

Education Service Centers Annual Self-Evaluation

Standards and Indicators for 2014-15 Implementation

Executive Director:

Education Service Center:

The Regional Education Service Center Performance Standards and Indicators outline the performance standards and indicators used by the Texas Education Agency (TEA) to evaluate the performance of ESCs and ESC executive directors.

The performance standards and indicators, including student performance, economical and efficient products and services for school districts and charter schools, core services, state and federal grant implementation, fiscal responsibility, and public image.

Due to the diversity of districts and charter schools in each ESC region, the information contained in the manual is not intended to be used as a comparison tool of ESCs, but rather to provide a clear and consistent means of reporting data for annual performance evaluation. Although ESCs may not conduct business in the same manner or offer the same products and services due to the diverse needs across and within the different regions, the expectation is that products and services are offered in a manner that meets performance standards.

The indicators specified in the 2014-15 Regional Education Service Center Annual Self-Evaluation are only those indicated in 19 TAC §53.1021 (b) for implementation this year.

Texas Education Code (TEC), §8.101, states the following:

The commissioner shall establish performance standards and indicators for ESCs that measure achievement of objectives in TEC, §8.002. Performance standards and indicators must include the following:

- (1) Student performance in districts served;
- (2) District effectiveness and efficiency in districts served resulting from technical assistance and program support;
- (3) Direct services provided or regionally shared services arranged by the service center which produce more economical and efficient school operations;
- (4) Direct services provided or regionally shared services arranged by the service center which provide for assistance in core services; and
- (5) Grants received for implementation of state initiatives and the results achieved by the service center under the terms of the grant contract.

The performance standards and indicators are intended to provide clear expectations of ESCs and ESC executive directors for products and services developed and provided to school districts and charter schools. They are also intended to ensure compliance with the purposes of an ESC as outlined in TEC, §8.002, which are to:

- (1) Assist school districts in improving student performance in each region of the system;
- (2) Enable school districts to operate more efficiently and economically; and
- (3) Implement initiatives assigned by the legislature or the commissioner.

In addition, TEC, §8.103(2), indicates that the Commissioner of Education will conduct an annual evaluation of each ESC executive director and ESC's performance on the indicators adopted under TEC, §8.101.

PERFORMANCE STANDARD 1

Student Performance in School Districts and Charter Schools Served - TEC §8.101(1)

ESCs impact student performance in school districts and charter schools served by providing programs, products, services, and resources to enhance teacher and school district leaders' effectiveness. ESC goals and objectives take into consideration student performance in school districts and charter schools served on an ongoing basis. Products and services developed by ESCs are developed and/or designed to assist school districts and charter schools in meeting student performance standards.

INDICATOR 1-1

Products and services provided by ESCs are developed and/or designed to increase student performance at all campuses in the region. Regional performance index reports are based on annual TEA performance data collected from school districts and charter schools for all four indexes (1 – Student Achievement, 2 – Student Progress, 3 – Closing Performance Gaps, and 4 – Postsecondary Readiness). The information analyzed is broken down by subject and ethnic/race groups, including special education, economically disadvantaged, and LEP.

ESCs annually report assistance provided to school districts and charter schools in the region for achieving standards of the TEA Accountability System. Reports are due no later than September 30.

Please use Arial font, no less than 11 pt. Please do not exceed two pages.

TEA will use student assessment data from 2013-14 testing cycles as reported on the TEA website to assess regional student performance indexes. ESC does not report on this portion of the indicator in this self-assessment. **However, the ESC does report on the assistance provided to school districts and charter schools in the region for achieving standards of the TEA Accountability System.**

INDICATOR 1-2

Regional college readiness data is based on annual TEA performance data collected from the school districts and charter schools. Information analyzed for each region includes attendance rate, AP/IB Results – Examinees >= Criterion, SAT/ACT Results at/Above Criterion, and College-Ready Graduates in both English Language Arts and Math. The information analyzed is broken down by ethnic/race groups, including special education, economically disadvantaged, and LEP.

