	1 pt	1 pt
Masters Grade Level	0 pts	0 pts	0 pts	1 pt

Half Point

- **Does Not Meet** to **Approaches** (without meeting growth expectations)
- **Approaches** to **Approaches** (without meeting growth expectations)

Student Growth: Percentage of Students Gaining



One Point

- Does Not Meet to Approaches (meeting/exceeding growth expectations)
- Approaches to Approaches (meeting/exceeding growth expectations)
- Does Not Meet to Meets
- Does Not Meet to Masters
- Approaches to Meets
- Approaches to Masters
- Meets to Meets
- Meets to Masters
- Masters to Masters
- Does Not Meet to Does Not Meet (meeting/exceeding growth expectations)
- Approaches to Does Not Meet (meeting/exceeding growth expectations)

Previous Year

	Current Year			
	Does Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Does Not Meet Grade Level	Met/Exceeded Growth Measure = 1 pt Did not meet = 0 pts	Met/Exceeded Growth Measure = 1 pt Did not meet = .5 pts	1 pt	1 pt
Approaches Grade Level	Met/Exceeded Growth Measure = 1 pt Did not meet = 0 pts	Met/Exceeded Growth Measure = 1 pt Did not meet = .5 pts	1 pt	1 pt
Meets Grade Level	0 pts	0 pts	1 pt	1 pt
Masters Grade Level	0 pts	0 pts	0 pts	1 pt

Student Growth: Sample Calculation



One Hundred Students

- Each with reading and mathematics results for last year and this year
- Denominator = 200 STAAR Progress Measures

$$\frac{?}{200}$$



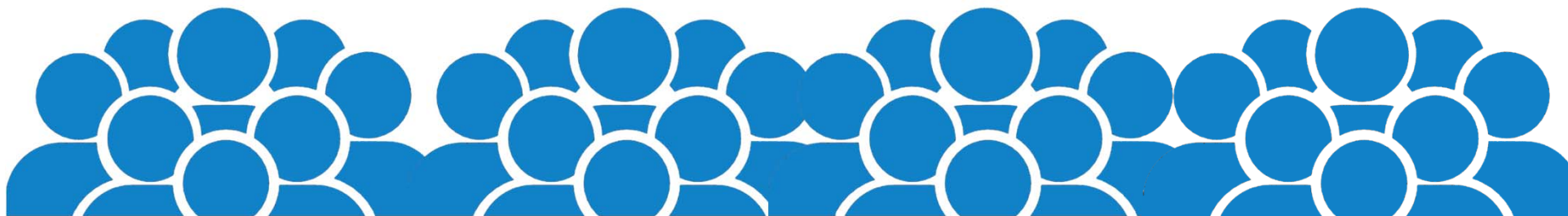
Student Growth: Sample Calculation



No Points

- **Does Not Meet** to **Does Not Meet**
(without meeting growth expectations)
- **Approaches** to **Does Not Meet**
(without meeting growth expectations)
- **Masters** to **Meets**

Previous Year		Current Year	Count of Tests
	→		20
		+	
	→		15
		+	
	→		14
			49



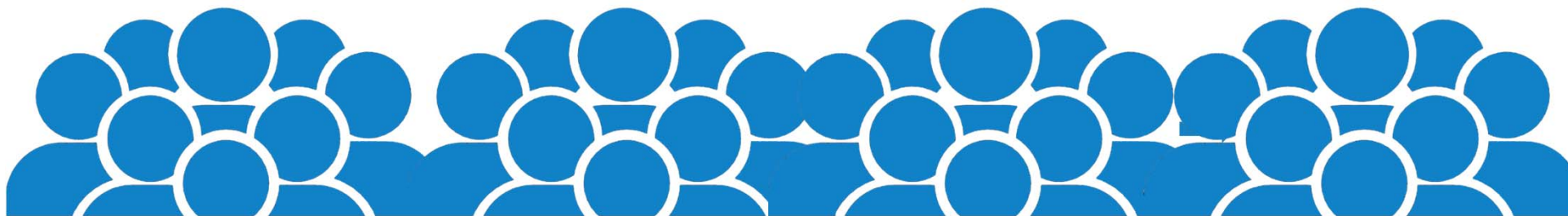
Student Growth: Sample Calculation



Half Point

- **Does Not Meet** to **Approaches**
(without meeting growth expectations)
- **Approaches** to **Approaches**
(without meeting growth expectations)

Previous Year		Current Year	Count of Tests
	→		7
	→		+
			10
			17



Student Growth: Sample Calculation

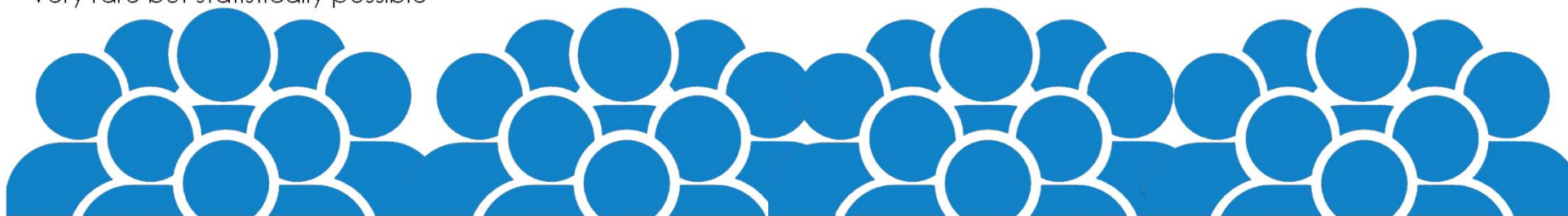


One Point

- **Does Not Meet** to **Does Not Meet**
(meeting/exceeding growth expectations)
- **Approaches** to **Does Not Meet**
(meeting/exceeding growth expectations)*
- **Approaches** to **Approaches**
(meeting/exceeding growth expectations)

Previous Year		Current Year	Count of Tests
	→		23
		+	
	→		7
		+	
	→		22
			52

*Very rare but statistically possible



Student Growth: Sample Calculation



One Point

- Meets to Meets
- Meets to Masters
- Masters to Masters

Previous Year		Current Year	Count of Tests
	→		33
			+
	→		32
			+
	→		17
			82



Student Growth: Sample Calculation

49 results that
earned no points



17 results that
earned half a point



134 results that
earned one point



$$(49 \times 0) + (17 \times .5) + (52 \times 1) + (82 \times 1)$$

200

=

142.5

200

=

71

In this case, we loosely conclude that 71% of students have gained a year academically. Technically, however, this is the percentage of tests taken, with some adjustment for maintaining proficiency.



School Progress Domain: Feedback Opportunities



- New approach to growth
- Additional ways to measure growth in high school
- Percentage of students who need to grow to constitute
 - Excellent performance
 - Minimally acceptable performance

Part A Scores: Frequency by Campus Type				
	Elementary (4,219)	Middle School (1,653)	K-12 (334)	District (1,203)
Quantile	Part A Score (based on modeling data from 2017 accountability)			
100% (Max)	100	96	100	100
99%	88	85	87	86
95%	84	81	83	79
90%	82	78	80	77
75% (Q3)	78	75	76	73
50% (Med)	73	70	70	70
25% (Q1)	68	65	64	66
10%	63	61	59	62
5%	59	59	56	59
1%	52	54	45	49
0% (Min)	34	41	0	24

Common Questions: School Progress Domain, Part A



Q: Is there no additional credit for meeting or exceeding growth at the Meets and Masters levels?

A: Students at Meets or Masters are given the same one point as students who show growth at Does Not Meet and Approaches.

Q: Slide 14 shows an example of a student who falls from Approaches Grade Level one year to Does Not Meet the next year and still meets STAAR Progress Measure expectations. Can this really happen?

A: It's very rare, but, statistically, it's possible when a student skips a grade. Our modelling with 2017 data produced ten such instances in the entire state.

Q: Why are high schools only scored on relative performance? Is there no growth measure for high school?

A: The relatively few STAAR Progress Measures for high school make them an unreliable measure of a high school's progress with students. But the STAAR Progress Measure scores will be available on TAPR.

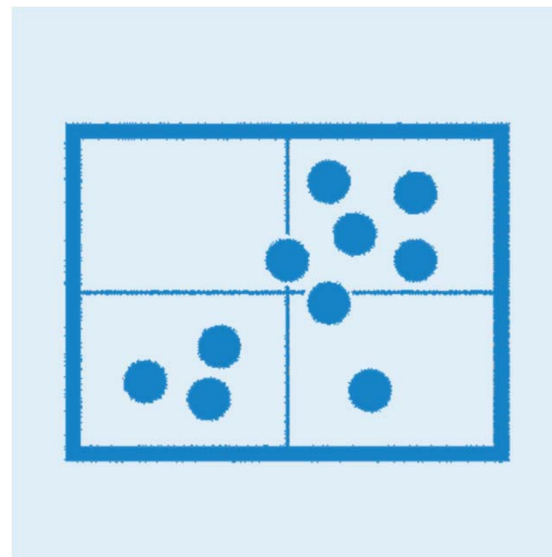
School Progress: Two Aspects to Progress



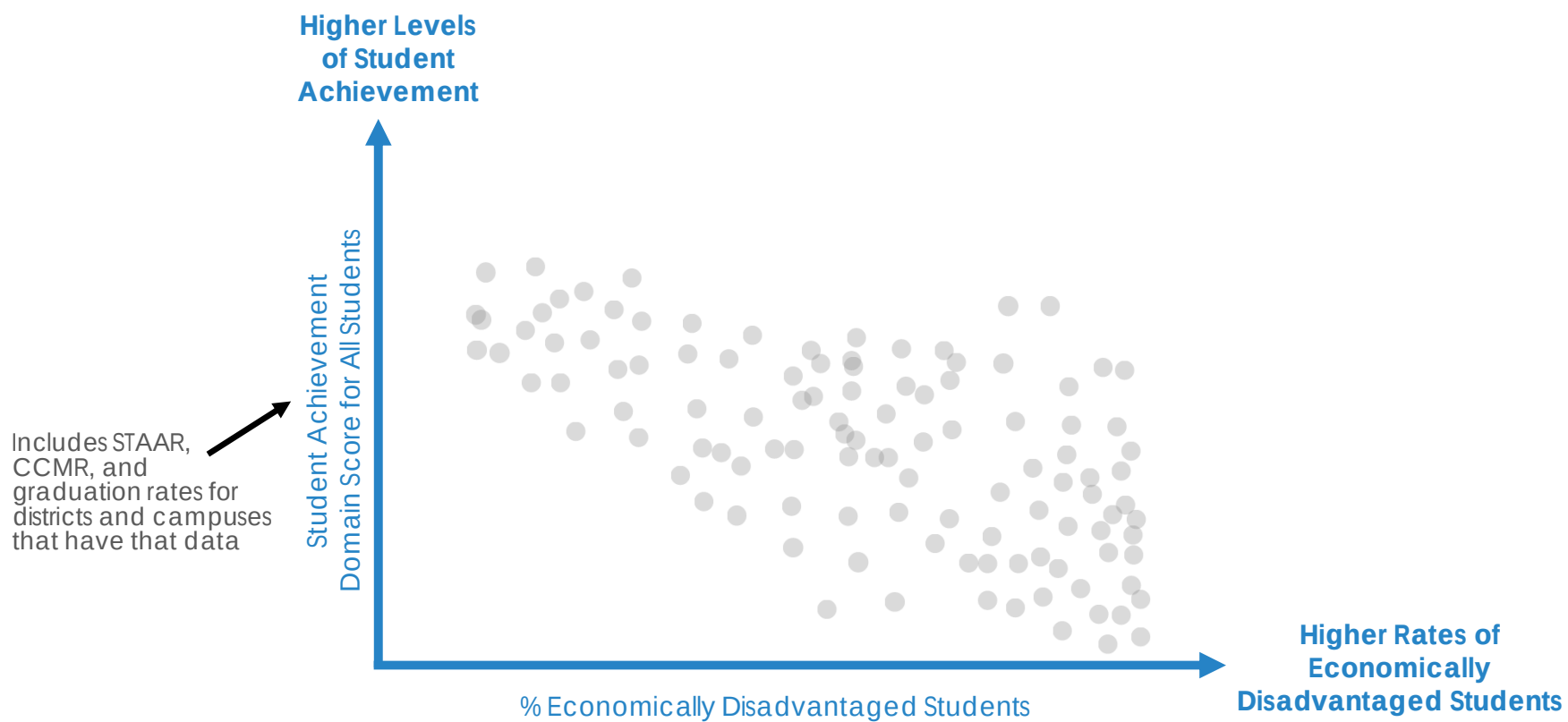
Part A: Student Growth



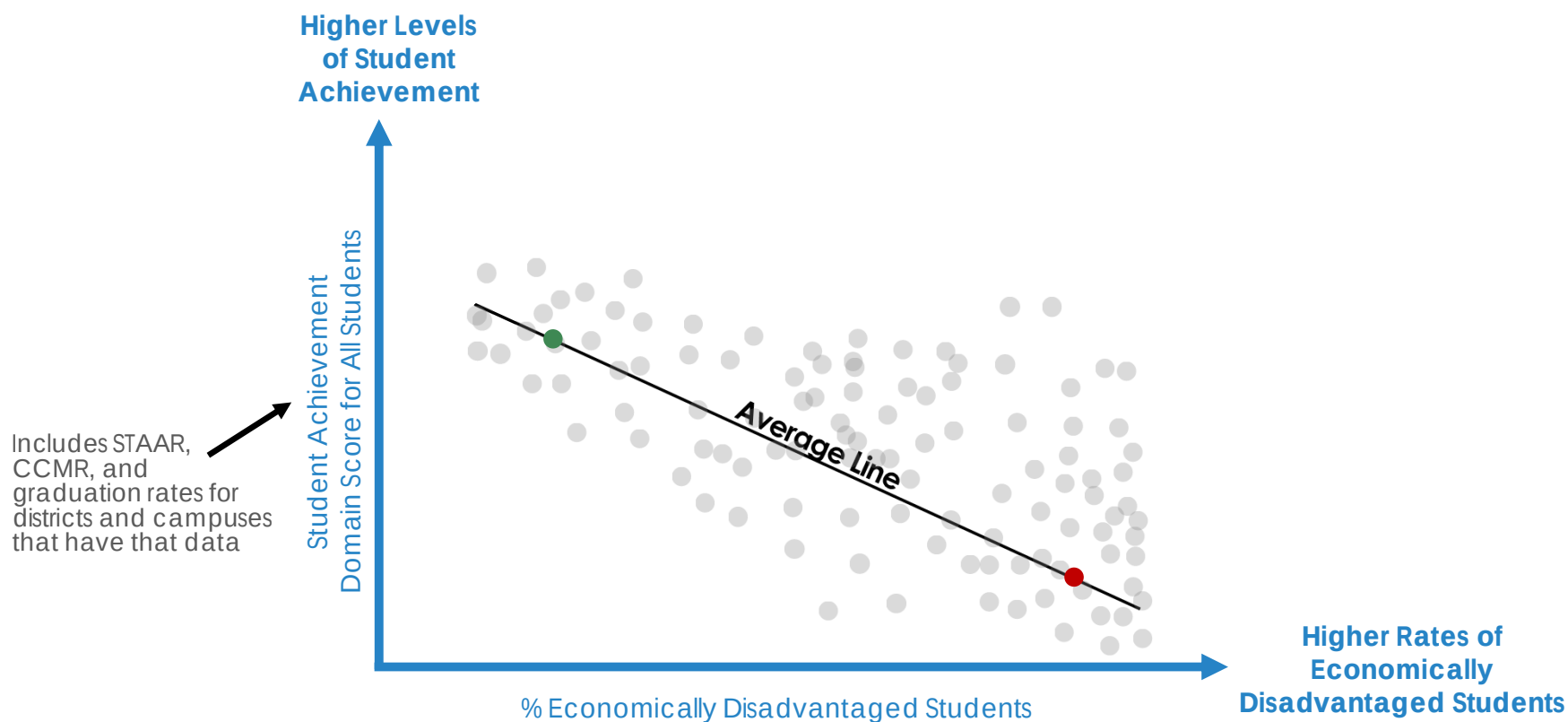
Part B: Relative Performance



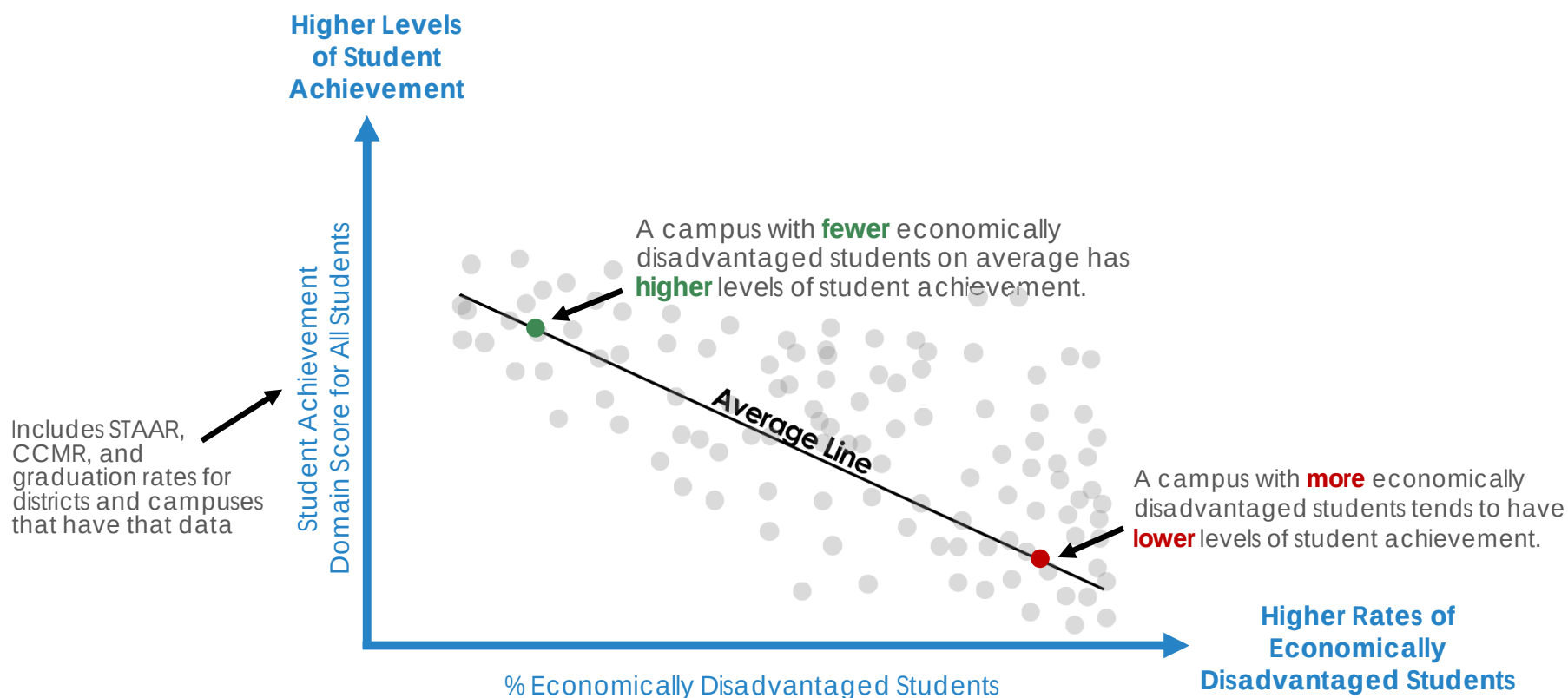
Relative Performance: Measuring School Progress



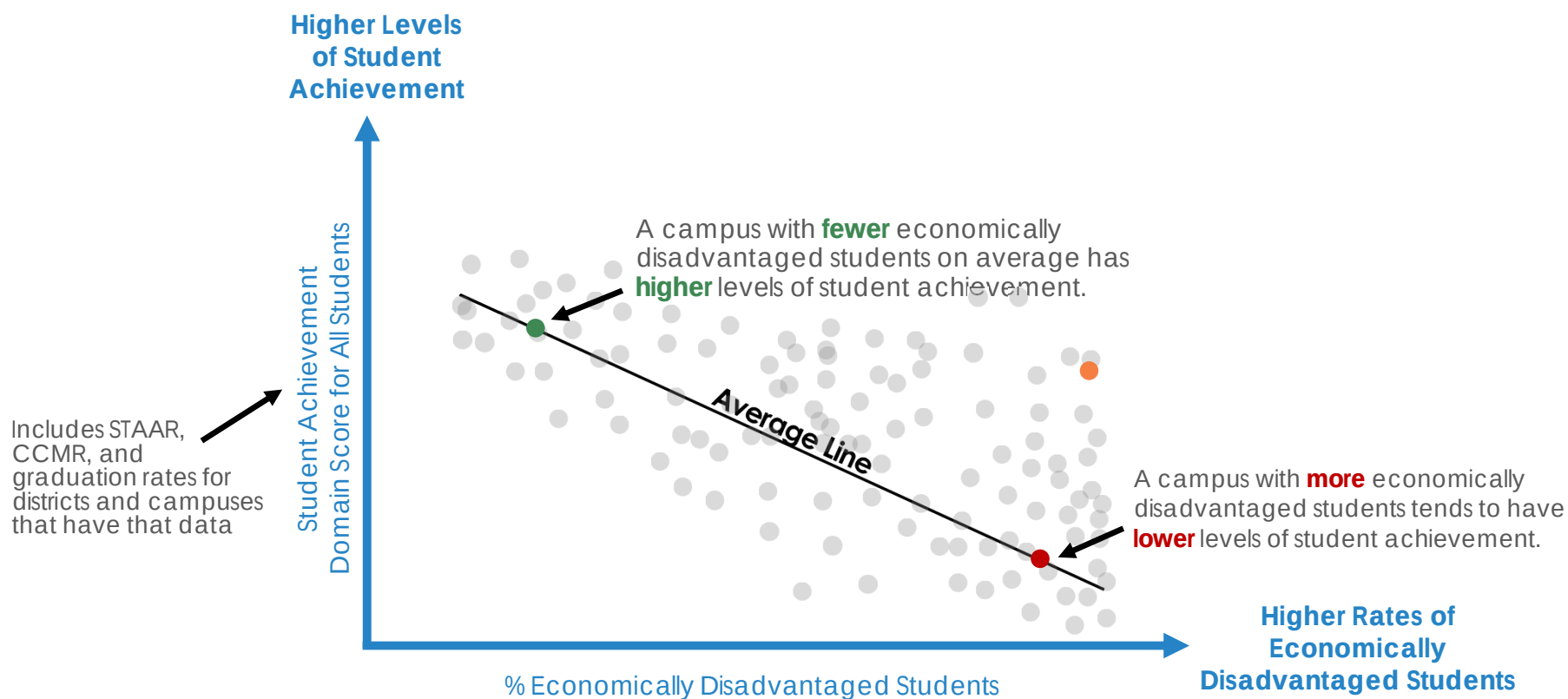
Relative Performance: Measuring School Progress



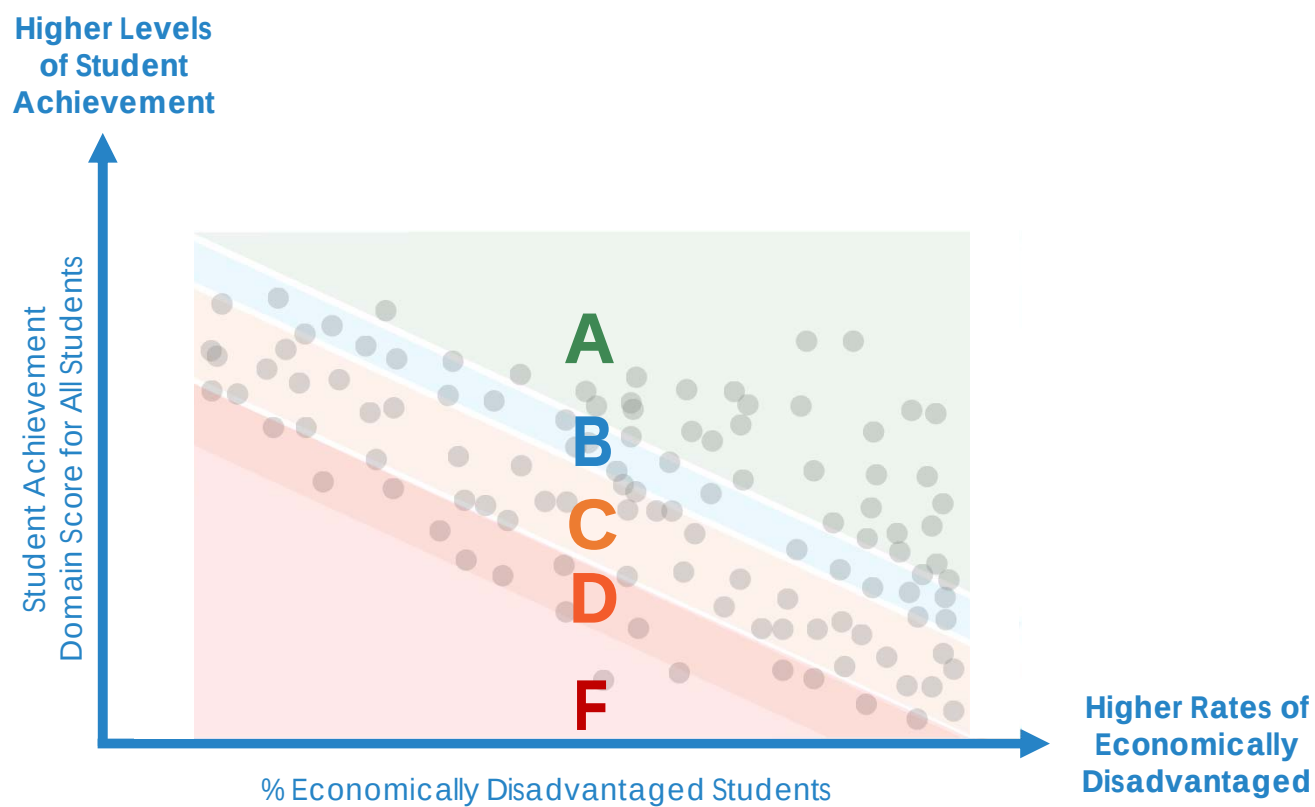
Relative Performance: Measuring School Progress



Relative Performance: Measuring School Progress



Relative Performance: Measuring School Progress



Common Questions: School Progress Domain



Q: Does the Student Achievement domain score (y-axis in relative performance) include CCMR and graduation rates?

A: Yes, for schools that have that data.

Q: House Bill 22 specifically says that the method used to evaluate performance should provide for the mathematical possibility that all districts and campuses receive an A, but this looks like a forced distribution that guarantees a set percentage of schools will get Ds and Fs.

A: Once the cut points are set using 2016–17 accountability data, the cut points will stay fixed for five years. That way any district or campus will be able to earn an A.

Relative Performance: Measuring School Progress



- Scatter plot of each district and campus (by campus type) comparing
 - Student Achievement domain score
 - Percentage of students who are economically disadvantaged
- Trendline showing average relationships
- Sliding cut points for campuses and districts based on
 - Student Achievement domain score
 - Percentage of students who are economically disadvantaged
- Cut points for each grade based on bands below and above the average line
- Separate cut points
 - Elementary Schools
 - Middle Schools
 - High Schools/K–12
 - AEAs
- Cut points based on slope-intercept form
 - Based on 2016–17 performance
 - Intended to stay fixed for five years
- Cut points will be known before ratings release

Relative Performance: Sample Calculation

- $y = mx + b$
 - y is the predicted Student Achievement domain score.
 - x is the percentage of students who are economically disadvantaged.
 - m is the slope of the trendline.
 - b is the distance from the trendline (what decides the grade); it is based on average variance from trendline.
- Sample Middle School
 - 94.4% economically disadvantaged (x)
 - $y = -.15666(x) + 45.789$
 - $y = -.15666(94.4) + 45.789$
 - $y = -14.79 + 45.789$
 - Predicted Student Achievement domain score (y) = 31
 - Actual Student Achievement domain score: 25
 - Score in relative performance: D

School Progress Domain: Feedback Opportunities



- New approach to growth
- Additional ways to measure growth in high school
- Percentage of students who need to grow to constitute
 - Excellent performance
 - Minimally acceptable performance
- Combining two parts
 - Best of
 - Weighted average
 - Average
- For Part B, what is the right cut points for
 - Excellent performance
 - Unacceptable performance

Questions and Feedback



Feedback

- Survey link to come by email
- feedbackAF@tea.texas.gov

Resources

- <http://tea.texas.gov/A-F>
- <http://tea.texas.gov/accountability>
- performance.reporting@tea.texas.gov
- (512) 463-9704

FEEDBACK OPPORTUNITY: SLIDE 4 WEIGHT (30% OR MORE) TO CLOSING THE GAPS DOMAIN

Minimum 30%



Closing
The Gaps

COMMENTS / CONCERNS / QUESTIONS:

- How will the Closing the Gaps Domain be calculated?
- Would each indicator that met the target be assigned a “yes” and those that aren’t met be assigned a “no”, and then the campus would be scored on a percentage of the targets met?
- Districts and campuses will have numerous indicators in this domain due to student group diversity and enrollment size of most TSA districts, So is it possible that schools with high poverty and/or greater diversity that are not “selective population” schools would be at a greater disadvantage under this new design? And if so, those are the Title 1 schools, and wouldn’t their inability to score well in this domain identify them as poor performing schools in the federal system regardless of this domain’s weight in the state system?

**TSA MEMBERS
STRONGLY AGREE
THAT UNTIL MORE IS
KNOWN ABOUT HOW
THE DOMAIN IS
CALCULATED AND
WHAT THE
DISTRIBUTIONS LOOK
LIKE, THE MINIMUM
WEIGHT OF 30%
SHOULD BE APPLIED
TO THIS DOMAIN.**

RECOMMENDATIONS:

NONE

FEEDBACK OPPORTUNITY: SLIDE 9 WEIGHTING OF THREE HIGH-SCHOOL COMPONENTS (STAAR, CCM-R, GRAD RATES)



COMMENTS / CONCERNS / QUESTIONS:

- There was some concern about the weighting for the CCM-R component when not all of the pieces are in place yet.
- Will the targets be adjusted as more indicators for this component are phased in?
- Since some indicators among those in CCM-R are new and untested and **have costs associated** with them when provided by the district, which could be considered unfunded mandates (district/school day administrations of SAT/ACT/TSI, cost of AP tests, etc.), might TEA consider weighing graduation rates (which does not include endorsements) at least the same or higher than CCM-R?
- What about secondary campuses that do not have CCM-R indicators or graduation rates, such as 9th grade centers? In the current Index 4, those types of campuses have different targets than the campuses that have all 3 components.
- The ultimate goal of public schools is to prepare students for whatever may come after high school, whether that be college or career. Therefore, the components of the student achievement domain could be seen

TSA MEMBERS WERE
MORE INCLINED TO
AGREE TO WEIGHTING
ALL 3 COMPONENTS
EQUALLY AND THEY
STRONGLY AGREE THAT
GRADUATION RATES
SHOULD BE GIVEN
MORE WEIGHT THAN
TEN PERCENT.

RECOMMENDATIONS:

STAAR 1/3, CCM-R 1/3, Grad Rate 1/3

STAAR 50%, CCM-R 20%, Grad Rate 30%

as a three-step process to get students prepared for that.

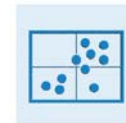
1. High schools must adequately prepare students to be successful on their STAAR EOC exams in order to demonstrate mastery of skills needed. (STAAR Component)
2. High Schools must then get their students to graduate with a high school diploma. (Graduation Component)
3. High Schools must ensure their students are prepared and ready for college and/or career once they receive their diploma. (CCR Component)

FEEDBACK OPPORTUNITY: SLIDE 12 SCHOOL PROGRESS

Student Growth



Relative Performance



COMMENTS / CONCERNS / QUESTIONS:

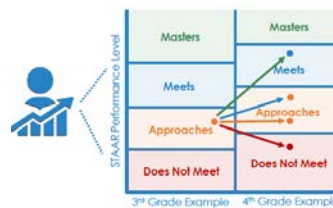
- High schools have relatively little student growth data and so they will likely have to rely only on the option of relative performance which hasn't been modeled or publicly shared yet.
- A possible flaw in the eco dis x-axis could be neighborhood schools vs magnet/charter/themed academies that have selective control over their enrollment. Non-Title 1 schools might also be disadvantaged by relative performance as many schools of a low poverty level, say 8%, may have little variance in performance leading to cut scores for the various letter grades to be "bunched" together much like attendance has been for use in distinctions.

**TSA MEMBERS
STRONGLY AGREE
THAT UNTIL MORE IS
KNOWN ABOUT HOW
THE DOMAIN IS
CALCULATED AND
WHAT THE
DISTRIBUTIONS LOOK
LIKE, THE "BETTER OF
THE TWO" OPTION
SHOULD BE USED.**

RECOMMENDATIONS:

NONE

FEEDBACK OPPORTUNITY: SLIDE 13 MEASURING ADVANCEMENT



COMMENTS / CONCERNS / QUESTIONS:

- TSA districts are concerned about how ELL students will be included in this component. It appears that the ELL progress measure will not be used, but then how will ELL students be included in the domain calculation?
- Again, there is concern about the “statistical spread” between letter grades.
- In the previous system, the area of student growth is where many elementary and middle school campuses could demonstrate success. TSA districts do not want to make this more difficult to achieve than in the previous index system.

**TSA MEMBERS HAVE
QUESTIONS ABOUT
HOW THE DOMAIN
WILL BE CALCULATED
AND WHAT THE
DISTRIBUTIONS LOOK
LIKE BEFORE THEY
CAN PROVIDE
FEEDBACK ON THE
GROWTH TARGETS
FOR EACH LETTER
GRADE.**

RECOMMENDATIONS:

NONE

FEEDBACK OPPORTUNITY: SLIDE 25 VOLUNTEER TO PARTICIPATE IN THE PILOT PROGRAM



COMMENTS / CONCERNS / QUESTIONS:

- What are pilot districts volunteering for if they are selected?

FOUR TSA MEMBER DISTRICTS EXPRESSED INTEREST IN PARTICIPATING IN THE LOCAL ACCOUNTABILITY SYSTEM PILOT

- ALIEF ISD
- DALLAS ISD
- MIDLAND ISD
- UNITED ISD

POSSIBLY EL PASO ISD

RECOMMENDATIONS:

NONE

FEEDBACK OPPORTUNITY: SLIDE 27 VOLUNTEER TO PARTICIPATE IN THE EXTRA / COCURRICULAR FEASIBILITY STUDY

COMMENTS / CONCERNS / QUESTIONS:

- CaSE ratings such as bilingual, GT, fine arts, and dual language should be revisited
- UIL and clubs that are instructional in nature
- Perhaps reviewing what Oakland and Denver have done would be a source for this indicator

FOUR TSA MEMBER DISTRICTS EXPRESSED INTEREST IN PARTICIPATING IN THE FEASIBILITY STUDY

- AMARILLO ISD
- DALLAS ISD
- LUBBOCK ISD
- NORTH EAST ISD

RECOMMENDATIONS:

A LOT OF SMALL DISTRICTS CAN'T OFFER EVERYTHING THAT LARGER TSA DISTRICTS CAN. IF THE INDICATOR COULD BE SET UP AS AN "EITHER THIS OR THIS OR THIS..." TO SUCCEED, THEN THAT WOULD BE PREFERABLE.

OTHER QUESTIONS & FEEDBACK NOT SPECIFICALLY REQUESTED



COMMENTS / CONCERNS / FEEDBACK / QUESTIONS:

- The EL Performance measure is not clearly defined yet. What does that look like?
- How will the ELL Progress Measure be used in the new system? Or will it not be used at all in the new system?
- Exactly WHAT is meant by “graduation rates”? Will it be broken down by ethnicity? The plurality implies multiple rates, but that has never been defined.
- Military – Is it “actually enlisted”? How will it be defined?
- Can we assume that completing one college course (dual credit, college prep) is what is required to satisfy CCMR, or does it mean a certain number of credit hours?
- What is the exact definition for “Former SPED”?
- Any new definitions for continuously enrolled and mobile students?
- Would the numerator for CCMR count students who EVER met one of the indicators? For example, if a student took an AP test in grade 9, would that be counted when the student graduates and is in the “annual graduates” denominator?
- Could all documentation please refer to “Student Groups” rather than “Subgroups”?
- Although there is no mandate to provide models of any of the new components, TSA districts feel that at least one preview would really help in understanding and developing the new A-F system.
- There was some question about the calculation for Student Achievement. Some TSA districts do not agree that all 3 levels (approaches, meets, masters) should be weighted the same. They feel there should be a higher emphasis on the approaches level since that is what is considered passing.
- Some districts feel that more points should be given for Exceeding Growth (2 points). For students who are already at a Masters level, achieving a Masters level in the following year should also yield 2 points.
- Hurricane Harvey: Conversations are starting regarding leniency surrounding testing and accountability for this year. With all of the student and teacher displacements, as well as damage to school facilities, this is not a normal year and should be handled differently.

	STUDENT ACHIEVEMENT DOMAIN							
	STAAR Component (All Students Tested, Source: TEA Assessment Results)*							
DISTRICT NAME	Nbr Tested	Nbr Approaches	Nbr Meets	Nbr Masters	% Approaches	% Meets	% Masters	SCORE: (App + Meet + Mast) / 3
ABILENE ISD	25,678	17,396	9,648	3,780	67.7	37.6	14.7	40.0
ALDINE ISD	111,476	70,268	34,884	11,969	63	31.3	10.7	35.0
ALIEF ISD	73,081	45,537	24,604	9,795	62.3	33.7	13.4	36.5
AMARILLO ISD	52,582	38,568	22,790	9,675	73.3	43.3	18.4	45.0
ARLINGTON ISD	100,228	67,998	40,090	17,128	67.8	40	17.1	41.6
AUSTIN ISD	125,773	91,290	59,716	29,841	72.6	47.5	23.7	47.9
CORPUS CHRISTI	62,395	42,736	23,624	9,387	68.5	37.9	15	40.5
CYPRESS-FAIRBA	188,003	151,726	102,752	50,154	80.7	54.7	26.7	54.0
DALLAS ISD	245,290	156,644	84,937	33,422	63.9	34.6	13.6	37.4
ECTOR COUNTY	51,741	29,719	14,395	5,051	57.4	27.8	9.8	31.7
EL PASO ISD	95,878	66,931	38,129	14,954	69.8	39.8	15.6	41.7
FORT BEND ISD	125,498	101,086	71,304	38,625	80.5	56.8	30.8	56.0
FORT WORTH ISD	137,674	84,512	43,356	15,844	61.4	31.5	11.5	34.8
GARLAND ISD	95,033	68,238	40,432	16,967	71.8	42.5	17.9	44.1
HARLINGEN CISD	29,291	21,304	12,468	4,964	72.7	42.6	16.9	44.1
HOUSTON ISD	330,904	214,366	126,448	57,860	64.8	38.2	17.5	40.2
HUMBLE ISD	68,817	54,180	35,601	16,635	78.7	51.7	24.2	51.5
HURST-EULESS-B	36,956	30,330	20,759	10,054	82.1	56.2	27.2	55.2
IRVING ISD	56,258	36,041	18,986	6,808	64.1	33.7	12.1	36.6
KATY ISD	123,631	107,502	79,990	44,602	87	64.7	36.1	62.6
KILLEEN ISD	66,718	46,470	26,232	10,324	69.7	39.3	15.5	41.5
LUBBOCK ISD	45,782	30,146	16,661	7,017	65.8	36.4	15.3	39.2
MCALLEN ISD	39,673	29,370	18,488	8,106	74	46.6	20.4	47.0
MESQUITE ISD	69,553	47,242	26,020	9,495	67.9	37.4	13.7	39.7
MIDLAND ISD	40,418	25,857	14,154	5,625	64	35	13.9	37.6
NORTH EAST ISD	110,317	84,546	56,045	26,912	76.6	50.8	24.4	50.6
NORTHSIDE ISD	172,451	129,958	80,193	34,685	75.4	46.5	20.1	47.3
PHARR-SAN JUA	50,517	33,220	18,440	7,103	65.8	36.5	14.1	38.8
RICHARDSON ISD	61,862	46,455	31,303	15,826	75.1	50.6	25.6	50.4
ROUND ROCK ISD	78,729	66,317	49,838	29,220	84.2	63.3	37.1	61.5
SAN ANGELO ISD	24,441	16,267	9,015	3,563	66.6	36.9	14.6	39.4
SAN ANTONIO IS	79,878	42,569	19,010	6,099	53.3	23.8	7.6	28.2
SOCORRO ISD	77,704	60,526	36,713	14,573	77.9	47.2	18.8	48.0
SPRING BRANCH	56,590	39,184	25,200	12,255	69.2	44.5	21.7	45.1
TYLER ISD	29,734	19,210	10,609	4,354	64.6	35.7	14.6	38.3
UNITED ISD	66,331	48,817	28,827	12,009	73.6	43.5	18.1	45.1
WACO ISD	23,840	13,610	6,477	2,271	57.1	27.2	9.5	31.3
All TSA	3,230,725	2,276,136	1,378,138	616,952	70.5	42.7	19.1	44.1
STATE	8,693,235	6,280,901	3,834,479	1,701,172	72.3	44.1	19.6	45.3

*STAAR component is all students tested; NOT accountability subset.

October 5, 2017

ACTION REQUIRED

TO THE ADMINISTRATOR ADDRESSED (TAA):

Subject: New Texas Student Data System (TSDS) PEIMS Crisis Codes

TEA has received many questions regarding how we will fully track students impacted by Hurricane Harvey. It is important that we identify those students properly so we are able to make adjustments to accountability and identify any additional funding opportunities given the impact of the storm. Some LEAs expressed concerns that our existing approach was not comprehensive enough. As a result, we are making some modifications.

Beginning Friday, October 13th, Local Education Agencies (LEAs) will need to submit the following crisis codes to TEA; crisis code 05 will no longer be valid as of this date. LEAs need to update the crisis code for students previously identified with crisis code 05 to one of the new crisis codes listed below.

The new crisis code information will serve various purposes by identifying the number of students impacted by Hurricane Harvey, so support and resources are provided to impacted students and accurate totals are known should additional funding or supplemental services become available.

Additionally, the new crisis codes may be used for resolving assessment and accountability issues that have occurred as a result of Hurricane Harvey.

5A – This specific code indicates a student was enrolled or was eligible to enroll in an LEA impacted by Hurricane Harvey, and the student enrolled in a different LEA during the 2017-2018 school year.

5B – This specific code indicates a student was enrolled or was eligible to enroll in an LEA impacted by Hurricane Harvey, and the student enrolled in another campus in the same LEA during the 2017-2018 school year.

5C – This specific code indicates a student is identified as homeless because of Hurricane Harvey but has remained enrolled in their home campus during the 2017-2018 school year.

All students who lack a fixed, regular, and adequate nighttime residence are considered homeless according to the McKinney-Vento Homeless Education Assistance Act. In

order for the agency to determine the total number of students who are homeless because of Hurricane Harvey, these students must be reported in TSDS PEIMS as both homeless and with the appropriate crisis code (5A, 5B, 5C).

Before submitting the new crisis codes through the TSDS PEIMS Summer 1 collection, please delete all data previously submitted.

We recognize that this will be a significant inconvenience for those of you who have already coded students with a crisis code of 05 and we are very sorry for the duplicative work required.

For Frequently Asked Questions, please refer to the link below. This will be updated as we receive additional questions.

https://tea.texas.gov/About_TEA/Other_Services/Weather_and_Disaster/Hurricane_Harvey_Crisis_Code_FAQ/

Melody Parrish
Deputy Commissioner, Technology

Penny Schwinn
Deputy Commissioner, Academics



State unlikely to move STAAR test dates for Harvey-displaced students

The Texas education commissioner said he was not likely to delay required state test administration dates for students displaced by Hurricane Harvey.

BY [ALIYYA SWABY](#) SEPT. 13, 2017



Education Commissioner Mike Morath in Victoria, Texas on Sept. 8, 2017 meeting with local officials on post-Harvey issues with schools.

Bob Daemmrich for The Texas Tribune

Texas Education Commissioner Mike Morath said Wednesday morning that the state was not likely to let students displaced by Hurricane Harvey delay a required state test this school year — or to change the way school districts are graded at the end of the school year.

"I would say, given the information I have, it doesn't look likely that we would be able to make too many changes on assessment, and for that matter, on accountability," Morath told the State Board of Education. "We haven't made any final decisions yet. But we still want to make sure students know how to read, write and do math."

Educators and advocates for fewer state tests said they were dismayed by Morath's statement and hope he will consider waiving requirements for southeast Texas districts that have had to postpone classes. State Rep. [Dan Huberty](#), chair of the

House Public Education Committee, said he has heard from constituents on the matter and will hold a public hearing in the next few weeks to consider how the Legislature can help schools impacted by August's storm.

Huberty, a Houston Republican, said he plans to invite educators from all impacted schools to testify.

The Texas Education Agency has set its next administrations of the State of Texas Assessments of Academic Readiness, or STAAR, for a [series of dates in March and May](#). Moving test dates for the 1.4 million students affected by the storm or for the 3.5 million students who take STAAR each year would be "logistically difficult," said Lauren Callahan, agency spokesperson. "As of yet, we have not found a solution that would indicate that any kind of change is coming."

More than 200,000 people [signed a Pearland ISD teacher's petition](#) to Texas political leaders advocating for canceling the exam and using the money to rebuild schools damaged by the hurricane.

Texas Aspires, a policy organization advocating for more state tests, argued Morath is right not to delay the tests. "If our focus is on getting students and teachers safe, dry, and back in schools learning again, a test that happens in March or May shouldn't be an issue," said Courtney Boswell, Texas Aspires executive director.

As of now, the state will use test scores from this school year to determine how school districts are graded in 2018, as part of a [brand-new accountability system](#) the Texas Legislature overhauled this June. For the first time, next August, instead of receiving an official pass or fail, school districts will receive a grade between A and F.

Individual schools will not receive their first official grades until August 2019.

Hundreds of educators unsuccessfully organized last year to prevent the new system from going into effect after the state presented districts and schools with unofficial grades they said did not accurately represent their performance.

Without a delay or change in the system, educators said, the 2018 grades might be similarly unrepresentative for Harvey-affected school districts.

"We had a dramatic and traumatic event just occur that affected so many folks in the southeast Texas area," said Bret Champion, superintendent of Klein ISD, located just north of Houston. "We absolutely are about teaching rigorous material around academics, but we also provide for an awful lot of social-emotional wellness" for traumatized students.

Champion suggested the state consider moving the test dates back. Klein ISD students missed seven days of classes, as administrators surveyed flooded buildings. Teachers and students are still cleaning out flooded homes, and some have lost everything. "A little more time to be able to assess that would be helpful," he said.

Two advisory groups of educators, legislative representatives and businesspeople meet twice a year to discuss the accountability system for school districts and advise Morath on how to implement it. Laura Yeager, who has served as an adviser for the past two years, said she will bring up waiving accountability grades for school districts at the upcoming October meeting.

"I'm not sure how they can rate a district or student on growth when they have lost or gained so many students," said Yeager, who is also a board member of Texans Advocating for Meaningful State Assessment, which has lobbied the Legislature for fewer state tests.

