Texas School Alliance

October 18, 2017
Superintendent & LEAD Staff Agenda

10:30 – 11:00 a.m.	**President's Overview and Goal Setting** *Dr. Wanda Bamberg*
11:00 – 11:20 a.m.	**Consultants' Report** *Moak, Casey & Associates, Hillco Partners, Thompson & Horton*
11:20 – 11:45 a.m.	**School Finance Commission** *Joe Wisnoski, Moak, Casey & Associates*
11:45 – 12:00 p.m.	**Texas School Alliance Benchmarks** *Catherine Knepp, Moak, Casey & Associates*
12:00 – 12:40 p.m.	**LUNCH**
12:40 – 1:00 p.m.	**TEA Interim and Formative Assessments** *Dee Carney, Moak, Casey & Associates*
1:00 – 1:30 p.m.	**HB 22 Update and Projections** *Dr. Curtis Culwell and Dee Carney, Moak, Casey & Associates*
1:30 – 1:40 p.m.	**APAC Update** *Mr. HD Chambers, Superintendent Alief ISD, APAC member*
1:40 – 2:00 p.m.	**Federal Update** *Thompson & Horton*
2:00 – 2:20 p.m.	**ESSA Accountability Update** *Dee Carney, Moak, Casey & Associates*
2:20 – 2:30 p.m.	**Closing Remarks and Adjournment** *Dr. Wanda Bamberg*

Texas School Alliance

Legislative Goals: Finance

1. Monitor the Commission on School Finance.
    a. Objective: Brief selected members of the commission on TSA issues in advance of the initial meeting and/or as the commission conducts its hearing.
    b. Objective: Influence the recommendations of the commission on specific components of the school finance system.
    c. Objective: Educate Commission members and Legislators regarding the challenges and the needs of urban and mid-urban TSA districts.
    d. Engage with other education groups regarding appropriate revenue mechanisms to enhance state aid to traditional public schools.
2. Review any interim charges on school finance not addressed by the commission and provide input, technical expertise, and support to the standing education committees during the interim.

Legislative Goals: Accountability

1. Proactively monitor the implementation of HB 22 (A-F Accountability) and its' impact on both state and federal accountability.
2. Provide input, expertise, and support regarding state and federal accountability for TSA districts impacted by Hurricane Harvey.

Legislative Goals: Policy

1. Review all interim charges on education policies identified by the TSA as charges of interest. Provide input, technical expertise, and support to the standing education committees for those charges.
    a. Objective: Brief selected members of the standing education committees and their staff on TSA issues in advance of initial meetings and throughout the interim.
    b. Objective: Provide oral and/or written testimony on selected charges.
2. Monitor development of Texas Administrative Code rules developed in response to legislation passed in the 85th Session by both the Commissioner of Education and the State Board of Education. Provide input, technical expertise, and public comments as necessary.

Goals: State Board Long-Range Plan for Education

1. Monitor the work of the SBOE as the Long-Range Plan (L-RP) for education is developed.
    a. Objective: Brief selected SBOE members on issues of interest to the TSA during the development of the plan.

b. Objective: Influence the recommendations of the ten public stakeholders on specific components of the long-range plan, including but not limited to:
    i. L-RP contents that addresses educating students of poverty;
    ii. L-RP contents on pre-kindergarten/early childhood education; and
    iii. L-RP contents on effective systems of support for all students and how those systems should be funded.

2. Analyze the completed Long Range Plan for Education (projected completion: September 2018) to determine which of the recommended long-term goals for the Texas public school system have implications for Texas School Alliance member districts in the 86th Legislature and beyond.

Federal Goals:

1. Harvey Issues- continue to work on flexibility regarding compliance with Title 1 and IDEA regulations with USDOE for affected school districts. Identify specific financial needs and seek assistance through Appropriations on the final Harvey Relief Bill, including clarification regarding procurement under FERPA and EDG.
2. Social Security Offset Issue ("Windfall Elimination Provision" (WEP) repeal)
    a) Provide support for legislation (Brady) to end the social security penalty offset applicable to TRS beneficiaries
3. Federal Education Budget Issues – oppose cuts to education that have been proposed in first two presidential budgets
    a. Oppose cuts to Medicaid program in either budget or any health care reform that would negatively impact school districts ability to obtain reimbursements
    b. Oppose cuts to Title II and teacher training funds
4. Maintenance OF Effort (MOE) - Use the favorable GAO study to push forward on legislation to provide more flexibility in IDEA MOE requirements
    a. Support reintroduction of the "Wahlberg bill" and develop other bills (such as with Senator Cornyn) which create additional exceptions to IDEA MOE requirement
    b. Secure support for filing and advancing legislation that makes IDEA MOE consistent with the more flexibility in Title 1 MOE requirement
    c. Work with staff offices to use other opportunities, such as the federal appropriations process, to secure at least temporary flexibility in IDEA MOE

School Finance Commission 1

- Charged with developing recommendations for improvements to the current public school finance system or for new methods of financing public schools, including:
  - (1) the purpose of the public school finance system and the relationship between state and local funding in that system;
  - (2) the appropriate levels of local maintenance and operations and interest and sinking fund tax effort necessary to implement a public school finance system that complies with the requirements under the Texas Constitution; and
  - (3) policy changes to the public school finance system necessary to adjust for student demographics and the geographic diversity in the state.