TEA will use data from 2013-14 Texas Academic Performance Report (TAPR) as reported on the TEA website to assess regional college readiness. ESC does not report on this indicator in this self-assessment.

PERFORMANCE STANDARD 2

School District and Charter School Effectiveness and Efficiency (Technical Assistance and Program Support – TEC §8.101(2))

ESCs impact school district and charter school effectiveness and efficiency by providing programs, services, and resources to enhance teacher and school district and charter school leader effectiveness. ESC programs and services for technical assistance and program support enable school districts and charter schools to operate more effectively and efficiently. ESCs promote effective use of professional development funds and activities to support school district and charter school improvement.

Indicator 2-1

ESCs annually report the number of consulting and technical assistance contact hours delivered to school districts and charter schools. Contact hours include face to face, telephone, email, or other electronic media. Reports are due no later than October 31 of each year for the reporting period of September 1 through August 31.

Please use Arial font, no less than 11 pt. Please do not exceed two pages.

Indicator 2-2

The percentage of school districts and charter schools in each region receiving standard achievement and above rating on Financial Integrity Rating System of Texas (FIRST) is assessed by TEA. For school districts and charter schools that do not attain this rating, ESCs will report technical assistance provided in coordination with TEA. Reports are due no later than October 31.

Please use Arial font, no less than 11 pt. Please do not exceed two pages.

TEA will use FIRST ratings data from 2013-14 as reported on the TEA website to assess the percentage of districts and charter schools in the region attaining a standard or above rating. ESC does not report on this portion of the indicator in this self-assessment. **However, the ESC does report on the assistance provided to school districts and charter schools in the region for who do not attain this rating.**

Indicator 2-3

ESCs annually report on school finance related technical assistance provided to school districts and charter schools. The types of products and services provided to school districts and charter schools are listed and the total number of contact hours related to school finance technical assistance is reported no later than October 31.

Please use Arial font, no less than 11 pt. Please do not exceed two pages.

PERFORMANCE STANDARD 3

Economical and Efficient School Operation TEC, §8.101(3)

ESC programs are made available to school districts and charter schools at a cost that enables the school districts and charter schools to operate more economically and efficiently while adequately covering the costs of the ESC. Programs, products, and services offered are priced based on a cost benefit analysis to ensure that pricing is fair and equitable. Savings achieved by school districts and charter schools as a result of purchasing products and services provided by an ESC as compared to similar products and services provided by other entities are also documented.

Indicator 3-1

ESCs biennially report school district and charter school cost efficiencies for products and services provided as compared to similar products and services provided by other entities through a statewide sampling of school districts and charter schools. Reports are due by December 1 in even numbered years.

Please use Arial font, no less than 11 pt. Please do not exceed two pages.

TEA will review and assess this indicator based on the information contained in the biennial report submitted to the Texas Legislature by ESCs. ESC does not report on this indicator in this self-assessment.

Indicator 3-2

ESCs annually report the percentage of school districts and charter schools participating in cooperative agreements in the region. ESCs provide a listing and description of cooperative agreements provided to school districts and charter schools in the region. Reports are due no later than October 31. Cost efficiencies for cooperative agreements are included in the biennial report (reported in even numbered years) required in Indicator 3-1.

Cooperative agreements include interlocal agreements, memoranda of understanding (MOUs), shared service arrangements (SSAs), inter-agency agreements, contracts, or any other documented agreements between ESCs, an ESC and an LEA, or other governmental entity.

Please use Arial font, no less than 11 pt. Please do not exceed two pages. If additional space is needed, please include as an attachment to the self-assessment.

PERFORMANCE STANDARD 4

School District and Charter School Assistance in Core Services TEC, §8.101(4)

Each ESC provides core services as specified in TEC, §8.051, to develop, maintain, and deliver services to improve student, school district, and charter school performance. Core services funds (TEC, §8.121) appropriated by the Texas Legislature to ESCs (via General Appropriations Act, 83rd Legislature, Article III, Texas Education Agency, Rider 38) are utilized specifically for core services or for payment of necessary administrative and operational expenses of the center related to the provisions of core services.