Morath also said Wednesday that the state education agency had the power to move money in its two-year budget to spend more in 2018 than 2019, to help school districts dealing with decreased funding due to "rapid declines in enrollment."

With that plan, schools would not have to wait for Texas' top officials to decide whether to spend money from the Rainy Day Fund, a state reserve from oil and gas taxes. Morath said the Legislature could then use the Rainy Day Fund to plug the funding hole for public schools in the 2019 legislative session — a plan Lt. Gov. [Dan Patrick](#) seemed to back in a recent conversation with reporters about reimbursing state agencies.

"We would replace that money from either general revenue, or most likely the Rainy Day Fund," Patrick said. "If this isn't a rainy day, I don't know what is. And we would do that when we would come back to meet in 2019."



<https://www2.ed.gov/policy/gen/guid/secletter/170920.html>

U.S. Department of Education

LAWS & GUIDANCE GENERAL

Key Policy Letters Signed by the Education Secretary or Deputy Secretary

September 21, 2017

Dear Colleague:

During the past few weeks, as the Nation anxiously watched Hurricanes Harvey, Irma and Maria and their resulting destruction, the U.S. Department of Education (Department) reached out to officials in affected areas. Our immediate concern is for the safety and well-being of all who are affected by these natural disasters, particularly those who have suffered the loss of their homes and schools and must deal with displacement and trauma in their lives. President Trump has directed Federal agencies to work together to remove barriers and to expedite the work necessary to recover from the hurricanes, and I assure you that the Department is working closely with other Federal, State and local agencies to carry out this relief.

The first steps in a successful recovery are to assess each State's needs and to relieve burdens for students, families and educational institutions in Alabama, Florida, Georgia, Louisiana, South Carolina, Texas, Puerto Rico and the U.S. Virgin Islands, as well as other States that may receive displaced students or be otherwise impacted. To assist you in this process, the Department is providing the attached initial guidance that explains available waivers from Federal requirements in certain Department programs and other potential forms of relief. This guidance provides State educational agencies, local educational agencies, Bureau of Indian Education-funded schools, postsecondary institutions and other Department grantees and program participants, including charter schools and nonpublic schools, with information about the flexibility that is available to help maintain continuity of operations and education during a period of recovery. We recognize that some communities face more immediate concerns, but we encourage you to consider the flexibilities and support that you may need. The Department is here to help.

For children of affected families, returning to school can provide stability in a time of upheaval as they reconstruct their lives. The Department stands ready to provide whatever flexibility and support it can to help ensure all children, particularly those in the hurricane-impacted areas, receive a quality education.

As you assess the damage and your recovery needs, please continue to reach out to the Department—the [attached guidance](#) includes a variety of ways to do so—and do not hesitate to let us know your needs and what other questions you may have as your assessments and recovery continue.

My colleagues and I look forward to working with all of you in the coming days, weeks and months on this critical effort. Please know that we appreciate the significant work you are doing to address the needs of your education communities and to implement relief efforts.

Sincerely,
Betsy DeVos

Attachments

[Non-Regulatory Guidance on Flexibility and Waivers for Grantees and Program Participants Impacted by Federally Declared Disasters](#)

[Department of Education Contacts](#)

<https://www2.ed.gov/policy/gen/guid/secletter/170920.html>



Non-Regulatory Guidance on Flexibility and Waivers for Grantees and Program Participants Impacted by Federally Declared Disasters

U.S. Department of Education

September 2017

Introduction

The U.S. Department of Education (Department) is issuing this guidance to help Department grantees and program participants restore teaching and learning environments and resume services following Federally declared disasters¹ (including Hurricanes Harvey, Irma and Maria) that impact the 2017–2018 academic school year. We recognize your challenges and want to express our concern and extend our support during this process of recovery and resumption of normal business operations.

This document generally discusses waivers and other forms of relief from Federal requirements in order to provide schools, State educational agencies (SEAs), State lead agencies (LAs), local educational agencies (LEAs), local early intervention service (EIS) programs and providers, State Vocational Rehabilitation (VR) agencies, the Department of the Interior's Bureau of Indian Education -funded schools,² Tribes, and postsecondary institutions with the operational flexibility necessary to continue operations as they recover from extended school or program closures due to a disaster. The guidance addresses flexibility on reporting deadlines, timelines for grant-funded activities, and maintenance of fiscal effort or matching requirements, where applicable; proposes potential alternatives and strategies for providing program services after disruption; and suggests methods for ensuring continuity of services and communication with program participants. In addition, the document covers a variety of topics specific to various program areas.

We strongly encourage all interested parties to contact the Department with any requests for assistance beyond the scope of this document. We are committed to collaborating with impacted parties, as well as other Federal, state and local agencies, to remove barriers and expedite the work necessary to respond to and recover from the recent hurricanes. As necessary, we will update this guidance with answers to additional questions.

It is important to emphasize that this guidance addresses only Federal requirements and flexibilities, and that only State and local officials can address State and local requirements and flexibilities.

¹ The phrase “Federally declared disaster” or “Presidentially declared disaster” means a disaster declared by the President to be a major disaster or emergency under section 401 or section 501, respectively, of the Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5170, 5191). Throughout this guidance, we use the term “disaster” to refer to “Federally declared disaster,” which includes, for example, Hurricane Harvey, Tropical Storm Harvey, Hurricane Irma, and Hurricane Maria.

² The BIE has assumed the duties of an SEA under the ESEA with regard to the BIE-funded schools, and may request waivers under section 8401 of the ESEA. BIE-funded schools may submit waiver requests to the BIE as LEAs do under section 8401. Under section 611(h)(2)(A) of Part B of the IDEA and its implementing regulation in 34 CFR § 300.708, the BIE and BIE-funded schools assume the responsibilities of an SEA and LEA, respectively. Thus, references in this document to SEAs and LEAs include BIE and BIE-funded schools as they relate to programs under the ESEA and Part B of the IDEA.

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Each section addresses the implications of a prolonged school or program closure or other disruptions in the educational and other services to students and other program participants; legal questions that may arise for school or program administrators when faced with extended closures due to the disaster's impact; and the possibility of waiving requirements or finding other flexibility in Federal laws and regulations.

A. General Discretionary and Formula Grant Issues

This section discusses the waivers and other forms of relief that the Department may provide to grantees and grant applicants regarding Federal grant requirements following a disaster.

A-1. How will the Department provide flexibility to entities applying for discretionary grants?

To the greatest extent possible, the Department will postpone discretionary grant competitions and extend application and other filing deadlines for institutions affected by a disaster when permissible under the law. Appropriations Acts generally provide funds for specific programs, purposes, and activities. The Department has very limited authority to redirect funds appropriated for one program or purpose to another program or purpose. The Department will:

- Ensure that any funds that have been statutorily authorized for relief efforts are awarded to eligible recipients; and
- Determine on a program-by-program basis whether a regular grant competition schedule should be suspended.

A-2. How will an extended closure due to a disaster affect a grantee's receipt of funds?

Until a Department official has obligated Federal program funds to a grantee, no binding commitment exists with regard to these funds. If delays in Federal obligations are caused by a disaster, the Department staff will work with grantees on the obligations to the extent permitted by law, and warranted by the conditions and effects of the disaster, and consider using the "pre-award period" to negotiate a delay of the grant start-up date, and to authorize pre-award costs.

A-3. Will a grantee be able to draw grant funds to pay for grant activities during the recovery period following a disaster?

The Department is committed to making every effort to have its existing electronic infrastructure available so that grantees can continue to draw funds for allowable grant expenditures that are consistent with their progress on the project. Grantees are cautioned that they should draw down grant funds only at the rate that they are able to carry out grant activities. Grantees should refer to 2 CFR § 200.305 for further information.

A-4. What if a grantee has difficulty fulfilling grant activities because it is affected by a disaster?

During the recovery period from a disaster, grantees are expected to notify the relevant Department program office as soon as they are aware that they may have difficulty fulfilling grant activities. The Department is committed to working with its grantees to provide them with the maximum flexibility in making changes to project activities and timelines that might become

necessary as a result of a disaster. For example, discretionary grantees that have partners or participants in areas affected by a disaster should alert the program offices as quickly as possible to make changes to the project activities and timelines. Additionally, with regard to formula grant programs, State VR agencies and grantees should contact their Office of Special Education and Rehabilitative Services (OSERS)/Rehabilitation Services Administration (RSA) State liaisons to address issues resulting from the disaster to renegotiate and/or redirect the scope of their work plans, as needed. LEAs should work through their SEAs to renegotiate and/or redirect the scope of their work plans, as needed. Grantees should refer to 2 CFR § 200.308 for further guidance.

A-5. Generally, is another entity allowed to perform activities related to a grantee's project, if the grantee is unable to do so?

The Department may allow another entity to perform activities for a grantee in some situations. As a part of their response and recovery efforts, grantees are encouraged to develop a backup plan for the operation of their grants that includes sharing project responsibilities and activities with other entities in the event that the grantee is not able to perform them. When the backup plan needs to be invoked, the grantee should seek approval from the Department to revise the grant in accordance with 2 CFR § 200.308. Grant backup plans might include, for example:

- Entering into arrangements and agreements with other organizations in the region to ensure the continuity of grant operations during recovery, including sharing or loaning of staff, facilities, space, materials, and supplies (contracting work to a third party has to comply with the procurement requirements set out in 2 CFR §§ 200.316 to 200.326);
- Shifting various activities and responsibilities to other members of an already approved partnership or consortium; or
- Transferring an entire grant to another entity (such a transfer has to be approved by the Department and implemented according to Department policies).

For more specific information regarding the transfer of State-administered grants and discretionary grants, see questions A-6 and A-7 below.

A-6. For State-administered grants, is another entity allowed to perform activities related to a grantee's project, if the grantee is unable to do so?

Yes, but States and their subgrantees, when applicable, will continue to be legally responsible for the administration of the grants and subgrants, as well as the monitoring of contracts. States have some discretion to make changes to their grants without prior approval by the Department under 2 CFR § 200.308. If a change requires prior approval, however, 2 CFR § 200.308 sets forth the procedures States follow to request prior approval from the Department. The Department will consider these requests on an expedited basis and will generally approve those that are consistent with the State plan or application that was filed and approved by the Department and reasonable in light of the specific circumstances of a disaster.

A-7. May a discretionary grant be transferred to another eligible entity if the grantee is unable to perform project activities due to a disaster?

Yes, in limited circumstances a discretionary grant may be transferred from one entity to another. The transfer, however, requires formal approval by the Department, and the grantee must follow procedures to ensure that the grant continues to serve the same or a very similar population, and is of the same scope and meets the objectives as approved by the Department. The entity to which a grant is transferred must be an eligible recipient. To ensure that proposed changes are within the scope and objectives of the grant as approved, amendments to grant awards require formal approval by the Department under 2 CFR § 200.308.

A-8. Must a grantee follow the various administrative requirements related to a grant (e.g., meeting reporting deadlines and obtaining administrative approvals) if it is affected by a disaster?

Generally, yes, but the Department understands that grantees may need to make administrative changes to grant projects if they are affected by a disaster. Grantees have flexibility under 2 CFR § 200.308 and 34 CFR § 75.261 to make some changes without Department approval. Any relief from regulatory requirements provided to all grantees during the recovery period will be posted on the Department's website.

A-9. In the event that grant-related activities are not being implemented because schools or program offices have been closed or staffing resources are not available, will the Department provide relief from meeting evaluation requirements?

Yes, in such cases, the Department will consider modifying the project evaluation requirements, if appropriate; however, once grant activities resume, a proper evaluation of the project will need to be completed.

A-10. If a grantee is required to provide services to partners, how can these partners receive grant management and grant administrative information needed to maintain their grant-related activities?

Grantees are encouraged to establish communication systems with partner organizations, such as contractors and consortium members, and develop strategies based on the impact and estimated recovery period. Such planning may require establishing a backup strategy that will be operational throughout the recovery period. Grantees should coordinate such planning with their partners to make sure all affected entities have access to grant-related information.

Grantees can view examples of local plans at the following web address:
www.ed.gov/admins/lead/safety/emergencyplan/pandemic/sampleplans/index.html.

A-11. If a grantee is required to provide equitable services to private school students and teachers, how will private schools be notified of the availability and delivery of such services during the recovery period?

Grantees should, during the required consultation process with private school officials under sections 1117(b) and 8501(c) of the ESEA and under section 612(a)(10)(A)(iii) of the IDEA, establish procedures and strategies, including a communication process, that the entity will implement in the event of an extended school closure. Planning for this effort may require establishing a backup strategy that will be operational throughout the recovery period. Grantees should coordinate such planning with private school officials to make sure that all appropriate private schools have access to information related to Federal education equitable services provided to their private school students and teachers. Grantees and private school officials may also consider enlisting the assistance of the designated ESEA State ombudsman regarding ESEA equitable services assistance. See questions B-4 and C-7 in this guidance for additional program-specific guidance on the provision of equitable services.

A-12. Discretionary grantees have specific performance targets that are approved in their applications. Will the Department renegotiate performance targets due to delays in project implementation, school closings, or reduced staff capacity?

Yes. In general, the Department expects grantees to strive to achieve performance targets as stated in their approved grant applications; however, the Department understands that grantees may experience delays in achieving performance targets as the result of a disaster. If necessary, grantees may request approval from the Department to adjust project timelines so that approved performance targets can be met, but at a later date than originally planned. In addition, grantees may exercise the administrative flexibility in 34 CFR § 75.261 and initiate a one-time extension of up to one year without prior approval to complete unfinished project activities, and thereby meet approved performance targets in accordance with revised project timelines.

A-13. What does the Department expect with regard to the treatment of institutional employees who are supported by Federal higher education grants or other employees paid with Federal education program funds?

Institutional employees who are supported with Federal grants awarded by the Department, including grants authorized by the Higher Education Act (HEA), and the other programs discussed in this guidance such as the IDEA, and Title I of the ESEA, should be treated the same as similarly situated employees of the institution. In the case of programs serving K-12, Federally funded employees should be treated the same as similarly situated State and locally funded employees. This means that if the institution's policy or State and local law and policies provide for similarly situated employees to be paid during an extended closure due to a disaster, those supported with Federal grants would also be paid. These employees should return to the duties for which the grant funds were provided as soon as possible and, to the extent practicable, should work on project activities during the time the school is closed. Employees supported with Federal grant funds who are intended to provide direct services to students may maintain contact with students during the recovery period, through appropriate methods such as telephone, videophone, and email.

B. Elementary and Secondary Education Issues - The Elementary and Secondary Education Act (ESEA)

This section discusses potential legal issues that school administrators may face when responding to and recovering from extended school closures and otherwise addresses disruption in elementary and secondary educational services funded under the ESEA. Specifically, this section discusses waivers and other forms of relief from elementary and secondary (K-12) Federal education requirements and other flexibilities the Department may provide.

B-1. May the Department provide flexibility to SEAs, LEAs, and Indian Tribes with regard to Federal K-12 requirements governed by the ESEA in response to a disaster?

Yes, to the extent permissible under law, the Department may provide SEAs (as well as LEAs and schools through their SEA) and Indian Tribes with flexibility as necessary to appropriately address the impact a natural disaster has had upon the normal functioning or delivery of educational services. Section 8401 of the ESEA (20 U.S.C. § 7861) permits the Secretary to grant waivers of most ESEA requirements to SEAs, (as well as LEAs and schools through their SEA) and Indian Tribes that receive ESEA funds and that request such waivers. Specifically, if warranted due to the impact of a disaster that impedes functioning or delivery of educational services in a State, LEA, or school, the Department may, upon request by SEAs or Indian Tribes, grant waivers as it determines appropriate of most ESEA statutory and regulatory requirements.

B-2. Which entity/entities is/are responsible for requesting a waiver related to Federal K-12 requirements or deadlines?

Only SEAs and Indian Tribes that receive funds under a program authorized by the ESEA may request a waiver, consistent with the provisions in section 8401. If an LEA would like to request a waiver, section 8401 requires that it submit a waiver request to its SEA, which may then submit it to the Department if the SEA determines the waiver to be appropriate. Similarly, an elementary or secondary school may submit a waiver request to its LEA, which may then submit it to the SEA if the LEA determines the waiver to be appropriate. The SEA may then submit the request to the Department, if the SEA determines the waiver to be appropriate. To clarify this process, SEAs may choose to provide guidance and a process for LEAs and schools to submit a waiver request to the SEA.

If an SEA or Indian Tribe believes a waiver may be needed, the Department requests that, if possible, the entity contact the Department to receive technical assistance before requesting the waiver. The Department will then assist the SEA or Indian Tribe in requesting a waiver.

B-3. What is the general process for applying for a waiver of ESEA requirements?

To obtain a waiver, the ESEA requires that an SEA, LEA (through its SEA), Indian Tribe, or school (through its LEA and SEA or Indian Tribe) submit a request to the Secretary. Section 8401(b) of the ESEA requires an SEA (on behalf of the SEA or on behalf of, and based on the requests of, LEAs in the State) or Indian Tribe (on behalf of schools operated by the Tribe) to include in its waiver request a plan that:

- Identifies the Federal program(s) affected by the requested waiver;
- Describes which Federal statutory or regulatory requirements are to be waived;
- Describes how the waiving of such requirements will advance student academic achievement;
- Describes the methods the SEA, LEA, school, or Indian Tribe will use to monitor and regularly evaluate the effectiveness of the implementation of the waiver;
- Includes only information directly related to the waiver request; and
- Describes how schools will continue to assist the same populations served by the program for which the waiver is requested.

Before submitting the waiver request to the Department, an SEA must:

- Provide the public and any interested LEA in the State, to the extent the request impacts the LEA, with notice and a reasonable opportunity to comment and provide input on the request in the manner in which the SEA customarily provides similar notice and opportunity to comment; and
- Submit the comments and input to the Department with a description of how the SEA addressed any comments and input. (Section 8401(b)(3)(A) of the ESEA).

An SEA may also describe what may occur if it does not receive a waiver.

In the case of a waiver request submitted by an LEA, the request must be reviewed and approved by the SEA in accordance with section 8401(a)(2) before being submitted to the Secretary. The LEA must also provide notice and a reasonable opportunity to comment on the waiver request to the SEA and the public in the manner in which the LEA customarily provides similar notice and opportunity to comment to the public. (Section 8401(b)(3)(B) of the ESEA). Any comments received from the SEA and public must accompany the request when submitted to the Department.

The Department encourages any SEA, LEA, school, or Indian Tribe that intends to seek a waiver to review section 8401 of the ESEA, which may be accessed at the following web address: <https://www2.ed.gov/documents/essa-act-of-1965.pdf>.

Affected agencies or schools may also contact the Department's Office of Elementary and Secondary Education with questions about ESEA waivers by calling (202) 401-0113.

B-4. If an LEA is required to provide equitable services to private school students under an ESEA program, how should the LEA communicate with officials of these private schools during an extended school closure due to a disaster?

The Department suggests that an LEA, during the required consultation process with private school representatives or officials under sections 1117(b) and 8501(c) of the ESEA, establish a communication process for use throughout a closure necessitated by a disaster. For example, the LEA may establish an emergency call tree to ensure any needed information can be shared within the LEA and from the LEA to private schools, as needed. The LEA may also establish procedures for how equitable services will be impacted in the case of closure due to a disaster and share those procedures with the private school representatives or officials. It will be helpful for LEAs to coordinate such planning with appropriate private school officials to make sure that they have access to information related to equitable services for their eligible students and, as applicable, their teachers and families. Grantees and private school officials may also consider enlisting the assistance of the designated State ombudsman regarding ESEA equitable services matters. As noted under the answer to B-7, the equitable participation of private school students and teachers may not be waived under section 8401(c) of the ESEA.

B-5. Does the ESEA allow for any flexibility with respect to meeting maintenance of effort (MOE) without waiver approval?

Yes. There is some flexibility in the MOE provisions in the ESEA.

It is important to understand the delay in when the current year's expenditures are taken into account for MOE determinations. For example, expenditures in school year 2017-2018 (fiscal year (FY) 2017 funds) will not affect MOE determinations until school year 2019-2020 (FY 2019 funds). In 2019-2020, the "preceding fiscal year" for MOE determinations will be expenditures for school year 2017-2018; likewise, expenditures in school year 2017-2018 will be the "second preceding fiscal year" for MOE determinations for school year 2020-2021 (FY 2020 funds). Under the MOE provisions in section 8521(b)(2) of the ESEA, an LEA that does not maintain effort during school year 2017-2018 (i.e., based on expenditures during the July 1, 2017 to June 30, 2018 period) would not be penalized with a reduction in Federal FY 2019 (school year 2019-2020) ESEA funds unless the LEA also failed to maintain effort in one or more of the five fiscal years preceding July 1, 2017. If an LEA faces a reduction in FY 2019 ESEA funds, the LEA (or the SEA on the LEA's behalf) may request an MOE waiver under section 8521(c)(1), which gives the Department the authority to waive the MOE requirements in the case of a natural disaster or another exceptional or uncontrollable circumstance.

Finally, we note that, under 34 CFR § 299.5(d)(2)(i), an SEA excludes from an ESEA MOE determination supplemental expenditures of State and local funds made as a result of a Presidentially declared disaster. Therefore, if an LEA's expenditures increase significantly in school year 2017-2018 due to increased spending in response to such a disaster, the SEA will exclude these expenditures from MOE calculations, which will decrease the possibility that a one-time increase in school year 2017-2018 expenditures will cause an LEA to fail to maintain effort in school year 2018-2019 (affecting allocations for the 2020-2021 school year) when expenditures from school year 2018-2019 are compared to school year 2017-2018 expenditures.

B-6. How should SEAs and LEAs identify and serve students who may be residing in homeless situations as a result of a disaster?

The Education for Homeless Children and Youth (EHCY) program is authorized under Title VII-B of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.) (McKinney-Vento Act). The purpose of the McKinney-Vento Act is to ensure that homeless children and youth have equal access to the same free, appropriate public education as provided to other children and youth. (See section 721 of the McKinney-Vento Act). Under section 725(2)(A) of the McKinney-Vento Act, a child or youth is considered homeless if he or she lacks “a fixed, regular, and adequate nighttime residence.” This includes children and youth who are sharing the housing of others due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters, cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; or have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings. (Section 721(b) of the McKinney-Vento Act).

Under the McKinney-Vento Act, each SEA has a State Coordinator for the Education of Homeless Children and Youths (EHCY). (See section 722(f) of the McKinney-Vento Act). In addition, each LEA also has a staff person who is designated to serve as the local liaison for homeless education. (See section 722(g)(1)(J)(ii) of the McKinney-Vento Act). In the event of a disaster, State Coordinators and local liaisons will want to work together to coordinate and facilitate services to children and families made homeless by the disaster.

To facilitate identification of homeless students, local liaisons may choose to display posters or distribute brochures on McKinney-Vento rights in places where people affected by the disaster are likely to assemble. Local liaisons should also notify social services, housing, and other types of agencies working with individuals and families affected by the disaster to assist with identification.

Local liaisons can be proactive in preparing schools to enroll displaced students and arranging for additional staff to assist with the identification and enrollment process. The McKinney-Vento Act requires homeless students to be immediately enrolled in school, even if the student is lacking documentation normally required for enrollment or has missed enrollment deadlines during any period of homelessness. (Section 722(g)(3)(C) of the McKinney-Vento Act). The LEA and school must also allow a student to remain in his or her school of origin (i.e., the school in which he or she was last enrolled or that he or she attended when permanently housed) if it is in the student’s best interest to remain in that school and ensure that the student is provided transportation to and from that school if requested. (Sections 722(g)(3)(A) and 722(g)(1)(J)(iii) of the McKinney-Vento Act).

For more information on the EHCY program, please see the Department’s non-regulatory guidance, which is available at: <https://www2.ed.gov/policy/elsec/leg/essa/160240ehcyguidance072716updated0317.pdf>. In addition, the National Center for Homeless Education has technical assistance products on Disaster Preparation and Response, which are available at: http://nche.ed.gov/ibt/dis_prep.php.

B-7. Are there certain Federal K-12 requirements under the ESEA that may not be waived in response to a disaster?

Yes. Section 8401(c) of the ESEA restricts the requirements for which the Department may consider waivers under section 8401. The requirements for which the Department *may not* grant waivers under this section include:

- (1) The allocation or distribution of funds to States, LEAs, Indian Tribes, or other recipients of funds under the ESEA;
- (2) Maintenance of effort (as noted below, section 8521 of the ESEA gives the Department the authority to waive this requirement under certain circumstances);
- (3) Comparability of services;
- (4) Use of Federal funds to supplement, not supplant, non-Federal funds;
- (5) Equitable participation of private school students and teachers;
- (6) Parental participation and involvement;
- (7) Applicable civil rights requirements;
- (8) The requirement for a charter school under Part C of Title IV of the ESEA;
- (9) The prohibitions—
 - (A) In Subpart 2 of Part F of Title VIII of the ESEA;
 - (B) Regarding use of funds for religious worship or instruction in section 8505 of the ESEA; and
 - (C) Regarding activities in section 8526 of the ESEA (prohibited uses of funds); and
- (10) The selection of a school attendance area or schools under subsections (a) and (b) of section 1113 of the ESEA, except that the Department may grant a waiver to allow a school attendance area or school to participate in activities under Part A of Title I if the percentage of children from low-income families in the school attendance area or who attend the school is not more than 10 percentage points below the lowest percentage of those children for any school attendance area or school of the LEA that meets the requirements of subsections (a) and (b) of section 1113.

In addition, the section 8401 waiver authority does not apply to the Impact Aid Program (Title VII of the ESEA).

C. Elementary and Secondary Education Issues- Part B of the IDEA, Section 504 of the Rehabilitation Act (Section 504), and Title II of the Americans with Disabilities Act (ADA)

Following a disaster, once schools resume, elementary and secondary schools must ensure equal access to educational opportunities for students with disabilities, and provide a free appropriate public education (FAPE). Under IDEA, LEAs where private elementary schools and secondary schools are located must also ensure the provision of equitable services to eligible students with disabilities enrolled by their parents in those private schools. (34 CFR §§ 300.130-300.144). The Department currently has no legal authority to waive IDEA requirements, except

for the requirement to maintain State financial support for special education and related services, as explained in question C-9 below. Therefore, the following questions primarily address best practices for SEAs, LEAs, and schools when addressing extended school closures as a result of a disaster.

C-1. Is an LEA required to continue to provide FAPE to students with disabilities during a school closure caused by a disaster?

The IDEA, Section 504, and the ADA do not specifically address a situation in which elementary and secondary schools are closed for an extended period of time because of exceptional circumstances, such as a disaster.

If an LEA closes its schools because the functioning or delivery of educational services is disrupted, and does not provide any educational services to the general student population, then an LEA would not be required to provide services to students with disabilities during that same period of time. Once school resumes, the LEA must make every effort to provide special education and related services to the child in accordance with the child's individualized education program (IEP) or, for students entitled to FAPE under Section 504, consistent with a plan developed to meet the requirements of Section 504. The Department understands there may be exceptional circumstances that could affect how a particular service is provided. In addition, an IEP Team and, as appropriate to an individual student with a disability, the personnel responsible for ensuring FAPE to a student for the purposes of Section 504, would be required to make an individualized determination as to whether compensatory services are needed to make up for any skills that may have been lost because of an extended school closure.

If an LEA continues to provide educational opportunities to the general student population during a school closure, the school must ensure that students with disabilities also have equal access to the same opportunities, including the provision of FAPE. (34 CFR §§ 104.4, 104.33 (Section 504) and 28 CFR § 35.130 (Title II of the ADA)). SEAs, LEAs, and schools must ensure that, to the greatest extent possible, each student with a disability can be provided the special education and related services identified in the student's IEP developed under IDEA, or a plan developed under Section 504. (34 CFR §§ 300.101 and 300.201 (IDEA), and 34 CFR § 104.33 (Section 504)).

C-2. In the event of a school closure due to a disaster, how might educational services be provided to students with disabilities?

Schools should consider ways of ensuring that continuing education activities (i.e., services provided during a school closure) are accessible to students with disabilities when they are provided to the general education population. Technology may afford students, including students with disabilities, an opportunity to have access to high-quality educational instruction during an extended school closure, especially when continuing education must be provided through distance learning. If schools are providing educational opportunities to the general student population, SEAs and LEAs are required to provide the services and accommodations needed for students with disabilities to have an equal opportunity to participate in a distance-

learning program. (34 CFR § 104.4, 104.33 (Section 504) and 28 CFR § 35.130 (Title II of the ADA)).

C-3. What must a school do if it cannot provide services in accordance with a student's IEP or Section 504 plan?

If a school continues to provide instruction to the general school population during an extended closure due to a disaster, but is not able to provide services to a student with a disability in accordance with the student's IEP, the student's IEP Team determines which services can be provided to appropriately meet the student's needs. The IEP Team may meet by teleconference or other means to determine if some, or all, of the identified services can be provided through alternate or additional methods. Appropriate personnel responsible under Section 504 must take similar actions regarding a student who has a Section 504 plan. Additionally, under IDEA, eligible students enrolled by their parents in private schools who have services plans would need similar consideration and actions. If there has been an extended school closure, once school resumes, a student's IEP Team, or appropriate personnel under Section 504, must determine whether, and to what extent, compensatory services are needed consistent with the respective applicable requirements. (See Q&A C-5). (34 CFR §§ 300.320-300.324 (IDEA) and 34 CFR §§ 104.33-104.35(c) (Section 504)).

C-4. In the event that a school is closed for an extended period of time due to a disaster, would an IEP Team be required to meet? Would an LEA be required to conduct an evaluation of a student with a disability?

IEP Teams are not required to meet in person while schools are closed. IEP Teams may continue to work with parents and students with disabilities during such school closures and offer advice, as needed. If an evaluation of a student with a disability requires a face-to-face meeting or observation, the evaluation would need to be delayed until school reopens. Evaluations and reevaluations that do not require face-to-face assessments or observations may take place while schools are closed, if the parent consents. These same principles apply to similar activities conducted by appropriate personnel for a student with a disability who has a plan developed under Section 504 or who is being evaluated under Section 504.

C-5. What steps must be taken to serve a student with a disability who may have lost skills as a result of an extended absence from school due to a disaster?

The student's IEP Team (or appropriate personnel under Section 504) must make an individualized determination as to whether, and to what extent, it may be necessary to provide compensatory education. (34 CFR §§ 300.320-300.324 (IDEA), and 34 CFR §§ 104.33-104.35 (Section 504)).

Compensatory services may be necessary when there is a decline in the student's skills that occurred as a result of a student not receiving services during an extended closure due to a disaster.

The student's IEP Team also must review the student's IEP and determine whether any other changes to the IEP are needed as a result of the extended absence from school. (34 CFR § 300.324(b)(1)). An IEP Team may consider using informal assessments to determine whether there have been changes in a student's performance. Similarly, the appropriate personnel under Section 504 must also review the student's plan developed under Section 504 to determine whether any other changes are needed as a result of a prolonged absence from school. (34 CFR § 104.35(c)).

C-6. What steps must a school district unaffected by a disaster take in order to serve a student with a disability who relocates to that school district? What if the child's family does not have a copy of the child's current IEP in this situation?

During such a difficult time, as schools attempt to locate or preserve records and work to rebuild school facilities, the Department recognizes the challenges associated with serving students who are displaced from their current school as a result of a disaster. For children with disabilities, the requirements under the IDEA related to student transfers do not contain specific exceptions due to disasters or situations where a school is unable to provide educational services to students. IDEA contains specific provisions governing IEPs and services for students with disabilities who transfer to a new school district within the same State or a different State in the same school year. (34 CFR § 300.323(e)-(g)). While different requirements apply to within-State and out-of-State transfers, students with IEPs must receive FAPE through the provision of services comparable to those described in the child's IEP from the previous public agency until, in the case of an in-State transfer, the new school district implements an IEP for the student. In the case of an out-of-State transfer, the new school district conducts an evaluation if determined necessary and implements a new IEP, if appropriate. The new school district must take steps to attempt to obtain the child's records from the previous school district, if such records exist, and the previous school district must attempt to promptly respond to the records request. (34 CFR § 300.323(g)). If a child's family relocates to a new school district in a different State, and the new school district believes that the child has a disability, but the parents cannot provide a copy of the child's IEP or the previous school district has not provided a copy of the child's IEP, the new school district may provide the child with special education and related services through a temporary IEP, subject to the parent's agreement. Recipient LEAs also are responsible for providing FAPE consistent with the requirements of Section 504 to students with disabilities who are in the jurisdiction of the LEA.

C-7. Is an LEA required to provide equitable services to parentally placed private school students with disabilities during an extended school closure due to a disaster? How should the LEA communicate with these private schools?

LEAs with students with disabilities parentally placed in private schools should have, during the required consultation process with private school officials under section 612(a)(10)(A)(iii) of the IDEA, established procedures and strategies, including a communication process that will be implemented in the event of an extended school closure. Planning for this effort may require establishing a new strategy to be employed during the extended closure. LEAs should coordinate such planning with appropriate private school

officials to make sure that they have access to information related to equitable services for their eligible students.

C-8. How should a State impacted by a disaster report data on its FFY 2017 IDEA Part B SPP/APR?

The Department recognizes the damaging effects of disasters on impacted LEAs and their impact on LEAs' ability to report data. In developing the State's FFY 2017 IDEA Part B SPP/APR (which covers the period July 1, 2017 through June 30, 2018), the State should include for each indicator that it is relevant to, information that discusses the extent to which any LEAs that were affected by a disaster were unable to meet applicable timelines or where the collection of valid and reliable data was not possible. Please include any other relevant information for the Office of Special Education Programs (OSEP) to take into account.

C-9. Does the Department have the authority to waive the requirement to maintain State financial support for special education and related services due to a disaster?

Yes. The Secretary may waive, one fiscal year at a time, the requirement under Part B of the IDEA that States not reduce the amount of State financial support for special education and related services for children with disabilities if doing so would be equitable due to exceptional or uncontrollable circumstances, such as a disaster or unforeseen decline in the financial resources of the State. (34 CFR § 300.163(c)(1)). A State that wishes to seek such a waiver would contact its State Lead in OSEP for technical assistance.

D. Issues Related to Services for Infants and Toddlers under Part C of the Individuals with Disabilities Education Act (IDEA)

Part C of the IDEA provides funds to the State LA to make early intervention services available to all eligible infants and toddlers with disabilities and their families living within the State. These services are provided in a variety of settings, including the child's home, daycare, preschools, and community centers. The following questions and answers primarily address the best practices for the State LA and its local EIS programs and providers when faced with unforeseen programmatic circumstances due to a disaster.

D-1. Are the State LA or EIS program or provider required to continue providing early intervention services to infants and toddlers with disabilities under Part C of the IDEA if the offices are closed due to the impacts of a disaster?

If the offices of the State LA or the EIS program or provider are closed, then services under Part C of the IDEA would not need to be provided to infants and toddlers with disabilities and their families during that period of time. If the LA's offices are open but the offices of the EIS program or provider in a specific geographical area are closed due to public health, flooding

and/or safety concerns as a result of destruction in the area, the EIS program or provider would not be required to provide services during the closure.

If the local EIS program or provider's offices remain open, but IDEA Part C services cannot be provided in a particular location (such as in the child's home) by a particular EIS provider, then the LA should take reasonable steps to identify alternatives for continuing services. For example, services may be provided in an alternate location, using a different EIS provider, identifying other parent or community resources, or through alternate means, such as through teleconference or consultative services to the parent (if feasible).

D-2. What steps must be taken if early intervention services are not provided for an extended period of time to an infant or toddler with a disability under Part C of the IDEA?

Once the offices re-open and/or EIS programs and providers are able to provide services, the service coordinator and EIS providers for each child must resume providing the services on the child's Individualized Family Service Plan (IFSP) as soon as possible. (20 U.S.C. 1435(a)(4) and 1436; 34 CFR § 303.342(e)). For children who did not receive early intervention services for an extended period of time, once services resume, the service coordinator and EIS providers must determine if the child's service needs have changed, determine whether the IFSP Team should review the child's IFSP to identify whether any changes are needed, and consider whether compensatory services are needed. (20 U.S.C. 1436; 34 CFR § 303.342(b)). The IFSP team may meet by teleconference or other means to review the IFSP if conditions warrant or if the family requests a periodic review. *Id.*

D-3. What steps can be taken to resume the provision of early intervention services after a family has been displaced and has relocated, and what can be done if early intervention records cannot be located or accessed?

The Department recognizes the disruption to families and challenges to providers in continuing to provide early intervention services to families who are in a new location as a result of a natural disaster. Once early intervention services can be provided, if a family is in a new location, the first step is to contact the EIS program or provider where the child was receiving IDEA Part C services to obtain a copy of the child's early intervention record and most recent IFSP (with parent consent, if needed under 34 CFR § 303.414). If the child's records cannot be located or accessed due to circumstances relating to a disaster, a State may provide IDEA Part C services if parental consent is obtained by using an interim IFSP under 20 U.S.C. 1436(c) and 34 CFR § 303.345, until such time as the records establishing eligibility and the child's IFSP are available or, in the case of no records being available or a new family initially referred to IDEA Part C, such time as an evaluation and assessment can be conducted to determine eligibility.

D-4. Does IDEA allow for flexibility in meeting the 45-day timeline for conducting a child's initial evaluation, assessment, and IFSP meeting?

While the Department does not have the authority to waive the IDEA Part C 45-day timeline requirement in 34 CFR § 303.310(a), this timeline includes two allowable exceptions. These exceptions apply if the child or parent is unavailable due to exceptional family

circumstances or a natural disaster; or if the parent has not provided consent despite documented, repeated attempts by the LA or EIS provider to obtain parental consent. (34 CFR § 303.310(b)). Both of these exceptional circumstances may apply in situations where a family has been displaced as a result of a disaster. In these situations, the LA or EIS program or provider must document application of the exception in the child's early intervention records. (34 CFR § 303.310(c)(1)). In situations such as a natural disaster, when families and providers are displaced and when offices are closed, delays can be expected. States must complete the initial evaluation, assessment, and IFSP meeting as soon as the exceptional family circumstance no longer exists and parental consent is obtained. (34 CFR § 303.310(c)(2)). As mentioned in question D-3, if appropriate, an interim IFSP may be put into place with parent consent under 34 CFR § 303.345 to provide IDEA Part C services before the evaluation or assessment is completed.

D-5. How should the State report data on its Federal Fiscal Year (FFY) 2017 State Performance Plan/Annual Performance Report (SPP/APR) for IDEA Part C?

The Department recognizes the damaging effects of recent natural disasters on EIS programs and providers and the infants and toddlers and families who are served by those programs. In developing the FFY 2017 SPP/APR (which covers the period July 1, 2017, through June 30, 2018) under Part C of the IDEA, the State should include for each indicator that it is relevant to, information that discusses the extent to which any EIS programs that were affected by the recent hurricanes, were unable to meet applicable timelines or where the collection of valid and reliable data was not possible. Please include under Indicators 1, 7, and 8 any documented exceptional family circumstances and other relevant information for OSEP to take into account.

E. Adult Education and Career and Technical Education Program Issues

E-1. May States receive a one-year waiver of their maintenance of effort (MOE) requirements for adult education and career and technical education programs if a disaster causes a disruption in services?

Yes. Section 241(b)(4) of the Adult Education and Family Literacy Act (AEFLA) authorizes the Secretary to waive a State's MOE requirement for not more than one fiscal year if "the Secretary determines that a waiver would be equitable due to exceptional or uncontrollable circumstances, such as a natural disaster." Similarly, section 311(b)(2) of the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) allows the Secretary to waive a State's MOE requirement due to exceptional or uncontrollable circumstances (such as Hurricane Harvey, Hurricane Irma or Hurricane Maria) that affect a State's ability to meet such requirements.

E-2. May States and local recipients renegotiate their agreed-upon performance levels for career and technical education programs if there are extended closures due to a disaster?

Yes, if the devastation from a disaster makes it excessively difficult to meet performance goals. Section 113(b)(3)(A)(vii) of Perkins IV provides the Secretary with the authority to renegotiate annual performance goals if certain unanticipated circumstances arise. (See the Office of Career, Technical, and Adult Education's Questions and Answers Regarding Perkins IV Non-Regulatory Guidance, Version 3 (Questions B-40 through B-45), https://s3.amazonaws.com/PCRN/docs/Compiled_List_of_QAs-8-8-16.docx).

E-3. Will a State be subject to a financial sanction if it is not able to submit its performance report, as required under the Workforce Innovation and Opportunity Act (WIOA), by the report due date because of a disaster?

No. In accordance with WIOA's implementing regulations at 34 CFR § 463.185(b), a State will not be subject to a financial sanction if it does not submit a complete performance report by the report due date as a result of exceptional circumstances outside of the State's control, including a disaster.

In the event that a State is not able to submit a complete performance report by the report due date, the State must notify the Secretary of Labor or Secretary of Education as soon as possible, but no later than 30 days prior to the established deadline for submission, of a potential impact on the State's ability to submit its performance report in order to not be considered failing to report. In circumstances where unexpected events occur less than 30 days before the established deadline for submission of the performance report, the Secretaries of Labor and Education will review requests for extending the reporting deadline in accordance with their Departments' procedures. (See 34 CFR § 463.185(c)).

F. Postsecondary Education Issues Generally

This section discusses the waivers and other forms of relief the Department may provide to postsecondary institutions and other postsecondary program participants regarding Federal education requirements during an extended school closure as a result of a disaster, such as a hurricane, that disrupts the functioning or delivery of educational services. For additional information, see the guidance posted at the following Web address: <https://ifap.ed.gov/ifap/disaster.jsp>.

F-1. What should institutions do if a disaster disrupts the delivery of educational services?

Institutions should have alternatives for the delivery of educational programs for use during an extended closure due to a hurricane or other disaster. These alternatives could include creating or expanding distance learning opportunities, either through existing institutional capacity or through agreements with other institutions. Any written agreements with other institutions should be put in place as soon as possible so that they are available to address the needs of students, including students with disabilities. The requirements for these types of

agreements for purposes of Federal Student Aid (FSA) programs can be found in 34 CFR § 668.5.

Because the ADA and Section 504 also prohibit discrimination on the basis of disability, institutions that receive Federal financial assistance or that are covered by the ADA must ensure that students with disabilities have equal access to educational opportunities. This includes plans for distance learning. Institutions should prepare strategies to ensure that students with disabilities have equal access to these programs. These include strategies for providing reasonable accommodations such as auxiliary aids and services and modifications to academic requirements where necessary to enable these students to access distance learning programs. (34 CFR § 104.44; 28 CFR §§ 35.130(b)(7) and 35.160).

Institutions should have plans ready to serve all students residing on campus, or to perform other functions if the campus itself is used for other purposes by the State or local community. Emergency preparedness and emergency response programs must also be accessible to individuals with disabilities. For additional information, see “An ADA Guide for Local Governments: Making Community Emergency Preparedness and Response Programs Accessible to People with Disabilities,” available at the following website: <http://www.ada.gov/emergencyprepguide.htm>.

F-2. What should an institution do if it is unable to properly administer its Federal student assistance programs under Title IV of the Higher Education Act of 1965 (HEA) due to a disaster?

If an institution determines that it is, or will be, unable to properly administer its Title IV programs (including continuation of its educational programs) as a result of a disaster, it should immediately contact the FSA School Participation Division in the Department for further guidance. The contact information can be found at the following web address: <https://ifap.ed.gov/ifap/helpContactInformationDetailedList.jsp?contactname=School%20Participation%20Division>.

F-3. What steps should institutions take if incoming students are unable to complete high school graduation requirements due to extended closures caused by a disaster and its disruptions to the functioning or delivery of educational services?

Under institutional eligibility requirements for the Department’s Federal student financial aid programs (34 CFR §§ 600.4(a)(2), 600.5(a)(3), and 600.6(a)(2)), institutions participating in those programs must admit as regular students only persons who have a high school diploma, have the recognized equivalent of a high school diploma, or are beyond the age of compulsory school attendance in the State in which the institution is physically located. Accordingly, institutions are strongly encouraged to consult with the high school the student was attending to best address a plan for the student to receive the high school diploma or its equivalent. The Department recognizes this may be a difficult task, particularly for students attending high school in a different State from the State in which the institution is located; however, officials at

the high school will be the most aware of any modifications or waivers provided by the SEA or LEA.

F-4. What if an institution's accreditation is up for renewal during an extended closure due to a disaster and the accrediting agency cannot complete its work on time?

The Secretary urges accrediting agencies to establish reasonable written policies (if they do not already have such policies) to extend accreditation or pre-accreditation if an institution is closed as a direct result of a disaster. Generally, the Department will consider policies granting extensions of accreditation or pre-accreditation due to expire within three months of a disaster or the deferral of already-pending accreditation actions as reasonable and consistent with good practice. For institutional eligibility purposes, the Department will accept reasonable extensions of existing accreditation or pre-accreditation even if granted by an agency that lacks a plan for extended closures.

F-5. What if an institution's application to be recertified to participate in the FSA program is not submitted timely because of a disaster?

The Department will consider extending the institution's Program Participation Agreement if the institution has been impacted by a disaster. Institutions that need an extension should contact the School Participation Division of FSA.

G. Issues Related to the Administration of the Federal Student Aid Programs

G-1. What if an institution closes for several weeks during an academic year and it is not possible to reschedule instructional time?

If, as a result of a disaster, an institution is temporarily closed for an extended period of time that impacts the length of its academic year, the Department, through the FSA School Participation Division, will assist the institution to determine the continued eligibility of its programs and its students for HEA Title IV assistance. The Secretary may permit institutions with academic years of 30 weeks or longer to shorten their academic years to not less than 26 weeks, on a case-by-case basis under section 481(a) of the HEA, and 34 CFR § 668.3.

G-2. What can an institution do to mitigate the impact that a disaster may have on the financial aid that students receive?

To reduce the potential impact of a disaster on student financial aid, the Department suggests the following:

- **Professional Judgment:** Section 479A of the HEA specifically provides the financial aid administrator (FAA) the authority to use professional judgment to make adjustments to the cost of attendance or to the values of the items used in calculating the Expected Family Contribution (EFC) to reflect a student's special circumstances. The Secretary

encourages FAAs to use professional judgment to reflect more accurately the financial need of students and families affected by a disaster. The use of professional judgment is discussed in the Department's FSA Handbook, which can be accessed at:

<https://ifap.ed.gov/ifap/byAwardYear.jsp?type=fsahandbook&awardyear=2016-2017>.

- **Refunds and Re-Enrollment:** The Department strongly encourages institutions to provide a full refund of tuition, fees, and other institutional charges, or to provide credit in a comparable amount against future charges, for students who withdraw from school as a direct result of a disaster. The Department also urges institutions to consider providing easy and flexible re-enrollment options to such students.
- **Satisfactory Academic Progress:** When a student fails to meet the institution's satisfactory academic progress standards due to a disaster, the institution may apply the "other special circumstances" exception provision in 34 CFR § 668.34(a)(9)(ii).
- **Return of Title IV Funds:** If a student withdraws from school because of a disaster, the institution must perform the return of HEA Title IV funds calculations in accordance with 34 CFR § 668.22, as it must for any student who withdraws. Institutions should not include the days the school was not offering classes due to the disaster in either the numerator or denominator of the calculation.
- **Late Disbursements:** The Department's disbursement regulations allow, under certain conditions and within certain time frames, for a late disbursement of Title IV funds when the late disbursement was not the fault of the student. These regulations would permit a disbursement of Title IV funds to accommodate students affected by a disaster (see 34 CFR § 668.164(j)).

