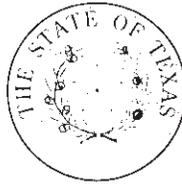


State Fiscal Stabilization Phase II

When submitting the Phase II application, please provide the indicator or descriptor the State has amended.

<u>Indicator/Descriptor</u>	<u>Date Amended</u>
Application Cover Sheet	08/09/2010
Indicator (a)(2)	08/09/2010
Indicator (a)(5)	05/10/2010
Descriptor (a)(2)	08/09/2010
Indicator (a)(6)	08/09/2010
Indicator (a)(7)	08/09/2010
Indicator (b)(1)	05/10/2010
Indicator (b)(3)	05/10/2010
Indicator (c)(5)	08/09/2010
Indicator (c)(8)	08/09/2010
Indicator (c)(9)	05/10/2010
Indicator (c)(10)	08/09/2010
Indicator (d)(4)	08/09/2010
Indicator (d)(6)	08/09/2010
Indicator (d)(9)	08/09/2010
Indicator (d)(10)	08/09/2010



OFFICE OF THE GOVERNOR

RICK PERRY
GOVERNOR

January 11, 2010

The Honorable Arne Duncan
Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

Attached is the State of Texas' application for the second phase of the State Fiscal Stabilization Funds (SFSF), as required by federal law. After considerable review, Texas leaders determined that federal rules pertaining to the SFSF do not commit Texas to future spending obligations.

As the attached SFSF application indicates, Texas has long been a proponent of leveraging academic and financial information to improve student performance and ensure that taxpayers, parents, educators and students have the information necessary to make informed decisions. However, our primary concern with data collection has always been and will continue to be protecting individual student and parent privacy rights and ensuring that no publicly available data can be linked to a particular student. Maintaining student and parent privacy and security is at the forefront of every data decision, and I will not allow any data to be collected that is not in compliance with the Family Education and Privacy Rights Act, or that otherwise jeopardizes our students' privacy.

This past legislative session, Texas lawmakers appropriated SFSF to increase public school formula funding by nearly \$2 billion, guaranteeing each school district an increase over the previous year of at least \$120 per student. The investment of the SFSF funds builds on the state's continued commitment to public education; between 2002 and 2010, Texas increased overall funding for public education from \$24 billion to \$40 billion, a 66 percent increase. Texas also encouraged districts to invest their SFSF wisely by creating the "Texas Steps Up Initiative," which rewards school districts that invest their SFSF in the four educational reform areas of the American Recovery and Reinvestment Act (ARRA).

Prior to ARRA's passage, Texas was already in the process of aligning the state's education system to ensure all students graduate college- and career-ready. Part of this effort included investing in a multimillion-dollar information system designed to improve the transparency, timeliness, availability and quality of public school information. Recently, the Texas Legislature and private donors committed to investing \$14 million to enhance the state's data system, which will include an early warning system to identify and assist at-risk students, as well as tools to encourage teacher collaboration. Additionally, in 2009, the Texas Legislature passed, and I signed, legislation requiring Texas school districts to place their budgets online, along with

The Honorable Arne Duncan
January 11, 2010
Page 2

rankings based on their financial efficiency. Due to the state's ongoing improvement efforts and targeted investments, Texas anticipates implementing the data requirements mandated in the attached SFSF application without exceeding existing available funds.

The state's efforts to improve student performance have also included the adoption of college- and career-ready standards, assessments, textbooks and strong school accountability measures, and a focus on educator development. Since 2006, Texas has designed and implemented what has become the largest teacher incentive pay program in the nation; created the nation's largest Science, Technology, Engineering and Math (STEM) network, with 46 STEM academies across the state; required the default high school graduation plan to be college- and career-ready, and guaranteed that each high school student has the opportunity to earn 12 hours of college credit. Furthermore, Texas is among a minority of states that hold school districts accountable for students who drop out, and for years has set the precedent of aggressively intervening in low-performing schools.

Results show that our efforts have been successful. In 2009, the math National Assessment of Educational Progress exam showed Texas' 8th grade African-American students performing the best in the nation in mathematics, and state testing results for minority and economically disadvantaged students showed higher scores than the previous year. Additionally, the dropout rate declined for students in every demographic, while the completion rate for students across the state improved.

Educating the youth of today will have a tremendous impact on Texas' future, and we remain committed to providing our students with the opportunity to become the best in the nation.

Sincerely,

A handwritten signature in black ink that reads "RICK PERRY". The letters are written in a cursive, slightly stylized font.

Rick Perry
Governor

RP:kbk

Attachment

**Application for Funding
for Phase II of the Education Fund under the
State Fiscal Stabilization Fund Program**

CFDA Number: 84.394



U.S. Department of Education

Washington, D.C. 20202

**OMB Number: 1810-0695
Expiration Date: 05/31/2010**

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0695. The time required to complete this information collection is estimated to average between 4,990 and 5,577 hours per applicant, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: State Fiscal Stabilization Fund Program, Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Ave., S.W., Room 3E108, Washington, D.C. 20202-3118

NOTE: OMB Control Number forthcoming.

STATE FISCAL STABILIZATION FUND PHASE II APPLICATION

PART 1: APPLICATION COVER SHEET

(CFDA No. 84.394)

Legal Name of Applicant (Office of the Governor): Rick Perry, Governor	Applicant's Mailing Address: P.O. Box 12428 Austin, TX 78711
State Contact for the Education Stabilization Fund Name: Kara Belew Position and Office: Director, Financial Accountability Contact's Mailing Address: P.O. Box 12428 Austin, TX 78711 Telephone: (512) 463-2000 Fax: (512) 463-1975 E-mail address: kara.belew@governor.state.tx.us	
To the best of my knowledge and belief, all of the information and data in this application are true and correct.	
Governor or Authorized Representative of the Governor (Printed Name): Kara Belew	Telephone: (512) 463-2000
Signature of Governor or Authorized Representative of the Governor: X <u>Kara Belew</u>	Date: 8/9/10
Recommended Statement of Support from the Chief State School Officer (Optional): The State educational agency will cooperate with the Governor in the implementation of the State Fiscal Stabilization Fund program.	
Chief State School Officer (Printed Name): Robert Scott <u>Robert Scott</u>	Telephone: (512) 465-8985
Signature of the Chief State School Officer: X <u>Robert Scott</u>	Date: 8/9/10

PART 2A: UPDATE OF MAINTENANCE-OF-EFFORT DATA

SPECIAL NOTES:

- In the SFSF Phase I Application, States were required to submit MOE data. The Department is requesting that States reaffirm these data for Phase II, and in particular, to update FY 2009 data to actual levels of State support.
- *For further information, see Appendix D – Instructions for Part 2: Maintenance of Effort.*

1. Levels of State support for elementary and secondary education (*the amounts may reflect the levels of State support on either an aggregate basis or a per-student basis*):

FY 2006	\$12,009,874,228
FY 2009	\$18,240,382,793
FY 2010*	\$16,070,681,117**
FY 2011*	\$17,580,387,117**

(* Provide data to the extent that data are currently available.)

(**Decreases in state support from year to year do not indicate a decrease in total formula funding for public education because these amounts do not reflect offsetting increases in revenue generated by local tax collections. The state's share of funding has increased from \$10 billion in 2002 to nearly \$18 billion in 2010, an 80 percent increase. Across that same time period, overall funding for public education has grown from \$24 billion to nearly \$40 billion.)

2. Levels of State support for public institutions of higher education (*enter amounts for each year*):

FY 2006	\$5,110,262,835
FY 2009	\$6,331,131,783
FY 2010*	\$6,455,465,090**
FY 2011*	\$6,376,689,501**

(* Provide data to the extent that data are currently available.)

(** The 2010 amounts are slightly higher because 2010 includes one-time expenditures and start up funds for new programs in 2010 that were not required in 2011.)

3. Additional Submission Requirements: In an attachment to the application –

- (a) Identify and describe the data sources used in determining the levels of State support for elementary and secondary education; - and –

See Attachment I.

- (b) Identify and describe the data sources used in determining the levels of State support for public IHEs.

See Attachment II.

PART 2B: ATTESTATION OF MAINTENANCE-OF-EFFORT COMPLIANCE

The Governor or his/her authorized representative attests to the following:

To the best of his/her knowledge and based on the best available data, the State has met all maintenance-of-effort requirements for the State Fiscal Stabilization Program for FY 2009 (check all that apply):

for elementary and secondary education.

for public Institutions of Higher Education (IHEs).

Governor or Authorized Representative of the Governor (Printed Name): Rick Perry	
Signature: 	Date: January 11, 2010

If a State has not met or cannot meet MOE for either elementary and secondary education or public IHEs, or both, it must complete the following:

has already submitted a MOE Waiver Request to the US Department of Education.

is submitting a MOE Waiver Request with this application package.

PART 3: DATA COLLECTION, PUBLIC REPORTING, AND PLANNING

Requirements

The State plan must describe the State's current ability to collect the data or other information needed for the assurance indicators and descriptors as well as the State's current ability to publicly report (as defined in the Notice of Final Requirements, included here as Appendix E) the data. If the State is currently able to fully collect and publicly report the required data or other information, the State must provide a URL where the most recent data or information may be accessed. If a State is not currently able to collect or publicly report the data or other information, the plan must describe the State's process and timeline for developing and implementing the means to do so as soon as possible but no later than September 30, 2011. These requirements apply to the assurance indicators and descriptors in the following education reform assurance areas: (a) Achieving Equity in Teacher Distribution, (c) Standards and Assessments (with the exception, in many cases, of Indicators (c)(11) and (c)(12)), and (d) Supporting Struggling Schools. Sections related to these assurances are located in sections I, III, and IV of Part 3A and Section I of Part 3B in the application.

In the event that a State will develop, but not implement, the ability to fully collect and publicly report the data for Indicator(s) (c)(11) and/or (c)(12), its plan need not meet the requirements of Section I of Part 3B. Rather, a State should complete a plan that meets the requirements of Section V of Part 3B for the relevant indicator(s). If a State will be able to both develop and implement collection and public reporting of either of these indicators, the plan requirements of Section I of Part 3B will apply to the relevant indicator(s).

Regarding education reform assurance area (b) Improving Collection and Use of Data, the State must describe in the State plan whether the State's data system includes the required elements of a statewide longitudinal data system and whether the State provides teachers with their students' growth data and information related to individual teacher impact. If the State does not meet the requirement, the State plan must describe the State's process and timeline for developing and implementing the means to meet the requirement in accordance with the requirements in the notice. Sections related to this assurance are Section II of Part 3A and Sections II, III, and IV of Part 3B.

The data or information needed for an assurance indicator or descriptor are in some cases already reported to the Department by the State, or are provided by the Department. In those cases, it is understood that the State does and is currently able to collect the data or information. For those elements, the State's plan only needs to address the State's ability to publicly report the data or information, and the State does not need to include a plan for collecting the data or information in Part 3B. The indicators and descriptors involving data or information currently reported to the Department or provided by the Department are marked below with a Confirm icon (see Icon Key below). Sections requiring States to confirm data or information already reported to the Department contain specific links to the appropriate Department webpage. The overall webpage housing all information for indicators requiring confirmation is <http://www.ed.gov/programs/statestabilization/confirm-indicators.html>.

Some elements in this application are of a cross-cutting nature, sharing indicators and/or definitions with another Recovery Act initiative, Race to the Top. These elements are marked by a Cross-Cutting icon with the recovery.gov logo and the Race to the Top logo (see Icon Key below). It is the Department's hope that marking these cross-cutting elements will facilitate consistency and improve the ease of completing the application for the Race to the Top program.

Icon Key

Confirm Icons



Cross-Cutting Icon



Numbering of Fields

Applicants may notice small numbers to the left of checkboxes and text fields in Part 3A. These numbers do not have any significance in terms of point values or codes. Rather, they are designed to be used by both applicants and Department staff alike as a convenient reference point when referring to a particular part of the application.

Overview of Part 3

Part 3A, *Indicators and Descriptors under the Assurances*, is designed to collect short answers about the State's current status with respect to each indicator and descriptor. If you are using the macro-enabled¹ MS Word version of this form, you will be able to check boxes and type your answers directly into the form. If you wish to attach narrative answers in a separate document, you may do so, but be sure to clearly note in the relevant text box that the response is attached and mark the attachment with the citation of the indicator or descriptor to which you are responding.

Part 3B is the *State Plan* section. For those indicators and descriptors for which the State is not currently collecting and/or publicly reporting the requested data and information in such a way that addresses the program requirements, you must provide a plan for doing so in Part 3B. If, based on your answer, you are directed to address the element in Part 3B, write the element reference in the Plan Element Verification chart in Part 3B to keep a running list of the items you will need to address in your State Plan. Directions for which elements must be addressed in the State Plan are embedded into each indicator and descriptor boxes below. Part 3B contains five subsections. The subsections provide separate instructions for the plan elements that must be included for:

- I. Assurances (a), (c) (with the exception of Indicators (c)(11) and (c)(12)), and (d);
- II. Indicator (b)(1);
- III. Indicator (b)(2);
- IV. Indicator (b)(3); and,
- V. If applicable, Indicators (c)(11) and (c)(12) (Section V).

¹ To enable macros in Microsoft Word, select Save As (if you are using the 2007 version, Save As is under the round icon in the top left hand corner; in older versions, Save As is under the File menu) and from the Save File as Type menu, select Word Macro-Enabled Document.

PART 3A: ASSURANCE INDICATORS AND DESCRIPTORS

Instructions

For each indicator and descriptor, please follow the specific directions in the boxes below. There are two basic types of elements: indicators and descriptors.

- An **indicator** requests a discrete response (e.g., a yes/no answer or short answer) about whether a State is collecting or publicly reporting certain information, as well as where the information can be found. Indicators that involve data already submitted by States to the Department through preexisting collections will only need to be confirmed. The Department will ask States to confirm whether or not these data are accurate and to verify public reporting of them. States need not submit the actual data for each indicator; rather, the data should be reported directly to the public per the application instructions.
- A **descriptor** asks about information which could be provided in a narrative response (e.g., about the development of a type of assessment or teacher evaluation system) about the progress or development of system elements. The Department of Education also asks whether information requested in descriptors is publicly reported. As with the indicators, States do not have to submit the actual descriptor information to the Department. Rather, the State must publicly report the information per the application instructions.

I. Assurance (a): Achieving Equity in Teacher Distribution

A State must collect and publicly report data and other information on: (1) the extent that students in high- and low-poverty schools in the State have access to highly qualified teachers; (2) the extent that current strategies and efforts to address inequities in the distribution of inexperienced, unqualified, or out-of-field teachers; (3) how teacher and principal performance is evaluated and how performance ratings are used; and (4) the distribution of performance evaluation ratings or levels among teachers and principals.

Indicator (a)(1) Confirm, for the State, the number and percentage (including numerator and denominator) of core academic courses taught, in the highest-poverty and lowest-poverty schools, by teachers who are highly qualified consistent with section 9101(23) of the Elementary and Secondary Education Act of 1965, as amended (ESEA).



Please respond (Yes or No): Are the data related to this indicator at <http://www.ed.gov/programs/statestabilization/indicator-a1.xls> correct?

¹ Yes, the data are correct.

² No, the data are not correct.

If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:³ [Click here to enter text.](#)

Please respond (check only one):

⁴ The State makes the data *publicly available* and updates the data *annually* on a website.

→ Provide the State website where the data are provided by the State to the public:⁵
http://www.tea.state.tx.us/index4.aspx?id=4662&menu_id=798

⁶ The State makes the data *publicly available* on a website but updates it *less than annually*.

→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Provide the State website where the most recently updated data are provided by the State to the public: ⁷ [Click here to enter text.](#)

⁸ The State does not make the data publicly available on a website.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(1)" in the Plan Element Verification chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(2)	Confirm whether the State’s Teacher Equity Plan (as part of the State’s Highly Qualified Teacher Plan) fully reflects the steps the State is currently taking to ensure that students from low-income families and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers (as required in section 1111(b)(8)(C) of the ESEA).	
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Please respond (Yes or No): Is the State’s Teacher Equity Plan located at <http://www.ed.gov/programs/teacherqual/hqtplans/index.html> correct?

- ¹ Yes, the information is correct.
- ² No, the information is not correct.

→ If checked, provide below or in an attachment the State’s most updated Teacher Equity Plan. A URL linking to the correct data on the State’s website is also sufficient:³ [Click here to enter text.](#)

Please respond (check only one):

- ⁴ The State makes the information *publicly available* and updates the information *annually* on a website.
 - Provide the State website where the information is provided by the State to the public:⁵

The following link maintains this information: http://www.tea.state.tx.us/index4.aspx?id=4650&menu_id=798. This information can be found by clicking on the hyperlink entitled “Attachment 6: Equity Plan Revised, April 2010” under the heading “Highly Qualified Teachers State Plan”. The following link directly connects to the specific report: <http://ritter.tea.state.tx.us/nclb/PDF/Clarified-Attachment6HQT.pdf>.