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School Finance Commission 2

- Governor appoints:
  - Chairman of the commission, 1 current or retired classroom teacher, 1 business community member, 1 civic community member
- Lt. Governor appoints 3 senators and 1 administrator or school board member
  - Senators Larry Taylor, Royce West, and Paul Bettencourt
  - Superintendent Doug Killian, Pflugerville ISD

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School Finance Commission

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- Speaker appoints 3 house members and 1 administrator or school board member
- One member of SBOE appointed by chair
  - Keven Ellis, Lufkin
- Commission report due by December 31, 2018
  - Assisted by the Commissioner and staff of TEA

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Previous Commissions and Studies

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Year	Study
1984	Report of the Price Differential Index Advisory Committee to the Texas State Board of Education (SBOE)
1985	Report of the Texas Program Cost Differential Study and Recommendations of the Advisory Committee for Accountable Costs to the SBOE
1986	Report of the Price Differential Index Advisory Committee to the SBOE
1986	The 1985-86 Accountable Costs Study and Recommendation of the Accountable Costs Advisory Committee to the SBOE
1988	SBOE, 1987-88 Accountable Costs Study
1988	SBOE, Revised Cost-of-Education Index
1991	Legislative Education Board (LEB), Cost-of-Education Index, 1992-93 Biennium
1992	LEB, et al., Public Education Special Cost Studies Staff Report
1994	LEB, Foundation School Program Funding Elements, Report to the Foundation School Fund Budget Committee

*Does not include the regular interim charges, court case studies, and/or various organization and association studies issued

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Previous Commissions and Studies

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Year	Study
1997	Legislative Budget Board (LBB), Foundation School Program Funding Elements
1998	SBOE, Revised Cost-of-Education Index
1999	LBB, Foundation School Program Fiscal and Policy Studies
2000	Dana Center, A Study of Uncontrollable Variations in the Costs of Texas Public Education
2001	LBB, Foundation School Program Fiscal and Policy Studies
2004	Joint Select Committee on Public School Finance
2009	LBB, Foundation School Program Fiscal and Policy Studies
2010	Joint Select Committee on Public School Finance Weights, Allotments, and Adjustments

*Does not include the regular interim charges, court case studies, and/or various organization and association studies issued

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Comptroller's Certification Estimate

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- $107.33 billion in funds available for the 2018-2019 biennium
  - Funds available represents a 1% decrease of about $1.2 billion compared to the prior biennium
  - General purposes spending of $107.23 billion
  - $94 million, .0876%, expected ending balance
- Sales tax expected to grow about 10.4% compared to prior biennium
  - Due to $3.23 billion transfer to Highway Fund, spendable growth in Sales Tax only 3.8%

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Economic Stabilization Fund

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- Projected ending balance of $11.2 billion
  - Represents growth of $910 million
  - Growth despite the transfer to Highway Fund of 50% of excess oil and gas tax revenue, and appropriation from the fund of nearly $1 billion

Top 10 General Revenue Sources

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% Change from Previous Year	FY 2016	FY 2017	FY 2018	FY 2019
Sales Tax	-2.3%	2.3%	5.5%	-5.5%
Motor Vehicle Sales Tax	2.3%	-1.8%	10.3%	-1.3%
Franchise Tax	-1.0%	-4.0%	3.6%	5.0%
Insurance Taxes	8.6%	6.7%	8.1%	5.6%
Oil Production Tax	-40.8%	23.6%	9.8%	13.6%
Interest and Investments	26.8%	-4.1%	16.6%	24.3%
Alcoholic Beverage Taxes	3.8%	3.0%	4.6%	5.1%
Licenses, Fees, Fines	-8.2%	-4.9%	-5.7%	-0.6%
State Health Service Fees	18.9%	-12.8%	1.0%	3.6%
Net Lottery Proceeds	13.1%	-7.9%	2.0%	1.8%

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.

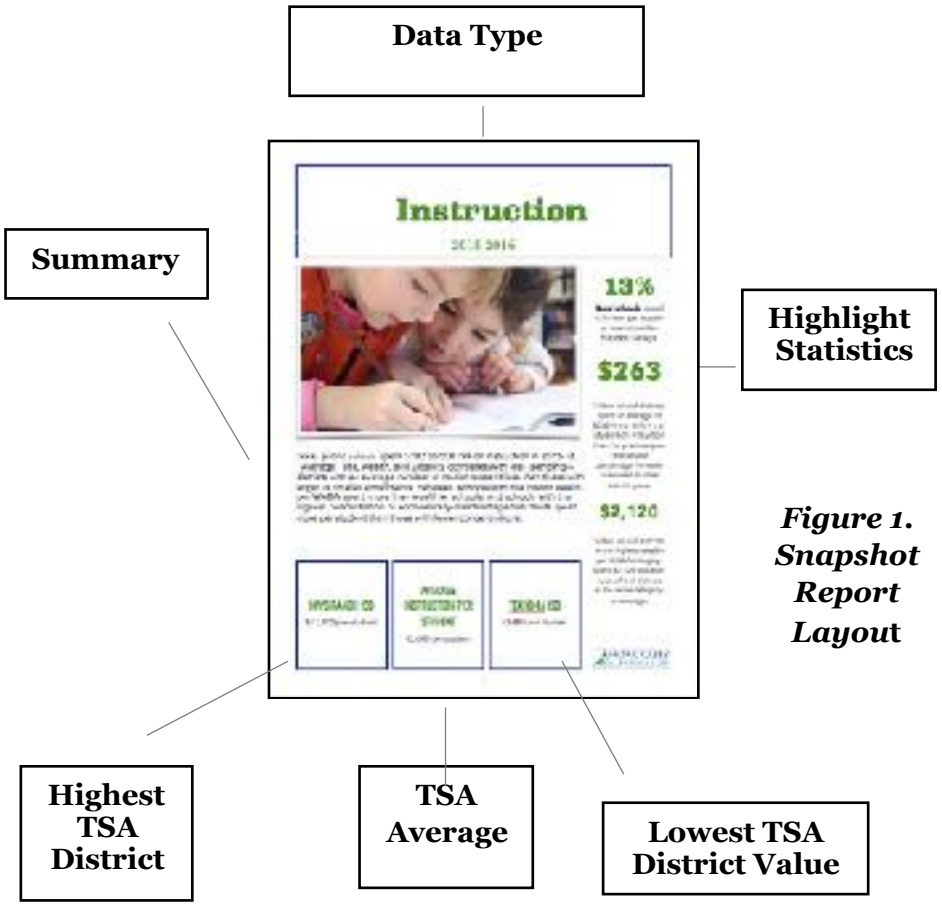

Figure 1. Snapshot Report Layout

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	Soccoro 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