G-3. What relief from the requirements in the Student Assistance General Provisions regulations may the Department provide to institutions, and how may institutions go about requesting this relief?

If appropriate, the Department may provide the following relief to institutions:

- **Cash Management:** The Secretary will work with institutions affected by a disaster to address specific problems arising from regulatory requirements regarding credit balances, notices and authorizations, excess cash, and the handling of Direct Loan Fund Proceeds (see 34 CFR part 668, subpart K). Please contact the FSA School Participation Division for assistance.
- **Campus Security Report and Equity in Athletics Disclosure Report:** If an institution is unable to provide the Department with its crime and fire statistics or its Equity in Athletics Disclosure Report by the established deadlines because its administrative capability is directly impacted by a disaster, the Department will consider adjusting the reporting deadlines (see 34 CFR §§ 668.41, 668.46, and 668.47). This also includes the dissemination of an Annual Security Report to the school's community by October 1 of each year. Please contact the FSA School Participation Division for assistance.
- **Enrollment Reporting:** If an institution is unable to report enrollment information to the National Student Loan Data System (NSLDS) according to the established schedule

as a direct result of a disaster, it must contact NSLDS Customer Service at 1-800-999-8219 to modify its reporting schedule.

G-4. What administrative relief can the Department provide to institutions regarding campus-based programs?

Section 413D(d) of the HEA penalizes institutions for underutilization of their campus-based funding. Section 413D(d)(2) of the HEA, however, authorizes the Secretary to waive this penalty for an institution if enforcing the reduction would be contrary to the interest of the program. The Secretary will consider the failure of an institution to expend funds due to a disaster as an appropriate basis for granting a waiver (*see* 34 CFR § 673.4(d)(3)).

The HEA also requires an institution to use at least seven percent of the total amount of its Federal Work Study (FWS) allocation to compensate students employed in community service (42 U.S.C. 2753(b)(2)(B)). The Secretary may waive this requirement if the Secretary determines that enforcing it would cause a hardship for students at the institution. The Secretary will consider the failure of an institution to expend at least seven percent of its FWS allocation for community service due to a disaster that disrupts the functioning or delivery of educational services as an appropriate basis for a waiver (*see* 34 CFR § 675.18(g)).

In addition, the Secretary will consider extending the Fiscal Operations Report and Application to Participate reporting deadlines on a case-by-case basis if a disaster affects an institution's ability to meet these required reporting deadlines. To receive such consideration, institutions may contact the FSA School Participation Division.

G-5. What administrative relief can the Department provide to institutions regarding enrollment reporting requirements?

Any borrower who maintains an “in-school” status but who is unable to complete course requirements or enroll in classes because of an issue caused by a disaster will be considered to have maintained his or her “in-school” status during the relevant period of nonattendance until the borrower withdraws or re-enrolls in the next regular enrollment period (whichever is earlier). The relevant period of nonattendance should not require a borrower to enter or use any of his or her grace period.

This guidance does not affect the way an institution should report a borrower's enrollment status.

G-6. What administrative relief will the Department provide to institutions regarding the Direct Loan program?

Generally, institutions are required to submit the Direct Loan promissory note, loan origination record, and initial disbursement record for a loan to the Secretary no later than 15 days following the date of the initial disbursement of the loan. If an institution is severely affected by a disaster, however, the Secretary, through the appropriate FSA School Participation

Division, will take steps to address an institution's concerns about meeting these deadlines on a case-by-case basis (*see* 34 CFR § 685.301(c)).

G-7. What administrative relief can the Department provide to institutions regarding the Federal Perkins Loan program?

In the event that services are severely disrupted or disrupted for an extended period of time due to a disaster, the Secretary, through the appropriate FSA School Participation Division, will consider addressing concerns about the billing and collection activities required on a case-by-case basis (*see* 34 CFR Part 674, Subpart C). If an institution contracts with a third-party servicer for this activity, that billing and collecting service of prior year borrowers should continue. The Secretary, through the appropriate FSA School Participation Division, will also consider addressing, on a case-by-case basis, concerns about borrowers in initial and post-deferment grace periods (*see* 34 CFR § 674.42).

The Secretary will consider authorizing the institution to grant forbearance, for a period not to exceed three months, to a borrower who is in repayment, but is unable to continue to repay the loan due to the disaster. A borrower may request this forbearance orally, or in writing, and is not required to submit documentation to be considered eligible for this forbearance. This period of forbearance will be counted toward the three-year maximum limit on the number of years of forbearance that may be granted to a borrower. In order to receive forbearance beyond the three-month period, the borrower must make a written request to the institution and provide supporting documentation (*see* 34 CFR § 674.33).

G-8. What administrative relief can the Department provide to loan holders regarding enrollment status requirements for Federal Family Education Loan (FFEL)?

In accordance with the Department's regulations, loan holders may grant an administrative forbearance to FFEL borrowers who have been adversely affected by a disaster. The holder may grant forbearance for up to three months and must document the reasons why it granted the forbearance, but does not need to obtain supporting documentation or a signed written agreement from the borrower (*see* 34 CFR §§ 682.211(f)(11)). The Secretary believes that it is in the best interest of the student loan programs to consider each Federal Stafford or PLUS loan that is in an "in-school" or in an "in-school" deferment status on the date the borrower's attendance at the institution was interrupted due to a natural disaster to be in an "in-school" status. Each loan should continue in that status until the borrower withdraws or re-enrolls in the next regular enrollment period, whichever is earlier. This period of nonattendance due to a disaster should not result in a borrower entering or using any of his or her grace period on the loan (*see* 34 CFR §§ 682.209(a) and 682.210).

The Secretary will treat Direct Loan borrowers in accordance with the administrative forbearance guidance discussed above.

G-9. What administrative relief can the Department provide institutions regarding the Federal Pell Grant and Iraq-Afghanistan Service Grant disbursement records?

Normally, an institution must submit to the Department a Federal Pell Grant and Iraq-Afghanistan Service Grant disbursement record for a student not later than 15 calendar days after the institution makes a payment to the student. In addition, if the institution becomes aware that a previously reported payment or expected payment for a student is no longer accurate, the institution must submit an accurate disbursement record for that student to the Department not later than 15 calendar days after becoming aware of the need to make the change. The Secretary will consider revising these deadlines for institutions affected by a disaster (*see* 34 CFR § 690.83).

H. Vocational Rehabilitation (VR) Program Issues

This section discusses the forms of relief the Department may provide to State VR agencies, as well as recommendations to ensure the continuity of services during an extended agency/office closure as a result of a disaster that disrupts the program's functioning or delivery of VR services.

H-1. What flexibility can the Department provide regarding program and fiscal reporting?

Understanding that case management systems may be impacted, OSERS' Rehabilitation Services Administration (RSA) fiscal and data staff can assist grantees impacted by disasters by providing flexibility in the reporting of program and fiscal data. VR agencies should contact the OSERS/RSA Fiscal and Data units as issues arise.

H-2. Will a State be subject to a financial sanction if it is not able to submit its performance report, as required under WIOA, by the report due date because of a disaster?

No. In accordance with WIOA's implementing regulations at 34 CFR § 361.185(b), a State will not be subject to a financial sanction if it does not submit a complete performance report by the report due date as a result of exceptional circumstances outside of the State's control, including a disaster.

In the event that a State is not able to submit a complete performance report by the report due date, the State must notify the Secretary of Labor or Secretary of Education as soon as possible, but no later than 30 days prior to the established deadline for submission, of a potential impact on the State's ability to submit its performance report in order to not be considered failing to report. In circumstances where unexpected events occur less than 30 days before the established deadline for submission of the performance report, the Secretaries of Labor and Education will review requests for extending the reporting deadline in accordance with their Departments' procedures. (*See* 34 CFR § 361.185(c)).

H-3. What should VR agencies do if a disaster disrupts the delivery of VR services?

The Department recognizes the challenges associated with serving individuals and youth with disabilities who are displaced as a result of a disaster. As VR agencies attempt to continue to serve individuals with disabilities, including youth with disabilities, who have been displaced, we recommend that VR agencies identify alternative means for delivering VR services for use during an extended closure due to a disaster. These alternatives can include consolidating or expanding responsibilities of local VR offices in order to effectively serve program participants and communicating with community rehabilitation providers to ensure that the VR service needs of individuals with disabilities are not unduly or unnecessarily delayed.

H-4. Does the Department have the authority to waive the maintenance of effort requirement under the State VR program due to a natural disaster?

Yes. A State may request a waiver or modification of the maintenance of effort requirement if it fails to meet that requirement because of certain specific circumstances, such as natural disasters. The Secretary may grant a waiver or modification of the maintenance of effort shortfall when an action would be an equitable response to exceptional or uncontrollable circumstances affecting the State. A State that wishes to seek such a waiver should contact its State liaison in OSERS/RSA for technical assistance.

H-5. Does the Department have the authority to waive the match requirement under the VR State program?

No. Without a legislative change by Congress, the Department is unable to waive the VR match requirement.

October 2017 Student Assessment Newsletter

Texas Education Agency sent this bulletin at 10/06/2017 05:19 PM CDT

Having trouble viewing this email? [View it as a Web page.](#)



Student Assessment Newsletter

Office of Academics

October 2017



Here's the Latest...

Hurricane Harvey Update

As Texas continues to recover from the aftermath of Hurricane Harvey, the Texas Education Agency (TEA) has created a resource center on its website to centralize all hurricane-related information for school districts. The website can be found at [https://tea.texas.gov/About_TEA/Other_Services/Weather and Disaster/Hurricane Harvey Resources/](https://tea.texas.gov/About_TEA/Other_Services/Weather_and_Disaster/Hurricane_Harvey_Resources/). It includes all TEA hurricane-related correspondence and announcements, information on waivers and extensions, school nutrition information, and detailed answers to frequently asked questions. In addition, the agency recently sent a survey to superintendents in the declared disaster areas regarding the impact of Hurricane Harvey. Executive leadership at the agency will review the survey results prior to making any additional decisions. However, students will still need to take required state assessments. To track students affected by Hurricane Harvey, districts will need to complete the AGENCY USE field on the answer document. More information regarding completing this field will be sent in the future.

Changes for the Student Assessment Division

In case you haven't heard, there have been several changes for the Student Assessment Division. First, there is a new Executive Director of the division. Deborah Sauberer has joined the team and comes to the division from Tennessee with 20 years of assessment experience. Second, the assessment division, as well as other divisions in the Office of Academics, have been reorganized. Many of the content staff have moved to the Curriculum Division, and some of the reporting staff have moved to the Performance Reporting Division. You can see some of these changes in our new contact information at <http://tea.texas.gov/student.assessment/contacts/>. Finally, we are starting this division newsletter to keep you more informed of what's happening with the Texas Assessment Program and what's coming soon. The newsletter will be published periodically to correspond with test administrations and other important times during the school year. The next newsletter is scheduled for January 2018 around the beginning of the spring semester. You can find the newsletter posted in the *What's New in Student Assessment* section of our website at <http://tea.texas.gov/student.assessment/>, as well as in the assessment correspondence with districts section at <http://tea.texas.gov/student.assessment/correspondence/>.

Interim and Formative Assessments

TEA has been working to develop its new interim assessment system. The first phase will be released in spring 2018. The system will feature online multi-stage adaptive tests for mathematics and reading in grades 3–8. The optional interim assessments will be fully aligned to the State of Texas Assessments of Academic Readiness (STAAR®) and available to districts at no cost. Interim assessments will be delivered through the STAAR Online Testing Platform. More information and details will be made available in the coming months. TEA will also be providing a presentation on interim assessments during the Texas Assessment Conference in November.

The new formative assessment system will be released in fall 2018. It will be delivered through the Texas Gateway. More information and details will be made available in the future.

[Back to the top](#)

Changes in Rule and Legislation

TAKS Graduation Requirement Rules

Proposed amendments to Texas Administrative Code (TAC) §101.3024 and 101.4003 are being finalized. These rules allow alternate paths to meet assessment graduation requirements for former Texas Assessment of Knowledge and Skills (TAKS) examinees, including former Texas Assessment of Academic Skills (TAAS) and Texas Educational Assessment of Minimal Skills (TEAMS) examinees. The rules include a list of alternate assessments former examinees can take in place of TAKS. The adopted rules should be effective in October. You can find more information on these rules at [http://tea.texas.gov/About_TEA/Laws_and_Rules/Commissioner_Rules_\(TAC\)/Commissioner_of_Education_Rules_-_Texas_Administrative_Code/](http://tea.texas.gov/About_TEA/Laws_and_Rules/Commissioner_Rules_(TAC)/Commissioner_of_Education_Rules_-_Texas_Administrative_Code/).

Complete Newsletter is available online at
<https://content.govdelivery.com/accounts/TXTEA/bulletins/1bbbea5>

FEDERAL ACCOUNTABILITY SYSTEM FEATURES:

Which student groups will be evaluated for academic performance?

Page 10 lists the following student groups:

- African American, American Indian, Asian/Pacific Islander, Hispanic, White, and Two or more races
- Economically disadvantaged
- Students receiving special education services
- Students formerly receiving special education services
- English learners (EL)
- Continuously enrolled
- Mobile

What is the minimum size criteria (Minimum N-Size) for each student group?

Pages 11-13 describe the following:

All Students—no minimum size criteria; if denominator is less than 10, data are aggregated across three years using uniform averaging; Student Groups—denominator greater than or equal to 25.

How will the state tackle 95% test participation rates and opt-outs?

Page 28 describes the following:

A participation rate of less than 95 percent on statewide math and reading/language arts assessments will be included on the Closing the Gaps domain report. Campuses that do not meet the 95 percent rate will be notified and required to develop strategies to meet the target as part of their annual campus needs assessment for Title I funding.

How will the performance of English learners be included in the accountability system?

Page 11 describes the following:

Performance results for English learners (EL) in their first year of enrollment in U.S. schools will be excluded from accountability performance indicators. (Students must be assessed and are included in participation rates.)

Performance results for ELs in their second year of enrollment in U.S. schools will be included in the accountability performance indicators based on the **EL Performance Measure**. (NOTE: This is not the ELL Progress Measure that is currently included in the state accountability system. This appears to be a new performance measure for ELs.)

Performance results for EL students after their second year of enrollment in U.S. schools are included in accountability performance indicators.

Performance results for a small number of asylees/refugees in their first through fifth year of enrollment in U.S. schools are not included in accountability performance indicators.

IMPORTANT TO NOTE: The U.S. Department of Education has 120 days to review Texas' state plan and will conduct a peer review as part of the process.

How will schools be identified for Comprehensive and Targeted Support and Improvement? What is the exit criteria?

NEW! Page 26 describes the methodology for identify CS & I schools. Pages 26-29 describe identification for CS&I and TS&I schools.

Comprehensive Support and Improvement Schools (CS&I)

TEA will **annually** identify campuses for comprehensive support and intervention beginning with the August 2018 accountability release, which is based on School Year 2017-2018 performance data. **TEA will utilize a rank ordering method based on the overall composite score of campuses on the three domains to identify at least the lowest five percent** scoring campuses that receive Title I funds for comprehensive support and improvement.

High school campuses that have a lower than a 67 percent four-year graduation rate will automatically be identified for comprehensive support and improvement; and any Title I campus that has been identified for targeted support and improvement for three consecutive years will be identified for comprehensive support and improvement the following school year if they do not exit targeted support status.

Additionally, schools that fail to exit comprehensive status **within five years** will be subject to a set of more rigorous interventions that include, but are not limited to, closure of the school; restarting the school in partnership with a charter school; converting the school to a charter school with an independent governing board, new leadership team, and redesigned school model; appointing a Conservator to oversee the school or LEA; or inserting a state-appointed Board of Managers to oversee the entire LEA. (This aligns with the current state intervention requirements in statute.)

The **exit criteria** for CS&I schools states that campuses that do not rank in the bottom five percent for *two consecutive years* but are receiving comprehensive support will be considered as having successfully exited comprehensive support status.

Targeted Support and Improvement Schools (TS&I):

Student group achievement will be monitored **annually** through the Closing the Gaps domain. Any campus that has one or more significant achievement gap(s) between student groups will be identified for targeted support and improvement. TEA defines “consistently underperforming” as a school having one or more student groups that do not meet interim benchmark goals for three consecutive years. Additionally, any campus that is not identified for comprehensive or targeted support, and receives an F-rating in the Closing the Gaps domain will be identified for additional targeted support. Identification will begin with the August 2018 school ratings and will occur on an annual basis.

The **exit criteria** for TS&I schools states that targeted support campuses will exit when they no longer meet identification criteria in the Closing the Gaps domain. TEA expects campuses to exit within three years.

Finally, TEA intends to provide **technical assistance** to LEAs serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement at the board, LEA, and campus level. (Please refer to page 30 for specific details regarding technical assistance.)

- 1) What did the state pick for its big, long-term goal, and what kinds of short-term goals is it setting?
- 2) What did the state pick for academic indicators and how much do they matter in rating schools?
- 3) What did the state pick for the indicators of student success and school quality?

Pages 22-23 and Appendix A describe the following:

INDICATOR	MEASURE	DESCRIPTION	LONG-TERM GOAL Appendix A	INTERIM GOALS Appendix A	KEY FEATURES
ACADEMIC ACHIEVEMENT <i>Refer to pg. 22</i>	STAAR 3-8 and EOCs in ELA/reading, math, writing, science, and social studies	Percentage of students scoring at or above <u>Approaches Grade Level</u> for all students and each student group by subject	TEA's long-term goal is to have all students and each student group reach the 90% Approaches Grade Level target by 2032	TEA has established interim targets over 5-year intervals beginning in 2017-2018: 2017-2022 = 80% 2022-2027 = 85% 2026-2032 = 90%	<i>"All students or any student group that fails to meet the ESSA indicator target for a specific measure will be afforded Safe Harbor via a required improvement measure." Refer to page 17 for the Actual Change calculation.</i>
OTHER ACADEMIC INDICATOR FOR ELEMENTARY AND SECONDARY SCHOOLS THAT ARE NOT HIGH SCHOOLS <i>Refer to pg. 22</i>	Growth on STAAR assessment in reading and mathematics over a two-year period	Growth would be credited for students who maintain high performance levels as well as those who fail to meet the proficiency standard but exhibit growth from one year to the next. Measure will account for all students as well as student groups by subject.	TEA's long-term goal is to have all students and each student group reach the 80% growth target by 2032	TEA has established interim targets over 5-year intervals beginning in 2017-2018: 2017-2022 = 70% 2022-2027 = 75% 2026-2032 = 80%	
GRADUATION RATE <i>Refer to pg. 22</i>	Texas is required by state statute to use the National Center for Education Statistics (NCES) dropout definition and to calculate the graduation rates in accordance with ESSA.	The high school graduation rate is the other performance measure for all districts and high school campuses for which the rate is calculated. It will account for all students as well as student groups.	TEA's long term graduation rate goals (by 2032) are: -94% for the four-year graduation rate -96% for the five-year graduation rate -97% for the six-year graduation rate	Four-Year Graduation Rate Interim Target: Beginning with the Class of 2017, Texas will set the 4-year graduation target at 90 percent and raise it by two percentage points over five-year intervals.	High schools and school districts that do not meet the long-term graduation rate goal must meet either an annual target or a growth target for the four-year graduation rate, or an annual

INDICATOR	MEASURE	DESCRIPTION	LONG-TERM GOAL Appendix A	INTERIM GOALS Appendix A	KEY FEATURES
				Four-Year Graduation Rate Growth Target: The growth target is a 10.0 percent decrease in difference between prior year graduation rate and the 94 percent long-term goal.	target for the five-year graduation rate or six-year graduation rate.
PROGRESS IN ACHIEVING ENGLISH LANGUAGE PROFICIENCY <i>Refer to pg. 22</i>	The Texas English Language Proficiency Assessment System (TELPAS) Composite Rating provides a single measure of a student's overall level of English language proficiency determined from the student's listening, speaking, reading, and writing proficiency ratings. A weighted formula is used to generate composite ratings of Beginning, Int., Adv. and Adv. High.	Progress is the percent of current English Learners in Grades K-12 who have made progress in developing their English language proficiency since it was last assessed. To be considered as having made progress, a student must have an increase of at least one proficiency level on the TELPAS composite rating from the most recent prior year to the current year. Students who had a TELPAS composite rating of Advanced High in the most recent prior year must maintain the composite rating of Advanced High in the current year in order to be counted as having made progress.	TEA's long-term English Language Proficiency goal is to have 46% of EL students achieving English proficiency by 2032.	TEA has established interim targets over 5-year intervals beginning in 2017-2018: 2017-2022 = 42% 2022-2027 = 44% 2026-2032 = 46%	
SCHOOL QUALITY OR STUDENT SUCCESS INDICATOR FOR ELEMENTARY AND SECONDARY SCHOOLS THAT ARE NOT HIGH SCHOOLS <i>Refer to pg. 23</i>	Achievement outcomes on STAAR grades 3-8 in reading and mathematics.	Percentage of students scoring at or above Meets Grade Level (postsecondary readiness) for all students and each student group by subject.	TEA's long-term goal is to have all students and each student group reach the 60% Meets Grade Level (postsecondary readiness) target by 2032	TEA has established interim targets over 5-year intervals beginning in 2017-2018: 2017-2022 = 45% 2022-2027 = 52% 2026-2032 = 60%	

INDICATOR	MEASURE	DESCRIPTION	LONG-TERM GOAL Appendix A	INTERIM GOALS Appendix A	KEY FEATURES
SCHOOL QUALITY OR STUDENT SUCCESS INDICATOR FOR HIGH SCHOOLS <i>Refer to pg. 23</i>	Achievement outcomes of annual graduates on college, career, and military readiness indicator.	College, Career, and Military Readiness (CCM-R) will include indicators that account for the following: • Students who meet Texas Success Initiative (TSI) benchmarks in reading or mathematics • Students who satisfy relevant performance standards on AP (or similar) exams • Students who earn dual course credits • Students who enlist in the military • Students who earn an industry certification • Students admitted into postsecondary certification programs that require as a prerequisite for entrance successful performance at the secondary level • Students who successfully complete a college preparatory course • Students who successfully meet the standards on a composite of indicators that indicate the student's preparation to enroll and succeed, without remediation, in an entry-level general education course for a baccalaureate or associate degree • Students who successfully complete an OnRamps dual enrollment course • Students who are awarded an associate's degree while in high school	TEA's long-term goal is to have all students and each student group reach the 60% CCM-R target by 2032	TEA has established interim targets over 5-year intervals beginning in 2017-2018: 2017-2022 = 40% 2022-2027 = 50% 2026-2032 = 60%	Current consideration is that annual graduates can meet the standard through achievement of at least one of the indicators listed



[TEA News Releases Online](#)

Sept. 26, 2017

TEA submits ESSA state plan to U.S. Department of Education

AUSTIN – The Texas Education Agency (TEA) formally submitted to the U.S. Department of Education the state’s Every Student Succeeds Act (ESSA) consolidated plan on Sept. 25, 2017.

ESSA became law in December 2015, replacing the No Child Left Behind Act. ESSA requires federal review and approval of a state consolidated plan, which provides a comprehensive overview of how each state will use federal funds to advance its own goals and visions of success for students. The new law increases flexibility and decision-making authority afforded to states, encourages innovation, and holds states accountable for results. ESSA requires federal review and approval of a state consolidated plan, which provides a comprehensive overview of how each state will use federal funds to advance its own goals and visions of success for students.

The U.S. Department of Education has 120 days to review Texas’ state plan and will conduct a peer review as part of the process. For more information regarding ESSA implementation in Texas and to view the state plan submitted to the federal government, visit the TEA website at http://tea.texas.gov/About_TEA/Laws_and_Rules/ESSA/Every_Student_Succeeds_Act/.

###

**Revised State Template for the
Consolidated State Plan**

The Elementary and Secondary Education Act of 1965, as amended by the Every Student
Succeeds Act



**U.S. Department of Education
Issued: March 2017**

OMB Number: 1810-0576
Expiration Date: September 30, 2017

Introduction

Section 8302 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA),¹ requires the Secretary to establish procedures and criteria under which, after consultation with the Governor, a State educational agency (SEA) may submit a consolidated State plan designed to simplify the application requirements and reduce burden for SEAs. ESEA section 8302 also requires the Secretary to establish the descriptions, information, assurances, and other material required to be included in a consolidated State plan. Even though an SEA submits only the required information in its consolidated State plan, an SEA must still meet all ESEA requirements for each included program. In its consolidated State plan, each SEA may, but is not required to, include supplemental information such as its overall vision for improving outcomes for all students and its efforts to consult with and engage stakeholders when developing its consolidated State plan.

Completing and Submitting a Consolidated State Plan

Each SEA must address all of the requirements identified below for the programs that it chooses to include in its consolidated State plan. An SEA must use this template or a format that includes the required elements and that the State has developed working with the Council of Chief State School Officers (CCSSO).

Each SEA must submit to the U.S. Department of Education (Department) its consolidated State plan by one of the following two deadlines of the SEA's choice:

- **April 3, 2017;** or
- **September 18, 2017.**

Any plan that is received after April 3, but on or before September 18, 2017, will be considered to be submitted on September 18, 2017.

Alternative Template

If an SEA does not use this template, it must:

- 1) Include the information on the Cover Sheet;
- 2) Include a table of contents or guide that clearly indicates where the SEA has addressed each requirement in its consolidated State plan;
- 3) Indicate that the SEA worked through CCSSO in developing its own template; and
- 4) Include the required information regarding equitable access to, and participation in, the programs included in its consolidated State plan as required by section 427 of the General Education Provisions Act. See Appendix B.

Individual Program State Plan

An SEA may submit an individual program State plan that meets all applicable statutory and regulatory requirements for any program that it chooses not to include in a consolidated State plan. If an SEA intends to submit an individual program plan for any program, the SEA must submit the individual program plan by one of the dates above, in concert with its consolidated State plan, if applicable.

Consultation

Under ESEA section 8540, each SEA must consult in a timely and meaningful manner with the Governor, or appropriate officials from the Governor's office, including during the development and prior to submission of its consolidated State plan to the Department. A Governor shall have

¹ Unless otherwise indicated, citations to the ESEA refer to the ESEA, as amended by the ESSA.

30 days prior to the SEA submitting the consolidated State plan to the Secretary to sign the consolidated State plan. If the Governor has not signed the plan within 30 days of delivery by the SEA, the SEA shall submit the plan to the Department without such signature.

Assurances

In order to receive fiscal year (FY) 2017 ESEA funds on July 1, 2017, for the programs that may be included in a consolidated State plan, and consistent with ESEA section 8302, each SEA must also submit a comprehensive set of assurances to the Department at a date and time established by the Secretary. In the near future, the Department will publish an information collection request that details these assurances.

For Further Information: If you have any questions, please contact your Program Officer at OSS.[State]@ed.gov (e.g., OSS.Alabama@ed.gov).

Programs Included in the Consolidated State Plan

Instructions: Indicate below by checking the appropriate box(es) which programs the SEA included in its consolidated State plan. If an SEA elected not to include one or more of the programs below in its consolidated State plan, but is eligible and wishes to receive funds under the program(s), it must submit individual program plans for those programs that meet all statutory and regulatory requirements with its consolidated State plan in a single submission.

☒ Check this box if the SEA has included all of the following programs in its consolidated State plan.

or

If all programs are not included, check each program listed below that the SEA includes in its consolidated State plan:

☐ Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies

☐ Title I, Part C: Education of Migratory Children

☐ Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

☐ Title II, Part A: Supporting Effective Instruction

☐ Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

☐ Title IV, Part A: Student Support and Academic Enrichment Grants

☐ Title IV, Part B: 21st Century Community Learning Centers

☐ Title V, Part B, Subpart 2: Rural and Low-Income School Program

☐ Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youth Program (McKinney-Vento Act)

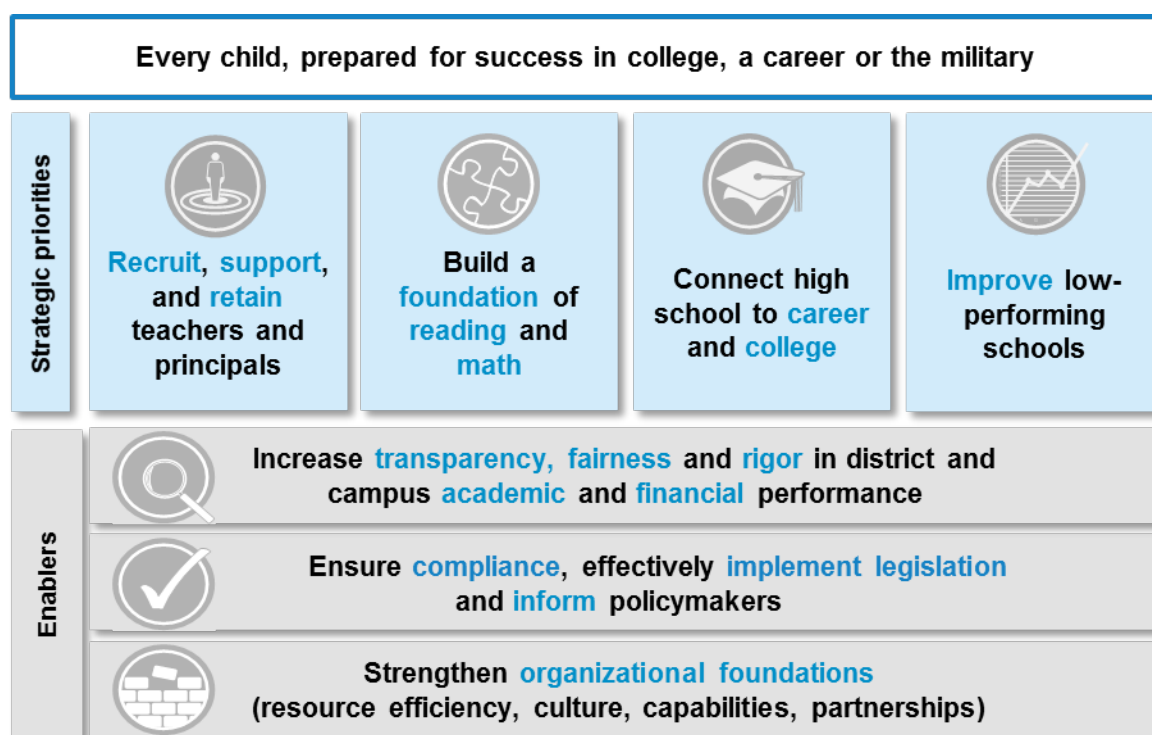
Instructions

Each SEA must provide descriptions and other information that address each requirement listed below for the programs included in its consolidated State plan. Consistent with ESEA section 8302, the Secretary has determined that the following requirements are absolutely necessary for consideration of a consolidated State plan. An SEA may add descriptions or other information, but may not omit any of the required descriptions or information for each included program.

Contact Information and Signatures	
SEA Contact (Name and Position): Mark Baxter Director of Policy and Planning	Telephone: (512) 936-3732
Mailing Address: 1701 N Congress Ave Austin, TX 78701	Email Address: mark.baxter@tea.texas.gov
By signing this document, I assure that: To the best of my knowledge and belief, all information and data included in this plan are true and correct. The SEA will submit a comprehensive set of assurances at a date and time established by the Secretary, including the assurances in ESEA section 8304. Consistent with ESEA section 8302(b)(3), the SEA will meet the requirements of ESEA sections 1117 and 8501 regarding the participation of private school children and teachers.	
Authorized SEA Representative (Printed Name) Mike Morath	Telephone: (512) 463-9734
Signature of Authorized SEA Representative 	Date:
Governor (Printed Name) Greg Abbott	Date SEA provided plan to the Governor under ESEA section 8540: September 9, 2017
Signature of Governor 	Date:

TEA Strategic Plan

In the fall of 2016, the Texas Education Agency (TEA) announced a new comprehensive strategic plan outlining the Agency’s transformative effort to improve alignment, focus, and performance in service of strengthening academic outcomes for over five million students in public schools across Texas. This effort, which included extensive research and stakeholder engagement, resulted in the development of a new mission supported by four strategic priorities and three enablers that will drive and focus TEA’s work going forward.



These priorities and enablers serve as the foundation for all efforts at TEA including the implementation of the Every Student Succeeds Act (ESSA) as outlined below in this draft state plan. Through resource and policy alignment, TEA will be able to provide more effective support, technical assistance, and grant programs to better assist and support school districts and charter schools.

Key initiatives supported through the new policy framework provided by ESSA and driven by the work of our strategic plan include a redesigned certification framework, aligned technical assistance and interventions for low-performing campuses, and a robust network of supports for our most vulnerable student populations.

TEA's work alignment is critical to maximize the resources that are available to drive improvement and change across the 1,207 independent school districts and charter schools in Texas. By creating a unified framework, TEA will maximize ESSA's policies and funding to better support improved outcomes for all students in our State.

A. Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)

1. Challenging State Academic Standards and Assessments (ESEA section 1111(b)(1) and (2) and 34 CFR §§ 200.1–200.8.)²
2. Eighth Grade Math Exception (ESEA section 1111(b)(2)(C) and 34 CFR § 200.5(b)(4)):
 - i. Does the State administer an end-of-course mathematics assessment to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA?
☒ Yes
☐ No
 - ii. If a State responds “yes” to question 2(i), does the State wish to exempt an eighth-grade student who takes the high school mathematics course associated with the end-of-course assessment from the mathematics assessment typically administered in eighth grade under section 1111(b)(2)(B)(v)(I)(aa) of the ESEA and ensure that:
 - a. The student instead takes the end-of-course mathematics assessment the State administers to high school students under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;
 - b. The student’s performance on the high school assessment is used in the year in which the student takes the assessment for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA;
 - c. In high school:
 1. The student takes a State-administered end-of-course assessment or nationally recognized high school academic assessment as defined in 34 CFR § 200.3(d) in mathematics that is more advanced than the assessment the State administers under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;
 2. The State provides for appropriate accommodations consistent with 34 CFR § 200.6(b) and (f); and
 3. The student’s performance on the more advanced mathematics assessment is used for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA.

☒ Yes
☐ No

² The Secretary anticipates collecting relevant information consistent with the assessment peer review process in 34 CFR § 200.2(d). An SEA need not submit any information regarding challenging State academic standards and assessments at this time.

- iii. If a State responds “yes” to question 2(ii), consistent with 34 CFR § 200.5(b)(4), describe, with regard to this exception, its strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school.

The State of Texas provides and encourages all students the opportunity to be prepared for and take advanced mathematics coursework in middle school. Texas focuses its elementary and middle school curriculum on Algebra I-ready skills to prepare all students for success in Algebra I and continue in higher-level mathematics courses throughout their school career. We created a Texas Algebra Ready website and curriculum focal points for mathematics in kindergarten through grade 8. We also have Texas Regional Collaboratives that support science and mathematics teaching strategies and instruction. In addition, Texas Administrative Code (TAC) §74.26(b) provides that “districts may offer courses designated for Grades 9-12 (refer to §74.11 of this title (relating to High School Graduation Requirements)) in earlier grade levels.” TAC §111.39 related to the Algebra I curriculum states that “this course is recommended for students in Grade 8 or 9.”

3. Native Language Assessments (ESEA section 1111(b)(2)(F) and 34 CFR § 200.6(f)(2)(ii)) and (f)(4):

- i. Provide its definition for “languages other than English that are present to a significant extent in the participating student population,” and identify the specific languages that meet that definition.

Texas defines languages other than English that are present to a significant extent in the participating student population as greater than 10 percent of the total student population. Currently, Spanish is the only native language that meets this definition.

- ii. Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available.

Texas provides the following Spanish assessments: STAAR Spanish grades 3–5 mathematics, STAAR Spanish grades 3–5 reading, STAAR Spanish grade 4 writing, and STAAR Spanish grade 5 science.

- iii. Indicate the languages identified in question 3(i) for which yearly student academic assessments are not available and are needed.

None

- iv. Describe how it will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population including by providing
 - a. The State's plan and timeline for developing such assessments, including a description of how it met the requirements of 34 CFR § 200.6(f)(4);
 - b. A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; and
 - c. As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.

Not applicable

4. Statewide Accountability System and School Support and Improvement Activities (ESEA section 1111(c) and (d)):

On June 15, 2017, Governor Greg Abbott signed into law House Bill 22, 85th Texas Legislature. This bill revamps large portions of the accountability system in Texas, including the reduction of domains from five to three. Implementation of the new accountability system will occur with the release of August 2018 accountability ratings, thereby maintaining alignment with provisions of ESSA accountability requirements.

TEA will utilize extensive stakeholder feedback through multiple forums over the next six months to drive the development of key decision points related to the new accountability system. Given these changes and the accompanying feedback, TEA will submit any changes as it relates to the ESSA accountability provision by spring 2018.

- i. Subgroups (ESEA section 1111(c)(2)):
 - a. List each major racial and ethnic group the State includes as a subgroup of students, consistent with ESEA section 1111(c)(2)(B).

Texas evaluates the academic performance of the following racial/ethnic student groups:

- African American, American Indian, Asian, Hispanic, Pacific Islander, white, and two or more races

Ethnicity	Percent of Enrollment
African American: A non-Hispanic person having origins in any of the Black racial groups of Africa.	12.6%
Hispanic: A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.	52.2%
White: A non-Hispanic person having origins in any of the original peoples of Europe, North Africa, or the Middle East.	28.5%
Asian/Pacific Islander: A person having origins in any of the original peoples of the Far East, Southeast Asia, Indian subcontinent, Polynesian Islands, Micronesian Islands, Melanesian Islands, or Philippine Islands.	4.1%
American Indian: A person having origin in any of the original peoples of North America and who maintains cultural identification through affiliation or community recognition.	0.4%
Two or More Races: A person having origins in any two, or more than two, racial categories, i.e., Black or African American and White.	2.1%

- b. If applicable, describe any additional subgroups of students other than the statutorily required subgroups (*i.e.*, economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners) used in the Statewide accountability system.

Texas evaluates the academic performance of the following additional student groups:

- Economically disadvantaged
 - Students receiving special education services
 - Students formerly receiving special education services
 - English learners (EL)
 - Continuously enrolled
 - Mobile
- c. Does the State intend to include in the English learner subgroup the results of students previously identified as English learners on the State assessments required under ESEA section 1111(b)(2)(B)(v)(I) for purposes of State accountability (ESEA section 1111(b)(3)(B))? Note that a student's results may be included in the English learner subgroup for not more than four years after the student ceases to be identified as an English learner.

- ☒ Yes
☐ No

- d. If applicable, choose one of the following options for recently arrived English learners in the State:
- ☐ Applying the exception under ESEA section 1111(b)(3)(A)(i); or
- ☒ Applying the exception under ESEA section 1111(b)(3)(A)(ii); or
- ☐ Applying the exception under ESEA section 1111(b)(3)(A)(i) or under ESEA section 1111(b)(3)(A)(ii). If this option is selected, describe how the State will choose which exception applies to a recently arrived English learner.

Performance results for English learners in their first year of enrollment in U.S. schools will be excluded from accountability performance indicators. (Students must be assessed and are included in participation rates.)

Performance results for English learners in their second year of enrollment in U.S. schools will be included in the accountability performance indicators based on the EL Performance Measure. Performance results for EL students after their second year of enrollment in U.S. schools are included in accountability performance indicators. Performance results for a small number of asylees/refugees in their first through fifth year of enrollment in U.S. schools are not included in accountability performance indicators.

Links to Supporting Evidence:

<http://www.tea.state.tx.us/student.assessment/ell/>

- ii. Minimum N-Size (ESEA section 1111(c)(3)(A)):
- a. Provide the minimum number of students that the State determines are necessary to be included to carry out the requirements of any provisions under Title I, Part A of the ESEA that require disaggregation of information by each subgroup of students for accountability purposes.

Results for accountability purposes will be reported for any cell that meets accountability minimum size criteria (i.e., All Students—no minimum size criteria; if denominator is less than 10, data are aggregated across three years using uniform averaging; Student Groups—denominator greater than or equal to 25). For the All Students group, the minimum size criteria of 25 or more tests is not

applied in order to ensure that campuses and districts with a very small number of students tested are still evaluated for accountability purposes. Specifically, small numbers analyses are conducted when there are fewer than 10 test results in the current year. A three-year uniform average is computed based on the current year, prior year, and prior-prior year results. If there are 10 or more test results available when all three years are combined, then the three-year uniform average is used to evaluate the All Students group.

The table below summarizes the impact at the district and campus level for all students and six student groups based on a minimum size of 10 for all students and 25 for student groups based on 2016 data.

	Districts		Campuses	
	Number	% of Total	Number	% of Total
Not Evaluated				
Fewer than 10 tests	0	0%	148	2%
No students in Grades Tested	2	0%	818	9%
Student Groups Evaluated (n >= 25):				
African American	500	41%	3,041	35%
Hispanic	998	83%	6,640	77%
White	1,014	84%	4,866	56%
Economically Disadvantaged	1,150	95%	7,174	83%
English Learners	580	48%	4,096	47%
Special Education	784	65%	3,851	44%
	District Cumulative		Campus Cumulative	
Number of Student Groups Evaluated:	Number	% of Total	Number	% of Total
All students	1,199	100%	7,707	98%
Plus 1 or more student groups	1,181	98%	7,502	96%
Plus 2 or more student groups	1,181	98%	7,502	96%
Plus 3 or more student groups	1,152	96%	7,293	93%
Plus 4 or more student groups	991	82%	6,320	80%
Plus 5 or more student groups	786	65%	4,638	59%

Plus 6 or more student groups	570	47%	2,717	35%
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- b. Describe how the minimum number of students is statistically sound.

Using a minimum “n” of 25 for accountability provides both statistical reliability across accountability metric calculations and privacy protection for those student groups too small to report without disclosing personally identifiable information.

- c. Describe how the minimum number of students was determined by the State, including how the State collaborated with teachers, principals, other school leaders, parents, and other stakeholders when determining such minimum number.

The development of the minimum size criteria for the index-based accountability system were developed in consultation with two accountability advisory groups of educators, school board members, business and community representatives, professional organizations, and legislative representatives from across the state. The Accountability Technical Advisory Committee (ATAC) includes representatives from school districts and regional education service centers (ESCs). The Accountability Policy Advisory Committee (APAC) includes representatives from legislative offices, school districts, and the business community. Members identified issues critical to the accountability system and reviewed the ATAC recommendations. The APAC either endorsed the ATAC’s recommendations or developed its own, which are forwarded to the commissioner for final decision. In addition, public comments were solicited from each Texas public school district in late 2012 to get educator feedback on various technical and policy issues related to the development of the performance indexes. The survey provided valuable input to the accountability advisory groups on the minimum size criteria for student group evaluation. The comments received from educators and the recommendations of the accountability advisory groups informed the final decision by the commissioner to establish a minimum size threshold of 25 students that has been used for the accountability system since 2012-2013.

Source:

The survey results were compiled in a report available online at <https://rptsvr1.tea.texas.gov/perfreport/account/2013/20130211mtg/comments.pdf>

- d. Describe how the State ensures that the minimum number is sufficient to not reveal any personally identifiable information.³

Texas state law, administrative rule, and policies and procedures require and enforce strict adherence to the protection of student confidentiality and privacy rights, as guaranteed under FERPA.

Section 39.030 (b) of the TEC requires:

The results of individual student performance on academic skills assessment instruments administered under this subchapter are confidential and may be released only in accordance with the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Section 1232g). However, overall student performance data shall be aggregated by ethnicity, sex, grade level, subject area, campus, and district and made available to the public, with appropriate interpretations, at regularly scheduled meetings of the board of trustees of each school district. The information may not contain the names of individual students or teachers.

Source:

The direct link to the Texas Education Code (TEC), Chapter 39, governing assessment and accountability is <http://www.capitol.state.tx.us/statutes/ed/ed0003900toc.html>.

- e. If the State's minimum number of students for purposes of reporting is lower than the minimum number of students for accountability purposes, provide the State's minimum number of students for purposes of reporting.

Not applicable

- iii. Establishment of Long-Term Goals (ESEA section 1111(c)(4)(A)):
 - a. Academic Achievement. (ESEA section 1111(c)(4)(A)(i)(I)(aa))

³ Consistent with ESEA section 1111(i), information collected or disseminated under ESEA section 1111 shall be collected and disseminated in a manner that protects the privacy of individuals consistent with section 444 of the General Education Provisions Act (20 U.S.C. 1232g, commonly known as the "Family Educational Rights and Privacy Act of 1974"). When selecting a minimum n-size for reporting, States should consult the Institute for Education Sciences report "[Best Practices for Determining Subgroup Size in Accountability Systems While Protecting Personally Identifiable Student Information](#)" to identify appropriate statistical disclosure limitation strategies for protecting student privacy.

1. Describe the long-term goals for improved academic achievement, as measured by proficiency on the annual statewide reading/language arts and mathematics assessments, for all students and for each group of students, including: (1) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each student group of students in the State, and (2) how the long-term goals are ambitious.

In 2016, Texas adopted a plan that sets high goals for postsecondary student achievement. The State's [60X30 plan](#) provides that benchmark and is aligned both to work being done in colleges throughout Texas and to the needs of the workforce. The goal of the plan is straightforward: by the year 2030, 60 percent of Texans aged 25-34 should possess some form of post-secondary credential. To align with this plan, the bar for high student achievement – performance at an “A” rating in the Student Achievement domain – is set at 60 percent of students being on pace for likely success in a post-secondary setting, be it a trade school, community college, or four-year university.

TEA built its assessment program, the State of Texas Assessment of Academic Readiness (STAAR), to measure college readiness with achievement measured at four performance levels:

Masters Grade Level: Performance in this category indicates that students are expected to succeed in the next grade or course with little or no academic intervention. Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar.

Meets Grade Level: Performance in this category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts.

Approaches Grade Level: Performance in the category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. Students in this category generally demonstrate the ability

to apply the assessed knowledge and skills in familiar contexts. For the purposes of accountability, TEA considered these students to be proficient.

Did Not Meet Grade Level: Performance in this category indicates that students are unlikely to succeed in the next grade or course without significant, ongoing academic intervention. Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills.

The STAAR test was built and validated by actual student performance so that achieving the Meets Grade Level standard is indicative of a student who, if that proficiency level is maintained through high school, has a better than 60 percent chance of passing freshman college level math and English courses. The Masters Grade Level standard is indicative of a student who has a better than 75 percent chance of passing those courses. (This latter standard is used by SAT and ACT). The Approaches Grade Level standard is about one standard deviation below Meets Grade Level.

For the purposes of ESSA, our long-term goal is for all students and student groups to reach the 90 percent threshold at the Approaches level on STAAR. Based on current statewide average achievement levels, by successfully meeting this long-term goal, Texas schools will help set the course for achieving the ambitious 60X30 goal for our State.

Source:

<http://www.thecb.state.tx.us/reports/PDF/6862.PDF>

2. Provide the measurements of interim progress toward meeting the long-term goals for academic achievement in Appendix A.

See table in Appendix A

3. Describe how the long-term goals and measurements of interim progress toward the long-term goals for academic achievement take into account the improvement necessary to make significant progress in closing statewide proficiency gaps.

