AGENDA

State Board of Education

November 22, 2024

STATE BOARD OF EDUCATION

(updated February 2023, January, August, November 2024)

(State Board for Career and Technology Education)

AARON KINSEY, Midland
Chair of the State Board of Education
District 15

PAM LITTLE, Fairview
Vice Chair of the State Board of Education
District 12

PAT HARDY, Fort Worth
Secretary of the State Board of Education
District 11

Board Members

MELISSA ORTEGA, El Paso
District 1

LJ FRANCIS, Corpus Christi
District 2

MARISA PEREZ-DIAZ, San Antonio
District 3

STACI CHILDS, Houston
District 4

REBECCA BELL-METEREAU
San Marcos, District 5

WILL HICKMAN, Houston
District 6

JULIE PICKREN, Pearland
District 7

AUDREY YOUNG, Trinity
District 8

KEVEN ELLIS, Lufkin
District 9

TOM MAYNARD, Florence
District 10

LESLIE RECINE, Pantego
District 13

EVELYN BROOKS, Frisco
District 14

Committees of the State Board of Education
(Updated August 2023, November 2024)

INSTRUCTION

Audrey Young- Chair
Evelyn Brooks-Vice Chair
Pam Little
Melissa N. Ortega
Leslie Recine

SCHOOL FINANCE/PERMANENT SCHOOL FUND

Tom Maynard-Chair
Marisa Perez-Diaz-Vice Chair
Keven Ellis
Patricia Hardy
Aaron Kinsey

SCHOOL INITIATIVES

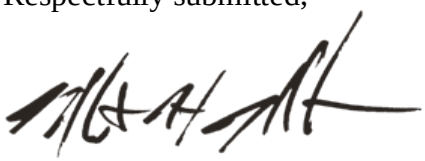
Will Hickman-Chair
LJ Francis-Vice Chair
Rebecca Bell-Metereau
Staci Childs
Julie Pickren

November 22, 2024

State Board of Education
Austin, Texas

I certify that this is the official agenda of the State Board of Education for its meeting on November 18-22, 2024. Agenda items have been prepared and reviewed by Texas Education Agency staff and are presented for the board's discussion and consideration. Where appropriate, I have proposed an action.

Respectfully submitted,



Mike Morath
Commissioner of Education

This page has been intentionally left blank.

William B. Travis Building
1701 N. Congress Avenue, Austin, Texas 78701

SCHEDULE AND AGENDAS

Committees and Board
State Board of Education, Austin, Texas

Meeting Times
November 18-22, 2024

Monday, November 18, 2024

1:00 p.m. **Committee of the Full Board (Room 1-104)**

Tuesday, November 19, 2024

8:30 a.m. **Committee of the Full Board (Room 1-104)**

Wednesday, November 20, 2024

9:00 a.m. **Committee of the Full Board (Room 1-104)**

Thursday, November 21, 2024

9:00 a.m. **Committee on Instruction (Room 1-100)**

9:00 a.m. **Committee on School Finance/Permanent School Fund (Room 1-104)**
PSF Corporation meeting starts upon adjournment of the SF/PSF meeting but no earlier than 10:00 a.m.

9:00 a.m. **Committee on School Initiatives (Room 1-111)**

Friday, November 22, 2024

9:00 a.m. **General Meeting (Room 1-104)**

If the Committee of the Full Board does not complete its agenda Monday, it will resume its meeting on Tuesday, Wednesday, Thursday, or Friday. If the Committee of the Full Board does not complete its agenda Tuesday, it will resume its meeting on Wednesday, Thursday or Friday. If the Committee of the Full Board does not complete its agenda Wednesday, it will resume its meeting on Thursday or Friday. If the Committee on Instruction does not complete its meeting on Thursday, it will resume its meeting on Friday. If the Committee on School Finance/Permanent School Fund does not complete its agenda Thursday, it will resume its meeting on Friday. If the Committee on School Initiatives does not complete its agenda Thursday, it will resume its meeting on Friday.

NOTE: The chair may permit the board to take up and discuss any of the discussion items on a committee agenda, including hearing any invited presentations to a committee, based upon a recommendation from the committee or inability of the committee to complete its agenda on a preceding day.

The SBOE or a committee of the SBOE may conduct a closed meeting on any agenda item in accordance with Texas Open Meetings Act, Chapter 551, Subchapters D and E. Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting.

The agenda is online at https://sboe.texas.gov/sboe/agenda/ on the State Board of Education website. The posted information contains links to board action items including rule items and rule text, and selected discussion items. Public comments on proposed rules may be submitted electronically. All agenda items and rule text are subject to change at any time prior to each board meeting. To the extent possible, copies of changes made after the agenda and the schedule are published will be available at the board meeting.

MONDAY
November 18, 2024

1:00 p.m.

COMMITTEE OF THE FULL BOARD – Room 1-104

Public testimony – Individual testimony will be taken at the time the related item comes up for committee discussion or action. The procedures for public testimony at State Board of Education committee meetings and general board meetings are provided in SBOE Operating Rules *or in the information section of the agenda.*

1. Public Hearing Regarding Instructional Materials Submitted for Approval by the State Board of Education Under Instructional Materials Review and Approval Cycle 2024
(Board agenda page I-1)

COMMITTEE - DISCUSSION
SBOE – NO ACTION

A public hearing before the State Board of Education (SBOE) is scheduled for Monday, November 18, 2024, in the William B. Travis Building, Room 1-104. Testimony will be presented regarding instructional materials submitted for adoption under Instructional Materials Review and Approval (IMRA) Cycle 2024. The IMRA Cycle 2024 calls for instructional materials includes K–5 English language arts and reading and Spanish language arts and reading, K–3 English and Spanish phonics, and K–12 mathematics. Products submitted in response to IMRA Cycle 2024 began review in May and continues to be reviewed through the summer of 2024. In accordance with SBOE operating procedures, oral testimony will be limited to two minutes per person. Statutory authority is the Texas Education Code (TEC), §7.110 and §31.023, as amended by HB 1605, 88th Texas Legislature, Regular Session, 2023.

COMMITTEE OF THE FULL BOARD (continued)

2. Consideration of Instructional Materials Offered for Approval Under Instructional Materials Review and Approval Cycle 2024 — **COMMITTEE - ACTION** / **SBOE - ACTION**

(Board agenda page I-2)

The agency issued the Request for Instructional Materials (RFIM) in February 2024, calling for instructional materials for full-subject, tier-one instructional materials for K–5 English and Spanish language arts and reading and K–12 mathematics and partial-subject, tier-one instructional materials for K–3 English and Spanish phonics. All materials submitted in response to RFIM 2024 were reviewed for standards alignment, factual errors, quality and suitability in summer 2024. This item provides an opportunity for the State Board of Education (SBOE) to receive the final report from the commissioner of education on materials under consideration for Instructional Materials Review and Approval (IMRA) Cycle 2024 and vote to place instructional materials on the approved list, take no action, or place materials on the rejected list outlined in Texas Education Code (TEC), §31.022. Statutory authority is the TEC §31.022, and §31.023, as amended by HB 1605, 88th Texas Legislature, Regular Session, 2023.

3. Approval of Updates to and Ratification of Standards-Alignment Percentages for Instructional Materials Adopted Under *Proclamation 2024* — **COMMITTEE - ACTION** / **SBOE - CONSENT**

(Board agenda page I-4)

This item provides an opportunity for the committee to approve the updated Texas Essential Knowledge and Skills (TEKS) coverage percentages on materials submitted for the TEKS update review for materials adopted under *Proclamation* 2024. Publishers supplied new content and/or new correlations to demonstrate alignment to TEKS not addressed during the initial review. Materials submitted for the TEKS update review were reviewed by the *Proclamation 2024* state review panel (SRP) in the summer of 2024. This item presents the final report from the commissioner of education regarding the updated coverage of the TEKS along with any SRP-reported errors and feedback. Statutory authority for is the Texas Education Code (TEC), §31.0003 and §31.022.

COMMITTEE OF THE FULL BOARD (continued)

4. Approval of Proposed Quality Rubrics for Instructional Materials Review and Approval Cycle 2025 and Amendments to Existing Rubrics
(Board agenda page I-6)

COMMITTEE - ACTION
SBOE - ACTION

This item provides an opportunity for the State Board of Education (SBOE) to approve rubrics for the Instructional Materials Review and Approval (IMRA) Cycle 2025, including edits to the existing quality rubrics approved in February 2024. Statutory authority for is the Texas Education Code (TEC), §§31.003(a), 31.022, and 31.023, as amended by HB 1605, 88th Texas Legislature, Regular Session, 2023.

5. Approval of Proposed Technical and Conforming Edits to the State Board of Education's Suitability Rubric
(Board agenda page I-8)

COMMITTEE - ACTION
SBOE - ACTION

This item provides an opportunity for the State Board of Education (SBOE) to consider staff recommendations to update the document's consistency, congruency, clarity, and formatting ahead of Instructional Materials Review and Approval (IMRA) Cycle 2025. Statutory authority is the Texas Education Code (TEC), §31.003 and §31.022 as amended by House Bill (HB) 1605, 88th Texas Legislature, Regular Session, 2023.

COMMITTEE OF THE FULL BOARD (continued)

6. Proposed Amendment to 19 TAC Chapter 67, State Review and Approval of Instructional Materials, Subchapter B, State Review and Approval, §67.25, Consideration and Approval of Instructional Materials by the State Board of Education
(Second Reading and Final Adoption)
(Board agenda page I-10)

COMMITTEE - ACTION
SBOE - ACTION

This item presents for second reading and final adoption a proposed amendment to 19 Texas Administrative Code (TAC) Chapter 67, State Review and Approval of Instructional Materials, Subchapter B, State Review and Approval, §67.25, Consideration and Approval of Instructional Materials by the State Board of Education. The proposed amendment would establish a minimum threshold for standards alignment for instructional materials for enrichment subjects and courses and for supplemental instructional materials by defining the criteria to be used in the review and approval of instructional materials by the State Board of Education (SBOE) and the Texas Education Agency (TEA). No changes are recommended since approved for first reading. Statutory authority is the Texas Education Code (TEC), §28.002, and §§31.003(a), 31.022, and 31.023, as amended by House Bill (HB) 1605, 88th Texas Legislature, Regular Session, 2023.

TUESDAY
November 19, 2024

8:30 a.m.

COMMITTEE OF THE FULL BOARD – Room 1-104

Public testimony – Individual testimony will be taken at the time the related item comes up for committee discussion or action. The procedures for public testimony at State Board of Education committee meetings and general board meetings are provided in SBOE Operating Rules or in the information section of the agenda.

1. **Proposed New 19 TAC Chapter 67, State Review and Approval of Instructional Materials, Subchapter B, State Review and Approval, §67.27, IMRA Reviewers: Eligibility and Appointment; §67.29, IMRA Reviewers: Training, Duties, and Conduct; §67.31, Procedures for Public Access to and Handling of IMRA Samples; §67.33, Public Comment on Instructional Materials; §67.39, Updates to Approved Instructional Materials; and §67.41, New Editions of Approved Instructional Materials, and Subchapter C, Local Operations, §67.61, Sample Copies of Instructional Materials for School Districts; and §67.63, Selection and Local Adoption of Instructional Materials by School Districts**
(First Reading and Filing Authorization)
(Board agenda page I-14)

COMMITTEE - ACTION
SBOE - ACTION

This item presents for first reading and filing authorization proposed new 19 TAC Chapter 67, State Review and Approval of Instructional Materials, Subchapter B, State Review and Approval, §67.27, IMRA Reviewers: Eligibility and Appointment; §67.29, IMRA Reviewers: Training, Duties, and Conduct; §67.31, Procedures for Public Access to and Handling of IMRA Samples; §67.33, Public Comment on Instructional Materials; §67.39, Updates to Approved Instructional Materials; and §67.41, New Editions of Approved Instructional Materials; and Subchapter C, Local Operations, §67.61, Sample Copies of Instructional Materials for School Districts; and §67.63, Selection and Local Adoption of Instructional Materials by School Districts. The proposed new sections would implement House Bill (HB) 1605, 88th Texas Legislature, Regular Session, 2023, by defining the procedures and policies for the selection, appointment, training, and duties of instructional materials review and approval (IMRA) reviewers; outlining the procedures for IMRA public access and public comment; and specifying procedures for materials to be updated or revised following approval by the board. The proposed new sections would also outline the procedures for local districts to adopt instructional materials. Statutory authority is the Texas Education Code (TEC), §31.003(a); and §31.022 and §31.023, as amended by HB 1605, 88th Texas Legislature, Regular Session, 2023.

COMMITTEE OF THE FULL BOARD (continued)

2. Discussion of Local Review of Classroom Instructional Materials and Proposed New 19 TAC Chapter 67, State Review and Approval of Instructional Materials, Subchapter C, Local Operations, §67.69, Local Review of Classroom Instructional Materials
(Board agenda page I-24)

COMMITTEE - DISCUSSION
SBOE – NO ACTION

This item provides an opportunity for the committee to discuss rubrics related to local classroom reviews and proposed new 19 Texas Administrative Code (TAC) Chapter 67, State Review and Approval of Instructional Materials, Subchapter C, Local Operations, §67.69, Local Review of Classroom Instructional Materials. Statutory authority is the Texas Education Code (TEC), §31.003(a); and §31.0252, as added by HB 1605, 88th Texas Legislature, Regular Session, 2023.

3. Approval of Texas Essential Knowledge and Skills Review and Instructional Materials Review and Approval Cycles
(Board agenda page I-26)

COMMITTEE - ACTION
SBOE - ACTION

This item provides an opportunity for the board to approve the schedule for future cycles of Instructional Materials Review and Approval (IMRA), including the development timeline for quality rubrics, and Texas Essential Knowledge and Skills (TEKS) review and revision. Statutory authority is the Texas Education Code (TEC), §§7.102(c)(4); 28.002(a) and (c); 28.025(a); 31.022 and 31.023, as amended by House Bill (HB) 1605, 88th Texas Legislature, Regular Session, 2023.

4. Report from the Commissioner of Education Regarding *Proclamation 2024* Confirmation of Changes
(Board agenda page I-30)

COMMITTEE - ACTION
SBOE - ACTION

This item provides an opportunity for the State Board of Education (SBOE) to receive the final report from the Commissioner of Education on the findings of the *Proclamation 2024* confirmation of changes from the *Proclamation 2024 Report of Required Corrections*, *Report of Editorial Changes*, *and Report of New Content* and consider action for any publisher that did not make the required changes. The SBOE may also consider any and all concerns with the instructional materials and may take any action the board considers appropriate as a result of such consideration. Statutory authority is the Texas Education Code (TEC), §31.022 and §31.151.

COMMITTEE OF THE FULL BOARD (continued)

5. Legislative Recommendations to the 89th Texas Legislature — **COMMITTEE - ACTION** / **SBOE - ACTION**

(Board agenda page I-31)

This item provides an opportunity for the board to make decisions on legislative recommendations to the 89th Texas Legislature. Statutory authority is the Texas Education Code (TEC), §7.102.

6. Decision on the 5a Distribution from the Permanent School Fund for Fiscal Years 2026-2027 — **COMMITTEE - ACTION** / **SBOE - CONSENT**

(Board agenda page I-32)

This item provides an opportunity for the board to evaluate and approve the Permanent School Fund (PSF) 5a percentage distribution rate for fiscal years 2026 and 2027. The board will consider various factors associated with the distribution rate such as expected return, inflation, student growth, contributions, and current economic conditions. Statutory authority is the Texas Constitution, Article VII, §2 and §5, and 19 Texas Administrative Code (TAC) Chapter 33.

WEDNESDAY
November 20, 2024

9:00 a.m.

COMMITTEE OF THE FULL BOARD – Room 1-104

Public testimony – Individual testimony will be taken at the time the related item comes up for committee discussion or action. The procedures for public testimony at State Board of Education committee meetings and general board meetings are provided in SBOE Operating Rules or in the information section of the agenda.

1. Commissioner's Comments — **COMMITTEE - DISCUSSION**
(Board agenda page I-33) — **SBOE - NO ACTION**

This item provides an opportunity for the board to be briefed on current agenda items, agency operations, policy implementation, and public education-related legislation.

2. Proposed Amendment to 19 TAC Chapter 61, School Districts, Subchapter A, Board of Trustees Relationship, §61.1, Continuing Education for School Board Members (Second Reading and Final Adoption) — **COMMITTEE – ACTION**
(Board agenda page I-34) — **SBOE – ACTION**

This item presents for second reading and final adoption proposed amendment to 19 Texas Administrative Code (TAC) Chapter 61, School Districts, Subchapter A, Board of Trustees Relationship, §61.1, Continuing Education for School Board Members. The proposed amendment would establish new eligibility requirements for trainers of school boards to include a background check, establish that only individuals (not organizations) are eligible to provide training to school board trustees, and prohibit trainers of school boards from engaging in political advocacy during training. Technical edits are recommended since published as proposed. Statutory authority is the Texas Education Code (TEC), §11.159.

COMMITTEE OF THE FULL BOARD (continued)

3. Public Hearing on Proposed Texas Essential Knowledge and Skills for Middle School Advanced Mathematics
(Board agenda page I-45)

COMMITTEE - DISCUSSION
SBOE - NO ACTION

A public hearing before the State Board of Education (SBOE) is scheduled for Wednesday, November 20, 2024. Testimony will be presented regarding Texas Essential Knowledge and Skills (TEKS) to support middle school advanced mathematics programs designed to enable students to enroll in Algebra I in eighth grade. In accordance with SBOE operating procedures, oral testimony will be limited to two minutes per person. Statutory authority is the Texas Education Code (TEC), §§7.102(c)(4), 28.002(a) and (c), and 28.029.

4. Discussion of Proposed Texas Essential Knowledge and Skills for Middle School Advanced Mathematics
(Board agenda page I-47)

COMMITTEE - ACTION
SBOE - ACTION

This item provides the opportunity for the committee to discuss proposed Texas Essential Knowledge and Skills (TEKS) to support middle school advanced mathematics programs designed to enable students to enroll in Algebra I in eighth grade and for the board to provide additional direction to the work group. Statutory authority is the Texas Education Code (TEC), §§7.102(c)(4), 28.002(a) and (c), and 28.029.

5. Public Hearing on Proposed New Career and Technical Education Texas Essential Knowledge and Skills in Engineering
(Board agenda page I-49)

COMMITTEE - DISCUSSION
SBOE - NO ACTION

A public hearing before the State Board of Education (SBOE) is scheduled for Wednesday, November 20, 2024. Testimony will be presented regarding proposed new Texas Essential Knowledge and Skills (TEKS) for courses in engineering. In accordance with SBOE operating procedures, oral testimony will be limited to two minutes per person. Statutory authority is the Texas Education Code (TEC), §§7.102(c)(4); 28.002(a), (c), and (j), and 28.025(a) and (b-2)(2).

COMMITTEE OF THE FULL BOARD (continued)

6. Discussion of Proposed New Career and Technical Education Texas Essential Knowledge and Skills for Engineering
(Board agenda page I-51)

COMMITTEE - DISCUSSION
SBOE - NO ACTION

This item provides the opportunity for the committee to discuss proposed new career and technical education (CTE) Texas Essential Knowledge and Skills (TEKS) for engineering. The proposal would add new and update existing courses in the civil engineering, engineering foundations, and mechanical and aerospace design programs of study to ensure the content of the courses supports relevant and meaningful programs of study. Statutory authority is the Texas Education Code (TEC), §§7.102(c)(4); 28.002(a), (c), and (j); and 28.025(a) and (b-2)(2).

7. Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.3 Description of a Required Secondary Curriculum (First Reading and Filing Authorization)
(Board agenda page I-223)

COMMITTEE - ACTION
SBOE - ACTION

This item presents for first reading and filing authorization a proposed amendment to 19 Texas Administrative Code (TAC) Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.3, Description of a Required Secondary Curriculum. The proposed amendment would update the list of high school courses for science that are required to be offered to students. Statutory authority is the Texas Education Code (TEC), §§7.102(c)(4); 28.002(a), and 28.025(b-1).

COMMITTEE OF THE FULL BOARD (continued)

8. Proposed New 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter C, Agriculture, Food, and Natural Resources, §127.59 and §127.61; Subchapter F, Business, Marketing, and Finance, §127.262 and §127.263; Subchapter J, Health Science, §127.510 and §127.511; Subchapter K, Hospitality and Tourism, §§127.569, 127.571, and 127.604; Subchapter M, Information Technology, §§127.689-127.691 and 127.694-127.699; and Subchapter N, Law and Public Service, §127.773
(First Reading and Filing Authorization)
(Board agenda page I-228)

COMMITTEE - ACTION
SBOE - ACTION

This item presents for first reading and filing authorization proposed new 19 Texas Administrative Code (TAC) Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter C, Agriculture, Food, and Natural Resources, §127.59 and §127.61; Subchapter F, Business, Marketing, and Finance, §127.262 and §127.263; Subchapter J, Health Science, §127.510 and §127.511; Subchapter K, Hospitality and Tourism, §§127.569, 127.571, and 127.604; Subchapter M, Information Technology, §§127.689-127.691 and 127.694-127.699; and Subchapter N, Law and Public Service, §127.773. The proposed new sections would add Texas Essential Knowledge and Skills (TEKS) for state-approved innovative courses in the following career and technical education (CTE) career clusters: agriculture, food, and natural resources; business, marketing, and finance; health science; hospitality and tourism; information technology; and law and public service. Statutory authority is the Texas Education Code, §7.102(c)(4) and §28.002(a), (c), (n), and (o); and §28.025(a), (b-2), and (b-17).

9. Discussion of Pending Litigation
(Board agenda page I-232)

COMMITTEE - DISCUSSION
SBOE - NO ACTION

The State Board of Education (SBOE) may enter into executive session in accordance with the Texas Government Code, §551.071(1)(A), to discuss pending and contemplated litigation with the general counsel, legal staff, and, if necessary, attorney(s) from the Attorney General's Office. The Committee of the Full Board will meet in Room 1-103 to discuss this item and any litigation arising after the date of posting or reasonably contemplated as of the date of the board meeting.

THURSDAY
November 21, 2024

9:00 a.m.

COMMITTEE ON INSTRUCTION – Room 1-100

Members: Audrey Young, chair; Evelyn Brooks, vice chair; Pam Little; Melissa Ortega; and Leslie Recine. A quorum of the State Board of Education may attend the committee meeting and discuss items on the committee agenda.

Public testimony – Individual testimony will be taken at the time the related item comes up for committee discussion or action. The procedures for public testimony at State Board of Education committee meetings and general board meetings are provided in SBOE Operating Rules *or in the information section of the agenda.*

1. Renewal of Currently Approved Innovative Courses — **COMMITTEE - ACTION** / **SBOE - CONSENT**
(Board agenda page II-1)

This item provides an opportunity for the board to consider the renewal of currently approved courses that are scheduled to expire. Statutory authority is the Texas Education Code (TEC), §28.002(f).

2. Approval of Updates and Substitutions to Adopted Instructional Materials — **COMMITTEE – ACTION** / **SBOE – CONSENT**
(Board agenda page II-5)

This item provides the opportunity for the committee and board to approve update and/or substitution requests received since the last board meeting. The updated content has been reviewed by subject-area specialists and determined to address the pertinent student expectations in a manner equal to the content initially reviewed and approved by the state review panel. Statutory authority is the Texas Education Code (TEC), §31.003 and §31.022.

THURSDAY
November 21, 2024

9:00 a.m.
PSF Corporation meeting starts upon adjournment of the SF/PSF meeting but no earlier than 10:00 a.m.

COMMITTEE ON SCHOOL FINANCE/PERMANENT SCHOOL FUND – Room 1-104

Members: Tom Maynard, chair; Marisa Perez-Diaz, vice chair; Keven Ellis; Patricia Hardy; Aaron Kinsey. A quorum of the State Board of Education may attend the committee meeting and discuss items on the committee agenda. A quorum of the Committee of Investment Advisors to the Permanent School Fund may attend the committee meeting and discuss items on the committee agenda.

Public testimony – Individual testimony will be taken at the time the related item comes up for committee discussion or action. The procedures for public testimony at State Board of Education committee meetings and general board meetings are provided in SBOE Operating Rules *or in the information section of the agenda.*

1. Approval of Costs to Administer the 2024–2025 State-Developed Assessments to Private School Students (Board agenda page III-1)

COMMITTEE - ACTION
SBOE - CONSENT

Texas Education Code, §39.033, allows a private school to voluntarily assess its students with the State of Texas Assessments of Academic Readiness (STAAR®) and the Texas English Language Proficiency Assessment System (TELPAS) assessments. The State Board of Education (SBOE) must approve the per-student cost to private schools, which may not exceed the cost of administering the same assessment to a student enrolled in a public-school district. This item requests approval of these costs for the 2024–2025 school year. Statutory authority is the Texas Education Code (TEC), §39.033.