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	TSA AVERAGE	WACO ISD
215,627	54,623	14,946

SOURCES: TEA PEIMS Actual Financial Data; Staff and Student Demographics Data; Records from the State Comptroller's Office

TSA Student-Teacher Ratio

2015-16

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).

HOUSTON ISD	TSA AVERAGE	ALIEF ISD
18.5 : 1	15.8 : 1	14.2 : 1

-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 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.

SOURCES: TEA PEIMS Actual Financial Data; Staff and Student Demographics Data; Records from the State Comptroller's Office

TSA Student-Campus Admin. Ratio

2015-16

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.

-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.

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	TSA AVERAGE	CYPRESS FAIRBANKS ISD
372.0 : 1	284.4 : 1	205.3 : 1

SOURCES: TEA PEIMS Actual Financial Data; Staff and Student Demographics Data; Records from the State Comptroller's Office

TSA Student-Central Admin. Ratio

2015-16

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.

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

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.

163

Central City schools employ 163 fewer central admin FTEs than major urban schools, who have more than 0.5 million more students.

NORTHSIDE ISD	TSA AVERAGE	PHARR-SAN JUAN ALAMO ISD
3,003.1 : 1	1,078 : 1	493.7 : 1

SOURCES: TEA PEIMS Actual Financial Data; Staff and Student Demographics Data; Records from the State Comptroller's Office

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	TSA AVERAGE	SAN ANGELO ISD
$58,542	$54,022	$45,669

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Six out of the top ten highest paying districts in TSA are located in Harris County.

SOURCES: TEA PEIMS Actual Financial Data; Staff and Student Demographics Data; Records from the State Comptroller's Office

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.

$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.

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).

SPRING BRANCH ISD	TSA AVERAGE	PHARR-SAN JUAN ALAMO ISD
$139,640	$104,152	$85,229

SOURCES: TEA PEIMS Actual Financial Data; Staff and Student Demographics Data; Records from the State Comptroller's Office

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%

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	2015-16	2014-15	% Diff	2015-16	2014-15	% 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

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.

SOURCES: TEA PEIMS Actual Financial Data; Staff and Student Demographics Data; Records from the State Comptroller's Office

TSA Local Revenue

2015-16

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.

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.

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	TSA AVERAGE	PHARR-SAN JUAN ALAMO ISD
95.6%	57.5%	17.9%

SOURCES: TEA PEIMS Actual Financial Data; Staff and Student Demographics Data; Records from the State Comptroller's Office

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

TSA Instruction Expenditures Per Student

2015-2016

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.

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.

$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	TSA AVERAGE	SAN ANGELO ISD
$6,609	$5,745	$4,865

SOURCES: TEA PEIMS Actual Financial Data; Staff and Student Demographics Data; Records from the State Comptroller's Office

TSA Leadership Expenditures Per Student

2015-2016

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.

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.

2

Two of Dallas County's school districts are among the ten districts that spend the most on central leadership per student.

DALLAS ISD	TSA AVERAGE	NORTHSIDE ISD
$331	$202	$120

SOURCES: TEA PEIMS Actual Financial Data; Staff and Student Demographics Data; Records from the State Comptroller's Office

TSA Payroll Per Student

2015-2016

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.

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.

$1,032

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.

ALIEF ISD	TSA AVERAGE	SOCORRO ISD
$8,696	$7,474	$6,585

SOURCES: TEA PEIMS Actual Financial Data; Staff and Student Demographics Data; Records from the State Comptroller's Office

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	TSA AVERAGE	KILLEEN ISD
$2,346	$1,301	$277

SOURCES: TEA PEIMS Actual Financial Data; Staff and Student Demographics Data; Records from the State Comptroller's Office

TSA Basic Educational Expenditures Per Student

2015-2016

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.

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.

$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	TSA AVERAGE	HURST-EULESS-BEDFORD ISD
$10,586	$9,243	$8,032

SOURCES: TEA PEIMS Actual Financial Data; Staff and Student Demographics Data; Records from the State Comptroller's Office

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

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	TSA AVERAGE	SAN ANTONIO ISD
66.7%	43.4%	24.5%

SOURCE: TEA Texas Academic Performance Reports Data (2015-16)

TSA College and Career Readiness

2015

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%.

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.