TEA's goal is to have all students reach the 90 percent Approaches threshold by 2032, thereby setting up the state to successfully meet the 60x30 plan adopted by the Texas Higher Education Coordinating Board. As such, TEA has established interim targets over five-year intervals beginning in 2017-2018. This approach brings consistency to the system, which will allow districts the opportunity to plan short- and long-term improvement strategies to meet this aggressive goal for our State. In setting this benchmark, TEA also acknowledges that schools should not be labeled for improvement if sufficient growth is achieved from the previous year. To account for those situations, TEA will incorporate the following provisions to ensure proper acknowledgement of campus improvement.

All students or any student group that fails to meet the ESSA indicator target for a specific measure will be afforded Safe Harbor via a required improvement measure. The required improvement portion of the Safe Harbor calculation requires the calculation of Actual Change. For example, academic achievement required improvement/safe harbor would be defined as:

Current Year Academic Achievement Rate		Prior Year Academic Achievement Rate
Students who are at or above the Approaches Grade Level Standard	-	Students who are at or above the Approaches Grade Level Standard
Total Number of Students Tested		Total Number of Students Tested

The actual change must be equal to or greater than the minimum Required Improvement needed to reach a standard of the interim target over the five-year period. In this case, the methodology may be illustrated as the following:

Actual Change		ESSA Required Improvement
[current year proficiency] - [prior year proficiency]	$\geq$	[standard of 80 %] - [prior year proficiency]
		5

- b. Graduation Rate. (*ESEA section 1111(c)(4)(A)(i)(I)(bb)*)
1. Describe the long-term goals for the four-year adjusted cohort graduation rate for all students and for each subgroup of students, including: (1) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State, and (2) how the long-term goals are ambitious.
 2. If applicable, describe the long-term goals for each extended-year adjusted cohort graduation rate, including (1) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; (2) how the long-term goals are ambitious; and (3) how the long-term goals are more rigorous than the long-term goal set for the four-year adjusted cohort graduation rate.
 3. Provide the measurements of interim progress toward the long-term goals for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate in Appendix A.
 4. Describe how the long-term goals and measurements of interim progress for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate take into account the improvement necessary to make significant progress in closing statewide graduation rate gaps.

Goal: High schools and school districts that do not meet the long-term graduation rate goal must meet either an annual target or a growth target for the four-year graduation rate, or an annual target for the five-year graduation rate or six-year graduation rate. The long term statewide goal for the four-year graduation rate is 94 percent.

Four-Year Graduation Rate Interim Target: Beginning with the Class of 2017, Texas will set the four-year graduation target at 90 percent and raise it by two percentage points over five year-long intervals.

Four-Year Graduation Rate Growth Target: The growth target is a 10 percent decrease in difference between the prior year graduation rate and the 94 percent long-term goal.

Five-Year Graduation Rate Target: Beginning with the Class of 2017, 95 percent of students graduate with a regular high school diploma in five years.

Six-Year Graduation Rate Target: Beginning with the Class of 2017, 96 percent of students graduate with a regular high school diploma in six years.

TEA's goal to achieve these graduation rates will maintain the state's status as a national leader in the number of students earning high school diplomas. TEA has established interim targets over five-year intervals beginning in 2017-2018. This approach brings consistency to the system, which will allow districts the opportunity to plan short- and long-term improvement plans to meet this aggressive goal for our State. In setting this goal, TEA acknowledges the long-term interventions necessary to improve graduation rates across the State.

See Appendix A table of interim and long term goals.

- c. English Language Proficiency. *(ESEA section 1111(c)(4)(A)(ii))*
1. Describe the long-term goals for English learners for increases in the percentage of such students making progress in achieving English language proficiency, as measured by the statewide English language proficiency assessment, including: (1) the State-determined timeline for such students to achieve English language proficiency and (2) how the long-term goals are ambitious.
 2. Provide the measurements of interim progress toward the long-term goal for increases in the percentage of English learners making progress in achieving English language proficiency in Appendix A.

Beginning next school year, TEA will administer a new form of the Texas English Language Proficiency Assessment System (TELPAS). In anticipation of the new exam, TEA is proposing achievable, but ambitious, targets for the new TELPAS administrations in campuses and districts based off historical trends when administering a new assessment. Texas proposes setting a long-term goal of 46 percent of students making progress in achieving English language proficiency by the year 2032. This goal

sets an ambitious target for campuses in our state based on prior achievement gains to ensure that students will succeed after entering Texas schools.

See interim progress goals in Appendix A.

- iv. Indicators (ESEA section 1111(c)(4)(B))
- a. Academic Achievement Indicator. Describe the Academic Achievement indicator, including a description of how the indicator (i) is based on the long-term goals; (ii) is measured by proficiency on the annual Statewide reading/language arts and mathematics assessments; (iii) annually measures academic achievement for all students and separately for each subgroup of students; and (iv) at the State's discretion, for each public high school in the State, includes a measure of student growth, as measured by the annual Statewide reading/language arts and mathematics assessments.
[Click here to enter text.](#)
 - b. Indicator for Public Elementary and Secondary Schools that are Not High Schools (Other Academic Indicator). Describe the Other Academic indicator, including how it annually measures the performance for all students and separately for each subgroup of students. If the Other Academic indicator is not a measure of student growth, the description must include a demonstration that the indicator is a valid and reliable statewide academic indicator that allows for meaningful differentiation in school performance.
[Click here to enter text.](#)
 - c. Graduation Rate. Describe the Graduation Rate indicator, including a description of (i) how the indicator is based on the long-term goals; (ii) how the indicator annually measures graduation rate for all students and separately for each subgroup of students; (iii) how the indicator is based on the four-year adjusted cohort graduation rate; (iv) if the State, at its discretion, also includes one or more extended-year adjusted cohort graduation rates, how the four-year adjusted cohort graduation rate is combined with that rate or rates within the indicator; and (v) if applicable, how the State includes in its four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rates students with the most significant cognitive disabilities assessed using an alternate assessment aligned to alternate academic achievement standards under ESEA section 1111(b)(2)(D) and awarded a State-defined alternate diploma under ESEA section 8101(23) and (25).

[Click here to enter text.](#)

- d. Progress in Achieving English Language Proficiency (ELP) Indicator. Describe the Progress in Achieving ELP indicator, including the State's definition of ELP, as measured by the State ELP assessment.

[Click here to enter text.](#)

- e. School Quality or Student Success Indicator(s). Describe each School Quality or Student Success Indicator, including, for each such indicator: (i) how it allows for meaningful differentiation in school performance; (ii) that it is valid, reliable, comparable, and statewide (for the grade span(s) to which it applies); and (iii) of how each such indicator annually measures performance for all students and separately for each subgroup of students. For any School Quality or Student Success indicator that does not apply to all grade spans, the description must include the grade spans to which it does apply.

INDICATOR	MEASURE	DESCRIPTION
Academic Achievement	Achievement outcomes on STAAR grade 3-8 and EOC assessments in ELA/reading, mathematics, writing, science, and social studies.	Percentage of assessments at or above the Approaches Grade Level standard (proficiency) for all students and student groups by subject.
Other Academic Indicators for Public Elementary and Secondary Schools that are Not High Schools	Growth on STAAR assessments in reading and mathematics over a two-year period.	Growth would be credited for those who maintain high performance levels as well as those who fail to meet the proficiency standard but exhibit growth from one year to the next. Measure will account for all students as well as student groups by subject.
Graduation Rate	Texas is required by state statute to use the National Center for Education Statistics (NCES) dropout definition and to calculate the graduation rates in accordance with ESSA. Four-year graduation rates are calculated for districts and campuses if they: (a) served Grade 9 and Grade 11 or 12 in the first and fifth years of the cohort or (b) served Grade 12 in the first and fifth years of the cohort. Five-year extended rates are calculated for districts and campuses if they: (a) served Grade 9 and Grade 11 or 12 in the first and sixth years of the cohort or (b) served Grade 12 in the first and sixth years of the cohort. Six-year extended rates are calculated for districts and campuses if they: (a) served Grade 9 and Grade 11 or 12 in the first and seventh years of the cohort or (b) served Grade 12 in the first and seventh years of the cohort. Source: Secondary School Completion and Dropouts in Texas Public Schools 2014-15 report online at http://tea.texas.gov/acctres/dropcomp_index.html [Insert citation of TEC Chapter 39.053]	The high school graduation rate is the other performance measure for all districts and high school campuses for which the rate is calculated. Measure will account for all students as well as student groups.
English Language Proficiency	The Texas English Language Proficiency Assessment System (TELPAS) Composite Rating provides a single measure of a student's overall level of English language proficiency determined from the student's listening, speaking, reading, and writing proficiency ratings. A weighted formula is used to generate composite ratings of Beginning, Intermediate, Advanced, and Advanced High. Additional information on TELPAS is available at the following	Progress is the percent of current English Learners in Grades K-12 who have made progress in developing their English language proficiency since it was last assessed. To be considered as having made progress, a student must have an increase of at least one

	web address: http://www.tea.state.tx.us/student.assessment/ell/telpas	proficiency level on the TELPAS composite rating from the most recent prior year to the current year. Students who had a TELPAS composite rating of Advanced High in the most recent prior year must maintain the composite rating of Advanced High in the current year in order to be counted as having made progress. Measure will account for English learners.
School Quality or Student Success Indicator for Public Elementary and Secondary Schools that are Not High Schools	Achievement outcomes at the Meets Grade Level standard on STAAR grades 3-8 in reading and mathematics.	Percentage of assessments at or above the Meets Grade Level standard (postsecondary readiness) for all students and student groups by subject.
School Quality or Student Success Indicator for High Schools	Achievement outcomes of annual graduates on college, career, and military readiness indicator.	College, Career, and Military Readiness will include indicators that account for the following: • Students who meet Texas Success Initiative (TSI) benchmarks in reading or mathematics • Students who satisfy relevant performance standards on AP (or similar) exams • Students who earn dual course credits • Students who enlist in the military • Students who earn an industry certification • Students admitted into postsecondary

		certification programs that require as a prerequisite for entrance successful performance at the secondary level • Students who successfully complete a college preparatory course • Students who successfully meet the standards on a composite of indicators that indicate the student's preparation to enroll and succeed, without remediation, in an entry-level general education course for a baccalaureate or associate degree • Students who successfully complete an OnRamps dual enrollment course • Students who are awarded an associate's degree while in high school Current consideration is that annual graduates can meet the standard through achievement of at least one of the indicators listed.
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- v. Annual Meaningful Differentiation (*ESEA section 1111(c)(4)(C)*)
- a. Describe the State's system of annual meaningful differentiation of all public schools in the State, consistent with the requirements of section 1111(c)(4)(C) of the ESEA, including a description of (i) how the system is based on all indicators in the State's accountability system, (ii) for all students and for each subgroup of students. Note that each state must comply with the requirements in 1111(c)(5) of the ESEA with respect to accountability for charter schools.

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- b. Describe the weighting of each indicator in the State’s system of annual meaningful differentiation, including how the Academic Achievement, Other Academic, Graduation Rate, and Progress in ELP indicators each receive substantial weight individually and, in the aggregate, much greater weight than the School Quality or Student Success indicator(s), in the aggregate.

[Click here to enter text.](#)

- c. If the States uses a different methodology for annual meaningful differentiation than the one described in 4.v.a. above for schools for which an accountability determination cannot be made (*e.g.*, P-2 schools), describe the different methodology, indicating the type(s) of schools to which it applies.

[Click here to enter text.](#)

Overview of A-F Accountability System

Student Achievement Domain

Student Achievement includes academic achievement, graduation rates, and school quality indicators for high school campuses.

School Progress Domain

The School Program Domain includes the other academic indicators for public elementary and secondary schools that are not high schools as well as a comparison of student achievement relative to other schools with similar student demographics.

Closing the Gaps Domain

Ensures students are doing well regardless of racial group, special education status, and socioeconomic status for all indicators required by state law and ESSA. Includes requirement to track the performance of former special education students. Includes requirement to track performance for students who are mobile versus those who are continuously enrolled.

Overall A-F Grade for Campuses and Districts

The overall campus/district A-F grade is weighted by taking the better score of the Student Achievement domain or School Progress domain and averaging that composite with the Closing the Gaps domain, which must account for at least 30 percent of the overall rating.

- vi. Identification of Schools (ESEA section 1111(c)(4)(D))
- a. Comprehensive Support and Improvement Schools. Describe the State's methodology for identifying not less than the lowest-performing five percent of all schools receiving Title I, Part A funds in the State for comprehensive support and improvement.

In effort to align identification of comprehensive support and improvement schools with the state's A-F rating system, TEA will utilize a rank ordering method based on the overall composite score of campuses on the three domains outlined in Section (v) on page 26. The Agency will identify at least the lowest five percent scoring campuses that receive Title I, Part A funds for comprehensive support.

This alignment of the state A-F system and federal comprehensive identification will allow the state to maximize support and resources for those campuses that are in greatest need of assistance, while minimizing confusion from multiple identifications. Additionally, the intervention actions outlined in subsections (e) and (g) below are aligned with state statutory requirements, thereby minimizing the duplication of requirements.

- b. Comprehensive Support and Improvement Schools. Describe the State's methodology for identifying all public high schools in the State failing to graduate one third or more of their students for comprehensive support and improvement.

If a campus does not obtain a 67 percent four-year graduation rate, the campus will be automatically identified for comprehensive support and improvement.

- c. Comprehensive Support and Improvement Schools. Describe the methodology by which the State identifies public schools in the State receiving Title I, Part A funds that have received additional targeted support under ESEA section 1111(d)(2)(C) (based on identification as a school in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D)) and that have not satisfied the statewide exit criteria for such schools within a State-determined number of years.

Any Title I campus identified for targeted support and improvement for three consecutive years will be identified for comprehensive support and improvement the following school

year.

- d. Year of Identification. Provide, for each type of schools identified for comprehensive support and improvement, the year in which the State will first identify such schools and the frequency with which the State will, thereafter, identify such schools. Note that these schools must be identified at least once every three years.

TEA will annually identify campuses for comprehensive support and intervention beginning with the August 2018 accountability release, which is based on School Year 2017-2018 performance data.

- e. Targeted Support and Improvement. Describe the State's methodology for annually identifying any school with one or more "consistently underperforming" subgroups of students, based on all indicators in the statewide system of annual meaningful differentiation, including the definition used by the State to determine consistent underperformance. (*ESEA section 1111(c)(4)(C)(iii)*)

Student group achievement will be monitored annually through the Closing the Gaps domain (see Appendix B). Any campus that has one or more significant achievement gap(s) between individual student groups will be identified for targeted support and improvement. TEA defines "consistently underperforming" as a school having one or more student groups that do not meet interim benchmark goals for three consecutive years.

- f. Additional Targeted Support. Describe the State's methodology, for identifying schools in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D), including the year in which the State will first identify such schools and the frequency with which the State will, thereafter, identify such schools. (*ESEA section 1111(d)(2)(C)-(D)*)

Any campus that is not identified for comprehensive or targeted support, and receives an "F" rating in the Closing the Gaps domain will be identified for additional targeted support. Identification will begin with the August 2018 school ratings and will occur on an annual basis.

- g. Additional Statewide Categories of Schools. If the State chooses, at its discretion, to include additional statewide categories of schools, describe those categories.

Not applicable

- vii. Annual Measurement of Achievement (ESEA section 1111(c)(4)(E)(iii)): Describe how the State factors the requirement for 95 percent student participation in statewide mathematics and reading/language arts assessments into the statewide accountability system.

A participation rate of less than 95 percent on statewide math and reading/language arts assessments will be included on the Closing the Gaps domain report. Campuses that do not meet the 95 percent rate will be notified and will develop strategies to address the failure to meet that target as part of their annual campus needs assessment for Title I funding.

- viii. Continued Support for School and LEA Improvement (ESEA section 1111(d)(3)(A))

- a. Exit Criteria for Comprehensive Support and Improvement Schools. Describe the statewide exit criteria, established by the State, for schools identified for comprehensive support and improvement, including the number of years (not to exceed four) over which schools are expected to meet such criteria.

Campuses that do not rank in the bottom five percent for two consecutive years but are receiving comprehensive support will be considered as having successfully exited comprehensive support status.

- b. Exit Criteria for Schools Receiving Additional Targeted Support. Describe the statewide exit criteria, established by the State, for schools receiving additional targeted support under ESEA section 1111(d)(2)(C), including the number of years over which schools are expected to meet such criteria.

Targeted support campuses will exit when they no longer meet identification criteria in the Closing the Gaps domain. Campuses are expected to exit within three years.

- c. More Rigorous Interventions. Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State's exit criteria

within a State-determined number of years consistent with section 1111(d)(3)(A)(i)(I) of the ESEA.

Aligning with current state intervention requirements outlined in the Texas Education Code, schools that fail to exit comprehensive status within two years will be subject to more rigorous interventions, including the development a Campus Turnaround Plan. A turnaround plan must focus the campus' systemic approach to producing significant and sustainable gains in achievement. The development of this plan will include a systemic data and root cause analysis, followed by the development of a turnaround initiative that will focus on whole-school reform. Prior to submitting turnaround plans, districts must gather input and comments from parents and community members on their proposed turnaround initiative as required in TEC 39.107. Plans will be submitted to TEA for review, feedback, and Commissioner approval prior to implementation.

Campuses identified and listed as comprehensive status for five consecutive years will be subject to more rigorous interventions that include, but are not limited to, closure of the school; restarting the school in partnership with a charter school; converting the school to a charter school with an independent governing board, new leadership team, and redesigned school model; appointing a Conservator to oversee the school or LEA; or inserting a state-appointed Board of Managers to oversee the entire LEA.

- d. Resource Allocation Review. Describe how the State will periodically review resource allocation to support school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

TEA will develop a process to periodically review LEA resource allocations as it pertains to Title I, Part A, Title II, Part A, and 1003 school improvement funds in LEAs serving a significant number or percentage of schools identified for comprehensive and targeted support and improvement. The review may include analysis of per-pupil spending on identified campuses relative to other non-identified campuses. TEA will initially focus on those LEAs with the highest percentages of comprehensive and targeted schools and consider development of methods to ensure all LEAs that meet this requirement are provided with relevant analytical supports.

- e. Technical Assistance. Describe the technical assistance the State will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

TEA intends to provide technical assistance to LEAs serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement at the board, LEA, and campus level.

For school boards, TEA has developed the Lone Star Governance training program that helps them focus on student outcomes and effectively performing their executive duties. For more information please see: <http://tea.texas.gov/LSG/>

TEA will develop a set of supports to help LEAs build the capacity to evaluate campus performance and community partnership and neighborhood needs, make strategic decisions about and build the capacity to take actions related to school improvement, school transformations (restarts, partnerships, closures, new schools, and related activities), or maximizing enrollment in high performing schools, to understand and address school-level talent needs, and to make informed decisions about curriculum and assessment strategies.

For LEAs and campuses, TEA will deploy a continuum of assistance including basic services that may include: a resource library and toolkits for school improvement and transformation activities, more advanced supports such as access to a statewide Center for School Improvement and Center for School Transformation, vetted Professional Service Providers, and vetted School Improvement Partners (organizations with a specialty and track record in different aspects of school improvement and school transformation) or School Transformation partners. Additionally, campuses identified as comprehensive are required to engage parents and community members through the improvement process. TEA has created, and will continue to improve, tools and resources for comprehensive campuses on how to best engage parents and community members in the improvement process.

TEA intends to have these new and improved assistance services fully developed and in place in advance of the 2018-2019 school year.

- f. Additional Optional Action. If applicable, describe the action the State will take to initiate additional improvement in any LEA with a significant number or percentage of schools that are consistently identified by the State for comprehensive support and improvement and are not meeting exit criteria established by the State or in any LEA with a significant number or percentage of schools implementing targeted support and improvement plans.

Similar to Section 4(viii)(c) above, TEA will consider more rigorous interventions at the LEA level for LEAs with a significant number or percentage of schools that are consistently identified by the State for comprehensive support and improvement and are not meeting exit criteria established by the State. These interventions may include, but not be limited to, appointing a Monitor, a Conservator, or a Board of Managers to oversee the LEA or a group of schools in the LEA or partnering with the LEA to consider alternative governance solutions for sets of identified schools.

- g. School Improvement Resources. Description of the process to award school improvement funds to LEAs.

Texas will withhold seven percent of state Title I funding to distribute to LEAs through both formula and competitive grant applications for school improvement.

A portion of the seven percent set aside may be distributed via formula to LEAs with comprehensive support schools that submit a completed application. That application might describe, among other things, the LEAs overarching plan for evaluating campus performance and making decisions about school improvement or transformation actions and their plans to ensure school level talent needs are addressed, as well as attestations that campus level strategies will utilize evidence-based strategies. TEA intends to provide LEAs with access to appropriate resource library/toolkits; a vetted list of high quality, non-profit school improvement and school transformation partners; and to statewide Centers for School Improvement and School Transformation.

A portion of the seven percent set aside will be distributed to LEAs with comprehensive or targeted schools via a series of competitive grant programs. These grant programs will require the applicants submit their district- and campus-level

improvement plans, which will outline the use of evidence-based strategies. TEA will give priority points to LEA applications that ensure the identified campuses have the operational flexibility necessary to successfully implement plans. These grants may incentivize the following types of school improvement and transformation actions:

- Restarting the school in partnership with a high-quality school management organization or converting it to a charter school;
- Redesigning the school, including replacing the school leadership team with a new team, implementing a new instructional model, or related activities aimed at better serving the needs of the students;
- Replicating an existing successful school model into an identified school, including as a charter school;
- Closing the identified school and consolidating the students into a higher performing or new school, whether charter or district managed;
- Creating new schools, whether district or charter, to provide students in identified schools with new and better education options. TEA will ensure these new schools guarantee and prioritize access to students currently attending the identified school(s);
- Increasing access to effective teachers or leaders or adopting incentives to recruit and retain effective teachers and leaders;
- Building the instructional leadership capacity of school leadership teams to understand and implement evidence-based strategies such as data driven instruction;
- Building district capacity to analyze campus performance and make and execute strategic decisions about school improvement or transformation actions; or
- Grouping identified schools together in a zone or cluster and providing those schools with operational flexibility and additional school improvement supports.

5. Disproportionate Rates of Access to Educators (*ESEA section 1111(g)(1)(B)*): Describe how low-income and minority children enrolled in schools assisted under Title I, Part A are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the SEA agency will use to evaluate and publicly report the progress of the State educational agency with respect to such description.⁴

⁴ Consistent with ESEA section 1111(g)(1)(B), this description should not be construed as requiring a State to develop or implement a teacher, principal or other school leader evaluation system.

TEA has prioritized three contributing factors for the differences in proportionate rates of access to educators: 1) Insufficient training and support for teachers – between districts and within districts; 2) Insufficient training and support for campus leadership – between districts; and 3) Alignment of district systems for recruiting, developing, supporting, and retaining effective teachers and principals – between districts. The measure that TEA will use to evaluate and publicly report the progress of the state equity plan can be found here: <https://texasequitytoolkit.org/>

Likely Causes of Most Significant Differences in Rates	Strategies (Including Timeline and Funding Sources)
Insufficient training and support for teachers.	1) Continue to support the implementation of the Texas Teacher Evaluation and Support System (T-TESS), currently used in over 1000 LEAs throughout the state, as a process that provides accurate assessment of teacher practice for the purposes of more accurately pursuing growth activities. See 5.2(A)(iv) for more information on state activities to improve support for campus teachers and principals. 2) Support the implementation and monitor the impact of changes to teacher preparation rules pursued and enacted during the 2016-2017 school year. Rule changes included differentiating teacher certification based on where the teacher is in the credentialing process, increasing the level of support required from educator preparation programs based on teacher certification level, requiring the demonstration of content knowledge prior to becoming a teacher of record for all teaching candidates, and requiring more rigorous training for field supervisors supporting teaching candidates. 3) Continue the implementation of the Educator Excellence Innovation Program (EEIP), a state funded grant program that provides funds for selected districts to pursue innovative strategies around recruiting and hiring, induction and

	mentoring, appraisal, professional development, career pathways, and strategic compensation. The first cohort for this program will conclude with the 2017-2018 school year, and future efforts will prioritize rural LEAs to better support their systems and processes for recruiting, supporting, and retaining effective educators. 4) Continue the implementation and expansion of Lesson Study, an inquiry-based, job-embedded professional development process where teachers work collaboratively to develop, teach, and assess research-based lessons. In its first year of implementation, TEA is working with six regional ESCs and 15 LEAs. By 2020-2021, TEA intends to work with all twenty ESCs and 700 LEAs on Lesson Study.
Insufficient training and support for campus leaders.	Funded from Title II, Part A. See D(1) for more information on state activities to improve training and support for campus leaders, including supervisors of campus leaders.
Alignment of district systems for recruiting, developing, supporting, and retaining effective teachers and principals.	TEA will begin work with a third-party facilitator to support a select number of districts with campuses that rate unsatisfactorily in the state accountability system to appraise and improve alignment of districts' systems that impact the recruitment, development, support, and retention of effective teachers, principals, and principal supervisors. The initial recipients of this support will include a cohort of approximately 5-10 districts, depending on district size, and will commence in the months leading up to the 2017-2018 school year. The initiative will include building the capacity of the state's regional ESCs so that they may provide systems support to districts in the future.

6. School Conditions (*ESEA section 1111(g)(1)(C)*): Describe how the SEA agency will support LEAs receiving assistance under Title I, Part A to improve school conditions for student learning, including through reducing: (i) incidences of bullying and harassment; (ii) the overuse of discipline practices that remove students from the classroom; and (iii) the use of aversive behavioral interventions that compromise student health and safety.

Beginning in the fall of 2015, TEA launched a statewide initiative for Restorative Discipline Practices. Restorative discipline is a part of the multi-tiered systems of support. Restorative discipline changes traditional behavior management by focusing on community building and the development of strong and powerful relationships, not just punishment. With restorative discipline, teachers challenge students to understand how their actions affected others and why they might have taken those actions. In turn incidents that might otherwise result in punishment and create opportunities to encourage accountability, improve school safety, help strengthen relationships, and create productive learning environments.

Partnering with the Institute for Restorative Justice and the Restorative Dialogue at The University of Texas at Austin's School of Social Work, TEA is working with the 20 education service centers to train campus and district administrators on the restorative discipline methods.

An initial grant provided training to 10 of the state's 20 education service centers and school districts in Texas. The first 10 service centers were selected based on the number of African-American males that were suspended from the school districts in their regions. The training occurred in two parts. The first part included a two-day administrator readiness training; the second part a five-day coordinator training. Follow-up funding will allow the remaining 10 regional service centers to receive similar training and support. As of the 2016-2017 school year 1,800 campus and districts administrators have been trained in restorative discipline practices.

TEA also supports all 20 of the ESCs through the Texas Behavior Support Initiative. This initiative provides trainings and products for ESC and child-serving agency network representatives to use in professional development and technical assistance activities with districts and charter schools and child-serving agencies. The goal is to create a positive behavior support system in the Texas public schools that helps students with disabilities receive special education supports and services in the least restrictive environment and to participate successfully in the TEKS-based curriculum and state assessment system.

7. School Transitions (*ESEA section 1111(g)(1)(D)*): Describe how the State will support LEAs receiving assistance under Title I, Part A in meeting the needs of students at all levels of schooling (particularly students in the middle grades and high school), including how the State will work with such LEAs to provide effective transitions of students to middle grades and high school to decrease the

risk of students dropping out.

Through our four strategic priorities, TEA will support LEAs in meeting the needs of students at all levels through two avenues.

First, to provide better tools to assist districts in maximizing their federal funds, the Agency has created a comprehensive needs assessment (CNA) tool as part of the state's ESSA Consolidated Grant Application aligned to TEA's four strategic priorities. This tool will enable LEAs to comprehensively identify strategies for improving student achievement, align their federal funds to support those strategies, and create SMART goals to measure the effectiveness of those strategies.

The second avenue of supporting LEAs in meeting the needs of students and decreasing the risk of students dropping out is through several statewide initiatives such as:

- Statewide reading and math academies for elementary teachers to improve supports and instruction in reading and math.
- Texas Readers initiative focused on creating parental and public awareness, creating high-quality professional development opportunities, and building innovative classroom tools.
- Building comprehensive and robust accountability measures for postsecondary readiness within the state's A-F accountability system to ensure that all students are provided opportunities to succeed after high school.
- Creation of more parent-friendly resources to assist parents in better understanding their child's learning needs over the course of the year. Specifically, the initial focus of this work has been on the complete redesign of the STAAR Report Card. This report card includes resources specifically for parents on how to interpret their child's STAAR score, inclusion of Lexile levels and a recommended summer reading list, and questions and resources to ask their child's teacher and/or counselor. Please see www.texasassessment.com for more information.
- Continue supporting the creation of innovative high school programs, including P-TECH, T-STEM, and early college high schools that provide students with a range of opportunities to earn postsecondary credits while in high school.

B. Title I, Part C: Education of Migratory Children

1. Supporting Needs of Migratory Children (ESEA section 1304(b)(1)): Describe how, in planning, implementing, and evaluating programs and projects assisted under Title I, Part C, the State and its local operating agencies will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed through:
 - i. The full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;
 - ii. Joint planning among local, State, and Federal educational programs serving migratory children, including language instruction educational programs under Title III, Part A;
 - iii. The integration of services available under Title I, Part C with services provided by those other programs; and
 - iv. Measurable program objectives and outcomes.

The State Education Agency follows the Continuous Improvement Cycle proposed by the Office of Migrant Education (OME) to identify the needs of migratory children. The first step in this process will include a CNA. It considers a full range of services that are available from the appropriate local, State, and Federal programs. In Texas, a CNA is the result of input from various stakeholders. Staff, students, and parents have the opportunity to respond to the needs assessment surveys. The CNA lays the foundation for designing a program that will address the unique needs of migratory children.

The next step is a Service Delivery Plan (SDP). The SDP describes the services that the Texas MEP will provide to address the unique educational needs of migratory children. It will articulate the instructional and support strategies MEP funded LEAs will employ. The results of this process will be incorporated into a Local Needs Assessment Tool which can be used by the LEAs to determine the needs of the migrant population in their area. The services and strategies identified in the SDP are included in the Consolidated Application for funding. Depending on the identified needs for the migratory children, including preschool children and children who have dropped out of school, the LEAs may select the activities from the Consolidated Application to be included as their Service Delivery Plan.

The final and most important step in ensuring that the unique educational needs of migratory children in Texas are identified and addressed is the program evaluation. A program evaluation will look at various pieces of data including assessment results and evaluation questionnaires from parents, students, and educators that will assist in evaluating the effectiveness of the migrant education program. This process will be done to re-assess the needs, the strategies used to meet those needs, and to re-evaluate the design of the programs and services offered to meet those needs. Statewide training will be provided to ESCs which will turn around the training to the LEAs in order to ensure understanding of all

pieces of this Continuous Improvement Cycle and how it is used to determine that the unique educational needs of all migratory children are being met. All LEAs that receive MEP funding are required to conduct a program evaluation annually.

The following are the current measurable program objectives and outcomes for Title I, Part C.

- The percentage of migrant students in grades 3-11 meeting standards on the state Reading/Language Arts assessment needs to increase by 20 percent. The strategy includes providing supplemental services opportunities through the ESSA Consolidated Grant. (i.e., Extended day Statewide Assessment tutorials before school, afterschool, or on Saturdays) (GPRA 1, Measure 1.1)
 - Increase the percentage of migrant students being served in early childhood programs by 52 percent. The strategy includes providing supplemental services opportunities through the ESSA Consolidated Grant. (i.e., Supplemental instructional support by a Teacher for Migrant Pre-kindergarten or Kindergarten students who are performing below the expected level of development and collaborate with parents on ways to support student's skill development at home)
 - The percentage of migrant students graduating needs to increase by 5.7 percent and the percentage of migrant students dropping out needs to decrease by 4.5 percent. The strategy includes providing supplemental services opportunities through the ESSA Consolidated Grant. (i.e., Utilize Migrant Student Exchange Information to promote interstate coordination and timely records exchange)
 - The percentage of migrant students in grade 10 meeting state standards on the Reading/Language Arts assessment needs to increase by 23 percent. The strategy includes providing supplemental services opportunities through the ESSA Consolidated Grant Application. (i.e., Extended day Statewide Assessment tutorials before school, afterschool, or on Saturdays) (GPRA 1, Measure 1.1)
 - The percentage of migrant students in grade 11 meeting state standards on the Math assessment needs to increase by 14 percent. The strategy includes providing supplemental services opportunities through the ESSA Consolidated Grant. (i.e., Extended day Statewide Assessment tutorials before school, afterschool, or on Saturdays) (GPRA 2, Measure 1.2)
 - The percentage of migrant secondary-aged students not attending school needs to decrease by 6.8 percent. The strategy used would be to provide flexible programs and resources to meet the individual needs of Out of School Youth. In addition, the SEA will review and evaluate the activities used to assist OSYs by requiring the submission of an OSY template at the end of the fiscal year.
2. Promote Coordination of Services (*ESEA section 1304(b)(3)*): Describe how the State will use Title I, Part C funds received under this part to promote interstate and intrastate coordination of services for migratory children, including how the

State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move to a new school, whether such move occurs during the regular school year.

The Texas MEP has developed policies and procedures related to the management and exchange of migrant student records through the Migrant Student Information Exchange (MSIX) and the New Generation System (NGS). Funding will be allocated for the State and for the LEAs to ensure that there is a consistent and timely electronic transfer of records, including immunization records and other health information; academic history, including partial credit and credit accrual; State Assessment data; and eligibility of services under the Individuals with Disabilities Education Act. Texas, in coordination with five other states, will contract with an entity to carry out NGS responsibilities needed to ensure the continuity of transfer of records. In addition, the SEA allocates funds for a contracted entity to carry out the MSIX state level responsibilities and to provide training in uses of the system. The Texas MEP has created the Texas Manual for NGS Data Management Requirements for the purposes of providing guidance and outlining the minimum requirements and procedures for LEAs to follow. The Texas MEP staff will update that manual to include any necessary adjustments to the data entry process. In addition, an NGS User Manual is also available for users in the NGS website. Texas MEP staff will train staff from the 20 Regional ESCs on the uses of the system and the data requirements. The SEA will allocate funds for ESCs to provide NGS training and technical assistance for the designated NGS specialists at each funded LEA. Part of the training will involve the review of a timeline to follow throughout the year. The timeline will include designated schedules for entering data and schedules for running reports used to verify records are up to date. Interstate and Intrastate coordination of services for migratory children will also be incorporated in that timeline. LEAs that receive MEP funding are required to have designated NGS specialists trained on the NGS process.

3. Use of Funds (ESEA section 1304(b)(4)): Describe the State's priorities for the use of Title I, Part C funds, and how such priorities relate to the State's assessment of needs for services in the State.

TEA will be using its Title I, Part C funds for two primary purposes. The first priority is continuing the work of the MSIX and NGS. Consistent and timely transfer of records is critical to ensure that students served by this program receive the services that they need for success in the classroom. Additionally, the associated trainings and support resources for the MSIX and NGS systems will be supported through funds from the program.

The second funding priority is grants to all 20 ESCs to provide professional development and technical assistance to local education agencies in their regions on requirements related to the Title I, Part C program.

C. Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk

1. Transitions Between Correctional Facilities and Local Programs (*ESEA section 1414(a)(1)(B)*): Provide a plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.

Title I, Part D, Subpart 1: Close contact is maintained with the state agencies funded under Title I, Part D, Subpart 1 to provide guidance in ensuring that a support system for students making a transition to a regular program or other alternative education program operated by a LEA is in place.

Title I, Part D, Subpart 2: Transitional and supportive programs operated in local educational agencies (LEAs) under Title I, Part D, Subpart 2 are designed primarily to meet the transitional and academic needs of students returning to LEAs or alternative education programs from correctional facilities. It is required of LEAs that operate a school within a delinquent correctional facility to conduct an effective component of transitional and academic support services for adjudicated youth when more than 30 percent of the youth being released from the facility will reside inside the boundary and attend the local educational agency.

2. Program Objectives and Outcomes (*ESEA section 1414(a)(2)(A)*): Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the Title I, Part D program in improving the academic, career, and technical skills of children in the program.

To assess the effectiveness of the Title I, Part D program, the Agency requires each State Agency or LEA that operates a Title I, Part D, Subpart 1 or 2 program to annually evaluate the program disaggregating the data on student participation by gender, race, ethnicity, and age. The evaluation includes multiple measures and data sources describing student progress on the following program goals listed below. All data on program goals, objectives, and measures are reported in the LEA's consolidated performance report at the end of each project year.

- Maintaining and improving educational achievement levels;
- Accruing school credits that meet state requirements for grade promotion and secondary school graduation;
- Completing secondary school (or equivalency requirements) and/or obtaining employment after leaving the facility; and
- As appropriate, participation in postsecondary education and job training programs.

Subparts 1 and 2 are measured using the following objectives and measures.

1. Maintain and Improve Educational Achievement.
2. Accrue school credits that meet state requirements for grade promotion and secondary school graduation.

3. Make the transition to a regular program or other education program operated by a local education agency.
4. Complete secondary school (or equivalency requirements) and/or obtain employment after leaving facility.

D. Title II, Part A: Supporting Effective Instruction

1. Use of Funds (ESEA section 2101(d)(2)(A) and (D)): Describe how the State educational agency will use Title II, Part A funds received under Title II, Part A for State-level activities described in section 2101(c), including how the activities are expected to improve student achievement.

Texas will use Title II, Part A funds in its pursuit of two strategies related to both increasing student achievement through increasing instructional effectiveness and to continuous improvement processes that lead to improved access to effective teachers, principals, and other school leaders for low-income students and students of color.

The two current strategies funded by Title II, Part A under ESSA are the creation of the Texas Equity Toolkit, which assists districts with engaging in a continuous improvement process focused on issues of equity, and the implementation of an instructional leadership initiative designed to provide to LEAs and schools that did not earn satisfactory ratings on the state accountability system with comprehensive instructional leadership training for principal supervisors, principals, assistant principals, and teacher leaders in an effort to build skills in coaching, growing, and developing educators.

As it relates to instructional leadership, the state will use Title II, Part A funds to provide the skill development for principal supervisors so they can spend their time:

Modeling best practices for their principals, including coaching teachers through the observation/feedback cycle, meeting with teachers to analyze student work and formative assessment data, and observing and coaching teacher leaders working with their peers; collaboratively tackling challenges in the instructional practice of the campus by analyzing data, assessing strengths and weaknesses, and self-reflecting through root cause analysis; developing and using tools and systems customized for the particular needs of a campus, including observation protocols, lesson plans, and progress monitoring templates that provoke self-reflection and root cause analysis; brokering support for their principals with other central office personnel, such as human resources to prioritize the hiring of high-quality teachers; buffering principals from interferences that prevent them from focusing their time and energy on instruction; and differentiating their approach to meet the individual needs of each of their principals.

In addition, the training will work with campus leaders so that they can:

Establish common language and expectations around instructional best practices; utilize a consistent coaching conversation framework that incorporates opportunities for teacher self-reflection; provide bite-sized, actionable feedback, and aligned practice; foster a positive campus culture built on a foundation of

strong instructional expectations; prioritize time and tasks to spend at least 60 percent of their time actively coaching and supporting teachers through observation/feedback cycles; target the individual and collective needs of teachers to ensure that all are growing in their effectiveness; and clearly understand classroom, grade-level, and campus-wide trends and leverage this understanding to inform the allocation of time and resources.

This initiative will begin the training of educators in the summer of 2017 and will continue with new cohorts through the 2019-2020 school year, at which point capacity will have been built in the state's ESCs so that they will be better served to provide training to the LEAs that they support.

TEA will also dedicate three percent of state Title II, Part A funds to provide grants to LEAs to support efforts to improve principal practice. During the summer of 2017, TEA will conduct a feasibility study on principal residency programs to determine whether to pursue this option with the 3 percent Title II, Part A set aside, to pursue basic grants to LEAs to provide high-quality, evidence-based principal training in instructional leadership, or a combination of the two. It is anticipated that grant awards will be made to LEAs during the spring of 2018.

2. Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools (ESEA section 2101(d)(2)(E)): If an SEA plans to use Title II, Part A funds to improve equitable access to effective teachers, consistent with ESEA section 1111(g)(1)(B), describe how such funds will be used for this purpose.

As it relates to the Texas Equity Toolkit, the state will use Title II, Part A funds to build a toolkit and support an equity planning process through the state's regional education service centers (ESCs). The Texas Equity Toolkit provides more detailed support in the following processes for continuous improvement of practices that relate to equity:

- Step 1. Stakeholder Engagement & Communications Stakeholder;
- Step 2. Data Review & Analysis;
- Step 3. Root Cause Analysis;
- Step 4. Selecting Strategies; and
- Step 5. Planning for Implementation.

This toolkit was finalized in March of 2017 and is accompanied by a training of trainers at ESCs so that they can better support their LEA's efforts to build thorough plans to improve equitable access to excellent educators.

3. System of Certification and Licensing (ESEA section 2101(d)(2)(B)): Describe the State's system of certification and licensing of teachers, principals, or other school leaders.

The State Board for Educator Certification (SBEC) establishes the requirements for the preparation, certification, testing, and standards of professional conduct for Texas Educators. The 15 SBEC members include 11 voting members appointed by the governor to six-year terms: four classroom teachers, one counselor, two administrators, and four citizens. Four non-voting members also serve on the board. The governor appoints a dean of a college of education and a person who has experience working for and knowledge of an alternative educator preparation program. The Commissioner of Education appoints a staff member of the Texas Education Agency, and the Commissioner of Higher Education appoints a staff member of the Texas Higher Education Coordinating Board.

For each certificate type, the SBEC engages a diverse group of stakeholders to develop and approve specific standards defining the knowledge and skills necessary to be successful in the respective roles. These standards, in addition to the Texas Essential Knowledge and Skills for students, provide the basis for the preparation and assessment of prospective educators.

There are five basic requirements to become a certified teacher in Texas.

1. **Obtain a Bachelor's Degree** – Earn a bachelor's degree from an accredited college or university.
 - o The Texas Administrative Code requires that candidates completing a Texas program must have a degree from a university that is accredited by a regional accrediting agency as recognized by the [Texas Higher Education Coordinating Board \(THECB\)](#).
 - o Health Science Technology and Trade and Industrial Education certifications are exempt from the bachelor's degree requirement, but they do have other requirements related to professional licensure and relevant work experience.
2. **Complete an Educator Preparation Program** – Complete an [approved educator preparation program](#). If the candidate does not hold a degree, he or she must complete a university program. If the candidate holds a degree or is pursuing a certification that does not require a degree, he or she may contact an alternative certification program or post-baccalaureate program. Before a preparation program can recommend a candidate for standard certification, the program must provide a minimum of 300 clock-hours of coursework and training, and the candidate must complete either a 14-week clinical teaching assignment or a year-long internship as the teacher of record.
3. **Pass Certification Exams** – Pass the appropriate teacher certification exams to demonstrate knowledge and skills related to pedagogy and professional responsibilities and content.
4. **Submit a State Application** – Apply to be certified after all requirements are met.

5. **Complete Fingerprinting** – All first-time applicants must be fingerprinted as part of a national criminal background check.

Similarly, to receive standard certification as a principal, an individual must:

1. **Pass Certification Exam** – Pass the appropriate principal certification exam(s).
2. **Hold a Master's Degree** – Hold a minimum of a master's degree from an accredited institution of higher education.
3. **Hold a Valid Classroom Teaching Certificate**
4. **Have Two Creditable Years of Teaching Experience as a Classroom Teacher**
5. **Successfully Complete a Principal Preparation Program** – The individual must complete an approved principal preparation program, including a minimum of 200 clock-hours of coursework and training as well as a practicum for a minimum of 160 clock-hours.

To receive standard certification as a superintendent, an individual must:

1. **Pass Certification Exams** – Pass the appropriate superintendent certification exam(s).
 2. **Hold a Master's Degree** – Hold a minimum of a master's degree from an accredited institution of higher education.
 3. **Hold a Principal Certificate or Three Creditable Years of Public School Managerial Experience**
 4. **Successfully Complete a Superintendent Preparation Program** – The individual must complete an approved superintendent preparation program, including a minimum of 200 clock-hours of coursework and training as well as a practicum for a minimum of 160 clock-hours.
4. Improving Skills of Educators (*ESEA section 2101(d)(2)(J)*): Describe how the SEA will improve the skills of teachers, principals, school leaders in order to enable them to identify students with specific learning needs, particularly children with disabilities, English learners, students who are gifted and talented, and students or other with low literacy levels, and provide instruction based on the needs of such students.

The Texas Legislature and State Board for Educator Certification have laid out comprehensive professional development requirements for all educators as a prerequisite for recertification. All teachers must receive training in the following areas:

- Research and practices in educating students with dyslexia;
- Collecting and analyzing information that will improve effectiveness in the classroom;
- Recognizing early warning indicators that a student may be at risk of dropping out of school;
- Integrating technology into classroom instruction; and
- Educating diverse student populations, including:
 - students with disabilities, including mental health disorders
 - students who are educationally disadvantaged
 - students of limited English proficiency
 - students at risk of dropping out of school

All principals must receive training in the following areas:

- Effective and efficient management, including:
 - collecting and analyzing information
 - making decisions and managing time
 - supervising student discipline and managing behavior
- Recognizing early warning indicators that a student may be at risk of dropping out of school;
- Integrating technology into campus curriculum and instruction; and
- Educating diverse student populations, including:
 - students with disabilities, including mental health disorders
 - students who are educationally disadvantaged
 - students of limited English proficiency
 - students at risk of dropping out of school

5. Data and Consultation (*ESEA section 2101(d)(2)(K)*): Describe how the State will use data and ongoing consultation as described in ESEA section 2102(d)(3) to continually update and improve the activities supported under Title II, Part A.

The state will annually support the creation of LEA equity plans, working with the state's 20 regional education service centers to facilitate the LEA process for continuous improvement in equitable access and use the results from LEA equity plans to determine the most pursued equity improvement strategies by LEAs so that Title II, Part A state activity funds may be used to support the implementation of those strategies.

6. Teacher Preparation (*ESEA section 2101(d)(2)(M)*): Describe the actions the State may take to improve preparation programs and strengthen support for teachers, principals, or other school leaders based on the needs of the State, as identified by

the SEA.

The SBEC made significant rule revisions related to the preparation and certification of teachers and other educators in the fall of 2016. The following were among the key changes:

- **Chapter 228 - Requirements for Educator Preparation Programs**
 - Increases the rigor of requirements to be a field supervisor or cooperating teacher/mentor to ensure better support for student teachers or intern teachers.
 - Changes the late hire date (when intern teachers may be hired without meeting training requirements) from June 15 to 45 days before the first day of instruction (typically around July 10) to ensure that more intern teachers have training before entering the classroom.
 - Increases the minimum number of coursework hours and specific components of the coursework to be completed before student teaching or an internship from 80 to 150 to ensure a stronger foundation before entering classrooms in those roles.
 - Increases the length of clinical teaching from 12 weeks to 14 weeks to ensure more hands-on experience before receiving a teaching certificate.
 - Increases the number of observations provided by preparation programs for intern teachers from three to five over the course of a year to increase the level of support for interns.
- **Chapter 229 - Accountability System for Educator Preparation**
 - Establishes a more accurate and transparent certification exam performance standard to better differentiate program performance as part of the accountability system for educator preparation.
 - Sets performance standards and a phase-in schedule for other statutorily required performance indicators.
- **Chapter 230 - Professional Educator Preparation and Certification**
 - Establishes a two-tiered certification for individuals who are in alternative certification programs with an intern and probationary certificate effective 9/1/17.
 - To receive an intern certificate, which would be valid for only one year, the individual must pass all required content certification exams.
 - To receive a probationary certificate, which would be valid for a maximum of two years, the individual must pass all required certification exams, including the pedagogy and professional responsibilities exam.
 - This model would ensure the demonstration of content knowledge before an individual enters a classroom as the teacher of record and would shorten the amount of time an individual could serve as the

teacher of record without demonstrating minimal knowledge of pedagogy and professional responsibilities.

