Texas Education Agency

House Public Education Committee Hearing

PRESENTATION BY COMMISSIONER MIKE MORATH, FEB 21ST 2017

Texas Public Education – An Overview

Texas Education Agency

5.28 Million
Students

$56 Billion*
Funds Overseen By TEA

347,672
Teachers

688,142
Total Employees

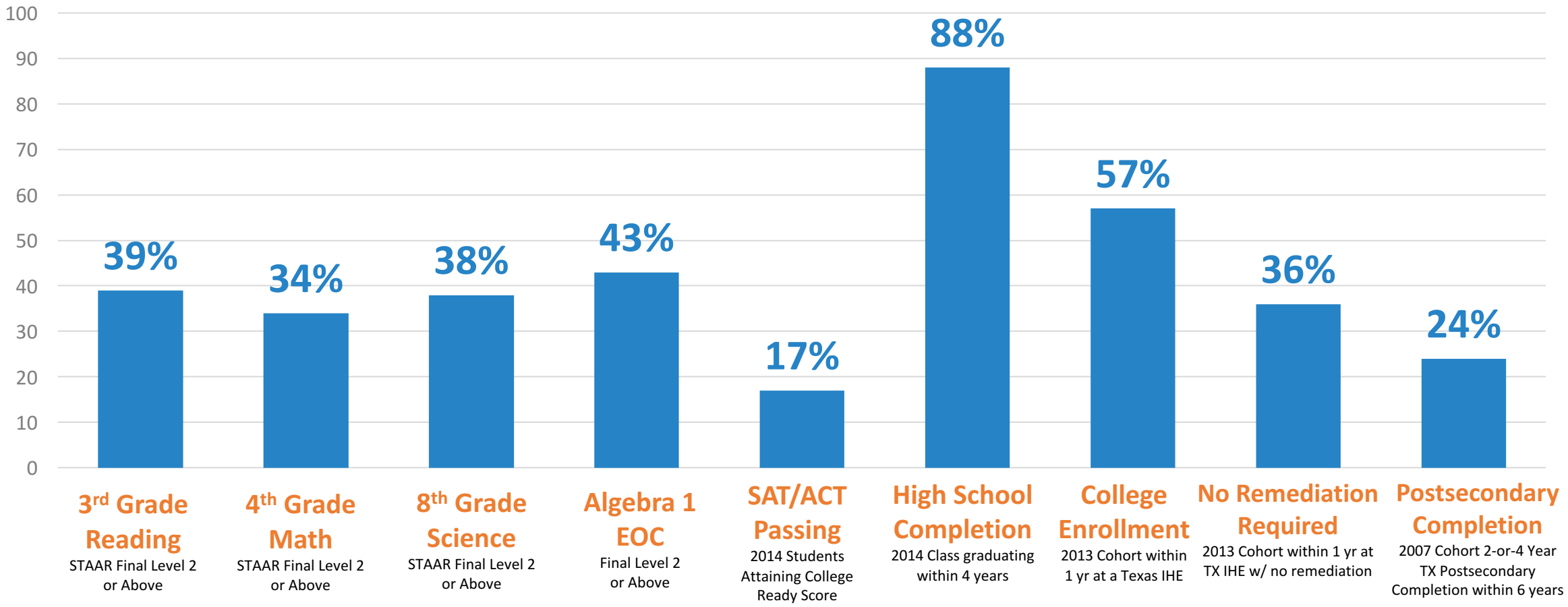
8,685
Campuses

1,207
Districts/Charters

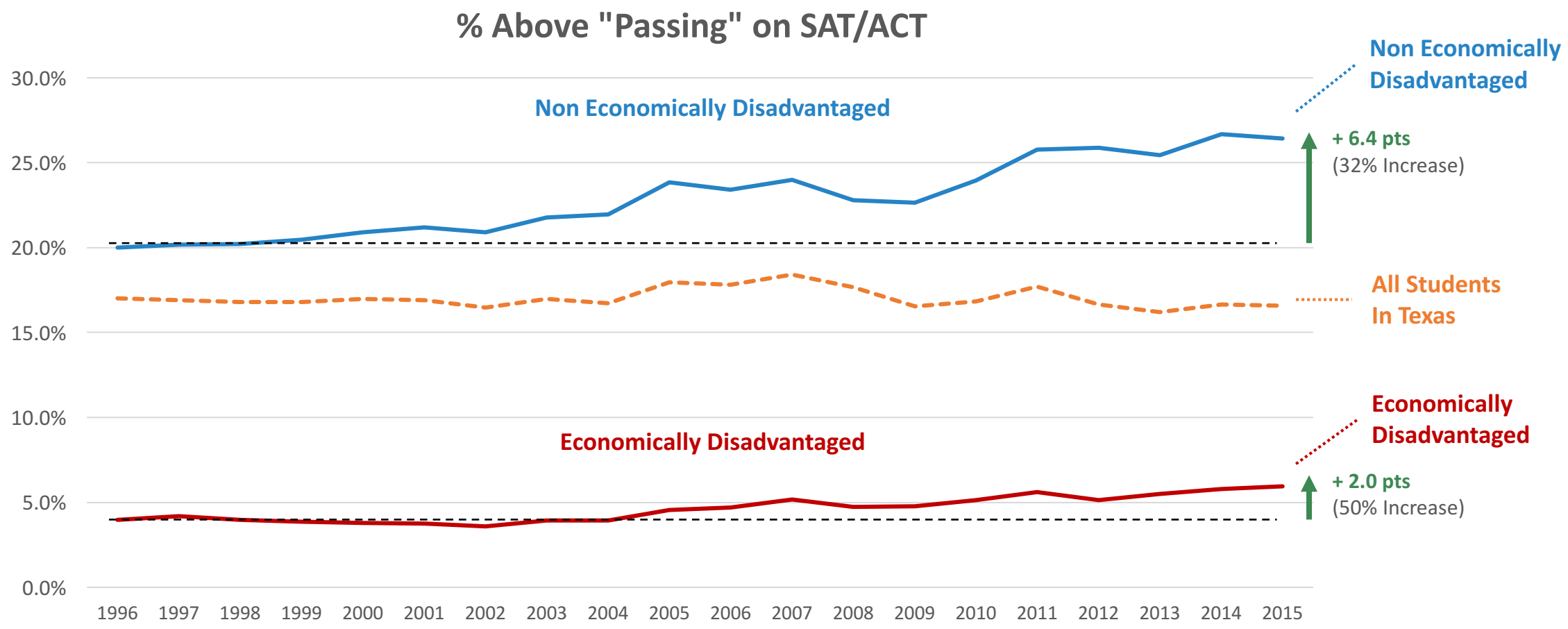
$35 Billion
Permanent School Fund

*2018 Education Funds, includes FSP Tax Collection

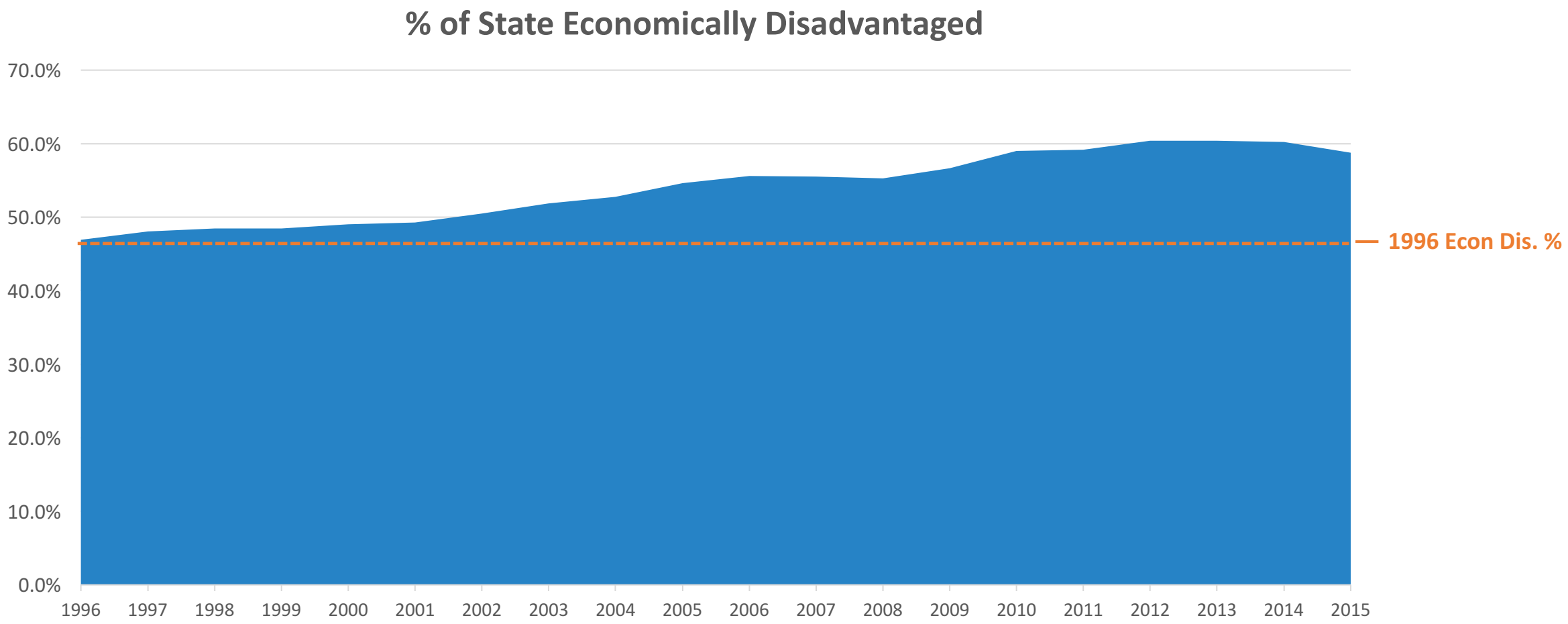
Texas Summary: Student Achievement and Attainment



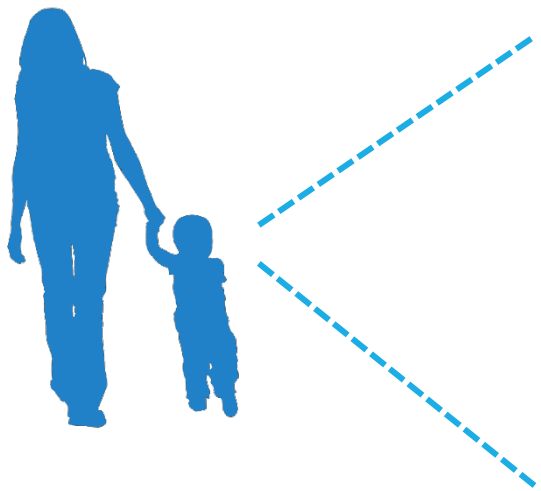
SAT/ACT Performance By Socioeconomic Status (1996 – 2015)



Rise In Student Poverty Rates For the State of Texas (1996 – 2015)



TEA Strategic Priorities and Enablers



Every child, prepared for success in college, a career or the military.

Strategic priorities

- Recruit, support, and retain teachers and principals
- Build a foundation of reading and math
- Connect high school to career and college
- Improve low-performing schools

Enablers

- Increase transparency, fairness and rigor in district and campus academic and financial performance
- Ensure compliance, effectively implement legislation and inform policymakers
- Strengthen organizational foundations (resource efficiency, culture, capabilities, partnerships)

Priority 1: Recruit, Support and Retain Teachers & Principals

Texas Education Agency

Recruit, support, and retain teachers and principals

Teachers are the most important in-school factor affecting student outcomes.

High priority initiatives include:

Texas Gateway & Teacher Online Resources

Leverage funds with "Lesson Study" to help Texas teachers develop highly-effective, peer-reviewed TEKS-aligned lessons

Instructional Leadership Initiative

Implement job-embedded coaching for teachers and principals, designed to significantly improve student outcomes

Protect Students from Inappropriate Relationships

Pending Exceptional Item 3 funding, build capacity to prevent educators who engage in misconduct from continuing as teachers in other schools