- ⁶ The State makes the information *publicly available* on a website but updates it *less than annually*.
 - Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 2B. Cite “Indicator (a)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
 - Provide the State website where the most recently updated information is provided by the State to the public:⁷ [Click here to enter text.](#)

- ⁸ The State does not make the information publicly available on a website.
 - Provide the State’s plan for making the information publicly available and updating the information annually on a website in Part 3B. Cite “Indicator (a)(2)” in the Plan Element Verification chart in Part 4B, Section I and mark both the Collection and Public Reporting columns.

Descriptor (a)(1) Describe, for each local educational agency (LEA) in the State, the systems used to evaluate the performance of teachers and the use of results from those systems in decisions regarding teacher development, compensation, promotion, retention, and removal.

Please respond (check Yes or No): Does the State collect a description of the system each LEA uses to evaluate the performance of teachers?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:³ [Click here to enter text.](#)

⁴ The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information are provided by the State to the public:
⁵ [Click here to enter text.](#)

⁶ The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B.

Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Please respond (check Yes or No): Does the State collect a description of the manner in which each LEA uses the results of the evaluation systems described above related to the performance of teachers in decisions regarding teacher development, compensation, promotion, retention, and removal?

⁸ Yes, the State collects this information.

If Yes, please respond (check one):

⁹ The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:¹⁰ [Click here to enter text.](#)

¹¹ The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information are provided by the State to the public:
¹² [Click here to enter text.](#)

¹³ The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

¹⁴ No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

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Indicator (a)(3) **Indicate, for each LEA in the State, whether the systems used to evaluate the performance of teachers include student achievement outcomes or student growth data as an evaluation criterion.**

Please respond (check Yes or No): Does the State request information on whether the system each LEA uses to evaluate the performance of teachers includes student achievement outcomes or student growth data as an evaluation criterion?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:³ [Click here to enter text.](#)

⁴ The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:⁵ [Click here to enter text.](#)

⁶ The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

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Indicator (a)(4) Provide, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level.

Please respond (check Yes or No): Does the State collect, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage of teachers rated at each performance rating or level?

¹ Yes, the State collects these data.

If Yes, please respond (check one):

² The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:³ [Click here to enter text.](#)

⁴ The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated data are provided by the State to the public:

⁵ [Click here to enter text.](#)

⁶ The State does not make the data publicly available on a website.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect these data.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

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Indicator (a)(5) Indicate, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, whether the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level are publicly reported for each school in the LEA.

Please respond (check Yes or No): Does the State collect, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level?

¹ Yes, the State collects these data.

If Yes, please respond (check one):

² The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:³ [Click here to enter text.](#)

⁴ The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Provide the State website where the most recently updated data are provided by the State to the public:⁵ [Click here to enter text.](#)

⁶ The State does not make the data publicly available on a website.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect these data.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

INTENTIONALLY LEFT BLANK

Descriptor (a)(2) Describe, for each LEA in the State, the systems used to evaluate the performance of principals and the use of results from those systems in decisions regarding principal development, compensation, promotion, retention, and removal.

Please respond (check Yes or No): Does the State collect a description of the system each LEA uses to evaluate the performance of principals?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates it *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:³ [Click here to enter text.](#)

⁴ The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public:

⁵ [Click here to enter text.](#)

⁶ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public

Reporting columns.

Please respond (check Yes or No): Does the State collect a description of the manner in which each LEA uses the results of the evaluation systems described above related to the performance of principals in decisions regarding principal development, compensation, promotion, retention, and removal?

⁸ Yes, the State collects this information.

If Yes, please respond (check one):

⁹ The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:¹⁰ [Click here to enter text.](#)

¹¹ The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information are provided by the State to the public:
¹² [Click here to enter text.](#)

¹³ The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

¹⁴ No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

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Indicator (a)(6) Indicate, for each LEA in the State, whether the systems used to evaluate the performance of principals include student achievement outcomes or student growth data as an evaluation criterion.

Please respond (check one): Does the State collect information on whether the system each LEA uses to evaluate the performance of principals includes student achievement outcomes or student growth data as an evaluation criterion?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates it *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:³ [Click here to enter text.](#)

⁴ The State makes the information *publicly available* on a website and updates it *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:

⁵ [Click here to enter text.](#)

⁶ The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

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Indicator (a)(7) Provide, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of principals rated at each performance rating or level.

Please respond (check one): Does the State collect and publicly report, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage of principals rated at each performance rating or level?

¹ Yes, the State collects these data.

If Yes, please respond (check one):

² The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:³ [Click here to enter text.](#)

⁴ The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated data are provided by the State to the public:

⁵ [Click here to enter text.](#)

⁶ The State does not make the data publicly available on a website.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect these data.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B.

Cite "Indicator (a)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

II. Assurance (b): Improving Collection and Use of Data

A State must collect and publicly report information on the elements of its statewide longitudinal data system, on whether teachers receive data on student growth in a manner that is timely and informs instructional programs, and on whether the State provides teachers with reports of individual teacher impact on student achievement.

Indicator (b)(1) Indicate which of the 12 elements described in section 6401(e)(2)(D) of the America COMPETES Act are included in the State's statewide longitudinal data system.



Instructions: Please indicate which of the 12 elements of the America COMPETES Act are included in the State's statewide longitudinal data system.

Please respond (check Yes or No): For pre-K through postsecondary education, does the State's statewide longitudinal data system include the following elements:

(1) A unique statewide student identifier that does not permit a student to be individually identified by users of the system?

Yes.

No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #1 in the Plan Element

Verification Chart in Part 3B, Section II.

(2) Student-level enrollment, demographic, and program participation information?

Yes.

No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #2 in the Plan Element

Verification Chart in Part 3B, Section II.

(3) Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete pre-K through postsecondary education programs?

Yes.

No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #3 in the Plan Element

Verification Chart in Part 3B, Section II.

4) The capacity to communicate with higher education data systems?

Yes.

No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #4 in the Plan Element

Verification Chart in Part 3B, Section II.

(5) An audit system assessing data quality, validity, and reliability?

Yes.

No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #5 in the Plan Element

Verification Chart in Part 3B, Section II.

Please respond (check Yes or No): For pre-K through grade 12 education, does the State's statewide longitudinal data system include the following elements:

(6) Yearly State assessment records of individual students?

Yes.

No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #6 in the Plan Element

Verification Chart in Part 3B, Section II.

(7) Information on students not tested, by grade and subject?

Yes.

No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #7 in the Plan Element

Verification Chart in Part 3B, Section II.

(8) A teacher identifier system with the ability to match teachers to students?

Yes.

No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #8 in the Plan Element

Verification Chart in Part 3B, Section II.

(9) Student-level transcript information, including on courses completed and grades earned?

Yes.

No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #9 in the Plan Element

Verification Chart in Part 3B, Section II.

(10) Student-level college readiness test scores?

Yes.

No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #10 in the

Plan Element

Verification Chart in Part 3B, Section II.

Please respond (check Yes or No): For postsecondary education, does the State's statewide longitudinal data system include the following elements:

(11) Information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework?

Yes.

No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #11 in the Plan Element

Verification Chart in Part 3B, Section II.

(12) Other information determined necessary to address alignment and adequate preparation for success in postsecondary education?

Yes.

No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #12 in the Plan Element

Verification Chart in Part 3B, Section II.

Indicator (b)(2) **Indicate whether the State provides student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs.**

Please respond (check Yes or No): Does the State provide student growth data on their current students and the students they taught the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects, in a manner that is timely and informs instructional programs?

- Yes. You are not required to provide further information. In Part 3B, Section III, check “Not Applicable.”
- No. Provide a plan for providing this information to teachers in Part 3B, Section III.

Indicator (b)(3) **Indicate whether the State provides teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement on those assessments.**

Please respond (check Yes or No): Does the State provide teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement on those assessments?

- Yes. You are not required to provide further information. In Part 3B, Section IV, check “Not Applicable.”
- No. Provide a plan for providing this information to teachers in Part 3B, Section IV.

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III. Assurance (c): Standards and Assessments

A State must collect and publicly report data and other information on whether students are provided high-quality State assessments; whether students with disabilities and limited English proficient students are included in State assessment systems; whether the State makes information available regarding student academic performance in the State compared to the academic performance of students in other States; and on the extent to which students graduate from high school in four years with a regular high school diploma and continue on to pursue a college education.

Indicator (c)(1)	Confirm the approval status, as determined by the Department, of the State’s assessment system under section 1111(b)(3) of the ESEA with respect to reading/language arts, mathematics, and science assessments.
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Please respond (check one): Is the status of the Department’s approval, available at <http://www.ed.gov/programs/statestabilization/indicator-c1.xls> correct?

¹ Yes, the status is correct.

→ ² No, the status is not correct. If checked, provide below or in an attachment the correct information and any other supporting information. A URL linking to the correct data on the State’s website is also sufficient: ³ [Click here to enter text.](#)

Please respond (check one):

⁴ The State makes the status information *publicly available* and keeps it *up-to-date* on a website.

Provide the State website where the status is provided by the State to the public:⁵

Information about the Texas Essential Knowledge and Skills (TAKS) can be found on the TEA TAKS Resources website at:
http://www.tea.state.tx.us/index3.aspx?id=948&menu_id=793

The Department’s approval of the State’s assessment system can also be found on the TEA TAKS Resources website under the heading “Letters”. It also can be found directly at
http://ritter.tea.state.tx.us/student.assessment/special_education/usde_ltr_alt_assessment.pdf

⁶ The State makes the status information *publicly available* on a website but *does not keep it up-to-date*.

→ If checked, provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (c)(1)” in the Plan Element Verification chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:⁷ [Click here to enter text.](#)

⁸ The State does not make the status information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(2) Confirm whether the State has developed and implemented valid and reliable alternate assessments for students with disabilities that are approved by the Department.



Please respond (Yes or No): Is the information related to this indicator, available at <http://www.ed.gov/programs/statestabilization/indicator-c1.xls>, correct?

¹ Yes, the status is correct.

→ ² No, the status is not correct. If checked, provide below or in an attachment the correct information and any other supporting information. A URL linking to the correct data on the State's website is also sufficient:³ [Click here to enter text.](#)

Please respond (check one):

⁴ The State makes the status information *publicly available* and keeps it *up-to-date* on a website.

→ Provide the State website where the status is provided by the State to the public:⁵ http://www.tea.state.tx.us/index3.aspx?id=3632&menu_id=793

⁶ The State makes the status information *publicly available* on a website and *does not keep it up-to-date*.

→ Provide the State's plan for making the status publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the information is collected and publicly available:⁷ [Click here to enter text.](#)

⁸ The State does not make the status information publicly available on a website.

➔ Provide the State's plan for making the status publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(3) **Confirm whether the State’s alternate assessments for students with disabilities, if approved by the Department, are based on grade-level, modified, or alternate academic achievement standards.**



Please respond (check one): Is the information related to this indicator, available at <http://www.ed.gov/programs/statestabilization/indicator-c1.xls>, correct?

¹ Yes, the information is correct.

² No, the information is not correct.

→ If checked, provide below or in an attachment the correct information and any other supporting information. A URL linking to the correct data on the State’s website is also sufficient: ³ [Click here to enter text.](#)

Please respond (check one):

⁴ The State makes the information *publicly available* and keeps it *up-to-date* on a website.

→ Provide the State website where the information is collected and publicly available:⁵
http://www.tea.state.tx.us/index3.aspx?id=3632&menu_id=793

⁶ The State makes the information *publicly available* on a website but *does not keep it up-to-date*.

→ Provide the State’s plan for making the information publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(3)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
→ Provide the State website where the information is collected and publicly available:⁷ [Click here to enter text.](#)

⁸ The State does not make the information publicly available on a website.

→ Provide the State’s plan for making the information publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(3)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

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Indicator (c)(4) Indicate whether the State has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides students with disabilities to ensure their meaningful participation in State assessments.

Please respond (check one): Has the State, within the last two years, completed an analysis of the appropriateness and effectiveness of the accommodations it provides students with disabilities to ensure their meaningful participation in State assessments?

- ¹ Yes, this has been completed within the last two years.
- ² No, this has been completed, but it occurred more than two years ago.
- ³ No, this has never been completed.

Please respond (check one):

- ⁴ The State makes the information *publicly available* and keeps it *up-to-date* on a website.
- Provide the State website where the information is collected and publicly available:⁵ [Click here to enter text.](#)
- ⁶ The State makes the information *publicly available* on a website but *does not keep it up-to-date*.
- Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
- Provide the State website where the information is collected and publicly available:⁷ [Click here to enter text.](#)
- ⁸ The State does not make the information publicly available on a website.
- Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(5)	Confirm whether the State’s Teacher Equity Plan (as part of the State’s Highly Qualified Teacher Plan) fully reflects the steps the State is currently taking to ensure that students from low-income families and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers (as required in section 1111(b)(8)(C) of the ESEA).	
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Please respond (check one): Can the State confirm that the number and percentage of students with disabilities who are included in State *reading/language arts* assessments, available at <http://www.ed.gov/programs/statestabilization/indicator-c5r.xls>, are correct?

- ¹ Yes, the data are correct.
- ² No, the data are not correct.

→ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State’s website is also sufficient:
³

Please respond (check one):

⁴ The State makes the data relative to the inclusion of students with disabilities on State assessments in *reading/language arts publicly available* and keeps it *up-to-date* on a website.

→ Provide the State website where the data are collected and publicly available:⁵

The following link maintains this data: <http://ritter.tea.state.tx.us/ayp/> and information on previous school years can be found by clicking on the hyperlink under the heading entitled “AYP Results for Previous Years”.
The following link directly connects to the data for previous school years: http://ritter.tea.state.tx.us/ayp/index_multi.html and the 2009 school year information can be found clicking on the hyperlink link entitled “2009 Final AYP Results”.
The following link directly connects to the 2009 school year information: <http://ritter.tea.state.tx.us/ayp/2009/index.html> and the 2009 participation status can be found by clicking on the hyperlink entitled “State Summary Table – Participation”.
The following link directly connects to the participation status information for the 2009 calculations:
<http://ritter.tea.state.tx.us/ayp/2009/summaries09part.pdf>.

⁶ The State makes the data relative to the inclusion of students with disabilities on State assessments in *reading/language arts publicly available* on a website but *does not keep it up-to-date*.

- Provide the State’s plan for making the data publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(5)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
- Provide the State website where the data are collected and publicly available:⁷ [Click here to enter text.](#)

⁸ The State does not make the data relative to the inclusion of students with disabilities on State assessments in *reading/language arts publicly available* on a website.

→ Provide the State’s plan for making the data publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(5)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Please respond (check one): Can the State confirm that the number and percentage of students with disabilities who are included in State *mathematics* assessments, available at <http://www.ed.gov/programs/statestabilization/indicator-c5m.xls>, are correct?

⁹ Yes, the data are correct.

¹⁰ No, the data are not correct.

→ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State’s website is also sufficient:

¹¹ [Click here to enter text.](#)

Please respond (check one):

¹² The State makes the data relative to the inclusion of students with disabilities on State assessments in *mathematics publicly available* and keeps it *up-to-date* on a website.

→ Provide the State website where the data are collected and publicly available:¹³

The following link maintains this data: <http://ritter.tea.state.tx.us/ayp/> and information on previous school years can be found by clicking on the hyperlink under the heading entitled “AYP Results for Previous Years”.

The following link directly connects to the data for previous school years: http://ritter.tea.state.tx.us/ayp/index_multi.html and the 2009 school year information can be found clicking on the hyperlink link entitled “2009 Final AYP Results”.

The following link directly connects to the 2009 school year information: <http://ritter.tea.state.tx.us/ayp/2009/index.html> and the 2009 participation status can be found by clicking on the hyperlink entitled “State Summary Table – Participation”.

The following link directly connects to the participation status information for the 2009 calculations:

<http://ritter.tea.state.tx.us/ayp/2009/summaries09part.pdf>.

¹⁴ The State makes the data relative to the inclusion of students with disabilities on State assessments in *mathematics publicly available* on a website but *does not keep it up-to-date*.

→ Provide the State’s plan for making the data publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(5)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the data are collected and publicly available:¹⁵ [Click here to enter text.](#)

¹⁶ The State does not make the data relative to the inclusion of students with disabilities on State assessments in *mathematics publicly available*

on a website.

- ➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(6) Indicate whether the State has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides limited English proficient students to ensure their meaningful participation in State assessments.

Please respond (check one): Has the State completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides limited English proficient students to ensure their meaningful participation in State assessments?

- ¹ Yes, this was completed within the last two years.
- ² No, this was completed more than two years ago.
- ³ No, this has never been completed.