- It will also provide greater transparency for districts and parents and more targeted support for candidates with varying levels of knowledge and experience.

Building on these reforms, the SBEC is engaged in continuing conversations to increase the rigor and level of preparation to ensure that prospective educators are effective in delivering gains in student achievement when they step into their roles. One upcoming reform is a complete redesign of the principal certification exams. In recognition of the critical importance of the role of the principal as the instructional leader, TEA staff in support of the Commissioner of Education and SBEC have begun making significant revisions to the current principal certification exam. The new certification will replace the current multiple-choice exam with a new exam that will include authentic constructed response items targeting the critical competencies for principals to drive instructional improvements on their campuses as well as a new performance assessment that will emphasize problem solving in the field, supporting continuous professional development of teachers, and creating a collaborative team. These changes coupled with new principal standards will usher in a new era of authentic preparation for future instructional leaders.

E. Title III, Part A, Subpart 1: English Language Acquisition and Language Enhancement

1. Entrance and Exit Procedures (*ESEA section 3113(b)(2)*): Describe how the SEA will establish and implement, with timely and meaningful consultation with LEAs representing the geographic diversity of the State, standardized, statewide entrance and exit procedures, including an assurance that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in the State.

Entrance Procedure

Texas Education Code (TEC) 29.056 (a)(1) requires a home language survey (HLS) to be administered to each student new to a Texas LEA and to students previously enrolled who were not surveyed in the past. The HLS must be signed by the student's parent or guardian for each student in prekindergarten through grade 8 or by the student in grades 9-12. The HLS is administered in English and Spanish; for students of other language groups, the HLS is translated into the home language, whenever possible. The HLS contains the following two questions:

- (1) What language is spoken in your home most of the time? and
- (2) What language does your child speak most of the time?

The HLS is used to establish the student's language classification for determining if the LEA is required to provide a bilingual education or English as a second language (ESL) program. In accordance with Texas Education Code (TEC) 29.056 (a) (1) (2) and (3), if the response on the HLS indicates that a language other than English is used, the student should be evaluated as follows:

- (1) in prekindergarten through grade 1, an oral language proficiency test (OLPT) approved by the TEA; and
- (2) in grades 2-12, a TEA-approved OLPT and the English reading and English language arts sections from a TEA-approved norm-referenced assessment, or another test approved by the TEA, unless the norm-referenced standardized achievement instrument is not valid.

The grade levels and scores on each test that identify a student as an English language learner are established by TEA. The Texas commissioner of education reviews the approved list of tests, grade level, and scores annually and updates the list.

Students with a language other than English must be administered the required OLPT in prekindergarten through Grade 12 and norm-referenced standardized achievement instrument in Grades 2-12 within 20 school days of their enrollment.

For entry into a bilingual education or English as a second language program, a student is identified as an EL using the following criteria.

- (1) In prekindergarten through Grade 1, the student's score on the English OLPT is below the level designated for indicating limited English proficiency, as established and approved by TEA;
- (2) In Grades 2-12:

- (A) the student's score on the English OLPT is below the level designated for indicated limited English proficiency, as established and approved by TEA;
- (B) the student's score on the English reading and/or English language arts sections of the TEA-approved norm-referenced standardized achievement instrument at his or her grade level is below the 40th percentile; or
- (C) the student's ability in English is so limited that the administration at his or her grade level of the reading and language arts sections of a TEA-approved norm-referenced standardized achievement instrument or other test approved by the TEA is not valid.

Upon their initial enrollment, the language proficiency assessment committee (LPAC) reviews all pertinent information on all English language learners identified in accordance with TEC 29.056 (c) and will:

- (1) Designate the language proficiency level of each EL;
- (2) Designate the level of academic achievement of each EL;
- (3) Give written notice of the classification to the student's parent in English and the parent's primary language along with the benefits of a bilingual education or ESL program no later than 10 days of the student's identification as an EL;
- (4) Designate, subject to parental approval, the initial instructional placement of each EL in the required program; and
- (5) Facilitate the participation of ELs in other special programs for which they are eligible and are provided by the school district with either state or federal funds.

Identification/Entrance of Students with Disabilities

For students with disabilities, the admission review and dismissal committee, in conjunction with the language proficiency assessment committee, will determine an appropriate assessment instrument and designated level of performance for indicated limited English proficiency as required for the identification and testing process for students whom those tests would be inappropriate as part of the individualized education program (IEP). The decision for entry into a bilingual education or ESL program will be determined by the ARD committee in conjunction with the language proficiency assessment committee.

Exit Procedure

For exit from a bilingual education or English as a second language program, a student may be classified as English proficient at the end of the school year in which a student would be able to participate equally in a general education, all-English instructional program. This determination is based upon all of the following:

- (1) TEA-approved tests that measure the extent to which the student has developed oral and written language proficiency and specific language skills in English;
- (2) satisfactory performance on the reading assessment instrument under the TEC, §39.023(a), or a TEA-approved English language arts assessment instrument

administered in English, or a score above the 40th percentile on both the English reading and English language art sections of a TEA-approved norm-referenced standardized achievement instrument for a student who is enrolled in Grade 1 or 2; and

- (3) TEA-approved criterion-referenced written tests when available or other TEA-approved tests when criterion-referenced tests are not available, and the results of a subjective teacher evaluation.

At the end of each school year, the language proficiency assessment committee (LPAC) reviews all pertinent information on all English language learners identified in accordance with TEC 29.056 (g) and will:

- (1) designate the language proficiency level of each EL;
- (2) designate the level of academic achievement of each EL; and
- (3) classify students as English proficient in accordance with the criteria described in TEC 29.056 (g) and recommend their exit from the bilingual education or English as a second language program.

Exiting of Students with Disabilities

For students with disabilities, the ARD committee in conjunction with the LPAC will determine an appropriate assessment instrument and performance standard requirement for exit. The decision to exit a student is made by the key member of the ARD committee in conjunction with the key member of the LPAC. This exit process applies to the vast majority of ELs that receive special education services.

However, in rare cases, an EL receiving special education services may qualify to be exited using a special exit criteria under Texas Administrative Code (TAC) §89.1225(k), which gives special consideration to an EL for whom assessments and/or standards under TAC §89.1225(h) are not appropriate because of the nature of a student's disabling condition.

Monitoring Exited Students

In accordance with TEC 29.0561 (a), the LPAC will monitor the academic progress of each student who has exited (transferred out) from a bilingual or English as a second language program during the first two years after exiting (transferred out). The LPAC will reevaluate a student who has exited (transferred out) if the student earns a failing grade in a subject in the foundation curriculum under TEC Section 28.002 (a)(1) during any grading period in the first two school years after the student is transferred to determine whether the student should be reenrolled in a bilingual education or ESL program.

During the first two school years after a student has exited, the LPAC will review the student's performance and consider:

- (1) the total amount of time the student was enrolled in a bilingual education or ESL program;
- (2) the student's grades each grading period in each subject in the foundation curriculum under Section 28.002 (a)(1);

- (3) the student's performance on each assessment instrument administered under TEC Section 39.023 (a) or (c);
- (4) the number of credits the student has earned toward high school graduation, if applicable; and
- (5) any disciplinary actions taken against the student under TEC, Subchapter A, Chapter 37.

After the evaluation, the LPAC may require intensive instruction for the student or reenroll the student in a bilingual education or ESL program.

2. SEA Support for English Learner Progress (ESEA section 3113(b)(6)): Describe how the SEA will assist eligible entities in meeting:
 - i. The State-designed long-term goals established under ESEA section 1111(c)(4)(A)(ii), including measurements of interim progress towards meeting such goals, based on the State's English language proficiency assessments under ESEA section 1111(b)(2)(G); and
 - ii. The challenging State academic standards.

LEAs that receive Title III, Part A funding for English language acquisition programs are held accountable for their ELs achievement in learning the English language. Each spring in Texas, ELs, also identified in statute as limited English proficient (LEP), are assessed using the TELPAS. The achievement of each Title III-funded LEA's EL student population is measured against the state's achievement standards. Each Title III-funded LEA must meet the state's performance and participation targets as part of the State's student academic achievement standards.

3. Monitoring and Technical Assistance (ESEA section 3113(b)(8)): Describe:
 - i. How the SEA will monitor the progress of each eligible entity receiving a Title III, Part A subgrant in helping English learners achieve English proficiency; and
 - ii. The steps the SEA will take to further assist eligible entities if the strategies funded under Title III, Part A are not effective, such as providing technical assistance and modifying such strategies.

The State conducts each year Initial Compliance Reviews (ICRs) that address the Title III, Part A statutory requirements based on program implementation and effectiveness. The state requires the subgrantee to respond to questions addressing components of the ICRs with documentation to support their efforts.

Under section 3122(b)(4) of Title III, Part A, requires that State provide technical assistance to subgrantees during the development

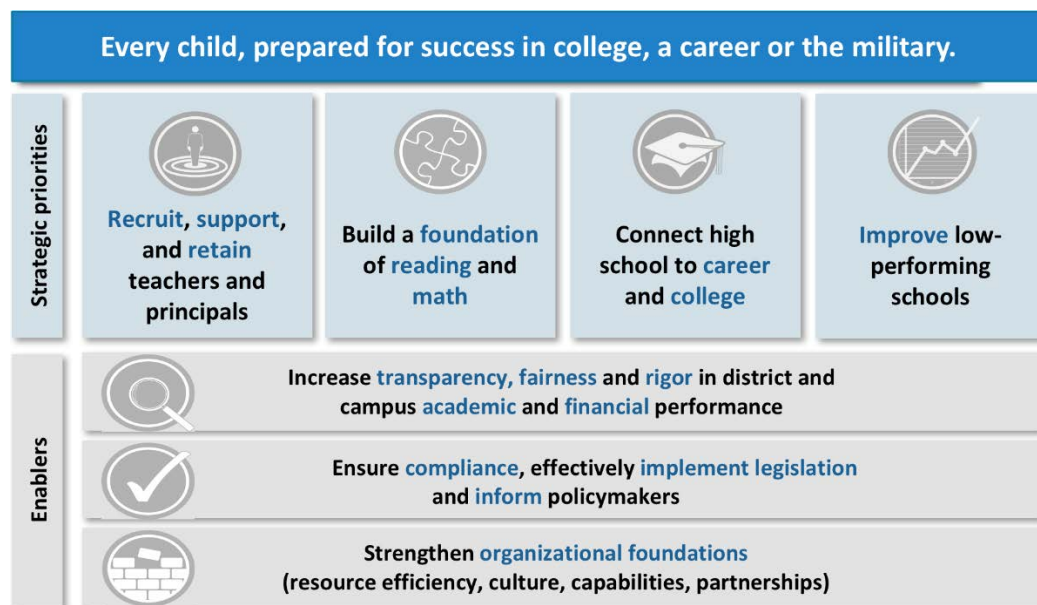
of their CIP and throughout its implementation, and develop, in consultation with the LEA, professional development strategies and activities, based on scientifically based research, that will be used to meet such objectives. For LEAs who did not meet the state's achievement objectives for two consecutive years, the state must provide technical assistance, develop professional development strategies/activities, and incorporate strategies/methodologies. For LEAs with three consecutive years, the state will monitor implementation of the CIP and continue professional development strategies/activities and continue to incorporate strategies/methodologies. For LEAs with four consecutive years the state must require the LEA to modify curriculum, program, or method of instruction or determine whether to continue Title III funding and require that the LEA replace relevant personnel.

Additionally, the State provides supplemental Title III funding annually to ESCs throughout the state for the purpose of providing direct technical assistance and professional development for LEAs not meeting the state's achievement objectives.

F. Title IV, Part A: Student Support and Academic Enrichment Grants

1. Use of Funds (ESEA section 4103(c)(2)(A)): Describe how the SEA will use funds received under Title IV, Part A, Subpart 1 for State-level activities.

The TEA works to improve outcomes for all public-school students in the state by providing leadership, guidance, and support to school systems, working towards the vision that every child in Texas is an independent thinker and graduates prepared for success in college, a career, or the military, and as an engaged, productive citizen. To achieve this vision for public education in Texas, the Agency has outlined specific strategic priorities to guide and focus our work on behalf of the more than five million school children in our State. The state will utilize funds for state-level activities to support key initiatives aligned to our four strategic priorities highlighted below.



In addition to specific initiatives related to the implementation of the Agency's strategic plan. TEA supports districts in utilizing their federal resources to support the implementation of a well-rounded education as it is defined in TEC Section 28.002, which includes a foundation curriculum of English language arts, mathematics, science, and social studies (consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography); and an enrichment curriculum that includes languages other than English (to the extent possible), health, physical education, fine arts, career and technology education, technology applications, religious literature (including the Hebrew Scripture (Old Testament) and New Testament, and its impact on history and literature), and personal financial literacy.

2. Awarding Subgrants (ESEA section 4103(c)(2)(B)): Describe how the SEA will ensure that awards made to LEAs under Title IV, Part A, Subpart 1 are in

amounts that are consistent with ESEA section 4105(a)(2).

To ensure that all eligible LEAs receive subgrant awards in accordance with section 4105(a)(2), TEA will undertake the following process:

- 1) Calculate LEA initial amount based on final annual allocations received;
- 2) If the initial LEA amount is less than \$10,000, increase it to \$10,000;
- 3) Ratably reduce each LEA that receives more than \$10,000, ensuring that none are brought below \$10,000 in the process to cover LEA increases performed in Step 2; and
- 4) If the final allocation amount is not sufficient to ensure all eligible LEAs receive \$10,000, all LEAs are ratably reduced to match the total available funding amount.

G. Title IV, Part B: 21st Century Community Learning Centers

1. Use of Funds (ESEA section 4203(a)(2)): Describe how the SEA will use funds received under the 21st Century Community Learning Centers program, including funds reserved for State-level activities.

Funds received under ESSA for school year 2017-2018 will be used to continue 66 existing grants to eligible entities awarded under the No Child Left Behind Act (NCLB). The Texas Education Agency's Cycle 8 grants will be entering their fifth and final year, and Cycle 9 grants will be in their second year. Based on federal funding availability, TEA will publish a 21st Century Community Learning Centers (CCLC) grant competition under ESSA in early 2018 and begin Cycle 10 on August 1, 2018.

Funding priorities will align with statutory requirements that programs serve: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d) and other schools determined by the local education agency to be in need of intervention and support; and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models. Applicants will be required to provide assurances that they are serving these populations and that they are serving students primarily attending campuses that are eligible under Title I, Part A, and at least 40 percent economically disadvantaged. Additional priorities will be determined through stakeholder input, alignment with agency priorities, needs assessment, and other means as appropriate.

Texas will use funds received under the 21st CCLC program, including funds reserved for state-level activities, to provide opportunities for communities to establish or expand activities in learning centers that help students, particularly those who attend low-performing schools, to meet the challenging state academic standards, offer a broad array of academic enrichment for students, and offer families of students served in the CCLC program opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development. To this end, TEA will allocate the annual allotment in accordance with section 4202(c) as described below.

- At least 93 percent of the annual award will be reserved for awards to eligible entities under section 4204.
- No more than 2 percent of the annual award will be allocated to the agency's administrative costs for implementing a rigorous peer review process for subgrant applications; ensuring program activities align with challenging state academic standards; providing a list of prescreened external organizations; working with stakeholders to improve policies; and supporting the implementation of programs, awarding of funds to eligible entities, and other required activities. Administrative costs include, but are not limited to, salary for the SEA coordinator and other contributing positions, such as grant managers and contract managers, and required oversight activities. In

addition, required travel and supplies will be charged to state administrative costs.

- No more than 5 percent of the annual award will be allotted for state activities. State activities include contracted services for required program evaluation, program monitoring, data collection, and grantee training and technical assistance.
 - A program evaluation provider collects and analyzes data for the statewide program evaluation and provides technical assistance to grantees related to local program evaluation.
 - Program monitoring provides the development and maintenance of a risk-based monitoring tool, evidence collection, and grantee-level reporting of findings. Monitoring findings are one of the data sources that inform the annual training and technical assistance plan. Program monitoring ensures that all grantees are, and remain, in compliance with all statutory and program requirements.
 - Texas manages a statewide system that collects data at the student, activity, center, and grantee levels for the Texas ACE program. This system is designed to provide data for local and statewide program evaluations, federal reporting, program monitoring, and technical assistance.
 - A technical assistance contract provides the resources that local programs need to remain in compliance and operate high-quality programs. This contracted service provides grantees with regular, in-person and web-based opportunities for training and technical assistance. Other services provided by this contract include product development, content development, website maintenance, and a 24-hour help desk. This contracted service provides the tools and support required to ensure that local programs are in compliance with all statutory and program requirements, including aligning activities with state academic standards and other quality indicators. This contractor also provides the primary support for the development and maintenance of a ‘blueprint’ for each grant cycle. The blueprint includes program policies and procedures, examples, and resources.

TEA contracts for annual conference and meeting events. The flagship event is the statewide Out of School Time Initiatives Conference, or OSTI-CON. Depending on the number of active grantees, this conference attracts up to 450 attendees each year and offers learning tracks for site coordinators, family engagement staff, and project directors in an engaging and collaborative atmosphere.

2. Awarding Subgrants (*ESEA section 4203(a)(4)*): Describe the procedures and criteria the SEA will use for reviewing applications and awarding 21st Century Community Learning Centers funds to eligible entities on a competitive basis, which shall include procedures and criteria that take into consideration the likelihood that a proposed community learning center will help participating

students meet the challenging State academic standards and any local academic standards.

TEA will make competitive subgrant awards in compliance with the authorizing statute and program guidance, including ensuring that all grant applications considered for award in the competitive process meet the eligibility criteria in section 4201(b)(3). TEA will consider statewide program evaluation findings, stakeholder input, needs assessment and other data as appropriate to determine any state-specific priorities and program requirements in order to help participating students meet the challenging State academic standards and any local academic standards, as appropriate. Eligible entities include local educational agencies, community-based organizations, Indian tribe or tribal organizations [as such terms are defined in section 4 of the Indian Self-Determination and Education Act (25 U.S.C. 450(b))], other public or private entities, or consortia of two or more such agencies, organizations, or entities. All applications are screened for eligibility and completeness by qualified agency staff with expertise in program and grant requirements.

During eligibility review, program staff also review applications for qualifying priority points. When a peer-reviewed application scores a pre-determined percentage of points through the standard and specific review criteria, grant staff then add those priority points to the overall score. Per ESEA, section 4203(a)(3), priority will be given to entities that serve:

- (i) students who primarily attend schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d);
- (ii) students who primarily attend other schools determined by the local educational agency to be in need of intervention and support; and
- (iii) the families of such students.

TEA will further give priority to eligible entities that propose to serve students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models [4204(i)(1)(A)(i), sub clauses (I) and (II)]. TEA may also add other priority criteria based on an assessment of the needs of the state and findings of comprehensive statewide program evaluation.

The purpose of the review and scoring process is to determine the applicant's ability to implement the proposed program in compliance with statutory and program requirements. TEA collects potential peer reviewer data through the application itself (to nominate qualified individuals to review other applications in the pool, as appropriate) and through outreach to existing grantees not represented in the applicant pool, professional networks, organizations, associations, and other groups or individuals as appropriate in compliance with section 4203(a)(5). The number of times a single application is peer reviewed and scored is determined by the maximum award available. Applications for grant programs under Title IV,

Part B, are reviewed and scored by five different reviewers. The highest and lowest scores are dropped and the remaining three scores are averaged.

Reviewers must score all competitive grant applications against standard review criteria based on statutory and program requirements. The standard review criteria address various sections, each with a certain point designation. To address aspects unique to the program, program staff may also add review criteria, each with a certain point value. Peer reviewers complete an online webinar training session before reviewing and scoring eligible applications.

H. Title V, Part B, Subpart 2: Rural and Low-Income School Program

1. Outcomes and Objectives (*ESEA section 5223(b)(1)*): Provide information on program objectives and outcomes for activities under Title V, Part B, Subpart 2, including how the SEA will use funds to help all students meet the challenging State academic standards.

2. Technical Assistance (*ESEA section 5223(b)(3)*): Describe how the SEA will provide technical assistance to eligible LEAs to help such agencies implement the activities described in ESEA section 5222.

As a part of the subgrant application, LEAs will identify program objectives and outcomes through the new comprehensive needs assessment schedule that is aligned with the Agency's four strategic priorities. This tool will enable LEAs to comprehensively identify strategies for improving student achievement, align their federal funds to support those strategies, and create SMART goals to measure the effectiveness of those strategies.

TEA will provide technical assistance and resources to districts, which may include face-to-face and virtual supports and trainings either directly by the Agency or through our regional education service centers.

I. Education for Homeless Children and Youth program, McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B

- 1. Student Identification** [Sec. 722(g)(1)(B) of the McKinney-Vento Act]: Describe the procedures the SEA will use to identify homeless children and youth in the state and to assess their needs.

TEA, the Region 10 Education Service Center (Region 10 ESC) and the Texas Homeless Education Office (THEO) collaboratively manage the responsibilities for the Texas Education of Homeless Children and Youth Program. Specifically, TEA contracts with Region 10 ESC to administer the grant portion of the program, manage program implementation, and provide training and technical assistance. Region 10 ESC contracts with THEO to support sub-grantees and run a robust technical assistance center.

The State of Texas recognizes that proper identification of homeless children and youth and assessment of their needs is critical to their success. TEA requires that the homeless status of every student is assessed and reported in the Public Education Information Management System (PEIMS), the state's educational data collection system. TEA maintains information about the identification of students in the PEIMS Data Standards and on the agency website and sends a notification to school districts and charter schools regarding the importance of identification in the agency's annual "Attendance, Admission Enrollment Records, and Tuition" letter.

Region 10 ESC and THEO disseminate a jointly-developed Student Residency Questionnaire (SRQ) template that districts may use to assist with identification of students at enrollment. The SRQ template is regularly updated to reflect changes in laws, rules, policies, or procedures to properly identify and assess the special needs of students experiencing homelessness. In addition to these efforts, school district personnel are trained to reach out to their communities to find students living in homeless situations. Region 10 ESC and THEO disseminate information about identifying and assessing the special needs of students in homeless situations by providing the following:

- Staff development at local education agency (LEAs), regional education service centers (ESCs), and other educational and community service venues;
- Workshops at educational and professional conferences;
- Webinars and Texas education telecommunication network (TETN) updates in collaboration with TEA;
- Resource materials;
- Technical assistance, including a toll-free telephone line;
- A comprehensive website; and
- Social media that includes Facebook, Twitter, and blog activities.

In collaboration with other state agencies, homeless service providers, and homeless coalitions across Texas, Region 10 ESC and THEO hold meetings, participate on committees and workgroups, and maintain ongoing relationships that enhance the ability of districts and communities to identify and assess the special needs of children and youth

in temporary living situations. TEA, Region 10 ESC, and THEO regularly solicit input from families and students in homeless situations and Texas homeless service providers about the needs of the homeless students and families they serve and their barriers to public school education.

2. Dispute Resolution [Sec. 722(g)(1)(C) of the McKinney-Vento Act]: Describe the SEA's procedures for the prompt resolution of disputes regarding the educational placement of homeless children and youth.

Pursuant to the Act, students experiencing homelessness must be immediately enrolled in the school of origin or the school in the attendance zone where the student currently resides. Disagreements over eligibility, school selection, or enrollment may be disputed. If a dispute arises, the child or youth must be immediately enrolled in the school of origin or school located in the child's attendance zone, as requested by the parent, guardian, or unaccompanied youth, pending final resolution of the dispute, including all available appeals.

McKinney-Vento (MV) disputes should be resolved locally whenever possible and must go through the local McKinney-Vento Dispute Resolution process. The Homeless Liaison is available to assist homeless students and families with filing an appeal and navigating the dispute resolution process. If a resolution is not reached locally, MV disputes may be appealed to TEA.

TEA provides guidance to LEAs that MV disputes should be expedited and resolved promptly to meet federal requirements. It is stressed in the guidance that districts have a responsibility to ensure that local timelines in the district's complaint policies are expedited, whenever possible, to meet the U.S. Department of Education's and the TEA's expectation of prompt dispute resolution.

Once a complaint is received by TEA, the district homeless liaison is notified that a complaint was filed and a request is made that all related documentation be submitted to TEA within five business days. This documentation includes the dispute resolution record, and any other information the local school board used in its decision-making. The TEA is expected to make a final decision within 20 business days of receipt of the full record from the LEA and any additional records requested by TEA to review the dispute.

TEA's written decision will be sent electronically and in hard copy to the parent, guardian, or unaccompanied youth who filed the complaint; the local school district's homeless liaison; and the local superintendent. TEA's decisions regarding McKinney-Vento disputes are considered final.

If the school refuses to enroll the child or youth immediately, the person attempting to enroll the child should contact the school district's homeless liaison and/or the school district superintendent's office immediately. The complainant should also contact the

[Texas Homeless Education Office](#) toll free line for assistance and/or TEA's Office of General Inquiries.

In addition to the TEA's procedures for resolving McKinney-Vento disputes, the state has developed a robust Question and Answer document outlining local dispute procedures and processes for LEAs to follow.

Lastly, Region 10 ESC and THEO provide extensive training and technical assistance on dispute resolution and continue to develop tools and resources to assist LEAs with understanding and implementing a streamlined and effective dispute resolution process.

3. Support for School Personnel [Sec. 722(g)(1)(D) of the McKinney-Vento Act]: Describe programs for school personnel (including the LEA liaison for homeless children and youth, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youth, including runaway and homeless children and youth.

Region 10 ESC and THEO create and provide professional development, resource materials, and technical assistance to Education Service Centers (ESCs), LEAs, and other entities that work to meet the specific needs of runaway and homeless youth.

Training for liaisons and school personnel is provided at least annually via webinar and in person at all 20 regional ESCs around the state. A Texas Ending Homelessness Conference is held annually for educators, runaway homeless youth service providers, and housing and homeless service providers. Ongoing technical assistance regarding enrollment, identification, and support for students in homeless situations is provided. Specialized training for school personnel and other audiences is also available upon request. The THEO provides immediate and direct access to information regarding the rights of unaccompanied youth and strategies to overcome enrollment barriers via a toll-free helpline.

Most recently the program has developed a comprehensive "training of trainers" curriculum that will be used to prepare ESC staff to enhance the professional development and support already provided to LEAs to ensure that all homeless liaisons and school personnel receive training as required by the Every Student Succeeds Act (ESSA). Trainers at the ESCs will greatly increase the Texas Education for Homeless Children and Youth program's capacity for professional development and technical assistance to the over 1,200 independent school districts and charter schools in Texas. Fact sheets and other guidance documents are available on the THEO website at www.theotx.org. These materials are designed to assist school districts in understanding key components of the McKinney-Vento law and assessing their districts' policies and practices to remove barriers and provide support to students experiencing homelessness. Additionally, an implementation manual, specifically for new McKinney-Vento liaisons, is in development. This manual will include a Quick-Start Guide for new homeless liaisons and detailed information for structuring and implementing a homeless education

program. The manual will assist new liaisons with understanding key components of the law and practical steps for implementation and oversight, including training and coordination with school leaders, attendance officers, counselors, community service providers, and others.

To ensure that public notice of the education rights of homeless children and youth is provided, Region 10 ESC and THEO disseminate free brochures and posters statewide. The posters and brochures are currently available in Spanish, English, and Vietnamese. Additional translations are planned as needed.

Information is disseminated throughout the state via listserv announcements, email, and various other means to a variety of audiences including, but not limited to:

- Homeless liaisons
- School counselors
- Teachers
- Campus administrators
- Truancy personnel
- Specialized instruction support personnel
- Service providers
- School nurses
- Transportation personnel
- School nutrition personnel
- School resource officers
- Social workers
- Parents
- Higher education personnel, such as professors of education, social work, nursing, counseling, and other related professions

4. Access to Services [Sec. 722(g)(1)(F) of the McKinney-Vento Act]: Describe procedures that ensure that:

- a. Homeless children have access to public preschool programs, administered by the SEA or the LEA, as provided to other children in the State;

Prekindergarten children experiencing homelessness are among the six groups of students who are eligible for free prekindergarten in Texas (Texas Education Code (TEC) §29.153). Region 10 ESC and THEO regularly collaborate with prekindergarten, Early Childhood Intervention (ECI), and Head Start programs to increase awareness of the importance of including information about the special needs of homeless children and youth and their families in any training or professional development activities. The THEO Project Director is a member of the ECI Advisory Board. Information about prekindergarten and Head Start eligibility is widely distributed throughout the state. Region 10 ESC and THEO emphasize the importance of the McKinney-Vento collaboration with educational programs for

young children. Several of the grantees have developed close working relationships with prekindergarten, ECI, and Head Start programs.

- b.** Homeless youth and youth separated from the public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youth described in this paragraph from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies; and

All homeless students are required to be identified in Texas schools. See question 1 for greater detail on the identification of homeless students. All children in Texas between the ages of 6 and 19 are required to enroll and attend school (TEC §25.085). Additionally, THEO collaborates with agencies and service providers who work with homeless youth and youth separated from the public schools, such as the Texas Network of Youth Services, to make them aware of protections available to homeless, unaccompanied youth. Furthermore, all McKinney-Vento sub-grant recipients conduct outreach efforts in their communities to locate supplemental programs for which children and youth experiencing homelessness are eligible. Region 10 ESC, THEO, and LEA liaisons also collaborate with service providers to advocate on behalf of homeless children and youth to ensure that the students are afforded equitable access and can return to school and participate in these programs. There are many state laws in place to ensure equal access and supportive services for homeless secondary students including the following:

- Students may enroll in any district regardless of where they, their parents, their guardians, or any other person having lawful control of them reside (TEC §25.001(b)(5)).
- Students who are “homeless” meet the “student at risk of dropping out of school” definition in TEC §29.081 and are, therefore, entitled to compensatory, intensive, and accelerated instruction.
- TEA is required to:
 - ensure school records for a student who is homeless or in substitute care are transferred to a student’s new school not later than the 10th working day after the date the student begins enrollment at the school (TEC §25.007 (b)(1));
 - develop systems to ease transition of a student who is homeless or in substitute care in the first two weeks of enrollment at the new school (TEC §25.007 (b)(2));
 - develop procedures for awarding credit, including partial credit if appropriate, for course work, including electives, completed while enrolled at another school (TEC §25.007 (b)(3)):
 1. To support implementation, the Texas State Board of Education adopted §74.24 of Title 19 of the Texas Administrative Code (TAC) that expanded the credit by examination window, requiring a school district to provide opportunities for a student who is homeless and who transfers to the district after the start of the

school year to be eligible to participate in credit by examination at any point during the school year.

2. Similarly, TAC §74.26 was adopted requiring school districts to award credit proportionately to a homeless student who successfully completes only one semester of a two-semester course.

- promote practices that facilitate access by a student who is homeless or in substitute care to extracurricular programs, summer programs credit transfer series, electronic courses, and after-school tutoring programs at nominal or no cost (TEC §25.007 (b)(4));
- establish procedures to lessen the adverse impact of the movement of a student who is homeless or in substitute care to a new school (TEC §25.007 (b)(5));
- encourage school districts and open-enrollment charter schools to provide services for a student who is homeless or in substitute care in transition when applying for admission to postsecondary study and when seeking sources of funding for post-secondary study (TEC §25.007 (b)(7));
- require school districts, campuses, and open-enrollment charter schools to accept a referral for special education services made for a student who is homeless or in substitute care by a school previously attended by the student (TEC §25.007 (b)(8));
- develop procedures for allowing a student who is homeless or in substitute care who was previously enrolled in a course required for graduation the opportunity, the extent practicable, to complete the course, at no cost to the student, before the beginning of the next school year (TEC §25.007 (b)(10));
- ensure that a student who is homeless or in substitute care who is not likely to receive a high school diploma before the fifth school year following the student's enrollment in grade nine, as determined by the district, has the student's course credit accrual and personal graduation plan reviewed (TEC §25.007 (b)(11)).

Region 10 ESC and THEO are in the process of developing a resource to support LEAs with effective implementation of the numerous state policies outlined in TEC §25.007. This resource will highlight promising practices and effective implementation by LEAs throughout the state.

In addition to state laws and administrative rules that support secondary education and support services, Region 10 ESC and THEO provide staff development, resource materials, and technical assistance to Texas teachers, counselors, support staff, administrators, homeless service providers, advocates, and others about the provisions of the McKinney-Vento Education for Homeless Children and Youth Program and related state laws.

- c. Homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs, if such programs are available at the State and local levels.

State law, TEC §25.007 (b)(4), requires that TEA promote practices that facilitate access by a student who is homeless or in substitute care to extracurricular programs, summer programs credit transfer series, electronic courses, and after-school tutoring programs at nominal or no cost. In addition to requirements identified in state law, Region 10 ESC and THEO provide sample best practices, training and support to LEAs and service providers regarding accessing academic and extracurricular programs and services. LEAs are informed of the numerous ways Title I funds may be used to increase the likelihood that students will be able to access these programs. Region 10 ESC and THEO collaborate with the Texas Homeless Network, LEA liaisons, and other service providers to encourage participation in local homeless coalitions to advocate for the removal of barriers in accessing before- and-after-school programs for homeless children and youth. Lastly, Region 10 ESC and THEO provide staff development, resource materials and articles for publication, a toll-free helpline and technical assistance to Texas teachers, counselors, support staff, administrators, homeless service providers, advocates, and others that address the state and federal laws and program regulations regarding access to academic and extracurricular activities.

- 5. Strategies to Address Other Problems [Sec. 722(g)(1)(H) of the McKinney-Vento Act]: Provide strategies to address other problems with respect to the education of homeless children and youth, including problems resulting from enrollment delays that are caused by—
 - i. requirements of immunization records;
LEAs are prohibited from denying a child enrollment for lack of records and gives the person enrolling the child 30 days after enrolling to provide records to the school (TEC §25.002). Districts must send records to the enrolling district within 10 days of receiving a request to transfer a student's records.
 - ii. residency requirements;
LEAs are required to enroll homeless students regardless of where they, their parents or legal guardians, or any other person having lawful control over them, reside (TEC §25.001(b)(5)).
 - iii. lack of birth certificates, school records, or other documentation;
LEAs are prohibited from denying a child enrollment for lack of records and gives the person enrolling the child 30 days after enrolling to provide records to the school (TEC §25.002). Additionally, TEA has established that students are not necessarily withdrawn even if the enrolling district does not receive the records prior to the end of the 30-day grace period. Districts must send

records to the enrolling district within 10 days of receiving a request to transfer a student's records.

- iv. guardianship issues; or
LEAs are required to enroll homeless students regardless of where they, their parents or legal guardians, or any other person having lawful control over them, reside (TEC §25.001(b)(5)).
- v. uniform or dress code requirements.
LEAs are required to identify a source of funding that must be used in providing uniforms for students at the school who are educationally disadvantaged (TEC §11.162(b)). State law, TEC §11.162(c), allows students assigned to schools with school uniform requirements to be exempted or to transfer to another school with available space if the parent or legal guardian of the student provides a written statement that, as determined by the board of trustees, states a bona fide religious or philosophical objection to the requirement.

Efforts are ongoing to ensure that all Superintendents and administrative staff are aware of these provisions. Region 10 ESC and THEO disseminate information and provide technical assistance about removing barriers to school access throughout the state in its resource documents, trainings, toll free helpline, and articles for publication.

6. Policies to Remove Barriers: [Sec. 722(g)(1)(I) of the McKinney-Vento Act]:
Demonstrate that the SEA and LEAS in the State have developed, and shall review and revise, policies to remove barriers to the identification of homeless children and youth, and the enrollment and retention of homeless children and youth in schools in the state, including barriers to enrollment and retention due to outstanding fees or fines, or absences.

There are a number of strategies used in Texas to address challenges related to enrollment and retention for students experiencing homelessness. The TEA has collaborated with Region 10 ESC and THEO to review and revise policies to remove barriers to the enrollment and retention of homeless children and youth in the State on an ongoing basis since the McKinney-Vento Act was first passed in 1987. In some cases, statutes have been revised specifically to address homeless students, such as TEC §§25.001(b)(5), 29.081, and 29.153.

- TEC §25.001(b)(5) requires an LEA to enroll a homeless student regardless of where the student, his or her parent or legal guardian, or any other person having lawful control over the student resides.
- TEC §29.081 provides students who are homeless meet the state's criteria for a "student at risk of dropping out of school" and must receive compensatory education services.
- TEC §29.153 provides homeless students are eligible for enrollment in free prekindergarten in Texas.

LEAs are expected to adopt local policies that align with state and federal laws regarding the enrollment, attendance, and education of children and youth experiencing homelessness. The Texas Association of School Boards (TASB) develops local policies that comply with state and federal laws as a service to member districts. TEA works in collaboration with TASB to support LEAs in fully implementing McKinney-Vento requirements. ESSA provides an opportunity for TEA to strengthen and further develop its state policies concerning McKinney-Vento. The possibility of implementing administrative rules to address the SEA policy requirements in McKinney-Vento are currently being explored.

Additionally, the McKinney-Vento sub-grant recipients must submit copies of their local policies and procedures regarding homeless students to ESC Region 10 to ensure compliance with local policy requirements in their application for McKinney-Vento grant funds.

Furthermore, Region 10 ESC and THEO disseminate information statewide and provide technical assistance on removing barriers to school access in its resource documents, trainings, and publications and through phone calls to the THEO toll-free helpline and email inquiries received.

The THEO creates and maintains fact sheets on immediate enrollment of homeless students without:

- school records;
- parent(s) or legal guardian(s) or their signature(s);
- birth certificate; or
- proof of legal residency.

TEA refers phone calls concerning enrollment delays and technical assistance needs to THEO for immediate follow-up. Additionally, TEA provides follow-up communication with LEAs and superintendents, if any enrollment concerns or delays are reported to TEA.

Region 10 ESC and THEO will continue to ensure that any documents, professional development materials, newsletter articles, training sessions, website information, and other communications clearly convey the laws and policies concerning enrollment delays and the expectation of immediate enrollment for students experiencing homelessness.

7. Assistance from Counselors [Sec. 722(g)(1)(K) of the McKinney-Vento Act]: A description of how youths described in section 725(2) will receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths for college.

State law contains several provisions that require engagement to promote high school completion, college and career preparedness, and successful transitions of students experiencing homelessness. School counselors (or other designated staff) play a critical role in ensuring that these provisions and requirements are implemented.

- Every school district in Texas is required to provide instruction to students in grade 7 or 8 in preparing for high school, college, and a career (TEC §28.016).
- For each student who does not perform satisfactorily on assessments or is likely not to receive a high school diploma before the fifth school year following the student's enrollment in Grade 9, a school counselor, teacher, or other appropriate individual must develop and administer a personal graduation plan that identifies the student's goals and learning needs (TEC §28.0212).
- Each high school principal is required to designate a school counselor or school administrator to meet with each student in the 9th grade to develop a high school personal graduation plan. The personal graduation plan must identify a course of study that promotes college and workforce readiness, career placement and advancement, and facilitates the student's transition from secondary to post-secondary education. The plan must be signed by both students and parents. Counselors (or other designated staff) continue to meet with students to monitor the plan throughout students' high school careers to reinforce college and career planning (TEC §28.02121).

Additionally, there are several state laws specifically in place to address secondary completion for students who are homeless or in substitute care:

- TEA is required to encourage school districts and open-enrollment charter schools to provide services for a student who is homeless or in substitute care in transition when applying for admission to postsecondary study and when seeking sources of funding for postsecondary study (TEC §25.007(7)).
- TEA is required to develop procedures for allowing a student who is homeless or in substitute care who was previously enrolled in a course required for graduation the opportunity, to the extent practical, to complete the course, at no cost to the student, before the beginning of the next school year (TEC §25.007(10)).
- TEA is required to ensure that if a student who is homeless or in substitute care who is not likely to receive a high school diploma before the fifth school year following the student's enrollment in grade 9, as determined by the district, has the student's course credit accrual and personal graduation plan reviewed (TEC §25.007(11)).

Texas school counselors play an important role in assisting homeless students with overcoming the barriers of homelessness and poverty so that college is a reality. Beyond implementing the statutory requirements, school counselors (or other designated staff) are encouraged to work with district homeless liaisons to ensure that all students who are identified as homeless are on track to graduate and have post-secondary plans, and that unaccompanied homeless youth are informed of their rights to independent student status for Free Application for Federal Student Aid (FAFSA) and college applications.

The Texas Homeless Education Office (THEO) has numerous resources on its website: http://www.theotx.org/resource_type/higher-education-fafsa-free-application-for-federal-student-aid/. The THEO office is available to provide training and technical assistance to assist school districts, students, and parents concerning post-secondary preparedness for

homeless students. Additionally, TEA has specific resources concerning graduation planning and related requirements available:

http://tea.texas.gov/Academics/Graduation_Requirements/.

J.

K. Title I, Part A, Foster Care

The Texas Education Agency (TEA) works in collaboration with the Texas Department of Family and Protective Services (DFPS) to ensure education stability of children in foster care. Specifically, the TEA and DFPS conducted coordinated meetings and planning regarding the new Every Student Succeeds Act (ESSA) Title I, Part A foster care requirements. Joint guidance from TEA and DFPS was developed to support local coordination and planning between education and child welfare agencies concerning new ESSA requirements, including designation of points of contact between child welfare and local education agencies and the development of transportation procedures.

TEA assures that:

- (i) Any such child enrolls or means in such child's school or origin, unless a determination is made that it is not in the such child's best interest to attend the school of origin, which decision shall be based on all factors relating to the child's best interest, including consideration of the appropriateness of the current educational setting and the proximity to the school in which the child is enrolled at the time of placement;
- (ii) When a determination is made that it is not in such child's best interest to remain in the school of origin, the child is immediately enrolled in a new school, even if the child is unable to produce records normally required for enrollment;
- (iii) The enrolling school shall immediately contact the school last attended by any such child to obtain relevant academic and other records; and
- (iv) The State Educational Agency will designate an employee to serve as a point of contact for child welfare agencies and to oversee implementation of the State agency responsibilities required.

Additionally, TEA requires that each LEA provide an assurance to TEA that the LEA:

- (v) Collaborate with the State or local child welfare agency to designate a point of contact to serve as the point-of-contact for the local education agency (LEA) concerning child welfare matters for children in foster care.
- (vi) Develop and implement clear written procedures governing how to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of time in foster care. The procedures ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and that additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the LEA will provide transportation if:

- i. A local child welfare agency agrees to reimburse the LEA for the cost of the transportation;
- ii. The LEA agrees to pay for the cost of such transportation; or
- iii. The LEA and the local child welfare agency agree to share the cost of the transportation.

Beyond ESSA coordination and planning, Texas has been working for a number of years in a coordinated manner with Texas Department of Family and Protective Services, the Supreme Court Texas Children's Commission, and other stakeholders concerning school stability and improving the education outcomes of students in foster care. Since 2012, TEA has had dedicated staff and capacity at the state education agency to support local school districts; and work collaboratively with the state child welfare agency to implement the requirements of the federal Fostering Connections to Success and Increasing Adoptions Act, 2008; numerous state laws; and strategies identified in the [*Texas Blueprint: Transforming Education Outcomes for Children and Youth in Foster Care*](#).

Robust collaborative efforts under the leadership of the Children's Commission with DFPS and numerous stakeholders has led to significant shifts in policy and practice between the child welfare and education systems concerning students in foster care. These coordinated and collaborative efforts are a necessity to promote school stability and improve the education outcomes of students in foster care. Texas is working diligently, across systems, to address the academic achievement gap and improve the school experience of students in Texas' foster care system.

Appendix A: Measurements of interim progress

Instructions: Each SEA must include the measurements of interim progress toward meeting the long-term goals for academic achievement, graduation rates, and English language proficiency, set forth in the State’s response to Title I, Part A question 4.iii, for all students and separately for each subgroup of students, including those listed in response to question 4.i.a. of this document. For academic achievement and graduation rates, the State’s measurements of interim progress must take into account the improvement necessary on such measures to make significant progress in closing statewide proficiency and graduation rate gaps.

A. Academic Achievement

B. Graduation Rates

C. Progress in Achieving English Language Proficiency

Appendix B

OMB Control No. 1894-0005 (Exp. 03/31/2017)

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin,

color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the

materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Appendix A
Long-Term and Interim Goals for ESSA Federal Accountability*
2017-18 through 2031-32

	Year	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Educ.	Econ. Disadv.	ELL (Current and Former)
Performance (Approaches Grade Level or above)												
Reading/ELA	Baseline: 2016-17 Rates	71.9%	61.2%	66.9%	83.4%	71.1%	90.1%	73.2%	80.5%	34.9%	63.4%	60.6%
	2017-18 through 2021-22	80.0%	80.0%	80.0%	80.0%	80.0%	80.0%	80.0%	80.0%	80.0%	80.0%	80.0%
	2022-23 through 2026-27	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%
	2027-28 through 2031-2032	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%
	Year	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Educ.	Econ. Disadv.	ELL (Current and Former)
Mathematics	Baseline: 2016-17 Rates	79.2%	67.9%	76.4%	87.2%	78.8%	95.4%	81.9%	83.8%	48.5%	73.1%	75.4%
	2017-18 through 2021-22	80.0%	80.0%	80.0%	80.0%	80.0%	80.0%	80.0%	80.0%	80.0%	80.0%	80.0%
	2022-23 through 2026-27	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%
	2027-28 through 2031-2032	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%

* Indicators for LEAs and schools are measured against the long term goal, the interim target, or a safe harbor goal of a decrease in difference from the prior year rate and to be determined goal.

Appendix A
Long-Term and Interim Goals for ESSA Federal Accountability*
2017-18 through 2031-32

	Year	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Educ.	Econ. Disadv.	ELL (Current and Former)
Growth (EL and MS)												
Reading	Baseline: 2016-17 Rates	69%	65%	67%	72%	70%	80%	71%	71%	62%	66%	66%
	2017-18 through 2021-22	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%
	2022-23 through 2026-27	75%	75%	75%	75%	75%	75%	75%	75%	75%	75%	75%
	2027-28 through 2031-2032	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%
	Year	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Educ.	Econ. Disadv.	ELL (Current and Former)
Mathematics	Baseline: 2016-17 Rates	73%	70%	71%	76%	74%	88%	77%	76%	66%	70%	71%
	2017-18 through 2021-22	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%
	2022-23 through 2026-27	75%	75%	75%	75%	75%	75%	75%	75%	75%	75%	75%
	2027-28 through 2031-2032	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%

* Indicators for LEAs and schools are measured against the long term goal, the interim target, or a safe harbor goal of a decrease in difference from the prior year rate and to be determined goal.