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	TSA AVERAGE	MESQUITE ISD
98.1%	73.0%	52.8%

SOURCE: TEA Texas Academic Performance Reports Data (2015-16)

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

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 reflect 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 201516–17, 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:

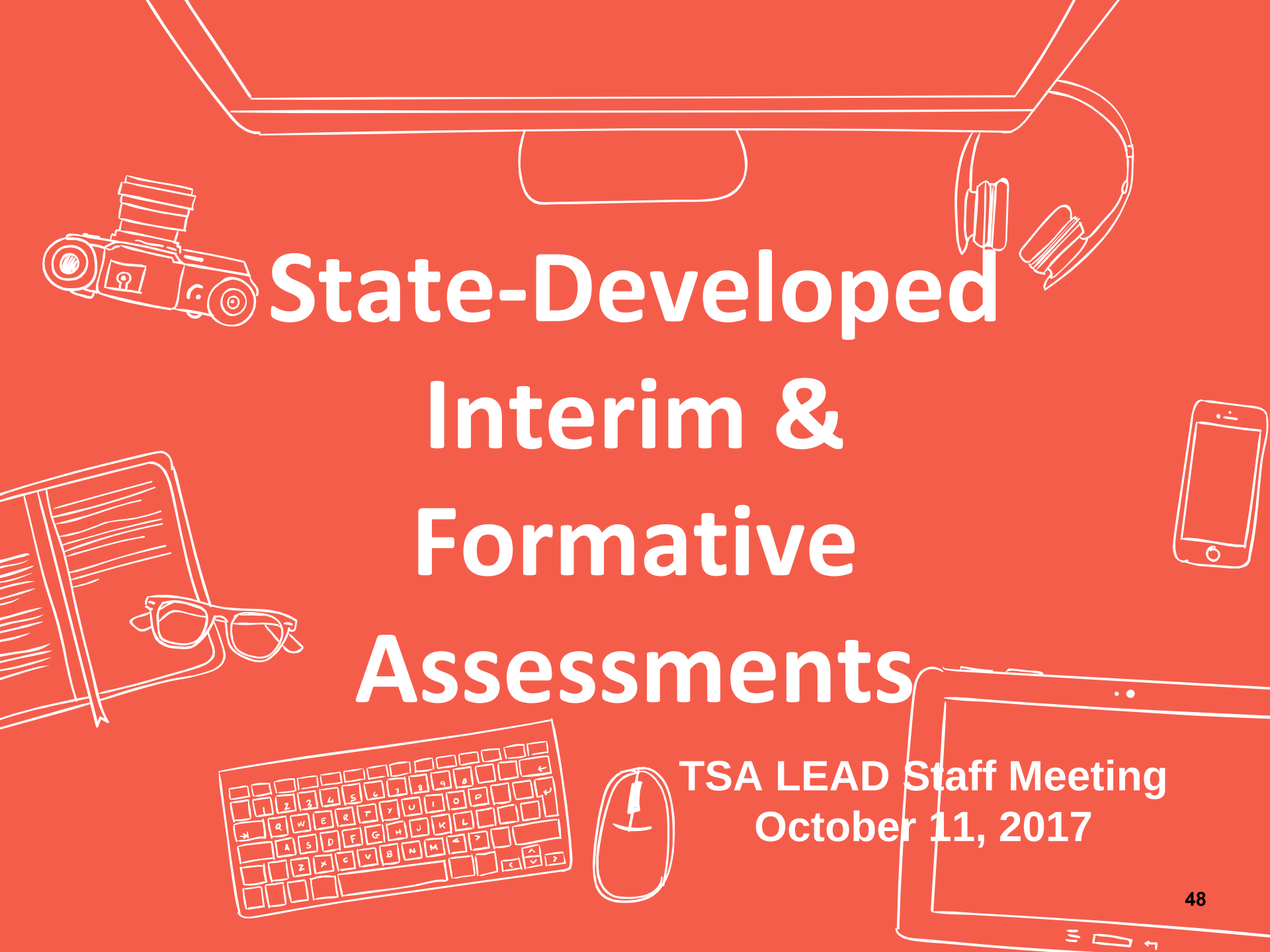
• Meeting the TSI criteria in both ELA/reading and mathematics, as described above for College-Ready Graduates

• 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: DA0GP15D District 2015 College & Career Ready Graduates: All Students Denominator and DA0GP15N District 2015 College & Career Ready Graduates: All Students Numerator

State-Developed Interim & Formative Assessments



TSA LEAD Staff Meeting
October 11, 2017

October 2017 Student Assessment Newsletter

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

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Texas Education Agency

Student Assessment Newsletter

Office of Academics

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.

Interim & Formative Assessments

- TEA is creating online interim assessments and a formative assessment item bank that align to the STAAR®.
- These assessments and item banks will be available at no cost to districts beginning in spring 2018.
- They will provide state-developed instructional materials that are fully aligned to the TEKS, thus reducing the need for districts to purchase commercially-based, test-prep materials.
- These assessments will be available to all public and charter schools to use at their discretion.

SOURCE: TSNAP TETN WITH TEA, 10-4-17. Shared with permission.

Interim Assessments

- The interim assessments are an additional tool schools can use to gauge student progress toward meeting achievement standards.

- Spring 2018 availability anticipated January - early March
- Grades 3-8 Math and reading, English only
  - Spanish 3-5 and EOC expected to be available for future use
  - No mention of additional subjects as of yet.

- Short, computer-adaptive tests delivered through STAAR Online Test Platform – *although the availability of the adaptive component for this year is uncertain.*
  - PDF will be available, intended for planning/review purposes

SOURCE: TSNAP TETN WITH TEA, 10-4-17. Shared with permission.

Interim Assessments

- State-developed items fully aligned to TEKS
  - Items will be similar to STAAR
  - A blueprint is expected to be available

- Text-to-speech will be available as an embedded support
  - Additional embedded supports will not be included

- Reporting
  - Scores expected to be available quickly (“very quick,” “immediate”)
  - Item analysis at student level will include TEKS
  - Results are expected to be in TOMS – but the reporting features have not been completely mapped as of yet.

SOURCE: TSNAP TETN WITH TEA, 10-4-17. Shared with permission.