Please respond (check one):

- ⁴ The State makes the information *publicly available* and keeps it *up-to-date* on a website.
 - ➔ Provide the State website where the information is collected and publicly available:⁵ [Click here to enter text.](#)
- ⁶ The State makes the information *publicly available* on a website but *does not keep it up-to-date*.
 - ➔ Provide the State’s plan for making the information publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(6)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
 - ➔ Provide the State website where the information is collected and publicly available:⁷ [Click here to enter text.](#)
- ⁸ The State does not make the information publicly available on a website.
 - ➔ Provide the State’s plan for making the information publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(6)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(7) Confirm whether the State provides native language versions of State assessments for limited English proficient students that are approved by the Department.



Please respond (check one): Is the information related to this indicator, available at <http://www.ed.gov/programs/statestabilization/indicator-c1.xls>, correct?

¹ Yes, the information is correct.

² No, the information is not correct.

→ If checked, provide below or in an attachment the correct information and any supporting information. A URL linking to the correct data on the State's website is also sufficient:

³ [Click here to enter text.](#)

Please respond (check one): Is the State's current status available on the State's website?

⁴ The State makes the information *publicly available* and keeps it *up-to-date* on a website.

→ Provide the State website where the information is collected and publicly available:⁵

http://www.tea.state.tx.us/index3.aspx?id=3300&menu_id=793

⁶ The State makes the information *publicly available* on a website but *does not keep it up-to-date*.

→ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the information is collected and publicly available:⁷ [Click here to enter text.](#)

⁸ The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

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Indicator (c)(8)

Confirm the number and percentage (including numerator and denominator) of limited English proficient students who are included in State reading/language arts and mathematics assessments.



Please respond (check one): Can the State confirm that the number and percentage of limited English proficient students who are included in State reading/language arts assessments, available at <http://www.ed.gov/programs/statestabilization/indicator-c8r.xls>, are correct?

¹ Yes, the data are correct.

² No, the data are not correct.

→ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:

³ [Click here to enter text.](#)

Please respond (check one):

⁴ The State makes the data relative to the inclusion of limited English proficient students on State assessments in *reading/language arts* publicly available and keeps it *up-to-date* on a website.

→ Provide the State website where the data are collected and publicly available:⁵

The following link maintains this data: <http://ritter.tea.state.tx.us/ayp/> and information on previous school years can be found by clicking on the hyperlink under the heading entitled "AYP Results for Previous Years".

The following link directly connects to the data for previous school years: http://ritter.tea.state.tx.us/ayp/index_multi.html and the 2009 school year information can be found clicking on the hyperlink link entitled "2009 Final AYP Results".

The following link directly connects to the 2009 school year information: <http://ritter.tea.state.tx.us/ayp/2009/index.html> and the 2009 participation status can be found by clicking on the hyperlink entitled "State Summary Table – Participation".

The following link directly connects to the participation status information for the 2009 calculations:
<http://ritter.tea.state.tx.us/ayp/2009/summaries09part.pdf>.

⁶ The State makes the data relative to the inclusion of limited English proficient students on State assessments in *reading/language arts* publicly available on a website but *does not keep it up-to-date*.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the data are collected and publicly available:⁷ [Click here to enter text.](#)

⁸ The State does not make the data relative to the inclusion of limited English proficient students on State assessments in *reading/language arts* publicly available on a website.

- Provide the State’s plan for making the data publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(8)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Please respond (check one): Can the State confirm that the number and percentage of limited English proficient students who are included in State *mathematics* assessments, available at <http://www.ed.gov/programs/statestabilization/indicator-c8m.xls> , are correct?

⁹ Yes, the data are correct.

¹⁰ No, the data are not correct.

- If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State’s website is also sufficient:

¹¹ [Click here to enter text.](#)

Please respond (check one):

¹² The State makes the data relative to the inclusion of limited English proficient students on State assessments in *mathematics* publicly available and keeps it *up-to-date* on a website.

- Provide the State website where the data are collected and publicly available:¹³

The following link maintains this data: <http://ritter.tea.state.tx.us/ayp/> and information on previous school years can be found by clicking on the hyperlink under the heading entitled “AYP Results for Previous Years”.

The following link directly connects to the data for previous school years: http://ritter.tea.state.tx.us/ayp/index_multi.html and the 2009 school year information can be found clicking on the hyperlink link entitled “2009 Final AYP Results”.

The following link directly connects to the 2009 school year information: <http://ritter.tea.state.tx.us/ayp/2009/index.html> and the 2009 participation status can be found by clicking on the hyperlink entitled “State Summary Table – Participation”.

The following link directly connects to the participation status information for the 2009 calculations:
<http://ritter.tea.state.tx.us/ayp/2009/summaries09part.pdf>.

¹⁴ The State makes the data relative to the inclusion of limited English proficient students on State assessments in *mathematics* publicly available on a website but *does not keep it up-to-date*.

- Provide the State’s plan for making the data publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(8)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
- Provide the State website where the data are collected and publicly available:¹⁵ [Click here to enter text.](#)

¹⁶ The State does not make the data relative to the inclusion of limited English proficient students on State assessments in *mathematics* publicly available on a website.

- ➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(9)	Confirm that the State’s annual State Report Card (under section 1111(h)(1) of the ESEA) contains the most recent available State reading and mathematics National Assessment of Educational Progress (NAEP) results as required by 34 CFR 200.11(c).
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Please respond (check one): Does the State Report Card include the most recent available State reading and math National Assessment of Educational Progress (NAEP) results?

Yes, the State Report Card includes this information.

No, the State Report Card does not include this information.

→ If checked, please provide a plan for including this information on the State Report Card in Part 3B. Cite “Indicator (c)(9)” in the Plan Element Verification Chart in Part 3B, Section I, and mark the Public Reporting column.

Please supply the following information:

Please attach the State Report Card or provide the URL where the State Report Card is provided to the public:

The link to the NCLB Report Card which contains the NAEP data is: http://www.tea.state.tx.us/index4.aspx?id=6634&menu_id=798

The specific link to the section of the report containing the NAEP data is:

http://ritter.tea.state.tx.us/adhocrpt/NCLB_Report_Card/2009/NCLB_Part_V.html

Indicator (c)(10)

Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), the number and percentage (including numerator and denominator) of students who graduate from high school using a four-year adjusted cohort graduation rate as required by 34 CFR 200.19(b)(1)(i).

Please respond (check one): Does the State collect these data (as defined in Indicator (c)(10))?

Yes, the State collects these data.

If Yes, please respond (check one):

The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:³

The following link maintains the secondary school completion and dropout information:

<http://www.tea.state.tx.us/index4.aspx?id=4080>. State level information can be found by clicking on the hyperlink entitled “Report” under the heading “Secondary School Completion and Dropouts in Texas Public Schools, 2007-08 (July 2009)”. Campus, district, and region level information can be found via a searchable database by clicking on the hyperlink entitled “completion and dropout data” under the heading “Data”.

The following link directly connects to the report that details the state level information on tables 22 and 23:

http://ritter.tea.state.tx.us/research/pdfs/dropcomp_2007-08.pdf.

The following link directly connects to the searchable database that details Texas public school completion and dropout data by campus, district, and region: <http://ritter.tea.state.tx.us/acctres/entry.html> and information on public school completion and dropout data by class year can be found by clicking on the hyperlink entitled “High School Completion”.

The following link directly connects to the data search that details Texas public school completion and dropout data by class year: <http://ritter.tea.state.tx.us/acctres/completion/years.html> links and high school completion data for the class of 2008 can be found by clicking on the hyperlink entitled “2008” under the heading “Four-Year Rates”.

The following link directly connects to the data search that details Texas high school completion data for the class of 2008: <http://ritter.tea.state.tx.us/acctres/completion/2008/level.html> and district information can be found by clicking on the hyperlink entitled “District” under the heading “Data Search”.

The following link directly connects to the data search that details Texas high school completion data for the class of 2008 by district: <http://ritter.tea.state.tx.us/acctres/completion/2008/district.html>.

The State makes the data *publicly available* on a website and updates the data *less than annually*.

- ➔ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (c) (10)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
- ➔ Provide the State website where the data are collected and publicly available:⁵ [Click here to enter text.](#)

⁶ The State does not make the data publicly available on a website.

- ➔ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (c)(10)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect these data.

- ➔ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (c)(10)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Collection and Public Reporting column.

Indicator (c)(11) Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i), the number and percentage (including numerator and denominator) who enroll in an institution of higher education (IHE) (as defined in section 101(a) of the Higher Education Act of 1965, as amended (HEA)) within 16 months of receiving a regular high school diploma.

Please respond (check one): Does the State collect these data (as defined in Indicator (c)(11))?

¹ Yes, the State collects these data.

If Yes, please respond (check one):

² The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:³ [Click here to enter text.](#)

⁴ The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(11)" in the Plan Element Verification Chart in Part 3B, Section I.

→ Provide the State website where the data are collected and publicly available:⁵ [Click here to enter text.](#)

⁶ The State does not make the data publicly available on a website.

→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(11)" in the Plan Element Verification Chart in Part 3B, Section I.

⁷ No, the State does not collect these data.

If No, please respond (check one):

The State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) by September 30, 2011.

→ Provide the State's plan for collecting, making the data publicly available, and updating it annually on a website in Part 3B, Section I. Mark both the Collection and Public Reporting columns next to "Indicator (c)(11)" in the Plan Element Verification Chart in Part 3B, Section I.

The State will develop but not implement the means to collect and publicly report the data (i.e., the State will not collect and publicly report the data) by September 30, 2011.

→ Provide the State's plan for developing the means to collect and to publicly report the data (but not the State's implementation of those means) in Part 3B, Section V.

Indicator (c)(12) Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i) who enroll in a public IHE (as defined in section 101(a) of the HEA) in the State within 16 months of receiving a regular high school diploma, the number and percentage (including numerator and denominator) who complete at least one year's worth of college credit (applicable to a degree) within two years of enrollment in the IHE.

Please respond (check one): Does the State collect these data (as defined in Indicator (c)(12))?

¹ Yes, the State collects these data.

If Yes, please respond (check one):

² The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:³ [Click here to enter text.](#)

⁴ The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(12)" in the Plan Element Verification Chart in Part 3B, Section I.

➔ Provide the State website where the data are collected and publicly available:⁵ [Click here to enter text.](#)

⁶ The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(12)" in the Plan Element Verification Chart in Part 3B, Section I.

⁷ No, the State does not collect these data.

If No, please respond (check one):

The State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) by September 30, 2011.

→ Provide the State's plan for collecting, making the data publicly available, and updating it annually on a website in Part 3B, Section I. Mark both the Collection and Public Reporting columns next to "Indicator (c)(12)" in the Plan Element Verification Chart in Part 3B, Section I.

The State will develop but not implement the means to collect and publicly report the data (i.e., the State will not collect and publicly report the data) by September 30, 2011.

→ Provide the State's plan for developing the means to collect and to publicly report the data (but not the State's implementation of those means) in Part 3B, Section V.

IV. Assurance (d): Supporting Struggling Schools

A State must collect and publicly report data and other information on the progress of certain groups of schools in the State on State assessments in reading/language arts and mathematics; on the extent to which reforms to improve student academic achievement are implemented in the persistently lowest-achieving schools in the State; and on the extent to which charter schools are operating in the State.

Indicator (d)(1) Provide, for the State, the average statewide school gain in the “all students” category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on the State assessments in reading/language arts and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress (as defined in this notice) on State assessments in reading/language arts in the last year.

Please respond (check one): Does the State collect these data?

Yes, the State collects these data.

If Yes, please respond (check one):

The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:³
http://www.tea.state.tx.us/index4.aspx?id=7354&menu_id=798

The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated data are provided by the State to the public:
⁵ [Click here to enter text.](#)

The State does not make the data publicly available on a website.

→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect these data.

→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(2) Provide, for the State, the average statewide school gain in the “all students” category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on State assessments in mathematics and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress on State assessments in mathematics in the last year.

Please respond (check one): Does the State collect these data?

¹ Yes, the State collects these data.

If Yes, please respond (check one):

² The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:³

http://www.tea.state.tx.us/index4.aspx?id=7354&menu_id=798

⁴ The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated data are provided by the State to the public:

⁵ [Click here to enter text.](#)

⁶ The State does not make the data publicly available on a website.

➔ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect these data.

→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Descriptor (d)(1) Provide the definition of “persistently lowest-achieving schools” (consistent with the requirements for defining this term set forth in the Definitions section of the NFR) that the State uses to identify such schools.



Please respond (check Yes or No): Does the State have a definition of “persistently lowest achieving schools” (consistent with the requirements for defining this term set forth in the Definitions section of the NFR) for the purposes of this indicator?

Yes, the State has a definition of “persistently lowest achieving schools” for the purposes of this indicator.

Provide the definition here:² “Persistently lowest-achieving schools” as defined by the USDE Final Regulations, were determined by the State as:

(a) Any Title I school in improvement, corrective action, or restructuring (based on the 2009-10 final state list of campuses identified in Title I School Improvement status) that —

1. Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring (based on the combined performance of reading/language arts and mathematics); or
2. Is a high school that has had a graduation rate as defined in 34 C.F.R. § 200.19(b) that is less than 60 percent for 2 consecutive years (2008 and 2007) or average graduation rate less than 60% for 2008 and 2007;

and

(b) Any secondary school (a campus serving grades 7 and above, i.e., 6-8, K-12, 9-12) that is eligible for, but does not receive, Title I funds (based on the 2009-10 Title I application for funding list of campuses) that —

1. Is among the lowest-achieving five percent of secondary schools (based on the combined performance of reading/language arts and mathematics); or
2. Is a high school that has had a graduation rate as defined in 34 C.F.R. § 200.19(b) that is either less than 60 percent for the 2 most recent consecutive years in which data are available (2008 and 2007) or has an average of the 2008 and 2007 graduation rates that is less than 60%;

To identify the persistently lowest-achieving 5% of schools in the State, the State prioritized—

1. First, the academic achievement of the “all students” group in a school in terms of proficiency on the State’s assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics based on absolute performance (not including the Texas Projection Measure); and
2. Second, the school’s lack of progress on those assessments from the prior year in the “all students” group.

If Yes, please respond (che[^]k one):

- ³ The State has made the definition *publicly available* on a website.

Provide the State website where the definition is publicly available:⁴

http://www.tea.state.tx.us/index4.aspx?id=7354&menu_id=798

- ⁵ The State does not make the definition publicly available on a website.

➔ Provide the State’s plan for making the definition publicly available in Part 3B. Cite “Descriptor (d)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

- ⁶ No, the State does not have a definition of “persistently lowest achieving schools” for the purposes of this indicator.

➔ Provide the State’s plan for developing a definition and making it publicly available on a website in Part 3B. Cite “Descriptor (d)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(3) Provide, for the State, the number and identity of the schools that are Title I schools in improvement, corrective action, or restructuring, that are identified as persistently lowest-achieving schools.



Please respond (check one): Does the State collect this information?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:³
http://www.tea.state.tx.us/index4.aspx?id=7354&menu_id=798

⁴ The State makes the data *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:
⁵ [Click here to enter text.](#)

⁶ The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(4) Provide, for the State, of the persistently lowest-achieving schools that are Title I schools in improvement, corrective action, or restructuring, the number and identity of those schools that have been turned around, restarted, closed, or transformed (as defined in the NFR) in the last year.



Please respond (check one): Does the State collect this information?

Yes, the State collects this information.

If Yes, please respond (check one):

The State makes the information *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:³
The following link maintains this information: http://www.tea.state.tx.us/index4.aspx?id=7354&menu_id=798. This information can be found by clicking on the hyperlink entitled "2009 List" under the section "persistently lowest-achieving schools that are Title I schools in improvement, corrective action, or restructuring, that have been turned around, restarted, closed, or transformed (as defined in the final federal regulations) in the last year". The following link directly connects to the specific report that details this information: <http://ritter.tea.state.tx.us/nclb/PDF/SIP-TierI-Model.pdf>.

The State makes the data *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
→ Provide the State website where the most recently updated information is provided by the State to the public:
⁵ [Click here to enter text.](#)

The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
→

No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

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Indicator (d)(5) Provide, for the State, the number and identity of the schools that are secondary schools that are eligible but do not receive, Title I funds, that are identified as persistently lowest-achieving schools.



Please respond (check one): Does the State collect this information?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:³

http://www.tea.state.tx.us/index4.aspx?id=7354&menu_id=798

⁴ The State makes the data *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:

⁵ [Click here to enter text.](#)

⁶ The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(6) Provide, for the State, of the persistently lowest-achieving schools that are secondary schools that are eligible for, but do not receive, Title I funds, the number and identity of those schools that have been turned around, restarted, closed, or transformed in the last year.



