

**Report of the State Board of Education
Committee of the Full Board
Wednesday, April 14, 2021**

The State Board of Education Committee of the Full Board met at 9:04 a.m. on Wednesday, April 14, 2021, in the State Board of Education Room, #1-104, of the William B. Travis Building, 1701 N. Congress Avenue, Austin, Texas. Attendance was noted as follows:

Present: Keven Ellis, chair; Lawrence A. Allen, Jr.; Rebecca Bell-Metereau; Ruben Cortez, Jr.; Aicha Davis; Patricia Hardy; Will Hickman; Jay Johnson; Pam Little; Tom Maynard; Sue Melton-Malone; Georgina C. Pérez; Marisa B. Perez-Diaz; Matt Robinson; Audrey Young

Public Testimony

The Committee of the Full Board received no presentations of public testimony.

DISCUSSION ITEMS

1. Commissioner's Comments

(Board agenda page I-5)

Commissioner Mike Morath provided an update on steps that had been taken to address and resolve the issues that arose during the initial week of STAAR administration. Commissioner Morath explained that the impact of COVID-19 on student learning will require a multi-year investment in practice change. He explained that the evidence base identifies four key levers the state will need to focus on to address this impact: 1. rigorous instructional materials designed to make up ground and designed to work remotely and on campus; 2. supported teachers who are equipped to deliver excellence, getting more than one year of growth in one year; 3. more time for the students most in need, including in summer and with targeted tutoring; and 4. expansion of work to empower parents as a child's first teacher. Finally, the commissioner provided an overview of federal funding the state has received and expects to receive to support these efforts.

ACTION ITEMS

2. Proposed New 19 TAC Chapter 112, Texas Essential Knowledge and Skills for Science, Subchapter C, High School, §§112.47-112.51

(Board agenda page I-6)

Shelly Ramos, senior director, curriculum standards and student support, provided an update on the work groups' final recommendations for revisions to the Texas Essential Knowledge and Skills (TEKS) for the following five high school courses: Aquatic Science, Astronomy, Earth Systems Science, Environmental Systems, and Specialized Topics in Science. She also presented an overview of staff recommendations for minor revisions to the proposed TEKS.

Ms. Ramos explained that the implementation language for these TEKS may need to be amended if the committee makes the determination to move implementation of the revised science TEKS to the 2024-25 school year.

MOTION: *It was moved by Dr. Robinson and seconded by Ms. Hardy to recommend that the State Board of Education approve for first reading and filing authorization proposed new 19 TAC Chapter 112, Texas Essential Knowledge and Skills for Science, Subchapter C, High School, §112.46, Implementation of Texas Essential Knowledge and Skills for Science, High School, Adopted 2021; §112.47, Aquatic Science, Adopted 2021 (One Credit); §112.48, Astronomy, Adopted 2021 (One Credit); §112.49, Earth Science Systems, Adopted 2021 (One Credit); §112.50, Environmental Systems, Adopted 2021 (One Credit); and §112.51, Specialized Topics in Science, Adopted 2021 (One Credit).*

MOTION: *It was moved by Mr. Hickman and seconded by Ms. Hardy to recommend that the State Board of Education amend §112.47(c)(1)(E) to read:*

“collect quantitative data using the English and International System of Units (SI) and qualitative data as evidence;”

MOTION AND VOTE: *It was moved by Ms. Davis and carried to insert “and English units as appropriate,” before “and qualitative data as evidence.”*

VOTE: *A vote was taken on the original motion to recommend that the State Board of Education amend §112.47(c)(1)(E), as amended, to read:*

“collect quantitative data using the ~~English and~~ International System of Units (SI), and English units as appropriate, and qualitative data as evidence;”

The motion failed.

MOTION: *It was moved by Mr. Hickman and seconded by Ms. Hardy to recommend that the State Board of Education amend §112.47(c)(14)(E) to read:*

“describe the impact, costs, and benefits of various laws and policies such as The Endangered Species Act, right of capture laws, or Clean Water Act on aquatic systems; and;”

MOTION AND VOTE: *It was moved by Ms. Davis and carried without objection to insert “such as” before “cost and benefits.”*

VOTE: *A vote was taken on the original motion to recommend that the State Board of Education amend §112.47(c)(14)(E), as amended, to read:*

“describe the impact such as costs and benefits of various laws and policies such as The Endangered Species Act, right of capture laws, or Clean Water Act on aquatic systems; and;”

The motion carried.