Increase Rigor of Principal Certification

Working with SBEC, redesign the principal certification process to ensure those certified to lead campuses have demonstrated expertise in instructional leadership

Priority 2: Build A Foundation of Reading and Math

Texas Education Agency

Build a foundation of reading and math

It's much easier to address the achievement gap if we never let it start.

High priority initiatives include:

Prekindergarten

Pending funding for **Exceptional Item 2**, reduce the achievement gap by improving early instruction for at-risk students via High-Quality Pre-K Grants

Math Innovation Zones

Pending funding for **Exceptional Item 1**, encourage schools to implement blended learning math practices proven to vastly increase student outcomes

Reading and Math Academies

Provide 60,000 teachers with high-quality reading and math academies aligned to research and best practice

Reading Excellence Teams

Leverage the Reading Academies with intense, job-embedded coaching designed to dramatically raise student literacy levels at struggling campuses

Priority 3: Connect High School To Career and College

Texas Education Agency

Connect High School to career and college

Relevancy matters. Teaching kids how to weld can make them better in math.

HB 5 (83rd Legislature) Efforts

Innovative Academies: ECHS, P-TECH and T-STEM

Help launch and improve high school programs that deliver rigorous college and career preparation

College and Career Counseling

Build supports to increase the availability of outcomes-driven college and career advisory teams

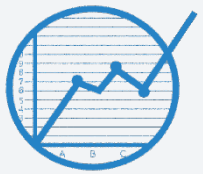
Industry Certifications

Develop a list of career & technical certifications that meet industry needs and provide support to increase their availability for students across Texas

Work-Based Learning

Create incentives and technical supports to encourage more campuses, in partnership with businesses, to provide more student internship opportunities

Priority 4: Improve Low-Performing Schools



Improve low-performing schools

Every child.
Every classroom.
Every day.