Please respond (check one): Does the State collect this information?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:³

The following link maintains this information: http://www.tea.state.tx.us/index4.aspx?id=7354&menu_id=798. This information can be found by clicking on the hyperlink entitled "2009 List" under the section "The persistently lowest-achieving schools that are secondary schools that are eligible for, but do not receive, Title I funds, that have been turned around, restarted, closed, or transformed in the last year". The following link directly connects to the specific report that details this information: <http://ritter.tea.state.tx.us/nclb/PDF/SIP-TierII-Model.pdf>.

⁴ The State makes the data *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:

⁵ [Click here to enter text.](#)

⁶ The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(7) Provide, for the State and, if applicable, for each LEA in the State, the number of charter schools that are currently permitted to operate under State law.



Please respond (check one): Does the State collect this information?

Yes, the State collects this information.

If Yes, please respond (check one):

The State makes the information *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:³

<http://ritter.tea.state.tx.us/charter/reports/operatingcampuses.pdf>

The State makes the data *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:

⁵ [Click here to enter text.](#)

The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

No, the State does not collect this information.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(7)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(8) Confirm, for the State and for each LEA in the State that operates charter schools, the number of charter schools currently operating.



Please respond (check one): Is the number of charter schools publicly reported as currently operating for the State and for each LEA at <http://www.ed.gov/programs/statestabilization/indicator-d8.xls> correct?

¹ Yes, the data are correct.

² No, the data are not correct.

→ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State’s website is also sufficient:

³ [Click here to enter text.](#)

Please respond (check one):

⁴ The State makes the data *publicly available* and keeps it *up-to-date* on a website.

→ Provide the State website where the data are collected and publicly available:⁵

<http://ritter.tea.state.tx.us/charter/reports/operatingcampuses.pdf>

⁶ The State makes the data *publicly available* on a website but *does not keep it up-to-date*.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (d)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:

⁷ [Click here to enter text.](#)

⁸ The State does not make the data publicly available on a website.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (d)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (d)(9) Provide, for the State and for each LEA in the State that operates charter schools, the number and percentage of charter schools that have made progress on State assessments in reading/language arts in the last year.

Please respond (check one): Does the State collect this information?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:³

⁴ The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(9)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:

⁵ [Click here to enter text.](#)

⁶ The State does not make the information publicly available on a website.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(9)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

The following link details the requested information at the campus level:

http://www.tea.state.tx.us/index4.aspx?id=7354&menu_id=798. This information will be modified to include state level information.

⁷ No, the State does not collect this information.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(9)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

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Indicator (d)(10) Provide, for the State and for each LEA in the State that operates charter schools, the number and percentage of charter schools that have made progress on State assessments in mathematics in the last year.

Please respond (check one): Does the State collect this information?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:³ [MUST GET LINK](#)

⁴ The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(10)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:
⁵ [Click here to enter text.](#)

⁶ The State does not make the information publicly available on a website.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(10)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

The following link details the requested information at the campus level:

http://www.tea.state.tx.us/index4.aspx?id=7354&menu_id=798. This information will be modified to include state level information.

⁷ No, the State does not collect this information.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(10)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

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Indicator (d)(11) Provide, for the State and for each LEA in the State that operates charter schools, the number and identity of charter schools that have closed (including schools that were not reauthorized to operate) within each of the last five years.

Please respond (check one): Does the State collect this information?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:³

<http://ritter.tea.state.tx.us/charter/reports/closedcampuses.pdf>

⁴ The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(11)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:

⁵ [Click here to enter text.](#)

⁶ The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(11)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(11)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

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Indicator (d)(12) Indicate, for each charter school that has closed (including a school that was not reauthorized to operate) within each of the last five years, whether the closure of the school was for financial, enrollment, academic, or other reasons.

Please respond (check one): Does the State collect this information?

Yes, the State collects this information.

If Yes, please respond (check one):

The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:³
<http://ritter.tea.state.tx.us/charter/reports/closedcampuses.pdf>

The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(12)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:
⁵ [Click here to enter text.](#)

The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(12)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(12)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

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ART 3B: DATA COLLECTION & PUBLIC REPORTING PLAN

Requirement: The State must collect and publicly report the data or other information required by an assurance indicator or descriptor. If the State is not able to fully collect or publicly report, at least annually through September 30, 2011, the State plan must describe the State's process and timeline for developing and implementing, as soon as possible but no later than September 30, 2011, the means to fully collect and publicly report the data or information, including the milestones that the State establishes toward developing and implementing those means, the date by which the State expects to reach each milestone, and any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy. The plan must also include the nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II), the amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

I. ASSURANCES (a), (c), AND (d)

Important note regarding indicators (c)(11) and (c)(12):

If the State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) for either of these indicators by September 30, 2011, the plan requirements of this section apply to the indicator(s) for which this is the case.

If the State will develop but not implement the means to collect and publicly report the data (i.e., the State will not collect and publicly report the data) by September 30, 2011, for either of these indicators the requirements for this section do not apply to the indicator for which this is the case. Proceed to Section V.

State Plan Instructions: For each assurance indicator or descriptor under education reform areas (a), (c), and (d) for which the State is not able to fully collect or publicly report annually the required data or information (as indicated in Part 3A), please attach a plan that provides:

The process and timeline for developing and implementing, as soon as possible, but no later than September 30, 2011, the means to fully collect and/or publicly report (as required) the data or information, including:

- The milestones that the State establishes toward developing and implementing

those means;

- The date by which the State expects to reach each milestone;
- Any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

- (A)** Describe the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;
- (B)** Describe the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;
- (C)** Provide the overall budget for the development, execution, and oversight of the plan.
- (D)** Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

Plan Element Verification: Please fill out the following chart to indicate which elements, per the instructions in Part 1, must be addressed in the State plan, and whether they must address collection, public reporting, or both. Do not list elements that do not need to be addressed in the State plan. Only list those for which the State has been directed to do so in completing Part 3A.

<u>Element</u>	<u>Collection (check if applies)</u>	<u>Public Reporting (check if applies)</u>
Descriptor (a)(1)	X	X
Indicator (a)(3)	X	X
Indicator (a)(4)	X	X
Indicator (a)(5)	X	X
Descriptor (a)(2)	X	X
Indicator (a)(6)	X	X
Indicator (a)(7)	X	X
Indicator (c)(4)	X	X
Indicator (c)(6)	X	X
Indicator (d)(9)		X
Indicator (d)(10)		X

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State Plan for Descriptor (a)(1)

Part 1:

Building on Texas' past education successes, in 2006, Texas began reform efforts to guarantee that critical aspects of the state's education system were aligned to ensure each student graduated college- and career-ready. As part of these reforms, Texas continues to emphasize the importance of placing effective teachers in every classroom.

The state requires that all teachers be appraised based on eight established domains, including the improvement of academic performance of all students on the campus (Texas Education Code §21.351 and Texas Administrative Code §150.1001-2). For each domain, teachers are given a performance rating. Each domain is scored independently, so there are no cumulative scores. While all teachers must be appraised based on the domains, districts have two choices in selecting their evaluation system: a teacher appraisal system recommended by the state or a local teacher appraisal system. This allows districts discretion in designing their system, while ensuring that teachers across the state are held to high standards. The majority of Texas schools use the state's recommended system, called the Professional Development and Appraisal System, (PDAS).

To ensure transparency, the state will design an online survey tool to annually collect teacher evaluation information from each LEA. TEA will provide training to LEAs on reporting. Once collected, TEA will then analyze the data and publish new reports or supplement existing state reports and annually make them publicly available on a web site. The reports will include all required information, including a description of the system each LEA uses to evaluate the performance of teachers, and other required information.

Milestones and Dates

- On or before June 2010 – TEA Division of Educator Initiatives and Performance will design the online survey tool to collect required information.
- On or before July 2010 – Implement statewide training of LEAs on required data collection.
- On or before September 2010 – Deploy the survey tool to collect data from districts.
- On or before December 2010 – Analyze and publish the data on the TEA web site.

Obstacles to Implementation

There are no statutory obstacles that would prohibit the implementation of this plan, and TEA is well-positioned to execute the plan. However, the TEA is concerned with the additional administrative burden this data collection may place on our independent school districts and open-enrollment charter schools.

Budget for Development, Execution, and Oversight

\$14,750 (portion of staff salary and online survey tool) – The plan will be financed using existing state funds and resources.

Agencies Responsible for Development, Execution, and Oversight of the Plan

The development, execution and oversight of the state plan are the responsibility of TEA, in coordination with THECB. TEA is composed of the commissioner of education and agency staff. TEA is the state executive agency for primary and secondary public education, and is responsible for guiding and monitoring certain activities related to public education in Texas.

The agency consists primarily of eight major functional areas (departments). Eight associate commissioners oversee these areas under the leadership of three deputy commissioners and the commissioner of education, and their component divisions carry out the primary functions of the agency. The TEA Division of Educator Initiatives and Performance within Educator Quality, Standards and Initiatives will have primary responsibility over this data within the agency.

Technical Assistance or Other Support for Plan

As necessary, TEA will provide LEAs and others with high-quality information, clarification, resources and process to ensure accurate data collection and improve student performance. Additional subject matter experts may be identified to work in conjunction with TEA.

Public Reporting of the Plan and Progress Reports

The state will publicly report its SFSF Phase II data collection plan and the state's progress reports on its plan on the Texas Education Agency ARRA Stimulus/Stabilization web site (www.tea.state.tx.us/arrastimulus) in compliance with the notice of final requirements, definitions and approval criteria for the SFSF Phase II. The state's plan and progress will be updated quarterly and made publicly available on the web site.

TEA will locate required data and reports prepared as part of this plan in the appropriate place on the TEA web site or link to the data on the LEA websites where applicable to ensure public accessibility.

Part 2:

The state requires that all teachers be appraised based on eight established domains, including the improvement of academic performance of all students on the campus (Texas Education Code §21.351 and Texas Administrative Code §150.1001-2). For each domain, teachers are given a performance rating. Each domain is scored independently, so there are no cumulative scores. While all teachers must be appraised based on the domains, districts have two choices in selecting their evaluation system: a teacher-appraisal system recommended by the state or a local teacher-appraisal system. This allows districts discretion in designing their system, while ensuring that teachers across the state are held to high standards. The majority of Texas schools use the state's recommended system called the Professional Development and Appraisal System, (PDAS).

To ensure transparency, the state will design an online survey tool to annually collect teacher evaluation information from each LEA. TEA will provide training to LEAs on reporting. Once collected, TEA will analyze the data and annually publish new reports or supplement existing reports and make them publicly available on a web site. The reports will include a description of the system each LEA uses to evaluate the performance of teachers. The reports will also include a description of the manner in which each LEA uses the results of their evaluation systems related to the performance of teachers in decisions regarding teacher development, compensation, promotion, retention, and removal and all other required information. TEA will ensure teacher privacy and that information on individual teacher performance cannot be determined.

Estimated Milestones and Dates

- On or before June 2010 – TEA Division of Educator Initiatives and Performance will design the online survey tool to collect required information.
- On or before July 2010 – Implement statewide training for data collection.
- On or before September 2010 – Deploy the survey tool to collect data from districts.
- On or before September 2011 – Analyze and publish the data on the TEA web site.

Obstacles to Implementation

There are no statutory obstacles that would prohibit the implementation of this plan and TEA is well positioned to execute the plan. However, the TEA is concerned with the additional administrative burden this data collection may place on our independent school districts and open-enrollment charter schools.

Budget for Development, Execution, and Oversight

\$9,250 (portion of staff salary and online survey tool) — The plan will be financed using existing state funds and resources.

Agencies Responsible for Development, Execution, and Oversight of the Plan

The development, execution, and oversight of the state plan are the responsibility of the TEA. The TEA is comprised of the commissioner of education and agency staff. The TEA is the state executive agency for primary and secondary public education and is responsible for guiding and monitoring certain activities related to public education in Texas.

The agency consists primarily of eight major functional areas (departments). Eight associate commissioners oversee these areas under the leadership of three deputy commissioners and the Commissioner of Education, and their component divisions carry out the primary functions of the agency. The Division of Educator Initiatives and Performance within Educator Quality, Standards and Initiatives will have primary responsibility over this data within the agency.

Technical Assistance or Other Support for Plan

As necessary, TEA will provide LEAs and others with high-quality information, clarification, resources and process to ensure accurate data collection and improve student performance. Additional subject matter experts may be identified to work in conjunction with TEA.

Public Reporting of the Plan and Progress Reports

The State will publicly report its SFSF Phase II data collection plan and the State's progress reports on its plan on the Texas Education Agency ARRA Stimulus/Stabilization web site (www.tea.state.tx.us/arrastimulus) in compliance with the notice of final requirements, definitions, and approval criteria for the SFSF Phase II. The State's plan and progress will be updated quarterly and made publicly available on the web site.

TEA will locate required data and reports prepared as part of this plan in the appropriate place on the TEA web site or link to the data on the LEA websites where applicable to ensure public accessibility

State Plan for Indicator (a)(3)

Building on Texas' past education successes, in 2006, Texas began reform efforts to ensure critical aspects of the state's education system were aligned to ensure each student graduated college- and career-ready. As part of these reforms, Texas continues to emphasize the important of ensuring effective teachers are in every classroom.

The state requires that all teachers be appraised based on eight established domains, including the improvement of academic performance of all students on the campus (Texas Education Code §21.351 and Texas Administrative Code §150.1001-2). For each domain, teachers are given a performance rating. Each domain is scored independently, so there are no cumulative scores. While all teachers must be appraised based on the domains, districts have two choices in selecting their evaluation system: a teacher-appraisal system recommended by the state or a local teacher-appraisal system. This allows districts discretion in designing their system, while ensuring that teachers across the state are held to high standards. The majority of Texas schools use the state's recommended system called the Professional Development and Appraisal System, (PDAS).

To ensure transparency, the state will design an online survey tool to annually collect teacher evaluation information from each LEA. TEA will provide training to LEAs on reporting. Once collected, TEA will analyze the data and annually publish new reports or supplement existing reports and make them publicly available on a web site. The reports will include all required information including whether the system each LEA uses to evaluate the performance of teachers includes student achievement outcomes or student growth data as an evaluation criterion. TEA will ensure teacher privacy and that information on individual teacher performance cannot be determined.

Estimated Milestones and Dates

- On or Before June 2010 - TEA Division of Educator Initiatives and Performance will design the online survey tool to collect required information.
- On or Before July 2010 - Implement statewide training for data collection.
- On or Before September 2010 - Deploy survey tool to collect data from districts.
- On or Before September 2011 - Analyze and publish the data on the TEA web site.

Obstacles to Implementation

There are no statutory obstacles that would prohibit the implementation of this plan and TEA is well positioned to execute the plan. However, the TEA is concerned with the additional administrative burden this data collection may place on our independent school districts and open-enrollment charter schools.

Budget for Development, Execution, and Oversight

\$14,750 (portion of staff salary and online survey tool) — The plan will be financed using existing state funds and resources.

Agencies Responsible for Development, Execution, and Oversight of the Plan

The development, execution, and oversight of the state plan are the responsibility of the TEA. The TEA is comprised of the commissioner of education and agency staff. The TEA is the state executive agency for primary and secondary public education and is responsible for guiding and monitoring certain activities related to public education in Texas.

The agency consists primarily of eight major functional areas (departments). Eight associate commissioners oversee these areas under the leadership of three deputy commissioners and the Commissioner of Education, and their component divisions carry out the primary functions of the agency. The TEA Division of Educator Initiatives and Performance within Educator Quality, Standards and Initiatives will have primary responsibility over this data within the agency.

Technical Assistance or Other Support for Plan

As necessary, TEA will provide LEAs and others with high-quality information, clarification, resources and process to ensure accurate data collection and improve student performance. Additional subject matter experts may be identified to work in conjunction with TEA.

Public Reporting of the Plan and Progress Reports

The State will publicly report its SFSF Phase II data collection plan and the State's progress reports on its plan on the Texas Education Agency ARRA Stimulus/Stabilization web site (www.tea.state.tx.us/arrastimulus) in compliance with the notice of final requirements, definitions, and approval criteria for the SFSF Phase II. The State's plan and progress will be updated quarterly and made publicly available on the web site.

TEA will locate required data and reports prepared as part of this plan in the appropriate place on the TEA web site or link to the data on the LEA websites where applicable to ensure public accessibility

State Plan for Indicator (a)(4)

Building on Texas' past education successes, in 2006 Texas began reform efforts to ensure critical aspects of the state's education system were aligned to ensure each student graduated college- and career-ready. As part of these reforms, Texas continues to emphasize the importance of ensuring effective teachers are in every classroom.