COMMITTEE ON SCHOOL FINANCE/PERMANENT SCHOOL FUND (continued)

2. Discussion of Review of 19 TAC Chapter 30, Administration, Subchapter B, State Board of Education: Purchasing and Contracts
(Board agenda page III-5)

COMMITTEE - DISCUSSION
SBOE - NO ACTION

Texas Government Code, §2001.039, establishes a four-year rule review cycle for all state agency rules, including State Board of Education (SBOE) rules. This item presents the review of 19 Texas Administrative Code (TAC) Chapter 30, Administration, Subchapter B, State Board of Education: Purchasing and Contracts. The rules in Subchapter B address the historically underutilized business (HUB) program and outline the procedures for vendor protests, dispute resolution, and appeals relating to purchasing and contract issues in accordance with Texas Government Code requirements. The statutory authority for the rule review is Texas Government Code (TGC), §2001.039. The statutory authority for 19 TAC Chapter 30, Subchapter B, is Texas Government Code, §§2161.003, 2155.076, and 2260.052.

THURSDAY
November 21, 2024

9:00 a.m.

COMMITTEE ON SCHOOL INITIATIVES – Room 1-111

Members: Will Hickman, chair; LJ Francis, vice chair; Rebecca Bell-Metereau; Staci Childs; Julie Pickren. A quorum of the State Board of Education may attend the committee meeting and discuss items on the committee agenda.

Public testimony – Individual testimony will be taken at the time the related item comes up for committee discussion or action. The procedures for public testimony at State Board of Education committee meetings and general board meetings are provided in SBOE Operating Rules *or in the information section of the agenda.*

1. Open-Enrollment Charter School Generation 30 Application Updates — **COMMITTEE - DISCUSSION SBOE – NO ACTION**
(Board agenda page IV-1)

This item provides an opportunity for the committee to receive updates regarding the Generation 30 Open-Enrollment Charter Application cycle. Statutory authority is the Texas Education Code (TEC), §12.101.

2. Discussion of Ongoing State Board for Educator Certification Activities — **COMMITTEE - DISCUSSION SBOE – NO ACTION**
(Board agenda page IV-2)

This item provides an opportunity for the committee to receive updates on current and upcoming State Board for Educator Certification (SBEC) activities and proposed SBEC rules and amendments. Statutory authority is the Texas Education Code (TEC), §§21.031, 21.035, 21.041, and 21.042.

COMMITTEE ON SCHOOL INITIATIVES (continued)

3. Review of Adoption of Proposed Amendments to 19 TAC Chapter 229, Accountability System for Educator Preparation Programs
(Board agenda page IV-4)

COMMITTEE – ACTION
SBOE – ACTION

This item provides the State Board of Education (SBOE) an opportunity to review the State Board for Educator Certification (SBEC) rule actions that would adopt the proposed amendments to 19 Texas Administrative Code (TAC) Chapter 229, Accountability System for Educator Preparation Programs. Chapter 229 establishes the performance standards and procedures for educator preparation program (EPP) accountability. The proposed amendments would provide for adjustments to the 2023–2024 *Accountability System for Educator Preparation (ASEP) Manual*; would clarify and streamline language and definitions; would organize the rule text by subchapter; and would include technical updates. The statutory authority for 19 TAC Chapter 229 is the Texas Education Code (TEC), §§21.041(a), (b)(1), and (d); 21.043(b) and (c); 21.0441(c) and (d); 21.0443; 21.045; 21.0451; and 21.0452.

4. Review of Adoption of Proposed Amendment to 19 TAC Chapter 230, Professional Educator Preparation and Certification, Subchapter B, General Certification Requirements, §230.11, General Requirements
(Board agenda page IV-67)

COMMITTEE – ACTION
SBOE – ACTION

This item provides the State Board of Education (SBOE) an opportunity to review the State Board for Educator Certification (SBEC) rule actions that would adopt the proposed amendment to the English language proficiency (ELP) requirements outlined in 19 Texas Administrative Code (TAC) Chapter 230, Professional Educator Preparation and Certification, Subchapter B, General Certification Requirements, §230.11, General Requirements. The proposed amendment would expand the options for demonstrating ELP. The statutory authority for 19 TAC §230.11 is the Texas Education Code (TEC), §§21.003(a), 21.031, and 21.041(b)(1), (2), (4), and (5).

COMMITTEE ON SCHOOL INITIATIVES (continued)

5. Discussion of Review of 19 TAC Chapter 30, Administration, Subchapter A, State Board of Education: General Provisions
(Board agenda page IV-74)

COMMITTEE - DISCUSSION
SBOE – NO ACTION

Texas Government Code, §2001.039, establishes a four-year rule review cycle for all state agency rules, including State Board of Education (SBOE) rules. This item presents the review of 19 Texas Administrative Code (TAC) Chapter 30, Administration, Subchapter A, State Board of Education: General Provisions. Subchapter A establishes the SBOE process for petitioning the adoption of changes to SBOE rules, as required by Texas Government Code, §2001.021. The statutory authority for the rule review is Texas Government Code (TGC), §2001.039. The statutory authority for 19 TAC Chapter 30, Subchapter A, is Texas Government Code, §2001.021.

Information Materials

1. **State Board of Education Operating Rules (amended February 2, 2023)**
   Public testimony information begins on page V-10.
   (Board agenda page V-1)

2. **2021-2025 Rule Review Plan for State Board of Education Rules**
   (Board agenda page V-27)

   This item outlines the rule review plan for State Board of Education (SBOE) rules during the period of September 2021 through August 2025. Texas Government Code (TGC), §2001.039, requires an ongoing four-year rule review of existing state agency rules, including SBOE rules. The rule review requirement in TGC, §2001.039, is designed to ensure that the reason for initially adopting or readopting a rule continues to exist.

CONSENT AGENDA
STATE BOARD OF EDUCATION
November 22, 2024

(1) Approval of Updates to and Ratification of Standards-Alignment Percentages for Instructional Materials Adopted Under *Proclamation 2024*

This item provides an opportunity for the committee to approve the updated Texas Essential Knowledge and Skills (TEKS) coverage percentages on materials submitted for the TEKS update review for materials adopted under *Proclamation* 2024. Publishers supplied new content and/or new correlations to demonstrate alignment to TEKS not addressed during the initial review. Materials submitted for the TEKS update review were reviewed by the *Proclamation 2024* state review panel (SRP) in the summer of 2024. This item presents the final report from the commissioner of education regarding the updated coverage of the TEKS along with any SRP-reported errors and feedback. Statutory authority for is the Texas Education Code (TEC), §31.0003 and §31.022.

(Agenda Exhibit) I-4

(2) Decision on the 5a Distribution from the Permanent School Fund for Fiscal Years 2026-2027

This item provides an opportunity for the board to evaluate and approve the Permanent School Fund (PSF) 5a percentage distribution rate for fiscal years 2026 and 2027. The board will consider various factors associated with the distribution rate such as expected return, inflation, student growth, contributions, and current economic conditions. Statutory authority is the Texas Constitution, Article VII, §2 and §5, and 19 Texas Administrative Code (TAC) Chapter 33.

(Agenda Exhibit) I-32

(3) Renewal of Currently Approved Innovative Courses

This item provides an opportunity for the board to consider the renewal of currently approved courses that are scheduled to expire. Statutory authority is the Texas Education Code (TEC), §28.002(f).

(Agenda Exhibit) II-1

(4) Approval of Updates and Substitutions to Adopted Instructional Materials

This item provides the opportunity for the committee and board to approve update and/or substitution requests received since the last board meeting. The updated content has been reviewed by subject-area specialists and determined to address the pertinent student expectations in a manner equal to the content initially reviewed and approved by the state review panel. Statutory authority is the Texas Education Code (TEC), §31.003 and §31.022.

(Agenda Exhibit) II-5

(5) Approval of Costs to Administer the 2024–2025 State-Developed Assessments to Private School Students

Texas Education Code, §39.033, allows a private school to voluntarily assess its students with the State of Texas Assessments of Academic Readiness (STAAR®) and the Texas English Language Proficiency Assessment System (TELPAS) assessments. The State Board of Education (SBOE) must approve the per-student cost to private schools, which may not exceed the cost of administering the same assessment to a student enrolled in a public-school district. This item requests approval of these costs for the 2024–2025 school year. Statutory authority is the Texas Education Code (TEC), §39.033.

OFFICIAL AGENDA

STATE BOARD OF EDUCATION
AUSTIN, TEXAS

November 22, 2024
9:00 a.m.

William B. Travis Building, Room 1-104
1701 N. Congress Avenue

Student Performance

Invocation

Pledge of Allegiance

Roll Call

Approval of Minutes

State Board of Education, September 13, 2024

1. Resolutions and Presentation

Resolution honoring departing members of the State Board of Education

Dr. Melissa Ortega
Ms. Aicha Davis
Ms. Pat Hardy

Resolution honoring the winners of the 2024 National History Day Contest

Presentation: Texas America 250

Public testimony – Individual testimony will be taken at the time the related item comes up for Committee discussion or action. The procedures for public testimony at State Board of Education committee meetings and general board meetings are provided in SBOE Operating Rules or in the information section of the agenda.

2. Approval of Consent Agenda

Any agenda item may be placed on the Consent Agenda by any State Board of Education committee.

COMMITTEE OF THE FULL BOARD

3. Consideration of Instructional Materials Offered for Approval Under Instructional Materials Review and Approval Cycle 2024

The agency issued the Request for Instructional Materials (RFIM) in February 2024, calling for instructional materials for full-subject, tier-one instructional materials for K–5 English and Spanish language arts and reading and K–12 mathematics and partial-subject, tier-one instructional materials for K–3 English and Spanish phonics. All materials submitted in response to RFIM 2024 were reviewed for standards alignment, factual errors, quality and suitability in summer 2024. This item provides an opportunity for the State Board of Education (SBOE) to receive the final report from the commissioner of education on materials under consideration for Instructional Materials Review and Approval (IMRA) Cycle 2024 and vote to place instructional materials on the approved list, take no action, or place materials on the rejected list outlined in Texas Education Code (TEC), §31.022. Statutory authority is the TEC §31.022, and §31.023, as amended by HB 1605, 88th Texas Legislature, Regular Session, 2023.

(Agenda Exhibit) I-2

4. Approval of Proposed Quality Rubrics for Instructional Materials Review and Approval Cycle 2025 and Amendments to Existing Rubrics

This item provides an opportunity for the State Board of Education (SBOE) to approve rubrics for the Instructional Materials Review and Approval (IMRA) Cycle 2025, including edits to the existing quality rubrics approved in February 2024. Statutory authority for is the Texas Education Code (TEC), §§31.003(a), 31.022, and 31.023, as amended by HB 1605, 88th Texas Legislature, Regular Session, 2023.

(Agenda Exhibit) I-6

5. Approval of Proposed Technical and Conforming Edits to the State Board of Education's Suitability Rubric

This item provides an opportunity for the State Board of Education (SBOE) to consider staff recommendations to update the document's consistency, congruency, clarity, and formatting ahead of Instructional Materials Review and Approval (IMRA) Cycle 2025. Statutory authority is the Texas Education Code (TEC), §31.003 and §31.022 as amended by House Bill (HB) 1605, 88th Texas Legislature, Regular Session, 2023.

(Agenda Exhibit) I-8

6. Proposed Amendment to 19 TAC Chapter 67, State Review and Approval of Instructional Materials, Subchapter B, State Review and Approval, §67.25, Consideration and Approval of Instructional Materials by the State Board of Education
(Second Reading and Final Adoption)

This item presents for second reading and final adoption a proposed amendment to 19 Texas Administrative Code (TAC) Chapter 67, State Review and Approval of Instructional Materials, Subchapter B, State Review and Approval, §67.25, Consideration and Approval of Instructional Materials by the State Board of Education. The proposed amendment would establish a minimum threshold for standards alignment for instructional materials for enrichment subjects and courses and for supplemental instructional materials by defining the criteria to be used in the review and approval of instructional materials by the State Board of Education (SBOE) and the Texas Education Agency (TEA). No changes are recommended since approved for first reading. Statutory authority is the Texas Education Code (TEC), §28.002, and §§31.003(a), 31.022, and 31.023, as amended by House Bill (HB) 1605, 88th Texas Legislature, Regular Session, 2023.

(Agenda Exhibit) I-10

7. Proposed New 19 TAC Chapter 67, State Review and Approval of Instructional Materials, Subchapter B, State Review and Approval, §67.27, IMRA Reviewers: Eligibility and Appointment; §67.29, IMRA Reviewers: Training, Duties, and Conduct; §67.31, Procedures for Public Access to and Handling of IMRA Samples; §67.33, Public Comment on Instructional Materials; §67.39, Updates to Approved Instructional Materials; and §67.41, New Editions of Approved Instructional Materials, and Subchapter C, Local Operations, §67.61, Sample Copies of Instructional Materials for School Districts; and §67.63, Selection and Local Adoption of Instructional Materials by School Districts
(First Reading and Filing Authorization)

This item presents for first reading and filing authorization proposed new 19 TAC Chapter 67, State Review and Approval of Instructional Materials, Subchapter B, State Review and Approval, §67.27, IMRA Reviewers: Eligibility and Appointment; §67.29, IMRA Reviewers: Training, Duties, and Conduct; §67.31, Procedures for Public Access to and Handling of IMRA Samples; §67.33, Public Comment on Instructional Materials; §67.39, Updates to Approved Instructional Materials; and §67.41, New Editions of Approved Instructional Materials; and Subchapter C, Local Operations, §67.61, Sample Copies of Instructional Materials for School Districts; and §67.63, Selection and Local Adoption of Instructional Materials by School Districts. The proposed new sections would implement House Bill (HB) 1605, 88th Texas Legislature, Regular Session, 2023, by defining the procedures and policies for the selection, appointment, training, and duties of instructional materials review and approval (IMRA) reviewers; outlining the procedures for IMRA public access and public comment; and specifying procedures for materials to be updated or revised following approval by the board. The proposed new sections would also outline the procedures for local districts to adopt instructional materials. Statutory authority is the Texas Education Code (TEC), §31.003(a); and §31.022 and §31.023, as amended by HB 1605, 88th Texas Legislature, Regular Session, 2023.

(Agenda Exhibit) I-14

8. Approval of Texas Essential Knowledge and Skills Review and Instructional Materials Review and Approval Cycles

This item provides an opportunity for the board to approve the schedule for future cycles of Instructional Materials Review and Approval (IMRA), including the development timeline for quality rubrics, and Texas Essential Knowledge and Skills (TEKS) review and revision. Statutory authority is the Texas Education Code (TEC), §§7.102(c)(4); 28.002(a) and (c); 28.025(a); 31.022 and 31.023, as amended by House Bill (HB) 1605, 88th Texas Legislature, Regular Session, 2023.

(Agenda Exhibit) I-26

9. Report from the Commissioner of Education Regarding *Proclamation 2024* Confirmation of Changes

This item provides an opportunity for the State Board of Education (SBOE) to receive the final report from the Commissioner of Education on the findings of the *Proclamation 2024* confirmation of changes from the *Proclamation 2024 Report of Required Corrections*, *Report of Editorial Changes, and Report of New Content* and consider action for any publisher that did not make the required changes. The SBOE may also consider any and all concerns with the instructional materials and may take any action the board considers appropriate as a result of such consideration. Statutory authority is the Texas Education Code (TEC), §31.022 and §31.151.

(Agenda Exhibit) I-30

10. Legislative Recommendations to the 89th Texas Legislature

This item provides an opportunity for the board to make decisions on legislative recommendations to the 89th Texas Legislature. Statutory authority is the Texas Education Code (TEC), §7.102.

(Agenda Exhibit) I-31

11. Proposed Amendment to 19 TAC Chapter 61, School Districts, Subchapter A, Board of Trustees Relationship, §61.1, Continuing Education for School Board Members (Second Reading and Final Adoption)

This item presents for second reading and final adoption proposed amendment to 19 Texas Administrative Code (TAC) Chapter 61, School Districts, Subchapter A, Board of Trustees Relationship, §61.1, Continuing Education for School Board Members. The proposed amendment would establish new eligibility requirements for trainers of school boards to include a background check, establish that only individuals (not organizations) are eligible to provide training to school board trustees, and prohibit trainers of school boards from engaging in political advocacy during training. Technical edits are recommended since published as proposed. Statutory authority is the Texas Education Code (TEC), §11.159.

(Agenda Exhibit) I-34

12. Discussion of Proposed Texas Essential Knowledge and Skills (TEKS) for Middle School Advanced Mathematics

This item provides the opportunity for the committee to discuss proposed Texas Essential Knowledge and Skills (TEKS) to support middle school advanced mathematics programs designed to enable students to enroll in Algebra I in eighth grade and for the board to provide additional direction to the work group. Statutory authority is the Texas Education Code (TEC), §§7.102(c)(4), 28.002(a) and (c), and 28.029.

(Agenda Exhibit) I-47

13. Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.3 Description of a Required Secondary Curriculum (First Reading and Filing Authorization)

This item presents for first reading and filing authorization a proposed amendment to 19 Texas Administrative Code (TAC) Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.3, Description of a Required Secondary Curriculum. The proposed amendment would update the list of high school courses for science that are required to be offered to students. Statutory authority is the Texas Education Code (TEC), §§7.102(c)(4); 28.002(a), and 28.025(b-1).

(Agenda Exhibit) I-223

14. Proposed New 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter C, Agriculture, Food, and Natural Resources, §127.59 and §127.61; Subchapter F, Business, Marketing, and Finance, §127.262 and §127.263; Subchapter J, Health Science, §127.510 and §127.511; Subchapter K, Hospitality and Tourism, §§127.569, 127.571, and 127.604; Subchapter M, Information Technology, §§127.689-127.691 and 127.694-127.699; and Subchapter N, Law and Public Service, §127.773 (First Reading and Filing Authorization)

This item presents for first reading and filing authorization proposed new 19 Texas Administrative Code (TAC) Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter C, Agriculture, Food, and Natural Resources, §127.59 and §127.61; Subchapter F, Business, Marketing, and Finance, §127.262 and §127.263; Subchapter J, Health Science, §127.510 and §127.511; Subchapter K, Hospitality and Tourism, §§127.569, 127.571, and 127.604; Subchapter M, Information Technology, §§127.689-127.691 and 127.694-127.699; and Subchapter N, Law and Public Service, §127.773. The proposed new sections would add Texas Essential Knowledge and Skills (TEKS) for state-approved innovative courses in the following career and technical education (CTE) career clusters: agriculture, food, and natural resources; business, marketing, and finance; health science; hospitality and tourism; information technology; and law and public service. Statutory authority is the Texas Education Code, §7.102(c)(4) and §28.002(a), (c), (n), and (o); and §28.025(a), (b-2), and (b-17).

(Agenda Exhibit) I-228

COMMITTEE ON SCHOOL INITIATIVES

15. Review of Adoption of Proposed Amendments to 19 TAC Chapter 229, Accountability System for Educator Preparation Programs

This item provides the State Board of Education (SBOE) an opportunity to review the State Board for Educator Certification (SBEC) rule actions that would adopt the proposed amendments to 19 Texas Administrative Code (TAC) Chapter 229, Accountability System for Educator Preparation Programs. Chapter 229 establishes the performance standards and procedures for educator preparation program (EPP) accountability. The proposed amendments would provide for adjustments to the 2023–2024 *Accountability System for Educator Preparation (ASEP*) *Manual*; would clarify and streamline language and definitions; would organize the rule text by subchapter; and would include technical updates. The statutory authority for 19 TAC Chapter 229 is the Texas Education Code (TEC), §§21.041(a), (b)(1), and (d); 21.043(b) and (c); 21.0441(c) and (d); 21.0443; 21.045; 21.0451; and 21.0452.

(Agenda Exhibit) IV-4

16. Review of Adoption of Proposed Amendment to 19 TAC Chapter 230, Professional Educator Preparation and Certification, Subchapter B, General Certification Requirements, §230.11, General Requirements

This item provides the State Board of Education (SBOE) an opportunity to review the State Board for Educator Certification (SBEC) rule actions that would adopt the proposed amendment to the English language proficiency (ELP) requirements outlined in 19 Texas Administrative Code (TAC) Chapter 230, Professional Educator Preparation and Certification, Subchapter B, General Certification Requirements, §230.11, General Requirements. The proposed amendment would expand the options for demonstrating ELP. The statutory authority for 19 TAC §230.11 is the Texas Education Code (TEC), §§21.003(a), 21.031, and 21.041(b)(1), (2), (4), and (5).

(Agenda Exhibit) IV-67

REPORTS OF COMMITTEES REGARDING AGENDA ITEMS POSTED FOR DISCUSSION ON COMMITTEE AGENDAS

Committee chairs may provide an update about discussion items considered during the current meeting by any standing committee or ad hoc committee.

REPORTS OF OTHER STATE BOARD OF EDUCATION MEMBERS REGARDING AGENDA ITEMS AND EDUCATIONAL ACTIVITIES AND CONCERNS IN INDIVIDUAL DISTRICTS

Members of the State Board of Education may present information regarding agenda items or other relevant information about public education.

Information Materials

1. **State Board of Education Operating Rules (amended February 2, 2023)**
   Public testimony information begins on page V-10.
   (Board agenda page V-1)

2. **2021-2025 Rule Review Plan for State Board of Education Rules**
   (Board agenda page V-27)

   This item outlines the rule review plan for State Board of Education (SBOE) rules during the period of September 2021 through August 2025. Texas Government Code (TGC), §2001.039, requires an ongoing four-year rule review of existing state agency rules, including SBOE rules. The rule review requirement in TGC, §2001.039, is designed to ensure that the reason for initially adopting or readopting a rule continues to exist.

COMMITTEE OF THE FULL BOARD

Public Hearing Regarding Instructional Materials Submitted for Approval by the State Board of Education Under Instructional Materials Review and Approval Cycle 2024

November 18, 2024

COMMITTEE OF THE FULL BOARD: DISCUSSION
STATE BOARD OF EDUCATION: NO ACTION

SUMMARY: A public hearing before the State Board of Education (SBOE) is scheduled for Monday, November 18, 2024, in the William B. Travis Building, Room 1-104. Testimony will be presented regarding instructional materials submitted for adoption under Instructional Materials Review and Approval (IMRA) Cycle 2024. The IMRA Cycle 2024 calls for instructional materials includes K–5 English language arts and reading and Spanish language arts and reading, K–3 English and Spanish phonics, and K–12 mathematics. Products submitted in response to IMRA Cycle 2024 began review in May and continues to be reviewed through the summer of 2024. In accordance with SBOE operating procedures, oral testimony will be limited to two minutes per person.

STATUTORY AUTHORITY: Texas Education Code (TEC), §7.110 and §31.023, as amended by HB 1605, 88th Texas Legislature, Regular Session, 2023.

TEC, §7.110, requires the SBOE to create and implement policies that allow the public an opportunity to appear before and speak to the board.

TEC, §31.023, as amended by HB 1605, 88th Texas Legislature, Regular Session, 2023, requires the commissioner of education to establish, in consultation with and with the approval of the SBOE, a process for the annual review of instructional materials by Texas Education Agency (TEA). In conducting a review under this section, TEA must use a rubric developed by TEA in consultation with and approved by the SBOE.

The full text of statutory citations can be found in the statutory authority section of this agenda.

BACKGROUND INFORMATION AND JUSTIFICATION: The IMRA Cycle 2024 was issued by the SBOE in February 2024.

The review of IMRA Cycle 2024 instructional materials took place in the summer 2024.

A public hearing is included in the IMRA Process approved by the board in February 2024.

Staff Member Responsible:
Colin Dempsey, Director, District Operations, Technology, and Sustainability Supports

Consideration of Instructional Materials Offered for Approval Under Instructional Materials Review and Approval Cycle 2024

November 22, 2024

COMMITTEE OF THE FULL BOARD: ACTION
STATE BOARD OF EDUCATION: ACTION

SUMMARY: The agency issued the Request for Instructional Materials (RFIM) in February 2024, calling for instructional materials for full-subject, tier-one instructional materials for K–5 English and Spanish language arts and reading and K–12 mathematics and partial-subject, tier-one instructional materials for K–3 English and Spanish phonics. All materials submitted in response to RFIM 2024 were reviewed for standards alignment, factual errors, quality and suitability in summer 2024. This item provides an opportunity for the State Board of Education (SBOE) to receive the final report from the commissioner of education on materials under consideration for Instructional Materials Review and Approval (IMRA) Cycle 2024 and vote to place instructional materials on the approved list, take no action, or place materials on the rejected list outlined in Texas Education Code (TEC), §31.022.

STATUTORY AUTHORITY: Texas Education Code (TEC), §31.022, and §31.023, as amended by HB 1605, 88th Texas Legislature, Regular Session, 2023.

TEC, §31.022, as amended by HB 1605, 88th Texas Legislature, Regular Session, 2023, requires the SBOE to review instructional materials that have been provided to the board by the Texas Education Agency (TEA) under TEC, §31.023.

TEC, §31.023, as amended by HB 1605, 88th Texas Legislature, Regular Session, 2023, requires the commissioner of education to establish, in consultation with and with the approval of the SBOE, a process for the annual review of instructional materials by TEA. In conducting a review under this section, TEA must use a rubric developed by TEA in consultation with and approved by the SBOE.

The full text of statutory citations can be found in the statutory authority section of this agenda.