High priority initiatives include:

Turnaround Support for Low Performing Schools

Implemented HB 1842 by shifting turnaround support to focus on systemic issues, pending funding for Exceptional Item 7 to ensure the work continues

System of Great Schools

Help districts replicate high performing campuses to give students and families more quality options

Rural Schools Task Force

Launched the Rural Schools Task Force to build systems to better understand and improve opportunities for rural students

Lone Star Governance

Created first-in-the-nation governance guide and workshops to empower school boards to provide district oversight with a focus on student outcomes

Enablers 1-3: Transparency Compliance & Org Foundations

Texas Education Agency

Increase transparency, fairness and rigor in district and campus academic and financial performance

Ensure compliance, effectively implement legislation and inform policymakers

Strengthen organizational foundations (resource efficiency, culture, capabilities, partnerships)

High priority initiatives include:

A-F Rollout

Develop, implement, and effectively communicate the state's A-F accountability system. Improve transparency with **Exceptional Item 8** funding so parents and teachers see STAAR test questions each year

Data System Integrity

Pending **Exceptional Item 4** funding, maintain the statewide data system (TSDS) that is the backbone of the Texas accountability and school finance systems

Expand Broadband Access

Pending funds for **Exceptional Item 5**, install fiber optic connectivity to schools leveraging up to a 9-1 federal-state match

Cybersecurity: Protect Student and Teacher Data

Pending funds for **Exceptional Item 6**, reduce the risk that confidential student and teacher data are compromised from cyber-attacks

Other Initiatives of Note

House Bill 1842 – Legal Comparison

HB 1842 Enacted

Before HB 1842	HB 1842 Today
• After 2 consecutive years of unacceptable performance, the campus must reconstitute and develop an updated targeted improvement plan • If the commissioner determines the campus is not fully implementing the updated targeted improvement plan, **the commissioner MAY** order repurposing of the campus, alternative management of the campus, or closure of the campus.	• After 2 consecutive years of unacceptable performance, the campus must prepare a campus turnaround plan and develop an updated targeted improvement plan • Upon rejection of a turnaround plan, **the commissioner SHALL** either appoint a board of managers for the district, alternative management of the campus, or order the closure of the campus.
• After 7 consecutive years of unacceptable performance, **the commissioner SHALL** order the repurposing of the campus, alternative management of the campus, or closure of the campus.	• After 5 consecutive years of unacceptable performance, **the commissioner SHALL** appoint a board of managers for the district or order the closure of the campus

Lone Star Governance – Overview

A Continuous Improvement Model

The intention of Lone Star Governance is to provide a continuous improvement model for governing teams (Boards in collaboration with their Superintendents) with one primary objective:

Improving Student Outcomes.

Lone Star Governance – Overview

Leadership Matters

The workshop is about governance behaviors that improve student outcomes and draws from governance-related research as well as practices from the participants' experiences. The underlying belief is that leadership matters; that leaders' choices are transformative in the lives of our students.

Topics Covered

- Distinguishing between inputs, outputs, and outcomes
- Distinguishing between program/project evaluation and performance evaluation
- Effectively monitoring student outcomes
- Effectively creating Superintendent accountability for improving student outcomes
- Understanding the concepts of student outcome goals and constraints

Lone Star Governance – Sample From Framework

Implementation Fidelity Instrument

The implementation fidelity instrument provides a rubric for key board accountabilities on which boards can self-assess.

TEXAS FRAMEWORK: ACCOUNTABILITY

ACCOUNTABILITY 1: The Board invests at least half of its time focusing on its vision and student outcome goals

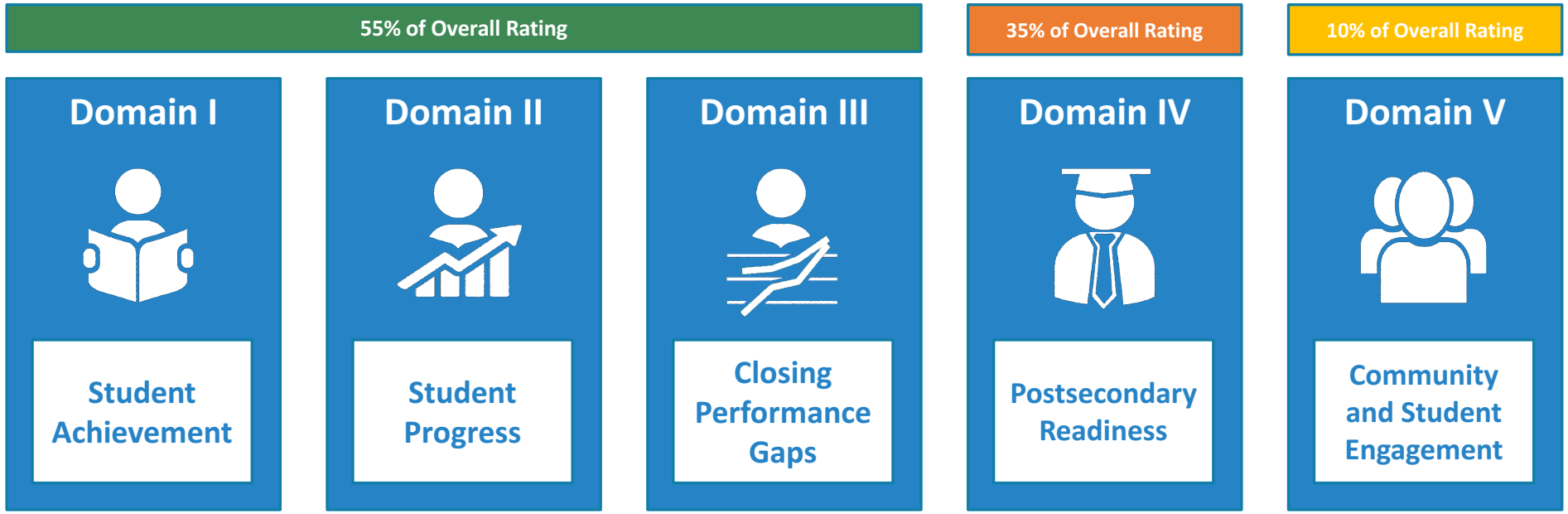
Does Not Meet Focus	0	Begins Focus	1	Approaches Focus	4	Meets Focus	12	Masters Focus	15
The Board does not meet focus if any of the following conditions are true:		*The Board begins to focus if all of the following conditions are true:*		And...		And...		And...	
The Board does not have student outcome goals, GPMs, constraints, CPMs, or annual targets. The Board does not have a **monitoring calendar** (a Board-adopted multi-year schedule that describes the months during which student outcome goals, constraints, and progress		The Board has a Board-adopted monitoring calendar. The Board has received a **monitoring report** (a report that evidences to the Board whether or not reality matches the adopted student outcome goals, constraints, and progress measures). A monitor-		The Superintendent owned the monitoring calendar development process while working collaboratively with the Board. The Board's monitoring calendar spans no fewer than 18 months. The recommended span is 24-36 months. Of the total minutes		Of the total minutes spent in Board-authorized public meetings, no fewer than 25% are invested specifically in progress monitoring the Board's student outcome goals. No more than two student outcome goals are monitored per month.		Of the total minutes spent in Board-authorized public meetings, no fewer than 50% are invested in progress monitoring the Board's student outcome goals. The Board's monitoring calendar spans across the Board's student outcome goals' 3 to 5 year deadlines.	