The state requires that all teachers be appraised based on eight established domains, including the improvement of academic performance of all students on the campus (Texas Education Code §21.351 and Texas Administrative Code §150.1001-2). For each domain, teachers are given a performance rating. Each domain is scored independently, so there are no cumulative scores. While all teachers must be appraised based on the domains, districts have two choices in selecting their evaluation system: a teacher-appraisal system recommended by the state or a local teacher-appraisal system. This allows districts discretion in designing their system, while ensuring that teachers across the state are held to high standards. The majority of Texas schools use the state's recommended system called the Professional Development and Appraisal System, (PDAS).

To ensure transparency, the state will design an online survey tool to annually collect teacher evaluation information from LEAs. TEA will provide training to LEAs on reporting. Once collected, TEA will analyze the data and annually publish new reports or supplement existing reports and make them publicly available on a web site. Reports will include all required data including for each LEA in the state whose teachers receive performance ratings or levels through an evaluation system, the number and percentage of teachers rated at each performance rating or level. TEA will ensure teacher privacy and that information on individual teacher performance cannot be determined.

Milestones and Dates

- On or before June 2010 - The TEA Division of Educator Initiatives and Performance will design the online survey tool to collect required information.
- On or before July 2010 - Implement statewide training for data collection.
- On or before September 2010 - Deploy the survey tool to data from districts.
- On or before September 2011 - Analyze and publish the data on the TEA web site.

Obstacles to Implementation

There are no statutory obstacles that would prohibit the implementation of this plan, and TEA is well-positioned to execute the plan. However, the TEA is concerned with the additional administrative burden this data collection may place on our independent school districts and open-enrollment charter schools.

Budget for Development, Execution, and Oversight

\$6,500 (portion of staff salary and online survey tool) – The plan will be financed using existing state funds and resources.

Agencies Responsible for Development, Execution, and Oversight of the Plan

The development, execution and oversight of the state plan are the responsibility of TEA. TEA is composed of the commissioner of education and agency staff. TEA is the state executive agency for primary and secondary public education, and is responsible for guiding and monitoring certain activities related to public education in Texas.

The agency consists primarily of eight major functional areas (departments). Eight associate commissioners oversee these areas under the leadership of three deputy commissioners and the commissioner of education, and their component divisions carry out the primary functions of the agency. The TEA Division of Educator Initiatives and Performance within Educator Quality, Standards and Initiatives will have primary responsibility over this data within the agency.

Technical Assistance or Other Support for Plan

As necessary, TEA will provide LEAs and others with high-quality information, clarification, resources and process to ensure accurate data collection and improve student performance. Additional subject matter experts may be identified to work in conjunction with TEA.

Public Reporting of the Plan and Progress Reports

The state will publicly report its SFSF Phase II data collection plan and the state's progress reports on its plan on the Texas Education Agency ARRA Stimulus/Stabilization web site (www.tea.state.tx.us/arrastimulus) in compliance with the notice of final requirements, definitions and approval criteria for the SFSF Phase II. The state's plan and progress will be updated quarterly and made publicly available on the web site.

TEA will locate required data and reports prepared as part of this plan in the appropriate place on the TEA web site or link to the data on the LEA websites where applicable to ensure public accessibility

State Plan for Indicator (a)(5)

Each LEA will be surveyed to determine whether or not they post the evaluation data on-line in a manner consistent with the indicator. The state will then report on TEA's website whether or not each LEA makes their teacher evaluation data available on-line in a manner consistent with the indicator.

All school districts in Texas are required to use a teacher evaluation system that includes the criteria outlined in the Texas Education Code. Texas Education Code §21.351 establishes a recommended appraisal process and criteria on which to appraise the performance of teachers.

Milestones and Dates

- On or before May 31, 2011 – TEA will survey LEA's to determine whether or not each LEA makes their teacher evaluation data available online in a manner consistent with the indicator.
- On or before August 31, 2011 – TEA will report whether or not each LEA makes their teacher evaluation data available online on TEA's website.

Obstacles to Implementation

There are no statutory obstacles that would prohibit the implementation of this plan, and TEA is well-positioned to execute the plan. However, the TEA is concerned with the additional administrative burden this data reporting may place on our independent school districts and open-enrollment charter schools.

Budget for Development, Execution, and Oversight

\$6,500 (portion of staff salary and online survey tool) - The plan will be financed using existing state funds and resources.

Agencies Responsible for Development, Execution, and Oversight of the Plan

The development, execution and oversight of the state plan are the responsibility of TEA. TEA is composed of the commissioner of education and agency staff. The TEA is the state executive agency for primary and secondary public education, and is responsible for guiding and monitoring certain activities related to public education in Texas.

The agency consists primarily of eight major functional areas (departments). Eight associate commissioners oversee these areas under the leadership of three deputy commissioners and the Commissioner of Education, and their component divisions carry out the primary functions of the agency. The TEA Division of Information Technology within Information Technology and Agency Operations will have primary responsibility over this data within the agency.

Technical Assistance or Other Support for Plan

As necessary, TEA will provide LEAs and others with high-quality information, clarification, resources and process to ensure accurate data collection. Additional subject matter experts may be identified to work in conjunction with TEA

Public Reporting of the Plan and Progress Reports

The state will publicly report its SFSF Phase II data collection plan and the state's progress reports on its plan on the Texas Education Agency ARRA Stimulus/Stabilization web site (www.tea.state.tx.us/arrastimulus) in compliance with the notice of final requirements, definitions and approval criteria for the SFSF Phase II. The state's plan and progress will be updated quarterly and made publicly available on the web site. The TEA will collect whether LEAs report applicable information on their teachers' performance ratings or levels through an evaluation system and post the findings on the TEA ARRA Stimulus/Stabilization web site.

State Plan for Descriptor (a)(2)

Part 1:

Building on Texas' past education successes, in 2006, Texas began reform efforts to ensure that critical aspects of the state's education system were aligned to ensure each student graduated college- and career-ready. As part of these reforms, Texas continues to emphasize the importance of ensuring that effective principals are on every campus to improve student achievement. The state is in the process of improving principal appraisal tools to better assist districts. Under Texas law, districts have two choices in selecting an administrator appraisal process: the recommended principal appraisal process domains/descriptors and performance criteria domains developed by the state, or a locally developed principal appraisal system developed in consultation with district/campus-level committees and adopted by the local school board (Texas Education Code §21.354).

To ensure transparency, the state will design an online survey tool to annually collect principal appraisal information from LEAs. TEA will provide training to LEAs on reporting. Once collected, TEA will analyze the data and annually publish new reports or supplement existing reports, and make them publicly available on a web site. The report will include all required data, including a specific description of the system each LEA uses to evaluate the performance of principals. TEA will ensure principal privacy and that information on individual principal performance cannot be determined. Some Texas school districts have only one campus, and, as such, the data on these schools may have to be merged to protect the confidentiality of the principals involved.

Milestones and Dates

- June 2010 – The Division of Educator Initiatives and Performance will design the online survey tool to collect required information.
- May 2011 - Implement statewide training for data collection.
- May 2011 - Deploy survey tool to collect classroom level data from districts.
- August 2011 - Analyze and publish the data on the Texas Education Agency website.

Obstacles to Implementation

There are no statutory obstacles that would prohibit the implementation of this plan, and TEA is well-positioned to execute the plan. However, the TEA is concerned with the additional administrative burden this data collection may place on our independent school districts and open-enrollment charter schools.

Amount of Funds and Whether State, Federal or Local

\$6,500 (portion of staff salary and online survey tool) - The plan will be financed using existing state funds and resources.

Agencies Responsible for Development, Execution, and Oversight of the Plan

The development, execution and oversight of the state plan are the responsibility of TEA. TEA is composed of the commissioner of education and agency staff. TEA is the state executive

agency for primary and secondary public education, and is responsible for guiding and monitoring certain activities related to public education in Texas.

The agency consists primarily of eight major functional areas (departments). Eight associate commissioners oversee these areas under the leadership of three deputy commissioners and the commissioner of education, and their component divisions carry out the primary functions of the agency. The Division of Educator Initiatives and Performance within Educator Quality, Standards and Initiatives will have primary responsibility over this data within the agency.

Technical Assistance or Other Support for Plan

As necessary, TEA will provide LEAs and others with high-quality information, clarification, resources and process to ensure accurate data collection and improve student performance. Additional subject matter experts may be identified to work in conjunction with TEA.

Public Reporting of the Plan and Progress Reports

The state will publicly report its SFSF Phase II data collection plan and the state's progress reports on its plan on the Texas Education Agency ARRA Stimulus/Stabilization web site (www.tea.state.tx.us/arrastimulus) in compliance with the notice of final requirements, definitions and approval criteria for the SFSF Phase II. The state's plan and progress will be updated quarterly and made publicly available on the web site.

TEA will locate required data and reports prepared as part of this plan in the appropriate place on the TEA web site or link to the data on the LEA websites where applicable to ensure public accessibility

Part 2:

Under Texas law, districts have two choices in selecting an administrator appraisal process: the recommended principal appraisal process domains/descriptors and performance criteria domains developed by the state, or a locally developed principal appraisal system developed in consultation with district/campus-level committees and adopted by the local school board (Texas Education Code §21.354).

To ensure transparency, the state will design an online survey tool to annually collect principal appraisal information from LEAs. TEA will provide training to LEAs on reporting. Once collected, TEA will analyze the data and annually publish new reports or supplement existing reports, and make them publicly available on a web site. The report will include all required data, including, for each LEA in the state, the system used to evaluate the performance of principals and the use of results from those systems in decisions regarding principal development, compensation, promotion, retention and removal. TEA will ensure principal privacy and that information on individual principal performance cannot be determined.

Because some Texas school districts have only one campus, the data on these schools may have to be merged to protect the confidentiality of the principals involved.

Milestones and Dates

- June 2010- The Division of Educator Initiatives and Performance will design the online survey tool to collect required information.
- July 2010 -Implement statewide training for data collection.
- On or before September 2010 - Deploy survey tool to collect data from districts.
- On or before September 2011- Analyze and publish the data on the TEA web site.

Obstacles to Implementation

There are no statutory obstacles that would prohibit the implementation of this plan, and TEA is well-positioned to execute the plan. However, the TEA is concerned with the additional administrative burden this data collection may place on our independent school districts and open-enrollment charter schools.

Budget for Development, Execution, and Oversight

\$3,750 (portion of staff salary and online survey tool) - The plan will be financed using existing state funds and resources.

Agencies Responsible for Development, Execution, and Oversight of the Plan

The development, execution and oversight of the state plan are the responsibility of TEA. TEA is composed of the commissioner of education and agency staff. TEA is the state executive agency for primary and secondary public education, and is responsible for guiding and monitoring certain activities related to public education in Texas. The agency consists primarily of eight major functional areas (departments). Eight associate commissioners oversee these areas under the leadership of three deputy commissioners and the commissioner of education, and their component divisions carry out the primary functions of the agency. The Division of Educator Initiatives and Performance within Educator Quality, Standards and Initiatives will have primary responsibility over this data within the agency.

Technical Assistance or Other Support for Plan

As necessary, TEA will provide LEAs and others with high-quality information, clarification, resources and process to ensure accurate data collection and improve student performance. Additional subject matter experts may be identified to work in conjunction with TEA.

Public Reporting of the Plan and Progress Reports

The state will publicly report its SFSF Phase II data collection plan and the state's progress reports on its plan on the Texas Education Agency ARRA Stimulus/Stabilization web site (www.tea.state.tx.us/arrastimulus), in compliance with the notice of final requirements,

definitions and approval criteria for the SFSF Phase II. The state's plan and progress will be updated quarterly and made publicly available on the web site.

TEA will locate required data and reports prepared as part of this plan in the appropriate place on the TEA web site or link to the data on the LEA websites where applicable to ensure public accessibility

State Plan for Indicator (a)(6)

Building on Texas' past education successes, in 2006, Texas began reform efforts to ensure that critical aspects of the state's education system were aligned to ensure each student graduated college- and career-ready. As part of these reforms, Texas continues to emphasize the importance of ensuring effective principals are on every campus to improve student achievement. The state is in the process of improving principal appraisal tools to better assist districts. Under Texas law, districts have two choices in selecting an administrator appraisal process: the recommended principal appraisal process domains/descriptors and performance criteria domains developed by the state, or a locally developed principal appraisal system developed in consultation with district/campus-level committees and adopted by the local school board (Texas Education Code §21.354).

To ensure transparency, the state will design an online survey tool to annually collect principal appraisal information from LEAs. TEA will provide training to LEAs on reporting. Once collected, TEA will analyze the data and annually publish new reports or supplement existing reports, and make them publicly available on a web site. The report will include all required data, including, for each LEA in the state, whether the system used to evaluate the performance of principals includes student achievement outcomes or student growth data as an evaluation criterion. TEA will ensure principal privacy and that information on individual principal performance cannot be determined. Because some Texas school districts have only one campus, the data on these schools may have to be merged to protect the confidentiality of the principals involved.

Milestones and Dates

- June 2010- The Division of Educator Initiatives and Performance will design the online survey tool to collect required information.
- July 2010 -Implement statewide training for data collection.
- On or before September 2010 - Deploy survey tool to collect data from districts.
- On or before September 2011- Analyze and publish the data on the Texas Education Agency web site.

Obstacles to Implementation

There are no statutory obstacles that would prohibit the implementation of this plan, and TEA is well-positioned to execute the plan. However, the TEA is concerned with the additional administrative burden this data collection may place on our independent school districts and open-enrollment charter schools.

Budget for Development, Execution, and Oversight

\$3,750 (portion of staff salary and online survey tool) - The plan will be financed using existing state funds and resources.

Agencies Responsible for Development, Execution, and Oversight of the Plan

The development, execution and oversight of the state plan are the responsibility of TEA. TEA is composed of the commissioner of education and agency staff. The TEA is the state executive agency for primary and secondary public education, and is responsible for guiding and monitoring certain activities related to public education in Texas.

The agency consists primarily of eight major functional areas (departments). Eight associate commissioners oversee these areas under the leadership of three deputy commissioners and the commissioner of education, and their component divisions carry out the primary functions of the agency. The TEA Division of Educator Initiatives and Performance within Educator Quality, Standards and Initiatives will have primary responsibility over this data within the agency.

Technical Assistance or Other Support for Plan

As necessary, TEA will provide LEAs and others with high-quality information, clarification, resources and process to ensure accurate data collection and improve student performance. Additional subject matter experts may be identified to work in conjunction with TEA.

Public Reporting of the Plan and Progress Reports

The state will publicly report its SFSF Phase II data collection plan and the state's progress reports on its plan on the Texas Education Agency ARRA Stimulus/Stabilization web site (www.tea.state.tx.us/arrastimulus) in compliance with the notice of final requirements, definitions and approval criteria for the SFSF Phase II. The state's plan and progress will be updated quarterly and made publicly available on the web site.

TEA will locate required data and reports prepared as part of this plan in the appropriate place on the TEA web site or link to the data on the LEA websites where applicable to ensure public accessibility

State Plan for Indicator (a)(7)

Building on Texas' past education successes, in 2006, Texas began reform efforts to ensure that critical aspects of the state's education system were aligned to ensure each student graduated college- and career-ready. As part of these reforms, Texas continues to emphasize the importance of ensuring effective principals are on every campus to improve student achievement. The state is in the process of improving principal appraisal tools to better assist districts. Under Texas law, districts have two choices in selecting an administrator appraisal process: the recommended principal appraisal process domains/descriptors and performance criteria domains developed by the state, or a locally developed principal appraisal system developed in consultation with district/campus-level committees and adopted by the local school board (Texas Education Code §21.354).

To ensure transparency, the state will design an online survey tool to annually collect principal appraisal information from LEAs. TEA will provide training to LEAs on reporting. Once collected, TEA will analyze the data and annually publish new reports or supplement existing reports and make them publicly available on a web site. The report will include all required data, including, for each LEA in the state whose principals receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of principals rated at each performance rating or level. TEA will ensure principal privacy and that information on individual principal performance cannot be determined. Because some Texas school districts have only one campus, and the data on these schools may have to be merged to protect the confidentiality of the principals involved.

Milestones and Dates

- June 2010- The TEA Division of Educator Initiatives and Performance will design the online survey tool to collect required information.
- July 2010 - Implement statewide training for data collection.
- On or before September 2010 - Deploy survey tool to collect data from districts.
- On or before September 2011- Analyze and publish the data on the TEA web site.

Obstacles to Implementation

There are no statutory obstacles that would prohibit the implementation of this plan, and TEA is well-positioned to execute the plan. However, the TEA is concerned with the additional administrative burden this data collection may place on our independent school districts and open-enrollment charter schools.

Budget for Development, Execution, and Oversight

\$6,500 (portion of staff salary and online survey tool) - The plan will be financed using existing state funds and resources.

Agencies Responsible for Development, Execution, and Oversight of the Plan

The development, execution and oversight of the state plan are the responsibility of TEA. TEA is composed of the commissioner of education and agency staff. TEA is the state executive

agency for primary and secondary public education, and is responsible for guiding and monitoring certain activities related to public education in Texas.