PREVIOUS BOARD ACTION: At the August-September 2023 meeting, the Committee of the Full Board discussed the IMRA process and discussed the approach to developing the quality rubric criteria and process.

At the November 2023 and December 2023 meetings, the board discussed the proposed IMRA process and provided feedback to TEA staff. They also approved a selection process for IMRA reviewers.

At the November 2023 meeting, the board discussed criteria for the suitability and appropriateness of instructional materials for the subject and grade level for which the materials are designed to be used in the instructional materials review and approval process outlined in HB 1605, 88th Texas Legislature, Regular Session, 2023.

At the December 2023 meeting, the board approved the criteria. At the January-February 2024 meeting, the board approved adjustments to the suitability rubric to further clarify the manner in which suitability criteria will be applied as part of the IMRA process.

At the January-February 2024 meeting, the board approved a final set of quality rubrics for the inaugural IMRA review, approved a process document, and adopted administrative rules related to the new IMRA process.

BACKGROUND INFORMATION AND JUSTIFICATION: The review of IMRA Cycle 2024 instructional materials concluded in the summer 2024. This item provides an opportunity for the State Board of Education (SBOE) to receive the final report from the Commissioner of Education on materials under consideration for IMRA Cycle 2024 and vote to place instructional materials on the approved list, take no action, or place materials on the rejected list outlined in TEC §31.022.

MOTION TO BE CONSIDERED: The State Board of Education:

Require that publishers of the following products make all agreed to changes listed in the Individual Product Reports;

Require that all instructional materials meet established manufacturing standards and specifications;

Require that all electronic instructional materials comply with the Web Content Accessibility Guidelines, Version 2.1, level AA and the technical standards required by the Federal Rehabilitation Act, Section 508;

Require that materials provide access to a parent portal as required by TEC, §31.154;

Approve changes and corrections submitted in response to written comments and public testimony; and

Place on the List of Approved Materials all eligible products on the IMRA Cycle 2024 List of Instructional Materials Eligible for Approval.

Staff Members Responsible:
Colin Dempsey, Director, District Operations, Technology, and Sustainability Supports
Amie Phillips, Director, Instructional Materials Review and Approval

Separate Exhibit I:
IMRA Cycle 2024 List of Instructional Materials Eligible for Approval

Separate Exhibit II:
IMRA Cycle 2024 List of Instructional Materials NOT Eligible for Approval

Separate Exhibit III:
Individual Product Reports

(separate exhibits to be provided in advance of the November 2024 SBOE meeting)

Approval of Updates to and Ratification of Standards-Alignment Percentages for Instructional Materials Adopted Under *Proclamation 2024*

November 22, 2024

COMMITTEE OF THE FULL BOARD: ACTION
STATE BOARD OF EDUCATION: CONSENT

SUMMARY: This item provides an opportunity for the committee to approve the updated Texas Essential Knowledge and Skills (TEKS) coverage percentages on materials submitted for the TEKS update review for materials adopted under *Proclamation* 2024. Publishers supplied new content and/or new correlations to demonstrate alignment to TEKS not addressed during the initial review. Materials submitted for the TEKS update review were reviewed by the *Proclamation 2024* state review panel (SRP) in the summer of 2024. This item presents the final report from the commissioner of education regarding the updated coverage of the TEKS along with any SRP-reported errors and feedback.

STATUTORY AUTHORITY: Texas Education Code (TEC), §31.003 and §31.022.

TEC, §31.003(a), permits the State Board of Education (SBOE) to adopt rules for the adoption, requisition, distribution, care, use, and disposal of instructional materials.

TEC, §31.022(b), requires the SBOE to adopt rules to provide for a full and complete investigation of instructional materials for each subject in the foundation curriculum and for each subject in the enrichment curriculum.

The full text of statutory citations can be found in the statutory authority section of this agenda.

PREVIOUS BOARD ACTION: *Proclamation 2024* instructional materials on the board's *Currently Adopted Instructional Materials* were adopted at the November 2023 meeting.

The SBOE approved the request from CEV Multimedia, Ltd. to update content in its *iCEV Computer Science I (Individual Course)*; from Coder Kids, Inc. DBA Ellipsis Education to update content in its *Texas Technology Applications* – 5; from Pasco Scientific to update content in its *Essential Physics 3rd Edition*; and from Typing.com to update content in its *Typing.com, Kindergarten–Grade 6* at the September 2024 meeting.

The board moved to postpone action of the request from The Curriculum Center for Family and Consumer Sciences to update content in its *Personal Financial Literacy and Economics, Child Development Associate* Foundations, and *Instructional Practices* to the November 2024 meeting.

BACKGROUND INFORMATION AND JUSTIFICATION: In November 2019, the board adopted revisions to 19 TAC Chapter 66, to provide an opportunity for publishers to submit updated content and new correlations to the content to update the product's official TEKS or TPG coverage percentage.

Materials eligible for the TEKS update include instructional materials for science, technology applications, several career and technical education courses, and personal financial literacy and economics instructional materials that were adopted under *Proclamation 2024*.

MOTION TO BE CONSIDERED: The State Board of Education:

> Approve the request from The Curriculum Center for Family and Consumer Sciences (CCFCS) to update content in its *Personal Financial Literacy and Economics*, *Child Development Associate Foundations*, and *Instructional Practices*; and
>
> Update the official TEKS percentage for instructional materials reviewed for TEKS Updates on the Instructional Materials Current Adoption Bulletin.

Staff Member Responsible:
Amie Phillips, Director, Instructional Materials Review and Approval, District Operations, Technology & Sustainability Supports

Attachment I:
Proclamation 2024 TEKS Update: Preliminary Report (Nov 2024 SBOE)

Attachment II:
The CCFCS, Child Development Associate Foundations Update Request

Attachment III:
The CCFCS Child Development Associate Foundations SRP Evaluation

Attachment IV:
The CCFCS, Instructional Practices Update Request

Attachment V:
The CCFCS, Instructional Practices SRP Evaluation

Attachment VI:
The CCFCS, Personal Financial Literacy and Economics Update Request

Attachment VII:
The CCFCS, Personal Financial Literacy and Economics SRP Evaluation

Separate Exhibit:
The CCFCS, Child Development Associate Foundations Update Request (part 2)
(to be provided in advance of the November 2024 SBOE meeting)

Approval of Proposed Quality Rubrics for Instructional Materials Review and Approval Cycle 2025 and Amendments to Existing Rubrics

November 22, 2024

COMMITTEE OF THE FULL BOARD: ACTION
STATE BOARD OF EDUCATION: ACTION

SUMMARY: This item provides an opportunity for the State Board of Education (SBOE) to approve rubrics for the Instructional Materials Review and Approval (IMRA) Cycle 2025, including edits to the existing quality rubrics approved in February 2024.

STATUTORY AUTHORITY: Texas Education Code (TEC), §§31.003(a), 31.022, and 31.023 as amended by House Bill (HB) 1605, 88th Texas Legislature, Regular Session, 2023.

TEC, §31.003(a), permits the SBOE to adopt rules for the adoption, requisition, distribution, care, use, and disposal of instructional materials.

TEC, §31.022, as amended by HB 1605, 88th Texas Legislature, Regular Session, 2023, requires the SBOE to review instructional materials that have been provided to the board by the Texas Education Agency (TEA) under TEC, §31.023.

TEC, §31.023, as amended by HB 1605, 88th Texas Legislature, Regular Session, 2023, requires the commissioner of education to establish, in consultation with and with the approval of the SBOE, a process for the annual review of instructional materials by TEA. In conducting a review under this section, TEA must use a rubric developed by TEA in consultation with and approved by the SBOE.

The full text of statutory citations can be found in the statutory authority section of this agenda.

PREVIOUS BOARD ACTION: At the August-September 2023 meeting, the Committee of the Full Board (COFB) discussed the IMRA process and discussed the approach to developing the quality rubric criteria and process.

At the February 2024 meeting, the board approved IMRA Quality Rubrics aligned to K–3 and 4–8 English language arts and reading, K–3 and 4–6 Spanish language arts and reading, and K–12 mathematics.

At the June 2024 meeting, the COFB discussed a multi-year timeline for IMRA cycles including the development of quality rubrics.

The COFB also discussed IMRA Cycle 2025 draft rubrics and the after-action report where there were findings for some improvements to the existing quality rubrics at the September 2024 meeting.

BACKGROUND INFORMATION AND JUSTIFICATION: TEC, Chapter 31, addresses instructional materials in public education and permits the SBOE to adopt rules for the adoption, requisition, distribution, care, use, and disposal of instructional materials. HB 1605, 88th Texas Legislature, Regular Session, 2023, significantly revises TEC, Chapter 31, including several provisions under SBOE authority. HB 1605 also added a new provision to TEC, Chapter 48, to provide additional funding to school districts and charter schools that adopt and implement SBOE approved materials.

TEC, 31.002 as amended by HB 1605, 88th Texas Legislature, Regular Session, 2023, expanded the definition of instructional materials to include full-subject, tier-one; partial-subject, tier-one; and supplemental instructional materials.

PUBLIC BENEFIT AND COST TO PERSONS: The proposal would benefit the public through adding clarity to the instructional materials quality review and approval process resulting from the implementation of HB 1605, 88th Texas Legislature, Regular Session, 2023. There is no anticipated economic cost to persons who are required to comply with the proposal.

PUBLIC COMMENTS: A summary of public feedback on the new quality rubrics for supplemental mathematics instructional materials will be presented to the board at the November 2024 meeting.

MOTION TO BE CONSIDERED: The State Board of Education:

> Approve the quality rubrics for the Instructional Materials Review and Approval (IMRA) process.

Staff Members Responsible:
Todd Davis, Associate Commissioner of Instructional Strategy
Colin Dempsey, Director, District Operations, Technology, and Sustainability Supports

Separate Exhibit I:
Draft IMRA Quality Rubrics for Cycle 2025

Separate Exhibit II:
Proposed Updates to Existing IMRA Quality Rubrics

(separate exhibits to be provided at November 2024 SBOE meeting)

Approval of Proposed Technical and Conforming Edits to the State Board of Education's Suitability Rubric

November 22, 2024

COMMITTEE OF THE FULL BOARD: ACTION
STATE BOARD OF EDUCATION: ACTION

SUMMARY: This item provides an opportunity for the State Board of Education (SBOE) to consider staff recommendations to update the document's consistency, congruency, clarity, and formatting ahead of Instructional Materials Review and Approval (IMRA) Cycle 2025.

STATUTORY AUTHORITY: Texas Education Code (TEC), §31.003 and §31.022 as amended by House Bill (HB) 1605, 88th Texas Legislature, Regular Session, 2023.

TEC, §31.003, permits the SBOE to adopt rules for the adoption, requisition, distribution, care, use, and disposal of instructional materials.

TEC, §31.022 requires the SBOE to review instructional materials that have been provided to the board by the agency under TEC, §31.023. The SBOE is required to determine that the material is free from factual error and suitable for the subject and grade level for which the material is designed, and, if the material is intended to cover the foundational skills reading curriculum in kindergarten through third grade, does not include three-cueing, as defined by TEC, §28.0062(a-1).

The full text of statutory citations can be found in the statutory authority section of this agenda.

PREVIOUS BOARD ACTION: At the February 2024 meeting, the board approved the quality rubric to be used in the IMRA Cycle 2024 process as outlined in HB 1605, 88th Texas Legislature, Regular Session.

BACKGROUND INFORMATION AND JUSTIFICATION: TEC Chapter 31, addresses instructional materials in public education and permits the SBOE to adopt rules for the adoption, requisition, distribution, care, use, and disposal of instructional materials. HB 1605, passed by the 88th Texas Legislature, Regular Session, significantly revises Chapter 31 including several provisions under SBOE authority. HB 1605 also adds a new provision to TEC, Chapter 48, to provide additional funding to school districts and charter schools that adopt and implement SBOE approved materials. The bill adds requirements related to adoption of essential knowledge and skills in TEC, Chapter 28. The SBOE will need to amend rules and take related action to align with the requirements of this legislation.

At the June 2023 meeting, the Committee of the Full Board (COFB) held a work session to receive an overview presentation on HB 1605 from Commissioner of Education, Mike Morath and to begin discussion of preliminary decisions and next steps. The June 2023 SBOE HB 1605 Work Session Presentation shared during the work session is available on the TEA website.

At the August/September 2023 meeting, the COFB discussed possible criteria in existing statute that should be incorporated into a suitability rubric.

At the November 2023 and December 2023 meetings, the board discussed criteria for the suitability and appropriateness of instructional materials for the subject and grade level for which the materials are

designed to be used in the instructional materials review and approval process outlined in HB 1605, 88th Texas Legislature, Regular Session.

PUBLIC BENEFIT AND COST TO PERSONS: The proposal would benefit the public through adding clarity to the instructional materials suitability review and approval process resulting from the implementation of House Bill (HB) 1605, 88th Texas Legislature, Regular Session, 2023. There is no anticipated economic cost to persons who are required to comply with the proposal.

MOTION TO BE CONSIDERED: The State Board of Education:

Approve the proposed technical and conforming edits to the State Board of Education's **s**uitability rubric for the Instructional Materials Review and Approval (IMRA) process.

Staff Member Responsible:
Colin Dempsey, Director, District Operations, Technology, and Sustainability Supports

Separate Exhibit I:
Proposed technical and conforming edits to the State Board of Education's **s**uitability rubric for the IMRA process
(to be provided at the November 2024 SBOE meeting)

Proposed Amendment to 19 TAC Chapter 67, State Review and Approval of Instructional Materials, Subchapter B, State Review and Approval, §67.25, Consideration and Approval of Instructional Materials by the State Board of Education
(Second Reading and Final Adoption)

November 22, 2024

COMMITTEE OF THE FULL BOARD: ACTION
STATE BOARD OF EDUCATION: ACTION

SUMMARY: This item presents for second reading and final adoption a proposed amendment to 19 Texas Administrative Code (TAC) Chapter 67, State Review and Approval of Instructional Materials, Subchapter B, State Review and Approval, §67.25, Consideration and Approval of Instructional Materials by the State Board of Education. The proposed amendment would establish a minimum threshold for standards alignment for instructional materials for enrichment subjects and courses and for supplemental instructional materials by defining the criteria to be used in the review and approval of instructional materials by the State Board of Education (SBOE) and the Texas Education Agency (TEA). No changes are recommended since approved for first reading.

STATUTORY AUTHORITY: Texas Education Code (TEC), §28.002, and §§31.003(a), 31.022, and 31.023, as amended by House Bill (HB) 1605, 88th Texas Legislature, Regular Session, 2023.

TEC, §28.002(a), identifies the subjects of the required curriculum.

TEC, §31.003(a), as amended by HB 1605, 88th Texas Legislature, Regular Session, 2023, permits the SBOE to adopt rules for the adoption, requisition, distribution, care, use, and disposal of instructional materials.

TEC, §31.022, as amended by HB 1605, 88th Texas Legislature, Regular Session, 2023, requires the SBOE to review instructional materials that have been provided to the board by TEA under TEC, §31.023.

TEC, §31.023, as amended by HB 1605, 88th Texas Legislature, Regular Session, 2023, requires the commissioner of education to establish, in consultation with and with the approval of the SBOE, a process for the annual review of instructional materials by TEA. In conducting a review under this section, TEA must use a rubric developed by TEA in consultation with and approved by the SBOE.

The full text of statutory citations can be found in the statutory authority section of this agenda.

EFFECTIVE DATE: The proposed effective date of the proposed amendment is 20 days after filing as adopted with the Texas Register. Under TEC, §7.102(f), the SBOE must approve the rule action at second reading and final adoption by a vote of two-thirds of its members to specify an effective date earlier than the beginning of the 2025-2026 school year. The earlier effective date would allow for the board to consider and review instructional materials for career and technical education (CTE) courses and instructional materials for supplemental products in Instructional Materials Review and Approval (IMRA) Cycle 2025.

PREVIOUS BOARD ACTION: At the April 2024 meeting, the SBOE approved the proposed new §67.25 for second reading and final adoption. At the September 2024 meeting, the SBOE approved a proposed amendment to §67.25 for first reading and filing authorization.

BACKGROUND INFORMATION AND JUSTIFICATION: TEC, Chapter 31, addresses instructional materials in public education and permits the SBOE to adopt rules for the adoption, requisition, distribution, care, use, and disposal of instructional materials. HB 1605, 88th Texas Legislature, Regular Session, 2023, significantly revised TEC, Chapter 31, including several provisions under SBOE authority. The proposed amendment would establish a minimum threshold for standards alignment for instructional materials for enrichment subjects and courses and for supplemental instructional materials by defining the criteria to be used in the review and approval of instructional materials.

FISCAL IMPACT: No changes have been made to this section since published as proposed.

The TEA has determined that there are no additional costs to state or local government, including school districts and open-enrollment charter schools, required to comply with the proposal.

LOCAL EMPLOYMENT IMPACT: No changes have been made to this section since published as proposed.

The proposal has no effect on local economy; therefore, no local employment impact statement is required under Texas Government Code, §2001.022.

SMALL BUSINESS, MICROBUSINESS, AND RURAL COMMUNITY IMPACT: No changes have been made to this section since published as proposed.

The proposal has no direct adverse economic impact for small businesses, microbusinesses, or rural communities; therefore, no regulatory flexibility analysis specified in Texas Government Code, §2006.002, is required.

COST INCREASE TO REGULATED PERSONS: No changes have been made to this section since published as proposed.

The proposal may impose a cost on regulated persons, another state agency, a special district, or a local government. However, these rules are necessary to implement legislation and, therefore, are not subject to Texas Government Code, §2001.0045.

TAKINGS IMPACT ASSESSMENT: No changes have been made to this section since published as proposed.

The proposal does not impose a burden on private real property and, therefore, does not constitute a taking under Texas Government Code, §2007.043.

GOVERNMENT GROWTH IMPACT: No changes have been made to this section since published as proposed.

TEA staff prepared a Government Growth Impact Statement assessment for this proposed rulemaking. During the first five years the proposed rulemaking would be in effect, it would expand an existing regulation by establishing a minimum threshold for standards alignment for instructional materials for enrichment subjects and courses by defining the criteria to be used in the review and approval of instructional materials by the SBOE and TEA in order to implement HB 1605, 88th Texas Legislature, Regular Session, 2023.

The proposed rulemaking would not create or eliminate a government program; would not require the creation of new employee positions or elimination of existing employee positions; would not require an increase or decrease in future legislative appropriations to the agency; would not require an increase or decrease in fees paid to the agency; would not create a new regulation; would not limit or repeal an

existing regulation; would not increase or decrease the number of individuals subject to its applicability; and would not positively or adversely affect the state's economy.

PUBLIC BENEFIT AND COST TO PERSONS: No changes have been made to this section since published as proposed.

The proposal would ensure that adopted instructional materials continue to appropriately meet statutory and SBOE requirements prior to use by Texas teachers and students. There is no anticipated economic cost to persons who are required to comply with the proposal.

DATA AND REPORTING IMPACT: No changes have been made to this section since published as proposed.

The proposal would have no data and reporting impact.

PRINCIPAL AND CLASSROOM TEACHER PAPERWORK REQUIREMENTS: No changes have been made to this section since published as proposed.

TEA has determined that the proposal would not require a written report or other paperwork to be completed by a principal or classroom teacher.

PUBLIC COMMENTS: Following the September 2024 SBOE meeting, notice of the proposed amendment was filed with the Texas Register, initiating the public comment period. The public comment period began October 11, 2024, and ended at 5:00 p.m. on November 12, 2024. No public comments had been received at the time this item was prepared. A summary of public comments received will be provided to the SBOE prior to and during the November 2024 meeting. The SBOE will take registered oral and written comments on the proposal at the appropriate committee meeting in November 2024 in accordance with the SBOE board operating policies and procedures.

MOTION TO BE CONSIDERED: The State Board of Education:

> Approve for second reading and final adoption proposed amendment to 19 TAC Chapter 67, State Review and Approval of Instructional Materials, Subchapter B, State Review and Approval, §67.25, Consideration and Approval of Instructional Materials by the State Board of Education; and
>
> Make an affirmative finding that immediate adoption of proposed amendment to 19 TAC Chapter 67, State Review and Approval of Instructional Materials, Subchapter B, State Review and Approval, §67.25, Consideration and Approval of Instructional Materials by the State Board of Education, is necessary and shall have an effective date of 20 days after filing as adopted with the Texas Register. *(Per TEC, §7.102(f), a vote of two-thirds of the members of the board is necessary for an earlier effective date.)*

Staff Member Responsible:
Colin Dempsey, Director, District Operations, Technology, and Sustainability Supports

Attachment:
Text of Proposed Amendment to 19 TAC Chapter 67, State Review and Approval of Instructional Materials, Subchapter B, State Review and Approval, §67.25, Consideration and Approval of Instructional Materials by the State Board of Education

ATTACHMENT
Text of Proposed Amendment to 19 TAC

Chapter 67. State Review and Approval of Instructional Materials

Subchapter B. State Review and Approval

§67.25. Consideration and Approval of Instructional Materials by the State Board of Education.

The State Board of Education (SBOE) shall review the results of the instructional materials reviews completed by a review panel and submitted by the commissioner of education in accordance with Texas Education Code (TEC), §31.022 and §31.023. Instructional materials may be placed on the list of approved instructional materials only if they meet the following criteria:

(1) for full-subject and partial-subject tier one instructional materials for foundation subjects as defined by TEC, §28.002(a)(1), the product components cover 100% of the Texas Essential Knowledge and Skills (TEKS) and applicable English Language Proficiency Standards (ELPS) for the specific grade level and subject area when the proclamation or request for instructional materials was issued. In determining the percentage of the TEKS and ELPS covered by instructional materials, each student expectation shall count as an independent element of the standards;

(2) for full-subject and partial-subject tier one instructional materials for enrichment subjects as defined by TEC, §28.002(a)(2), the product components cover 100% of the applicable TEKS for the specific grade level and subject area when the proclamation or request for instructional materials was issued. In determining the percentage of the TEKS covered by instructional materials, each applicable student expectation shall count as an independent element of the standards;

(3) for supplemental instructional materials as defined by TEC, §31.002(3), the publisher will indicate which TEKS are applicable, and the product and its components cover 100% of the applicable student expectations in the TEKS for the specific subject or course for which the materials are designed;

(4) [~~(2)~~] materials have been reviewed through the process required by TEC, §31.023;

(5) [~~(3)~~] materials are free from factual error, defined as a verified error of fact or any error that would interfere with student learning, including significant grammatical or punctuation errors;

(6) [~~(4)~~] materials meet the Web Content Accessibility Guidelines (WCAG) and meet the technical specifications of the Federal Rehabilitation Act, Section 508, as specified when a request for instructional materials or proclamation was issued;

(7) [~~(5)~~] materials conform to or exceed in every instance the latest edition of the Manufacturing Standards and Specifications for Textbooks (MSST), developed by the State Instructional Materials Review Association, when the proclamation or request for instructional materials was issued;

(8) [~~(6)~~] materials are compliant with the suitability standards adopted by the SBOE and are compliant with all applicable state laws; and

(9) [~~(7)~~] materials provide access to a parent portal as required by TEC, §31.154.

Proposed New 19 TAC Chapter 67, State Review and Approval of Instructional Materials, Subchapter B, State Review and Approval, §67.27, IMRA Reviewers: Eligibility and Appointment; §67.29, IMRA Reviewers: Training, Duties, and Conduct; §67.31, Procedures for Public Access to and Handling of IMRA Samples; §67.33, Public Comment on Instructional Materials; §67.39, Updates to Approved Instructional Materials; and §67.41, New Editions of Approved Instructional Materials, and Subchapter C, Local Operations, §67.61, Sample Copies of Instructional Materials for School Districts; and §67.63, Selection and Local Adoption of Instructional Materials by School Districts
(First Reading and Filing Authorization)

November 22, 2024

COMMITTEE OF THE FULL BOARD: ACTION
STATE BOARD OF EDUCATION: ACTION

SUMMARY: This item presents for first reading and filing authorization proposed new 19 TAC Chapter 67, State Review and Approval of Instructional Materials, Subchapter B, State Review and Approval, §67.27, IMRA Reviewers: Eligibility and Appointment; §67.29, IMRA Reviewers: Training, Duties, and Conduct; §67.31, Procedures for Public Access to and Handling of IMRA Samples; §67.33, Public Comment on Instructional Materials; §67.39, Updates to Approved Instructional Materials; and §67.41, New Editions of Approved Instructional Materials; and Subchapter C, Local Operations, §67.61, Sample Copies of Instructional Materials for School Districts; and §67.63, Selection and Local Adoption of Instructional Materials by School Districts. The proposed new sections would implement House Bill (HB) 1605, 88th Texas Legislature, Regular Session, 2023, by defining the procedures and policies for the selection, appointment, training, and duties of instructional materials review and approval (IMRA) reviewers; outlining the procedures for IMRA public access and public comment; and specifying procedures for materials to be updated or revised following approval by the board. The proposed new sections would also outline the procedures for local districts to adopt instructional materials.