Indicator 4-1

ESCs maintain core services for purchase by school districts and charter schools based on TEC, §8.051. ESCs annually report a listing and description of the core services provided to school districts and charter schools. Reports are due no later than October 31. Cost efficiencies for core services are included in the biennial report (in even numbered years) required in Indicator 3-1.

Indicator 4-2

ESCs annually report how state appropriated core services funding (TEC, §8.121) is utilized at the center to either provide core services or for the payment of necessary administrative and operational expenses of the center related to the provision of these services. Reports are due no later than January 31 for the reporting period September 1 through August 31.

TEC §8.051 (a): Each regional education service center shall use funds distributed to the center under Section 8.121 to develop, maintain, and deliver services identified under this section to improve student and school district performance (including charter schools).

Please provide the strategies, activities, list of services and brief description, use of state base funding to fund this requirement, and final ESC report on the assessment of performance metrics associated with the specified strategies and activities.

Arial font, no smaller than 11 point.

HOW WAS THIS REQUIREMENT FUNDED:

- ☐ Completely funded with state base
- ☐ Partially funded with state base and partially funded with local dollars (school districts/charter schools)
- ☐ Not funded with state base, completely funded with local dollars (school districts/charter schools)

USE OF FUNDS (how were state base and local funds used for this requirement?):

STRATEGIES:

- 1.
- 2.
- 3.

ACTIVITIES:

- 1.
- 2.
- 3.

LIST AND BRIEF DESCRIPTION OF SPECIFIC SERVICES PROVIDED:

- 1.
- 2.
- 3.

FINAL REPORT/ASSESSMENT:

TEC §8.051 (b): Each regional education service center shall annually develop and submit to the commissioner for approval a plan for improvement. Each plan must include the purposes and description of the services the center will provide to: (1) campuses assigned an unacceptable performance rating under Section 39.054; (2) the lowest-performing campuses in the region; and (3) other campuses.

Please provide the strategies, activities, list of services and brief description, use of state base funding to fund this requirement, and final ESC report on the assessment of performance metrics associated with the specified strategies and activities.

Use Arial font, no smaller than 11 point.

HOW WAS THIS REQUIREMENT FUNDED:

- ☐ Completely funded with state base
- ☐ Partially funded with state base and partially funded with local dollars (school districts/charter schools)
- ☐ Not funded with state base, completely funded with local dollars (school districts/charter schools)

USE OF FUNDS (how were state base and local funds used for this requirement?):

STRATEGIES:

- 1.

- 2.
- 3.

ACTIVITIES:

- 1.
- 2.
- 3.

LIST AND BRIEF DESCRIPTION OF SPECIFIC SERVICES PROVIDED:

- 1.
- 2.
- 3.

FINAL REPORT/ASSESSMENT:

TEC §8.051 (c): Each regional education service center shall provide services that enable school districts to operate more efficiently and economically.

Please provide the strategies, activities, list of services and brief description, use of state base funding to fund this requirement, and final ESC report on the assessment of performance metrics associated with the specified strategies and activities.

Use Arial font, no smaller than 11 point.

HOW WAS THIS REQUIREMENT FUNDED:

- ☐ Completely funded with state base
- ☐ Partially funded with state base and partially funded with local dollars (school districts/charter schools)
- ☐ Not funded with state base, completely funded with local dollars (school districts/charter schools)

USE OF FUNDS (how were state base and local funds used for this requirement?):

STRATEGIES:

- 1.
- 2.
- 3.

ACTIVITIES:

- 1.

- 2.
- 3.

LIST AND BRIEF DESCRIPTION OF SPECIFIC SERVICES PROVIDED:

- 1.
- 2.
- 3.

FINAL REPORT/ASSESSMENT:

TEC §8.051 (d) (1) (A): Each regional education service center shall maintain core services for purchase by school districts and campuses. The core services are: (1) training and assistance in: (A) teaching each subject area assessed under Section 39.023.

Please provide the strategies, activities, list of services and brief description, use of state base funding to fund this requirement, and final ESC report on the assessment of performance metrics associated with the specified strategies and activities.

Use Arial font, no smaller than 11 point.