Interim Assessments

- Registration will be by data file upload, similar to STAAR registration process
  - After students are registered, the CTC will print test tickets.

- In 2018-2019, plan is for assessments to be offered in fall and again in spring

- The option to participate can be at any level.

- The TEA only has plans to collect usage data at this time.

SOURCE: TSNAP TETN WITH TEA, 10-4-17. Shared with permission.

Formative Assessment Item Bank

- TEA will provide districts with a formative assessment bank of questions for grades 3–8 math and reading.
- This bank of questions will be a non-secure, web-based tool where Texas educators can select individual questions from an available pool to create their own assessments, quizzes, or homework.

SOURCE: TSNAP TETN WITH TEA, 10-4-17. Shared with permission.

Membership
2017–18 Accountability Technical Advisory Committee (ATAC) by ESC Region

As of September 2017

Belinda Gorena, *Region I Education Service Center*, Administrator for School Improvement, Accountability, and Compliance, ESC Region I

Francisco Rivera, *La Joya Independent School District*, Executive Director for Curriculum and Evaluation, ESC Region I

Emily Lorenz, *Calallen Independent School District*, Director of Curriculum and Instructional Support, ESC Region II

Susanne Carroll, *Victoria Independent School District*, Executive Director of Curriculum, Instruction, & Accountability, ESC Region III

Keith Haffey, *Spring Branch Independent School District*, Executive Director, Accountability & Research, ESC Region IV

Brian Moore, *Lamar Consolidated Independent School District*, Director of Research, Assessment, & Accountability, ESC Region IV

Sherrie Thornhill, *Silsbee Independent School District*, Curriculum Director, ESC Region V

Laura Redden, *Region VI Education Service Center*, School Improvement Lead, ESC Region VI

Donna Porter, *Carthage Independent School District*, Assistant Superintendent, ESC Region VII

Beth Anne Dunavant, *Pittsburg Independent School District*, Assistant Superintendent, ESC Region VIII

Micki Wesley, *Region IX Education Service Center*, Director of Accountability and Compliance, ESC Region IX

Elvia Noriega, *Richardson Independent School District*, Executive Director, Accountability & Continuous Improvement, ESC Region X

Dash Weerasinghe, *Plano Independent School District*, Director of Assessment and Accountability, ESC Region X

Sara Arispe, *Fort Worth Independent School District*, Executive Director, Accountability & Data Quality, ESC Region XI

Kevin Barlow, *Arlington Independent School District*, Executive Director, Research and Accountability, ESC Region XI

Sarah Martinez, *Leander Independent School District*, Senior Director for Decision Support, ESC Region XIII

Annette Villerot, *Del Valle Independent School District*, Assistant Superintendent of Curriculum and Instruction, ESC Region XIII

Julie Conde, *Responsive Education Solutions,* Executive Director of Accountability, BE/ESL Education, Region XIV

Abigayle Barton, *Abilene Independent School District,* Associate Superintendent for Curriculum and Instruction, ESC Region XIV

Michael Bohensky, *San Saba Independent School District*, Assistant Superintendent, ESC Region XV

Kelly Legg, *Dumas Independent School District*, Assistant Superintendent for Instruction, ESC Region XVI

Ty Duncan, *Region XVII Education Service Center*, Senior Specialist, Accountability & Compliance Services, ESC Region XVII

Carolyn Gonzalez, *Ector County Independent School District*, Assistant Superintendent of Curriculum and Instruction, ESC Region XVIII

Angie Haro, *Region XIX Education Service Center*, Director of Strategic Planning and Educational Technologies, ESC Region XIX

Cheri Hendrick, *Region XX Education Service Center*, Accountability and Assessment Specialist, ESC Region XX

Theresa Urrabazo, *San Antonio Independent School District*, Executive Director, Accountability, Research, Evaluation and Testing, ESC Region XX

Total = 26 Members

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by Last Name

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https://www.theatlantic.com/magazine/archive/2017/10/the-war-on-public-schools/537903/

Americans Have Given Up on Public Schools. That's a Mistake.

The current debate over public education underestimates its value—and forgets its purpose.

ERIKA CHRISTAKIS **OCTOBER 2017 ISSUE**

PUBLIC SCHOOLS HAVE always occupied prime space in the excitable American imagination. For decades, if not centuries, politicians have made hay of their supposed failures and extortions. In 2004, Rod Paige, then George W. Bush's secretary of education, called the country's leading teachers union a "terrorist organization." In his first education speech as president, in 2009, Barack Obama lamented the fact that "despite resources that are unmatched anywhere in the world, we've let our grades slip, our schools crumble, our teacher quality fall short, and other nations outpace us."

President Donald Trump used the occasion of his inaugural address to bemoan the way "beautiful" students had been "deprived of all knowledge" by our nation's cash-guzzling schools. Educators have since recoiled at the Trump administration's budget proposal detailing more than $9 billion in education cuts, including to after-school programs that serve mostly poor children. These cuts came along with increased funding for school-privatization efforts such as vouchers. Our secretary of education, Betsy DeVos, has repeatedly signaled her support for school choice and privatization, as well as her scorn for public schools, describing them as a "dead end" and claiming that unionized

teachers “care more about a system, one that was created in the 1800s, than they care about individual students.”

Few people care *more* about individual students than public-school teachers do, but what’s really missing in this dystopian narrative is a hearty helping of reality: 21st-century public schools, with their record numbers of graduates and expanded missions, are nothing close to the cesspools portrayed by political hyperbole. This hyperbole was not invented by Trump or DeVos, but their words and proposals have brought to a boil something that’s been simmering for a while—the denigration of our public schools, and a growing neglect of their role as an incubator of citizens.