STATUTORY AUTHORITY: Texas Education Code (TEC), §31.003(a); and §31.022 and §31.023, as amended by HB 1605, 88th Texas Legislature, Regular Session, 2023.

TEC, §31.003(a), permits the State Board of Education (SBOE) to adopt rules for the adoption, requisition, distribution, care, use, and disposal of instructional materials.

TEC, §31.022, as amended by HB 1605, 88th Texas Legislature, Regular Session, 2023, requires the SBOE to review instructional materials that have been provided to the board by the Texas Education Agency (TEA) under TEC, §31.023.

TEC, §31.023, as amended by HB 1605, 88th Texas Legislature, Regular Session, 2023, requires the commissioner of education to establish, in consultation with and with the approval of the SBOE, a process for the annual review of instructional materials by TEA. In conducting a review under this section, TEA must use a rubric developed by TEA in consultation with and approved by the SBOE.

The full text of statutory citations can be found in the statutory authority section of this agenda.

EFFECTIVE DATE: The proposed effective date of the proposed new sections is 20 days after filing as adopted with the Texas Register. Under TEC, §7.102(f), the SBOE must approve the rule action at second reading and final adoption by a vote of two-thirds of its members to specify an effective date earlier than

the beginning of the 2025-2026 school year. The earlier effective date would allow for the rules to apply to IMRA Cycle 2025.

PREVIOUS BOARD ACTION: A discussion item regarding §§67.27, 67.29, 67.31, 67.33, 67.39, 67.41, 67.61, and 67.63 was presented to the Committee of the Full Board during the September 2024 SBOE meeting.

BACKGROUND INFORMATION AND JUSTIFICATION: TEC, Chapter 31, addresses instructional materials in public education and permits the SBOE to adopt rules for the adoption, requisition, distribution, care, use, and disposal of instructional materials. HB 1605, 88th Texas Legislature, Regular Session, 2023, significantly revised TEC, Chapter 31, including several provisions under SBOE authority. HB 1605 also added a new provision to TEC, Chapter 48, to provide additional funding to school districts and charter schools that adopt and implement SBOE-approved materials. In addition, the bill added requirements related to adoption of essential knowledge and skills in TEC, Chapter 28.

At the January-February meeting, the SBOE approved 19 TAC Chapter 67, State Review and Approval of Instructional Materials, Subchapter B, State Review and Approval, §67.21, Proclamations, Public Notice, and Requests for Instructional Materials for Review; §67.23, Requirements for Publisher Participation in Instructional Materials Review and Approval (IMRA); and §67.25, Consideration and Approval of Instructional Materials by the State Board of Education, and Subchapter D, Duties of Publishers and Manufacturers, §67.81, Instructional Materials Contracts, and §67.83, Publisher Parent Portal, for second reading and final adoption. At that time, the board expressed a desire to clarify the rules related to the list of approved instructional materials outlined in TEC, §31.022.

At the June 2024 meeting, the SBOE approved 19 TAC Chapter 67, State Review and Approval of Instructional Materials, Subchapter B, State Review and Approval, §67.43, Lists of Approved and Rejected Instructional Materials, for second reading and final adoption.

The proposed new sections in Subchapter B would define the procedures and policies for the selection, appointment, training, and duties of IMRA reviewers; outline the procedures for IMRA public access and public comment; and specify procedures for materials to be updated or revised following approval by the board.

The proposed new sections in Subchapter C would outline the procedures for local districts to request sample copies of materials under review and clarify the procedures for selection and local adoption of instructional materials by school districts and open-enrollment charter schools.

FISCAL IMPACT: TEA has determined that there are no additional costs to state or local government, including school districts and open-enrollment charter schools, required to comply with the proposal.

LOCAL EMPLOYMENT IMPACT: The proposal has no effect on local economy; therefore, no local employment impact statement is required under Texas Government Code, §2001.022.

SMALL BUSINESS, MICROBUSINESS, AND RURAL COMMUNITY IMPACT: The proposal has no direct adverse economic impact for small businesses, microbusinesses, or rural communities; therefore, no regulatory flexibility analysis specified in Texas Government Code, §2006.002, is required.

COST INCREASE TO REGULATED PERSONS: The proposal may impose a cost on regulated persons. Publishers of SBOE-approved materials assume all costs associated with receiving approval from the SBOE and making updates and/or substitutions to their approved materials. This is not mandatory unless a participant in the review and approval process opts to submit their materials

voluntarily. Further, the SBOE may assess penalties as allowed by law against publishers that fail to obtain approval for updates to content in state-adopted instructional materials prior to delivery of the materials to school districts. However, these rules are necessary to implement legislation and, therefore, are not subject to Texas Government Code, §2001.0045.

TAKINGS IMPACT ASSESSMENT: The proposal does not impose a burden on private real property and, therefore, does not constitute a taking under Texas Government Code, §2007.043.

GOVERNMENT GROWTH IMPACT: TEA staff prepared a Government Growth Impact Statement assessment for this proposed rulemaking. During the first five years the proposed rulemaking would be in effect, it would create new regulations regarding the procedures and policies for the selection, appointment, training, and duties of IMRA reviewers; outline the procedures for IMRA public access and public comment; and specify procedures for materials to be updated or revised following approval by the board.

The proposed rulemaking would not create or eliminate a government program; would not require the creation of new employee positions or elimination of existing employee positions; would not require an increase or decrease in future legislative appropriations to the agency; would not require an increase or decrease in fees paid to the agency; would not expand, limit, or repeal an existing regulation; would not increase or decrease the number of individuals subject to its applicability; and would not positively or adversely affect the state's economy.

PUBLIC BENEFIT AND COST TO PERSONS: The proposal would define the procedures and policies for the selection, appointment, training, and duties of IMRA reviewers; outline the procedures for IMRA public access and public comment; and specify procedures for materials to be updated or revised following approval by the board. There is no anticipated economic cost to persons who are required to comply with the proposal.

DATA AND REPORTING IMPACT: The proposed new sections would have no data and reporting impact.

PRINCIPAL AND CLASSROOM TEACHER PAPERWORK REQUIREMENTS: TEA has determined that the proposal would not require a written report or other paperwork to be completed by a principal or classroom teacher.

PUBLIC COMMENTS: The public comment period on the proposal begins December 20, 2024, and ends at 5:00 p.m. on January 21, 2025. The SBOE will take registered oral and written comments on the proposal at the appropriate committee meeting in January 2025 in accordance with the SBOE board operating policies and procedures. A request for a public hearing on the proposal submitted under the Administrative Procedure Act must be received by the commissioner of education not more than 14 calendar days after notice of the proposal has been published in the *Texas Register* on December 20, 2024.

MOTION TO BE CONSIDERED: The State Board of Education:

> Approve for first reading and filing authorization proposed new 19 TAC Chapter 67, State Review and Approval of Instructional Materials, Subchapter B, State Review and Approval, §67.27, IMRA Reviewers: Eligibility and Appointment; §67.29, IMRA Reviewers: Training, Duties, and Conduct; §67.31, Procedures for Public Access to and Handling of IMRA Samples; §67.33, Public Comment on Instructional Materials; §67.39, Updates to Approved Instructional Materials; and §67.41, New Editions of Approved Instructional Materials; and Subchapter C,

Local Operations, §67.61, Sample Copies of Instructional Materials for School Districts; and §67.63, Selection and Local Adoption of Instructional Materials by School Districts.

Staff Member Responsible:
Colin Dempsey, Director, District Operations, Technology, and Sustainability Supports

Attachment:
Text of Proposed New 19 TAC Chapter 67, State Review and Approval of Instructional Materials, Subchapter B, State Review and Approval, §67.27, IMRA Reviewers: Eligibility and Appointment; §67.29, IMRA Reviewers: Training, Duties, and Conduct; §67.31, Procedures for Public Access to and Handling of IMRA Samples; §67.33, Public Comment on Instructional Materials; §67.39, Updates to Approved Instructional Materials; and §67.41, New Editions of Approved Instructional Materials; and Subchapter C, Local Operations, §67.61, Sample Copies of Instructional Materials for School Districts; and §67.63, Selection and Local Adoption of Instructional Materials by School Districts

ATTACHMENT
Text of Proposed New 19 TAC

Chapter 67. State Review and Approval of Instructional Materials

Subchapter B. State Review and Approval

§67.27. IMRA Reviewers: Eligibility and Appointment.

(a) All instructional materials review and approval (IMRA) reviewers must complete an application. The application will include a resume and supervisor contact information and must request any professional associations, affiliations, and groups in a format approved by the State Board of Education (SBOE) chair.

(b) The IMRA reviewer application shall be posted to the SBOE website.

(c) An IMRA reviewer may serve as a quality reviewer or as a suitability reviewer.

(d) IMRA quality reviewers must meet one of the following minimum qualification requirements:

(1) educators with three or more years of experience;

(2) district or campus personnel who have taught and/or directly supported the grade level(s) and subject area(s) or course(s) for at least three years;

(3) adjunct professors at an accredited institution of higher education in Texas for at least three years; or

(4) persons with evidence of strong content knowledge and experience in the grade level(s) and subject area(s) or course(s).

(e) The Texas Education Agency (TEA) may reject a quality reviewer applicant if the candidate does not meet minimum eligibility as outlined in this section.

(f) All eligible quality reviewer applicants shall be evaluated by TEA staff using the applicants' experience and qualifications rated on a scale of 1-3. The best qualified individuals are ranked 1.

(g) Once rated, all eligible quality reviewer applicants are shared with the SBOE member for which the applicant is a district resident.

(h) TEA staff provides all quality reviewer applicants and their applications to the SBOE member for which the applicant is a district resident, and the SBOE member may adjust rankings, veto applicants, and/or identify top candidates.

(i) The SBOE member has two weeks to return applicants and their rankings to TEA staff. If the SBOE member does not submit a response, TEA staff's ranking shall remain unchanged.

(j) IMRA quality reviewers must be approved by the SBOE member for which they are a district resident.

(k) If an individual invited to serve on a quality review panel declines the invitation, the relevant SBOE member will select an alternate from the list of candidates within one week. To the extent an SBOE member fails to select an alternate within one week, the top-ranked applicant is deemed selected.

(l) In the event TEA does not receive enough applications to fill available roles, TEA may:

(1) reduce the size of the review team to no fewer than three reviewers;

(2) postpone the review of materials using the SBOE-approved strategy for prioritizing selection of instructional materials for review; or

(3) modify the review schedule to allow for additional recruitment efforts.

(m) TEA staff shall build quality review panels using top candidates identified from each SBOE district. As final selections are made, TEA may consider the following characteristics to ensure that each individual review panel is balanced and has the necessary qualifications. The guidelines are established to ensure that

the work groups are highly qualified, reflect the make-up of the state's educators, and include representation from the following.

(1) Experience: highly qualified educators and others with evidence of strong content knowledge and experience in the subject and/or grade level or bands and/or course(s).

(2) Position: a variety of positions reflected such as classroom teachers, campus- and district-level administrators/specialists, education service center subject area personnel, representatives from higher education, and community members, including parents and employers.

(3) School district size: large, midsize, and small school districts.

(4) Demographics: multiple and different racial and ethnic groups and males and females.

(5) School district/charter school: a variety of local education agencies are represented, including open-enrollment charter schools.

(6) Expertise: if a work group is assigned a grade band, at least one reviewer with experience teaching for each grade level will be prioritized.

(n) TEA staff shall maintain a database of individuals who have served on an IMRA review panel during the review process.

(o) Applicants are exempt from subsection (a) of this section if they have previously served as an IMRA quality reviewer and received an acceptable performance rating.

(p) Texas residency is a minimum requirement for any IMRA suitability reviewer.

(q) Each SBOE member shall annually nominate a minimum of 20 applicants to serve as suitability reviewers and rank them from most preferred to least preferred.

(r) A panel for suitability review consists of three reviewers and shall reflect the political affiliation of the SBOE. No more than one suitability reviewer per panel may be from any one SBOE district.

(s) TEA staff shall build suitability review panels using top candidates identified from each SBOE district. As final selections are made, TEA may consider the following characteristics to ensure that each individual review panel is balanced and has the necessary qualifications.

(1) Experience: successful participation as a quality or suitability reviewer in a past review.

(2) Demographics: multiple and different racial and ethnic groups and males and females.

(t) If an individual invited to serve on a review panel declines the invitation, the relevant SBOE member will select an alternate from the list of candidates within one week. To the extent a member fails to select an alternate within one week, the top-ranked applicant is deemed selected.

(u) If there are not enough suitability reviewers available for a review cycle, TEA shall request more nominations from each SBOE member. To the extent a member fails to nominate additional candidates within one week, candidates from other SBOE member districts may be considered.

(v) If an SBOE member who nominated reviewers no longer holds the office before the start of the annual review, the new SBOE member may nominate different suitability reviewers or adjust their rankings. If the office is vacant, the SBOE chair may nominate different suitability reviewers or adjust their rankings.

§67.29. IMRA Reviewers: Training, Duties, and Conduct.

(a) Instructional materials review and approval (IMRA) reviewers shall participate in training that includes at least the following:

(1) the responsibilities of an IMRA reviewer;

(2) statutes and rules pertaining to the IMRA process;

(3) essential knowledge and skills specified for subjects and grades or courses included in the proclamation or request for instructional materials, including clear and consistent guidelines for

determining Texas Essential Knowledge and Skills (TEKS), Texas Prekindergarten Guidelines (TPG), or English Language Proficiency Standards coverage within the instructional materials;

(4) identifying factual errors;

(5) the schedule of IMRA procedures;

(6) regulatory requirements, including Texas Government Code, §572.051 (relating to Standards of Conduct), and Texas Penal Code, §36.02 (relating to Bribery); and

(7) IMRA quality and suitability rubrics.

(b) IMRA reviewers shall not accept meals, entertainment, gifts, or gratuities in any form from State Board of Education (SBOE) members; publishers, authors, or depositories; agents for publishers, authors, or depositories; any person who holds any official position with publishers, authors, depositories, or agents; or any person or organization interested in influencing the selection of instructional materials.

(c) IMRA reviewers shall be afforded the opportunity to collaborate with other panel members during the official virtual and face-to-face reviews to discuss coverage of TEKS or TPG, errors, components, or any other aspect of instructional materials being evaluated. Reviewers shall not discuss with other reviewers of the panel the instructional materials being reviewed, except during official virtual and face-to-face reviews.

(d) IMRA reviewers shall not discuss instructional materials being evaluated with a member of the SBOE or with any party having a financial interest in the approval of instructional materials prior to the conclusion of the review. The review is considered to have concluded on the date that the final list of instructional materials recommended for approval is posted on the SBOE website.

(e) SBOE members may attend review panel meetings but may not discuss materials under review with state review panel members.

(f) IMRA reviewers shall observe a no-contact period that shall begin with the initial communication regarding possible appointment to a state review panel and end when they are released from their duties. During this period, IMRA reviewers shall not have direct or indirect communication with any person having an interest in the approval process regarding content of instructional materials under evaluation by the panel.

(g) The restrictions in subsections (c)-(f) of this section are not intended to prohibit IMRA reviewers from seeking advice from educators, experts, or parents regarding the meaning or intent of the student expectations that the materials must cover.

(h) The restrictions in subsections (c)-(f) of this section are not intended to prohibit IMRA reviewers from providing public testimony to the SBOE either at a public hearing or in any regularly scheduled meeting in accordance with the SBOE Operating Rules, §2.12 (relating to Public Hearings).

(i) IMRA reviewers shall report immediately to the commissioner of education and chair of the SBOE any communication or attempted communication by any person not officially involved in the review process regarding instructional materials being evaluated by the panel.

§67.31. Procedures for Public Access to and Handling of IMRA Samples.

(a) Each regional education service center (ESC) executive director shall designate one person to supervise all access to pre-approval instructional materials under consideration.

(b) On or before the date specified in the request for instructional materials for review, each ESC representative shall notify the commissioner of education of all irregularities in electronic samples in a manner designated by the commissioner. The appropriate publisher shall be notified of any sample irregularities reported by the ESCs.

(c) One electronic sample of all pre-approval instructional materials under consideration shall be retained in each ESC for review by interested persons. The review sample must remain available until the ESC receives the electronic final approved product sample on the date specified in the schedule of instructional materials review and approval (IMRA) procedures.

(d) Appropriate information, such as locator and login information and passwords, shall be made available by the ESCs to ensure public access to Internet-based instructional content throughout the review or contract period, as appropriate.

(e) Regional ESCs shall ensure reasonable public access to pre-approval instructional materials under consideration, including access outside of normal working hours that shall be scheduled by appointment.

(f) On or before the date specified in the schedule of IMRA procedures, each ESC shall publicize the date on which pre-approval instructional materials under consideration will be available for review and shall notify all school districts in the region of the schedule.

(g) One electronic final sample of all instructional materials approved by the State Board of Education shall be retained in each ESC for the entire contract period for review by interested persons. Samples of approved prekindergarten materials must match the format of the products to be provided to schools upon ordering.

§67.33. Public Comment on Instructional Materials.

(a) The instructional materials public comment period begins when the electronic samples of materials under consideration for approval are posted on the State Board of Education (SBOE) website and ends after 60 calendar days.

(b) Any resident of Texas may submit written comments for, against, or about any instructional materials submitted for review. All feedback shall be submitted to the commissioner of education in a format designated by the commissioner on or before the deadlines specified in the schedule of instructional materials review and approval (IMRA) procedures.

(c) Copies of written feedback and lists of reported alleged factual errors and suitability flags shall be posted on the SBOE website and provided to the SBOE and participating publishers.

(d) The SBOE shall hold a hearing on instructional materials submitted for review during a regularly scheduled meeting prior to the meeting at which the SBOE will vote to approve instructional materials.

(1) Testimony at the hearing shall be accepted from Texas residents and non-residents with priority given to Texas residents.

(2) Copies of written testimony provided at the hearing shall be distributed to SBOE members and to publishers with materials under consideration.

(3) Persons who wish to testify must register in accordance with registration procedures in the SBOE Operating Rules, §2.10 (relating to Oral Public Testimony in Connection with Regular Board and Committee Meetings).

(4) The SBOE may limit the time available for each person to testify to hear from everyone who has registered to testify.

(5) Persons may also be allowed to register to testify at the hearing, but priority will be given to those persons who registered prior to the deadline, in accordance with the SBOE Operating Rules, §2.12 (relating to Public Hearings).

(6) Oral responses to testimony at the hearing may be made by official representatives of publishing companies.

(7) An archived recording of the hearing shall be provided on the Texas Education Agency (TEA) website.

(8) All written publisher responses to comments or public testimony provided at the hearing shall be posted to the TEA website within five working days of their receipt from the publisher.

(e) Public comment on instructional materials not approved by the SBOE on the date specified in the schedule of IMRA procedures shall be accepted according to the SBOE Operating Rules, §2.10.

§67.39. Updates to Approved Instructional Materials.

(a) A publisher may submit a request to the commissioner of education for approval to update content in State Board of Education (SBOE)-approved instructional materials. A publisher requesting approval of a content update shall provide a written request in a manner designated by the commissioner that includes an explanation of the reason for the update. This requirement includes electronic instructional materials and Internet products for which all users receive the same updates. The request must be accompanied by an electronic sample of the proposed updates. Proposed changes shall be posted on the Texas Education Agency (TEA) website for a minimum of 30 calendar days prior to approval.

(b) A publisher that requests to update content in state-approved instructional materials must comply with the following additional requirements:

(1) provide that there will be no additional cost to the state or local education agencies (LEAs);

(2) certify in writing that the new material meets the applicable essential knowledge and skills, is free from factual errors, and is suitable and appropriate for the grade level and subject/course(s); and

(3) certify that the updates do not affect the product's coverage of Texas Education Code, §28.002(h), as it relates to that specific subject and grade level or course(s) in understanding the importance of patriotism and functioning productively in a free-enterprise society with appreciation for the basic democratic values of our state and national heritage.

(c) All requests for updates must be approved by the SBOE prior to their introduction into state-approved and locally adopted instructional materials.

(d) The SBOE may assess penalties as allowed by law against publishers that fail to obtain approval for updates to content in state-approved instructional materials prior to delivery of the materials to school districts.

(e) A publisher of instructional materials may provide alternative formats for use by school districts if:

(1) the content is identical to SBOE-approved content; and

(2) the alternative formats include the identical revisions and updates as the original product and the cost to the state and LEAs is equal to or less than the cost of the original product.

(f) Alternative formats may be developed and introduced at any time during the instructional materials review and approval cycle using the procedures for approval of other SBOE-approved materials.

(g) Publishers must notify the commissioner in writing if they are providing SBOE-approved products in alternative formats.

§67.41. New Editions of Approved Instructional Materials.

(a) A publisher may submit a request to the commissioner of education for approval to substitute a new edition of state-approved instructional materials. A publisher requesting approval of a new edition shall provide a written request in a manner designated by the commissioner that includes an explanation of the reason for the substitution. The request must be accompanied by an electronic sample and a correlation document that meets all the requirements of the correlation document provided for the initial review. This requirement includes electronic instructional materials and Internet products for which all users receive the same updates. Proposed changes shall be made available for public review on the Texas Education Agency website for a minimum of 60 calendar days prior to approval.

(b) A publisher that requests to substitute a new edition of state-approved instructional materials must comply with the following additional requirements:

(1) provide that there will be no additional cost to the state or local education agencies;

(2) certify in writing that the new material meets the applicable Texas Essential Knowledge and Skills or Texas Prekindergarten Guidelines, is free from factual errors, and is suitable and appropriate for the grade level and subject/course(s); and

(3) certify that the updates in the new edition do not affect the product's coverage of Texas Education Code, §28.002(h), as it relates to that specific subject and grade level or course(s) in understanding the importance of patriotism and functioning productively in a free-enterprise society with appreciation for the basic democratic values of our state and national heritage.

(c) All requests for updates involving content used in determining the product's eligibility for approval must be approved by the State Board of Education (SBOE) prior to their introduction into state-approved and locally adopted instructional materials.

(d) The SBOE may assess penalties as allowed by law against publishers that fail to obtain approval for updates to content in SBOE-approved instructional materials prior to delivery of the materials to school districts.

Subchapter C. Local Operations

§67.61. Sample Copies of Instructional Materials for School Districts.

(a) Upon request by the instructional materials coordinator of a school district or an open-enrollment charter school, a publisher shall provide one complete electronic sample in an open file format or closed format of approved instructional materials. Samples of learning systems and electronic, visual, or auditory media may be provided in demonstration or representative format. Samples of instructional materials provided to school districts shall be labeled "Sample Copy - Not for Classroom Use."

(b) Samples supplied to school districts shall be provided and distributed at the expense of the publisher. No state or local funds shall be expended to purchase, distribute, or ship sample materials. Publishers may make arrangements with school districts or open-enrollment charter schools to retrieve samples after local selections are completed, but the state does not guarantee return of sample instructional materials.

§67.63. Selection and Local Adoption of Instructional Materials by School Districts.

(a) Each local board of trustees of a school district or governing body of an open-enrollment charter school shall select instructional materials in an open meeting as required by Texas Government Code, Chapter 551, including public notice.

(b) A school district or an open-enrollment charter school may requisition instructional materials on the list approved under the Texas Education Code, §31.023, for grades above the grade level in which the student is enrolled.

(c) Locally adopted instructional materials shall be supplied to a student in special education classes as appropriate to the level of the student's ability and without regard to the grade for which the instructional material is adopted or the grade in which the student is enrolled.

(d) School districts or open-enrollment charter schools shall not be reimbursed from state funds for expenses incurred in local handling of instructional materials.

Discussion of Local Review of Classroom Instructional Materials and Proposed New 19 TAC Chapter 67, State Review and Approval of Instructional Materials, Subchapter C, Local Operations, §67.69, Local Review of Classroom Instructional Materials

November 19, 2024

COMMITTEE OF THE FULL BOARD: DISCUSSION
STATE BOARD OF EDUCATION: NO ACTION

SUMMARY: This item provides an opportunity for the committee to discuss rubrics related to local classroom reviews and proposed new 19 Texas Administrative Code (TAC) Chapter 67, State Review and Approval of Instructional Materials, Subchapter C, Local Operations, §67.69, Local Review of Classroom Instructional Materials.

STATUTORY AUTHORITY: Texas Education Code (TEC), §31.003(a); and §31.0252, as added by HB 1605, 88th Texas Legislature, Regular Session, 2023.

TEC, §31.003(a), permits the State Board of Education (SBOE) to adopt rules for the adoption, requisition, distribution, care, use, and disposal of instructional materials.

TEC, §31.0252, as added by HB 1605, 88th Texas Legislature, Regular Session, 2023, requires the Texas Education Agency (TEA) to develop a rubric, approved by the SBOE, to determine if reviewed instructional material complies with the rigor requirements described by TEC, §31.0252(a)(2).

The full text of statutory citations can be found in the statutory authority section of this agenda.

FUTURE ACTION EXPECTED: Proposed new 19 TAC §67.69 will be presented for first reading and filing authorization at the January 2025 SBOE meeting.

BACKGROUND INFORMATION AND JUSTIFICATION: HB 1605, 88th Texas Legislature, Regular Session, 2023, significantly revised TEC, Chapter 31, including adding a provision for local classroom reviews of instructional materials.