A–F Accountability: Combining the Five Domains To Calculate Score

HB 2804 **does not** prescribe how each of the first three domains is to be individually weighted to calculate the combined **55%**

Graduation rate is **10%**; the remaining indicators are **25%**

Districts & campuses **self-assign** a letter grade for Domain V



TEA Approach to A-F Design: Two Philosophical Commitments

We want to adhere to two philosophical commitments with the design of the model.

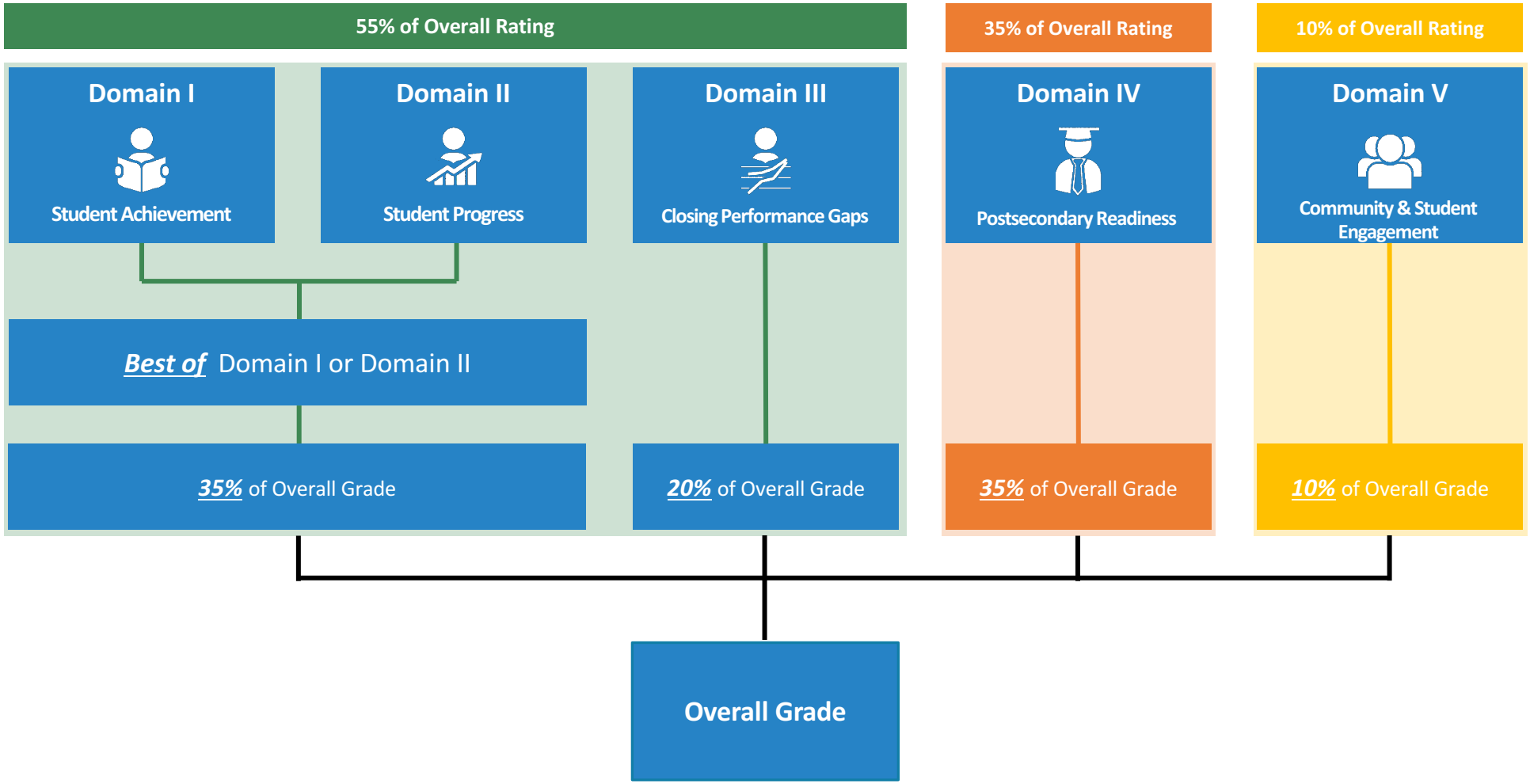
1

We **DO NOT WANT** the allocation of grades to be a forced distribution. We want it to be mathematically possible for every school district in Texas to get an "A".

2

We **WANT** stability in the model, we do not want the bar to keep changing. We want to commit to something where the bar will remain static for 5 years, where the rules don't change.

Current Work-In-Progress Model: Overall Grade Calculation



Appendix

LAR Exceptional Items List (2018-2019)

Texas Education Agency

Priority	Item/Description	Excep 2018	FTEs	Excep 2019	FTEs	Total Request	Total FTEs Request
1	**Math Innovation Zone Grants to Vastly Improve Student Math Performance**	$10,000,000	2.00	$10,000,000	2.00	$20,000,000	2.00
	The Math Innovation Zone Grants are intended to encourage more school districts to replicate high impact blended learning math practices that some Texas schools are utilizing and seeing dramatically improved results. If the same impact is achieved for student math performance statewide that has already been achieved by schools implementing these programs, Texas will be the number one state in the nation in math proficiency overall and for each student subgroup. This is one of the highest returns on investment the state can achieve.						
2	**Increase funding for High-Quality Pre-K Initiative (HB 4)**	117,675,458	0.00	117,675,458	0.00	235,350,916	0.00
	TEA is requesting $235,350,916 for the biennium to continue grant funding in FY 2018 and FY 2019 (the 2017-18 and 2018-19 school years) for the High-Quality Prekindergarten Grant Program established under House Bill 4 (84th Legislature).						
3	**Protect Students from Inappropriate Educator Relationships**	195,567	3.00	195,567	3.00	391,134	3.00
	For the past decade, there has been a steady increase in the number of inappropriate educator-student relationships reported to the Agency. As the caseload has increased, the number of investigators has remained the same over the past several years. This request will allow for the more efficient and timely investigation of these types of cases.						
4	**Implementation of Texas Student Data Systems (TSDS) to Provide Reliability, Accessibility, and Ensure Actionable, Real-Time District, Charter and Student Data is Available**	3,000,000	11.50	3,000,000	11.50	6,000,000	11.50
	TSDS has replaced the obsolete PEIMS data system originally built in 1987, which simply could not process the estimated 3.4 billion pieces of data regularly submitted to TEA by school districts. Eight TSDS support staff are funded by a private grant that will end in FY 2017. If TEA does not receive funding for these FTEs for the 2018–2019 biennium, the Agency anticipates that a very serious disruption is possible. Additionally, the Agency wants to integrate more TEA systems into TSDS. If further integration does not continue during the 2018–2019 biennium, local school districts will see unnecessary additional operating costs in multiple areas and will be required to continue to maintain multiple systems to upload data.						
5	**E-Rate - High-Speed Internet Infrastructure for Classroom Connectivity to Improve Student Access to on-Line Resources**	25,000,000	0.00	250,000	0.00	25,250,000	0.00
	The E-Rate Infrastructure Program is not being taken full advantage of in Texas because schools assert they do not have adequate local funding to provide their required “local funding share", estimated to be $50,000,000. The federal government is now offering a dollar-for-dollar match for this local share. This combined $50,000,000 in state and federal funding can then be used by school districts to pay for their local funding share allowing them to draw down an estimated $200,000,000 in additional E-Rate Infrastructure Program federal funds. Thus, the entire $250,000,000 in funding needed to build certain broad band infrastructure - according to the Education Superhighway - will be provided with little or no cost to the districts.						