HOW WAS THIS REQUIREMENT FUNDED:

- ☐ Completely funded with state base
- ☐ Partially funded with state base and partially funded with local dollars (school districts/charter schools)
- ☐ Not funded with state base, completely funded with local dollars (school districts/charter schools)

USE OF FUNDS (how were state base and local funds used for this requirement?):

STRATEGIES:

- 1.
- 2.
- 3.

ACTIVITIES:

- 1.
- 2.
- 3.

LIST AND BRIEF DESCRIPTION OF SPECIFIC SERVICES PROVIDED:

- 1.

- 2.
- 3.

FINAL REPORT/ASSESSMENT:

TEC §8.051 (d) (1) (B): Each regional education service center shall maintain core services for purchase by school districts and campuses. The core services are: (1) training and assistance in: (A) providing instruction in personal financial literacy as required under Section 28.0021.

Please provide the strategies, activities, list of services and brief description, use of state base funding to fund this requirement, and final ESC report on the assessment of performance metrics associated with the specified strategies and activities.

Use Arial font, no smaller than 11 point.

HOW WAS THIS REQUIREMENT FUNDED:

- ☐ Completely funded with state base
- ☐ Partially funded with state base and partially funded with local dollars (school districts/charter schools)
- ☐ Not funded with state base, completely funded with local dollars (school districts/charter schools)

USE OF FUNDS (how were state base and local funds used for this requirement?):

STRATEGIES:

- 1.
- 2.
- 3.

ACTIVITIES:

- 1.
- 2.
- 3.

LIST AND BRIEF DESCRIPTION OF SPECIFIC SERVICES PROVIDED:

- 1.
- 2.
- 3.

FINAL REPORT/ASSESSMENT:

TEC §8.051 (d) (2): Each regional education service center shall maintain core services for purchase by school districts and campuses. The core services are: (2) training and assistance in providing each program that qualifies for a funding allotment under Section 42.151 (special education), 42.152 (educationally disadvantaged), 42.153 (bilingual education), or 42.156 (gifted and talented).

Please provide the strategies, activities, list of services and brief description, use of state base funding to fund this requirement, and final ESC report on the assessment of performance metrics associated with the specified strategies and activities.

Use Arial font, no smaller than 11 point.

HOW WAS THIS REQUIREMENT FUNDED:

- ☐ Completely funded with state base
- ☐ Partially funded with state base and partially funded with local dollars (school districts/charter schools)
- ☐ Not funded with state base, completely funded with local dollars (school districts/charter schools)

USE OF FUNDS (how were state base and local funds used for this requirement?):

STRATEGIES:

- 1.
- 2.
- 3.

ACTIVITIES:

- 1.
- 2.
- 3.

LIST AND BRIEF DESCRIPTION OF SPECIFIC SERVICES PROVIDED:

- 1.
- 2.
- 3.

FINAL REPORT/ASSESSMENT:

TEC §8.051 (d) (3): Each regional education service center shall maintain core services for purchase by school districts and campuses. The core services are: (3) assistance specifically designed for a school district or campus assigned an unacceptable performance rating under Section 39.054.

Please provide the strategies, activities, list of services and brief description, use of state base funding to fund this requirement, and final ESC report on the assessment of performance metrics associated with the specified strategies and activities.

Use Arial font, no smaller than 11 point.

HOW WAS THIS REQUIREMENT FUNDED:

- ☐ Completely funded with state base
- ☐ Partially funded with state base and partially funded with local dollars (school districts/charter schools)
- ☐ Not funded with state base, completely funded with local dollars (school districts/charter schools)

USE OF FUNDS (how were state base and local funds used for this requirement?):

STRATEGIES:

- 1.
- 2.
- 3.

ACTIVITIES:

- 1.
- 2.
- 3.

LIST AND BRIEF DESCRIPTION OF SPECIFIC SERVICES PROVIDED:

- 1.
- 2.
- 3.

FINAL REPORT/ASSESSMENT:

TEC §8.051 (d) (4): Each regional education service center shall maintain core services for purchase by school districts and campuses. The core services are: (4) training and assistance to teachers, administrators, members of district boards of trustees, and members of site-based decision-making committees.