Appendix A
Long-Term and Interim Goals for ESSA Federal Accountability*
2017-18 through 2031-32

	Year	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Educ.	Econ. Disadv.	ELL (Current and Former)
College, Career, and Military Readiness (HS and K-12)	Baseline: 2015-2016 Rates	40.4%	24.4%	33.5%	52.4%	36.2%	74.4%	34.3%	47.8%	5.4%	28.9%	20.3%
	2017-18 through 2021-22	40.0%	40.0%	40.0%	40.0%	40.0%	40.0%	40.0%	40.0%	40.0%	40.0%	40.0%
	2022-23 through 2026-27	50.0%	50.0%	50.0%	50.0%	50.0%	50.0%	50.0%	50.0%	50.0%	50.0%	50.0%
	2027-28 through 2031-2032	60.0%	60.0%	60.0%	60.0%	60.0%	60.0%	60.0%	60.0%	60.0%	60.0%	60.0%
Student Success Indicator (EL and MS): STAAR Grade 3-8 Reading at Meets Grade Level or above	Baseline: 2016-17 Rates	44.8%	31.8%	37.6%	58.4%	42.2%	74.9%	46.0%	54.9%	33.5%	25.6%	21.1%
	2017-18 through 2021-22	45.0%	45.0%	45.0%	45.0%	45.0%	45.0%	45.0%	45.0%	45.0%	45.0%	45.0%
	2022-23 through 2026-27	52.0%	52.0%	52.0%	52.0%	52.0%	52.0%	52.0%	52.0%	52.0%	52.0%	52.0%
	2027-28 through 2031-2032	60.0%	60.0%	60.0%	60.0%	60.0%	60.0%	60.0%	60.0%	60.0%	60.0%	60.0%
Student Success Indicator (EL and MS): STAAR Grade 3-8 Mathematics at Meets Grade Level or above	Baseline: 2016-17 Rates	45.5%	28.4%	39.9%	57.1%	44.3%	83.9%	47.2%	52.3%	35.4%	34.1%	23.0%
	2017-18 through 2021-22	45.0%	45.0%	45.0%	45.0%	45.0%	45.0%	45.0%	45.0%	45.0%	45.0%	45.0%
	2022-23 through 2026-27	52.0%	52.0%	52.0%	52.0%	52.0%	52.0%	52.0%	52.0%	52.0%	52.0%	52.0%
	2027-28 through 2031-2032	60.0%	60.0%	60.0%	60.0%	60.0%	60.0%	60.0%	60.0%	60.0%	60.0%	60.0%

* Indicators for LEAs and schools are measured against the long term goal, the interim target, or a safe harbor goal of a decrease in difference from the prior year rate and to be determined goal.

Appendix A
Long-Term and Interim Goals for ESSA Federal Accountability*
2017-18 through 2031-32

	Year	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Educ.	Econ. Disadv.	ELL
Participation Rates: Reading	2018 – 2032	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
Participation Rates: Mathematics	2018 - 2032	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
Federal Grad. Rates: 4-year longitudinal rate	Baseline: Class of 2015	89.0%	85.2%	86.5%	93.4%	86.3%	95.4%	88.7%	92.1%	78.2%	85.6%	71.5%
	Class of 2017 through Class of 2021	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%
	Class of 2022 through Class of 2026	92.0%	92.0%	92.0%	92.0%	92.0%	92.0%	92.0%	92.0%	92.0%	92.0%	92.0%
	Class of 2027 through Class of 2032	94.0%	94.0%	94.0%	94.0%	94.0%	94.0%	94.0%	94.0%	94.0%	94.0%	94.0%
Federal Grad. Rates: 5-year longitudinal rate	Baseline: Class of 2014	90.4%	86.8%	88.3%	94.3%	89.3%	95.9%	89.6%	92.9%	81.6%	87.8%	65.9%
	Class of 2016 through Class of 2020	92.0%	92.0%	92.0%	92.0%	92.0%	92.0%	92.0%	92.0%	92.0%	92.0%	92.0%
	Class of 2021 through Class of 2025	94.0%	94.0%	94.0%	94.0%	94.0%	94.0%	94.0%	94.0%	94.0%	94.0%	94.0%

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Appendix A
Long-Term and Interim Goals for ESSA Federal Accountability*
2017-18 through 2031-32

	Class of 2026 through Class of 2031	96.0%	96.0%	96.0%	96.0%	96.0%	96.0%	96.0%	96.0%	96.0%	96.0%	96.0%
Federal Grad. Rates: 6-year longitudinal rate	Baseline: Class of 2014	90.9%	87.3%	88.9%	94.6%	89.9%	96.2%	90.3%	93.3%	83.8%	88.4%	67.3%
	Class of 2015 through Class of 2019	93.0%	93.0%	93.0%	93.0%	93.0%	93.0%	93.0%	93.0%	93.0%	93.0%	93.0%
	Class of 2020 through Class of 2024	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%
	Class of 2025 through Class of 2030	97.0%	97.0%	97.0%	97.0%	97.0%	97.0%	97.0%	97.0%	97.0%	97.0%	97.0%

* Indicators for LEAs and schools are measured against the long term goal, the interim target, or a safe harbor goal of a decrease in difference from the prior year rate and to be determined goal.

Appendix A
Long-Term and Interim Goals for ESSA Federal Accountability*
2017-18 through 2031-32

	Year	All ELL Students
EL Progress	Baseline: 2016 Rates	40.9%
	2017-18 through 2021- 22	42.0%
	2022-23 through 2026- 27	44.0%
	2027-28 through 2031- 2032	46.0%

* Indicators for LEAs and schools are measured against the long term goal, the interim target, or a safe harbor goal of a decrease in difference from the prior year rate and to be determined goal.

Appendix B
2018 Closing the Gaps Domain Status Report
SAMPLE ISD (999999)

DRAFT For Discussion Only

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed (Current)	Special Ed (Former)	ELL (Current) +	ELL (Current & Former)	Continuously Enrolled	Non- Continuously Enrolled	Total Met	Total Eligible	Percent of Eligible Measures Met
Academic Achievement	STAAR Performance Status (Percent at or above Approaches Grade Level)																	
	Target	###%	###%	###%	###%	###%	###%	###%	###%	###%	###%	###%	###%	###%	###%			
	Reading	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	15	15	100
	Mathematics	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	15	15	100
	Writing	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	15	15	100
	Science	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	15	15	100
	Social Studies	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	15	15	100
	Total															75	75	100
Growth (EL & MS)(Graduation Rates (HS & K12)	STAAR Growth Status (Elementary and Middle Schools)																	
	Target	###%	###%	###%	###%	###%	###%	###%	###%	###%	###%	###%	###%	###%	###%			
	Reading	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	15	15	100
	Mathematics	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	15	15	100
	Federal Graduation Status (Target: See Reason Codes) (High Schools and K-12)																	
	Graduation Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	n/a	Y	n/a	n/a	n/a	11	11	100
	Reason Code ***	a	a	a	a	a	a	a	a	a	n/a	a	n/a	n/a	n/a			
	Total															11 or 30	11 or 30	100
ELP	English Learner Language Proficiency Status																	
	TELPAS Progress Rate Target											###%						
	TELPAS Progress Rate											Y						
	Total															1	1	100
School Quality or Student Success	College, Career, and Military Readiness Performance Status (High Schools and K-12)																	
	Target	###%	###%	###%	###%	###%	###%	###%	###%	###%	###%	###%	###%	###%	###%			
	College, Career, and Military Readiness	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	n/a	13	13	100
	STAAR Grade 3-8 Reading and Mathematics Performance (at or above Meets Grade Level Standard) (Elementary and Middle Schools)																	
	Target	###%	###%	###%	###%	###%	###%	###%	###%	###%	###%	###%	###%	###%	###%			
	Reading	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	15	15	
	Mathematics	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	15	15	100
	Total															13 or 30	13 or 30	100
Overall Total																??	??	100
OTHER INDICATORS																		
Participation Status																		
Target																		
Reading																		
Mathematics																		
	Total															30	30	100
Targeted Campus Determination	Multi-Year Performance Status																	
	Consecutive Years Missing Performance Target																	
	Reading	0	0	0	0	0	0	0	0	0	n/a	n/a	0	n/a	n/a			
	Mathematics	0	0	0	0	0	0	0	0	0	n/a	n/a	0	n/a	n/a			
	Multi-Year Growth Status																	
	Consecutive Years Missing Growth Target																	
	Reading	0	0	0	0	0	0	0	0	0	n/a	n/a	0	n/a	n/a			
	Mathematics	0	0	0	0	0	0	0	0	0	n/a	n/a	0	n/a	n/a			
	Multi-Year Graduation Status																	
	Consecutive Years Missing Graduation Target	0	0	0	0	0	0	0	0	0	n/a	n/a	0	n/a	n/a			
	Multi-Year English Learner Language Proficiency Status																	
	Consecutive Years Missing Target											0						
	Multi-Year Student Success Status																	
	Consecutive Years Missing Performance Target																	
	STAAR Grade 3- 8 Reading and Mathematics Performance (at or above Meets Grade Level Standard) (Elementary and Middle Schools)																	
	Reading	0	0	0	0	0	0	0	0	0	n/a	n/a	0	n/a	n/a			
	Mathematics	0	0	0	0	0	0	0	0	0	n/a	n/a	0	n/a	n/a			
	College, Career, and Military Readiness	0	0	0	0	0	0	0	0	0	n/a	n/a	0	n/a	n/a			

+ Graduation uses ELL (Ever HS) rate

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

b = Four-year Graduation Rate Target of ###%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

d = Five-year Graduation Rate Target of ###%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

n/a indicates data are not applicable to this report.

September 25, 2017

TO THE ADMINISTRATOR ADDRESSED:

Subject: Financial Hardship Transition Program and Adjustment for Rapid Decline in Taxable Value of Property

This letter provides guidance to school districts and charter schools that are eligible for state funds under Texas Education Code (TEC) Sec. 42.451 or Sec. 42.2521.

House Bill 21 (85th Legislature, 1st Called Session) established a Financial Hardship Transition Program under TEC Sec. 42.451 ("Hardship Grants"). The Texas Education Agency (TEA) has determined eligibility and calculated the Hardship Grant amounts. All districts eligible for funding under this statute will receive a payment in the amount of the Hardship Grant in October 2017. Therefore, districts do not need to apply to TEA to receive the payment.

In addition, TEC Sec. 42.2521 provides for an Adjustment for Rapid Decline in Taxable Value of Property ("DPV Decline Adjustments") to assist districts that experience a rapid decline in their tax base of more than four percent. The calculation detail for the DPV Decline Adjustments can be found on the 2016–2017 Summary of Finances under the new detail report entitled *Additional State Aid for Property Value Decline*. These adjustments are for property value declines that occurred from the 2015 to 2016 tax years. All districts eligible for funding under this statute will receive a payment in the amount of the DPV Decline Adjustment in September 2017. Therefore, districts do not need to apply to TEA to receive the payment.

Because Sec. 42.451(d) provides that a district is not eligible to receive both a Hardship Grant and a DPV Decline Adjustment, in cases where districts would have been eligible to receive funding under both statutes, the TEA has calculated both amounts and selected the calculation that delivered the greatest amount of funds. The Commissioner's decision regarding the calculation of these amounts is final and may not be appealed (See TEC Sec. 42.2521(c) and TEC Sec. 42.459).

Attached is a document that details the amounts for both the Hardship Grants and the DPV Decline Adjustments. Please direct questions related to these amounts to Al McKenzie, Director of State Funding, at (512) 463-9186.

Coding of Funding

When recording these revenues, school districts must use fund code 199, and charter schools must use fund code 420. Please direct coding related questions to financialaccountability@tea.texas.gov or (512) 463-9095.

Regards,

Leo Lopez, RTSBA
Associate Commissioner School Finance and
Chief School Finance Officer

LL/am

[Attachment](#)

October 9, 2017

To the Administrator Addressed:

Subject: Commissioner's adjustment to average daily attendance (ADA) for school districts and charter schools experiencing declines in enrollment because of Hurricane Harvey for the 2017–2018 school year.

This letter provides guidance to school districts and charter schools that are eligible for an adjustment to ADA under Texas Education Code (TEC) Sec. 42.0025(d), which provides that the commissioner may adjust the ADA of a school district in which a disaster, flood, extreme weather condition, fuel curtailment, or other calamity has a significant effect on the district's attendance.

Background

During the 2017–2018 school year, many school districts and charter schools may experience losses in ADA due to Hurricane Harvey. As a reminder, in the TEA's *To the Administrator Addressed* letter dated September 12, 2017, the TEA indicated it would continue to make full payments to all school districts and charter schools based on their individual Legislative Payment Estimates (LPE) found on the Summary of Finances regardless of actual enrollment. In addition, charter schools experiencing enrollment losses and needing to stabilize LPE payments were encouraged to contact TEA staff to seek those arrangements.

Because average daily attendance (ADA) is a major component in determining Foundation School Program (FSP) funds, a loss of ADA would normally result in: (1) a loss of FSP funds for affected school districts during the September 2018 FSP settle-up process, or (2) an increase in recapture obligations.

Commissioner's Adjustments to ADA

To mitigate against these changes in FSP funding for the 2017–2018 school year, the commissioner of education is exercising his authority under Texas Education Code (TEC) Sec. 42.005(d) to adjust ADA for affected districts during the 2017–2018 school year, effectively holding districts harmless for a loss of ADA from the storm. **This is a one-time adjustment that will only be made for the 2017–2018 school year.** Please note that the availability of this ADA adjustment does not supersede existing requirements related to minimum minutes and/or days of instruction and/or operation.

The commissioner will hold affected districts and charters harmless to a projected ADA number calculated using a three-year average trend from the 2014–2015 through 2016–2017 school years, unless this projection is both 15% higher and 100 ADA higher than the 2017-2018 LPE projections. In the latter case, 2017-2018 LPE will be used. This calculation is included in the attached spreadsheet.

Eligibility

The TEA has established the following criteria for school districts and charter schools in counties included in the Governor's Disaster Declaration to be eligible for an ADA adjustment:

1. The school district or charter school has had damage to at least one campus which has resulted in a disruption of instruction lasting 2 or more weeks, **OR**
2. The school district or charter school had instructional facilities that were closed for the 9 or 10 hurricane related waiver days, and
3. The school district or charter school must complete the Governor's Commission to Rebuild Texas Worksheet by October 27, 2017.

Additional factors will be considered on a case by case basis.

Verifying Eligibility

Please see the attachment that details the list of school districts and charter schools that have been preliminarily identified or already verified as being eligible for this ADA adjustment given the criteria above. This list has been created using the most current information on file, but the TEA will verify eligibility as information is submitted. It is entirely possible that the TEA has excluded districts that should be on the attached list. If your school system meets either criteria 1 or 2 above and is not on the list, please contact Sara.Kohn@tea.texas.gov or (512) 463-8891 to be included. The list of districts and charters eligible will be updated on our Hurricane Harvey Resources website as verifications occur.

TEA will review submitted missed school day waivers or other written notifications to verify eligibility for criteria #2. For help with waiver submissions or to submit separate written notification of closure, please contact Leah Martin at Leah.Martin@tea.texas.gov or (512) 463-8597.

Districts or charters who do not meet eligibility for either criteria 1 or 2 above can contact us for consideration on a case by case basis. This may be appropriate, for example, in areas where there was significant loss of housing. Please contact Sara.Kohn@tea.texas.gov or (512) 463-8891 for more information.

Rebuild Texas Worksheets

TEA will review the Rebuild Texas worksheets and other written notifications to verify eligibility for the above criteria #1.

Districts have previously been asked by TEA (through their regional service centers) to supply certain facility damage information, primarily focused on basic information about campus costs. The Rebuild Texas Worksheet is meant to replace and expand upon the prior request, to include all costs associated with the Hurricane. The prior information request is no longer needed.

Guidance to fill out the Rebuild Texas Worksheet is available at: https://tea.texas.gov/Rebuild_Texas_Instructions/. This includes examples and basic instructions. We can also provide direct help filling it out. Please contact Candy Stoltz at Candace.Stoltz@tea.texas.gov or (512) 463-9286 for assistance completing the Worksheet.

Once completed, Rebuild Texas Worksheets should be submitted to RebuildTexas@tamus.edu.

To contact us for any other questions about this matter, please contact me at (512) 463-9179 or at Leo.Lopez@tea.texas.gov or Al McKenzie, Director of State Funding at (512) 463-9186 or at Al.McKenzie@tea.texas.gov.

Regards,

Leo Lopez, RTSBA
Associate Commissioner for School Finance

Attachments

[ADA Adjustment Preliminary List \(PDF\)](#)

[ADA Adjustment Preliminary List \(EXCEL\)](#)

Appropriated Funds for Disaster Response, 2018-19 GAA

AGENCY	METHOD OF FINANCE				PURPOSE
	GENERAL REVENUE FUNDS	GR-DEDICATED FUNDS	OTHER FUNDS	TOTAL FUNDS	
Trusted Programs within the Office of the Governor	\$100,000,000			\$100,000,000	Disaster grants to state and local entities <i>(Note: Excludes \$10 million transferred to Tarleton State for flood recovery per Rider 2)</i>
Trusted Programs within the Office of the Governor	\$2,335,156			\$2,335,156	Deficiency grants to state agencies
Texas A&M Engineering Extension Service	\$5,012,750		\$2,228,706	\$7,241,456	Texas Task Force 1 and 2 capability
Texas A&M Forest Service	\$47,853,245	\$46,691,999	\$240,000	\$94,785,244	Wildfire preparation and response
Texas Department of Public Safety	\$10,396,064		\$1,016,098	\$11,412,162	Texas Division of Emergency Management operations
Texas Military Department	\$592,458			\$592,458	Respond to disasters and emergency relief
General Land Office	\$3,187,160			\$3,187,160	Oversee long-term disaster infrastructure recovery
DIRECT FUNDS AVAILABLE	\$169,376,833	\$46,691,999	\$3,484,804	\$219,553,636	Note: Totals do not include the potential for transferred funds.

Hurricane Harvey School Finance Issues
Monday, October 2, 2017

A	B	C	D	E	F
Issue/Response	Current Action/Next Steps	FY 2018 Estimated Costs**	FY 2019 Estimated Costs**	Biennial Total Est. Cost**	Legal Authority
1 Increased enrollment due to student displacement in the 2017–2018 school year Is this currently a legally required cost to the state? Yes. Issue: Many districts have newly enrolled students displaced from their home districts because of Hurricane Harvey. TEA does not normally increase Foundation School Program (FSP formula) funding to districts during the school year when there are increases in student enrollment. Instead, FSP formula increases due to enrollment changes are made during the FSP settle-up process occurring in September of 2018 (FY 2019) following the school year. Solution: Districts can receive an increase in their state aid <i>during</i> the 2017–2018 school year if they have increased ADA and apply to TEA. To date, three districts have applied for adjustments, with a total of 930 students in average daily attendance (ADA).	TEA issued guidance to school districts. Beginning with their October 2017 FSP formula payment, TEA will increase the amount of state aid to districts that have (1) additional ADA and (2) submit an application to TEA.	\$380 million Costs will be shifted from FY 2019 to FY 2018. This shifting is cost neutral for the biennium because the state is legally obligated to fund the FSP formulas for students at the districts they actually attend. TEA is just shifting the costs from FY 2019 (September 2018 settle-up) to FY 2018.	-\$380 million cost reduction These existing costs will be shifted from FY 2019 to FY 2018. Note: There may be additional costs to the state for increased students in FY 2019.	\$0	TEC §42.005(d). AVERAGE DAILY ATTENDANCE
2 Loss of funding due to student enrollment decline during the 2017–2018 school year Is this currently a legally required cost to the state? No. Issue: School districts and charter schools with enrollment losses during the 2017–2018 school year will have lower average daily attendance. ADA is a major component in determining FSP formula funds as Texas provides funding on a per ADA basis. As a result, a loss of ADA in the 2017–2018 school year would normally result in the following:	TEA issued guidance to school districts. Consistent with current practice, TEA will continue to make full FSP formula payments to all school districts (and requesting charter schools), regardless of a student enrollment decline. This prevents any immediate loss of state funding during the 2017–2018 school year.	\$0	\$400 million based on mid-range best estimate Composed of: \$150 million forgone recapture collections to State Treasury (this is not state aid payment or currently anticipated in state budget). \$250 million state aid to school districts during	\$400 million	TEC §42.005(d). AVERAGE DAILY ATTENDANCE

****Amounts are estimates based on TEA's current knowledge and are subject to significant change. Some costs may be eligible for Federal Emergency Management Agency (FEMA) reimbursements. For FY 2019, TEA will request a supplemental appropriation during the 86th Legislature for the difference between the amount necessary to fully fund the formulas in FY 2019 and the amount appropriated in the General Appropriations Act.**

A	B	C	D	E	F
Issue/Response	Current Action/Next Steps	FY 2018 Estimated Costs**	FY 2019 Estimated Costs**	Biennial Total Est. Cost**	Legal Authority
1. For Chapter 42 districts, a loss of FSP funds in September 2018 (FY 2019) during FSP settle-up. 2. For Chapter 41 districts, an increase in recapture. The timing of recapture payments depends on when ADA data is received by TEA. In anticipation of this loss of FSP funding during settle-up, school districts might reduce costs through personal reductions during the 2017-18 school year. TEA Proposal: TEA is considering how to mitigate the FSP funding loss and/or reduce recapture by holding districts <i>fully or partially harmless</i> for their loss of ADA. This will encourage districts to avoid reducing school personnel throughout the 2017–2018 school year.	TEA is considering methods to hold districts <i>fully or partially harmless</i> for their 2017–2018 school year loss of enrollment during the September 2018 (FY 2019) FSP settle-up process. TEA anticipates announcing a decision on the hold harmless to districts very soon.		September 2018 (FY2019) FSP settle-up. TEA would have to request a supplemental appropriation for the state aid portion during the 86th Texas Legislature.		3a Loss of local property tax revenue (local share) during the 2017–2018 school year Is this currently a legally required cost to the state? No. Issue: School districts may experience losses in local property tax revenue during the 2017–2018 school year due to property reappraisals, which would decrease property values. Additionally, collections could be delayed. TEA would not normally recognize this loss of local property tax revenue or increase FSP formula state aid. TEA Proposal: Collect information from school districts about tax collection losses and potentially borrow money from FY 2019 to provide state aid to school districts during the 2017–2018 school year to make up for lost local property tax revenue. Note: TEA has reports of property value loss exceeding 50 percent in districts most affected by Hurricane Harvey. Previous experience (Hurricane Ike) indicates that property value and local tax revenue will rebound quickly in most communities.
	TEA issued guidance to school districts. In December of 2017, TEA will collect data from districts to develop a projection of lost property tax revenue during the 2017–2018 school year and reappraisal efforts. TEA would then provide analysis to the Legislature in February 2018. Thereafter, TEA could provide additional state aid to replace lost local property tax revenue. This action would potentially require the TEA to borrow funds from FY 2019 and bring them to FY 2018.	TBD – Estimate Anticipated February 2018 TEA could potentially borrow money from FY 2019 to provide state aid to school districts during the 2017–2018 school year. If done, TEA would request a supplemental appropriation during the 86th legislative session.	\$0	TBD	

****Amounts are estimates based on TEA's current knowledge and are subject to significant change. Some costs may be eligible for Federal Emergency Management Agency (FEMA) reimbursements. For FY 2019, TEA will request a supplemental appropriation during the 86th Legislature for the difference between the amount necessary to fully fund the formulas in FY 2019 and the amount appropriated in the General Appropriations Act.**

	A Issue/Response	B Current Action/Next Steps	C FY 2018 Estimated Costs**	D FY 2019 Estimated Costs**	E Biennial Total Est. Cost**	F Legal Authority
3b	Loss of local property tax revenue (local share) for the 2018-2019 school year Is this currently a legally required cost to the state? Reappraised Property: Yes. If FY 2017 tax year property is reappraised, TEA is required to provide FSP formula state aid to make up for local property tax revenue losses in the 2018-2019 school year. Un-Reappraised Property: No. If FY 2017 property is not reappraised, then there is no state obligation. However, the state could consider additional funding for local property value loss in a supplemental appropriation. Issue: Reappraised Property: Beginning with the 2018–2019 school year, the state is legally obligated to “make-up” state aid (state share) for any reported loss of local property tax revenue on reappraised tax year 2017 property. Un-reappraised Property: There is no current state obligation. The Legislature could provide additional funding to mitigate property tax revenue loss in a supplemental appropriation.	TEA will collect data from districts to develop a projection of lost property tax revenue during the 2017–2018 school year and reappraisal efforts. TEA would then provide analysis to the Legislature in February 2018.	\$0	TBD. Estimate anticipated February 2018 (could be very significant state cost depending on number of reappraisals). Reappraised Property: If FY 2017 tax year property is re-appraised, TEA is required to provide FSP formula state aid to make up for local property tax revenue losses in 2018-2019 school year. Un-reappraised Property: There is no current state obligation. The Legislature could provide additional funding to mitigate property tax revenue loss in a supplemental appropriation.	TBD	TEC §42.2523. ADJUSTMENT FOR PROPERTY VALUE AFFECTED BY STATE OF DISASTER.
4a	Facilities damage: Chapter 41 districts Is this currently a legally required cost to the state? Yes. In forgone recapture funding to the State Treasury. Issue: Chapter 41 school districts have significant property damage. These districts can already apply for a reduction/elimination in their recapture costs for the 2017–2018 and 2018–2019 school years for any facility damage costs <i>not</i> covered by insurance or FEMA. Importantly, however, districts cannot recover <i>more than their recapture payments</i> (see issue #5 below). Solution: Chapter 41 districts with eligible remediation costs can offset recapture payments by applying to TEA in the 2017–2018 and 2018–2019 school years.	Chapter 41 districts can apply to TEA for disaster aid assistance to reduce their recapture payments for the 2017–2018 and 2018–2019 school years. The application is available on the TEA website.	\$474 million (max cost) Loss of budgeted recapture to State Treasury. Note: Based on preliminary information, TEA has learned that FEMA may cover up to 90 percent of uninsured loss, leaving districts with at least a 10 percent uninsured and uncovered loss.	\$500 million (max cost) Loss of budgeted recapture to State Treasury. Note: Based on preliminary information, TEA has learned that FEMA may cover up to 90 percent of uninsured loss, leaving districts with at least a 10 percent uninsured and uncovered loss.	\$974 million (max cost)	TEC §41.0931 DISASTER REMEDIATION COSTS.

****Amounts are estimates based on TEA’s current knowledge and are subject to significant change. Some costs may be eligible for Federal Emergency Management Agency (FEMA) reimbursements. For FY 2019, TEA will request a supplemental appropriation during the 86th Legislature for the difference between the amount necessary to fully fund the formulas in FY 2019 and the amount appropriated in the General Appropriations Act.**

	A Issue/Response	B Current Action/Next Steps	C FY 2018 Estimated Costs**	D FY 2019 Estimated Costs**	E Biennial Total Est. Cost**	F Legal Authority
4b	Facilities damage: Chapter 42 districts and Chapter 41 districts beyond recapture Is this a legally required cost to the state? No. Issue: The Texas Education Code provides that (1) Chapter 42 districts can receive facilities assistance, and (2) Chapter 41 districts can receive facilities assistance beyond their recapture payment amounts (see 4 above), only if there is an FSP surplus in the fiscal year. Even if there is an FSP surplus, TEA must first use the surplus to finance special education camera needs. Note: Based on preliminary information, TEA has learned that FEMA may cover up to 90 percent of uninsured loss, leaving districts with at least a 10 percent uninsured and uncovered loss. TEA Proposal: The only <i>potential</i> legal mechanism for TEA to assist districts is to borrow money from FY 2019 and declare an FSP surplus in FY 2018. This has never been done before. Further, the surplus would first be used for special education camera needs. Additionally, the Legislature could provide additional funding as part of a supplemental appropriations during the 86th Texas Legislature.	TEA is encouraging districts to work with their insurance providers and FEMA to determine unreimbursed damage amounts.	TBD \$0 unless TEA borrows money from FY 2019 to create an FSP surplus in FY 2018. This has never been done before. If done, TEA would request a supplemental appropriation in the 86th Texas Legislature.	TBD \$0 unless there is an FSP formula surplus in FY 2019. The Legislature could provide additional funding as part of a supplemental appropriation bill during the 86th Texas Legislature.	TBD	TEC §42.2524 REIMBURSEMENT FOR DISASTER REMEDIATION COSTS.

****Amounts are estimates based on TEA's current knowledge and are subject to significant change. Some costs may be eligible for Federal Emergency Management Agency (FEMA) reimbursements. For FY 2019, TEA will request a supplemental appropriation during the 86th Legislature for the difference between the amount necessary to fully fund the formulas in FY 2019 and the amount appropriated in the General Appropriations Act.**

	A Issue/Response	B Current Action/Next Steps	C FY 2018 Estimated Costs**	D FY 2019 Estimated Costs**	E Biennial Total Est. Cost**	F Legal Authority
5	Students newly eligible to generate State Compensatory Education (SCE) FSP formula funds Is this currently a legally required cost to the state? Yes. Issue: Data from the Texas Department of Agriculture (TDA) National School Lunch Program (free/reduced price lunch) indicates districts will have more students qualifying for the FSP formula SCE weight during the 2017-2018 and 2018-2019 school years. Solution: For the 2017-2018 school year, TEA estimates 162,000 additional students will qualify for the SCE weight in the school finance system. Consistent with current practice, TEA will update its SCE FSP related formulas in February 2018. As a result, impacted districts will recognize increases to state aid for SCE identified students beginning with their March 2018 FSP payment.	TDA collects and provides National School Lunch Program student eligibility data to TEA. Per customary practice, TEA is scheduled to incorporate TDA data into the FSP system for the 2017-2018 school year during February 2018. As a result, impacted districts will recognize increases to state aid for SCE identified students beginning with their March 2018 FSP payment.	\$186 million	\$80 million Costs will vary depending on the number of additional students eligible for free/reduced lunch.	\$266 million	TEC §42.152. COMPENSATORY EDUCATION ALLOTMENT.
6	Students newly eligible for pre-K Is this currently a legally required cost to the state? Yes. Issue: Three- and four-year-old children may be newly eligible for free prekindergarten if they are deemed educationally disadvantaged and/or homeless for the 2017–2018 school year and beyond. Solution: Districts will be provided additional prekindergarten FSP funding during the September 2018 (FY2019) FSP settle-up process for newly qualifying students.	TEA will review districts PIEMS data provided by districts and flow funding for these students during the September 2018 (FY2019) FSP settle-up for the 2017–2018 school year.	\$0 Additional funding for these students would not flow until the September 2018 (FY2019) FSP settle-up for the 2017–2018 school year.	TBD	TBD	TEC §29.153.

****Amounts are estimates based on TEA's current knowledge and are subject to significant change. Some costs may be eligible for Federal Emergency Management Agency (FEMA) reimbursements. For FY 2019, TEA will request a supplemental appropriation during the 86th Legislature for the difference between the amount necessary to fully fund the formulas in FY 2019 and the amount appropriated in the General Appropriations Act.**

	A Issue/Response	B Current Action/Next Steps	C FY 2018 Estimated Costs**	D FY 2019 Estimated Costs**	E Biennial Total Est. Cost**	F Legal Authority
7	Storm recovery costs Is this currently a legally required cost to the state? No. Issue: Affected districts may face storm recovery expenditures for transportation, additional counselors, student mental health needs, and overtime for auxiliary and maintenance staff. The Legislature could provide additional funding as part of a supplemental appropriations during the 86th Texas Legislature.	TEA is working to obtain approvals from FEMA so that some of these costs can be reimbursed. TEA is also working to identify additional federal funding sources and coordinate private resources.	\$0 to state All additional costs are borne by school systems.	\$0 to state All additional costs are borne by school systems. The Legislature could provide additional funding as part of a supplemental appropriations bill during the 86th Legislature.	\$0	
8	Education Service Center (ESC) costs Is this currently a legally required cost to the state? No. But TEA has pledged assistance. Issue: ESCs are incurring substantial costs to help with hurricane related remediation. Solution: TEA has pledged to help the ESCs, possibly by utilizing its FSP transfer authority in Rider 25 of the 2018-2019 General Appropriations Act.	Continue to collect hurricane related costs from the ESCs and report to the Legislature.	\$1 million	\$1 million	\$2 million	

****Amounts are estimates based on TEA's current knowledge and are subject to significant change. Some costs may be eligible for Federal Emergency Management Agency (FEMA) reimbursements. For FY 2019, TEA will request a supplemental appropriation during the 86th Legislature for the difference between the amount necessary to fully fund the formulas in FY 2019 and the amount appropriated in the General Appropriations Act.**



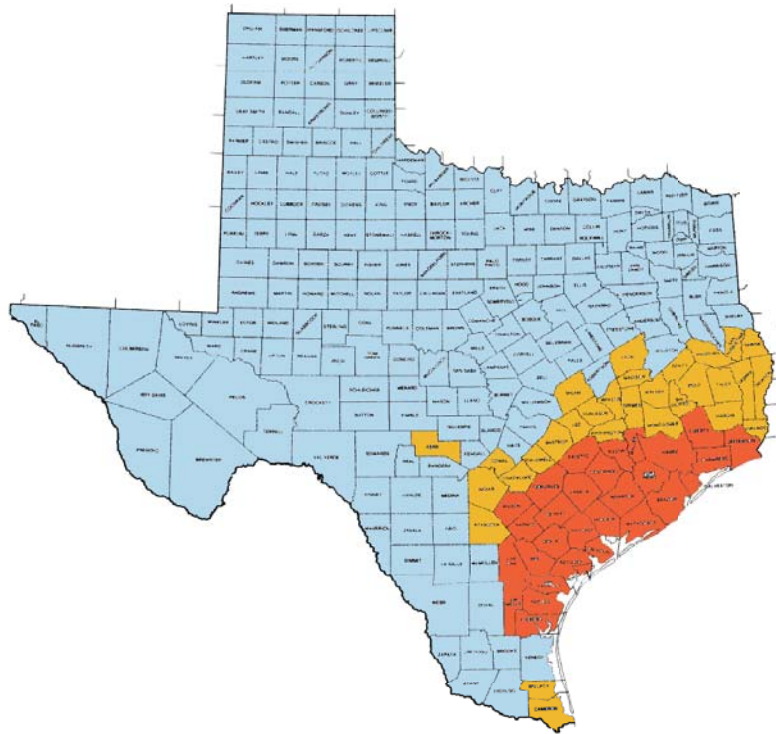
Hurricane Harvey Response

SUMMARY OF AGENCY ACTIONS AND DISASTER SUPPORT

HOUSE APPROPRIATIONS COMMITTEE, OCT 2 2017

Kempner HS, Sugarland TX

Hurricane Harvey Impact



Initial Disaster Declaration Subsequent Disaster Declarations

High-level Overview



There are **60 counties** in Gov. Greg Abbott's state disaster proclamation.

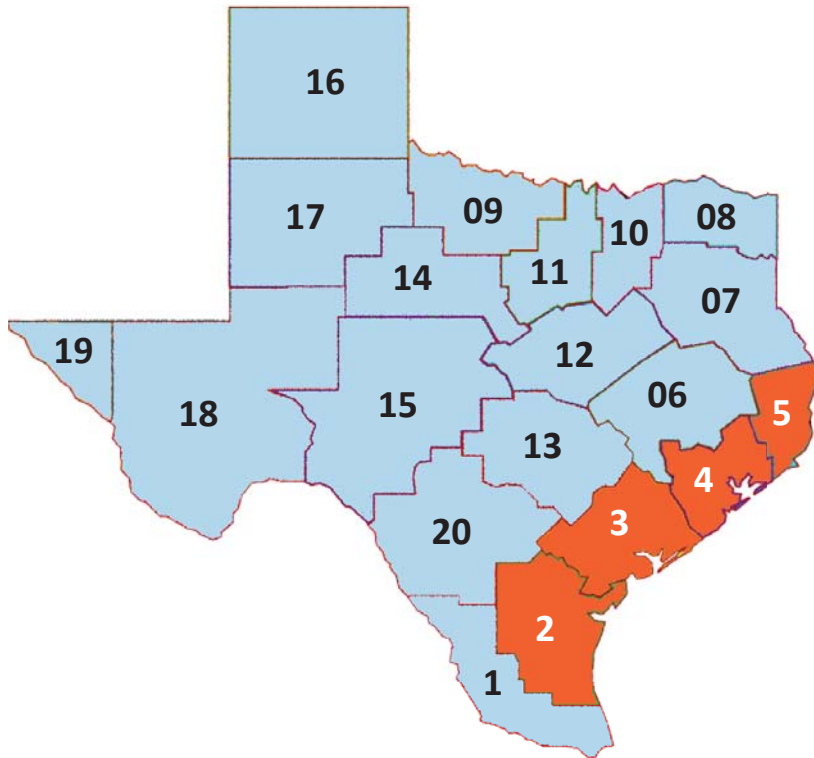


More than **1.9 million students** attend public school within these counties, **1.4 million** of which were directly impacted by the storm.



All but three districts in the 60-county area have reopened with some facing longer timelines to resume operation

Hurricane Harvey Impact



■ Education Service Center Regions with Delayed School Openings

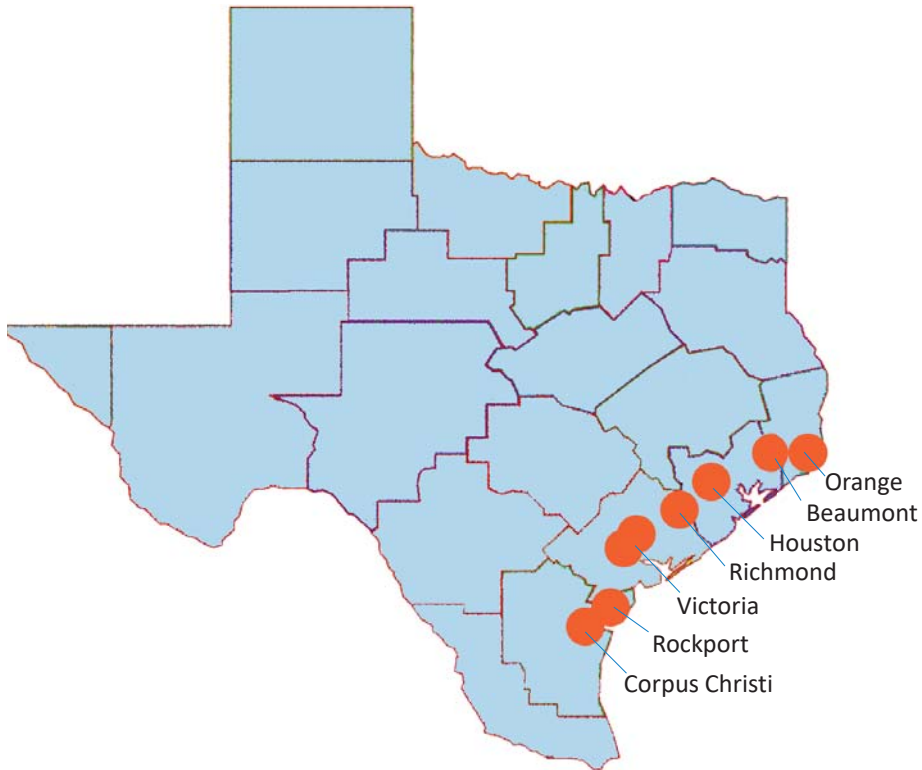


Districts With Delayed Reopenings

- 1 week delayed
61 Districts
- 2 weeks delayed
62 Districts
- 3 weeks delayed
11 Districts
- 4+ weeks delayed
9 Districts

* Approximation based on available data

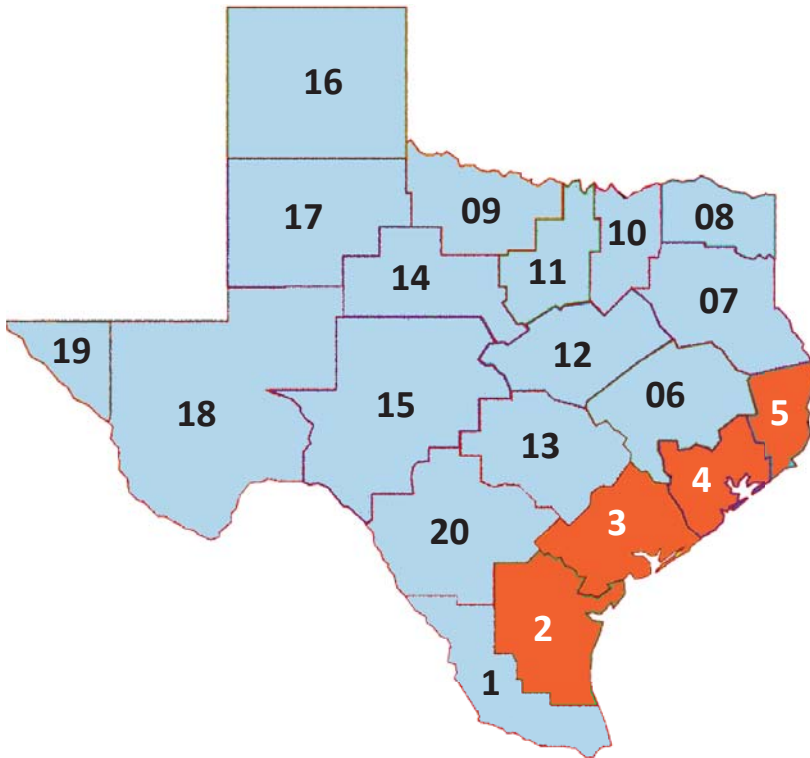
Rebuild Texas



Comprehensive Support

- To date, TEA has issued **28 memos and FAQs** on Harvey issues
- **Coordinated response** from all statewide and federal governmental entities to accelerate recovery and rebuilding, including **daily contact with FEMA**
- **Daily communication** with affected Superintendents, district staff, and ESC directors
- **Traveled in-person** to date: Beaumont, Orange, Corpus Christi, Rockport, Houston, Richmond, and Victoria (x2)

Schools As Shelters



Over 100 school and district facilities were converted to shelters, each holding different amounts of people (some exceeding over 1,500)



Several schools across all affected regions **used their food services** to feed evacuees

TEA General Support

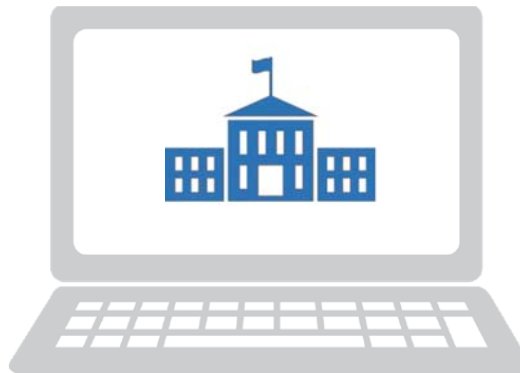
TEA has set up web pages for districts and parents to get more information and answers on how to proceed during this tragedy as well as a general donations page.

Parent Resource Page



tea.texas.gov/HarveyParentResources

District Resource Page



<http://tea.texas.gov/harveyresources>

Harvey Help Page



<http://tea.texas.gov/harveyhelp>

TEA General Support

Official Correspondence To Districts

- Submitting Crisis Code Data & School Start Date Change in PEIMS
- Reduction of Minimum Days of Service
- Requirements for campuses operating over capacity because of Hurricane Harvey
- Instructional Materials Concerns Related to Hurricane Harvey
- Adjustments for Average Daily Attendance and Funding Issues Due To Harvey
- **FCC E-rate Relief for Affected LEA's**
- Procurement Guidance for Schools Affected by Hurricane Harvey
- Appeal Extension for Preliminary 2016-2017 School and Charter FIRST Ratings
- Extension For Filing Appeals of 2017 Academic Accountability Ratings
- Hurricane Harvey and impact of federal funds: Guidance, FAQ and waiver requests
- **Additional Missed School Day Waivers Related to Hurricane Harvey**
- Hurricane Harvey Enrollment Guidance
- Hurricane Related Waivers
- Deadline Extensions for the 2016-2017 Tax Information Survey and Staff Salary Data Collection
- **Waiver request to the Federal Communications Commission (FCC)**
- News from the Department of Grants and Oversight
- STAAR Participation Counts Collection – Extension
- Budget Adoption Information for FY 2017-2018
- DSHS Letter on Immunizations for Displaced Students
- Emergency Procurement under TEC Chapter 44 Subchapter B
- Guidance on Non-competitive Procurement During an Emergency
- Information from the University Scholastic League
- Office of the Governor Hurricane Assistance Information
- U.S. Department of Education Harvey Resources
- Edgenuity Press Release on Hurricane Help



All district-related announcements were posted to <http://tea.texas.gov/harveyresources>

TEA Student Support

Federal McKinney-Vento Act



Students who lack a fixed, regular, and adequate nighttime residence meet the definition of homeless **and are allowed to receive:**



Faster access to support



Free and reduced-priced lunch



Transportation services



Automatic admission



Other supports

*Districts should assess a student's eligibility for McKinney-Vento on a case-by-case basis as the identification lasts the entire year.

TEA District Support

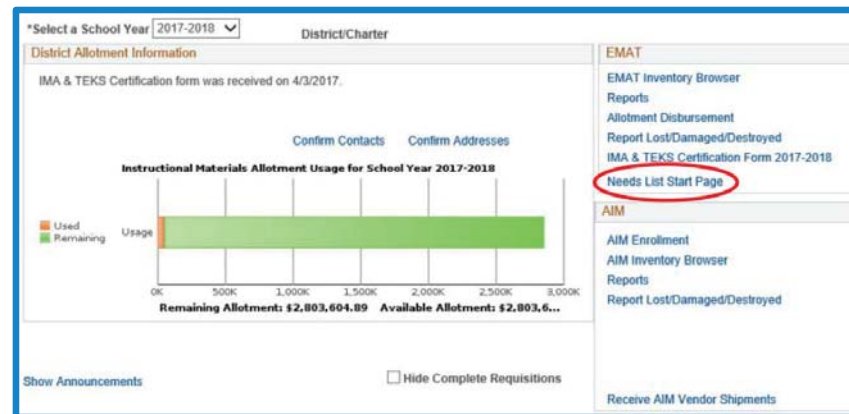
Schools Helping Schools - Donating Extra Instructional Materials

- TEA has set up a process to allow impacted districts to post their instructional materials needs, so that other schools from around the country can help

tea.texas.gov/Academics/Hurricane_Harvey_Instructional_Materials_Assistance



**Instructional
Materials**



Harvey Funding Implications

Funding Issues

1. Increased Enrollment Due to Student Displacement in the 2017–2018 School Year
2. Loss of Funding due to Student Enrollment Decline during the 2017-18 School Year
3. Loss of Local Property Tax Revenue (Local Share) School Year 2017-18
4. Loss of Local Property Tax Revenue (Local Share) School Year 2018-19
5. Facilities Damage - Chapter 41 districts
6. Facilities Damage - Chapter 42 districts and Chapter 41 districts beyond recapture
7. Students newly eligible to generate State Compensatory Education (SCE) funds
8. Students Newly Eligible for Pre-K
9. Storm Recovery Costs



Federal Funding Options

1. FEMA – Federal Emergency Management Agency
2. CDBG – Community Development Block Grant
3. Project SERV – School Emergency Response to Violence
4. Charter Applications - Supplemental funding for an additional CSP sub-grant for Harvey victims
5. Possible Congressional Funding



Please see attached handout for a deep-dive on all Harvey related school finance issues.