MOTION: *It was moved by Mr. Hickman and seconded by Ms. Hardy to recommend that the State Board of Education amend §112.50(c)(6)(A) to read:*

“compare and contrast the costs and benefits of different land use and management methods and how they affect land attributes such as fertility, productivity, economic value, and ecological stability;”

MOTION AND VOTE: *It was moved by Dr. Young, seconded by Ms. Pérez, and carried without objection to amend “the costs and benefits of” to “the impact of.”*

VOTE: *A vote was taken on the original motion to recommend that the State Board of Education amend §112.50(c)(6)(A), as amended, to read:*

“compare and contrast the impact of different land use and management methods and how they affect land attributes such as fertility, productivity, economic value, and ecological stability;”

The motion failed.

MOTION AND VOTE: *It was moved by Mr. Hickman and seconded by Mrs. Little to recommend that the State Board of Education amend §112.50(c)(13)(A) to read:*

“describe the impact, such as costs and benefits, of past and present state and national legislation, including Texas automobile emissions regulations, the National Park Service Act, the Clean Air Act, the Clean Water Act, the Soil and Water Resources Conservation Act, and the Endangered Species Act; and”

The motion failed.

MOTION AND VOTE: *It was moved by Dr. Robinson and carried without objection to recommend that the State Board of Education amend §§112.47(c)(3)(A), 112.48(c)(3)(A), 112.49(c)(3)(A), 112.50(c)(3)(A), and 112.51(c)(3)(A) to read as follows:*

“develop explanations and propose solutions supported by data and models ~~and~~ consistent with scientific ideas, principles, and theories”

§112.48(c)(7)(B) to read as follows:

“model the scale, size, and distances ~~distance~~ of the Sun, Earth, and Moon system and identify the limitations of physical models; and”

§112.48(c)(5)(A) to read as follows:

“evaluate and communicate how ancient civilizations developed models of the Universe using astronomical structures, instruments, and tools, such as ~~including~~ the astrolabe, gnomons, and charts, and how those models influenced society, time keeping, and navigation;”

§112.49(c)(8)(E) to read as follows:

“explain how plate tectonics accounts for geologic processes, including sea floor spreading and subduction, and features, including ~~sea floor spreading~~, ocean ridges, ~~and~~ rift valleys, ~~subduction zones~~, earthquakes, volcanoes, mountain ranges, hot spots, and hydrothermal vents;”

§112.50(c)(5)(B) to read as follows:

“explain the cycling of water, phosphorus, carbon, silicon, and nitrogen through ecosystems, including sinks, and the human interactions that alter these cycles using tools such as models;”

§112.47(c)(7)(A) to read as follows:

“identify how energy flows and matter cycles through both fresh water and marine saltwater aquatic systems, including food webs, chains, and pyramids;”

§112.47(c)(11)(A) to read as follows:

“examine basic principles of fluid dynamics, including hydrostatic pressure, density as a result of salinity, and buoyancy;”

§112.47(c)(12)(A) to read as follows:

“differentiate among freshwater, brackish, and marine saltwater ecosystems; and”

§112.48(c)(11)(D) to read as follows:

“compare the factors essential to life on Earth such as temperature, water, ~~mass~~, gases, and gravitational and magnetic fields to conditions on other planets and their satellites.”

VOTE: *A vote was taken on the original motion to recommend that the State Board of Education approve for first reading and filing authorization proposed new 19 TAC Chapter 112, Texas Essential Knowledge and Skills for Science, Subchapter C, High School, §112.46, Implementation of Texas Essential Knowledge and Skills for Science, High School, Adopted 2021; §112.47, Aquatic Science, Adopted 2021 (One Credit); §112.48, Astronomy, Adopted 2021 (One Credit); §112.49, Earth Science Systems, Adopted 2021 (One Credit); §112.50, Environmental Systems, Adopted 2021 (One Credit); and §112.51, Specialized Topics in Science, Adopted 2021 (One Credit), as amended. The motion carried unanimously.*

(Mr. Allen was absent for the vote.)

3. Ratification of Amendments to Proclamation 2022 of the State Board of Education Advertising for Bids on Instructional Materials
(Board agenda page I-32)

Melissa Lautenschlager, director, instructional materials and implementation, explained that *Proclamation 2022* publishers were impacted by the delayed adoption of the health and physical education TEKS. Dr. Ellis granted temporary approval to extend the deadlines related to pre-adoption samples and correlations to allow publishers more time to create materials aligned to the revised TEKS.

MOTION AND VOTE: *It was moved by Mrs. Little, seconded by Dr. Robinson, and carried unanimously to recommend that the State Board of Education ratify amendments to the schedule of adoption procedures in Proclamation 2022 of the State Board of Education Advertising for Bids for Instructional Materials.*

(Mr. Cortez, Ms. Davis, Ms. Perez-Diaz, and Dr. Young were absent for the vote.)