Americans have in recent decades come to talk about education less as a public good, like a strong military or a noncorrupt judiciary, than as a private consumable. In an address to the Brookings Institution, DeVos described school choice as “a fundamental right.” That sounds appealing. Who wouldn’t want to deploy their tax dollars with greater specificity? Imagine purchasing a gym membership with funds normally allocated to the upkeep of a park.

My point here is not to debate the effect of school choice on individual outcomes: The evidence is mixed, and subject to cherry-picking on all sides. I am more concerned with how the current discussion has ignored public schools’ victories, while also detracting from their civic role. Our public-education system is about much more than personal achievement; it is about preparing people to work together to advance not just themselves but society. Unfortunately, the current debate’s focus on individual rights and choices has distracted many politicians and policy makers from a key stakeholder: our nation as a whole. As a result, a cynicism has taken root that suggests there is no hope for public education. This is demonstrably false. It’s also dangerous.

THE IDEA THAT popular education might best be achieved privately is nothing new, of course. The Puritans, who saw education as necessary to Christian practice, experimented with the idea, and their experience is telling. In 1642, they passed a law—the first of its kind in North America—requiring that all children in the Commonwealth of Massachusetts receive an education. Puritan legislators assumed, naively, that parents would teach children in their homes; however, many of them proved unable or unwilling to rise to the task. Five years later, the legislators issued a corrective in the form of the Old Deluder Satan Law: “It being one chief project of that old deluder, Satan, to keep men from the knowledge of the Scriptures,” the law intoned, “it is therefore ordered … that everie Township [of 100 households or more] in this Jurisdiction” be required to provide a trained teacher and a grammar school, at taxpayer expense.

Almost 400 years later, contempt for our public schools is commonplace. Americans, and especially Republicans, report that they have lost faith in the system, but notably, nearly three-quarters of parents rate their own child’s school highly; it’s other people’s schools they worry about. Meanwhile, Americans tend to exaggerate our system’s former glory. Even in the 1960s, when international science and math tests were first administered, the U.S. was never at the top of the rankings and was often near the bottom.

Not only is the idea that American test scores were once higher a fiction, but in some cases they have actually *improved* over time, especially among African American students. Since the early 1970s, when the Department of Education began collecting long-term data, average reading and math scores for 9- and 13-year-olds have risen significantly.

These gains have come even as the student body of American public schools has expanded to include students with ever greater challenges. For the first time in recent memory, a majority of U.S. public-school students come from low-income households. The student body includes a larger proportion than ever of students who are still learning to speak English. And it includes many students with disabilities who would have been shut out of public school before passage of the 1975 law now known as the Individuals With Disabilities Education Act, which guaranteed all children a "free appropriate public education."

The fantasy that in some bygone era U.S. test scores were higher has prevented us from acknowledging other possible explanations for America's technological, scientific, and cultural preeminence. In her 2013 book, *Reign of Error*, Diane Ravitch—an education historian and former federal education official who originally supported but later became a critic of reforms like No Child Left Behind—cites surprising evidence that a nation's higher position on an international ranking of test scores actually predicted *lower* per capita GDP decades later, compared with countries whose test scores ranked worse. Other findings complicate the picture, but at a minimum we can say that there is no clear connection between test scores and a nation's economic success. Surely it's reasonable to ask whether some of America's success might derive not from factors measured by standardized tests, but from other attributes of our educational system. U.S. public schools, at their best, have encouraged a unique mixing of diverse people, and produced an exceptionally innovative and industrious citizenry.

Our lost faith in public education has led us to other false conclusions, including the conviction that teachers unions protect "bad apples." Thanks to articles and documentaries such as *Waiting for "Superman,"* most of us have an image seared into our brain of a slew of know-nothing teachers, removed from the classroom after years of sleeping through class, sitting in state-funded "rubber rooms" while continuing to draw hefty salaries. If it weren't for those damned unions, or so the logic goes, we could drain the dregs and hire real teachers. I am a public-school-certified teacher whose own children attended public schools, and I've occasionally entertained these thoughts myself.

But unions are not the bogeyman we're looking for. According to "The Myth of Unions' Overprotection of Bad Teachers," a well-designed study by Eunice S. Han, an economist at the University of Utah, school districts with strong unions actually do a *better* job of weeding out bad teachers and retaining good ones than do those with weak unions. This makes sense. If you have to pay more for something, you are more likely to care about its quality; when districts pay higher wages, they have more incentive to employ good teachers (and dispense with bad ones). And indeed, many of the states with the best schools have reached that position in the company of strong unions. We can't say for sure that unions have a positive impact on student outcomes—the evidence is inconclusive. But findings like Han's certainly undermine reformers' claims.

In defending our public schools, I do not mean to say they can't be improved. But if we are serious about advancing them, we need to stop scapegoating unions and take steps to increase and improve the teaching pool. Teacher shortages are leaving many states in dire straits: The national shortfall is projected to exceed 100,000 teachers by next year.

That many top college graduates hesitate to join a profession with low wages is no great surprise. For many years, talented women had few career alternatives to nursing and teaching; this kept teacher quality artificially high. Now that women have more options, if we want to attract strong teachers, we need to pay competitive salaries. As one observer put it, if you cannot find someone to sell you a Lexus for a few dollars, that doesn't mean there is a car shortage.

Oddly, the idea of addressing our supply-and-demand problem the old-fashioned American way, with a market-based approach, has been largely unappealing to otherwise free-market thinkers. And yet raising salaries would have cascading benefits beyond easing the teacher shortage. Because salaries are associated with teacher quality, raising pay would likely improve student outcomes. Massachusetts and Connecticut have attracted capable people to the field with competitive pay, and neither has an overall teacher shortage.