TEC, §31.0252(a), requires that TEA develop standards in consultation with stakeholders, including educators, by which a school district is authorized to conduct a review of instructional materials used by a classroom teacher in a foundation curriculum course under TEC, §28.002(a)(1), to determine the degree to which the material corresponds with the instructional materials adopted by the school district or campus and meets the level of rigor of the knowledge and skills adopted under TEC, §28.002, for the grade level in which it is being used.

TEC, §31.0252(b), also requires TEA to develop a rubric, approved by SBOE, to determine if reviewed instructional material complies with the rigor requirements.

At the June 2023 SBOE meeting, the Committee of the Full Board held a work session to receive an overview presentation on HB 1605 from the commissioner of education and begin discussing preliminary decisions and next steps. The June 2023 SBOE HB 1605 Work Session Presentation shared during the work session is available on the TEA website at https://tea.texas.gov/about-tea/leadership/state-board-of-education/sboe-2023/sboe-2023-june/sboe-hb1605-working-session-slidedeck-062223.pdf.

At the August-September 2023 meeting, the Committee of the Full Board discussed the instructional materials review and approval process and discussed the approach to developing the quality rubric criteria and process.

Proposed new 19 TAC §67.69 would clarify the conditions under which a review would be conducted, and the SBOE may include additional rules to support the implementation of TEC, §31.0252.

Staff Member Responsible:
Colin Dempsey, Director, District Operations, Technology, and Sustainability Supports

Separate Exhibit I:
Decision Points and Considerations for Proposed New Rules

Separate Exhibit II:
Draft Rubrics for Local Classroom Instructional Materials Reviews

(separate exhibits are to be provided in advance of the November 2024 SBOE meeting)

Approval of Texas Essential Knowledge and Skills Review and Instructional Materials Review and Approval Cycles

November 22, 2024

COMMITTEE OF THE FULL BOARD: ACTION
STATE BOARD OF EDUCATION: ACTION

SUMMARY: This item provides an opportunity for the board to approve the schedule for future cycles of Instructional Materials Review and Approval (IMRA), including the development timeline for quality rubrics, and Texas Essential Knowledge and Skills (TEKS) review and revision.

STATUTORY AUTHORITY: Texas Education Code (TEC), §§7.102(c)(4); 28.002(a) and (c); 28.025(a); 31.022 and 31.023, as amended by House Bill (HB) 1605, 88th Texas Legislature, Regular Session, 2023.

TEC, §7.102(c)(4), requires the State Board of Education (SBOE) to establish curriculum and graduation requirements.

TEC, §28.002(a), identifies the subjects of the required curriculum.

TEC, §28.002(c), requires the SBOE to by rule identify the essential knowledge and skills of each subject in the required curriculum that all students should be able to demonstrate and that will be used in evaluating instructional materials and addressed on the state assessment instruments.

TEC, §28.025(a), requires the SBOE to by rule determine the curriculum requirements for the foundation high school graduation program that are consistent with the required curriculum under the TEC, §28.002.

TEC, §31.022, as amended by HB 1605, 88th Texas Legislature, Regular Session, 2023, requires the SBOE to review instructional materials that have been provided to the board by the TEA under TEC, §31.023.

TEC, §31.023, as amended by HB 1605, 88th Texas Legislature, Regular Session, 2023, requires the commissioner of education to establish, in consultation with and with the approval of the SBOE, a process for the annual review of instructional materials by TEA. In conducting a review under this section, TEA must use a rubric developed by TEA in consultation with and approved by the SBOE.

The full text of statutory citations can be found in the statutory authority section of this agenda.

PREVIOUS BOARD ACTION: The SBOE adopted the TEKS for all subjects effective September 1, 1998. The English language arts and reading TEKS were amended effective September 4, 2008. The Spanish language arts and reading TEKS were amended effective November 26, 2008. The TEKS for high school English elective courses were amended effective August 23, 2010. The English and Spanish language arts and reading TEKS for Kindergarten-Grade 8 were amended effective September 25, 2017, and the English language arts and reading and English as a second language (ESL) TEKS for high school were amended effective November 12, 2017. The K-12 TEKS for English and Spanish language arts and reading were again amended effective August 1, 2019, to make technical adjustments to the standards. The mathematics TEKS were amended effective August 1, 2006. The secondary mathematics TEKS were amended effective February 22, 2009. The mathematics TEKS were again amended effective September 12, 2012. The science TEKS were amended effective August 4, 2009 and were amended again to

streamline the science TEKS effective August 27, 2018. The social studies TEKS were amended effective August 23, 2010 and were amended again to streamline the social studies TEKS in 2018. The career and technical education (CTE) TEKS were amended effective August 23, 2010. The CTE TEKS were again amended effective August 28, 2017. The fine arts TEKS were amended effective August 24, 2015. The TEKS for languages other than English (LOTE) were amended effective July 15, 2014, and December 31, 2014. The technology applications TEKS were amended effective September 26, 2011. The health education TEKS and the physical education TEKS were amended to be effective August 1, 2022. The science TEKS were once again amended effective April 28, 2021, November 30, 2021, and April 26, 2022. The revised science TEKS are scheduled to be implemented in the 2024-2025 school year. The technology applications TEKS were amended effective August 7, 2022, and are also scheduled to be implemented in the 2024-2025 school year. At the November 2022 meeting, the SBOE approved proposed revisions to the social studies TEKS to align with requirements of Senate Bill 3, 87th Texas Legislature, Second Called Session, for implementation beginning in the 2024-2025 school year. In November 2023, the SBOE amended the TEKS for CTE career preparation and entrepreneurship courses to be implemented in the 2024-2025 school year.

At the June 2019 SBOE meeting, the board held a work session to discuss updating the TEKS and instructional materials review and adoption schedule. At the September 2019 meeting, the board approved the schedule through the 2030-2031 school year. The board held another work session to discuss updates to the TEKS and instructional materials review and adoption schedule at the January 2021 meeting. The board approved updates to the TEKS and instructional materials review and adoption schedule at the April 2021 meeting. At the April 2023 SBOE meeting, the board approved changes to the TEKS review process, including the addition of a process for selecting work group members.

At the April 2024 meeting, the SBOE approved for second reading and final adoption proposed new CTE TEKS for courses in the agribusiness, animal science, plant science, and aviation maintenance programs of study as well as two science, technology, engineering, and mathematics (STEM) courses that may satisfy science graduation requirements.

At its January-February 2024 meeting, the board adopted the IMRA process and procedures, as amended, in addition to the first set of quality rubrics. An update on the IMRA process was provided at the April 2024 SBOE meeting. At the June 2024 SBOE meeting, staff were asked by the board to draft a long-term plan to be presented at the September 2024 meeting for SBOE approval.

BACKGROUND INFORMATION AND JUSTIFICATION: The board received training from a standards writing advisor at the July 2014 meeting. The standards writing advisor provided additional training to TEA staff in October 2014 to support future facilitation of the TEKS review committees.

In 2017, the SBOE significantly revised the process for the review and revision of the TEKS. The 2017 TEKS review process was used for the streamlining of the social studies TEKS. At the November 2018 meeting, the SBOE approved updates to the 2017 TEKS review and revision process to better clarify the process. The updated process was used for the review of the physical education, health education, and science TEKS.

At the January 2021 meeting, the board held a work session to discuss the timeline for the TEKS review and revision process and associated activities, including updates to State Board for Educator Certification teacher assignment rules and certification exams, adoption of instructional materials, and the completion of the Texas Resource Review. TEA provided an overview of CTE programs of study and a skills gap analysis to inform the review and revision of the CTE TEKS. The board discussed potential adjustments to the TEKS and Instructional Materials Review and Adoption Schedule. At the April 2021 meeting, the SBOE approved revisions to the TEKS and Instructional Materials Review and Adoption Schedule.

In early 2019, the SBOE began the review of the ELPS in accordance with the SBOE's approved TEKS and instructional materials review schedule. Applications to serve on ELPS review work groups were posted on the TEA website in December 2018. Work groups were convened in March, May, August, September, and October 2019. In September 2019, the U.S. Department of Education (USDE) indicated that Texas only partially met the requirements of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act. In response to feedback from the work group members and feedback from the USDE, TEA staff convened a panel of experts in second language acquisition from Texas institutions of higher education to complete an analysis of the work group recommendations and current research on English language acquisition. Based on the panel's findings and direction from the SBOE, TEA executed personal services contracts with the panel members and a representative of an education service center to prepare a draft of revisions to the ELPS. Text of the draft ELPS completed by the expert panel was presented to the SBOE at the June 2023 meeting.

At the November 2022 SBOE meeting, the board approved a CTE TEKS review process that mirrors the process for other subjects, but accounts for factors unique to CTE.

At the April 2023 SBOE meeting, the board discussed and approved changes to the TEKS review process, including approving a process for selecting work group members. The changes are being implemented beginning with the engineering TEKS review process.

At the November 2023 meeting, the SBOE indicated that it would begin work on new TEKS for the new engineering CTE career cluster. At the January-February 2024 meeting, the board asked staff to provide an example of what a potential timeline would look like for review of the K-12 mathematics TEKS at the April meeting.

TEC, Chapter 31, addresses instructional materials in public education and permits the SBOE to adopt rules for the adoption, requisition, distribution, care, use, and disposal of instructional materials. HB 1605, 88th Texas Legislature, Regular Session, 2023, significantly revised Chapter 31, including several provisions under SBOE authority.

At the June 2023 meeting, the Committee of the Full Board held a work session to receive an overview presentation on HB 1605 from the commissioner of education and to begin discussing preliminary decisions and next steps. The June 2023 SBOE HB 1605 Work Session Presentation shared during the work session is available on the TEA website at June 2023 SBOE HB 1605 Work Session Slides.

At the August-September 2023 meeting, the Committee of the Full Board discussed the IMRA process and the approach to developing the quality rubric criteria and process.

At the November 2023 and December 2023 meetings, the board discussed the proposed IMRA process and provided feedback to TEA staff.

At the November 2023 meeting, the board discussed criteria for the suitability and appropriateness of instructional materials for the subject and grade level for which the materials are designed to be used in the instructional materials review and approval process outlined in HB 1605, 88th Texas Legislature, Regular Session, 2023. At the December 2023 meeting, the board approved the criteria. At the January-February 2024 meeting, the board approved adjustments to the suitability rubric to further clarify the manner in which suitability criteria will be applied as part of the IMRA process.

At the January-February 2024 meeting, the board approved a final set of quality rubrics for the inaugural IMRA review, approved a process document, and adopted administrative rules related to the new IMRA process.

At the April 2024 meeting, the SBOE discussed future needs related to development and adoption of TEKS and review of instructional materials. At the June 2024 SBOE meeting, staff were asked by the board to draft a long-term plan to be presented at the September 2024 meeting for SBOE approval. This draft would map out a proposal for TEKS revisions and include quality rubrics for future IMRA cycles.

At the September 2024 meeting the committee of the full board discussed future cycles of Instructional Materials Review and Approval (IMRA), including the development timeline for quality rubrics, and Texas Essential Knowledge and Skills (TEKS) review and revision.

This item provides an opportunity for the board to approve the schedule for future cycles of Instructional Materials Review and Approval (IMRA), including the development timeline for quality rubrics, and Texas Essential Knowledge and Skills (TEKS) review and revision.

MOTION TO BE CONSIDERED: The State Board of Education:

> Approve the schedule for future cycles of Instructional Materials Review and Approval (IMRA), including the development timeline for quality rubrics, and Texas Essential Knowledge and Skills (TEKS) review and revision.

Staff Members Responsible:
Todd Davis, Associate Commissioner, Instructional Strategy
Monica Martinez, Associate Commissioner, Standards and Programs

Report from the Commissioner of Education Regarding *Proclamation 2024*
Confirmation of Changes

November 22, 2024

COMMITTEE OF THE FULL BOARD: ACTION
STATE BOARD OF EDUCATION: ACTION

SUMMARY: This item provides an opportunity for the State Board of Education (SBOE) to receive the final report from the Commissioner of Education on the findings of the *Proclamation 2024* confirmation of changes from the *Proclamation 2024 Report of Required Corrections, Report of Editorial Changes, and Report of New Content* and consider action for any publisher that did not make the required changes. The SBOE may also consider any and all concerns with the instructional materials and may take any action the board considers appropriate as a result of such consideration.

STATUTORY AUTHORITY: Texas Education Code (TEC), §31.022 and §31.151.

TEC, §31.022 requires the SBOE to review instructional materials that have been provided to the board by the agency under TEC, §31.023. The SBOE is required to determine that the material is free from factual error and suitable for the subject and grade level for which the material is designed.

TEC, §31.151(a), defines the duties of publishers and manufacturers of instructional materials, including (a)(4) publisher duty to guarantee that each copy of instructional material sold in this state is at least equal in quality to copies of that instructional material sold elsewhere in the United States and is free from factual error and (10) requiring publishers to comply with all other standard terms and conditions adopted by the State Board of Education for use in contracts for the procurement of instructional materials under Subsection (a-1).

TEC, §31.151(b), authorizes the SBOE to impose a reasonable administrative penalty against a publisher who knowingly violates subsection (a).

The full text of statutory citations can be found in the statutory authority section of this agenda.

PREVIOUS BOARD ACTION: The board adopted products under *Proclamation 2024* in November 2023.

BACKGROUND INFORMATION AND JUSTIFICATION: As a condition of adoption, publishers of materials adopted by the SBOE under *Proclamation 2024* are required to make corrections listed in the *Proclamation 2024 Report of Required Corrections*, the *Report of New Content,* and the *Report of Editorial Changes.*

Staff Member Responsible:
Amie Phillips, Director, Instructional Materials Review and Approval, District Operations, Technology & Sustainability Supports

Attachment I:
Proclamation 2024 Confirmation of Changes Report

Attachment II:
Proclamation 2024 Report of Unconfirmed Required Corrections and Editorial Changes

Legislative Recommendations to the 89th Texas Legislature

November 22, 2024

COMMITTEE OF THE FULL BOARD: ACTION
STATE BOARD OF EDUCATION: ACTION

SUMMARY: This item provides an opportunity for the board to make decisions on legislative recommendations to the 89th Texas Legislature.

STATUTORY AUTHORITY: Texas Education Code (TEC), §7.102.

BACKGROUND INFORMATION AND JUSTIFICATION: In preparation for each legislative session, the board adopts recommendations for legislative action which are designed to improve the public education system of Texas. A handout compiling the board members' priority issues will be provided at the meeting.

TEC, §7.102 permits the State Board of Education to perform those duties relating to school districts or regional education service centers assigned to the board by the Texas constitution or by provision of the education code. This section outlines the powers and duties provided to the board, which must be carried out with the advice and assistance of the commissioner of education.

The full text of statutory citations can be found in the statutory authority section of this agenda.

MOTION TO BE CONSIDERED: The State Board of Education:

Approve the board's legislative recommendations to the 89th Texas Legislature.

Staff Member Responsible:
Hunter Thompson, Executive Director of Governmental Relations

Decision on the 5a Percentage Distribution from the Permanent School Fund for Fiscal Years 2026 and 2027

November 22, 2024

COMMITTEE OF THE FULL BOARD: ACTION
STATE BOARD OF EDUCATION: CONSENT

SUMMARY: This item provides an opportunity for the board to evaluate and approve the Permanent School Fund (PSF) 5a percentage distribution rate for fiscal years 2026 and 2027. The board will consider various factors associated with the distribution rate such as expected return, inflation, student growth, contributions, and current economic conditions.

STATUTORY AUTHORITY: Texas Constitution, Article VII, §2 and §5; and 19 Texas Administrative Code (TAC) Chapter 33.

The Texas Constitution, Article VII, §2 and §5 establish the permanent school fund, the assets that comprise the permanent school fund, the bond guarantee program, the available school fund, and authorize the State Board of Education (SBOE) to manage and invest the permanent school fund in accordance with the prudent person standard.

19 TAC Chapter 33 codifies administrative rules that provide a statement of investment objectives, policies, and guidelines of the Texas Permanent School Fund and Bond Guarantee Program as adopted by the SBOE.

The full text of statutory citations can be found in the statutory authority section of this agenda.

PREVIOUS BOARD ACTION: At the September 2024 meeting, the board approved a recommended preliminary distribution rate to the Available School Fund (ASF) from the PSF of 3.45% for fiscal years 2026 and 2027.

BACKGROUND INFORMATION AND JUSTIFICATION: The distribution rate is to be determined by a vote of two-thirds of the total membership of the SBOE taken before the regular session of the legislature convenes. If the SBOE does not adopt a rate, then the legislature will adopt a rate by general law or appropriation. The current rate is 3.32% of the average market value for the trailing 16 state fiscal quarters ending November 30, 2022.

According to the General Appropriations Act (HB1): Permanent School Fund Distribution Rate, at least 45 days prior to the adoption of the distribution rate from the PSF to the ASF by the SBOE, the Texas Education Agency shall report to the Legislative Budget Board and the Governor on the following:

1. The distribution rate or rates under consideration
2. The assumptions and methodology used in determining the rate or rates under consideration
3. The annual amount the distribution rate or rates under consideration are estimated to provide, and the difference between them and the annual distribution amounts for the preceding three biennia
4. The optimal distribution amount for the preceding biennium, based on an analysis of intergenerational equity, and the difference between it and the actual distribution amount

Staff Member Responsible:
Robert L. Borden, Chief Executive Officer, Texas PSF Corporation

Commissioner's Comments

November 20, 2024

COMMITTEE OF THE FULL BOARD: DISCUSSION
STATE BOARD OF EDUCATION: NO ACTION

SUMMARY: This item provides an opportunity for the board to be briefed on current agenda items, agency operations, policy implementation, and public education-related legislation.

BOARD RESPONSE: Review and comment.

BACKGROUND INFORMATION AND JUSTIFICATION: On an as needed basis, the board will be briefed on significant public education issues and events.

Staff Member Responsible:
Ashley Merz, SBOE Policy Support Director

Proposed Amendment to 19 TAC Chapter 61, School Districts, Subchapter A, Board of Trustees Relationship, §61.1, Continuing Education for School Board Members
(Second Reading and Final Adoption)

November 22, 2024

COMMITTEE OF THE FULL BOARD: ACTION
STATE BOARD OF EDUCATION: ACTION

SUMMARY: This item presents for second reading and final adoption proposed amendment to 19 Texas Administrative Code (TAC) Chapter 61, School Districts, Subchapter A, Board of Trustees Relationship, §61.1, Continuing Education for School Board Members. The proposed amendment would establish new eligibility requirements for trainers of school boards to include a background check, establish that only individuals (not organizations) are eligible to provide training to school board trustees, and prohibit trainers of school boards from engaging in political advocacy during training. Technical edits are recommended since published as proposed.

STATUTORY AUTHORITY: Texas Education Code (TEC), §11.159.

TEC, §11.159, requires the State Board of Education (SBOE) to provide a training course for school board trustees.

The full text of statutory citations can be found in the statutory authority section of this agenda.

EFFECTIVE DATE: The proposed effective date of the proposed amendment is 20 days after filing as adopted with the Texas Register. Under TEC, §7.102(f), the SBOE must approve the rule action at second reading and final adoption by a vote of two-thirds of its members to specify an effective date earlier than the beginning of the 2025-2026 school year. The earlier effective date would protect the health, safety, and welfare of the residents of this state by updating the application requirements for school board member training providers as soon as possible.

PREVIOUS BOARD ACTION: Discussion items regarding possible amendments were presented at the January and November 2023 and June 2024 SBOE meetings. "At its September 2024 meeting, the SBOE approved for first reading and filing authorization a proposed amendment to §61.1.

BACKGROUND INFORMATION AND JUSTIFICATION: TEC, §11.159, Member Training and Orientation, requires the SBOE to provide a training course for school board trustees. Section 61.1 addresses this statutory requirement. School board trustee training under current SBOE rule includes a local school district orientation session; a basic orientation to the TEC; an annual team-building session with the local school board and the superintendent; specified hours of continuing education based on identified needs; training on evaluating student academic performance; training on identifying and reporting potential victims of sexual abuse, human trafficking, and other maltreatment of children; and training on school safety. In addition to establishing the conditions for the training courses required for school district trustees, §61.1 establishes the criteria for both registered providers of school board training and authorized providers of school board training.

The proposed amendment would update the application requirements to be a provider of school board member training. Specifically, amended subsection (c) would limit eligible providers to individuals, removing organizations from eligibility. Amended subsection (c)(1) would require the rejection of

applications that do not demonstrate the requisite training, experience, educational background, or expertise. New subsection (c)(2) would require applications to include a background check and would establish additional conditions under which an application would be rejected. New subsection (c)(3) would describe conditions under which a provider's status would be revoked. New subsection (c)(5) would describe conditions under which a non-registered provider may be involved in training school board trustees.

New subsection (d) would prohibit training providers from engaging in political advocacy while providing training. New subsection (d)(1) would define political advocacy for the purpose of this section, and new subsection (d)(2) would establish what political advocacy does not include. New subsection (d)(3) would require trainers to provide a written acknowledgement that he or she would not engage in political advocacy. New subsection (d)(4) would establish steps TEA would take if it determined that a provider engaged in political advocacy. New subsection (d)(5) would permit the SBOE to revoke a provider's eligibility if it determines that the provider engaged in political advocacy. New subsection (d)(6) would establish that the revocation of a provider's status would be for one year, unless determined otherwise by the SBOE. New subsection (d)(7) would establish that a provider is presumed to have engaged in political advocacy if the advocacy occurs during the training session. In addition, obsolete language related to implementation of the section would be removed.

Since published as proposed, technical edits are recommended in subsections (c) and (d) to align with administrative rule form and style guidelines and update cross references.

The SBOE approved the proposed amendment for first reading and filing authorization at its September 13, 2024, meeting.

FISCAL IMPACT: No changes have been made to this section since published as proposed.

The Texas Education Agency (TEA) has determined that there are no additional costs to state or local government, including school districts and open-enrollment charter schools, required to comply with the proposal.

LOCAL EMPLOYMENT IMPACT: No changes have been made to this section since published as proposed.

The proposal has no effect on local economy; therefore, no local employment impact statement is required under Texas Government Code, §2001.022.

SMALL BUSINESS, MICROBUSINESS, AND RURAL COMMUNITY IMPACT: No changes have been made to this section since published as proposed.

The proposal has no direct adverse economic impact for small businesses, microbusinesses, or rural communities; therefore, no regulatory flexibility analysis specified in Texas Government Code, §2006.002, is required.

COST INCREASE TO REGULATED PERSONS: No changes have been made to this section since published as proposed.

The proposal would impose a cost on regulated persons. A prospective provider of school board trustee training would be required to submit a background check from one of at least five providers approved by TEA. If the background check indicates the prospective provider has been convicted of a felony or crime of moral turpitude, the applicant would be rejected. At the time of filing as proposed, background checks

can cost between $50 and $100 according to several national background check providers. A provider of school board trustee training would be required to submit a new application (and new background check) every three years.

The rule is necessary to protect the health, safety, and welfare of the residents of this state.

TAKINGS IMPACT ASSESSMENT: No changes have been made to this section since published as proposed.

The proposal does not impose a burden on private real property and, therefore, does not constitute a taking under Texas Government Code, §2007.043.

GOVERNMENT GROWTH IMPACT: No changes have been made to this section since published as proposed.

TEA staff prepared a Government Growth Impact Statement assessment for this proposed rulemaking. During the first five years the proposed rulemaking would be in effect, it would expand an existing regulation by requiring a prospective provider of school board trustee training to submit a background check from one of at least five providers approved by TEA. If the background check indicates the prospective provider has been convicted of a felony or crime of moral turpitude, the applicant would be rejected.

The proposed rulemaking would not create or eliminate a government program; would not require the creation of new employee positions or elimination of existing employee positions; would not require an increase or decrease in future legislative appropriations to the agency; would not require an increase or decrease in fees paid to the agency; would not create a new regulation; would not limit or repeal an existing regulation; would not increase or decrease the number of individuals subject to its applicability; and would not positively or adversely affect the state's economy.

PUBLIC BENEFIT AND COST TO PERSONS: No changes have been made to this section since published as proposed.

TEA has determined that for each year of the first five years the proposal is in effect, the public benefit anticipated as a result of enforcing the proposal would be updating the application requirements to be a provider of school board member training to protect the health, safety, and welfare of the residents of this state. There is an anticipated economic cost to persons who are required to comply with the proposal. A prospective provider of school board trustee training would be required to submit a a background check from one of at least five providers approved by TEA. If the background check indicates the prospective provider has been convicted of a felony or crime of moral turpitude, the applicant would be rejected. At the time of filing as proposed, background checks can cost between $50 and $100 according to several national background check providers.

DATA AND REPORTING IMPACT: No changes have been made to this section since published as proposed.

The proposal would have no data or reporting impact.

PRINCIPAL AND CLASSROOM TEACHER PAPERWORK REQUIREMENTS: No changes have been made to this section since published as proposed.

TEA has determined that the proposal would not require a written report or other paperwork to be completed by a principal or classroom teacher.