4. Ratification of Texas Essential Knowledge and Skills and Texas Prekindergarten Guidelines Coverage in Materials Submitted for the Texas Resource Review
(Board agenda page I-35)

Ms. Lautenschlager provided Texas Essential Knowledge and Skills (TEKS) and Texas Prekindergarten Guidelines (TPG) alignment reports from the state review panels for instructional materials submitted to the Texas Resource Review. She explained that the instructional materials in these reports were not submitted to the SBOE for adoption.

MOTION AND VOTE: *It was moved by Mrs. Little and carried to recommend that the State Board of Education ratify the report of the commissioner of education regarding TEKS and TPG alignment in instructional materials submitted to Texas Resource Review.*

(Mr. Cortez, Ms. Perez-Diaz, and Dr. Young were absent for the vote.)

5. Update on Texas Essential Knowledge and Skills (TEKS) Review
(Board agenda page I-45)

Monica Martinez, associate commissioner, standards and support services, presented the draft *Texas Essential Knowledge and Skills (TEKS) and Instructional Materials Review and Adoption Schedule* and the *Projected Adoption Cycle–April 2021* for consideration and explained that the drafts reflect adjustments discussed during the SBOE work session in January. Ms. Ramos provided an update on the current review of the TEKS for certain programs of study in the education and training; health science; and science, technology, engineering, and mathematics (STEM) career clusters as well the upcoming review of the technology applications TEKS.

MOTION AND VOTE: *It was moved by Mrs. Little, seconded by Dr. Robinson, and carried unanimously to recommend that the State Board of Education approve the updated TEKS and Instructional Materials Review and Adoption Schedule and Projected Adoption Cycle–April 2021. (Attachments A and B).*

6. Texas Certificate of High School Equivalency
(Board agenda page I-48)

Ms. Martinez explained that GED Testing Service was the sole respondent to the request for proposals for certificate of high school equivalency test providers. She also explained that Educational Testing Service has notified the agency that they will no longer administer the HiSET exam in Texas after the close of the current contract.

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone, seconded by Dr. Robinson, and carried unanimously to recommend that the State Board of Education approve awarding a contract for the Texas Certification of High School Equivalency test provider to GED Testing Service.*

7. **Adoption of Review of 19 TAC Chapter 101, Assessment, Subchapter A, General Provisions, Subchapter B, Implementation of Assessments, and Subchapter C, Local Option (Adoption of Review)**
(Board agenda page I-50)

Julie Cole, director of policy and publications, student assessment division, explained that as part of the required four-year review cycle of state agency rules under Government Code, §2001.039, this action item was presented to adopt the review of rules in 19 TAC Chapter 101, Assessment.

MOTION AND VOTE: *It was moved by Mrs. Little, seconded by Mrs. Melton-Malone, and carried unanimously to recommend that the State Board of Education adopt the review of 19 TAC Chapter 101, Assessment, Subchapter A, General Provisions, Subchapter B, Implementation of Assessments, and Subchapter C, Local Option.*

DISCUSSION ITEMS

8. **Discussion of Proposed New 19 TAC Chapter 112, Texas Essential Knowledge and Skills for Science, Subchapter A, Elementary, §§112.2-112.7, and Subchapter B, Middle School, §§112.26-112.28**
(Board agenda page I-56)

Ms. Ramos provided an update on the science TEKS review for kindergarten–grade 8 and explained that, based on feedback from the public hearing and staff review of the draft recommendations, the board may wish to consider a final work group to finalize the recommendations.

The committee requested that a new work group be convened prior to the June board meeting and provided recommendations for that work group to consider. Board members asked that the work group do the following:

- Watch the web archive of the public hearing
- Review inclusion of genetics at grades 6-8
- Consider the use of English units in Kindergarten-Grade 8
- Review TSELA recommendations, if received before the work group meeting

9. **Discussion of Pending Litigation**
(Board agenda page I-58)

The committee did not discuss pending litigation; therefore, no executive session was held.

Dr. Ellis adjourned the meeting at 3:30 p.m.