CDN	DISTRICT NAME	2017-2018 ADA PROJECTED USING 3- YR TREND*	1. VERIFIED: Damage resulting in disruption of instruction for 2 or more weeks	2. VERIFIED: Closed for the 9 or 10 hurricane related waiver days	3. VERIFIED: Submitted Rebuild Texas Worksheet	4. Eligibility Fully Verified+
101849	ACCELERATED INTERMEDIATE ACADEMY	267	NOT YET	NO	NOT YET	NOT YET
101902	ALDINE ISD	63,210	N/A	YES	NOT YET	NOT YET
101903	ALIEF ISD	42,730	N/A	YES	NOT YET	NOT YET
101815	ALIEF MONTESSORI COMMUNITY SCHOOL	193	N/A	YES	NOT YET	NOT YET
020901	ALVIN ISD	23,616	NOT YET	NO	NOT YET	NOT YET
036901	ANAHUAC ISD	1,269	NOT YET	NO	NOT YET	NOT YET
020902	ANGLETON ISD	6,379	NOT YET	NO	NOT YET	NOT YET
004901	ARANSAS COUNTY ISD	3,192	NOT YET	NO	NOT YET	NOT YET
205901	ARANSAS PASS ISD	1,606	N/A	YES	NOT YET	NOT YET
196901	AUSTWELL-TIVOLI ISD	133	NOT YET	NO	NOT YET	NOT YET
036902	BARBERS HILL ISD	5,192	NOT YET	NO	NOT YET	NOT YET
158901	BAY CITY ISD	3,336	NOT YET	NO	NOT YET	NOT YET
101847	BEATRICE MAYES INSTITUTE CHARTER SCHOOL	455	N/A	YES	NOT YET	NOT YET
123910	BEAUMONT ISD	17,271	N/A	YES	NOT YET	NOT YET
066901	BENAVIDES ISD	338	NOT YET	NO	NOT YET	NOT YET
235901	BLOOMINGTON ISD	794	NOT YET	NO	NOT YET	NOT YET
123807	BOB HOPE SCHOOL*	781	NOT YET	NO	NOT YET	NOT YET
241901	BOLING ISD	1,077	N/A	YES	NOT YET	NOT YET
020905	BRAZOSPORT ISD	11,450	N/A	YES	NOT YET	NOT YET
181901	BRIDGE CITY ISD	2,838	NOT YET	NO	NOT YET	NOT YET
121902	BROOKELAND ISD	401	NOT YET	NO	NOT YET	NOT YET
121903	BUNA ISD	1,370	N/A	YES	NOT YET	NOT YET
176901	BURKEVILLE ISD	251	NOT YET	NO	NOT YET	NOT YET
029901	CALHOUN COUNTY ISD	3,593	NOT YET	NO	NOT YET	NOT YET
101905	CHANNELVIEW ISD	9,116	NOT YET	NO	NOT YET	NOT YET
229906	CHESTER ISD	185	NOT YET	NO	NOT YET	NOT YET
084910	CLEAR CREEK ISD	39,679	N/A	YES	NOT YET	NOT YET
146901	CLEVELAND ISD	5,004	NOT YET	NO	NOT YET	NOT YET
229901	COLMESNEIL ISD	446	NOT YET	NO	NOT YET	NOT YET
020907	COLUMBIA-BRAZORIA ISD	2,955	N/A	YES	NOT YET	NOT YET
045902	COLUMBUS ISD	1,442	NOT YET	NO	NOT YET	NOT YET
178904	CORPUS CHRISTI ISD	35,160	NOT YET	NO	NOT YET	NOT YET
101906	CROSBY ISD	5,824	NOT YET	NO	NOT YET	NOT YET
062901	CUERO ISD	1,853	NOT YET	NO	NOT YET	NOT YET
101907	CYPRESS-FAIRBANKS ISD	108,715	NOT YET	NO	NOT YET	NOT YET
020910	DAMON ISD	163	N/A	YES	NOT YET	NOT YET
146902	DAYTON ISD	5,110	NOT YET	NO	NOT YET	NOT YET
101908	DEER PARK ISD	12,371	NOT YET	NO	NOT YET	NOT YET
176903	DEWEYVILLE ISD	502	NOT YET	NO	NOT YET	NOT YET
084901	DICKINSON ISD	10,461	N/A	YES	NOT YET	NOT YET
101856	DRAW ACADEMY*	561	NOT YET	NO	NOT YET	NOT YET
178905	DRISCOLL ISD	281	NOT YET	NO	NOT YET	NOT YET
036903	EAST CHAMBERS ISD	1,423	NOT YET	NO	NOT YET	NOT YET
120901	EDNA ISD	1,404	NOT YET	NO	NOT YET	NOT YET
123805	EHRHART SCHOOL	374	NOT YET	NO	NOT YET	NOT YET
241903	EL CAMPO ISD	3,407	NOT YET	NO	NOT YET	NOT YET
121906	EVADALE ISD	450	N/A	YES	NOT YET	NOT YET
057834	EVOLUTION ACADEMY CHARTER SCHOOL	578	NOT YET	NO	NOT YET	NOT YET
143906	EZZELL ISD	107	NOT YET	NO	NOT YET	NOT YET
079907	FORT BEND ISD	71,952	N/A	YES	NOT YET	NOT YET
084911	FRIENDSWOOD ISD	5,785	NOT YET	NO	NOT YET	NOT YET
101910	GALENA PARK ISD	21,282	NOT YET	NO	NOT YET	NOT YET
084902	GALVESTON ISD	6,243	NOT YET	NO	NOT YET	NOT YET
120902	GANADO ISD	736	NOT YET	NO	NOT YET	NOT YET
101804	GEORGE I SANCHEZ CHARTER	761	NOT YET	NO	NOT YET	NOT YET
088902	GOLIAD ISD	1,204	NOT YET	NO	NOT YET	NOT YET
101911	GOOSE CREEK CISD	22,310	NOT YET	NO	NOT YET	NOT YET
205902	GREGORY-PORTLAND ISD	4,234	NOT YET	NO	NOT YET	NOT YET
143901	HALLETTSVILLE ISD	1,072	NOT YET	NO	NOT YET	NOT YET
123914	HAMSHIRE-FANNETT ISD	1,747	N/A	YES	NOT YET	NOT YET
146904	HARDIN ISD	1,420	NOT YET	NO	NOT YET	NOT YET
100905	HARDIN-JEFFERSON ISD	2,109	N/A	YES	NOT YET	NOT YET
101858	HARMONY SCHOOL OF EXCELLENCE	4,376	N/A	YES	NOT YET	NOT YET
101862	HARMONY SCHOOL OF SCIENCE - HOUSTON	3,476	N/A	YES	NOT YET	NOT YET
101846	HARMONY SCIENCE ACADEMY	3,240	N/A	YES	NOT YET	NOT YET
237902	HEMPSTEAD ISD	1,469	NOT YET	NO	NOT YET	NOT YET
084903	HIGH ISLAND ISD	136	NOT YET	NO	NOT YET	NOT YET
084908	HITCHCOCK ISD	1,484	N/A	YES	NOT YET	NOT YET

*For districts or charters where the three-year trend results in an ADA more than 100 above 2017-18 LPE and an ADA more than 15% higher than 2017-18 LPE, 2017-18 LPE is used instead.

+ Based upon status in Verification 1, 2, 3 or on an exception basis.

CDN	DISTRICT NAME	2017-2018 ADA PROJECTED USING 3- YR TREND*	1. VERIFIED: Damage resulting in disruption of instruction for 2 or more weeks	2. VERIFIED: Closed for the 9 or 10 hurricane related waiver days	3. VERIFIED: Submitted Rebuild Texas Worksheet	4. Eligibility Fully Verified+
101912	HOUSTON ISD	193,827	N/A	YES	NOT YET	NOT YET
101925	HUFFMAN ISD	3,226	NOT YET	NO	NOT YET	NOT YET
146905	HULL-DAISETTA ISD	426	N/A	YES	NOT YET	NOT YET
101913	HUMBLE ISD	40,060	NOT YET	NO	NOT YET	NOT YET
120905	INDUSTRIAL ISD	1,138	NOT YET	NO	NOT YET	NOT YET
205903	INGLESIDE ISD	2,020	N/A	YES	NOT YET	NOT YET
057848	INTERNATIONAL LEADERSHIP OF TEXAS	14,837	N/A	YES	NOT YET	NOT YET
121904	JASPER ISD	2,227	NOT YET	NO	NOT YET	NOT YET
128901	KARNES CITY ISD	999	NOT YET	NO	NOT YET	NOT YET
101914	KATY ISD	74,595	N/A	YES	YES	YES
128902	KENEDY ISD	729	NOT YET	NO	NOT YET	NOT YET
121905	KIRBYVILLE CISD	1,456	NOT YET	NO	NOT YET	NOT YET
101915	KLEIN ISD	50,011	NOT YET	NO	NOT YET	NOT YET
100903	KOUNTZE ISD	1,039	N/A	YES	NOT YET	NOT YET
125906	LA GLORIA ISD	120	NOT YET	NO	NOT YET	NOT YET
101916	LA PORTE ISD	7,210	NOT YET	NO	NOT YET	NOT YET
079901	LAMAR CISD	30,149	N/A	YES	NOT YET	NOT YET
146906	LIBERTY ISD	2,009	NOT YET	NO	NOT YET	NOT YET
181908	LITTLE CYPRESS-MAURICEVILLE CISD	3,159	NOT YET	NO	NOT YET	NOT YET
100907	LUMBERTON ISD	3,715	NOT YET	NO	NOT YET	NOT YET
158904	MATAGORDA ISD	142	NOT YET	NO	NOT YET	NOT YET
062906	MEYERSVILLE ISD	108	NOT YET	NO	YES	NOT YET
143902	MOULTON ISD	270	NOT YET	NO	NOT YET	NOT YET
123905	NEDERLAND ISD	4,996	N/A	YES	NOT YET	NOT YET
079906	NEEDVILLE ISD	3,177	N/A	YES	NOT YET	NOT YET
176902	NEWTON ISD	940	NOT YET	NO	NOT YET	NOT YET
062902	NORDHEIM ISD	129	NOT YET	NO	NOT YET	NOT YET
235904	NURSERY ISD	93	NOT YET	NO	NOT YET	NOT YET
205905	ODEM-EDROY ISD	900	NOT YET	NO	NOT YET	NOT YET
084802	ODYSSEY ACADEMY INC*	1,005	NOT YET	NO	NOT YET	NOT YET
181905	ORANGEFIELD ISD	1,680	N/A	YES	NOT YET	NOT YET
158905	PALACIOS ISD	1,352	NOT YET	NO	NOT YET	NOT YET
101917	PASADENA ISD	51,878	N/A	YES	NOT YET	NOT YET
020908	PEARLAND ISD	21,115	NOT YET	NO	NOT YET	NOT YET
015801	POR VIDA ACADEMY	184	N/A	YES	NOT YET	NOT YET
178908	PORT ARANSAS ISD	521	N/A	YES	NOT YET	NOT YET
123907	PORT ARTHUR ISD	7,738	N/A	YES	NOT YET	NOT YET
123908	PORT NECHES-GROVES ISD	4,847	NOT YET	NO	NOT YET	NOT YET
066005	RAMIREZ CSD	21	NOT YET	NO	NOT YET	NOT YET
196903	REFUGIO ISD	686	N/A	YES	NOT YET	NOT YET
175911	RICE ISD	869	NOT YET	NO	NOT YET	NOT YET
014801	RICHARD MILBURN ALTER HIGH SCHOOL	2,128	N/A	YES	NOT YET	NOT YET
237905	ROYAL ISD	2,219	NOT YET	NO	NOT YET	NOT YET
128903	RUNGE ISD	257	NOT YET	NO	NOT YET	NOT YET
123913	SABINE PASS ISD	348	N/A	YES	NOT YET	NOT YET
084909	SANTA FE ISD	4,518	N/A	YES	NOT YET	NOT YET
015827	SCHOOL OF SCIENCE AND TECHNOLOGY	1,439	N/A	YES	NOT YET	NOT YET
015831	SCHOOL OF SCIENCE AND TECHNOLOGY DISCOVERY	1,724	N/A	YES	NOT YET	NOT YET
101924	SHELDON ISD	8,621	N/A	YES	NOT YET	NOT YET
143903	SHINER ISD	609	NOT YET	NO	NOT YET	NOT YET
100904	SILSBEE ISD	2,712	N/A	YES	NOT YET	NOT YET
013905	SKIDMORE-TYNAN ISD	790	NOT YET	NO	NOT YET	NOT YET
101838	SOUTHWEST SCHOOL	1,497	NOT YET	NO	NOT YET	NOT YET
101920	SPRING BRANCH ISD	32,604	N/A	YES	NOT YET	NOT YET
101919	SPRING ISD	33,195	NOT YET	NO	NOT YET	NOT YET
229905	SPURGER ISD	360	N/A	YES	NOT YET	NOT YET
079910	STAFFORD MSD	3,396	NOT YET	NO	NOT YET	NOT YET
020906	SWEENEY ISD	1,971	N/A	YES	NOT YET	NOT YET
143905	SWEET HOME ISD	141	NOT YET	NO	NOT YET	NOT YET
205907	TAFT ISD	1,000	NOT YET	NO	NOT YET	NOT YET
146907	TARKINGTON ISD	1,740	NOT YET	NO	NOT YET	NOT YET
123803	TEKOA ACADEMY OF ACCELERATED STUDIES STEM SCHOOL	450	NOT YET	NO	NOT YET	NOT YET
057804	TEXANS CAN ACADEMIES	5,607	N/A	YES	NOT YET	NOT YET
084906	TEXAS CITY ISD	8,057	N/A	YES	NOT YET	NOT YET
170801	TEXAS SERENITY ACADEMY	543	N/A	YES	NOT YET	NOT YET
101864	THE LAWSON ACADEMY	277	NOT YET	NO	NOT YET	NOT YET
101868	THE PRO-VISION ACADEMY	317	N/A	YES	NOT YET	NOT YET
101861	THE RHODES SCHOOL*	1,028	NOT YET	NO	NOT YET	NOT YET

*For districts or charters where the three-year trend results in an ADA more than 100 above 2017-18 LPE and an ADA more than 15% higher than 2017-18 LPE, 2017-18 LPE is used instead.

+ Based upon status in Verification 1, 2, 3 or on an exception basis.

CDN	DISTRICT NAME	2017-2018 ADA PROJECTED USING 3- YR TREND*	1. VERIFIED: Damage resulting in disruption of instruction for 2 or more weeks	2. VERIFIED: Closed for the 9 or 10 hurricane related waiver days	3. VERIFIED: Submitted Rebuild Texas Worksheet	4. Eligibility Fully Verified+
101814	THE VARNETT PUBLIC SCHOOL	1,407	N/A	YES	NOT YET	NOT YET
158902	TIDEHAVEN ISD	883	NOT YET	NO	NOT YET	NOT YET
101921	TOMBALL ISD	15,192	NOT YET	NO	NOT YET	NOT YET
178912	TULOSO-MIDWAY ISD	3,583	NOT YET	NO	NOT YET	NOT YET
101807	UNIVERSITY OF HOUSTON CHARTER SCHOOL	122	NOT YET	NO	NOT YET	NOT YET
158906	VAN VLECK ISD	1,030	NOT YET	NO	NOT YET	NOT YET
235902	VICTORIA ISD	13,226	N/A	YES	NOT YET	NOT YET
181907	VIDOR ISD	4,438	NOT YET	NO	NOT YET	NOT YET
143904	VYSEHRAD ISD	108	NOT YET	NO	NOT YET	NOT YET
226906	WALL ISD	1,076	NOT YET	NO	NOT YET	NOT YET
229904	WARREN ISD	1,193	N/A	YES	NOT YET	NOT YET
045905	WEIMAR ISD	618	NOT YET	NO	NOT YET	NOT YET
100908	WEST HARDIN COUNTY CISD	498	NOT YET	NO	NOT YET	NOT YET
181906	WEST ORANGE-COVE CISD	2,231	N/A	YES	NOT YET	NOT YET
062905	WESTHOFF ISD	63	NOT YET	NO	NOT YET	NOT YET
241904	WHARTON ISD	2,024	NOT YET	NO	NOT YET	NOT YET
196902	WOODSBORO ISD	466	NOT YET	NO	NOT YET	NOT YET
229903	WOODVILLE ISD	1,236	NOT YET	NO	NOT YET	NOT YET
101845	YES PREP PUBLIC SCHOOLS INC	10,788	NOT YET	NO	NOT YET	NOT YET
062903	YOAKUM ISD	1,453	NOT YET	NO	NOT YET	NOT YET
062904	YORKTOWN ISD	479	NOT YET	NO	NOT YET	NOT YET
Total	157					

*For districts or charters where the three-year trend results in an ADA more than 100 above 2017-18 LPE and an ADA more than 15% higher than 2017-18 LPE, 2017-18 LPE is used instead.

+ Based upon status in Verification 1, 2, 3 or on an exception basis.

October 9, 2017

TO THE ADMINISTRATOR ADDRESSED:

Subject: Transportation for Students Displaced Due to Hurricane Harvey

Hazardous Mileage

For the 2017–2018 school year, any district or charter school affected by hurricane Harvey may submit any mileage transporting students who live within two miles of their school as hazardous mileage, eligible for funding if the street conditions were made hazardous due to the hurricane. Official board action will not be required to expand the hazardous service area and eligibility for receiving transportation funding will begin immediately on provision of the service. The existing limit of 10 percent of the district's regular transportation allotment will continue to apply.

Homeless Students

The federal McKinney-Vento Homeless Education Assistance Act requires school districts to provide transportation for homeless students to the students' school of origin.

Mileage travelled on routes to transport homeless students to their school of origin is eligible for transportation funding through the Foundation School Program (FSP). For the purposes of Hurricane Harvey and supporting impacted students, all mileage travelled outside of a district's boundaries will also be eligible for FSP funding. Please note that all current statutes in Chapter 41 and Chapter 42 of the Texas Education Code still apply when calculating FSP funding, including the transportation allotment. Districts whose local share of their Tier 1 entitlement equals or exceeds the entitlement (including Chapter 41 districts) will not realize a net increase in revenue through increases in the transportation allotment.

Additionally, per ESSA Title I, funds reserved for homeless children and youth may be used for services not ordinarily provided by Title I including transportation to the school of origin.

Local education agencies that receive the McKinney-Vento Texas Support for Homeless Education Program (TEXSHEP) grant may also use grant funds for excess transportation costs if they are included in the budgeted project plan.

If homeless students are residing outside the district where they normally attend school, the school district of origin and the school district in which the homeless child or youth is residing must agree upon a method to apportion the responsibility and costs for providing the child with transportation to and from the school of origin. This includes districts that are currently closed. If the school districts cannot agree upon a method, the districts will share responsibility and costs for transportation equally. See McKinney-Vento Homeless Education Assistance Act, §722(g)(1)(J)(iii)(I-II).

Non-Homeless Students

Districts that are providing inter-district transportation for non-homeless students whose schools are closed due to Hurricane Harvey will also be eligible for transportation funding through the FSP for the miles travelled.

Special Education Students

Special Education students whose Individual Education Program (IEP) requires the provision of special transportation must continue to be provided with special transportation even if they are attending another district and require transportation from their district of residence. All mileage travelled transporting these students is eligible for FSP funding including mileage travelled outside of a district's boundaries.

For questions related to transportation for students affected by the hurricane, please contact:

- Danny Sanchez, State Funding at (512) at 463-9266 or Danny.Sanchez@tea.texas.gov;
- Nora Rainey, State Funding at (512) 463-7298 or Nora.Rainey@tea.texas.gov;
- [Texas Homeless Education Office](#) at 1-800-446-3142 (for questions concerning the transportation of homeless students)
- TEAINFO@tea.texas.gov (for all other transportation and Hurricane Harvey related inquiries)

Sincerely,

Al McKenzie
Director of State Funding

AM/nr

October 9, 2017

TO THE ADMINISTRATOR ADDRESSED:

Subject: Transportation for Students in Hazardous Traffic and High Risk of Violence Areas

Senate Bill 195, 85th Texas Legislature expanded hazardous transportation funding (see Texas Education Code (TEC) Sec. 42.255) to include areas within two miles of a campus where students are at high risk for violence when walking to and from school. To be eligible for funding under this provision, districts must adopt a board policy that identifies specific hazardous or high-risk (of violence) areas for which the allocation is requested. In determining these areas, districts should consult with local law enforcement agencies and must obtain law enforcement records that document a high incidence of violent crimes. Please note that if the district will be establishing community walking transportation programs, the board policy must indicate that an adult will supervise children as they walk to school.

For the 2017–2018 school year, hazardous transportation funding for students riding the bus will be calculated at the standard rate for regular transportation services. Funding for “high-risk of violence” walking areas will be calculated at the special education route services rate of \$1.08 per mile.

The Foundation School Program (FSP) formulas set forth in Chapter 42 of the TEC will still apply when calculating the state share of FSP funding. Districts whose local share of their Tier I FSP entitlement equals or exceeds the entitlement, or whose hazardous transportation allotment is already at the statutory cap of 10% of the regular program transportation allotment will not be able to realize any additional increase in revenue from the additional mileage.

Please direct questions related to this letter or transportation funding to Danny Sanchez at (512) 463-9266 or Danny.Sanchez@tea.texas.gov.

Sincerely,

Al McKenzie
Director of State Funding

AM/nr

1 Sec. 42.456. FUNDING LIMIT. The amount of grants awarded by
2 the commissioner under this subchapter may not exceed \$100 million
3 for the 2017-2018 school year or \$50 million for the 2018-2019
4 school year.

5 Sec. 42.457. NO ADJUSTMENT BASED ON REVISED DATA. The
6 commissioner may not adjust the amount of a school district's grant
7 under this subchapter based on revisions to the district's data
8 received after a grant has been awarded.

9 Sec. 42.458. RULES. The commissioner may adopt rules as
10 necessary to administer this subchapter.

11 Sec. 42.459. DETERMINATION FINAL. A determination by the
12 commissioner under this subchapter is final and may not be
13 appealed.

14 Sec. 42.460. EXPIRATION. This subchapter expires September
15 1, 2019.

16 SECTION 7. Chapter 42, Education Code, is amended by adding
17 Subchapter L to read as follows:

18 SUBCHAPTER L. TEXAS COMMISSION ON PUBLIC SCHOOL FINANCE

19 Sec. 42.601. DEFINITION. In this subchapter, "commission"
20 means the Texas Commission on Public School Finance.

21 Sec. 42.602. TEXAS COMMISSION ON PUBLIC SCHOOL FINANCE.
22 (a) The Texas Commission on Public School Finance is established
23 to develop and make recommendations for improvements to the current
24 public school finance system or for new methods of financing public
25 schools.

26 (b) The commission is composed of 13 members, consisting of
27 the following:

1 (1) four members appointed by the governor;
2 (2) four members appointed by the lieutenant governor;
3 (3) four members appointed by the speaker of the house
4 of representatives; and

5 (4) a member of the State Board of Education, as
6 designated by the chair of that board.

7 (c) The members appointed by the governor must have an
8 interest in public education and include at least:

9 (1) one person who is a current or retired classroom
10 teacher with at least 10 years of teaching experience;

11 (2) one person who is a member of the business
12 community; and

13 (3) one person who is a member of the civic community.

14 (d) The appointments made by the lieutenant governor and the
15 speaker of the house of representatives must each consist of:

16 (1) three members of the applicable legislative
17 chamber; and

18 (2) an administrator in the public school system or an
19 elected member of the board of trustees of a school district.

20 (e) In making appointments under Subsections (b)(1), (2),
21 and (3), the governor, lieutenant governor, and speaker of the
22 house of representatives shall coordinate to ensure that the
23 membership of the commission reflects, to the extent possible, the
24 ethnic and geographic diversity of this state.

25 Sec. 42.603. PRESIDING OFFICER. The governor shall
26 designate the presiding officer of the commission.

27 Sec. 42.604. COMPENSATION AND REIMBURSEMENT. A member of

1 the commission is not entitled to compensation for service on the
2 commission but is entitled to reimbursement for actual and
3 necessary expenses incurred in performing commission duties.

4 Sec. 42.605. ADMINISTRATIVE SUPPORT AND FUNDING.

5 (a) Staff members of the agency shall provide administrative
6 support for the commission.

7 (b) Funding for the administrative and operational expenses
8 of the commission shall be provided by appropriation to the agency
9 for that purpose.

10 Sec. 42.606. RECOMMENDATIONS. (a) The commission shall
11 develop recommendations under this subchapter to address issues
12 related to the public school finance system, including:

13 (1) the purpose of the public school finance system
14 and the relationship between state and local funding in that
15 system;

16 (2) the appropriate levels of local maintenance and
17 operations and interest and sinking fund tax effort necessary to
18 implement a public school finance system that complies with the
19 requirements under the Texas Constitution; and

20 (3) policy changes to the public school finance system
21 necessary to adjust for student demographics and the geographic
22 diversity in the state.

23 (b) The commission may establish one or more working groups
24 composed of not more than five members of the commission to study,
25 discuss, and address specific policy issues and recommendations to
26 refer to the commission for consideration.

27 Sec. 42.607. REPORT. Not later than December 31, 2018, the

1 commission shall prepare and deliver a report to the governor and
2 the legislature that recommends statutory changes to improve the
3 public school finance system, including any adjustments to funding
4 to account for student demographics.

5 Sec. 42.608. PUBLIC MEETINGS AND PUBLIC INFORMATION.

6 (a) The commission may hold public meetings as needed to fulfill
7 its duties under this subchapter.

8 (b) The commission is subject to Chapters 551 and 552,
9 Government Code.

10 Sec. 42.609. COMMISSION ABOLISHED; EXPIRATION OF
11 SUBCHAPTER. (a) The commission is abolished January 8, 2019.

12 (b) This subchapter expires January 8, 2019.

13 SECTION 8. Effective September 1, 2018, Section 46.032(a),
14 Education Code, is amended to read as follows:

15 (a) Each school district is guaranteed a specified amount
16 per student in state and local funds for each cent of tax effort to
17 pay the principal of and interest on eligible bonds. The amount of
18 state support, subject only to the maximum amount under Section
19 46.034, is determined by the formula:

20
$$EDA = (EDGL \times ADA \times EDTR \times 100) - (EDTR \times (DPV/100))$$

21 where:

22 "EDA" is the amount of state funds to be allocated to the
23 district for assistance with existing debt;

24 "EDGL" is the dollar amount guaranteed level of state and
25 local funds per student per cent of tax effort, which is the lesser
26 of:

27 (1) \$40 [~~\$35~~] or a greater amount for any year provided

73. Public Education State Funding Transparency. Out of funds appropriated above to the Texas Education Agency, the agency shall evaluate, for the existing and prior four biennia, state aid provided through the Foundation School Program for school districts per student in average daily attendance and per student in weighted average daily attendance. In its evaluation, the agency shall compare state aid with the rate of inflation and other factors impacting school district costs. The agency shall report its findings to the Governor, the Legislative Budget Board, and the appropriate legislative education standing committees by January 1, 2018.

No later than January 1, 2019, the Texas Education Agency shall report on its external website the following information related to the Foundation School Program for fiscal years 2008 through 2018:

1. the average daily attendance for charter holders;
2. the average daily attendance for school districts;
3. local revenue for public education;
4. state aid for public education;
5. the amount of state aid provided per student in average daily attendance for school districts, represented in constant dollars;
6. the amount of state aid provided per student in average daily attendance for charter holders, represented in constant dollars;
7. the amount of recapture revenue, represented in constant dollars;
8. the total funding provided to school districts, represented in constant dollars.

Constant dollars should consider the rate of inflation and other factors impacting school district costs.



STUDENT AND STAFFING



REVENUE



EXPENDITURES



**ACCOUNTABILITY
INDICATORS**

TSA Benchmarks

Financial and Performance Measures for School Districts

Texas School Alliance (TSA) districts are diverse. They vary in location, geographic size, population size, property wealth, the economic status of their students, etc. TSA districts are also changing. With increased competition from charter schools and rapid enrollment growth in fast-growth school districts (and moderate growth in most other types of districts), the student populations are growing and shifting. Because of the diversity and changing nature of school districts, it is hard to describe them or their activities accurately. This TSA Benchmarks publication is designed to help your school district think critically about how its finances and performance compare to other school districts within TSA.

We hope that it will help you consider questions like: How does my school district compare to other school districts of its size in terms of average teacher pay? Do other schools with the same wealth per WADA produce similar numbers of post-secondary ready students?



Report Sections and Data Sources

This publication provides four different sections of reports organized by data type : Student and Staffing, Revenue Data, Expenditures Data, and Accountability Indicators. The first three sections rely on data from the 2015-16 actual financial and student and staffing data submitted for the Public Education Information Management System (PEIMS), as provided by the Texas Education Agency (TEA) as well as the property tax records from the State Comptroller's Office. The data for the fourth section concerning Accountability Indicators comes from the 2015-16 Texas Academic Performance Reports (TAPR).

Snapshot Reports

Each section contains several “snapshot reports” that describe the trends that data suggest about particular data measures like student enrollment, tax rates or test scores. The snapshots make use of both TSA-wide data and data disaggregated into “analyze categories” according to a district’s type, enrollment size, concentration of economically disadvantaged student populations, and wealth per WADA. (The first three categories were created by TEA, the wealth per WADA category was generated by MCA. For more-in depth descriptions, see the side panel to the right, and to find out which schools fall in which categories, see pages 3 and 4). The content of each report is mapped in the figure below. Each snapshot report is made up of several data elements: **data type**, **summary description**, **district comparisons**, **highlight statistics and the TSA average**. The **data type** names the statistic that the report describes and indicates from what year the data was collected. The **summary** provides a quick analysis of the data included in the report. The **district comparisons** show the districts that are at the upper and lower bounds of the TSA average. The **highlight statistics** provides notable information about certain interesting districts or groups of districts. The **TSA average** provides the TSA average of the report’s featured statistic.

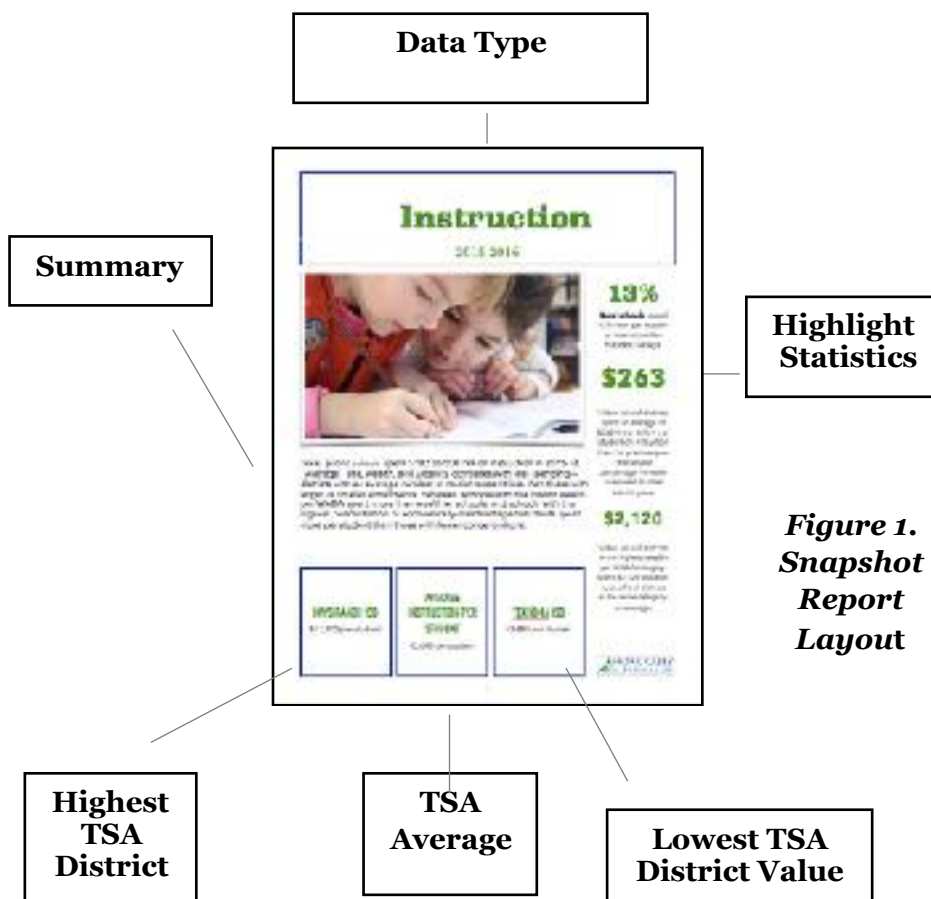


Figure 1.
Snapshot
Report
Layout

Analyze Categories

Wealth per WADA

There are ten Wealth per WADA categories (excluding non-taxable districts), which group districts according to the average district property wealth per student in average daily attendance. TSA districts fall in nine of these categories.

Percent of Economically Disadvantaged Students

Six categories organize districts according to the percent of economically disadvantaged students present in the district. TSA districts fall in only five of these categories.

Enrollment Type

TEA uses eight categories to organize all of the districts in the state according to the size of a district’s student enrollment. Because TSA districts have larger enrollments, TSA districts all fall in the top three of these categories.

District Type

TEA uses eight categories to organize all of the districts in the state according to where they are located—in urban, suburban or rural areas. TSA schools fit within four of these categories.

Enrollment Type

50,000+	25,000-49,999	10,000-24,999
Aldine ISD	Alief ISD	Abilene ISD
Arlington ISD	Amarillo ISD	Harlingen CISD
Austin ISD	Corpus Christi ISD	Hurst-Euless-Bedford ISD
Cypress-Fairbanks ISD	Ector County ISD	Mcallen ISD
Dallas ISD	Humble ISD	Midland ISD
El Paso ISD	Killeen ISD	San Angelo ISD
Fort Bend ISD	Irving ISD	Tyler ISD
Fort Worth ISD	Lubbock ISD	Waco ISD
Garland ISD	Mesquite ISD	
Houston ISD	Pharr-San Juan-Alamo ISD	
Katy ISD	Richardson ISD	
North East ISD	Round Rock ISD	
Northside ISD	Socorro ISD	
San Antonio ISD	Spring Branch ISD	
	United ISD	

District Type

Major Urban	Major Suburban	Other Central City	Other Central City Suburban
Arlington ISD	Aldine ISD	Abilene ISD	Harlingen CISD
Austin ISD	Alief ISD	Amarillo ISD	
Dallas ISD	Cypress-Fairbanks ISD	Corpus Christi ISD	
El Paso ISD	Fort Bend ISD	Ector County ISD	
Fort Worth ISD	Garland ISD	Killeen ISD	
Houston ISD	Humble ISD	Lubbock ISD	
North East ISD	Hurst-Euless-Bedford ISD	Mcallen ISD	
Northside ISD	Irving ISD	Midland ISD	
San Antonio ISD	Katy ISD	Pharr-San-Juan-Alamo ISD	
Socorro ISD	Mesquite ISD	San Angelo ISD	
	Richardson ISD	Tyler ISD	
	Round Rock ISD	United ISD	
	Spring Branch ISD	Waco ISD	
	United ISD		

Wealth Per WADA

<=\$117,056 \$117,057-\$152,953 \$152,954-\$188,432 \$188,433-\$217,214 \$217,215-\$248,625				
Pharr-San Juan-Alamo	Harlingen CISD	None	Abilene ISD	Alief ISD
	Killeen CISD		Aldine ISD	Irving ISD
	Mesquite ISD		Amarillo ISD	McAllen
	Socorro ISD		El Paso ISD	San Antonio
			Garland ISD	
\$248,626-\$286,411 \$286,412-\$346,099 \$346,100-\$426,156 \$427,157-\$605,533 \$605,534 +				
Fort Worth ISD	Arlington ISD	Cypress-Fairbanks ISD	Dallas ISD	Austin ISD
Humble ISD	Corpus Christi ISD	Fort Bend ISD	North East ISD	Houston ISD
Lubbock ISD	Ector County ISD	Hurst-Euless-Bedford ISD	Round Rock ISD	Midland ISD
San Angelo ISD		Katy ISD		Spring Branch ISD
United ISD		Northside ISD		
Waco ISD		Richardson ISD		
		Tyler ISD		

Percent of Economically Disadvantaged Students

Under 10%	10%-30%	30%-50%
None	Katy ISD	Cypress-Fairbanks ISD
	Round Rock ISD	Fort Bend ISD
		Humble ISD
		Midland ISD
		North East ISD
50%-70%	70%-90%	more than 90%
Abilene ISD	Aldine ISD	San Antonio ISD
Amarillo ISD	Alief ISD	
Arlington ISD	Dallas ISD	
Austin ISD	El Paso ISD	
Corpus Christi ISD	Fort Worth ISD	
Ector County ISD	Harlingen CISD	
Hurst-Euless-Bedford ISD	Houston ISD	
Garland ISD	Irving ISD	
Killeen ISD	McAllen ISD	
Lubbock ISD	Mesquite ISD	
Northside ISD	Pharr-San Juan-Alamo ISD	
Richardson ISD	Socorro ISD	
San Angelo ISD	Tyler ISD	
Spring Branch ISD	United ISD	
	Waco ISD	

At the end of each section, there are records that display each district's statistics for the section.

SOURCE: 2015-16 PEIMS Actual and Budget Financial Data

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Student and Staffing Data

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TSA Student Enrollment

2015-16



14

14 TSA school districts have more than 50,000 students.

53%

53% of TSA students attend schools with a wealth per WADA of at least \$346,100.

TSA districts enrolled 2,021,057 students in the 2015-16 school year. Although less than a third of TSA districts were located in major urban areas, 46 percent of TSA students attended schools located in major urban districts. Since 2014-15, urban school enrollments decreased slightly, while major suburban districts grew. In addition, the districts with lower concentrations of economically disadvantaged students grew considerably in enrollment compared to those with higher concentrations.

45%

45% of TSA students attend school in a district where 70%-90% of its students are characterized as economically disadvantaged.

HOUSTON ISD

215,627

TSA AVERAGE

54,623

WACO ISD

14,946

TSA Student-Teacher Ratio

2015-16



-2%

Harlingen CISD, the lone Central City Suburban school district, experienced a 2% decrease in their student-teacher ratios between 2014-15 and 2015-16, the largest decrease experienced by any TSA school district type.

-1%

TSA employed one teacher for every 15.8 students on average. This ratio was slightly larger than the state's average of 15.2 students per teacher. However, 12 of TSA's 37 school districts had a student-teacher ratio smaller than the state average. While these districts tended to be smaller ones, both Dallas ISD and Austin ISD had student-teacher ratios that were smaller than the state average (14.9 and 14.4, respectively).

TSA student-teacher ratios decreased from 2014-15 to 2015-16 by 1% on average.

**\$286,412 -
\$346,099**

TSA districts in this Wealth per WADA category saw a decrease in their student-teacher ratios by 3.6% between 2014-15 and 2015-16—the largest decrease of any wealth category.

HOUSTON ISD

18.5 : 1

TSA AVERAGE

15.8 : 1

ALIEF ISD

14.2 : 1

TSA Student-Campus Admin. Ratio

2015-16

-2.7%

Suburban schools decreased the ratio of students to campus administrators from 2014-15 to 2015-16 by nearly 3%.

-2.6%

TSA student-to-campus administrator ratios decreased from 2014-14 to 2015-16 by 2.6% on average.

TSA employed 7,106.7 campus administration FTEs in 2015-16. Since 2014-15, some districts increased the number of students to administrators, some kept the ratio somewhat steady, and others drastically reduced it. TSA major urban districts had the highest ratio of students to campus administrators of any district type, even though this ratio decreased from 2014-15 by 3.4%. TSA student-campus administrator ratios varied most according to wealth category and least by enrollment size.

313.5 : 1

The student-campus administrator ratio in 2015-16 of the highest wealth category (\$427,157 to \$605,533 per WADA) was 313.5:1. The next highest ratio was 288.7:1 for the \$117,057-\$152,953 wealth category.

**HOUSTON
ISD**

372.0 : 1

**TSA
AVERAGE**

284.4 : 1

**CYPRESS
FAIRBANKS
ISD**

205.3 : 1

TSA Student-Central Admin. Ratio

2015-16



3.1%

TSA Districts in the TEA “Other Central City Suburban schools” category increased the ratio of students to central administrators from 2014-15 to 2015-16 by a little over 3% (all other district types decreased)—these schools employed the fewest central administrators of any group in 2014-15.

-121.39

TSA districts employed 1,875.1 central administration FTEs in 2015-16—that’s 68.2 teacher FTEs and 1,078 students for each central administrative staff person. By contrast, the state overall averages 49.2 teachers and 746.9 students per central administration FTE. Smaller districts in TSA increased this ratio some (3.1% in districts of 10,000 to 24,999 students). District wealth did not seem to be connected to whether this ratio increased or decreased from 2014-15 to 2015-16.

The districts in the \$286,412-\$346,099 wealth per WADA category decreased the quantity of central administration FTEs by 121.39 FTEs—the only category that decreased from 2014-15.

**NORTHSIDE
ISD**

3,003.1 : 1

**TSA
AVERAGE**

1,078 : 1

**PHARR-SAN
JUAN ALAMO
ISD**

493.7 : 1

163

Central City schools employ 163 fewer central admin FTEs than major urban schools, who have more than 0.5 million more students.

TSA Average Teacher Base Pay

2015-16



2.9%

The \$248,626 - \$286,411 wealth per WADA category saw teacher base pay increase by 12.5% from 2014-2015 to 2015-16.

\$4,446

The \$346,100 to \$427,156 wealth category paid their teachers on average \$4,446 more than the lowest wealth category. This was the largest spread in pay between wealth categories in 2015-16.

Despite a meager increase in student enrollment (.3%) in TSA schools from 2014-15, TSA employed 1,680 more teacher FTEs in 2015-16. On average, teachers earned \$54,022, 2.3% more money than in 2014-15 and 3.5% more than the state average in 2015-16. Teachers in the districts with enrollments greater than 50,000 students earned more than \$4,000 more on average than teachers in districts with 10,000-24,999 students.

**HURST-
EULESS-
BEDFORD
ISD**

\$58,542

**TSA
AVERAGE**

\$54,022

**SAN ANGELO
ISD**

\$45,669

6

Six out of the top ten highest paying districts in TSA are located in Harris County.

TSA Central Administration Pay

2015-16



10%

Districts in the \$286,412 - \$346,099 wealth per WADA category increased these administrators' base pay the most of any wealth per WADA category.

\$94,693

Central city district central administrators earn the least amount of money of any TSA district type at \$94,693.

The 1,875 central administrators employed in TSA school districts earned about \$104,152 each in 2015-16. All of the money which TSA spent on the base pay of central administrators equals about 1.2% of TSA's adjusted state general fund revenue. District wealth did seem to have some connection to the average central administrator's base pay. The poorest school districts paid on average almost \$20,000 less than the TSA average, while wealthier schools come much closer to the average (or exceeded it).

\$117,363

The highest wealth per WADA category pays the central administrators the most money on average (13% more than the TSA average). By contrast, the second wealthiest school districts in TSA pay only 1% higher than the TSA average.