PUBLIC COMMENTS: Following the September 2024 SBOE meeting, notice of the proposed amendment was filed with the Texas Register, initiating the public comment period. The public comment period on the proposal began October 11, 2024, and ended at 5:00 p.m. on November 12, 2024. No comments had been received at the time this item was prepared. A summary of any public comments received regarding the proposal will be provided to the SBOE prior to and during the November 2024 meeting. The SBOE will take registered oral and written comments on the proposal at the appropriate committee meeting in November 2024 in accordance with the SBOE board operating policies and procedures.

MOTION TO BE CONSIDERED: The State Board of Education:

> Approve for second reading and final adoption proposed amendment to 19 TAC Chapter 61, School Districts, Subchapter A, Board of Trustees Relationship, §61.1, Continuing Education for School Board Members; and
>
> Make an affirmative finding that immediate adoption of the proposed amendment to 19 TAC Chapter 61, School Districts, Subchapter A, Board of Trustees Relationship, §61.1, Continuing Education for School Board Members, is necessary and shall have an effective date of 20 days after filing as adopted with the Texas Register. *(Per TEC, §7.102(f), a vote of two-thirds of the members of the board is necessary for an earlier effective date.)*

Staff Members Responsible:
Steve Lecholop, Deputy Commissioner, Governance
Christopher Lucas, Director, Policy, Planning, and Operations, Governance

Attachment:
Text of Proposed Amendment to 19 TAC Chapter 61, School Districts, Subchapter A, Board of Trustees Relationship, §61.1, Continuing Education for School Board Members

ATTACHMENT
Text of Proposed Amendment to 19 TAC

Chapter 61. School Districts

Subchapter A. Board of Trustees Relationship

§61.1. Continuing Education for School Board Members.

(a) Under the Texas Education Code (TEC), §11.159, the State Board of Education (SBOE) shall adopt a framework for school board development [~~governance leadership~~] to be used in structuring continuing education for school board members. The framework shall be posted to the Texas Education Agency (TEA) website and shall be distributed annually by the president of each board of trustees to all current board members and the superintendent.

(b) The continuing education required under the TEC, §11.159, applies to each member of an independent school district board of trustees. All school board trainings and continuing education under this section shall comply with state law.

(1) Each school board member of an independent school district shall complete a local district orientation.

(A) The purpose of the local orientation is to familiarize new board members with local board policies and procedures and district goals and priorities.

(B) A candidate for school board may complete the training up to one year before he or she is elected or appointed. A newly elected or appointed school board member who did not complete this training in the year preceding his or her election or appointment must complete the training within 120 calendar days after election or appointment.

(C) The orientation shall be at least three hours in length.

(D) The orientation shall address local district practices in the following, in addition to topics chosen by the local district:

(i) curriculum and instruction;

(ii) business and finance operations;

(iii) district operations;

(iv) superintendent evaluation; and

(v) board member roles and responsibilities.

(E) Each board member should be made aware of the continuing education requirements of this section and those of the following:

(i) open meetings act in Texas Government Code, §551.005;

(ii) public information act in Texas Government Code, §552.012; and

(iii) cybersecurity in Texas Government Code, §2054.5191.

(F) The orientation shall be open to any board member who chooses to attend.

(2) Each school board member of an independent school district shall complete a basic orientation to the TEC and relevant legal obligations.

(A) The orientation shall have special, but not exclusive, emphasis on statutory provisions related to governing Texas school districts.

(B) A candidate for school board may complete the training up to one year before he or she is elected or appointed. A newly elected or appointed school board member who did not

complete this training in the year preceding his or her election or appointment must complete the training within 120 calendar days after election or appointment.

(C) The orientation shall be at least three hours in length.

(D) Topics shall include, but not be limited to, the TEC, Chapter 26 (Parental Rights and Responsibilities), and the TEC, §28.004 (Local School Health Advisory Council and Health Education Instruction).

(E) The orientation shall be provided by a regional education service center (ESC).

(F) The orientation shall be open to any board member who chooses to attend.

(G) The continuing education may be fulfilled through online instruction, provided that the training incorporates interactive activities that assess learning and provide feedback to the learner and offers an opportunity for interaction with the instructor.

(H) The ESC shall determine the clock hours of training credit to be awarded for successful completion of an online course and shall provide verification of completion as required in subsection (i) [~~(h)~~] of this section.

(3) After each session of the Texas Legislature, including each regular session and called session related to education, each school board member shall complete an update to the basic orientation to the TEC.

(A) The update session shall be of sufficient length to familiarize board members with major changes in statute and other relevant legal developments related to school governance.

(B) The update shall be provided by an ESC or a registered provider, as defined by subsection (c) of this section.

(C) A board member who has attended an ESC basic orientation session described in paragraph (2) of this subsection that incorporated the most recent legislative changes is not required to attend an update.

(D) The continuing education may be fulfilled through online instruction, provided that the training is designed and offered by a registered provider, incorporates interactive activities that assess learning and provide feedback to the learner, and offers an opportunity for interaction with the instructor.

(E) The ESC or registered provider shall determine the clock hours of training credit to be awarded for successful completion of an online course and shall provide verification of completion as required in subsection (i) [~~(h)~~] of this section.

(4) The entire board shall participate with their superintendent in a team-building session.

(A) The purpose of the team-building session is to enhance the effectiveness of the board-superintendent team and to assess the continuing education needs of the board-superintendent team.

(B) The session shall be held annually.

(C) The session shall be at least three hours in length.

(D) The session shall include a review of the roles, rights, and responsibilities of a local board , including its oversight relationship to administrators, as outlined in the framework for school board development [~~governance leadership~~] described in subsection (a) of this section.

(E) The assessment of needs shall be based on the framework for school board development [~~governance leadership~~] described in subsection (a) of this section and shall be used to plan continuing education activities for the year for the governance leadership team.

(F) The team-building session shall be provided by an ESC or a registered provider as described in subsection (c) of this section.

(G) The superintendent's participation in team-building sessions as part of the continuing education for board members shall represent one component of the superintendent's ongoing professional development.

(5) In addition to the continuing education requirements in paragraphs (1) through (4) of this subsection, each board member shall complete additional continuing education based on the framework for school board development [~~governance leadership~~] described in subsection (a) of this section.

(A) The purpose of continuing education is to address the continuing education needs referenced in paragraph (4) of this subsection.

(B) The continuing education shall be completed annually.

(C) In a board member's first year of service, he or she shall complete at least ten hours of continuing education in fulfillment of assessed needs.

(D) Following a board member's first year of service, he or she shall complete at least five hours of continuing education annually in fulfillment of assessed needs.

(E) A board president shall complete continuing education related to leadership duties of a board president as some portion of the annual requirement.

(F) At least 50% of the continuing education shall be designed and delivered by persons not employed or affiliated with the board member's local school district. No more than one hour of the required continuing education that is delivered by the local district may utilize self-instructional materials.

(G) The continuing education shall be provided by an ESC or a registered provider, as defined by subsection (c) of this section.

(H) The continuing education may be fulfilled through online instruction, provided that the training is designed and offered by a registered provider, incorporates interactive activities that assess learning and provide feedback to the learner, and offers an opportunity for interaction with the instructor.

(I) The ESC or registered provider shall determine the clock hours of training credit to be awarded for successful completion of an online course and shall provide verification of completion as required in subsection (i) [~~(h)~~] of this section.

(6) Each school board member shall complete continuing education on evaluating student academic performance and setting individual campus goals for early childhood literacy and mathematics and college, career, and military readiness.

(A) The purpose of the training on evaluating student academic performance is to provide research-based information to board members that is designed to support the oversight role of the board of trustees outlined in the TEC, §11.1515.

(B) The purpose of the continuing education on setting individual campus goals for early childhood literacy and mathematics and college, career, and military readiness is to facilitate boards meeting the requirements of TEC, §11.185 and §11.186.

(C) A candidate for school board may complete the training up to one year before he or she is elected or appointed. A newly elected or appointed school board member who did not complete this training in the year preceding his or her election or appointment must complete the training within 120 calendar days after election or appointment.

(D) The continuing education shall be completed every two years.

(E) The training shall be at least three hours in length.

(F) The continuing education required by this subsection shall include, at a minimum:

(i) instruction in school board behaviors correlated with improved student outcomes with emphasis on:

(I) setting specific, quantifiable student outcome goals; and

(II) adopting plans to improve early literacy and numeracy and college, career, and military readiness for applicable student groups evaluated in the Closing the Gaps domain of the state accountability system established under TEC, Chapter 39;

(ii) instruction in progress monitoring practices to improve student outcomes; and

(iii) instruction in state accountability with emphasis on the Texas Essential Knowledge and Skills, state assessment instruments administered under the TEC, Chapter 39, and the state accountability system established under the TEC, Chapter 39.

(G) The continuing education shall be provided by an authorized provider as defined by subsection (e) [~~(d)~~] of this section.

(H) If the training is attended by an entire school board and its superintendent, includes a review of local school district data on student achievement, and otherwise meets the requirements of subsection (b)(4) of this section, the training may serve to meet a school board member's obligation to complete training under subsection (b)(4) and (6) of this section, as long as the training complies with the Texas Open Meetings Act.

(7) Each board member shall complete continuing education on identifying and reporting potential victims of sexual abuse, human trafficking, and other maltreatment of children in accordance with TEC, §11.159(c)(2).

(A) A candidate for school board may complete the training up to one year before he or she is elected or appointed. A newly elected or appointed school board member who did not complete this training in the year preceding his or her election or appointment must complete the training within 120 calendar days after election or appointment.

(B) The training shall be completed every two years.

(C) The training shall be at least one hour in length.

(D) The training must familiarize board members with the requirements of TEC, §38.004 and §38.0041, and §103.1401 [~~§61.1051~~] of this title (relating to Reporting Child Abuse or Neglect, Including Trafficking of a Child).

(E) The training required by this subsection shall include, at a minimum:

(i) instruction in best practices of identifying potential victims of child abuse, human trafficking, and other maltreatment of children;

(ii) instruction in legal requirements to report potential victims of child abuse, human trafficking, and other maltreatment of children; and

(iii) instruction in resources and organizations that help support victims and prevent child abuse, human trafficking, and other maltreatment of children.

(F) The training sessions shall be provided by a registered provider as defined by subsection (c) of this section.

(G) This training may be completed online, provided that the training is designed and offered by a registered provider, incorporates interactive activities that assess learning and provide feedback to the learner, and offers an opportunity for interaction with the instructor.

(H) The registered provider shall determine the clock hours of training credit to be awarded for successful completion of an online course and shall provide verification of completion as required in subsection (i) [~~(h)~~] of this section.

(c) For the purposes of this section, a registered provider has demonstrated proficiency in the content required for a specific training. An individual applicant [~~A private or professional organization, school district, government agency, college/university, or private consultant~~] shall register with the TEA to provide the board member continuing education required in subsection (b)(3), (5), and (7) of this section. Groups and organizations are not [~~no longer~~] eligible for registration.

(1) The applicant's registration application [~~process~~] shall include documentation of the applicant's [~~provider's~~] training , experience, educational background, and/or expertise in the activities and areas covered in the framework for school board development. A registration application that does not demonstrate the training, experience, educational background, and/or expertise shall be rejected [~~governance leadership~~] .

(2) TEA will provide each applicant with a list of at least five [~~(5)~~] TEA approved background check providers. The applicant's registration application shall include a background check report from one of the approved providers. A registration application that does not include a background check report shall be rejected , and [~~; or~~] a registration application that includes a background check report documenting an applicant's felony or crime of moral turpitude conviction shall be rejected.

(3) TEA shall revoke a registered provider's status upon notification and confirmation that a registered provider has been convicted of a felony or a crime of moral turpitude. A registered provider will be given an opportunity to promptly contest [~~a claim~~] in writing , [~~:~~] within 30 days, a claim that the registered provider was convicted. TEA will respond within 30 days of its decision. An informal hearing will be conducted by TEA upon request from the registered provider. Registration shall be withheld until confirmation of registration is received from TEA.

(4) [~~(2)~~] An updated registration shall be required of a provider of continuing education every three years.

(5) A registered provider may present with other panel members, speakers, or presenters for credit . Those [~~, however those~~] panel members, speakers, or presenters must comply with subsections (d)-(m) [~~will comply with the remainder~~] of this section [~~:~~] but are not required to comply with paragraphs (1)-(4) of this subsection. Any violation of this section by the other panel members, speakers, or presenters is the responsibility of the registered provider.

(6) [~~(3)~~] A school district that provides continuing education exclusively for its own board members is not required to register.

(7) [~~(4)~~] An ESC is not required to register under this subsection.

(d) A provider of training under this section may not engage in political advocacy while providing the training under this section.

(1) For the purposes of this section [~~rule~~] , political advocacy means:

(A) supporting [~~Supporting~~] or opposing political candidate(s), a particular party , or a group of candidates who hold a particular political viewpoint or position, specifically or by unmistakable implication, with the intent to influence the outcome of an election or appointment ; and/or

(B) supporting [~~Supporting~~] or opposing a political or policy position with the intent of influencing the outcome of a legislative, rulemaking , or other policy process.

(2) [~~(C)~~] Political advocacy shall not include discussions on fostering legislative relationships, legislative or rulemaking processes , or legislative or policy updates.

(3) [~~(2)~~] If a provider is required to register under subsection (c) of this section, the provider shall provide a written acknowledgement, provided by the agency, indicating that the provider shall not engage in political advocacy while providing training. A registration application that does not include an acknowledgement shall be rejected.

(4) [~~(3)~~] If the agency determines a provider engaged in political advocacy while providing training, the agency shall:

(A) issue a warning to the provider;

(B) request that the provider submit a written explanation from the provider explaining the events and what action, if any, has or will be taken to prevent a future violation; and

(C) notify members of the State Board of Education of the warning issued to the provider and include any written explanation from the provider.

(5) [~~(4)~~] The board may remove the registration or the authorization to provide training under this section for an individual, school district, or regional service center if the board determines that the provider engaged in political advocacy while providing training under this section.

(6) [~~(5)~~] Removal of registration or authorization under paragraph (5) [~~(4)~~] of this subsection shall be for a term of one year unless modified by the board.

(7) [~~(6)~~] A provider is presumed to have provided political advocacy while providing training under this section if the political advocacy occurs during that training session.

(e) [~~(d)~~] An authorized provider meets all the requirements of a registered provider and has demonstrated proficiency in the content required in subsection (b)(4) and (6) of this section. Proficiency may be demonstrated by completing a TEA-approved train-the-trainer course that includes evaluation on the topics and following a review of the provider's qualifications and course design, or through other means as determined by the commissioner.

(1) A [~~private or professional organization,~~] school district or individual [~~, government agency, college/university, or private consultant~~] may be authorized by TEA to provide the board member training required in subsection (b)(4) and (6) of this section.

(2) An ESC shall be authorized by TEA to provide the board member training required in subsection (b)(4) and (6) of this section.

(3) The authorization process shall include documentation of the provider's training and/or expertise in the activities and areas covered in the framework for school board development [~~governance leadership~~] .

(4) An updated authorization shall be required of a provider of training every three years.

(f) [~~(e)~~] No continuing education shall take place during a school board meeting unless that meeting is called expressly for the delivery of board member continuing education. However, continuing education may take place prior to or after a legally called board meeting in accordance with the provisions of the Texas Government Code, §551.001(4).

(g) [~~(f)~~] An ESC board member continuing education program shall be open to any interested person, including a current or prospective board member. A district is not responsible for any costs associated with individuals who are not current board members.

(h) [~~(g)~~] A registration fee shall be determined by ESCs to cover the costs of providing continuing education programs offered by ESCs.

(i) [~~(h)~~] For each training described in this section, the provider of continuing education shall provide verification of completion of board member continuing education to the individual participant and to the participant's school district. The verification must include the provider's authorization or registration number.

(j) [~~(i)~~] To the extent possible, the entire board shall participate in continuing education programs together.

(k) [~~(j)~~] At the last regular meeting of the board of trustees before an election of trustees, the current president of each local board of trustees shall announce the name of each board member who has completed the required continuing education, who has exceeded the required hours of continuing education, and who is deficient in meeting the required continuing education as of the anniversary of the date of each board member's election or appointment to the board or two-year anniversary of his or her previous training, as applicable. The announcement shall state that completing the required continuing education is a basic

obligation and expectation of any sitting board member under SBOE rule. The minutes of the last regular board meeting before an election of trustees must reflect whether each trustee has met or is deficient in meeting the training required for the trustee as of the first anniversary of the date of the trustee's election or appointment or two-year anniversary of his or her previous training, as applicable. The president shall cause the minutes of the local board to reflect the announcement and, if the minutes reflect that a trustee is deficient in training as of the anniversary of his or her joining the board, the district shall post the minutes on the district's Internet website within 10 business days of the meeting and maintain the posting until the trustee meets the requirements.

(l) [~~(k)~~] Annually, the SBOE shall commend those local board-superintendent teams that complete at least eight hours of the continuing education specified in subsection (b)(4) and (5) of this section as an entire board-superintendent team.

(m) [~~(l)~~] Annually, the SBOE shall commend local board-superintendent teams that effectively implement the commissioner's trustee improvement and evaluation tool developed under the TEC, §11.182, or any other tool approved by the commissioner.

[~~(m) This section will be implemented May 1, 2020. This section as it read prior to adoption by the SBOE at its January 2020 meeting controls continuing education for school board members until May 1, 2020.~~]

Public Hearing on Proposed Texas Essential Knowledge and Skills for Middle School Advanced Mathematics

November 20, 2024

COMMITTEE OF THE FULL BOARD: DISCUSSION
STATE BOARD OF EDUCATION: NO ACTION

SUMMARY: A public hearing before the State Board of Education (SBOE) is scheduled for Wednesday, November 20, 2024. Testimony will be presented regarding Texas Essential Knowledge and Skills (TEKS) to support middle school advanced mathematics programs designed to enable students to enroll in Algebra I in eighth grade. In accordance with SBOE operating procedures, oral testimony will be limited to two minutes per person.

STATUTORY AUTHORITY: Texas Education Code (TEC), §§7.102(c)(4), 28.002(a) and (c), and 28.029.

TEC, §7.102(c)(4), requires the State Board of Education (SBOE) to establish curriculum and graduation requirements.

TEC, §28.002(a), identifies the subjects of the required curriculum.

TEC, §28.002(c), requires the SBOE to identify by rule the essential knowledge and skills of each subject in the required curriculum that all students should be able to demonstrate and that will be used in evaluating instructional materials and addressed on the state assessment instruments.

TEC, §28.029, requires school districts and open-enrollment charter schools to develop an advanced mathematics program for middle school students that is designed to enable those students to enroll in Algebra I in eighth grade.

The full text of statutory citations can be found in the statutory authority section of this agenda.

BACKGROUND INFORMATION AND JUSTIFICATION: The SBOE adopted the TEKS for all subjects effective September 1, 1998. The mathematics TEKS were amended effective August 1, 2006. The secondary mathematics TEKS were amended effective February 22, 2009. The mathematics TEKS were again amended effective September 12, 2012.

At the June 2019 SBOE meeting, the board held a work session to discuss updating the TEKS and instructional materials review and adoption schedule. At the September 2019 meeting, the board approved the schedule through the 2030-2031 school year. The board held another work session to discuss updates to the TEKS and instructional materials review and adoption schedule at the January 2021 meeting. The board approved updates to the TEKS and instructional materials review and adoption schedule at the April 2021 meeting. At the April 2023 SBOE meeting, the board approved changes to the TEKS review process, including the addition of a process for selecting work group members. At the June 2024 SBOE meeting, the board approved moving forward with the establishment of TEKS for middle school advanced mathematics. At the September 2024 SBOE meeting, the board directed the work group to present recommendations for two models for middle school advanced mathematics TEKS. One model must be based on the importance of keeping the sixth grade TEKS similar to the current TEKS and would combine the seventh and eighth grade TEKS into seventh grade. The SBOE gave the work group leeway to analyze models from Barbers Hill Independent School District (ISD), Tomball ISD, and other school

districts to develop recommendations for the second model. Additionally, the SBOE directed the work group to recommend one of the two models for the SBOE's further consideration.

Discussion of proposed TEKS for middle school advanced mathematics is presented for discussion as a separate item in this agenda.

Staff Members Responsible:
Monica Martinez, Associate Commissioner, Standards and Programs
Jessica Snyder, Senior Director, Curriculum Standards and Student Support

Discussion of Proposed Texas Essential Knowledge and Skills for Middle School Advanced Mathematics

November 22, 2024

COMMITTEE OF THE FULL BOARD: ACTION
STATE BOARD OF EDUCATION: ACTION

SUMMARY: This item provides the opportunity for the committee to discuss proposed Texas Essential Knowledge and Skills (TEKS) to support middle school advanced mathematics programs designed to enable students to enroll in Algebra I in eighth grade and for the board to provide additional direction to the work group.

STATUTORY AUTHORITY: Texas Education Code (TEC), §§7.102(c)(4), 28.002(a) and (c), and 28.029.

TEC, §7.102(c)(4), requires the State Board of Education (SBOE) to establish curriculum and graduation requirements.

TEC, §28.002(a), identifies the subjects of the required curriculum.

TEC, §28.002(c), requires the SBOE to identify by rule the essential knowledge and skills of each subject in the required curriculum that all students should be able to demonstrate and that will be used in evaluating instructional materials and addressed on the state assessment instruments.

TEC, §28.029, requires school districts and open-enrollment charter schools to develop an advanced mathematics program for middle school students that is designed to enable those students to enroll in Algebra I in Grade 8.

The full text of statutory citations can be found in the statutory authority section of this agenda.

PREVIOUS BOARD ACTION: The SBOE adopted the TEKS for all subjects effective September 1, 1998. The mathematics TEKS were amended effective August 1, 2006. The secondary mathematics TEKS were amended effective February 22, 2009. The mathematics TEKS were again amended effective September 12, 2012.

The board approved updates to the TEKS and instructional materials review and adoption schedule at the April 2021 meeting. At the April 2023 SBOE meeting, the board approved changes to the TEKS review process, including the addition of a process for selecting work group members. At the June 2024 SBOE meeting, the board approved moving forward with the establishment of TEKS for middle school advanced mathematics. At the September 2024 SBOE meeting, the SBOE provided direction to the middle school advanced mathematics TEKS work group.

BACKGROUND INFORMATION AND JUSTIFICATION: The board received training from a standards writing advisor at the July 2014 meeting. The standards writing advisor provided additional training to Texas Education Agency (TEA) staff in October 2014 to support future facilitation of the TEKS review committees.

In 2017, the SBOE significantly revised the process for the review and revision of the TEKS. At the November 2018 meeting, the SBOE approved updates to the 2017 TEKS review and revision process to

better clarify the process. The updated process was used for the review of the physical education, health education, and science TEKS.

At the January 2021 meeting, the board held a work session to discuss the timeline for the TEKS review and revision process and associated activities, including updates to State Board for Educator Certification teacher assignment rules and certification exams, adoption of instructional materials, and the completion of the Texas Resource Review. The board discussed potential adjustments to the TEKS and Instructional Materials Review and Adoption Schedule. At the April 2021 meeting, the SBOE approved revisions to the TEKS and Instructional Materials Review and Adoption Schedule.

At the April 2023 SBOE meeting, the board discussed and approved changes to the TEKS review process, including approving a process for selecting work group members.

At the April 2024 meeting, TEA staff shared an overview of upcoming interrelated needs for TEKS review and revision and instructional materials review and approval (IMRA) and identified two needs related to mathematics, including options for instructional materials for accelerated learning and establishing TEKS to support middle school advanced mathematics pathways. At the June 2024 meeting, the board approved moving forward with the establishment of TEKS for middle school advanced mathematics and inclusion of advanced mathematics in a future IMRA process.

Applications to serve on the middle school advanced mathematics TEKS work group were collected by TEA in July and August 2024. TEA provided SBOE members with the applications for approval to serve on the work group in late August.

At the September 2024 SBOE meeting, the board directed the work group to present two models for middle school advanced mathematics TEKS. One model must be based on the importance of keeping the Grade 6 TEKS similar to the current TEKS and would combine the Grades 7 and 8 TEKS into Grade 7. The SBOE gave the work group leeway to analyze models from Barbers Hill Independent School District (ISD), Tomball ISD, and other school districts to develop recommendations for the second model. Additionally, the SBOE directed the work group to recommend one of the two models for the SBOE's further consideration. Work groups convened for two face-to-face meetings to develop recommendations for the proposed TEKS for middle school advanced mathematics in October.

This item provides an opportunity for the board to provide additional direction to the work group on proposed models for middle school advanced mathematics.

A public hearing item regarding proposed TEKS for middle school advanced mathematics is presented for discussion as a separate item in this agenda.