LAR Exceptional Items List (2018-2019)

Texas Education Agency

Priority	Item/Description	Excep 2018	FTEs	Excep 2019	FTEs	Total Request	Total FTEs Request
6	**Ensure Student and Teacher Data Privacy and Cybersecurity**	6,491,360	8.50	6,918,760	17.00	13,410,120	17.00
	Funding requested is for data privacy and cyber security improvements. TEA is responsible for securely maintaining more than 160 terabytes of data, including 19 million individual past and current student records. It is imperative that this data is secure and that TEA has funding to immediately reduce the risk of any potential security exposure. TEA has developed a comprehensive three-phased multi-year Security Master Plan to remediate security concerns.						
7	**Effectively Implement Low-Performing Campus Turnaround under HB 1842 and Monitoring of Districts of Innovation Best Practices**	500,000	7.00	500,000	7.00	1,000,000	7.00
	TEA is requesting $500,000 per year to help implement the requirements laid out in House Bill 1842 (84th Legislature). Due to poor student achievement results, 467 campuses are Improvement Required in the Texas accountability system for the 2015-2016 school year. Due to a lack of funding for implementation of HB 1842 in the 2016-17 biennium, TEA transferred $1,000,000 in Foundation School Program funds to cover the costs.						
8	**Restore Four Percent Reduction for STAAR Test Items to Improve Transparency**	2,086,921	0.00	2,086,921	0.00	4,173,842	0.00
	Because of the many benefits of releasing STAAR test items on an annual basis, TEA had initially developed a plan to release STAAR test items annually at a cost of approximately $4 million. However, in order to reduce funding consistent with the Joint Leadership Letter on June 30, 2016, TEA reduced funding for STAAR test releases by $4 million. TEA is requesting that this $4 million in funding be restored. TEA believes the transparency and improvement in student outcomes achieved by releasing STAAR test items on an annual basis outweighs the additional costs.						
9	**Windham School District Program Expansion**	3,870,724	0.00	3,550,724	0.00	7,421,448	0.00
	Windham School District (WSD) is requesting $11.5 million to restore their 4% cut ($4.1M) and to expand some of their programs ($7.4M). If unfunded, there would be a five percent reduction in contact hours and in offenders passing the High School Equivalency (HSE) and a reduction of 250 industry certificates earned by offenders.						
	TOTAL	$168,820,030	32.00	$144,177,430	40.50	$312,997,460	40.50

TEA's Submitted Rider Changes

Number	Name	Key Change	Notes
Rider 3	**Foundation School Program Funding**	• Delete reference to ASATR, which expires September 1, 2017 per TEC §42.2516. • Delete language providing $55.5 million in new funding for IFA as the IFA amount is now included in the Agency's base 2018-2019 budget for the IFA program. If the legislature wants an IFA program during the 2018-19 biennium, they will need to appropriate additional IFA funds. • Add language to potentially ensure state compliance with Part B of the Individuals with Disabilities Education Act (IDEA) state maintenance of financial support (MFS). • Remove requirement that TEA notify Legislative Budget Board and Governor of any transfer between A.1.1. and A.1.2. in a separate report and added transfer notification to existing monthly expenditure report.	Add language making available formula funding to help ensure state compliance with Part B of the Individuals with Disabilities Education Act (IDA) state maintenance of financial support (MFS) provisions.
Rider 13 **[Old Rider #]**	**Reporting on Program Transfers to and Contracts with Regional Education Service Centers**	• Delete Rider 13 and modified Rider 35 to include reporting requirements specified in Rider 13. • Add language that the report regarding ESC formula is only required if a change has been made from the prior year's formula.	Merge and consolidate these riders for increased transparency of ESC funding and reporting requirements. Reduce administrative burden of TEA having to produce the ESC formula report.
(And)			
Rider 34	**Funding for Regional Education Service Centers**		

Number	Name	Key Change	Notes
Rider 25	**Limitation: Transfer Authority**	• Add language to specify transfer requests are automatically approved after 30 days of receipt by the LBB and Governor unless there is a written disapproval. • Add authority to transfer up to two percent of the program dollars to be used for program administrative purposes.	A few agencies have similar automatically approved, unless disapproved, language. This reduces the time it takes for approval, allowing the agency to be more efficient and effective with taxpayer funds. Many new grants and programs are only successful if TEA has adequate administrative resources to work directly and diligently with grant recipients, which are usually school districts or charter schools. If grants and programs are not effectively implemented and monitored by TEA, limited taxpayer resources may be wasted and student results will not be maximized.
Rider 41 **[Old Rider #]**	**Limitation on Funding for Property Tax Relief and Foundation School Program**	• Add language to include the Office of the Governor in the approval process and specifying that transfer requests are automatically approved after 30 days of receipt by LBB and Governor, unless there is a written disapproval.	A few agencies have similar automatically approved, unless disapproved, language. This reduces the time it takes for approval, allowing the agency to be more efficient and effective with taxpayer funds.

Number	Name	Key Change	Notes
Rider 41	**Educator Quality and Leadership**	• Modify Rider to add language for allowable uses of funds to include initiatives that will systematically transform educator quality and effectiveness statewide through improved teacher and principal hiring and recruitment, mentoring, preparation including standards related to educator preparation and program quality, induction, evaluation, professional development, career pathways, and retention.	The current Rider requires funding to be used for the specific implementation of the Educator Excellence Innovation Program (EEIP) in statute. This new language provides more flexibility to target only those EEIP proven successful during the pilot program and for other research–based initiatives intended to improve educator quality.
Rider 44	**Campus and District Intervention and Turnaround assistance and Technical assistance for Charter Schools**	• Add new language to include governance assistance (school and charter board assistance) as an allowable expense and added new language to allow the agency flexibility to develop internal intervention supports if external entities with effective programs cannot be identified.	Governance assistance is TEA training and assistance provided specifically to School Boards, Charter Boards, Superintendents and their management teams. TEA is providing "Lonestar Governance Training" to school boards as part of significant efforts pursuant to H.B. 1842 (84th Legislature) requiring TEA to undertake more in-depth campus improvement and intervention. The availability of quality intervention programs and vendors that are external to TEA is not known. Therefore, the rider gives TEA the flexibility to build and utilize its own internal expertise in the event these external programs/vendors do not exist or are not of good quality.

Number	Name	Key Change	Notes
Rider 45	**Virtual School Network**	• Modify Rider to include additional promotion and flexibility to encourage district participation in the Texas Virtual School Network as an allowable use of funds.	The Texas Virtual School Network (TxVSN) allows students to take high quality, instructor supported, semester long classes, online for free in middle and high school. The TxVSN continues to be underutilized as a state resource. Students in D and F campuses in the state's new campus accountability program or that are in rural areas, may need immediate access to top quality course alternatives and teachers. These rider changes will give TEA the flexibility to improve participation rates and student access.
Rider 50	**Amachi Texas**	• Add reporting of expenditures and performance data to our program riders upon Commissioner request.	Not having accurate performance data for some of these programs does not allow the Agency to inform the legislature about program results and student performance. TEA wants to ensure we have the data necessary to assess the success of programs to ensure that the Agency is spending tax-payer dollars wisely.