Apart from raising teacher pay, we should expand the use of other strategies to attract talent, such as forgivable tuition loans, service fellowships, hardship pay for the most-challenging settings (an approach that works well in the military and the foreign service), and housing and child-care subsidies for teachers, many of whom can't afford to live in the communities in which they teach. We can also get more serious about de-larding a bureaucracy that critics are right to denounce: American public schools are bloated at the top of the organizational pyramid, with too many administrators and not enough high-quality teachers in the classroom.

WHERE SCHOOLS ARE struggling today, collectively speaking, is less in their transmission of mathematical principles or writing skills, and more in their inculcation of what it means to be an American. The Founding Fathers understood the educational prerequisites on which our democracy was based (having themselves designed it), and they had far grander plans than, say, beating the Soviets to the moon, or ensuring a literate workforce.

Thomas Jefferson, among other historical titans, understood that a functioning democracy required an educated citizenry, and crucially, he saw education as a public good to be included in the "articles of public care," despite his preference for the private sector in most matters. John Adams, another proponent of public schooling, urged, "There should not be a district of one mile square, without a school in it, not founded by a charitable individual, but maintained at the expense of the people themselves."

In the centuries since, the courts have regularly affirmed the special status of public schools as a cornerstone of the American democratic project. In its vigorous defenses of students' civil liberties—to protest the Vietnam War, for example, or not to salute the flag—the Supreme Court has repeatedly held public schools to an especially high standard precisely because they play a unique role in fostering citizens.

This role isn't limited to civics instruction; public schools also provide students with crucial exposure to people of different backgrounds and perspectives. Americans have a closer relationship with the public-school system than with any other shared institution. (Those on the right who disparagingly refer to public schools as "government schools" have obviously never been to a school-board meeting, one of the clearest examples anywhere of direct democracy in action.) Ravitch writes that "one of the greatest glories of the public school was its success in Americanizing immigrants." At their best, public schools did even more than that, integrating both immigrants and American-born students from a range of backgrounds into one citizenry.

At a moment when our media preferences, political affiliations, and cultural tastes seem wider apart than ever, abandoning this amalgamating function is a bona fide threat to our future. And yet we seem to be headed in just that direction. The story of American public education has generally been one of continuing progress, as girls, children of color, and children with disabilities (among others) have redeemed their constitutional right to push through the schoolhouse gate. But in the past few decades, we have allowed schools to grow *more* segregated, racially and socioeconomically. (Charter schools, far from a solution to this problem, are even more racially segregated than traditional public schools.)

When we neglect schools' nation-binding role, it grows hard to explain why we need public schools at all.

Simultaneously, we have neglected instruction on democracy. Until the 1960s, U.S. high schools commonly offered three classes to prepare students for their roles as citizens: Government, Civics (which concerned the rights and responsibilities of citizens), and Problems of Democracy (which included discussions of policy issues and current events). Today, schools are more likely to offer a single course. Civics education has fallen out of favor partly as a result of changing political sentiment. Some liberals have come to see instruction in American values—such as freedom of speech and religion, and the idea of a "melting pot"—as reactionary. Some conservatives, meanwhile, have complained of a progressive bias in civics education.

Especially since the passage of No Child Left Behind, the class time devoted to social studies has declined steeply. Most state assessments don't cover civics material, and in too many cases, if it isn't tested, it isn't taught. At the elementary-school level, less than 40 percent of fourth-grade teachers say they regularly emphasize topics related to civics education.

So what happens when we neglect the public purpose of our publicly funded schools? The discussion of vouchers and charter schools, in its focus on individual rights, has failed to take into

account American society at large. The costs of abandoning an institution designed to bind, not divide, our citizenry are high.

Already, some experts have noted a conspicuous link between the decline of civics education and young adults' dismal voting rates. Civics knowledge is in an alarming state: Three-quarters of Americans can't identify the three branches of government. Public-opinion polls, meanwhile, show a new tolerance for authoritarianism, and rising levels of antidemocratic and illiberal thinking. These views are found all over the ideological map, from President Trump, who recently urged the nation's police officers to rough up criminal suspects, to, ironically, the protesters who tried to block DeVos from entering a Washington, D.C., public school in February.

We ignore public schools' civic and integrative functions at our peril. To revive them will require good faith across the political spectrum. Those who are suspicious of public displays of national unity may need to rethink their aversion. When we neglect schools' nation-binding role, it grows hard to explain why we need public schools at all. Liberals must also work to better understand the appeal of school choice, especially for families in poor areas where teacher quality and attrition are serious problems. Conservatives and libertarians, for their part, need to muster more generosity toward the institutions that have educated our workforce and fueled our success for centuries.

The political theorist Benjamin Barber warned in 2004 that "America as a commercial society of individual consumers may survive the destruction of public schooling. America as a democratic republic cannot." In this era of growing fragmentation, we urgently need a renewed commitment to the idea that public education is a worthy investment, one that pays dividends not only to individual families but to our society as a whole.

	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 ISI	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 JUAI	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 ISI	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.

Source: TEA 2017 Assessment District results.

https://www.texastribune.org/2017/10/11/mental-health-harvey-tea-partnership/amp/

THE TEXAS TRIBUNE

Texas creates task force to address students' post-Harvey trauma

Under a new mental health task force, three state agencies will help connect public schools and universities with counselors, funding and training as students and staff work to overcome the traumatic effects of Hurricane Harvey.