Staff Members Responsible:
Monica Martinez, Associate Commissioner, Standards and Programs
Jessica Snyder, Senior Director, Curriculum Standards and Student Support

Separate Exhibit:
Text of Proposed Texas Essential Knowledge and Skills (TEKS) for Middle School Advanced Mathematics
(to be provided in advance of the November 2024 SBOE meeting)

Public Hearing on Proposed New Career and Technical Education Texas Essential Knowledge and Skills in Engineering

November 20, 2024

COMMITTEE OF THE FULL BOARD: DISCUSSION
STATE BOARD OF EDUCATION: NO ACTION

SUMMARY: A public hearing before the State Board of Education (SBOE) is scheduled for Wednesday, November 20, 2024. Testimony will be presented regarding proposed new Texas Essential Knowledge and Skills (TEKS) for courses in engineering. In accordance with SBOE operating procedures, oral testimony will be limited to two minutes per person.

STATUTORY AUTHORITY: Texas Education Code (TEC), §§7.102(c)(4); 28.002(a), (c), and (j); and 28.025(a) and (b-2)(2).

TEC, §7.102(c)(4), requires the State Board of Education (SBOE) to establish curriculum and graduation requirements.

TEC, §28.002(a), identifies the subjects of the required curriculum.

TEC, §28.002(c), requires the SBOE to identify by rule the essential knowledge and skills of each subject in the required curriculum that all students should be able to demonstrate and that will be used in evaluating instructional materials and addressed on the state assessment instruments.

TEC, §28.002(j), allows the SBOE by rule to require laboratory instruction in secondary science courses and require a specific amount or percentage of time in a secondary science course that must be laboratory instruction.

TEC, §28.025(a), requires the SBOE to determine by rule the curriculum requirements for the foundation high school graduation program that are consistent with the required curriculum under the TEC, §28.002.

TEC, §28.025(b-2)(2), requires the SBOE to allow a student by rule to comply with the curriculum requirements for the third and fourth mathematics credits under TEC, §28.025(b-1)(2), or the third and fourth science credits under TEC, §28.025(b-1)(3), by successfully completing a CTE course designated by the SBOE as containing substantially similar and rigorous content.

The full text of statutory citations can be found in the statutory authority section of this agenda.

BACKGROUND INFORMATION AND JUSTIFICATION: In accordance with statutory requirements that the SBOE identify by rule the essential knowledge and skills of each subject in the required curriculum, the SBOE follows a board-approved cycle to review and revise the essential knowledge and skills for each subject.

During the November 2022 meeting, the SBOE approved a timeline for the review of CTE courses for 2022-2025. Also at the meeting, the SBOE approved a specific process to be used in the review and revision of the CTE TEKS. The CTE-specific process largely follows the process for TEKS review for other subject areas but was adjusted to account for differences specific to CTE. The 2022-2025 CTE cycle identifies two reviews, beginning with the winter 2023 review of a small group of courses in career preparation and entrepreneurship. An abbreviated version of the new CTE TEKS review process was used

for the winter 2023 review. The second review in the 2022-2025 CTE TEKS review cycle began in summer 2023. The complete CTE TEKS review process was used for the summer 2023 CTE TEKS review. The SBOE adopted new CTE TEKS for agribusiness, animal science, plant science, aviation maintenance, and STEM courses that may satisfy science graduation requirements at the April 2024 SBOE meeting.

Texas Education Agency (TEA) staff began supporting a CTE TEKS review for engineering in December 2023. Applications to serve on the engineering 2024 CTE TEKS review work groups were collected by TEA from December 2023 through April 2024. TEA staff provided SBOE members with batches of applications for approval to serve on a CTE work group in February, March, and April 2024. Work groups were convened to develop recommendations for the CTE courses in May, June, July, and August 2024. The proposal would ensure the standards for engineering remain current and support relevant and meaningful programs of study.

Discussion of proposed revisions to Career and Technical Education Texas Essential Knowledge and Skills in Engineering is presented for discussion as a separate item in this agenda.

Staff Members Responsible:
Monica Martinez, Associate Commissioner, Standards and Programs
Jessica Snyder, Senior Director, Curriculum Standards and Student Support

Discussion of Proposed New Career and Technical Education Texas Essential Knowledge and Skills for Engineering

November 20, 2024

COMMITTEE OF THE FULL BOARD: DISCUSSION
STATE BOARD OF EDUCATION: NO ACTION

SUMMARY: This item provides the opportunity for the committee to discuss proposed new career and technical education (CTE) Texas Essential Knowledge and Skills (TEKS) for engineering. The proposal would add new and update existing courses in the civil engineering, engineering foundations, and mechanical and aerospace design programs of study to ensure the content of the courses supports relevant and meaningful programs of study.

STATUTORY AUTHORITY: Texas Education Code (TEC), §§7.102(c)(4); 28.002(a), (c), and (j); and 28.025(a) and (b-2)(2).

TEC, §7.102(c)(4), requires the State Board of Education (SBOE) to establish curriculum and graduation requirements.

TEC, §28.002(a), identifies the subjects of the required curriculum.

TEC, §28.002(c), requires the SBOE to identify by rule the essential knowledge and skills of each subject in the required curriculum that all students should be able to demonstrate and that will be used in evaluating instructional materials and addressed on the state assessment instruments.

TEC, §28.002(j), allows the SBOE by rule to require laboratory instruction in secondary science courses and require a specific amount or percentage of time in a secondary science course that must be laboratory instruction.

TEC, §28.025(a), requires the SBOE to determine by rule the curriculum requirements for the foundation high school graduation program that are consistent with the required curriculum under TEC, §28.002.

TEC, §28.025(b-2)(2), requires the SBOE to allow a student by rule to comply with the curriculum requirements for the third and fourth mathematics credits under TEC, §28.025(b-1)(2), or the third and fourth science credits under TEC, §28.025(b-1)(3), by successfully completing a CTE course designated by the SBOE as containing substantially similar and rigorous content.

The full text of statutory citations can be found in the statutory authority section of this agenda.

BACKGROUND INFORMATION AND JUSTIFICATION: In accordance with statutory requirements that the SBOE identify by rule the essential knowledge and skills of each subject in the required curriculum, the SBOE follows a board-approved cycle to review and revise the essential knowledge and skills for each subject.

During the November 2022 meeting, the SBOE approved a timeline for the review of CTE courses for 2022-2025. Also at the meeting, the SBOE approved a specific process to be used in the review and revision of the CTE TEKS. The CTE-specific process largely follows the process for TEKS review for other subject areas but was adjusted to account for differences specific to CTE. The 2022-2025 CTE cycle identified two reviews, beginning with the winter 2023 review of a small group of courses in career

preparation and entrepreneurship. An abbreviated version of the new CTE TEKS review process was used for the winter 2023 review. The second review in the 2022-2025 CTE TEKS review cycle began in summer 2023. The complete CTE TEKS review process was used for the summer 2023 CTE TEKS review. The SBOE adopted new CTE TEKS for agribusiness, animal science, plant science, aviation maintenance, and STEM courses that may satisfy science graduation requirements at the April 2024 SBOE meeting.

Texas Education Agency (TEA) staff began a CTE TEKS review for engineering in December 2023. Applications to serve on the engineering 2024 CTE TEKS review work groups were collected by TEA from December 2023 through April 2024. TEA staff provided SBOE members with batches of applications for approval to serve on a CTE work group in February, March, and April 2024. Work groups were convened to develop recommendations for the CTE courses in May, June, July, and August 2024. The proposal would ensure the standards for engineering support relevant and meaningful programs of study. The attachments to this item reflect the text of the proposed new TEKS.

A public hearing regarding proposed revisions to the TEKS for courses in engineering is presented as a separate item in this agenda.

Staff Members Responsible:
Monica Martinez, Associate Commissioner, Standards and Programs
Jessica Snyder, Senior Director, Curriculum Standards and Student Support

Attachment I:
CTE TEKS Review Draft Recommendations, Engineering Foundations

Attachment II:
CTE TEKS Review Draft Recommendations, Civil Engineering

Attachment III:
CTE TEKS Review Draft Recommendations, Mechanical and Aerospace Engineering

Texas Essential Knowledge and Skills (TEKS) for Career and Technical Education Draft Recommendations

Engineering Foundations Program of Study

Courses: Engineering Design Process, Environmental Sustainability, Fluid Mechanics, Mechanics of Materials, Programming for Engineers, Statics, Engineering Design and Presentation I, Engineering Design and Presentation II, Engineering Design and Problem Solving, Practicum in Engineering

---

The document reflects the draft recommendations to the career and technical education (CTE) Texas Essential Knowledge and Skills (TEKS) that have been recommended by the State Board of Education's TEKS review work groups.

Proposed additions and new courses are shown in green font with underline (additions). Proposed deletions are shown in red font with strikethroughs (~~deletions~~). Text proposed to be moved from its current student expectation is shown in purple italicized font with strikethrough (~~*moved text*~~) and is shown in the proposed new location in purple italicized font with underlines (*new text location*). Numbering for the knowledge and skills statements in the document will be finalized when the proposal is prepared to file with the *Texas Register*.

Comments in the right-hand column provide explanations for the proposed changes. The following notations may be used as part of the explanations.

Abbreviation	Description
CCRS	refers to the College and Career Readiness Standards
CD	refers to cross disciplinary standards in the CCRS
ELA	refers to English language arts standards in the CCRS
M	refers to mathematics standards in the CCRS
SCI	refers to science standards in the CCRS
SS	refers to social studies standards in the CCRS
KS	refers to knowledge and skills statement
SE	refers to student expectation

Table of Contents

§127.XX Engineering Design Process (One Credit), Adopted 2025.		
	TEKS with edits	Work Group Comments/Rationale
(a)	Implementation. The provisions of this section shall be implemented by school districts beginning with the 2025-2026 school year.	
(b)	General requirements. This course is recommended for students in Grades 9-10. Prerequisite: Algebra I; Recommended prerequisite:	9-10, Recommended prereq: Algebra I, Level I Engineering Course
(c)	Introduction.	
(1)	Career and technical education instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.	
(2)	The Engineering Career Cluster focuses on planning, designing, testing, building, and maintaining of machines, structures, materials, systems, and processes using empirical evidence and science, technology, and math principles. This career cluster includes occupations ranging from mechanical engineer and drafter to electrical engineer and to mapping technician.	
(3)	Students enrolled in Engineering Design Process will transition from teacher given engineering problems to problems that students find independently and creating solutions.	
(4)	Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.	
(5)	Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.	
(d)	Knowledge and skills.	
(1)	The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	New employability strand
(A)	explain the importance of dressing appropriately, speaking politely, and conducting oneself in a manner appropriate for the profession and work site;	

(B)	describe teamwork, group dynamics, and conflict resolution and how they can impact the collective outcome;	
(C)	present written and oral technical communication in a clear, concise, and effective manner for a variety of purposes and audiences;	
(D)	identify time-management skills such as prioritizing tasks, following schedules, and tending to goal-relevant activities and how these practices optimize efficiency and results;	
(E)	define work ethic and discuss the characteristics of a positive work ethic, including punctuality, dependability, reliability, and responsibility for reporting for duty and performing assigned tasks;	
(F)	discuss the importance of professionalism and ethics in engineering design as defined by professional organizations such as the National Society of Professional Engineers;	
(G)	demonstrate respect for diversity in the workplace;	
(H)	identify consequences relating to discrimination, harassment, and inequality;	
(I)	identify and discuss elements of professional codes of conduct or creeds in engineering such as the National Society of Professional Engineers Code of Ethics for Engineers;	
(J)	discuss the importance of safety in the workplace and why it is critical for employees and employers to maintain a safe work environment; and	
(K)	describe the roles and responsibilities of managers.	
(2)	The student understands that there are different stages of the engineering design process and the importance of working through each stage as part of an iterative process. The student is expected to:	Engineering design process strand
(A)	explain the importance of defining an engineering problem as an initial step in the engineering design process;	CCRS SCI I.A.3
(B)	describe the research stage of the engineering design process;	CCRS SCI III.B.1; III.B.3; III.D.1; III.D.2; IV.B.1
(C)	define ideation and conceptualization and discuss the role these processes play in innovation and problem solving;	
(D)	explain the processes of selecting an idea or concept for detailed prototype design, development, and testing;	
(E)	describe the purpose of non-technical drawings, technical drawings, models, and prototypes in designing a solution to an engineering problem;	

(F)	describe the process of relevant experimental design, conducting tests, collecting data, and analyzing data to evaluate potential solutions;	CCRS SCI I.A.4; I.B.1; III.B.2
(G)	explain how the engineering design process is iterative and the role reflection plays in developing an optimized engineering solution; and	
(H)	describe the purpose of effective communication of the engineering solution as obtained through the engineering design process to various audiences.	CCRS SCI I.E.1; III.C.1
(3)	The student explores and develops skills to solve problems, make decisions, and manage a project. The student is expected to:	CCRS SCI I.C.1
(A)	discuss strategies for managing time, setting deadlines, and prioritizing to accomplish goals;	
(B)	identify constraints and describe the importance of planning around constraints, including budgets, resources, and materials;	
(C)	define milestones and deliverables and explain the advantages of dividing a large project into smaller milestones and deliverables;	
(D)	identify different types of communication and explain how different types of communication lead to successful teamwork on a shared project in a professional setting; and	
(E)	identify strategies to solve problems and describe how problem-solving is utilized to accomplish personal and team objectives.	
(4)	The student understands the foundations of occupational safety and health. The student is expected to:	CCRS SCI I.C.2; I.C.3
(A)	explain and discuss the responsibilities of workers and employers to promote safety and health in the workplace and the rights of workers to a secure workplace;	
(B)	explain the role industrial hygiene plays in occupational safety and explain various types of industrial hygiene hazards, including physical, chemical, biological, and ergonomic;	
(C)	identify and explain the appropriate use of types of personal protective equipment used in industry;	
(D)	discuss the importance of safe walking and working surfaces in the workplace and best practices for preventing or reducing slips, trips, and falls in the workplace;	
(E)	describe types of electrical hazards in the workplace and the risks associated with these hazards and describe control methods to prevent electrical hazards in the workplace; and	
(F)	identify workplace health and safety resources, including emergency plans and Safety Data Sheets, and discuss how these resources are used to make decisions in the workplace.	

(5)	The student understands the value of maintaining documentation using an engineering notebook. The student is expected to:	CCRS SCI III.A.1
(A)	explain the purpose and legal value of maintaining an engineering notebook as intellectual property;	
(B)	describe the proper implementation of an engineering notebook, including notebook type, documentation, signatures, adding external materials, sealing, and dating;	And purpose
(C)	create and maintain an engineering notebook by recording ideas, notes, decisions, findings, and corrections; including deficiencies in the design process, and decisions throughout the entire design process; and	
(D)	communicate progress during the engineering design process at regular intervals using various methods such as written reports, informal presentations, and formal presentations.	
(6)	The student understands how to conduct research in the engineering design process. The student is expected to:	CCRS SCI III.B.1; III.B.3
(A)	explain the advantages and disadvantages of emerging technologies and practices in the research process;	CCRS SCI IV.B.1
(B)	explain the importance of identifying and synthesizing information from a variety of sources in the research process;	CCRS SCI III.D.2
(C)	explain the ethical acquisition and use of digital information;	CCRS SCI I.D.1; III.D.1; IV.B.1-2
(D)	explain how to use and cite source material ethically and appropriately;	CCRS SCI IV.B.1
(E)	define and discuss intellectual property laws such as patents, copyrights, and proprietary information in the research process; and	
(F)	identify limitations in the research process.	
(7)	The student understands the process of creating and refining a problem statement in the engineering design process. The student is expected to:	Create a problem statement, who/when/where/why/how; details of the problem, real or simulated; Properly formulating questions; include real or simulated budgets; design brief is a live document
(A)	explain the essential components of a problem statement such as who the problem affects, when it is a problem, where the problem happens, and the magnitude of the problem;	
(B)	describe different methods for creating and refining a problem statement such as questioning, observation, and stakeholder needs;	

(C)	create a problem statement that is concise, specific, and measurable;	
(D)	collect, analyze, and interpret information relevant to a problem statement;	CCRS SCI III.D.2
(E)	modify a problem statement as necessary based on information acquired from using processes or various analysis tools such as fishbone charts, root-cause analysis, 80-20 rule, heat maps, survey results, and end-user input;	
(F)	explain the purpose of a technical document that brings together the objectives, constraints, data, alternatives, and design solutions such as a design brief or design basis, in the engineering design process; and	CCRS SCI III.C.1
(G)	compile a technical document that includes a problem statement, constraints, resources, budget, timeline, deliverables, and solution criteria such as quality, risk, and extent to which problem is solved.	CCRS SCI II.A.7; III.A.1; III.C.1
(8)	The student understands the importance of conceptualizing a solution in the engineering design process. The student is expected to:	
(A)	discuss the importance of creativity in engineering, innovation, and problem solving;	
(B)	explain and use various techniques for idea generation such as brainstorming, mapping, storyboarding, sketching, questioning, reverse engineering, natural solutions, to create solution concepts;	
(C)	explain the similarities and differences between designing a solution in the classroom versus a solution in the real world;	
(D)	analyze and evaluate solutions using the criteria established from a technical document;	
(E)	explain the importance of capturing stakeholder feedback to refine solution concepts; and	
(F)	explain and use various techniques for gathering end-user input such as focus groups, interviews, and surveys to refine solution concepts.	
(9)	The student creates technical drawings in the engineering design process. The student is expected to:	Create Materials List for Prototype; Virtual Prototype; Prototype by hand, machine, or both CCRS SCI V.E.1-2
(A)	explain the role of freehand sketching, freehand modeling, technical drawing, and technical modeling in the development of a prototype or solution;	
(B)	create nontechnical representations such as sketches, drawings, or models of a solution with relevant annotations;	

(C)	use a nontechnical representation of a solution to develop a technical model of the solution; and	
(D)	create technical drawings, including single-view projections, multi-view projections, and orthographic views, using industry standards.	
(10)	The student creates prototypes in the engineering design process. The student is expected to:	
(A)	explain the role of prototypes in the development of a solution;	
(B)	identify and describe the steps needed to produce a prototype;	
(C)	identify and use appropriate tools, equipment, machines, and materials to produce the prototype; and	
(D)	present the prototype using presentation software.	CCRS SCI III.C.1
(11)	The student tests and evaluates a prototype or solution using experiments, data, and end-user feedback. The student is expected to:	CCRS SCI III.B.2; V.E.1-2
(A)	explain the purpose of conducting tests on a prototype or solution;	
(B)	design appropriate protocols for testing a prototype or solution;	
(C)	analyze, evaluate, and critique a prototype or solution by using observational and experimental testing, empirical evidence, and statistical analysis;	CCRS SCI I.A.4
(D)	collect end-user feedback using appropriate protocols such as focus groups, interviews, and surveys to evaluate a prototype or solution; and	
(E)	identify the successes and failures of a prototype or solution based on the criteria established in the testing protocols and technical document to determine next steps in the engineering design process.	
(12)	The student understands the iterative nature of the engineering design process to develop a solution. The student is expected to:	CCRS SCI II.A.6-7
(A)	analyze design flaws of a prototype or solution using various tools such as fishbone charts, root-cause analysis, 80-20 rule, heat maps, survey results, and end-user feedback;	
(B)	iterate steps of the design process, as necessary, to improve and optimize a solution; and	
(C)	evaluate the potential impact of a solution on the original problem identified during the design process.	

(13)	The student prepares and delivers a professional presentation detailing the experience of working through each step of the engineering design process to create a viable solution. The student is expected to:	CCRS SCI III.C.1
(A)	prepare and deliver a presentation detailing the experience of working through each step of the engineering design process to create a viable solution;	
(B)	solicit and evaluate feedback on implementation of the design process and the presentation; and	
(C)	present learning experiences such as essential skills gained, areas of personal growth, and challenges encountered throughout the design process.	

§127.XX Environmental Sustainability (One Credit), Adopted 2025.		
	TEKS with edits	Work Group Comments/Rationale
(a)	Implementation. The provisions of this section shall be implemented by school districts beginning with the 2025-2026 school year.	
(b)	General requirements. Environmental Sustainability is recommended for students in Grades 9-12. Recommended Prerequisites: At least one credit in a Level 2 or higher course in engineering or renewable energy. Students successfully completing this course shall be awarded one credit.	
(c)	Introduction.	
(1)	Career and technical education instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.	
(2)	The Engineering Career Cluster focuses on planning, designing, testing, building, and maintaining of machines, structures, materials, systems, and processes using empirical evidence and science, technology, and math principles. This career cluster includes occupations ranging from mechanical engineer and drafter to electrical engineer and to mapping technician.	
(3)	In Environmental Sustainability, students research, develop, and design solutions related to water, land management, energy, and food supply with consideration to ethics and policy. The student uses technology and the engineering design approach to devise solutions focused on current and future sustainability challenges.	
(4)	Students are encouraged to participate in extended learning experiences, such as career and technical student organizations, leadership or extracurricular organizations, and work-based experiences.	
(5)	Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.	
(d)	Knowledge and skills.	
(1)	The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	
(A)	demonstrate dressing appropriately, speaking politely, and conducting oneself in a manner appropriate for the profession and work site;	

(B)	analyze how teams can produce better outcomes through cooperation, contribution, and collaboration from members of the team;	
(C)	present written and oral technical communication in a clear, concise, and effective manner for a variety of purposes and audiences, including explaining and justifying decisions in the design process;	
(D)	use time-management skills in prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that optimizes efficiency and results independently and in groups;	
(E)	describe the importance of and demonstrate punctuality, dependability, reliability, and responsibility in reporting for duty and performing assigned tasks as directed;	
(F)	explain how engineering ethics as defined by professional organizations such as the National Society of Professional Engineers applies to engineering practice;	
(G)	demonstrate respect for diversity in the workplace;	
(H)	identify consequences relating to discrimination, harassment, and inequality;	
(I)	analyze elements of professional codes of conduct or creeds in engineering such as the National Society of Professional Engineers Code of Ethics for Engineers and how they apply to the knowledge and skills of the course and the engineering profession;	
(J)	identify the components of a safety plan and why it is critical for employees and employers to maintain a safe work environment; and	
(K)	compare skills and characteristics of managers and leaders in the workplace.	
(2)	The student understands how to implement an engineering design process to develop a product or solution. The student is expected to:	
(A)	describe and implement the stages of an engineering design process to construct a model;	
(B)	explain how factors, including complexity, scope, resources, ethics, regulations, manufacturability, and technology, impact stages of the engineering design process;	
(C)	explain how stakeholders impact an engineering design process; and	
(D)	analyze how failure is often an essential component of the engineering design process.	

(3)	The student explores the methods and aspects of project management in relation to projects. The student is expected to:	
(A)	research and explain the process and phases of project management, including initiating and planning; executing; and closing;	
(B)	explain the roles and responsibilities of team members, including project managers and leads;	
(C)	research and evaluate methods and tools available for managing a project;	
(D)	discuss the importance of developing and implementing a system for the organization of project documentation such as file naming conventions, document release control, and version control;	
(E)	describe how project requirements, constraints, and deliverables impact the project schedule and influence and are influenced by an engineering design;	
(F)	explain how a project budget is developed and maintained, including materials, equipment, and labor; and	
(G)	describe the importance of management of change (MOC) and how it applies to project planning.	
(4)	Sustainability Ethics. The student applies ethical consideration to analyze sustainable and resilient engineered systems. The student is expected to:	
(A)	compare the Texas Engineering Practices Act to the code of ethics of other engineering societies such as the American Society of Civil Engineers and the National Society of Professional Engineers to explain how engineers demonstrate the responsibility they have to serve the public interest, his or her clients, and the profession with a high degree of honesty, integrity, and accountability;	
(B)	research the New London school explosion and explain how this event led to the development of the Texas Engineering Practice Act and other regulations such as odorization of natural gas;	
(C)	assess an engineering ethical dilemma between environmental limitations and the needs and wants of our society;	
(D)	explain how engineering solutions can have significantly different impacts, including environmental, economic, social, political, health, and welfare, on an individual, society, and the natural world; and	
(E)	identify an ethical dilemma that has positive and negative outcomes resulting from an environmental engineering decision or series of decisions.	

(5)	The student builds a model(s) using the appropriate tools, materials, and techniques. The student is expected to:	
(A)	identify and describe the steps needed to produce a model;	
(B)	identify advantages and limitations of models such as size, scale, properties, and materials;	
(C)	identify and use appropriate tools, equipment, and materials to produce a model;	
(D)	describe the use of a model to accurately represent the key aspects of a physical system, including the identification of constraints such as cost, time, or expertise that may influence the selection of a model;	
(E)	present a model using a variety of media; and	
(F)	evaluate the successes and failures of a model(s) in the context of an iterative design process.	
(6)	Critical and Creative Problem-Solving. The student examines environmental challenges and gathers assumptions to synthesize a meaningful, well-defined problem and ideates multiple solutions. The student is expected to:	
(A)	collect, analyze, and interpret information relevant to a problem;	Iterations, SE to gather and analyze assumptions
(B)	document a design process according to best practices in an engineering notebook;	
(C)	identify and define visual, functional, and design requirements with realistic constraints against which solution alternatives can be evaluated;	
(D)	list potential appropriate criteria for a defined problem that may impact the success of a design solution, such as economic, environmental, social, political, ethical, health and safety, manufacturability, technical feasibility, and sustainability;	
(E)	represent concepts using a variety of visual tools such as sketches, graphs, and charts to communicate the details of an idea;	
(F)	develop, design, and test alternatives to generate valid quantitative data to inform decision making and demonstrate solutions; and	
(G)	explain why there are often multiple viable solutions and no obvious best solution.	