Number	Name	Key Change	Notes
Rider 58	**Supplemental Funding for Prekindergarten**	• Modify rider to include language that adds initiatives to improve kindergarten readiness as an allowable expense and limited this expense to a maximum of $5,000,000.	Currently, the rider funds are divided and provided to district on a per student basis based on their prekindergarten student populations. The amount provided per student per year is approximately $153. Increasing the number of high quality prekindergarten seats is part of the agency's long term Strategic Plan. Therefore, TEA would like to utilize $5 million of these funds to improve Kindergarten Readiness statewide through a variety of programs and grants.
Rider 54	**Project Share**	• Rename rider *Texas Gateway* and *Online Resources* to conform with current project title and added language to include Lesson Study initiatives as an allowable use of funds.	Lesson Study allows teachers to perfect lessons based on the Texas Essential Knowledge and Skills (TEKS). These top-notch and tested lessons can then be shared on the Texas Gateway statewide, making them cost effective. Teachers participating in TEA's Lesson Study Pilot Program are reporting that the program is inspiring and transformative.
New Rider	**Unexpended Balance Authority within the Biennium**	• Add new rider to include automatic unexpended balance (UB) authority within the biennium for program appropriations.	This new rider would provide flexibility and ensure efficient and effective use of taxpayer funds.

Domain I: Proposal To Measure Proficiency

Performance Level	Public Label	New Label	
Level 1	Unsatisfactory	Does Not Meet	
Phase-In Level 2	Satisfactory	Approaches	
Final Level 2	Postsecondary Ready*	Meets	60%
Level 3	Advanced	Masters	75%

* This label has not been featured on Confidential Student Reports for parents.

Domain I: Proposal on How To Calculate Domain I

60×30TX

	All Students
Total Tests	**3,212**
# Approaches or Above	2,811
# Meets or Above	2,182
# Masters	878
% Approaches or Above	**87.5%**
% Meets or Above	**67.9%**
% Masters	**27.3%**