The agency consists primarily of eight major functional areas (departments). Eight associate commissioners oversee these areas under the leadership of three deputy commissioners and the commissioner of education, and their component divisions carry out the primary functions of the agency. The TEA Division of Educator Initiatives and Performance within Educator Quality, Standards and Initiatives will have primary responsibility over this data within the agency.

Technical Assistance or Other Support for Plan

As necessary, TEA will provide LEAs and others with high-quality information, clarification, resources and process to ensure accurate data collection and improve student performance. Additional subject matter experts may be identified to work in conjunction with TEA.

Public Reporting of the Plan and Progress Reports

The state will publicly report its SFSF Phase II data collection plan and the state's progress reports on its plan on the Texas Education Agency ARRA Stimulus/Stabilization web site (www.tea.state.tx.us/arrastimulus) in compliance with the notice of final requirements, definitions and approval criteria for the SFSF Phase II. The state's plan and progress will be updated quarterly and made publicly available on the web site.

TEA will locate required data and reports prepared as part of this plan in the appropriate place on the TEA web site or link to the data on the LEA websites where applicable to ensure public accessibility

State Plan for Indicator (c)(4)

Texas continually reviews information collected about the appropriateness and effectiveness of the accommodations it provides to students with disabilities to ensure their meaningful participation in state assessments. The last formal analysis was completed two years ago.

In order to monitor whether districts are providing appropriate accommodations, each time the Texas Assessment of Knowledge and Skills (TAKS) test is administered, Texas collects and reviews information on the TAKS answer documents concerning the types of accommodations provided. TEA will be administering TAKS tests in the spring of 2010, and after those administrations, answer sheet information will be reviewed and summarized. The Student Assessment Division will also post an online survey for test administrators to complete that coincides with the primary administration of the TAKS test, which is in April 2010. Similar surveys conducted by TEA in the past yielded response rates sufficient to draw meaningful conclusions. Test administrators will be informed of the upcoming survey and deadline for submission, as well as the purpose of the survey and its results, beginning in March 2010. TEA will encourage test administrators to complete the survey and provide necessary training. The survey will contain questions about the accommodations used for students served by special education during state assessments.

The input provided from these sources will be combined and analyzed and used to inform decisions about accommodations for the new state assessment program that will be implemented in the 2011-2012 school year. The results of TEA's analysis of the appropriateness and effectiveness of the accommodations it provides to students with disabilities to ensure their meaningful participation in state assessments will be posted to the publicly available student assessment web site by October 2010.

Milestones and Dates

- On or before March 2010 – The TEA Division of Student Assessment staff will draft the survey for test administrators.
- On or before April 2010 – The TEA Division of Student Assessment staff will conduct the survey with test administrators.
- On or before August 2010 – The TEA Division of Student Assessment staff will analyze results from the survey and other sources.
- On or before October 2010 – The TEA Division of Student Assessment staff will finalize and post results online.

Obstacles to Implementation

There are no statutory obstacles that would prohibit the implementation of this plan, and TEA is well-positioned to execute the plan.

Budget for Development, Execution, and Oversight

\$12,500 (portion of staff salary and online survey tool) – The plan will be financed using existing state funds and resources.

Agency or Agencies Responsible for Development, Execution, and Oversight of the Plan

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The agency consists primarily of eight major functional areas (departments). Eight associate commissioners oversee these areas under the leadership of three deputy commissioners and the commissioner of education, and their component divisions carry out the primary functions of the agency. The TEA Division of Student Assessment within Assessment, Accountability and Data Quality will have primary responsibility over this data within the agency.

Technical Assistance or Other Support for Plan

As necessary, TEA will provide LEAs and others with high-quality information, clarification, resources and process to ensure accurate data collection and improve student performance. Additional subject matter experts may be identified to work in conjunction with TEA.

Public Reporting and Progress of Plan

The state will publicly report its SFSF Phase II data collection plan and the state's progress reports on its plan on the Texas Education Agency ARRA Stimulus/Stabilization web site (www.tea.state.tx.us/arrastimulus) in compliance with the notice of final requirements, definitions and approval criteria for the SFSF Phase II. The state's plan and progress will be updated quarterly and made publicly available on the web site.

TEA will locate required data and reports prepared as part of this plan in the appropriate place on the TEA web site to ensure public accessibility.

State Plan for Indicator (c)(6)

Texas continually reviews information collected about the appropriateness and effectiveness of the accommodations it provides limited English proficient students to ensure their meaningful participation in state assessments; however, the last formal analysis was completed over two years ago. In order to monitor whether districts are providing appropriate accommodations, each time the Texas Assessment of Knowledge and Skills (TAKS) test is administered, Texas collects and reviews information provided on the TAKS answer documents concerning the types of accommodations provided. TEA will be administering TAKS tests in the spring of 2010, and after those administrations, answer sheet information will be reviewed and summarized. The Student Assessment Division will also post an online survey for test administrators to complete that coincides with the primary administration of the TAKS, which is in April 2010. Similar surveys conducted by TEA in the past yielded response rates sufficient to draw meaningful conclusions. Test administrators will be informed of the upcoming survey and deadline for submission, as well as the purpose of the survey and its results, beginning in March 2010. TEA will encourage test administrators to complete the survey and provide necessary training. The survey will contain questions about the accommodations for limited English proficient students during the state assessments.

Input from these sources will be combined, and the results of TEA's analysis of the appropriateness and effectiveness of the accommodations it provides limited English proficient students to ensure their meaningful participation in State Assessments will be posted to the publicly available Student Assessment web site in October of 2010.

Milestones and Dates

- On or before March 2010 – The TEA Division of Student Assessment staff will draft the survey for test administrators.
- On or before April 2010 – The TEA Division of Student Assessment staff will conduct the survey with test administrators.
- On or before August 2010 – The TEA Division of Student Assessment staff will analyze results.
- On or before October 2010 – The TEA Division of Student Assessment staff will finalize and post results online.

Obstacles to Implementation

There are no statutory obstacles that would prohibit the implementation of this plan, and TEA is well-positioned to execute the plan.

Budget for Development, Execution, and Oversight

\$12,500 (portion of staff salary and online survey tool) – The plan will be financed using existing state funds and resources.

Agency or Agencies Responsible for Development, Execution, and Oversight of the Plan

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Technical Assistance or Other Support for Plan

As necessary, TEA will provide LEAs and others with high-quality information, clarification, resources and process to ensure accurate data collection and improve student performance. Additional subject matter experts may be identified to work in conjunction with TEA.

Public Reporting and Progress of the Plan

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TEA will locate required data and reports prepared as part of this plan in the appropriate place on the TEA web site to ensure public accessibility.

State Plan for Indicator (d)(9)

The Texas Education Agency currently reports the information required by Indicator (d)(9) except for one data element specific to state level totals. The web link for the report in question can be found at following web address:

http://www.tea.state.tx.us/index4.aspx?id=7354&menu_id=798 and the report itself can be found directly at: http://ritter.tea.state.tx.us/nclb/PDF/SFSF_read_charter_11JAN10.pdf for reading.

The coding for the report will be amended to include a state level summary of the individual charter campus data currently reported. This amended report will be reviewed for data quality and accuracy prior to posting to the TEA web site. Once the state level numbers and percentages are verified, the report will be re-posted to the links listed above.

Milestones and Dates

- On or before September 15, 2010 – Amended report, containing the additional state level summary data will be reposted to the TEA website.

Obstacles to Implementation

There are no statutory obstacles that would prohibit the implementation of this plan, and TEA is well-positioned to execute the plan.

Budget for Development, Execution, and Oversight

No additional funds will be necessary. Existing staff will update the information for reposting.

Agency Responsible for Development, Execution, and Oversight of Plan

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Technical Assistance or Other Support for Plan

As necessary, TEA will provide LEAs and others with high-quality information, clarification, resources and process to ensure accurate data collection and improve student performance. Additional subject matter experts may be identified to work in conjunction with TEA.

Public Reporting of the Plan and Progress Reports

The state will publicly report its SFSF Phase II data collection plan and the state's progress reports on its plan on the Texas Education Agency ARRA Stimulus/Stabilization web site (www.tea.state.tx.us/arrastimulus) in compliance with the notice of final requirements, definitions and approval criteria for the SFSF Phase II. The state's plan and progress will be updated quarterly and made publicly available on the web site.

State Plan for Indicator (d)(10)

The Texas Education Agency currently reports the information required by Indicator (d)(10), except for one data element specific to state level totals. The web link for the report in question can be found at following web address:

http://www.tea.state.tx.us/index4.aspx?id=7354&menu_id=798 and the report itself can be directly found at: http://ritter.tea.state.tx.us/nclb/PDF/SFSF_math_charter_11JAN10.pdf for math.

The coding for the report will be amended to include a state level summary of the individual charter campus data currently reported. This amended report will be reviewed for data quality and accuracy prior to posting to the TEA web site. Once the state level numbers and percentages are verified, the report will be re-posted to the links listed above.

Milestones and Dates

- On or before September 15, 2010 – Amended report, containing the additional state level summary data will be reposted to the TEA website.

Obstacles to Implementation

There are no statutory obstacles that would prohibit the implementation of this plan, and TEA is well-positioned to execute the plan.

Budget for Development, Execution, and Oversight

No additional funds will be necessary. Existing staff will update the information for reposting.

Agency Responsible for Development, Execution, and Oversight of Plan

The development, execution and oversight of the state plan are the responsibility of TEA. TEA is composed of the commissioner of education and agency staff. TEA is the state executive agency for primary and secondary public education, and is responsible for guiding and monitoring certain activities related to public education in Texas.

Technical Assistance or Other Support for Plan

As necessary, TEA will provide LEAs and others with high-quality information, clarification, resources and process to ensure accurate data collection and improve student performance. Additional subject matter experts may be identified to work in conjunction with TEA.

Public Reporting of the Plan and Progress Reports

The state will publicly report its SFSF Phase II data collection plan and the state's progress reports on its plan on the Texas Education Agency ARRA Stimulus/Stabilization web site (www.tea.state.tx.us/arrastimulus) in compliance with the notice of final requirements, definitions and approval criteria for the SFSF Phase II. The state's plan and progress will be updated quarterly and made publicly available on the web site.

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INDICATOR (b)(1)

Plan Instructions

If (as indicated in Part 3A) the State does not have a statewide longitudinal data system that fully includes all 12 elements of the America COMPETES Act, as addressed in indicator **(b)(1)**, please attach a plan that provides the process and timeline for developing and implementing, as soon as possible, but no later than September 30, 2011, a statewide longitudinal data system that includes all 12 elements of the America COMPETES Act, including the following information:

- The milestones that the State establishes toward developing and implementing those means;
- The date by which the State expects to reach each milestone;
- Any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

- (A)** Describe the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;
- (B)** Describe the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;
- (C)** Provide the overall budget for the development, execution, and oversight of the plan; and
- (D)** Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the web site where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

Plan Element Verification: Please mark which elements, per the instructions in Part 1, must be addressed in your state plan:

<u>COMPETES</u> <u>Element</u>	<u>Must be</u> <u>addressed in</u> <u>plan</u>	<u>Does not</u> <u>need to be</u> <u>addressed in</u> <u>plan</u>
1		X
2		X
3		X
4		X
5		X
6		X
7		X
8	X	
9	X	
10		X
11	X	
12	X	

State Plan for Indicator (b)(1)

Building on Texas's past successes, Texas is engaged in a multimillion dollar effort to align the state's education systems to ensure that all students graduate college- and career- ready and to improve student achievement. The Texas statewide longitudinal data system currently contains all of the information required for the America COMPETES Act except for data elements 8, 9, and 11. The State's primary concern with data collection has been and will continue to be maintaining parent and student privacy. The plan for including all information related to these data elements as well as other information determined necessary to address alignment and adequate preparation for success in postsecondary education is as follows.

(8) A teacher identifier system with the ability to match teachers to students

Texas currently has a unique, state assigned teacher identifier that allows TEA to identify the courses taught by a teacher while maintaining the anonymity of the teacher and student. While ensuring teacher student privacy, TEA will collect classroom-level student information needed to match teachers to students. TEA is already in the process of developing a data system, for the 2010-2011 school year with the capacity to collect classroom level data that will link teachers and students in grades 1-12 for the 2010-2011 school year. This new system was designed with the safety and privacy of Texas students in mind and is in direct compliance with current FERPA regulations.

Milestones and Dates

- December 1, 2009 – Design a classroom level data collection system that will link teachers to students
- December 1, 2009 – Publish preliminary standards for data collection for school districts to review
- March 10, 2010 – Publish final standards for data collection for school districts
- On or before December 1, 2010 – Complete training to Education Service Center PEIMS Coordinators and school districts on implementation of the data collection system
- On or before August 31, 2011 – TEA Division of Information Technology will conduct required data collection

Obstacles to Implementation

There are no statutory obstacles that would prohibit the implementation of this plan, and TEA is well-positioned to execute the plan.

Budget for Development, Execution, and Oversight

\$5.8 million (contract and system enhancements)- The plan will be funded with an Institute of Education Sciences 2009 Statewide Longitudinal Data System Grant.

Agency or Agencies Responsible for Development, Execution, and Oversight of the Plan

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The agency consists primarily of eight major functional areas (departments). Eight associate commissioners oversee these areas under the leadership of three deputy commissioners and the Commissioner of Education, and their component divisions carry out the primary functions of the agency. The TEA Division of Information Technology within Information Technology and Agency Operations will have primary responsibility over this data within the agency.

Technical Assistance or Other Support for Plan

As necessary, TEA will provide LEAs and others with high-quality information, clarification, resources and process to ensure accurate data collection and improve student performance. Additional subject matter experts may be identified to work in conjunction with TEA.

Public Reporting of the Plan and Progress Reports

The state will publicly report its SFSF Phase II data collection plan and the state's progress reports on its plan on the Texas Education Agency ARRA Stimulus/Stabilization web site (www.tea.state.tx.us/arrastimulus) in compliance with the notice of final requirements, definitions and approval criteria for the SFSF Phase II. The state's plan and progress will be updated quarterly and made publicly available on the web site.

(9) Student-level transcript information, including courses completed and grades earned

Texas currently collects course completion information for students in grade levels 9-12 but does not collect course grades. The state will fulfill all requirements by enhancing its systems to also collect course grades for courses taken for high school credit. This data will be stored on a secure network at TEA to ensure the privacy and integrity of this personal student data. This system will be designed with the safety and privacy of Texas students in mind, and is in compliance with current FERPA regulations.

Milestones and Dates

- December 1, 2009 – Modify the design of the course completion data collection to include grades for courses taken for high school credit
- December 1, 2009 – Publish preliminary standards for data collection for school districts to review
- March 10, 2010 – Publish final standards for data collection for school districts

- On or before December 1, 2010– Complete training to Education Service Center PEIMS Coordinators and school districts
- On or before August 31, 2011 – TEA Division of Information Technology will conduct required data collection

Obstacles to Implementation

There are no statutory obstacles that would prohibit the implementation of this plan, and TEA is well-positioned to execute the plan.

Budget for Development, Execution, and Oversight

\$60,000 - This plan will be financed with state funds allocated for maintenance and enhancements to the existing Public Education Information Management System (PEIMS).

Agency or Agencies Responsible for Development, Execution, and Oversight of the Plan

The development, execution and oversight of the state plan are the responsibility of TEA. TEA is composed of the commissioner of education and agency staff. TEA is the state executive agency for primary and secondary public education, and is responsible for guiding and monitoring certain activities related to public education in Texas.

The agency consists primarily of eight major functional areas (departments). Eight associate commissioners oversee these areas under the leadership of three deputy commissioners and the commissioner of education, and their component divisions carry out the primary functions of the agency. The TEA Division of Information Technology within Information Technology and Agency Operations will have primary responsibility over this data within the agency.

Technical Assistance or Other Support for Plan

As necessary, TEA will provide LEAs and others with high-quality information, clarification, resources and process to ensure accurate data collection and improve student performance. Additional subject matter experts may be identified to work in conjunction with TEA.

Public Reporting of the Plan and Progress Reports

The state will publicly report its SFSF Phase II data collection plan and the state's progress reports on its plan on the Texas Education Agency ARRA Stimulus/Stabilization web site (www.tea.state.tx.us/arrastimulus) in compliance with the notice of final requirements, definitions and approval criteria for the SFSF Phase II. The state's plan and progress will be updated quarterly and made publicly available on the web site.

(11) Information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework. Texas currently collects information on high school graduates enrolling in postsecondary institutions located in Texas and whether these students enroll in remedial coursework. Aggregate enrollment reports are available on the TEA web site. In order to collect information on Texas high school graduates enrolling in out-of-state postsecondary institutions, TEA has signed an agreement with the National Student Clearinghouse (NSC). Under the agreement, NSC will provide ten years of postsecondary enrollment data on Texas graduates starting in 2010. Additionally, the ability of the NSC to provide TEA with information on Texas high school graduates enrolling in out-of-state postsecondary institution remedial coursework is currently being discussed with TEA. All collections will be designed with the safety and privacy of Texas students in mind, and in direct compliance with current FERPA regulations.