TEKS and Instructional Materials Review and Adoption Schedule

Subject	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-2031
*E & S Language Arts and Reading	K-8 TEKS and IM Implemented	HS TEKS and IM Implemented						TEKS** Reviewed	Revised TEKS** Adopted	K-8 IM Reviewed	K-8 IM Adopted	K-8 TEKS and IM Implemented
	HS IM Adopted								Issue Proc. 2030			HS** IM Reviewed
*Science	TEKS HS Reviewed	Revised HS TEKS Adopted	Revised K-8 TEKS Adopted	IM Reviewed	IM Adopted	Revised TEKS and IM Implemented						
		K-8 TEKS Reviewed	Issue Proc. 2024									
Social Studies	Streamlined MS and HS TEKS Implemented	Streamlined K-5 TEKS Implemented	TEKS Reviewed	Revised TEKS Adopted	IM Reviewed	IM Adopted	Revised TEKS and IM Implemented					
				Issue Proc. 2025								
*Math				TEKS Reviewed	Revised TEKS Adopted	IM Reviewed	IM Adopted	Revised TEKS and IM Implemented				
					Issue Proc. 2026							
*Fine Arts					TEKS Reviewed	Revised TEKS Adopted	IM Reviewed	IM Adopted	Revised TEKS and IM Implemented			
						Issue Proc. 2027						
Health/PE	TEKS Reviewed	Revised TEKS Adopted	IM Adopted	Revised TEKS and IM Implemented								
	Issue Proc. 2022	IM Reviewed										
Tech Apps		K-8 TEKS Reviewed	K-8 Revised TEKS Adopted	IM Reviewed	IM Adopted	Revised K-8 TEKS and IM Implemented						
			Issue Proc. 2024									
LOTE							TEKS Reviewed	Revised TEKS Adopted	IM Reviewed	IM Adopted	Revised TEKS and IM Implemented	
						Issue Proc. 2029						
Other	Pre-K Systems Reviewed	Pre-K Systems Adopted	ELPS Adopted								ELPS Reviewed	
			Pre-K Systems Implemented									

* Including CTE courses as appropriate

** Including other high school English courses

Projected Adoption Cycle--April 2021		
2020-2021 Biennium School Years 2019-20 and 2020-21	Budget Year 2020	Budget Year 2021
	Proclamation 2019 State Adoption, Fall 2018 Materials Ordered, Spring 2019 Implementation, 2019-20 School Year English and Spanish Language Arts and Reading, K-8 English Learners Language Arts, 7-8 Handwriting K-5 (English and Spanish) Spelling, 1-6 (English and Spanish) Personal Financial Literacy	Proclamation 2020 State Adoption, Fall 2019 Materials Ordered, Spring 2020 Implementation, 2020-21 School Year English Language Arts and Reading, English I-IV Reading I, II, III English for Speakers of Other Languages, English I, II, English Learners Language Arts, 7-8
2022-2023 Biennium School Years 2021-22 and 2022-23	Budget Year 2022	Budget Year 2023
	Proclamation 2021 State Adoption, Fall 2020 Materials Ordered, Spring 2021 Implementation, 2021-22 School Year Pre-Kindergarten Systems	Proclamation 2022 State Adoption, Fall 2021 Materials Ordered, Spring 2022 Implementation, 2022-23 School Year Health and PE
2024-2025 Biennium School Years 2023-24 and 2024-25	Budget Year 2024	Budget Year 2025
	Proclamation 2023 State Adoption, Fall 2022 Materials Ordered, Spring 2023 Implementation, 2023-24 School Year Not Issued	Proclamation 2024 State Adoption, Fall 2023 Materials Ordered, Spring 2024 Implementation, 2024-25 School Year Science, K-12 Technology Applications, K-8 CTE: TBD
2026-2027 Biennium School Years 2025-26 and 2026-27	Budget Year 2026	Budget Year 2027
	Proclamation 2025 State Adoption, Fall 2024 Materials Ordered, Spring 2025 Implementation, 2025-26 School Year Social Studies, K-12 CTE: TBD	Proclamation 2026 State Adoption, Fall 2025 Materials Ordered, Spring 2026 Implementation, 2026-27 School Year Math K-12 CTE: TBD

2028-2029 Biennium School Years 2027–28 and 2028–29	Budget Year 2028	Budget Year 2029
	Proclamation 2027 State Adoption, Fall 2026 Materials Ordered, Spring 2027 Implementation, 2027–28 School Year Fine Arts, K–12 CTE: TBD	Proclamation 2028 State Adoption, Fall 2027 Materials Ordered, Spring 2028 Implementation, 2028–29 School Year CTE: TBD
2030-2031 Biennium School Years 2029–30 and 2030–31	Budget Year 2030	Budget Year 2031
	Proclamation 2029 State Adoption, Fall 2028 Materials Ordered, Spring 2029 Implementation, 2029–30 School Year Languages other than English CTE: TBD	Proclamation 2030 State Adoption, Fall 2029 Materials Ordered, Spring 2030 Implementation, 2030–31 School Year English Language Arts and Reading, K–8 Spanish Language Arts and Reading, K–6 English Learners Language Arts, 7–8 Handwriting K–5 (English and Spanish) Spelling, 1–6 (English and Spanish)
2032-2033 Biennium School Years 2031–32 and 2032–33	Budget Year 2032	Budget Year 2033
	Proclamation 2031 State Adoption, Fall 2030 Materials Ordered, Spring 2029 Implementation, 2031–32 School Year English Language Arts and Reading, English I–IV ELA Electives English for Speakers of Other Languages, English I, II, CTE: TBD	Proclamation 2032 State Adoption, Fall 2031 Materials Ordered, Spring 2030 Implementation, 2032–33 School Year CTE: TBD