**SPRING
BRANCH
ISD**

\$139,640

**TSA
AVERAGE**

\$104,152

**PHARR-SAN
JUAN ALAMO
ISD**

\$85,229

Student and Staffing Data

District Information			Enrollment			Student-Teacher Ratio			Student-Campus Admin. Ratio		
District No.	District Name	County	2015-16	2014-15	% Diff	2015-16	2014-15	% Diff	2015-16	2014-15	% Diff
014906	Killeen	Bell	43,258	42,638	1.5%	15.1	15.4	-1.8%	245.2	216.9	13.1%
015907	San Antonio	Bexar	53,069	53,750	-1.3%	16.1	16.3	-1.3%	252.7	262.2	-3.6%
015910	North East	Bexar	67,779	67,971	-0.3%	15.7	15.8	-0.5%	324.3	325.8	-0.4%
015915	Northside	Bexar	105,110	103,606	1.5%	15.4	15.4	0.0%	362.4	358.5	1.1%
031903	Harlingen	Cameron	18,721	18,681	0.2%	14.8	15.1	-2.0%	288.0	292.9	-1.7%
057905	Dallas	Dallas	158,604	160,253	-1.0%	14.9	15.1	-1.3%	251.8	273.5	-8.0%
057909	Garland	Dallas	57,517	57,436	0.1%	15.7	15.6	0.6%	305.8	319.5	-4.3%
057912	Irving	Dallas	34,929	35,191	-0.7%	15.3	15.0	2.2%	319.8	317.3	0.8%
057914	Mesquite	Dallas	40,805	40,273	1.3%	15.7	15.6	0.6%	309.5	307.9	0.5%
057916	Richardson	Dallas	38,738	38,618	0.3%	15.0	15.3	-2.0%	293.9	297.5	-1.2%
068901	Ector County	Ector	31,791	31,971	-0.6%	15.9	17.8	-10.5%	297.8	307.8	-3.2%
071902	El Paso	El Paso	60,047	60,852	-1.3%	15.0	15.0	0.0%	265.7	269.6	-1.5%
071909	Socorro	El Paso	45,269	44,561	1.6%	18.2	18.3	-0.6%	324.5	320.4	1.3%
079907	Fort Bend	Fort Bend	73,115	72,152	1.3%	16.2	16.4	-0.8%	322.1	320.6	0.5%
101902	Aldine	Harris	70,417	69,716	1.0%	15.9	16.5	-3.6%	256.4	287.0	-10.7%
101903	Alief	Harris	47,265	47,202	0.1%	14.2	14.5	-1.9%	289.3	298.0	-2.9%
101907	Cypress-Fairbanks	Harris	113,936	113,023	0.8%	16.5	16.8	-2.0%	205.3	209.6	-2.0%
101912	Houston	Harris	215,627	215,225	0.2%	18.5	18.8	-1.7%	372.0	399.5	-6.9%
101913	Humble	Harris	40,549	39,522	2.6%	15.9	16.0	-0.7%	312.2	312.3	0.0%
101914	Katy	Harris	72,952	70,330	3.7%	15.2	15.5	-2.0%	342.5	343.7	-0.3%
101920	Spring Branch	Harris	35,301	35,110	0.5%	16.1	15.9	1.4%	258.7	269.8	-4.1%
108906	McAllen	Hidalgo	24,330	24,692	-1.5%	15.2	15.0	1.1%	241.8	260.3	-7.1%
108909	Pharr-San Juan-Alamo	Hidalgo	32,612	32,288	1.0%	15.8	15.8	0.2%	268.5	278.0	-3.4%
152901	Lubbock	Lubbock	28,921	29,265	-1.2%	14.4	14.3	0.9%	253.7	258.6	-1.9%
161914	Waco	Mclennan	14,946	14,978	-0.2%	15.9	16.5	-3.6%	215.3	211.3	1.9%
165901	Midland	Midland	24,555	24,369	0.8%	15.8	15.4	2.4%	261.2	253.7	3.0%
178904	Corpus Christi	Nueces	38,614	38,772	-0.4%	16.9	16.9	-0.4%	274.3	292.1	-6.1%
188901	Amarillo	Potter	33,673	33,576	0.3%	14.8	14.7	0.6%	278.3	283.2	-1.7%

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District Information			Enrollment			Student-Teacher Ratio			Student-Campus Admin. Ratio		
District No.	District Name	County	2015-16	2014-15	% Diff	2015-16	2014-15	% Diff	2015-16	2014-15	% Diff
212905	Tyler	Smith	18,171	18,035	0.8%	14.6	14.3	1.9%	239.1	234.2	2.1%
220901	Arlington	Tarrant	63,210	63,882	-1.1%	15.3	15.6	-2.1%	299.8	318.1	-5.7%
220905	Fort Worth	Tarrant	87,080	85,975	1.3%	15.5	15.8	-1.3%	278.9	269.1	3.6%
220916	Hurst-Euless-Bedford	Tarrant	22,834	22,416	1.9%	17.1	16.8	1.8%	321.6	324.9	-1.0%
221901	Abilene	Taylor	16,978	17,324	-2.0%	15.0	15.2	-1.0%	357.4	358.1	-0.2%
226903	San Angelo	Tom Green	15,149	15,155	0.0%	15.9	16.1	-1.3%	288.0	297.2	-3.1%
227901	Austin	Travis	83,648	84,564	-1.1%	14.4	14.5	-1.1%	249.2	257.5	-3.2%
240903	United	Webb	43,710	43,421	0.7%	17.2	16.9	1.7%	301.9	295.6	2.1%
246909	Round Rock	Williamson	47,827	47,251	1.2%	14.6	14.6	0.1%	236.3	250.6	-5.7%
	State Totals		5,052,339	5,003,912	1.0%	15.2	15.2	-0.3%	269.4	271.9	-0.9%
	TSA Totals		2,021,057	2,014,044	0.3%	15.8	15.9	-1.0%	284.4	291.6	-2.5%

Student and Staffing Data Continued

District Information			Student-Central Admin. Ratio			Teacher Average Base Pay			Central Admin Average Pay		
District No.	District Name	County	2015-1 6	2014- 15	% Diff	2015 -16	2014-1 5	% Diff	2015 -16	2014 -15	% Diff
014906	Killeen	Bell	908.0	1,021.1	-11.1%	\$50,787	\$49,751	2.1%	\$88,910	\$86,528	2.8%
015907	San Antonio	Bexar	680.4	726.4	-6.3%	\$54,086	\$52,599	2.8%	\$99,016	\$93,933	5.4%
015910	North East	Bexar	2,711.2	2,718.8	-0.3%	\$55,126	\$54,374	1.4%	\$119,097	\$117,602	1.3%
015915	Northside	Bexar	3,003.1	3,139.6	-4.3%	\$55,499	\$54,198	2.4%	\$124,247	\$116,498	6.7%
031903	Harlingen	Cameron	1,069.8	1,037.8	3.1%	\$51,228	\$50,386	1.7%	\$109,057	\$106,874	2.0%
057905	Dallas	Dallas	1,033.3	1,490.7	-30.7%	\$55,052	\$53,222	3.4%	\$104,231	\$111,304	-6.4%
057909	Garland	Dallas	1,012.4	990.9	2.2%	\$54,620	\$53,388	2.3%	\$116,148	\$112,503	3.2%
057912	Irving	Dallas	575.5	598.7	-3.9%	\$54,735	\$54,935	-0.4%	\$94,762	\$95,715	-1.0%
057914	Mesquite	Dallas	995.2	982.3	1.3%	\$55,181	\$53,953	2.3%	\$104,829	\$103,139	1.6%
057916	Richardson	Dallas	611.9	634.9	-3.6%	\$53,111	\$51,959	2.2%	\$101,865	\$101,286	0.6%
068901	Ector County	Ector	1,328.5	1,522.4	-12.7%	\$48,779	\$48,999	-0.5%	\$115,060	\$110,069	4.5%
071902	El Paso	El Paso	1,622.9	1,789.8	-9.3%	\$51,532	\$50,513	2.0%	\$86,415	\$91,768	-5.8%
071909	Socorro	El Paso	1,257.5	1,536.6	-18.2%	\$51,050	\$51,127	-0.1%	\$108,067	\$102,951	5.0%
079907	Fort Bend	Fort Bend	2,284.8	2,576.9	-11.3%	\$56,508	\$56,107	0.7%	\$123,883	\$124,345	-0.4%
101902	Aldine	Harris	698.9	838.4	-16.6%	\$56,738	\$55,132	2.9%	\$98,081	\$92,129	6.5%
101903	Alief	Harris	662.2	668.3	-0.9%	\$57,559	\$55,725	3.3%	\$96,274	\$94,222	2.2%
101907	Cypress-Fairbanks	Harris	1,302.1	1,612.6	-19.3%	\$57,061	\$55,528	2.8%	\$104,659	\$100,404	4.2%
101912	Houston	Harris	1,658.4	1,849.9	-10.4%	\$55,431	\$53,698	3.2%	\$118,458	\$118,433	0.0%
101913	Humble	Harris	729.8	795.6	-8.3%	\$54,978	\$52,925	3.9%	\$98,986	\$98,555	0.4%
101914	Katy	Harris	1,402.9	1,369.0	2.5%	\$55,955	\$55,182	1.4%	\$125,874	\$121,450	3.6%
101920	Spring Branch	Harris	1,061.9	1,396.0	-23.9%	\$55,269	\$54,133	2.1%	\$139,640	\$136,029	2.7%
108906	McAllen	Hidalgo	797.7	783.9	1.8%	\$50,580	\$49,714	1.7%	\$91,779	\$84,375	8.8%
108909	Pharr-San Juan-Alamo	Hidalgo	493.7	673.0	-26.6%	\$51,207	\$50,541	1.3%	\$85,229	\$88,932	-4.2%
152901	Lubbock	Lubbock	803.4	886.8	-9.4%	\$47,912	\$47,067	1.8%	\$108,279	\$106,973	1.2%
161914	Waco	Mclennan	879.2	832.1	5.7%	\$49,628	\$48,468	2.4%	\$88,183	\$103,426	-14.7%
165901	Midland	Midland	818.5	812.3	0.8%	\$53,502	\$52,605	1.7%	\$118,090	\$119,676	-1.3%
178904	Corpus Christi	Nueces	664.1	456.1	45.6%	\$51,629	\$50,446	2.3%	\$86,233	\$80,423	7.2%

District Information			Student-Central Admin. Ratio			Teacher Average Base Pay			Central Admin Average Pay		
District No.	District Name	County	2015-16	2014-15	% Diff	2015-16	2014-15	% Diff	2015-16	2014-15	% Diff
188901	Amarillo	Potter	1,346.9	1,343.0	0.3%	\$52,291	\$51,268	2.0%	\$103,329	\$104,786	-1.4%
212905	Tyler	Smith	826.0	722.0	14.4%	\$46,584	\$45,886	1.5%	\$93,530	\$87,751	6.6%
220901	Arlington	Tarrant	1,404.7	1,421.6	-1.2%	\$55,151	\$54,306	1.6%	\$110,339	\$102,379	7.8%
220905	Fort Worth	Tarrant	1,583.0	1,932.0	-18.1%	\$56,455	\$55,004	2.6%	\$118,859	\$112,545	5.6%
220916	Hurst-Euless-Bedford	Tarrant	761.1	723.1	5.3%	\$58,542	\$57,127	2.5%	\$113,156	\$108,298	4.5%
221901	Abilene	Taylor	771.7	845.1	-8.7%	\$48,340	\$48,169	0.4%	\$99,263	\$106,760	-7.0%
226903	San Angelo	Tom Green	631.2	606.2	4.1%	\$45,669	\$44,789	2.0%	\$93,377	\$88,444	5.6%
227901	Austin	Travis	1,436.3	1,355.3	6.0%	\$48,631	\$47,476	2.4%	\$101,828	\$100,005	1.8%
240903	United	Webb	503.3	530.4	-5.1%	\$54,800	\$53,015	3.4%	\$90,712	\$87,677	3.5%
246909	Round Rock	Williamson	1,522.5	1,192.0	27.7%	\$50,930	\$50,459	0.9%	\$96,743	\$85,136	13.6%
	State Totals		746.9	769.2	-2.9%	\$52,119	\$50,960	2.3%	\$99,777	\$97,424	2.4%
	TSA Totals		1,077.9	1,156.5	-6.8%	\$54,022	\$52,823	2.3%	\$104,152	\$101,677	2.4%

Revenue Data

Taxable Value Per Student and Tax Rates	p. 19
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TSA Taxable Value Per Student and Tax Rates

2015-16

**\$1.17 v.
\$1.05**

The average M&O tax rate for the lowest wealth category is \$1.17; \$1.05 is the average for the top wealth category.

4

Four school districts had M&O tax rates at \$1.17—Harlingen, Humble, Pharr-San Juan-Alamo and Waco ISD. Only 2 districts taxed below \$1.04—Houston ISD and Socorro ISD.

TSA districts varied widely in the amount of taxable value per student, and not surprisingly, their tax rates were equally diverse in 2015-16. The top quarter of TSA districts ranked by taxable value per student had at least \$450,000 of taxable value per student, the middle 50 percent of districts had between \$270,000 and \$449,000 of taxable value per student and the bottom quarter had less than \$270,000 of taxable value per student.

**AUSTIN ISD
\$1,032,217**

**HUMBLE ISD
\$1.52**

**TSA
AVERAGE**

**\$434,605
\$1.29**

**PHARR-SAN
JUAN ALAMO
ISD
\$119,848**

**KILLEEN ISD
\$1.12**

**\$346,100-
\$427,156**

TSA districts in the \$346,100-\$427,156 wealth category had the highest overall tax rate on average—\$1.40.

TSA Local Revenue

2015-16



16

Sixteen TSA districts received over 50% of their revenue from local taxes.

90%

The highest wealth category (\$605,534+ per WADA) received 90% of its funds from local sources—with an average M&O tax rate of \$1.05.

TSA districts differed greatly in how much they relied on local tax revenue to run their schools. Wealthier districts and urban districts planned to rely on local revenue more than those that were less wealthy or were located outside of the major urban core. The school districts with the lowest concentrations of economically disadvantaged students also on average relied more on local revenue to fund their schools.

17%

The lowest wealth category (less than \$117,056 per WADA) planned to fund its schools with 17% of its funds coming from local sources—with an average M&O tax rate of \$1.17.

AUSTIN ISD

95.6%

**TSA
AVERAGE**

57.5%

**PHARR-SAN
JUAN ALAMO
ISD**

17.9%

Revenue Data

District Information			Taxable Value Per Student			M&O Tax Rate			% Local General Fund		
District No.	District Name	County	2015-16	2014-15	% Diff	2015-16	2014-15	% Diff	2015-16	2014-15	% Diff
014906	Killeen	Bell	\$157,777	\$160,085	-1.4%	\$1.0400	\$1.0400	0.0%	23.6%	25.5%	-1.9%
015907	San Antonio	Bexar	\$271,335	\$239,705	13.2%	\$1.0400	\$1.0400	0.0%	36.0%	34.0%	2.1%
015910	North East	Bexar	\$493,785	\$450,913	9.5%	\$1.0400	\$1.0400	0.0%	69.7%	67.1%	2.7%
015915	Northside	Bexar	\$406,674	\$368,493	10.4%	\$1.0400	\$1.0400	0.0%	57.3%	55.0%	2.4%
031903	Harlingen	Cameron	\$174,283	\$178,930	-2.6%	\$1.1700	\$1.0400	12.5%	25.1%	25.5%	-0.4%
057905	Dallas	Dallas	\$561,955	\$521,229	7.8%	\$1.0401	\$1.0401	0.0%	72.8%	71.1%	1.7%
057909	Garland	Dallas	\$245,972	\$239,842	2.6%	\$1.0400	\$1.0400	0.0%	34.1%	34.5%	-0.4%
057912	Irving	Dallas	\$297,084	\$277,300	7.1%	\$1.0400	\$1.0400	0.0%	42.4%	40.5%	1.9%
057914	Mesquite	Dallas	\$155,807	\$155,052	0.5%	\$1.0400	\$1.0400	0.0%	23.1%	23.5%	-0.4%
057916	Richardson	Dallas	\$458,411	\$439,447	4.3%	\$1.0401	\$1.0401	0.0%	66.0%	65.8%	0.2%
068901	Ector County	Ector	\$415,885	\$449,106	-7.4%	\$1.0400	\$1.0400	0.0%	68.3%	70.4%	-2.1%
071902	El Paso	El Paso	\$262,357	\$259,923	0.9%	\$1.0400	\$1.0400	0.0%	36.5%	37.9%	-1.4%
071909	Socorro	El Paso	\$190,448	\$192,015	-0.8%	\$0.9761	\$0.9761	0.0%	26.1%	27.4%	-1.2%
079907	Fort Bend	Fort Bend	\$430,652	\$392,816	9.6%	\$1.0400	\$1.0400	0.0%	59.1%	57.0%	2.2%
101902	Aldine	Harris	\$270,063	\$246,425	9.6%	\$1.1334	\$1.1334	0.0%	36.8%	36.0%	0.8%
101903	Alief	Harris	\$290,494	\$270,540	7.4%	\$1.1250	\$1.1250	0.0%	38.7%	37.4%	1.3%
101907	Cypress-Fairbanks	Harris	\$384,606	\$354,520	8.5%	\$1.0400	\$1.0400	0.0%	55.8%	52.7%	3.2%
101912	Houston	Harris	\$694,316	\$632,840	9.7%	\$1.0267	\$1.0267	0.0%	87.1%	82.5%	4.6%
101913	Humble	Harris	\$336,613	\$319,797	5.3%	\$1.1700	\$1.1700	0.0%	49.6%	48.0%	1.6%
101914	Katy	Harris	\$449,047	\$402,499	11.6%	\$1.1266	\$1.1266	0.0%	62.0%	58.3%	3.7%
101920	Spring Branch	Harris	\$747,585	\$657,167	13.8%	\$1.0900	\$1.0900	0.0%	95.3%	93.8%	1.5%
108906	McAllen	Hidalgo	\$262,751	\$253,570	3.6%	\$1.0400	\$1.0400	0.0%	35.9%	37.9%	-2.0%
108909	Pharr-San Juan-Alamo	Hidalgo	\$119,848	\$118,230	1.4%	\$1.1700	\$1.1700	0.0%	17.1%	18.0%	-0.9%
152901	Lubbock	Lubbock	\$333,133	\$326,714	2.0%	\$1.0400	\$1.0400	0.0%	48.5%	49.8%	-1.3%
161914	Waco	Mclennan	\$305,828	\$291,495	4.9%	\$1.1700	\$1.0400	12.5%	43.8%	41.7%	2.1%
165901	Midland	Midland	\$803,078	\$784,192	2.4%	\$1.0401	\$1.0401	0.0%	95.641	95.0%	0.6%
178904	Corpus Christi	Nueces	\$363,020	\$348,574	4.1%	\$1.0601	\$1.0601	0.0%	50.7%	51.1%	-0.4%

District Information			Taxable Value Per Student			M&O Tax Rate			% Local General Fund		
District No.	District Name	County	2015-16	2014-15	% Diff	2015-16	2014-15	% Diff	2015-16	2014-15	% Diff
188901	Amarillo	Potter	\$235,381	\$237,038	-0.7%	\$1.0800	\$1.0800	0.0%	35.8%	37.2%	-1.4%
212905	Tyler	Smith	\$432,329	\$430,474	0.4%	\$1.0400	\$1.0400	0.0%	61.6%	63.9%	-2.3%
220901	Arlington	Tarrant	\$337,967	\$335,586	0.7%	\$1.0400	\$1.0400	0.0%	49.6%	48.3%	1.2%
220905	Fort Worth	Tarrant	\$326,532	\$331,515	-1.5%	\$1.0400	\$1.0400	0.0%	46.2%	47.7%	-1.5%
220916	Hurst-Euless-Bedford	Tarrant	\$416,766	\$419,787	-0.7%	\$1.0400	\$1.0400	0.0%	60.7%	60.9%	-0.3%
221901	Abilene	Taylor	\$245,867	\$235,081	4.6%	\$1.0400	\$1.0400	0.0%	37.4%	37.6%	-0.2%
226903	San Angelo	Tom Green	\$300,084	\$283,309	5.9%	\$1.0400	\$1.0400	0.0%	45.1%	43.7%	1.4%
227901	Austin	Travis	\$1,032,217	\$896,599	15.1%	\$1.0790	\$1.0790	0.0%	95.64%	94.9%	0.7%
240903	United	Webb	\$367,624	\$342,309	7.4%	\$1.0400	\$1.0400	0.0%	49.1%	47.7%	1.4%
246909	Round Rock	Williamson	\$569,910	\$529,896	7.6%	\$1.0400	\$1.0400	0.0%	81.4%	76.4%	5.0%
State Totals			\$422,587	\$407,600	3.7%	\$1.0628	\$1.0584	0.4%	53.4%	53.3%	0.1%
TSA Totals			\$434,605	\$404,789	7.4%	\$1.0535	\$1.0518	0.2%	57.5%	56.4%	1.1%

Expenditure Data

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TSA Instruction Expenditures

Per Student

2015-2016



3.8%

TSA spent 3.8% more on instruction than it did in 2014-15.

4.5%

Districts with \$217-215-\$248,625 wealth per WADA spent 4.5% more than the TSA average on instruction per student.

TSA districts spent \$11.6 billion on instruction in 2015-16, which made up about 62% of TSA's total basic educational expenditures. Instruction per student expenditures went up on average from 2014-15 to 2015-16, regardless of a district's wealth per WADA or concentration of economically disadvantaged students. Those with higher concentrations of economically disadvantaged students spent more than those with smaller concentrations, and TSA districts, on average, spent more in 2015-16 than in 2014-15 (only 4 spent less). About \$1,744 per student separated the district that spent the most on instruction per student and the one that spent the least.

\$866

Districts with the highest concentrations of economically disadvantaged students (90%+) spent about \$866 more on instruction per student than districts that spent the least on instruction per student. (This group had only 30%-50% of its students characterized as economically disadvantaged).

ALIEF ISD

\$6,609

TSA AVERAGE

\$5,745

**SAN ANGELO
ISD**

\$4,865

TSA Leadership Expenditures Per Student 2015-2016



7.42%

Schools in the lowest wealth per WADA category spent 7.42% more on central leadership costs than they did in 2014-15.

\$102

The wealth group that spent the most per student on central leadership per student spent \$102 on average more than the wealth category that spent the least on average.

TSA spent \$408 million on central leadership in 2015-16. This sum equals only 3.5% of what TSA districts spent on instruction; however, districts spent 4% more on these expenses in 2015-16 than they did in 2014-15. TSA districts with higher concentrations of economically disadvantaged students spent more, as did schools outside of the urban core. Those schools with the largest enrollments spent less per student on average. In addition, there does not appear to be a direct link between a district's level of wealth and the amount of money it spends on central leadership.

2

Two of Dallas County's school districts are among the ten districts that spend the most on central leadership per student.

DALLAS ISD

\$331

TSA AVERAGE

\$202

**NORTHSIDE
ISD**

\$120

TSA Payroll Per Student

2015-2016



4%

TSA spent more on payroll per student on average in 2015-16 than it did in 2014-15.

1

One district with over 100,000 students—Dallas ISD—fell among the top ten payroll per student spenders. On average, districts with at least 50,000 students paid the most in payroll per student.

TSA districts spent \$15.1 billion on payroll in 2015-16—up from \$14.5 billion in 2014-15. Districts with larger concentrations of economically disadvantaged students tended to spend more on payroll than districts with lower concentrations of these students. Similarly, urban districts paid more money per student to cover payroll expenses than those away from the urban core. However, in 2015-16, especially compared to 2014-15, there seems to be no obvious connection between a district's wealth and how much it spends on payroll.

\$1,032

ALIEF ISD

\$8,696

TSA AVERAGE

\$7,474

SOCORRO ISD

\$6,585

The lowest wealth category paid on average \$1,032 more dollars in payroll than the second lowest wealth category—the largest difference in payroll per student averages between contiguous wealth categories.

TSA Debt Service Per Student

2015-2016



\$2.6B

TSA paid nearly \$2.6 billion in debt service in 2015-16.

\$1,479

Major Urban districts had an average of \$1,479 of debt service per student. This was a 18% decrease from the previous year.

On average, wealthy, urban and high enrollment districts had higher amounts of debt service per student in 2015-16. The amount of TSA debt service decreased from 2014-15 on average; however, districts of varying levels of wealth experienced very different changes in the amount of debt service per student they paid from the year before. Districts with more than \$605,534 wealth per WADA decreased their debt service per student by about 43%, whereas the \$286,412-\$346,099 category increased by about 20%.

\$387M

Collectively, TSA paid \$387 million less in debt service in 2015-16 than in 2014-15, despite having 7,013 more students.

HOUSTON ISD

\$2,346

**TSA
AVERAGE**

\$1,301

KILLEEN ISD

\$277

TSA Basic Educational Expenditures Per Student

2015-2016



14.5%

Districts with student populations made up of more than 90% economically disadvantaged students spent 14.5% more on basic educational expenditures than the TSA average.

2

Two school districts (McAllen ISD and Pharr-San Juan-Alamo ISD) in Hidalgo County were in the top 10 ten spending school districts according to basic expenditures per student.

In 2015-16, TSA districts spent \$18.7 billion on basic educational expenditures, which included central administrative/leadership, operational, instruction and instructional support costs. Districts with more than 50,000 students and those with higher concentrations of economically disadvantaged students spent more per student on basic educational expenditures than smaller districts and ones with smaller concentrations of economically disadvantaged students.

\$777

Districts with \$286,412-\$346,099 wealth per WADA on average increased their basic educational expenditures by \$777 per student from 2014-2015—a 9.2% increase.

**SAN ANTONIO
ISD**

\$10,586

TSA AVERAGE

\$9,243

**HURST-
EULESS-
BEDFORD ISD**

\$8,032

Expenditures Data

District Information			Instruction Per Student			Leadership Expenditures Per Student			Payroll		
District No.	District Name	County	2015-16	2014-15	% Diff	2015-16	2014-15	% Diff	2015-16	2014-15	% Diff
014906	Killeen	Bell	\$5,712	\$5,505	3.8%	\$208	\$172	21.3%	\$7,268	\$6,940	4.7%
015907	San Antonio	Bexar	\$6,364	\$5,849	8.8%	\$269	\$260	3.3%	\$8,423	\$8,040	4.8%
015910	North East	Bexar	\$5,610	\$5,476	2.4%	\$181	\$168	7.7%	\$7,271	\$7,006	3.8%
015915	Northside	Bexar	\$5,608	\$5,542	1.2%	\$120	\$115	4.1%	\$7,467	\$7,304	2.2%
031903	Harlingen	Cameron	\$5,821	\$5,502	5.8%	\$240	\$229	5.2%	\$8,047	\$7,706	4.4%
057905	Dallas	Dallas	\$6,124	\$5,781	5.9%	\$331	\$311	6.6%	\$7,959	\$7,403	7.5%
057909	Garland	Dallas	\$5,533	\$5,471	1.1%	\$256	\$262	-2.1%	\$7,316	\$7,163	2.1%
057912	Irving	Dallas	\$5,936	\$5,948	-0.2%	\$211	\$200	5.7%	\$7,777	\$7,597	2.4%
057914	Mesquite	Dallas	\$5,401	\$5,383	0.3%	\$199	\$191	4.1%	\$6,999	\$6,779	3.3%
057916	Richardson	Dallas	\$5,712	\$5,545	3.0%	\$206	\$182	13.0%	\$7,480	\$7,229	3.5%
068901	Ector County	Ector	\$5,387	\$5,007	7.6%	\$218	\$200	9.0%	\$6,972	\$6,218	12.1%
071902	El Paso	El Paso	\$6,295	\$5,905	6.6%	\$176	\$162	8.2%	\$7,926	\$7,645	3.7%
071909	Socorro	El Paso	\$4,966	\$4,851	2.4%	\$177	\$173	2.3%	\$6,585	\$6,454	2.0%
079907	Fort Bend	Fort Bend	\$5,487	\$5,400	1.6%	\$218	\$202	8.1%	\$7,277	\$7,123	2.2%
101902	Aldine	Harris	\$5,983	\$5,545	7.9%	\$217	\$209	3.5%	\$7,817	\$7,270	7.5%
101903	Alief	Harris	\$6,609	\$6,354	4.0%	\$182	\$174	5.0%	\$8,696	\$8,225	5.7%
101907	Cypress-Fairbanks	Harris	\$5,455	\$5,261	3.7%	\$131	\$118	11.0%	\$6,988	\$6,742	3.6%
101912	Houston	Harris	\$5,581	\$5,235	6.6%	\$168	\$167	0.9%	\$6,858	\$6,458	6.2%
101913	Humble	Harris	\$5,479	\$5,283	3.7%	\$196	\$189	3.8%	\$7,220	\$6,905	4.6%
101914	Katy	Harris	\$5,985	\$5,894	1.5%	\$151	\$153	-1.6%	\$7,633	\$7,381	3.4%
101920	Spring Branch	Harris	\$5,716	\$5,503	3.9%	\$252	\$220	14.8%	\$7,628	\$7,412	2.9%
108906	McAllen	Hidalgo	\$6,225	\$5,745	8.4%	\$236	\$232	1.6%	\$7,740	\$7,388	4.8%
108909	Pharr-San Juan-Alamo	Hidalgo	\$5,799	\$5,610	3.4%	\$226	\$211	7.4%	\$8,116	\$7,871	3.1%
152901	Lubbock	Lubbock	\$5,865	\$5,576	5.2%	\$208	\$190	9.6%	\$6,965	\$6,733	3.4%
161914	Waco	Mclennan	\$5,922	\$5,437	8.9%	\$313	\$271	15.5%	\$7,670	\$6,995	9.6%
165901	Midland	Midland	\$5,444	\$5,664	-3.9%	\$260	\$268	-3.1%	\$7,192	\$7,418	-3.0%
178904	Corpus Christi	Nueces	\$5,200	\$5,178	0.4%	\$206	\$224	-7.8%	\$7,024	\$6,932	1.3%

District Information			Instruction Per Student			Leadership Expenditures Per Student			Payroll		
District No.	District Name	County	2015-16	2014-15	% Diff	2015-16	2014-15	% Diff	2015-16	2014-15	% Diff
188901	Amarillo	Potter	\$5,709	\$5,705	0.1%	\$149	\$139	7.3%	\$7,038	\$6,959	1.1%
212905	Tyler	Smith	\$5,430	\$5,816	-6.6%	\$251	\$202	24.4%	\$6,966	\$7,111	-2.0%
220901	Arlington	Tarrant	\$6,104	\$5,473	11.5%	\$133	\$128	3.8%	\$7,366	\$6,976	5.6%
220905	Fort Worth	Tarrant	\$6,074	\$5,815	4.4%	\$174	\$182	-4.2%	\$7,880	\$7,619	3.4%
220916	Hurst-Euless-Bedford	Tarrant	\$5,045	\$5,027	0.4%	\$204	\$198	2.7%	\$6,718	\$6,657	0.9%
221901	Abilene	Taylor	\$5,480	\$5,289	3.6%	\$266	\$247	7.9%	\$7,460	\$7,091	5.2%
226903	San Angelo	Tom Green	\$4,865	\$4,781	1.8%	\$180	\$172	4.8%	\$6,628	\$6,366	4.1%
227901	Austin	Travis	\$5,923	\$5,947	-0.4%	\$222	\$216	2.9%	\$8,341	\$8,352	-0.1%
240903	United	Webb	\$5,364	\$5,244	2.3%	\$258	\$264	-2.5%	\$7,914	\$7,567	4.6%
246909	Round Rock	Williamson	\$5,536	\$5,431	1.9%	\$156	\$150	3.6%	\$7,218	\$7,050	2.4%
	State Totals		\$5,648	\$5,475	3.2%	\$274	\$263	3.9%	\$7,426	\$7,164	3.7%
	TSA Totals		\$5,745	\$5,534	3.8%	\$202	\$193	4.4%	\$7,474	\$7,187	4.0%

Expenditures Data Continued

District Information			Debt Service Per Student			Basic Expenditures Per Student		
District No.	District Name	County	2015 -16	2014- 15	% Diff	2015 -16	2014 -15	% Diff
014906	Killeen	Bell	\$277	\$284	-2.6%	\$8,915	\$8,654	3.0%
015907	San Antonio	Bexar	\$1,389	\$1,122	23.7%	\$10,586	\$10,000	5.9%
015910	North East	Bexar	\$1,696	\$1,869	-9.3%	\$8,801	\$8,500	3.5%
015915	Northside	Bexar	\$1,422	\$1,291	10.1%	\$8,676	\$8,549	1.5%
031903	Harlingen	Cameron	\$660	\$642	2.7%	\$9,820	\$9,298	5.6%
057905	Dallas	Dallas	\$1,496	\$1,204	24.3%	\$10,392	\$9,666	7.5%
057909	Garland	Dallas	\$1,030	\$750	37.4%	\$9,320	\$8,873	5.0%
057912	Irving	Dallas	\$1,618	\$1,372	18.0%	\$9,215	\$9,061	1.7%
057914	Mesquite	Dallas	\$1,205	\$1,165	3.5%	\$8,511	\$8,363	1.8%
057916	Richardson	Dallas	\$1,319	\$1,269	4.0%	\$8,702	\$8,395	3.7%
068901	Ector County	Ector	\$573	\$447	28.1%	\$8,723	\$7,957	9.6%
071902	El Paso	El Paso	\$566	\$713	-20.6%	\$9,851	\$9,209	7.0%
071909	Socorro	El Paso	\$1,048	\$1,137	-7.8%	\$8,312	\$8,055	3.2%
079907	Fort Bend	Fort Bend	\$1,389	\$967	43.7%	\$9,136	\$8,597	6.3%
101902	Aldine	Harris	\$609	\$569	6.9%	\$9,852	\$9,137	7.8%
101903	Alief	Harris	\$514	\$524	-1.9%	\$10,132	\$9,704	4.4%
101907	Cypress-Fairbanks	Harris	\$1,484	\$1,389	6.8%	\$8,236	\$7,853	4.9%
101912	Houston	Harris	\$2,346	\$4,914	-52.3%	\$8,989	\$8,463	6.2%
101913	Humble	Harris	\$1,358	\$1,368	-0.7%	\$8,599	\$8,281	3.8%
101914	Katy	Harris	\$1,835	\$1,716	6.9%	\$9,061	\$8,869	2.2%
101920	Spring Branch	Harris	\$2,297	\$2,015	14.0%	\$9,280	\$8,886	4.4%
108906	McAllen	Hidalgo	\$483	\$537	-10.0%	\$9,975	\$9,199	8.4%
108909	Pharr-San Juan-Alamo	Hidalgo	\$981	\$963	1.9%	\$9,855	\$9,533	3.4%
152901	Lubbock	Lubbock	\$650	\$694	-6.2%	\$9,266	\$8,860	4.6%
161914	Waco	Mclennan	\$1,032	\$1,122	-8.0%	\$10,239	\$9,533	7.4%
165901	Midland	Midland	\$835	\$770	8.4%	\$8,870	\$9,043	-1.9%
178904	Corpus Christi	Nueces	\$732	\$680	7.6%	\$9,057	\$8,868	2.1%
188901	Amarillo	Potter	\$355	\$366	-3.0%	\$8,636	\$8,593	0.5%

District Information			Debt Service Per Student			Basic Expenditures Per Student		
District No.	District Name	County	2015 -16	2014- 15	% Diff	2015 -16	2014 -15	% Diff
212905	Tyler	Smith	\$1,460	\$1,503	-2.9%	\$8,822	\$9,181	-3.9%
220901	Arlington	Tarrant	\$1,273	\$1,028	23.8%	\$9,593	\$8,452	13.5%
220905	Fort Worth	Tarrant	\$1,009	\$1,061	-4.9%	\$9,696	\$9,376	3.4%
220916	Hurst-Euless-Bedford	Tarrant	\$1,308	\$1,345	-2.7%	\$8,032	\$7,962	0.9%
221901	Abilene	Taylor	\$589	\$586	0.5%	\$9,061	\$8,756	3.5%
226903	San Angelo	Tom Green	\$654	\$741	-11.7%	\$8,159	\$7,965	2.4%
227901	Austin	Travis	\$1,267	\$1,252	1.2%	\$9,749	\$9,838	-0.9%
240903	United	Webb	\$780	\$752	3.8%	\$9,324	\$9,117	2.3%
246909	Round Rock	Williamson	\$1,613	\$1,604	0.6%	\$8,640	\$8,421	2.6%
	State Totals		\$1,425	\$1,435	-0.7%	\$9,320	\$9,005	3.5%
	TSA Totals		\$1,301	\$1,498	-13.1%	\$9,243	\$8,848	4.5%

Accountability Indicators

STAAR Post-Secondary Readiness	p. 34
College and Career Readiness	p. 35
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TSA STAAR Postsecondary Readiness (PSR)

2015-16



51%

Fifty-one percent of students in suburban TSA districts met the final PSR standard for two or more subjects. This was the highest rate of any TSA district type.

8

Eight TSA Districts had college and career readiness rates of 50% or higher.

TSA STAAR postsecondary readiness (PSR) rates were lower than TSA College and Career Readiness (CCR) rates overall. There is an inverse relationship between the concentration of students who are economically disadvantaged and the percent of students that achieve PSR in 2015-16. Also, TSA district students in the top three wealth categories did better than those in lower-wealth categories.

3.4%

There was only a 3.4% difference between the average PSR rate of the TSA districts with more than 50,000 students and the average PSR rate of the TSA districts with fewer than 24,999 students.

KATY ISD

66.7%

TSA AVERAGE

43.4%

**SAN ANTONIO
ISD**

24.5%

SOURCE: TEA Texas Academic Performance Reports Data (2015-16)

TSA College and Career Readiness

2015



94%

94% of students in Pharr-San Juan-Alamo, the only TSA district in the lowest wealth category, met the criteria for CCR.

4

Four TSA districts had college and career readiness rates of 90% or higher.

TSA College and Career Readiness (CCR) rates were quite high overall. CCR rates tended to increase as district enrollment increased. While the TSA districts with the highest concentrations of economically disadvantaged students had the lowest rates, the differences between the rates of TSA districts with other concentrations of economically disadvantaged students varied by a maximum of 4%.

4%

There was only a 4% difference between major urban districts' CCR rates (72%) and other central city suburban districts' (76%). This was the largest spread between any two TSA district types.

UNITED ISD

98.1%

TSA AVERAGE

73.0%

**MESQUITE
ISD**

52.8%

Accountability Indicators

District Information			STAAR Post-Secondary Readiness	College and Career Readiness
District No.	District Name	County	2015-16	2015
014906	Killeen	Bell	40.0%	57.7%
015907	San Antonio	Bexar	24.5%	63.7%
015910	North East	Bexar	53.1%	68.5%
015915	Northside	Bexar	47.6%	71.1%
031903	Harlingen	Cameron	40.2%	76.4%
057905	Dallas	Dallas	34.1%	92.2%
057909	Garland	Dallas	44.3%	65.9%
057912	Irving	Dallas	36.2%	67.2%
057914	Mesquite	Dallas	37.9%	52.8%
057916	Richardson	Dallas	55.5%	94.6%
068901	Ector County	Ector	25.3%	74.0%
071902	El Paso	El Paso	41.4%	67.4%
071909	Socorro	El Paso	47.8%	58.0%
079907	Fort Bend	Fort Bend	58.1%	68.3%
101902	Aldine	Harris	30.3%	80.8%
101903	Alief	Harris	38.0%	58.4%
101907	Cypress-Fairbanks	Harris	56.8%	88.2%
101912	Houston	Harris	39.5%	69.6%
101913	Humble	Harris	52.5%	66.3%
101914	Katy	Harris	66.7%	68.2%
101920	Spring Branch	Harris	48.3%	77.2%
108906	McAllen	Hidalgo	47.6%	88.2%
108909	Pharr-San Juan-Alamo	Hidalgo	36.8%	94.0%
152901	Lubbock	Lubbock	36.5%	84.8%
161914	Waco	McLennan	25.1%	71.0%
165901	Midland	Midland	35.0%	55.1%

District Information			STAAR Post- Secondary Readiness	College and Career Readiness
District No.	District Name	County	2015-16	2015
178904	Corpus Christi	Nueces	35.9%	61.7%
188901	Amarillo	Potter	42.0%	58.3%
212905	Tyler	Smith	35.8%	55.8%
220901	Arlington	Tarrant	42.1%	67.0%
220905	Fort Worth	Tarrant	31.3%	69.6%
220916	Hurst-Euless-Bedford	Tarrant	57.7%	68.8%
221901	Abilene	Taylor	37.4%	64.0%
226903	San Angelo	Tom Green	38.6%	72.4%
227901	Austin	Travis	49.7%	72.6%
240903	United	Webb	43.4%	98.1%
246909	Round Rock	Williamson	65.8%	80.9%
	State Totals		44.0%	73.0%
	TSA Totals		43.4%	73.0%

Appendix

Definitions

p. 39

Definitions

These definitions explain the terminology used throughout the snapshot reports as well as the records included at the back of each section of reports.

General Terminology

1. District name

The name of each school district is listed. The districts shown are listed alphabetically by county name and then by district name within the county. (Note: In several instances, two districts share the same district name. This is where the county name is helpful.)

Source: TEA—PEIMS; *Data file:* DISTRICT; *Variables:* COUNTY, DISTRICT

2. County name

The county name associated with each district name is listed.

Source: TEA—PEIMS; *Data file:* DISTRICT; *Variables:* COUNTY NAME

Section I. Student and Staffing Data

1. Fall 2015 Enrollment

For the 37 school districts in operation in 2015-16, the number of students enrolled in October 2015 in TSA districts totaled 2,021,057, a 1% decrease from 2014-15 (2,033,497 enrollment 2014-15).

Source: TEA—PEIMS; *Data file:* Student Demographics (DISTRICT_PROGRAM_ENROLL17); *Variable:* Total Student (TOTAL_STUD)

2. Student to Teacher Ratio

This report shows the ratio of students to FTE classroom teacher.

Source: TEA—PEIMS; *Data files:* Staff and Student Demographics (STAFF_DEMOG17, DISTRICT_PROGRAM_ENROLL17); *Variables/Codes:* Total Student (TOTAL_STUD), Non-shared services Teacher FTEs

3. Student to Campus Admin. Ratio

This report shows the ratio of students to campus administration FTE.

Source: TEA—PEIMS; *Data files:* Staff and Student Demographics (STAFF_DEMOG17, DISTRICT_PROGRAM_ENROLL17); *Variables:* Total Students (TOTAL_STUD), Campus Admin. FTEs

4. Student to Central Admin. Ratio

This report shows the ratio of students to central administration FTE.

Source: TEA—PEIMS; *Data files:* Staff and Student Demographics (STAFF_DEMOG17, DISTRICT PROGRAM ENROLL17); *Variables:* Total Students (TOTAL_STUD), Central Admin. FTEs

5. Teacher Pay

This report reflects the average base salary for non-shared services classroom teachers, excluding career-ladder or supplemental pay.

Source: TEA—PEIMS; *Data file:* Staff Demographics (STAFF_DEMOG17); *Variables/Codes:* ROLES = (025, 029, and 047), Full-Time Equivalents (FTES), BASEPAY

Districts were required to report budgeted TRS revenue on-behalf benefits (Object Code 5831) beginning in 1995-96. In presenting budgeted expenditures for Object Codes 6100-6499 in Texas State Educational Budget Data 2015-16-17, any TRS revenue reported prior to 2016-17 was used as a proxy for 2016-17 for districts not reporting TRS on-behalf benefits. TRS on-behalf benefits were allocated back to function expenditures, based on the ratio of payroll amounts for specific functions to total payroll, in order to provide for comparability between districts.

6. Central Administrators Pay

This report reflects the average base salary for non-shared services administrators at the central office level.

Source: TEA-PEIMS; *Data file:* Staff Demographics (STAFF_DEMOG17); *Variables/Codes:* ROLES = (004, 012, 027, 040, 043, 044, 045, 055), FTE, BASEPAY

Section II. Revenue Data

1. 2015 Local Taxable Value per Student

This 2015 estimate of total taxable value for school tax purposes divided by October 2015 student enrollment.

Source: SPTD; *Data file:* Preliminary School District Report of Property Value 2015, DISTRICT_PROGRAM_ENROLL17; *Variables:* Total Students (TOTAL_STUD), Total Taxable Value (SR0652)

2015 Tax Rate: Maintenance and Operations

The nominal tax rate adopted for maintenance and operations purposes as reported by school districts is shown. The state average maintenance and operations tax rate is derived from the total tax levy, after adjustments due to the over-65 tax freeze loss.

2. Local Revenue

This report reflects the percentage of the total general fund revenue derived from local sources. The figures have been adjusted for revenue from sale of WADA, services to other districts, and contracted instruction for 2015-16.

Source: TEA PEIMS; *Data file:* BUDGET17, Adjusted General Fund Revenue (See definition above); Adjusted Local Revenue (See definition below)

Formula: (Adjusted Local Revenue/ Adjusted General Fund Revenue)

Local Revenue: Data files: BUDGET17, *Variables:* FUNDS = 199, OBJECTS = 57XX, Total Students (TOTAL_STUD)

Adjusted Local Revenue Formula:
(Local Revenue + Revenue Adjustment)

Section III. Expenditure Data

1. Instruction Expenditures per Student

The cost of activities related to direct instruction of students, including teacher salaries, equipment, and supplies, resources and media services, curriculum and personnel development, and communications are shown in amount per student.

Source: TEA—PEIMS; *Data file:* ACTUAL16; *Variables/Codes:* FUNDS = 101-701, OBJECTS = 6100 through 6499, and FUNCTION = (11, 12, 13, 95), Actual Amount (ACTAMT)

2. Leadership Expenditures per Student

The cost of central administration of the district, including salaries for the superintendent, instructional leadership, and administrative staff, are shown in total expenditures, amount per student and percent of total basic operating costs.

Source: TEA—PEIMS; *Data file:* ACTUAL16; *Variables/Codes:* FUNDS = 101 through 701, OBJECTS = 6100 through 6499, and FUNCTIONS = (41), Actual Amount (ACTAMT)

3. Payroll per Student

This column lists the actual wage and salary costs per student for the 2015-16 school year. TRS on-behalf benefits are included.

Source: TEA—PEIMS; *Data file:* ACTUAL16; *Variables/Codes:* FUNDS: ALL FUND = 101–699 and 701, OBJECTS = 6100–6149, Actual Amount (ACTAMT)

4. Debt Service per Student

This report lists the actual cost per student of repayment of principal and interest on bonds and loans for the 2015-16 school year.

Source: TEA—PEIMS; *Data file:* ACTUAL16; *Variables/Codes:* FUNDS: ALL FUNDS = 101–699 and 701, OBJECTS = 6500–6599, Actual Amount (ACTAMT)

5. Basic Education Expenses per Student

This item reflects the total cost of total basic operations as part of instruction, instructional support, district operations (including transportation) and central administration costs. Functions 61, 71, 81, 91 (Contracted Instruction), 92 (Incremental Costs/Chapter 36), 93 (Payments to Shared Services), 94 (Public Education Grants), 96 (Payments to Charter Schools), 97 (TIF) and 99 (Other) are not included in these totals. Facilities, recapture and payments to Shared Services are shown under separate columns.

Source: TEA—PEIMS; *Data file:* ACTUAL16; *Variables/Codes:* FUNDS = 101 - 701, sum all OBJECTS and FUNCTIONS, for Instruction, Instructional Support, District Operations and Central Administration.

Instruction

The cost of activities related to direct instruction of students, including teacher salaries, equipment, and supplies, resources and media services, curriculum and personnel development, and communications are shown in total expenditures, amount per student and percent of total basic operating costs.

Source: TEA—PEIMS; *Data file:* BUDGET17; *Variables/Codes:* FUNDS = 199 and 599, OBJECTS = (6100, 6200, 6300, and 6400), and FUNCTION = (11, 12, 13, 95), Budget Amount (BUDGAMT)

Instructional Support

The cost of services indirectly related to instruction, including guidance and counseling, attendance, co-curricular, health, and food service, recreation, civic activities, and services for nonpublic school students, campus administration for the district, including salaries for principals, and payments to JJAEPs are shown in total expenditures, amount per student and percent of total basic operating costs.

Source: TEA—PEIMS; Data file: BUDGET17; Variables/Codes: FUNDS = 199 and 599, OBJECTS = (6100, 6200, 6300, and 6400), and FUNCTIONS = (21, 23, 31, 32, 33, 36), Budget Amount (BUDGAMT)

District Operations

The cost of infrastructure operations for the district, including transportation – management and service of equipment except purchases, food service, data processing staff, security and monitoring, maintaining the physical plant and management costs (primarily) of facilities acquisition and construction, are shown in total expenditures, amount per student and percent of total basic operating costs.

Source: TEA—PEIMS; Data file: BUDGET17; Variables/Codes: FUNDS = 199 and 599, OBJECTS = (6100, 6200, 6300, and 6400), and FUNCTIONS = (34, 35, 51, 52, and 53), Budget Amount (BUDGAMT)

Central Administration

The cost of central administration of the district, including salaries for the superintendent, instructional leadership, and administrative staff, are shown in total expenditures, amount per student and percent of total basic operating costs.

Source: TEA—PEIMS; Data file: BUDGET17; Variables/Codes: FUNDS = 199 and 599, OBJECTS = (6100, 6200, 6300, and 6400), and FUNCTIONS = (41), Budget Amount (BUDGAMT)

Section IV. Accountability Indicators

1. STAAR Post-Secondary Readiness

The percentage of students who are determined to be sufficiently prepared for postsecondary success by achieving the Final Level II performance standard on two or more assessments. The measure Two or More Subjects includes the performance of 1) students who took only one assessment and scored at the postsecondary level or better and 2) students who scored at the postsecondary level or better on two or more assessments. A student who took more than one assessment and scored at the postsecondary level on only one of them is not included in the count of postsecondary-ready students. This measure is part of determining the score for Index 4.

Source: TEA 2015-16 Texas Academic Performance Report Glossary and Texas Academic Performance Report Data download: District STAAR Data - Postsecondary Readiness Standard (All Grades)

Variable/Codes: DA00A004216N District 2016 STAAR Postsecondary Readiness: Number of students meeting level 2 requirement for Two or More Subjects - All Numerator and DA00A004216D District 2016 STAAR Postsecondary Readiness: Number of students taking a test in Two or More Subjects - All Denominator

2. College and Career Readiness

College and Career Ready Graduates: The number of 2014–15 annual graduates who demonstrate preparedness for postsecondary success in one of three ways:

- Meeting the TSI criteria in both ELA/reading and mathematics, as described above for College-Ready Graduates
- Completing and earning credit for at least two advanced/dual-credit courses in the 2013–14 or 2014–15 school year
- Enrolling in a coherent sequence of career and technical education (CTE) courses as part of a four-year plan of study to take two or more CTE courses for three or more credits

Source: TEA 2015-16 Texas Academic Performance Report Glossary and Texas Academic Performance Report Data download: District College-Ready Graduates, College & Career Ready, CTE-Coherent Sequence; Variable/Codes: DAoGP15D District 2015 College & Career Ready Graduates: All Students Denominator and DAoGP15N District 2015 College & Career Ready Graduates: All Students Numerator