Milestones and Dates

- On or before December 31, 2010 - NSC is expected to provide out-of-state postsecondary enrollment data for 2008-2009 Texas high school graduates.
- On or before December 31, 2011- NSC is expected to provide out-of-state postsecondary enrollment data for 2009-2010 Texas high school graduates.

Obstacles to Implementation

There are no statutory obstacles that would prohibit the implementation of this plan, and TEA is well-positioned to execute the plan.

Obtaining information on Texas high school graduates attending postsecondary education out-of-state and whether students enroll in remedial coursework is dependent on the NSC

Budget for Development, Execution, and Oversight

\$2,100,000 (contract and systems enhancements) – This plan is funded through a private donation from the Gates Foundation.

Agency or Agencies Responsible for Development, Execution, and Oversight of the Plan

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Technical Assistance or Other Support for Plan

As necessary, TEA will provide LEAs and others with high-quality information, clarification, resources and process to ensure accurate data collection and improve student performance. Additional subject matter experts may be identified to work in conjunction with TEA.

Public Reporting and Progress of the Plan

The state will publicly report its SFSF Phase II data collection plan and the state's progress reports on its plan on the Texas Education Agency ARRA Stimulus/Stabilization web site (www.tea.state.tx.us/arrastimulus) in compliance with the notice of final requirements, definitions and approval criteria for the SFSF Phase II. The state's plan and progress will be updated quarterly and made publicly available on the web site.

(12) Other information determined necessary to address alignment and adequate preparation for success in postsecondary education. Texas is currently in the process of developing the collection of course-level information and grades for postsecondary students in Texas for 2011 as part of the 2009 Statewide Longitudinal Data System grant. The project provides aggregate reports to school districts on the performance of their graduates in specific courses. This information is intended to allow districts to determine whether they are adequately preparing students for postsecondary education in various subjects. All collections will be designed with the safety and privacy of Texas students in mind, and in direct compliance with current FERPA regulations.

Milestones and Dates

- On or before September 15, 2011 – THECB will conduct collection of postsecondary data.

Obstacles to Implementation

There are no statutory obstacles that would prohibit the implementation of this plan, and TEA is well-positioned to execute the plan.

Budget for Development, Execution, and Oversight

\$1,008,913 – The collection of postsecondary data to provide aggregate school district reports on graduates' performance in postsecondary courses is funded with federal funds through the existing Institute of Education Sciences 2009 Statewide Longitudinal Data System Grant.

Agency or Agencies Responsible for Development, Execution, and Oversight of the Plan

The development, execution and oversight of the state plan are the responsibility of TEA and THECB, the state entity responsible for higher education. TEA is composed of the commissioner of education and agency staff. TEA is the state executive agency for primary and secondary public education, and is responsible for guiding and monitoring certain activities related to public education in Texas.

TEA consists primarily of eight major functional areas (departments). Eight associate commissioners oversee these areas under the leadership of three deputy commissioners and the commissioner of education, and their component divisions carry out the primary functions of the agency. The TEA Division of Information Technology within Information Technology and Agency Operations will have primary responsibility over this data within the agency.

THECB is the state agency responsible providing leadership and coordination for the Texas higher education system. It is made up of nine members appointed by the governor. The board members appoint a commissioner of higher education who selects and supervises the agency's staff. The agency has two deputy commissioners and six divisions. Each division is overseen by an assistant commissioner. The division of Planning and Accountability will have primary responsibility over this data within the agency.

Technical Assistance or Other Support for Plan

As necessary, TEA and THECB will provide LEAs, IHEs and others with high-quality information, clarification, resources and process to ensure accurate data collection and improve student performance. Additional subject matter experts may be identified to work in conjunction with TEA or THECB.

Public Reporting of the Plan and Progress Reports

The state will publicly report its SFSF Phase II data collection plan and the state's progress reports on its plan on the Texas Education Agency ARRA Stimulus/Stabilization web site (www.tea.state.tx.us/arrastimulus) in compliance with the notice of final requirements, definitions and approval criteria for the SFSF Phase II. The state's plan and progress will be updated quarterly and made publicly available on the web site.

INDICATOR (b)(2)

Instructions: If (as indicated in **Part 3A, Indicator (b)(2)**) the State does not provide student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects, in a manner that is timely and informs instructional programs, please attach a plan that provides:

The process and timeline for developing and implementing the means to provide teachers with such data by September 30, 2011, including:

- The milestones that the State establishes toward developing and implementing those means and the date by which the State expects to reach each milestone;
- Any obstacles that may prevent the State from developing and implementing those means by September 30, 2011 (including but not limited to requirements and prohibitions of State law and policy);
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

- (A)** Identify the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;
- (B)** Identify the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;
- (C)** Provide the overall budget for the development, execution, and oversight of the plan; and
- (D)** Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

State Plan for Indicator (b)(2)

The state will provide student growth data on their current students and the students they taught in the previous year to, at a minimum, to teachers of reading/language arts and mathematics in grades in which the state administers assessments in those subjects, in a manner that is timely and informs instruction.

Texas has been approved by the U.S. Department of Education to use a growth model for determining whether schools, school districts and the state are making Adequate Yearly Progress (AYP) for the 2008-2009 year under the No Child Left Behind Act of 2001 (NCLB). This indicator, the Texas Projection Measure (TPM), estimates whether a student is likely to pass TAKS assessments at a future grade (grade 5, 7 [writing only], 8 or 11). This measure is based on (1) the student's current performance on TAKS, and (2) the TAKS scores of all students on the campus that the student attends. The TPM will be reported in mathematics, reading, English language arts, science, social studies and writing for students in grades 3-10.

In addition, House Bill 3, passed during the 2009 Legislative Session, requires that a data portal with student-teacher information be implemented to provide teachers and parents up-to-date information about a student's progress. These reports will allow a teacher to determine if a student is making the necessary progress to be successful in grades 5, 8 or 11 in the future. The data portal will be able to generate reports as soon as the teacher-student link information is available from the state's district data collection system, called PEIMS. Although the state does not currently provide statewide teacher-specific reports for all 327,000 teachers, districts are provided with the information to generate comprehensive reports at the district level. These teacher- and student-specific reports will be available through the data portal by fall 2011. This system will be designed with the safety and privacy of Texas students in mind, and is in compliance with current FERPA regulations.

Milestones and Dates

- On or before February 2010 – TEA will select a vendor for services, including a data portal.
- On or before September 2010 – The data portal will be available with limited capabilities.
- On or before September 2011 – The fully implemented data portal with student-teacher link will go into effect.

Obstacles to Implementation

There are no statutory obstacles that would prohibit the implementation of this plan, and TEA is well-positioned to execute the plan.

Budget for Development, Execution, and Oversight

\$1,200,000 (contract and system changes) – Total in state funds and resources that will be used to develop (b)(2) and (b)(3).

Agency or Agencies Responsible for Development, Execution, and Oversight of the Plan

The development, execution and oversight of the state plan are the responsibility of TEA. TEA is composed of the commissioner of education and agency staff. TEA is the state executive agency for primary and secondary public education, and is responsible for guiding and monitoring certain activities related to public education in Texas.

The agency consists primarily of eight major functional areas (departments). Eight associate commissioners oversee these areas under the leadership of three deputy commissioners and the commissioner of education, and their component divisions carry out the primary functions of the agency. The TEA Division of Student Assessment within Assessment, Accountability and Data Quality will have primary responsibility over this data within the agency.

Technical Assistance or Other Support for Plan

As necessary, TEA will provide LEAs and others with high-quality information, clarification, resources and process to ensure accurate data collection and improve student performance. Additional subject matter experts may be identified to work in conjunction with TEA.

Public Reporting of the Plan and Progress Reports

The state will publicly report its SFSF Phase II data collection plan and the state's progress reports on its plan on the Texas Education Agency ARRA Stimulus/Stabilization web site (www.tea.state.tx.us/arrastimulus) in compliance with the notice of final requirements, definitions and approval criteria for the SFSF Phase II. The state's plan and progress will be updated quarterly and made publicly available on the web site.

III. INDICATOR (b)(3)

Instructions: If (as indicated in **Part 3A, Indicator (b)(3)**) the State does not provide teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement, please attach a plan that provides:

The process and timeline for developing and implementing the means to provide teachers with such data, including:

- The milestones that the State establishes toward developing and implementing those means and the date by which the State expects to reach each milestone;
- Any obstacles that may prevent the State from developing and implementing those means (including but not limited to requirements and prohibitions of State law and policy);
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

- (A)** Identify the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;
- (B)** Identify the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;
- (C)** Provide the overall budget for the development, execution, and oversight of the plan; and
- (D)** Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the web site where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

State Plan for Indicator (b)(3)

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

Milestones and Dates

- On or before February 2010 - Selection of a provider of assessment services, of which the Student Assessment Data Portal is a requirement.
- On or before September 2010 - Data portal to be available with limited capabilities.
- On or before August 2011 - Fully implemented Student Assessment Data Portal.

Obstacles to Implementation

There are no statutory obstacles that would prohibit the implementation of this plan, and TEA is well-positioned to execute the plan.

Budget for Development, Execution, and Oversight

\$1,200,000 (system changes) - Total in state funds and resources that will be used to develop (b)(2) and (b)(3).

Agency or Agencies Responsible for Development, Execution, and Oversight of the Plan

The development, execution and oversight of the state plan are the responsibility of TEA. TEA is composed of the commissioner of education and agency staff. TEA is the state executive agency for primary and secondary public education, and is responsible for guiding and monitoring certain activities related to public education in Texas.

The agency consists primarily of eight major functional areas (departments). Eight associate commissioners oversee these areas under the leadership of three deputy commissioners and

the Commissioner of Education, and their component divisions carry out the primary functions of the agency. The TEA Division of Student Assessment within Assessment, Accountability and Data Quality will have primary responsibility over this data within the agency.

Technical Assistance or Other Support for Plan

As necessary, TEA will provide LEAs and others with high-quality information, clarification, resources and process to ensure accurate data collection and improve student performance. Additional subject matter experts may be identified to work in conjunction with TEA.

Public Reporting of the Plan and Progress Reports

The state will publicly report its SFSF Phase II data collection plan and the state's progress reports on its plan on the Texas Education Agency ARRA Stimulus/Stabilization web site (www.tea.state.tx.us/arrastimulus) in compliance with the notice of final requirements, definitions and approval criteria for the SFSF Phase II. The state's plan and progress will be updated quarterly and made publicly available on the web site.

IV. INDICATORS (c)(11) AND (c)(12)

Important note regarding this section:

In the case of new Indicators (c)(11) and (c)(12), regarding the data States will collect from IHEs, the State is required to, at a minimum, possess the ability to collect and report the data. In such circumstances, a State plan need only address the development of capacity, and not implementation and reporting for the relevant indicators.

If the State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) for either of these indicators by September 30, 2011, the full plan requirements for this section **do** apply. If that is the case, please report all elements of that plan in Part 3B, Section I above.

State Plan Instructions: For each of *Indicators (c)(11) and (c)(12)* for which the State is not able to fully collect or publicly report annually the required data or information (as indicated in Part 3A), please attach a plan that provides:

The process and timeline for achieving the ability to implement the means to fully collect and/or publicly report (as required) the data or information by September 30, 2011, including:

- The milestones established toward developing those means;
- The date by which the State expects to reach each such milestone; and any obstacles that may prevent the State from developing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing those means; and
- The amount of funds the State is using or will use to develop those means, and whether the funds are or will be Federal, State, or local funds.

A description of the evidence that the State will provide to the Department of Education to demonstrate that it has developed the means to collect and publicly report the data for each indicator for which the State is not able to fully collect or publicly report annually the required data, by September 30, 2011.

Furthermore, the plan must satisfy the following general requirements:

- (A)** Identify the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;

- (B)** Identify the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;
- (C)** Provide the overall budget for the development, execution, and oversight of the plan; and
- (D)** Describe the way the State will publicly report the plan and the State’s progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the web site where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

Plan Element Verification: Please check only the boxes that apply in the following chart to indicate which elements must be addressed in this section of your state plan:

<u>Element</u>	<u>Not Applicable: The State will develop and implement the means to collect and publicly report the data (Complete Plan in Section I).</u>	<u>Applicable: The State will develop but not implement the means to collect and publicly report the data (Complete Plan in this section).</u>
Indicator (c)(11)		X
Indicator (c)(12)		X

State Plan for Indicator (c)(11)

Texas has been a leader in building and maintaining robust longitudinal data systems. Texas is in the process of aligning the state's education information systems to ensure that all students graduate college- and career-ready, and to improve student achievement. The state's P-20 collaboration between the K-12 and higher education sectors has been at the forefront of our efforts in recent years to promote college access, particularly among underrepresented students.

The state currently collects information about students who enroll in an institution of higher education within the state, but does not collect out-of-state information. TEA has signed a contract with the National Student Clearinghouse (NSC) to collect this information. The state will be able to collect all required information on Texas high school graduates who, within 16 months of receiving a regular high school diploma, enroll in an institute of higher education.

Milestones and Dates

- On or before July 30, 2010 – TEA will provide a graduate data file to NSC. NSC will match to its database and return the file with out-of-state enrollment data to TEA.
- On or before August 30, 2011 – TEA will load out-of-state data to the TEA's Texas P-16 Public Education Information Resource Public (TPEIR) Data Warehouse.

Obstacles to Implementation

There are no statutory obstacles that would prohibit the implementation of this plan, and TEA is well-positioned to execute the plan. Obtaining information on Texas high school graduates attending postsecondary education out-of-state is dependent on the NSC.

Budget for Development, Execution, and Oversight

\$40,000 –This plan is funded privately through a grant from the Gates Foundation.

Agency or Agencies Responsible for Development, Execution, and Oversight of the Plan

The development, execution, and oversight of the state plan are the responsibility of TEA. TEA is composed of the commissioner of education and agency staff. TEA is the state executive agency for primary and secondary public education, and is responsible for guiding and monitoring certain activities related to public education in Texas.

The agency consists primarily of eight major functional areas (departments). Eight associate commissioners oversee these areas under the leadership of three deputy commissioners and the commissioner of education, and their component divisions carry out the primary functions of the agency. The Division of Information Analysis within Assessment, Accountability and Data Quality will have primary responsibility over this data within the agency.

Technical Assistance or Other Support for Plan

As necessary, TEA will provide LEAs and others with high-quality information, clarification, resources and process to ensure accurate data collection and improve student performance. Additional subject matter experts may be identified to work in conjunction with TEA.

Public Reporting of the Plan and Progress Reports

The state will publicly report its SFSF Phase II data collection plan and the state's progress reports on its plan on the Texas Education Agency ARRA Stimulus/Stabilization web site (www.tea.state.tx.us/arrastimulus) in compliance with the notice of final requirements, definitions and approval criteria for the SFSF Phase II. The state's plan and progress will be updated quarterly and made publicly available on the web site.

TEA will provide the U.S. Department of Education detailed information about all steps taken and additional evidence including information to establish data was collected from the NSC and uploaded to the TPEIR Data Warehouse to demonstrate the state has developed the means to collect and publically report all required information.

State Plan for Indicator (c)(12)

Building on Texas' past education successes, in 2006, Texas began reform efforts to guarantee that critical aspects of the state's education information system were aligned to ensure each student graduated college- and career-ready, including alignment of the K-12 and postsecondary education information systems. As a result, THECB currently collects data on Texas public high school students who enroll in a Texas institution of higher education. THECB has also begun a project involving collecting higher education student course data. These new data sets will allow the state to meet all requirements including allowing the state to determine the number and percentage of students who complete at least one year's worth of college credit (applicable to a degree) within two years of enrollment in the IHE. According to recent guidance from the USDE, the state must collect data on progress toward a postsecondary degree only for students who attend a public IHE in the state.

Milestones and Dates

- On or before September 15, 2011 – Data will be submitted from IHEs to THECB and prepared for loading into TPEIR.

Obstacles to Implementation

There are no statutory obstacles that would prohibit the implementation of this plan, and TEA is well-positioned to execute the plan.

Budget for Development, Execution, and Oversight

\$565,000 (system development) – This work will be federally funded by the Institute of Education Sciences 2009 Statewide Longitudinal Data System Grant.

Agency or Agencies Responsible for Development, Execution, and Oversight of the Plan

The development, execution and oversight of the state plan are the responsibility of TEA in conjunction with THECB, the entity in Texas responsible for higher education. TEA is composed of the commissioner of education and agency staff. TEA is the state executive agency for primary and secondary public education, and is responsible for guiding and monitoring certain activities related to public education in Texas.