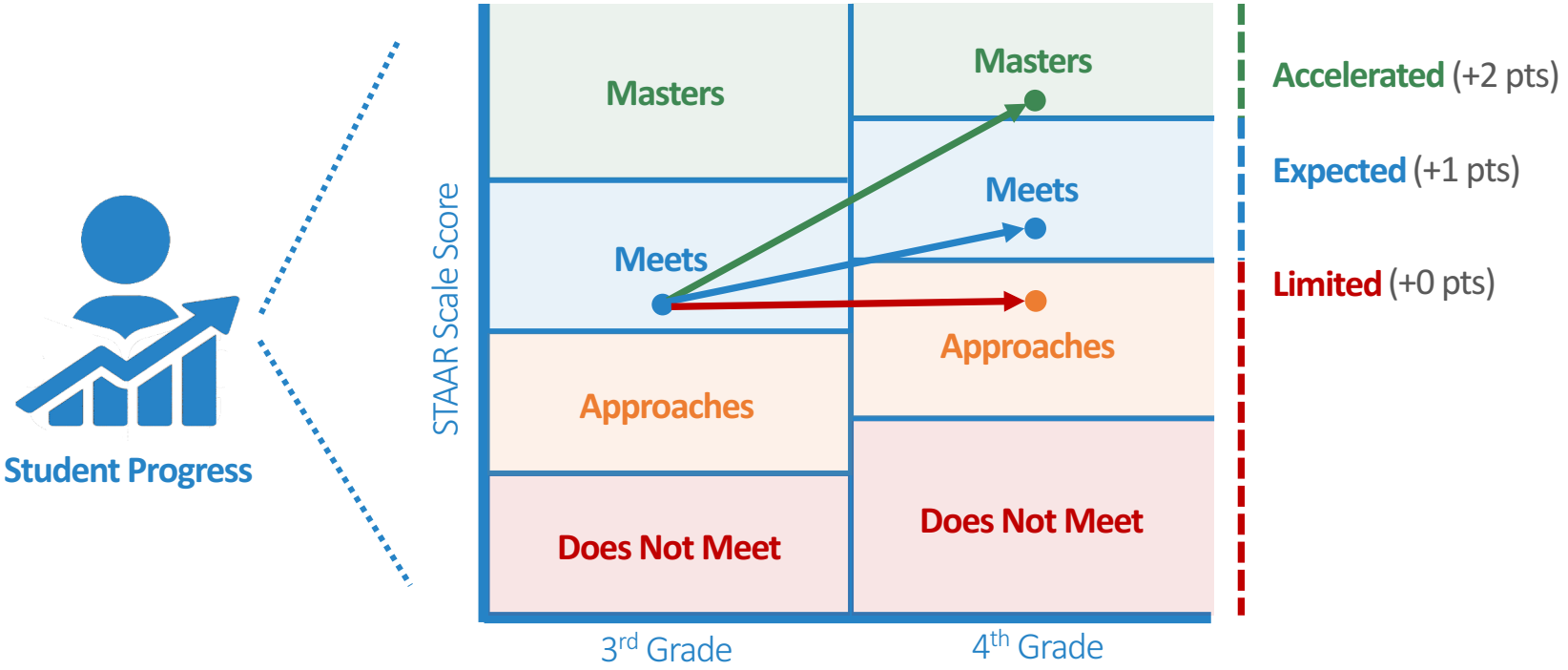
Average of 3

87.5 + 67.9 + 27.3 / 3 = **61.5**

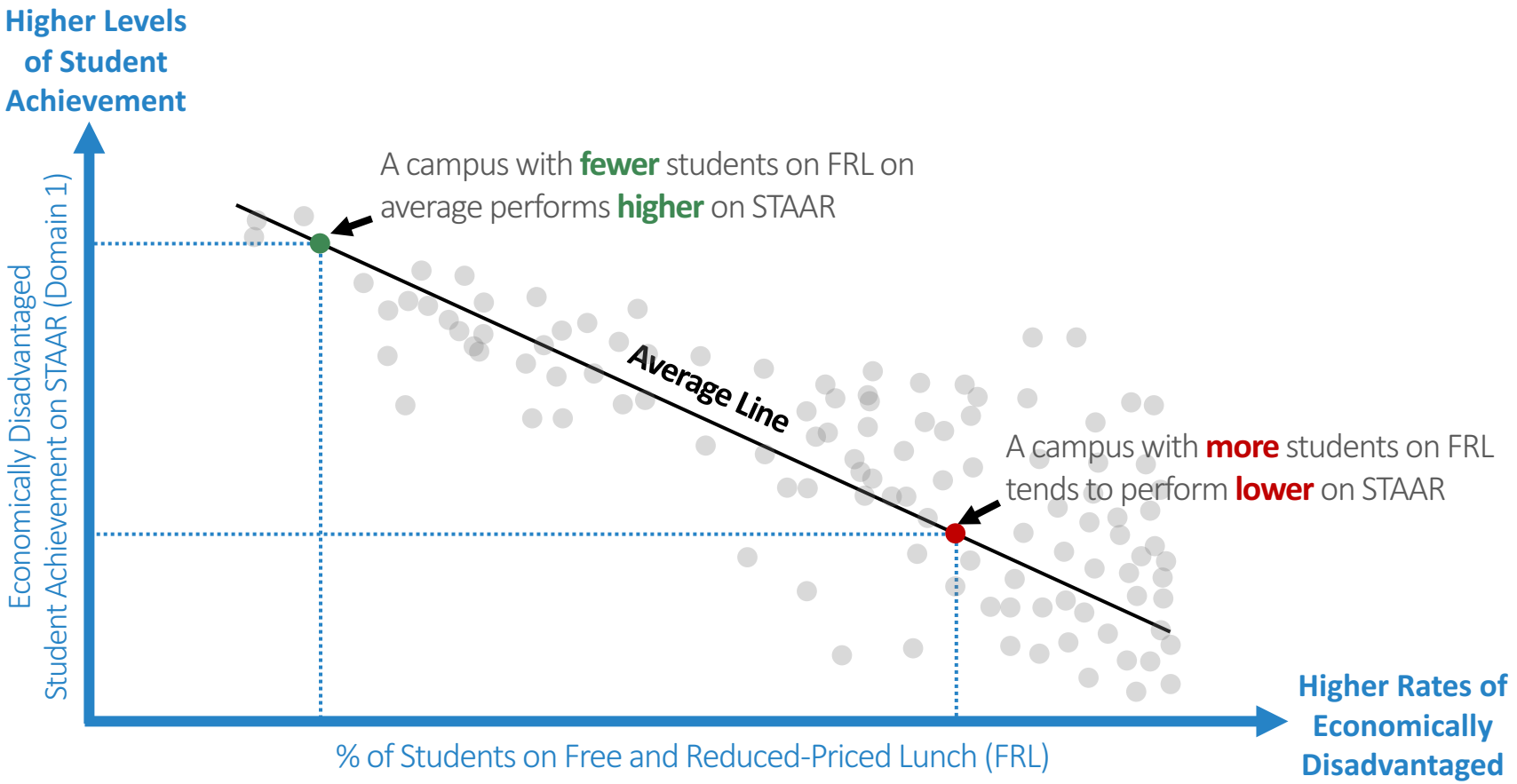
Domain 1 Score

A

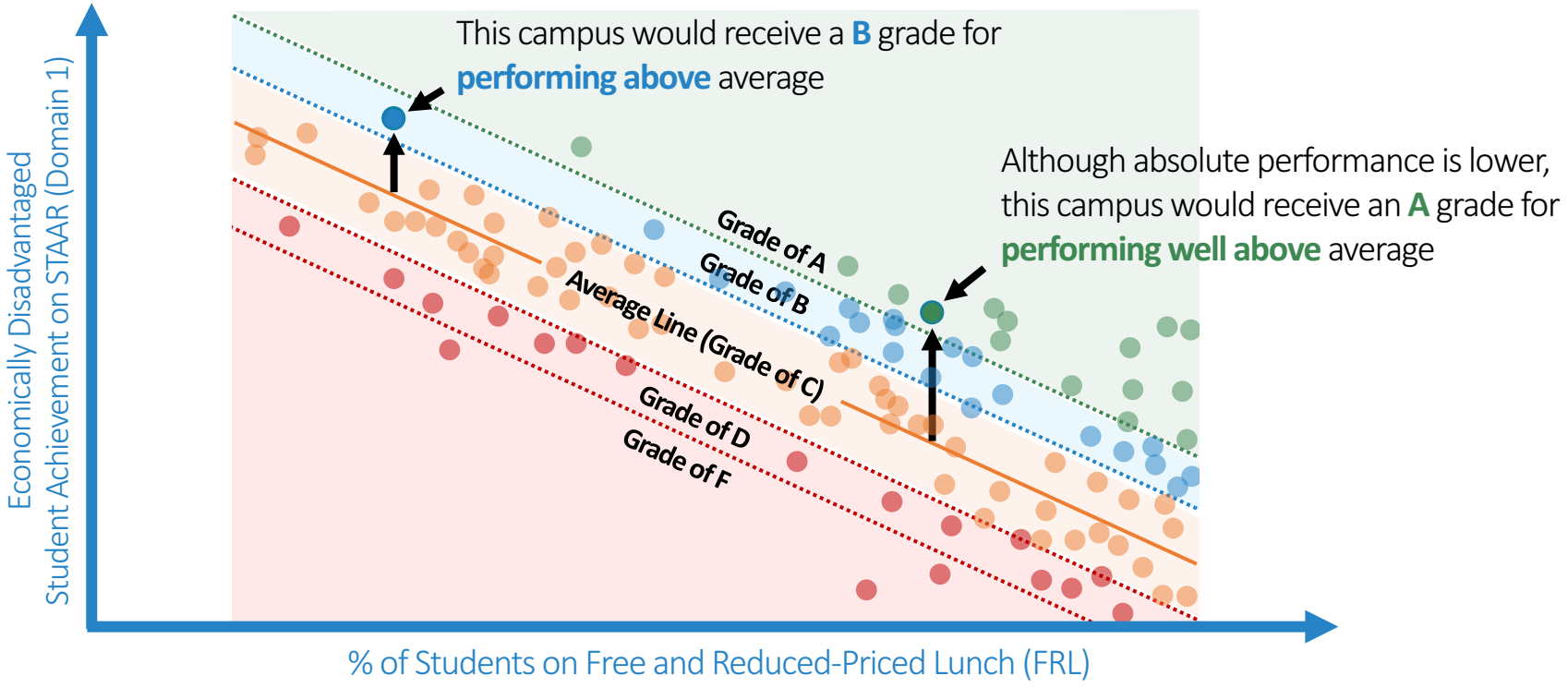
Domain II: How Growth Is Currently Calculated



Domain III: Proposal To Calculate Closing the Gaps



Domain III: Proposal To Calculate Closing the Gaps



Domain IV: Calculating Domain IV Score

Texas Education Agency

Elementary Schools

All 35%
Chronic
Absenteeism Rate

Middle Schools

Half of 35%
Chronic
Absenteeism Rate

Half of 35%
7-8 Annual
Dropout Rate

High Schools

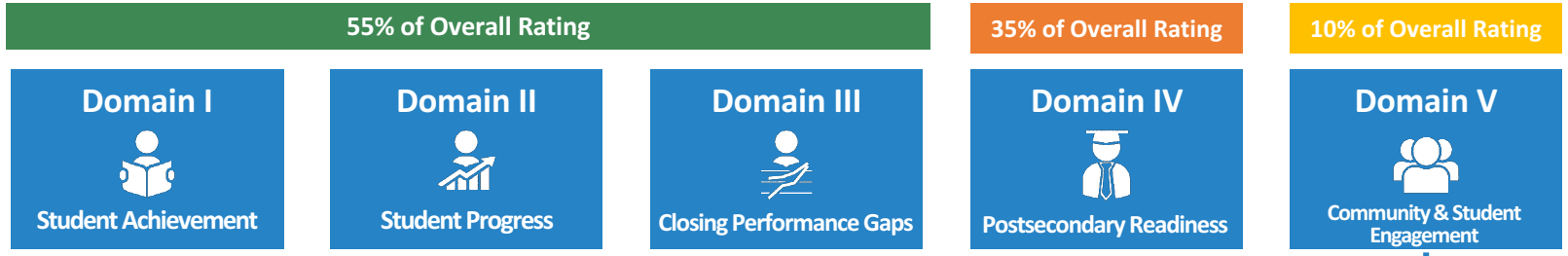
10 of 35%
Graduation Rate

5 of 35%
Graduation
Plan Rate

20 of 35%
Annual
Graduates Who

- Enlisted in the Military
- Completed a CTE-Coherent Sequence of Courses
- Completed 12 or More Hours of Postsecondary Credit
- Completed One or More AP/IB Courses
- Met the TSI Benchmark on TSIA, SAT, or ACT