BY **ALIYYA SWABY** OCT. 11, 2017

The gym at Kempner High School in Sugarland, in Fort Bend Co. southwest of Houston, was converted to a shelter during Hurricane Harvey. Pu Ying Huang for The Texas Tribune

When the clouds darken and rain starts pouring down, many Houston-area elementary school students get nervous and start to sob — a sign of the long-lasting effects of watching the water levels rise during and after Hurricane Harvey.

For Donna Wotkyns, a licensed social worker in Houston, that reaction shows exactly why ramping up resources for long-term mental health services for Texas students is necessary.

"I'm a big believer in ... support groups, getting together multiple children or youth who have experienced the same kinds of things that they experienced," she said.

To address such challenges, the Texas Education Agency on Wednesday announced a task force — in conjunction with the Texas Higher Education Coordinating Board and the Texas Health and Human Services Commission — that will connect Harvey-affected schools, universities and their communities with counselors, training, and funding opportunities as they continue to deal with the after-effects of the destructive storm.

Gov. Greg Abbott gave the Hurricane Harvey Task Force on School Mental Health several charges, including developing a comprehensive list of statewide and regional mental health resources, using regional Education Service Centers in affected areas to coordinate support and linking schools in need of help with responders who can help them. Experts from the nonprofit Meadows Mental Health Policy Institute will serve as consultants for the task force.

"The invisible wounds left behind after this storm are often the most difficult to recover from. It is crucial that the State of Texas provides our educators and students with all available resources to address mental health needs as quickly as possible," Abbott said in a statement Wednesday.

For years, school districts have worked with local community organizations to provide mental health services and counseling for students who have suffered trauma, said Josette Saxton, director of mental health policy for children's policy nonprofit Texans Care for Children. With thousands of families displaced from flooded homes and pushed deeper into poverty, more students will need help processing their trauma for many months to come.

"We know that schools are addressing student mental health in different ways. No one is collecting information on what that looks like," Saxton said. "That eventually is one of the needs going forward: inventorying what's going on in each school to show what they don't have in doing this."

The education agency's new mental health recovery page includes a rundown of state-level resources across the three agencies, including 39 local mental health centers that contract with the Health and Human Services Commission. Still in its early stages, the task force has not yet taken stock of all the available local programs.
"That's certainly a goal, to ensure our districts have as many resources as we can get to them," said Lauren Callahan, a spokesperson for the education agency. "The first step is to take a look at those existing networks that are in place."

Callahan said it's premature to say exactly how much funding districts will need or what the state will be able to provide for mental health services.

Mental health experts and counselors said the effects of the trauma would probably last for years.

Wotkyns recalls leading support groups at a Houston high school where a large number of New Orleans students were placed after Hurricane Katrina hit Louisiana in 2005. The group started with five kids, then eventually swelled to 40 kids in two groups that met twice a week for three years, said Wotkyns, development director for the nonprofit Communities in Schools of Houston, which partners with Houston-area schools to prevent students from dropping out.

"One of the greatest benefits is venting," she said. "When they have troubles and challenges ... they come right back to the group and the group helps them dissolve those problems."

Many students in these regions were already living with other trauma, such as abuse in the home or other types of violence, Saxton said. "Kids who have multiple negative experiences, those are the kids who it impacts the most. Kids who had trauma before the Katrina storm, they were the ones who had the most difficulties, and continued to have difficulties down the road," she said.

Once these students are back in school, after the immediate response to the disaster, they are more likely to act out and get in trouble in the classroom, unable to focus on their learning, she said. Schools need to train administrators and teachers to look past the immediate behaviors and address the underlying trauma, instead of suspending or expelling students.

More schools are making it easier for students to regularly access counselors and social workers, running support groups or providing one-on-one counseling in partnership with community groups, Saxton said. In contrast, she said, "the Legislature has been kind of late in the game" in supporting student mental health.

The Legislature did not pass a bill this spring that would have required educators to get training on how to teach students with mental health conditions and how trauma affects student behavior. But individual school districts, including Houston ISD, have pursued this type of teacher training on their own.

"We're only at the beginning of this process," said Sonja Gaines, the health commission's associate commissioner of intellectual and developmental disabilities and behavioral health services. "We certainly see this as a long-term partnership, not something for the next two weeks."

Disclosure: Meadows Mental Health Policy Institute has been a financial supporter of The Texas Tribune. A complete list of Tribune donors and sponsors can be viewed here.

QUESTIONS AND ANSWERS ABOUT THE FINAL ESSA PLAN SUBMITTED TO USDE ON 9/25/17

FEDERAL ACCOUNTABILITY SYSTEM FEATURES:		
Which student groups will be evaulated 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 techincal 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 ***Refer to pg. 22***	STAAR 3-8 and EOCs in ELA/reading, math, writing, science, and social studies	Percentage of students scoring at or above Approaches Grade Level 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%	*"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.
OTHER ACADEMIC INDICATOR FOR ELEMENTARY AND SECONDARY SCHOOLS THAT ARE NOT HIGH SCHOOLS ***Refer to pg. 22***	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 ***Refer to pg. 22***	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 ***Refer to pg. 22***	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 ***Refer to pg. 23***	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 ***Refer to pg. 23***	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

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

		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	Y	15	15	100
	Mathematics	Y	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	Y	15	15	100
	Science	Y	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	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	Y	15	15	100
	Mathematics	Y	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	Y	n/a	Y	n/a	n/a	n/a	11	11	100
	Reason Code ***	a	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	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	Y	15	15	
	Mathematics	Y	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	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%			
	Reading	Y	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	Y	15	15	100
	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	0	n/a	n/a	0	n/a	n/a			
	Mathematics	0	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	0	n/a	n/a	0	n/a	n/a			
	Mathematics	0	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	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	0	n/a	n/a	0	n/a	n/a			
	Mathematics	0	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	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.