Please provide the strategies, activities, list of services and brief description, use of state base funding to fund this requirement, and final ESC report on the assessment of performance metrics associated with the specified strategies and activities.

Use Arial font, no smaller than 11 point.

HOW WAS THIS REQUIREMENT FUNDED:

- ☐ Completely funded with state base
- ☐ Partially funded with state base and partially funded with local dollars (school districts/charter schools)
- ☐ Not funded with state base, completely funded with local dollars (school districts/charter schools)

USE OF FUNDS (how were state base and local funds used for this requirement?):

STRATEGIES:

- 1.
- 2.
- 3.

ACTIVITIES:

- 1.
- 2.
- 3.

LIST AND BRIEF DESCRIPTION OF SPECIFIC SERVICES PROVIDED:

- 1.
- 2.
- 3.

FINAL REPORT/ASSESSMENT:

TEC §8.051 (d) (5): Each regional education service center shall maintain core services for purchase by school districts and campuses. The core services are: (5) assistance specifically designed for a school district that is considered out of compliance with state or federal special education requirements, based on the agency's most recent compliance review of the district's special education programs.

Please provide the strategies, activities, list of services and brief description, use of state base funding to fund this requirement, and final ESC report on the assessment of performance metrics associated with the specified strategies and activities.

Use Arial font, no smaller than 11 point.

HOW WAS THIS REQUIREMENT FUNDED:

- ☐ Completely funded with state base
- ☐ Partially funded with state base and partially funded with local dollars (school districts/charter schools)
- ☐ Not funded with state base, completely funded with local dollars (school districts/charter schools)

USE OF FUNDS (how were state base and local funds used for this requirement?):

STRATEGIES:

- 1.
- 2.
- 3.

ACTIVITIES:

- 1.
- 2.
- 3.

LIST AND BRIEF DESCRIPTION OF SPECIFIC SERVICES PROVIDED:

- 1.
- 2.
- 3.

FINAL REPORT/ASSESSMENT:

TEC §8.051 (d) (6): Each regional education service center shall maintain core services for purchase by school districts and campuses. The core services are: (6) assistance in complying with state laws and rules.

Please provide the strategies, activities, list of services and brief description, use of state base funding to fund this requirement, and final ESC report on the assessment of performance metrics associated with the specified strategies and activities.

Use Arial font, no smaller than 11 point.

HOW WAS THIS REQUIREMENT FUNDED:

- ☐ Completely funded with state base
- ☐ Partially funded with state base and partially funded with local dollars (school districts/charter schools)
- ☐ Not funded with state base, completely funded with local dollars (school districts/charter schools)

USE OF FUNDS (how were state base and local funds used for this requirement?):

STRATEGIES:

- 1.
- 2.
- 3.

ACTIVITIES:

- 1.
- 2.
- 3.

LIST AND BRIEF DESCRIPTION OF SPECIFIC SERVICES PROVIDED:

- 1.
- 2.
- 3.

FINAL REPORT/ASSESSMENT:

PERFORMANCE STANDARD 5

State and Federal Grant Program Implementation and Results TEC, §8.101(5)

ESCs that receive grants and/or contracts from the state (TEA) or any other federal, state, local, private or public organization (TEC, §8.125) must spend funds in accordance with all programmatic guidelines and provisions of the grant and/or contract. ESCs will report to TEA on the progress and results of federal and/or state grants and/or contracts received from TEA in the fiscal year. Reports will assess quantitative and qualitative performance metrics developed by TEA and the ESC.

Indicator 5-1

TEA programs establish qualitative performance metrics for state and federal grants and/or contracts to accurately measure the quality of each state and federal grant and/or contract implemented by the ESC. ESCs report these metrics to TEA as required by the TEA program.

Please indicate how you met the TEA established performance metrics of state and federal grants and/or contracts. Please use Arial font, no less than 11 pt. Please do not exceed two pages.