TEA consists primarily of eight major functional areas (departments). Eight associate commissioners oversee these areas under the leadership of three deputy commissioners and the commissioner of education, and their component divisions carry out the primary functions of the agency. The TEA Division of Information Analysis within Assessment, Accountability and Data Quality will have primary responsibility over this data within the agency.

THECB is the state agency responsible providing leadership and coordination for the Texas higher education system. It is made up of nine members appointed by the governor. The board members appoint a commissioner of higher education who selects and supervises the

agency's staff. The agency has two deputy commissioners and six divisions. Each division is overseen by an assistant commissioner. The division of Planning and Accountability will have primary responsibility over this data within the agency.

Technical Assistance or Other Support for Plan

As necessary, TEA, in conjunction with THECB, will provide LEAs, IHE and others with high-quality information, clarification, resources and process to ensure accurate data collection and improve student performance. Additional subject matter experts may be identified to work in conjunction with TEA or THECB.

Public Reporting of the Plan and Progress Reports

The state will publicly report its SFSF Phase II data collection plan and the state's progress reports on its plan on the Texas Education Agency ARRA Stimulus/Stabilization web site (www.tea.state.tx.us/arrastimulus) in compliance with the notice of final requirements, definitions, and approval criteria for the SFSF Phase II. The state's plan and progress will be updated quarterly and made publicly available on the web site.

TEA will provide the U.S. Department of Education detailed information about all steps taken and additional evidence including information to establish data was collected from IHEs to demonstrate the state has developed the means to collect and publically report all required information.

PART 3C-- GENERAL REQUIREMENTS

Please attach the following information—

- (1)** Describe the processes the State employs to review and verify the required data and other information on the indicators and descriptors. (SEE ATTACHMENT III)

- (2)** Describe the processes the State employs to ensure that, consistent with 34 CFR 99.31(b), the required data and other information are not made publicly available in a manner that personally identifies students, where applicable. (SEE ATTACHMENT IV)

ATTACHMENT I

Data Sources

Elementary and Secondary Education

Identify and describe the data sources used in determining the levels of State support for elementary and secondary education.

The state's primary funding formulas for public and secondary education are based on taxable property values, tax collections and the number and types of students in each school district.

Property values

Property values used in the state funding calculations are provided by the Property Tax Assistance Division of the Comptroller of Public Accounts. This agency has the statutory authority to assign property values used for the purposes of state funding calculations. Due to the timing of reporting from the local tax appraisal districts, property values certified for use in the state funding calculations lag by one year. The General Appropriations Act adopts the comptroller's estimate rates for property value growth that are used to develop the state's biennial budget for public and secondary education.

The property values used for estimating the costs of public elementary and secondary education that are reflected in the state's application for State Fiscal Stabilization Funds (SFSF) were established as follows:

- FY 2009 – property values certified for tax year 2007
- FY 2010 – property values estimated for tax year 2008 (2.98% growth over 2007)
- FY 2011 – property values estimated for tax year 2009 (3.34% growth over 2008)

Tax collections

Tax collections are a function of local tax rates and taxable property values. For purposes of the state budgeting process, state funding is based on state estimates of local tax collections. School districts report their tax collections to the state during their budget process and after they have submitted an independent audit of their operations at the close of each fiscal year. State funding estimates are revised upon the receipt of updated information. Final state funding calculations for a school year incorporate the final audited tax collection figures. As a result, state funding amounts for a school year are not final until approximately 18 months following the close of the school district's fiscal year.

The tax collections used for estimating the costs of public and secondary education that are reflected in this application were determined as follows:

- FY 2009 – reports of budgeted tax collections from school districts in FY 2009

- FY 2010 – estimated tax collections for FY 2010 based on projections of value growth (see section above on property values)
- FY 2011 – estimated tax collections for FY 2011 based on projections of value growth (see section above on property values)

Student population

As part of the appropriations process, the Texas Education Agency makes projections of student population for each district for the two years of the state’s fiscal biennium. TEA must report its initial estimates to the Legislative Budget Board (LBB) on or before October 1 of each even-numbered year. Between October and December, school districts have the opportunity to review the agency’s projections and submit modifications. These modifications are reviewed, and the projections are revised. The revised projections are reported to LBB on or before March 1 of each odd-numbered year, midway through the biennial legislative session. The student population projections are used to establish the state’s budget for public and secondary education over the biennium. The projections are used to calculate payments to the districts during the fiscal year. Final funding amounts are recalculated based on the actual student population and its attendance, which are reported to TEA at the end of each school year through the state’s Public Education Information Management System (PEIMS).

The student population data used for estimating the costs of public and secondary education that are reflected in this application were determined as follows:

- FY 2009 – snapshot data about student population in October 2008 reported to PEIMS
- FY 2010 – estimates of student population submitted to LBB on March 1, 2009
- FY 2011 – estimates of student population submitted to LBB on March 1, 2009

ATTACHMENT II

Data Sources

Public Institutions of Higher Education

Identify and describe the data sources used in determining the levels of State support for public IHEs.

Information provided to the State Higher Education Executive Officers (SHEEO) State Higher Education Finance study was used to determine levels of state support. From that amount, we subtracted state funding for financial assistance, support for capital projects, support for research funding, and tuition and fees paid by students. Additional adjustments were made by H.B. 4586 (Supplemental Appropriations) resulting in an allocation of \$6,331,131,783.

The estimates for FY 2010 and FY 2011 are based on an overall increase of 6.9 percent in funding for higher education, as stated in the Legislative Budget Board's summary of the conference committee report for S.B. 1.

The funding levels are from the State General Appropriations Act, and the tuition and fee data is from the Integrated Financial Reporting System (IFRS).

ATTACHMENT III

Part 3C – Data Review and Verification

Through the State Fiscal Stabilization Funds (SFSF) school district grant application, all LEA superintendents receiving SFSF signed assurances that the school district or open-enrollment charter school will work with the state to advance the education reform areas identified in the state SFSF application submitted by Texas Education Agency (TEA) to the U.S. Department of Education (USDE), including:

- (1)** Take actions to improve teacher effectiveness and comply with section 1111(b)(8)(C) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended (20 U.S.C 6311(b)(8)(C)) in order to address inequities in the distribution of highly qualified teachers between high- and low-poverty schools, and to ensure that low-income and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers (Achieving Equity in Teacher Distribution Assurance).
- (2)** Establish a longitudinal data system that includes the elements described in section 6401(e)(2)(D) of the America COMPETES Act (20 U.S.C. 9871(e)(2)(D)) (Improving Collection and Use of Data Assurance).
- (3)** Enhance the quality of the academic assessments it administers pursuant to section 1111(b)(3) of the ESEA (20 U.S.C 6311(b)(3)) through activities such as those described in section 6112(a) of the ESEA (20 U.S.C 7301(a)(a)) (Improving Assessments Assurance).
- (4)** Comply with the requirements of paragraphs (3)(c)(ix) and (6) of section 1111(b) of the ESEA (20 U.S.C. 6311(b)) and section 612(a)(16) of the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1412(a)(16)) related to the inclusion of children with disabilities and limited English proficient students in state assessments, the development of valid and reliable assessments for those students, and the provision of accommodations that enable their participation in state assessments (Inclusion Assurance).
- (5)** Take steps to improve state academic content standards and student academic achievement standards consistent with section 6401(e)(1)(A)(ii) of the America COMPETES Act (Improving Standards Assurance). PROGRAM-SPECIFIC PROVISIONS AND ASSURANCES REVISION 1.0 TEXAS EDUCATION AGENCY SAS# ARRASF10 PAGE 5 OF 12.
- (6)** Comply with the requirements of section 1116(b)(7)(C)(iv) and section 1116(b)(8)(B) of the ESEA with respect to schools identified under these sections (Supporting Struggling Schools Assurance).

The majority of the agency collections for the data elements required by the State Fiscal Stabilization Fund phase II application start with data collections from local school districts submitted through the Public Education Information Management System (PEIMS). The PEIMS data collection system performs over 1,066 edits on the data that is collected. In addition, the PEIMS Coordinator in each district has access to over 350 validation reports available through the PEIMS system to validate their data. In order for a district's file to be accepted, there must be no fatal errors and the superintendent must electronically approve the collection.

After the data has been collected and before it is released to agency staff for analysis, a series of quality assurance programs are run to look for errors in the data. Once the data is released, the Division of Performance Based Monitoring runs a number of reports to analyze the data reported for leavers, disciplinary actions and student assessment results. Based on the results of their findings, districts may be identified for formal review and monitoring by the Division of Performance Monitoring and Intervention. Poor data quality is one indicator that may cause a district to be formally monitored. The Division of School District Audits also reviews the school district financial data.

The Texas P – 16 Public Education Information Resource (TPEIR) Data Warehouse contains PEIMS, student assessment, educator certification and higher education data. Before data is loaded to the data warehouse, the TPEIR staff analyzes the data and develops data cleansing routines. Once the data is transformed, it is initially loaded to a staging database. Another series of quality assurance queries are run before the data is migrated to the production data warehouse.

TEA also uses the NAEP Data Explorer to extract Texas NAEP data from the NCES web site. The data is then reviewed against data in the Nation's Report Card for accuracy. The data is imported into the NCLB School Report Card web system, and TEA staff performs quality assurance tasks that verify the data were imported correctly.

In addition, postsecondary data is submitted to the Texas Higher Education Coordinating Board (THECB) by the Institutions of Higher Education (IHEs). The data goes through an edit process and the IHEs must then certify each report as correct. When matching high school data to higher education enrollment data, THECB employs different matching criteria to ensure the highest level of accuracy. After the data is provided to TEA, TEA staff analyzes the data and develop data cleansing routines. Once the data is transformed, it is initially loaded to a TPEIR staging database. Another series of quality assurance queries are run before the data are migrated to the TPEIR production data warehouse.

The census date enrollment data from all Texas public four-year, two-year and health-related institutions is collected by THECB for each student in each semester (fall, spring and summer) that the student is enrolled. The data goes through an edit process, and the IHEs must then

certify each report. The data is cross-checked by comparing it to aggregate data submitted by each IHE. After the data is provided to TEA, TEA staff analyzes the data and develops data cleansing routines. Once the data is transformed, it is initially loaded to a TPEIR staging database. Another series of quality assurance queries are run before the data is migrated to the TPEIR production data warehouse.

For data collection efforts that do not pass through a formalized (with edits and certification methods) information management system and must be designed, the agency will compare data submitted by school districts with information available in the TPEIR Data Warehouse to ensure completion and validity. In addition to the cross comparison, TEA also has a Division of Program Monitoring and Intervention that supports the accomplishment of the state's goals for public education by reviewing, monitoring, acknowledging, sanctioning and intervening in school districts and campuses to ensure excellence in education for all students. The major areas of responsibility currently in the Division of Program Monitoring and Interventions are:

- accountability monitoring and interventions;
- program monitoring and interventions, including data validation monitoring and investigation; and
- administration of certain court orders and/or consent decrees, including those related to Civil Action 5281 and the RF Monitoring system.

The division monitors the accuracy of data submitted by school districts and used in the state's accountability rating and performance-based monitoring (PBM) systems, including student assessment data, leaver/dropout data and school discipline data.

Data validation responsibilities within the division include review and follow-up with districts or campuses that have been identified for potential data inaccuracies, data anomalies or data irregularities. Data validation indicators are defined and calculated within the PBM system. Selection for data validation reviews and investigations will be based on data analysis produced by the Division of Performance-Based Monitoring. This division developed the Performance-Based Monitoring Analysis System (PBMAS), an automated data system that reports annually on the performance of school districts and charter schools in selected program areas (bilingual education/English as a second language, career and technical education, special education, and certain Title programs under the No Child Left Behind Act).

The Division of Performance-Based Monitoring is also responsible for developing and reporting on a variety of data validation indicators, including indicators to examine leaver/dropout records, discipline data and student assessment data. This division will assist in monitoring and validating the data collected for the SFSF phase II.

If data validation concerns are identified for a district or campus, TEA may implement interventions or sanctions to promote resolution of reporting inaccuracies. The interventions may include required corrective actions. Additionally, the commissioner of education is authorized to lower the accreditation status of a district found to have documented data validation concerns. After failure to resolve a data validation issue, the commissioner may take any of the actions reflected in TEC §39.075, Chapter 39, Subchapter G, or 19 Texas Administrative Code (TAC) Chapter 97, Subchapter EE, to the extent allowed by the law and determined necessary by the commissioner. These actions may include, but are not limited to, a requirement or determination to:

- Issue public notice of the deficiency to the local board of trustees.
- Order a public hearing conducted by the local board of trustees.
- Order a hearing before the commissioner or designee.
- Assign an TEA monitor paid by the local district.
- Appoint a conservator and/or a management team to oversee the operations of the district.
- Lower the district accreditation status.

ATTACHMENT IV

(2) State process to ensure consistency with 34 CFR 99.31(b)

The Texas Education Agency (TEA) ensures that confidential information is not made publicly available through the implementation of agency operating procedure 10-03, Confidential Enterprise information and Use of Social Security Numbers, and through the enforcement of this policy by the agency Confidentiality Officer, who is an attorney and member of the TEA Office of Legal Services. Operating procedures are required to be followed by all agency employees and those contracted to provide services for TEA.

Student identifiable information is considered confidential in the possession of TEA, regardless of whether a local education agency has designated that information as “directory” for purposes of FERPA. Personally identifiable student information is any individual student data or other information containing the student’s name, parent’s name, student’s address, parent’s address, student’s social security number (SSN) or student number (ID), date of birth or any personal characteristics that would make the student’s identity traceable. Personal characteristics of a student that could make the student’s identity traceable include demographics or program area, and student indicators such as ethnicity, enrollment in special education and economic status. Procedures for masking personally identifiable student information are found in section 7 of the Texas Education Agency Operating Procedure.

Access to confidential state information resources must be strictly controlled. Information that is confidential must be protected from unauthorized access or modification. The integrity of data, its source, its destination and the processes applied to it must be assured. Personally identifiable student information collected and maintained by the agency will be protected from unauthorized disclosure to safeguard confidentiality. The agency is subject to the same requirements for controlled accessibility to confidential student information as school districts, education service centers and charter schools. Under no circumstances will personally identifiable student information be released except in accordance with FERPA.

Texas Education Agency Operating Procedures

The following TEA Operating Procedures (OP) consists of processes to maintain the confidentiality of student data and other confidential information at TEA. All procedures apply to all TEA employees and contractors.

OP 03-03 establishes TEA procedure for receiving and replying to public information requests in accordance with the Texas Government Code, Chapter 552 (Texas Public Information Act). This OP includes processes to protect confidential information from public disclosure.

OP 06-02 explains procedures governing external communications to the public in which TEA employees are instructed to follow OP 03-03 governing the disclosure of public information and maintaining the confidentiality of information excepted from required public disclosure. OP 06-02 also governs internal communications to all staff members.

OP 09-01 creates a business continuity plan in the event of a disaster or major business interruption that impairs the operations of TEA. The business continuity plan objectives are to reduce vulnerability to any event that could damage or destroy agency assets and resources and restore the agency's enterprise database and central computer system to full operational status.

OP 09-10 establishes procedures for the maintenance and disposition of public records of TEA in compliance with the Texas Government Code and federal regulations. This procedure requires compliance with the TEA records retention schedule.

OP 10-02 minimizes access to the TEA onsite computer room in order to protect hardware and data.

OP 10-03 establishes policies and procedures governing the access, use and dissemination of confidential enterprise information including confidential student identifying information and social security numbers. This OP includes procedures for masking personally identifiable student information, explains legal requirements governing access to personally identifiable student information and provides procedures for such access by TEA staff and contractors and other governmental bodies.

OP 10-04 governs the access to and use of TEA information resources, which includes all information accessed, collected, processed, transmitted, maintained or stored by TEA (automated data and databases, including statistical reports generated from automated agency information).

OP 10-08 governs electronic network resources of TEA and establishes procedures for protecting confidential information, system security controls, backup and recovery of file server data, wireless networking and restrictions, and the collection of confidential data.

OP 10-09 consists of responsibilities concerning the sending, receiving and storing of TEA e-mail and instant messages.

OP 10-10 establishes the information systems intrusion detection policy which provides feedback as to the effectiveness of other components of the security system and a trigger mechanism that determines when to activate planned responses to an intrusion incident.

OP 10-11 describes the requirements for handling computer security incidents, including procedures for minor security incidents (virus infection or phishing e-mail that is confined to fewer than five desktop PCs or users) and major security incidents (potential to grow out of control and affect more than five systems or users or involves deliberate breach of security policy by someone inside or outside TEA).

OP 10-12 explains the policy governing data requests and references OPs 03-03 and 10-03. This policy also addresses internal information requests requiring extensive resources of TEA analytic units.