Domain V: Calculating Domain V Score



Districts Will Self-Assess Performance

Learn More: Explore A-F Accountability Resources

tea.texas.gov/A-F

All Campuses	Domain I	Domain II	Domain III	Domain IV
Percentage Economically Disadvantaged	−0.66	−0.10	−0.00	−0.12
Percentage English Language Learners	−0.18	0.22	0.19	0.10
Percentage Students Served by Special Education	−0.21	−0.14	−0.23	−0.07
Percentage African American	−0.26	−0.06	−0.16	−0.11
Percentage Hispanic	−0.34	−0.02	0.16	−0.08
Percentage White	0.39	−0.01	−0.12	0.10
Percentage American Indian	0.01	−0.01	−0.03	−0.00
Percentage Asian	0.47	0.23	0.20	0.14
Percentage Pacific Islander	0.03	0.00	0.02	−0.01
Percentage Two or More Races	0.33	0.14	−0.05	0.13

Elementary Schools	Domain I	Domain II	Domain III	Domain IV
Percentage Economically Disadvantaged	−0.70	−0.20	−0.00	−0.41
Percentage English Language Learners	−0.21	0.01	0.28	−0.07
Percentage Students Served by Special Education	−0.04	−0.07	−0.09	−0.07
Percentage African American	−0.30	−0.09	−0.21	−0.23
Percentage Hispanic	−0.35	−0.03	0.19	−0.19
Percentage White	0.43	0.02	−0.12	0.28
Percentage American Indian	−0.00	−0.03	−0.01	0.04
Percentage Asian	0.47	0.24	0.14	0.26
Percentage Pacific Islander	0.01	−0.02	0.00	−0.06
Percentage Two or More Races	0.32	0.04	−0.08	0.16

Middle Schools	Domain I	Domain II	Domain III	Domain IV
Percentage Economically Disadvantaged	−0.78	−0.46	−0.00	−0.47
Percentage English Language Learners	−0.40	−0.17	0.14	−0.30
Percentage Students Served by Special Education	−0.40	−0.28	−0.33	−0.22
Percentage African American	−0.22	−0.05	−0.08	−0.24
Percentage Hispanic	−0.48	−0.26	0.12	−0.33
Percentage White	0.49	0.20	−0.14	0.42
Percentage American Indian	0.07	0.01	−0.06	0.08
Percentage Asian	0.53	0.40	0.26	0.22
Percentage Pacific Islander	0.06	0.02	0.07	0.01
Percentage Two or More Races	0.41	0.21	−0.04	0.26

High Schools/K–12 Campuses	Domain I	Domain II	Domain III	Domain IV
Percentage Economically Disadvantaged	−0.57	−0.18	−0.00	−0.11
Percentage English Language Learners	−0.31	−0.10	−0.03	−0.10
Percentage Students Served by Special Education	−0.43	−0.20	−0.44	−0.25
Percentage African American	−0.20	−0.19	−0.09	−0.21
Percentage Hispanic	−0.24	−0.15	0.15	−0.06
Percentage White	0.23	0.21	−0.16	0.15
Percentage American Indian	0.02	0.01	−0.06	−0.01
Percentage Asian	0.45	0.19	0.32	0.05
Percentage Pacific Islander	0.06	0.00	0.05	−0.03
Percentage Two or More Races	0.24	0.12	−0.03	0.01

AEA Campuses	Domain I	Domain II	Domain III	Domain IV
Percentage Economically Disadvantaged	−0.32	−0.01	−0.00	−0.04
Percentage English Language Learners	0.08	0.10	0.23	0.02
Percentage Students Served by Special Education	−0.13	0.01	−0.16	0.01
Percentage African American	−0.27	0.02	−0.26	−0.23
Percentage Hispanic	−0.13	−0.08	0.10	−0.05
Percentage White	0.33	0.08	0.08	0.20
Percentage American Indian	0.03	0.04	−0.03	0.08
Percentage Asian	0.11	0.05	0.13	−0.09
Percentage Pacific Islander	−0.10	−0.03	−0.13	−0.08
Percentage Two or More Races	0.26	0.03	0.10	0.12

All Districts	Domain I	Domain II	Domain III	Domain IV
Percentage Economically Disadvantaged	−0.70	−0.25	−0.02	−0.19
Percentage English Language Learners	−0.17	0.09	0.19	−0.03
Percentage Students Served by Special Education	−0.24	−0.22	−0.22	−0.14
Percentage African American	−0.25	−0.07	−0.09	−0.14
Percentage Hispanic	−0.34	−0.07	0.06	−0.16
Percentage White	0.41	0.07	−0.03	0.22
Percentage American Indian	0.05	0.00	−0.03	0.02
Percentage Asian	0.34	0.20	0.14	0.03
Percentage Pacific Islander	0.03	−0.01	0.05	−0.04
Percentage Two or More Races	0.22	0.07	−0.01	0.03

Non-AEA Districts	Domain I	Domain II	Domain III	Domain IV
Percentage Economically Disadvantaged	−0.70	−0.22	−0.02	−0.15
Percentage English Language Learners	−0.18	0.09	0.19	−0.04
Percentage Students Served by Special Education	−0.25	−0.22	−0.22	−0.16
Percentage African American	−0.24	−0.06	−0.08	−0.13
Percentage Hispanic	−0.33	−0.02	0.06	−0.12
Percentage White	0.39	0.02	−0.03	0.18
Percentage American Indian	0.05	−0.00	−0.03	0.01
Percentage Asian	0.34	0.21	0.14	0.01
Percentage Pacific Islander	0.04	0.00	0.05	−0.05
Percentage Two or More Races	0.20	0.03	−0.01	−0.02

AEA Districts	Domain I	Domain II	Domain III	Domain IV
Percentage Economically Disadvantaged	−0.52	−0.02	−0.17	−0.10
Percentage English Language Learners	−0.01	0.28	0.11	0.24
Percentage Students Served by Special Education	−0.21	0.14	−0.20	−0.26
Percentage African American	−0.35	0.09	−0.37	−0.05
Percentage Hispanic	−0.17	−0.07	0.08	−0.02
Percentage White	0.43	−0.02	0.18	0.05
Percentage American Indian	−0.02	0.24	−0.12	−0.22
Percentage Asian	0.28	0.31	0.17	0.21
Percentage Pacific Islander	−0.13	0.00	−0.21	−0.09
Percentage Two or More Races	0.56	0.16	0.29	0.11