Indicator 5-2

ESCs comply with goals and performance metrics for federal and state grant awards or contracts received from TEA. ESCs monitor and evaluate the performance of the grant or contract and make adjustments as needed to ensure results through performance monitoring.

Please indicate how you monitor and evaluate the performance of grants and contracts, including how you make adjustments as needed to ensure results. Please use Arial font, no less than 11 pt. Please do not exceed two pages.

PERFORMANCE STANDARD 6

Effective and Efficient Fiscal and Operations Management

ESCs practice effective and efficient fiscal and operations management, including risk management, accounting, payroll, cash management, appropriate personnel policies and systems for staffing, and planning for appropriate use of technology and technological systems. All funds are managed effectively and efficiently with solid planning and budgeting, accurate monitoring, and transparent financial assessments.

Indicator 6-1

TEA will conduct federal grant sub-recipient monitoring based on risk assessment methodology. ESCs will have internal control systems and processes in place including but not limited to: policies and procedures related to managing federal/state grants; consolidating information systems to assist in managing grants; providing grant management training to staff and grantees; and coordinating programs with similar goals and purposes.

TEA will review and assess this indicator based on information obtained from the TEA Grants and Federal Fiscal Compliance Division sub-recipient monitoring/audits. ESC does not report on this indicator in this self-assessment.

Indicator 6-2

ESCs are required to submit an annual single audit and if necessary will implement a corrective action plan to resolve all identified findings within 60 days.

TEA will review and assess this indicator based on the annual audit submitted to TEA. ESC does not report on this indicator in this self-assessment unless there was a finding in the audit that requires corrective action. If corrective action is indicated, please provide specific details in the space below.

Indicator 6-3

As evidenced in TEA federal grant sub-recipient monitoring, ESCs manage federal and state grant funds in a manner that demonstrates effective practices as evidenced by the following:

- 1) Accurate, current and complete financial reporting
- 2) Detailed accounting records
- 3) Effective internal controls
- 4) Budget controls to compare projected amounts to outlays
- 5) Allowable costs under cross-cutting and program specific rules
- 6) Source documentation
- 7) Cash management to minimize time between drawdown and disbursement

TEA will review and assess this indicator based on information obtained from the TEA Grants and Federal Fiscal Compliance Division sub-recipient monitoring/audits. ESC does not report on this indicator in this self-assessment.

Indicator 6-4

ESCs annually report FTE count, job titles, descriptions, and salaries for each employee. Reports are due no later than January 31.

TEA will review and assess this indicator based on information obtained from the TEA Texas Student Data System (TSDS) – Public Education Information Management System (PEIMS). ESC does not report on this indicator in this self-assessment, except to certify that job descriptions are maintained at the ESC.

- ☐ I certify the Education Service Center maintains and has available for review all current job descriptions for all current employees of the ESC.

Indicator 6-5

ESCs annually report all sources of funding received and amounts expended from federal, state, local, private, and public entities. Reports are due no later than January 31 for the reporting period September 1 through August 31.

TEA will review and assess this indicator based on the Annual Financial Audit submitted to TEA. ESC does not report on this indicator in this self-assessment, however TEA reserves the right to ask for additional financial information as needed to assess the financial position of the ESC.

PERFORMANCE STANDARD 7

External Liaison and Public Image

ESCs establish and maintain positive and effective relationships with stakeholder groups, including school districts, charter schools, the legislature, and the citizens of Texas. ESC employees visibly demonstrate ethical, honest, and transparent behaviors and outcomes and follow through to the best of their ability in the timeliest manner possible in order to produce results that benefit school districts, charter schools, and the public.

Indicator 7-1

ESC annual satisfaction survey rates are determined by an annual Client Satisfaction Survey. The target for annual survey results is 4.50 on a 5.0 scale. Annual survey results are reported to TEA no later than December 31.

TEA will review and assess this indicator based on the results of the Annual Client Satisfaction Survey submitted to TEA by the entity conducting the survey. ESC does not report on this indicator in this self-assessment, however TEA reserves the right to ask for additional financial information as needed to assess the financial position of the ESC.

Executive Director: _____

Signature: _____

Date: _____