(7)	Critical and Creative Problem-Solving. The student selects the optimal design solution for real-world environmental problems based on engineering judgement. The student is expected to:	
(A)	develop and carry out a justifiable scheme to compare and evaluate competing solutions paths using a decision matrix to compare and evaluate competing solutions based on design criteria;	Risk matrix is important
(B)	formulate a risk analysis matrix using a spreadsheet to evaluate threats and opportunities, including cost, time, environmental and social impacts;	Threat or opportunity
(C)	identify the data needed to address an environmental research question and the appropriate tools necessary to collect, record, analyze, and evaluate the data; and	
(D)	evaluate evidence and arguments to identify deficiencies, limitations, and biases for appropriate next steps in the pursuit of a better solution.	
(8)	Engineering Tools and Technology (ETT). The student uses a variety of techniques to measure and report quantities appropriate for an environmental analysis. The student is expected to:	Larger scale surface area calculations (acres, square miles, hectares, etc.) delineation of areas, working at scale is most difficult. Estimate mining or watersheds – calculations, terminology, measuring methodologies, geospatial skills-several free resources available
(A)	research and determine appropriate units of measure, including acres, miles, and hectares, for environmental analysis;	
(B)	measure and estimate a large-scale area such as a wetland, streamline, or floodplain using maps or digital resources;	
(C)	perform dimensional analysis and unit conversions to transform data to units appropriate for a particular purpose or model; and	
(D)	select and effectively use the appropriate tool for accurately measuring specific volumes.	Bathymetric volume, Gas volumes, water volume in a lake. In chemistry, it is tied in to 9C - (C) perform stoichiometric calculations, including determination of mass relationships, gas volume relationships, and percent yield. Learn to identify and select an appropriate unit of measure for area and volumetric calculations based on the scale of an environmental problem.

(9)	Water Resources. The student analyzes environmental factors related to safe drinking water. The student is expected to:	
(A)	analyze the relationship between population growth and water resources;	
(B)	describe how human health is affected by the quality of drinking water sources;	
(C)	explain the characteristics of clean water;	
(D)	explain why clean water is necessary for survival;	
(E)	describe common sources of drinking water contamination, including stormwater runoff;	
(F)	explain contaminant cycling through an ecosystem;	
(G)	describe the types of water found on Earth and the relative amounts of each type;	
(H)	describe and compare the most common sources of drinking water such as desalination, aquifers, surface water, glacial water, reclaimed water in developed and developing countries;	
(I)	describe the infrastructure components of private wells and public drinking water systems; and	
(J)	research and describe the Texas State Water Plan, including the sources of water, floodplain management, and recycling.	Texas Water Plan produced by the Texas Water Development Board Describe the development of water security within Texas (why do we recycle, conserve, aquifer depletion) Scarcity of water in certain regions, reclaimed water from fracking, treat and reuse at other wells.
(10)	Water Quality. The student evaluates water quality and uses a variety of chemical and biological assays to describe water quality. The student is expected to:	
(A)	research and describe Environmental Protection Agency (EPA) and Texas Commission on Environmental Quality (TCEQ) surface water quality standards for rivers, lakes, and estuaries;	microplastics
(B)	research and describe annual water quality compliance reports and compare water quality between the different reports;	

(C)	explain how water quality is quantitatively measured using chemical and biologically based testing processes;	
(D)	perform and analyze a culture assay to detect coliform in water;	
(E)	collect a water sample and determine water turbidity and pH;	
(F)	outline the stages of treatment that a typical modern sewage treatment plant uses to treat sewage water;	
(G)	explain the role of bacteria in wastewater treatment;	
(H)	research and describe emerging contaminants such as microplastics and pharmaceuticals in water;	
(I)	describe the interacting roles of bacteria, protozoa, and rotifers in a wastewater treatment ecosystem;	
(J)	describe and provide examples of how physical, chemical and biological processes work in the process of purifying contaminated water;	
(K)	explain how plants remove nitrates from contaminated water;	
(L)	use the engineering design process to design, build, and test a water filtration system;	
(M)	design and perform an experiment to use phytoremediation to remove contaminants from water; and	
(N)	design and conduct a scientific experiment to test a variable affecting the bacteria's ability to decompose oil.	
(11)	Food Security. The student explains the meaning and value of food security and analyzes environmentally and socially sustainable and unsustainable food production methods. The student is expected to:	Research and describe food deserts
(A)	analyze the advantages and disadvantages of genetically modified crops;	
(B)	research and explain the use of genetically modified crops as animal feed such as cottonseed for livestock;	
(C)	list and explain potential ways that crop plants might be improved through genetic modification;	
(D)	explain how transgenic plants could lead to positive and negative consequences to the environment and local ecosystem;	
(E)	describe the economic and socio-political issues associated with genetically modified food crops;	

(F)	investigate and summarize the ethical ramifications of genetic engineering and recombinant DNA technologies;	
(G)	analyze socially sustainable and unsustainable food production methods;	
(H)	describe food deserts and how food security exists with all people; and	
(I)	research and explain the impact to food security when food sources are used as energy sources.	
(12)	Energy. The student demonstrates a working knowledge of various sources of energy and their environmental and economic impact. The student is expected to:	Energy, calculations, sources,
(A)	explain the differences between renewable and non-renewable sources of energy and provide examples of each;	
(B)	identify and measure the amount and types of energy that students use in their daily lives;	Calculate carbon footprint
(C)	calculate the carbon footprint of a household;	
(D)	compare the carbon intensity of fossil fuels and alternative fuel sources terms of the short and long-term effects on the atmospheric carbon cycle;	Geothermal, nuclear, hydro-electrical power generation
(E)	explain the similarities and differences between fossil fuels and alternative sources;	
(F)	explain the differences between renewable and non-renewable sources of energy and provide examples of each;	
(G)	analyze the results of software simulations and models that vary the amounts and types of energy used to predict future energy needs;	
(H)	perform a full life cycle assessment (LCA) of material and energy sources; and	
(I)	identify the variables and the methods for completing an LCA.	

(13)	Climate. The student understands the impacts of human activities on climate. The student is expected to:	Alignment with grade 7 and 8 science standards. Climate, land, policy/Regs
(A)	research and explain net embodied carbon;	8.11.B use scientific evidence to describe how human activities, including the release of greenhouse gases, deforestation, and urbanization, can influence climate;
(B)	research and explain greenhouse gas emissions;	Env.10.E distinguish between the causes and effects of global warming and ozone depletion, including the causes, the chemicals involved, the atmospheric layer, the environmental effects, the human health effects, and the relevant wavelengths on the electromagnetic spectrum (IR and UV).
(C)	identify common sources of air pollution and describe the impacts of air pollution to human health;	Earth.12.B analyze the impact on humans of naturally occurring extreme weather events such as flooding, hurricanes, tornadoes, and thunderstorms;
(D)	describe mitigation techniques for air pollutants;	
(E)	analyze the impact on humans of naturally occurring extreme weather events such as flooding, hurricanes, tornadoes, and thunderstorms;	Mitigate? How are we resilient regarding severe weather
(F)	research and explain how engineering design can be more resilient to climate change to limit additional impacts to the natural environment;	Design infrastructure to withstand severe weather events/shelters, increase capacities, to mitigate (not having to rebuild structures, therefore, using less resources) impact our built impact. Respect to natural environment resiliency.
(G)	describe and analyze the impacts of climate to renewable energy resources; and	Resilience, infrastructure
(H)	research and explain elements of natural environmental resilience.	

(14)	Land management. The student understands the practice of using land resources to meet needs while also protecting the environment and ensuring the land's long-term productivity. The student is expected to:	
(A)	explain the value of a healthy ecosystem and the impact of biodiversity on the environment;	
(B)	research and explain ecological value of the land and explain how to conserve the ecology of the land;	Environmental studies – what is important about the land? What should be preserved? Coastal, prairie restoration
(C)	develop land conservation and preservation restorative measures using United States Department of Agriculture (USDA) National Resources Conservation Services (NRCS) Conservation Practice Standards;	Develop land conservation and preservation restorative measures using USDA NRCS Conservation Practice Standards.
(D)	research changes in land use and land cover over time using geospatial tools;	
(E)	analyze and report environmental impacts due to changes in land use such as urbanization over time; and	Land use (human impacts), land cover (natural changes)
(F)	explain the role of protected areas and lands to safeguard natural ecosystems.	Area could include areas of water.
(15)	Waste management. The student understands the role and importance of waste management. The student is expected to:	
(A)	analyze the impacts of reduction, reuse, and recycling for environmental sustainability;	
(B)	explain the impact of individual practices of waste reduction on resource management;	
(C)	analyze the waste breakdown cycle of various waste products that enter landfills; and	
(D)	research and describe hazardous waste products and impacts on the environment, including long-term storage needs and pollution.	
(16)	Policy. The student understands the role of global, national, and local policies and regulations in environmental sustainability. The student is expected to:	
(A)	research and analyze the United Nations (UN) sustainability development goals (SDG);	

(B)	research and describe the origins and functions of the EPA;	Purpose of rules and regulations
(C)	describe the relationship between the National Environmental Policy Act (NEPA), the EPA, and TCEQ; and	NEPA (law) 1970, EPA developed to carry out the laws of NEPA. Historical/Cultural resources
(D)	describe how policy can develop, incentivize, and maintain environmentally sustainable practices.	
(17)	Future sustainability challenges. The student discusses and analyzes some of the persistent global engineering challenges to sustain growing populations, the natural environment, and improve quality of life. The student is expected to:	
(A)	explain why some environmental engineering challenges are persistent such as providing access to clean water, providing a sustainable food supply, energy, sanitation, and health care to growing populations;	
(B)	identify and describe the environmental sustainability elements within the "Grand Challenges" defined by the National Academy of Engineering;	
(C)	analyze the environmental sustainability elements within the "Grand Challenges" to determine the potential implications for society;	
(D)	create a sustainable solution to a current challenge to meet the needs of society without compromising the ability of future society;	
(E)	identify principles that help guide development of sustainable solutions with considerations for sustainable development to include people, planet, and profit; and	
(F)	describe the life cycle of a product or service and identify energy consumption, wastes, and emissions that are produced in the process.	

§127.XX ~~Introduction to Fluids~~ Fluid Mechanics (One Credit), Adopted 2025.		
	TEKS with edits	Work Group Comments/Rationale
(a)	Implementation. The provisions of this section shall be implemented by school districts beginning with the 2025-2026 school year.	
(b)	General requirements. This course is recommended for students in Grades 11-12. Prerequisite or Corequisite: Algebra II Prerequisite: Geometry and at least one credit from the Engineering Career Cluster. Students shall be awarded one credit for successful completion of this course. This course satisfies a high school science graduation requirement.	
(c)	Introduction.	
(1)	Career and technical education instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.	
(2)	The Engineering Career Cluster focuses on planning, designing, testing, building, and maintaining of machines, structures, materials, systems, and processes using empirical evidence and science, technology, and math principles. This career cluster includes occupations ranging from mechanical engineer and drafter to electrical engineer and to mapping technician.	
(3)	Students enrolled in Fluid Mechanics will investigate the behavior and properties of fluids including liquids and gasses. Through hands-on experiments, simulations, and real-world examples, students will learn about concepts such as viscosity, pressure, buoyancy, and flow dynamics. Students will explore how fluids interact with solid objects, understanding phenomena like lift and drag, which are critical to the operation of ships, airplanes, and vehicles. Students will engage in case studies and problem-solving activities to gain insights into how fluid mechanics shape our everyday lives, technological advancements, and industrial applications. This course will prepare students to progress in careers in engineering and scientific disciplines such as aerospace, mechanical, civil, chemical, materials, and physics.	
(4)	Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.	
(5)	Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.	

(d)	Knowledge and skills.	
(1)	The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	New employability strand
(A)	demonstrate dressing appropriately, speaking politely, and conducting oneself in a manner appropriate for the profession and work site;	
(B)	analyze how teams can produce better outcomes through cooperation, contribution, and collaboration from members of the team;	
(C)	present written and oral technical communication in a clear, concise, and effective manner for a variety of purposes and audiences, including explaining and justifying decisions in the design process;	
(D)	use time-management skills in prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that optimizes efficiency and results independently and in groups;	
(E)	describe the importance of and demonstrate punctuality, dependability, reliability, and responsibility in reporting for duty and performing assigned tasks as directed;	
(F)	explain how engineering ethics as defined by professional organizations such as the National Society of Professional Engineers applies to engineering practice;	
(G)	demonstrate respect for diversity in the workplace;	
(H)	identify consequences relating to discrimination, harassment, and inequality;	
(I)	analyze elements of professional codes of conduct or creeds in engineering such as the National Society of Professional Engineers Code of Ethics for Engineers and how they apply to the knowledge and skills of the course and the engineering profession;	
(J)	identify the components of a safety plan and why it is critical for employees and employers to maintain a safe work environment; and	
(K)	compare skills and characteristics of managers and leaders in the workplace.	
(2)	The student, for at least 40% of instructional time, asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models. The student is expected to:	Scientific and engineering practices strand
(A)	ask questions and define problems based on observations or information from text, phenomena, models, or investigations;	CCRS: ELA.III.A.1

(B)	apply scientific practices to plan and conduct descriptive, comparative, and experimental investigations and use engineering practices to design solutions to problems;	CCRS: ELA.I.A.3; SS IV.B.1,3
(C)	use appropriate safety equipment and practices during laboratory, classroom, and field investigations as outlined in Texas Education Agency-approved safety standards;	CCRS: CD II.C.7; SS IV.B.1
(D)	use appropriate tools such as dial calipers, protractors, scale rulers, tape measures, load cells, micrometers, scales, tensiometer, multimeter, and thermometers;	
(E)	collect quantitative data using the System International (SI) and United States customary units and qualitative data as evidence;	CCRS: CD II.D.2; SS IV.B.3
(F)	organize quantitative and qualitative data using spreadsheets, engineering notebooks, graphs, and charts;	CCRS: CD II.D.1; ELA.I.A.2
(G)	develop and use models to represent phenomena, systems, processes, or solutions to engineering problems; and	CCRS: CD II.C.8
(H)	distinguish between scientific hypotheses, theories, and laws.	CCRS: CD II.C.1; ELA.II.B.1; SS IV.A.4
(3)	The student analyzes and interprets data to derive meaning, identify features and patterns, and discover relationships or correlations to develop evidence-based arguments or evaluate designs. The student is expected to:	Scientific and engineering practices strand
(A)	identify advantages and limitations of models such as their size, scale, properties, and materials;	CCRS: CD II.A.4; SS IV.A.3
(B)	analyze data by identifying significant statistical features, patterns, sources of error, and limitations;	CCRS: CD II.D.1; SS IV.A.3
(C)	use mathematical calculations to assess quantitative relationships in data; and	CCRS: CD II.D.2; SS IV.B.1
(D)	evaluate experimental and engineering designs.	CCRS: CD II.C.4; SS IV.A.3
(4)	The student develops evidence-based explanations and communicates findings, conclusions, and proposed solutions. The student is expected to:	Scientific and engineering practices strand
(A)	develop explanations and propose solutions supported by data and models and consistent with scientific ideas, principles, and theories;	CCRS: CD II.D.3; SS IV.D.1
(B)	communicate explanations and solutions individually and collaboratively in a variety of settings and formats; and	CCRS: CD I.A.1; ELA.I.A.3, III.A.1; SS V.A.1

(C)	engage respectfully in scientific argumentation using applied scientific explanations and empirical evidence.	CCRS: CD I.A.2; ELA.III. A.2; SS V.A.1, B.1
(5)	The student knows the contributions of scientists and engineers and recognizes the importance of scientific research and innovation on society. The student is expected to:	CCRS: ELA.II.A.4 Scientific and engineering practices strand
(A)	analyze, evaluate, and critique scientific explanations and solutions by using empirical evidence, logical reasoning, and experimental and observational testing so as to encourage critical thinking by the student;	CCRS: ELA.II.A.5; CD II.A.5; SS IV.A.3
(B)	relate the impact of past and current research on scientific thought and society, including research methodology, cost-benefit analysis, and contributions of diverse scientists and engineers as related to the content; and	CCRS: ELA.II.A.4; CD II.C.7; SS I.B.2
(C)	research and explore resources such as museums, libraries, professional organizations, private companies, online platforms, and mentors employed in a STEM field.	CCRS: ELA.II.A.8, V.B.1, V.B.3; CD II.C.2; SS I.F.1
(6)	The student explains the application of fluids in historical and modern applications. The student is expected to:	
(A)	describe the efficient transportation and storage of fluids through various means such as gravity flow (aqueducts and water towers), natural phenomena (winds and currents), and compression;	CCRS: SS IV.A.4
(B)	explain the use of fluids in power generation and transmission, including hydraulics, pneumatics, pumps, compressors, and turbomachinery; and	
(C)	explain how lift and drag impacts moving objects.	CCRS: M III.A.1
(7)	The student describes basic concepts of fluid mechanics. The student is expected to:	
(A)	differentiate and compare the properties that distinguish a solid from a fluid;	CCRS: SCI V.A.2; SS IV.A.4
(B)	identify different types of fluids and define the characteristics of a fluid, including gasses, liquids, Newtonian, and non-Newtonian;	CCRS: SCI V.A.2; VII.I.1; SS IV.A.1
(C)	define and list examples of compressible and incompressible (approximately) fluids;	
(D)	explain the properties of fluids, including density, specific weight, specific gravity, viscosity, and compressibility;	CCRS: M I.C.1, I.C.2; SCI VII.I.5
(E)	describe methods to measure and calculate the density, specific weight, specific gravity, viscosity, and compressibility of a Newtonian fluid;	CCRS: M I.C.1, I.C.2; SS IV.A.1

(F)	measure and calculate density, specific weight, and specific gravity for a variety of fluids;	CCRS: M I.C.1, I.C.2
(G)	explain the appropriate use and differences of material and spatial reference frames, including boundary conditions, control surfaces, and control volumes;	CCRS: M III.A.1, III.D.1-3
(H)	identify and explain the variables in the ideal gas law and apply the law to constructed problems;	CCRS: s II.C.3,VII.A.1-5, VII.D.1, VIII.A.1, IX.B.2; SCI VII.I.3; SS IV.A.1
(I)	explain and demonstrate the laws of conservation of energy and conservation of mass, including the algebraic version of Reynold's Transport theorem; and	CCRS: M II.C.3,VII.A.1-5, VII.D.1, VIII.A.1, IX.B.2; SCI V.B.2, VIII.D.1, VIII.D.2; SS IV.A.1
(J)	identify appropriate boundary conditions, including no-slip and ambient pressure boundary conditions in fluid flow.	CCRS: M III.A.1, III.C.1, III.D.1-3; SS IV.A.1
(8)	The student demonstrates an understanding of pressure and hydrostatics and calculates values in a variety of systems. The student is expected to:	
(A)	describe the relationship between force, area, and pressure;	CCRS: M VII.B.1; SCI VIII.F.1, VIII.F.2
(B)	calculate force proportionalities in hydraulic and pneumatic cylinders using Pascal's law and explain the impact of the cylinders' diameter;	CCRS: M VII.B.1; SCI VIII.F.2
(C)	differentiate between atmospheric pressure, gauge pressure, and absolute pressure;	CCRS: SS IV.A.4
(D)	describe the working principles of a pressure gauge and measure fluid pressure with dial gauges and manometers;	
(E)	calculate the buoyant force of floating and submerged objects according to Archimedes' principle; and	CCRS: M II.C.3,VII.A.1-5, VII.D.1, VIII.A.1, IX.B.2; SCI VIII.F.3; SS IV.A.3
(F)	define and calculate hydrostatic pressure.	CCRS: M II.C.3,VII.A.1-5, VII.D.1, VIII.A.1, IX.B.2; SCI VIII.F.3

(9)	The student demonstrates an understanding of fluid flows in steady-state pipes, channels, and free jets. The student is expected to:	
(A)	compare developing, fully developed, and steady-state Newtonian fluid flows in pipes and channels;	CCRS: SS IV.A.3
(B)	compare fluid flow profiles, including uniform and parabolic;	CCRS: M VI.A.2; SS IV.A.4
(C)	describe experimental measurements of fluid flow field lines, including stream, streak, and pathlines in fluid flow;	CCRS: SS IV.C.1
(D)	apply the continuity equation and conservation of mass to calculate volumetric flow rate in a steady state system;	CCRS: M II.C.3, VII.A.1-5, VII.D.1, VIII.A.1, IX.B.2; SCI VIII.D.2, VIII.F.4
(E)	explain how Bernoulli's equation relates to the total energy of a steady-state system;	CCRS: M III.A.1, VII.D.1, IX.B.2; SCI VIII.D.2, VIII.F.4
(F)	apply Bernoulli's equation and the conservation of energy to calculate unknown variables in varying conditions, including changes in height, velocity, and cross-sectional area of a steady-state system;	CCRS: M II.C.3, VII.A.1-5, VII.D.1, VIII.A.1, IX.B.2; SCI VIII.D.2, VIII.F.4
(G)	derive Torricelli's equation from Bernoulli's equation and calculate the exit velocity and mass flow rates of free jets;	CCRS: M II.C.3, VII.A.1-5, VII.D.1, VIII.A.1, IX.B.2; SCI VIII.D.2, VIII.F.4
(H)	calculate fluid flows in pipes, channels, and free jets using the Reynolds Transport theorem and conservation of mass; and	CCRS: M II.C.3, VII.A.1-5, VII.D.1, VIII.A.1, IX.B.2
(I)	calculate the resultant force of a free jet at the outlet based on the density of the fluid, cross-sectional area, pressure, and velocity of the fluid.	CCRS: M II.C.3, VII.A.1-5, VII.D.1, VIII.A.1, IX.B.2
(10)	The student demonstrates an understanding of the effects of an object moving through a fluid. The student is expected to:	
(A)	differentiate turbulent and laminar flows;	CCRS: SS IV.A.4
(B)	calculate the Reynolds number of given flows to determine if they are turbulent or laminar;	CCRS: M II.C.3, VII.A.1-5, VII.D.1, VIII.A.1, IX.B.2
(C)	define lift and drag as applied to fluid flows;	CCRS: SCI VIII.C.2; SS I.F.1
(D)	explain the relationship between viscosity and shear force in a fluid flow;	

(E)	explain the variables of lift and drag formulas and how the variables relate to fluid flow; and	CCRS: M II.B.1
(F)	design an experiment to measure the drag coefficient for a solid body in a fluid flow.	
(11)	The student understands compressible flow and the relationship between sound transmission through a fluid and fluid compression. The student is expected to:	
(A)	differentiate between compressible and incompressible (approximately) fluids and the effect on the speed of sound through a fluid;	
(B)	explain how density impacts the speed of sound through a fluid;	CCRS: M III.A.1, VII.D.1, IX.B.2
(C)	calculate and use the Mach number to model a fluid as compressible or incompressible (approximately); and	CCRS: M II.C.3, VII.A.1-5, VII.D.1, VIII.A.1, IX.B.2
(D)	explain the effects on fluid, including shock waves, when the sound barrier is broken.	
(12)	The student designs and analyzes fluid systems. The student is expected to:	
(A)	explain the function of weirs in an open channel and describe an application such as flow control or flow measurement;	
(B)	calculate the fluid flow in open channels with different shapes, slopes, and weirs;	CCRS: M II.C.3, VII.A.1-5, VII.D.1, VIII.A.1, IX.B.2
(C)	design an application of the principle of buoyancy using hydrostatics such as a boat, submarine, floating dock, or hot air balloon;	
(D)	analyze and design a fluid device such as a clepsydra, water tower, pressure regulator, or nozzle using the principles of fluid dynamics;	CCRS: M II.C.3, VII.A.1-5, VII.D.1, VIII.A.1, IX.B.2
(E)	describe applications and processes of different types of pumps, including centrifugal pumps, peristaltic pumps, gear pumps, and positive displacement pumps;	
(F)	describe the operation of a centrifugal pump and explain the data presented in a pump curve, including head, flow rate, efficiency, and power;	
(G)	design a hydraulics system with components, including hydraulic fluid, pump, reservoir, motor, cylinders, valves, and flow controllers;	
(H)	identify and compare different types of turbomachines including pumps and turbines;	CCRS: ELA.V.B.1

(I)	describe and differentiate the applications of turbomachines, including pumps and turbines; and	
(J)	explain the concept of tribology and identify the associated variables such as film thicknesses and pressures.	

§127.XX ~~Introduction to~~ Mechanics of Materials (One Credit), Adopted 2025.		
	TEKS with edits	Work Group Comments/Rationale
(a)	Implementation. The provisions of this section shall be implemented by school districts beginning with the 2025-2026 school year.	
(b)	General requirements. This course is recommended for students in Grades 10-12. Prerequisite: Algebra I, at least one credit from the Engineering Career Cluster. Recommended prerequisite: Geometry.	
(c)	Introduction.	
(1)	Career and technical education instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.	
(2)	The Engineering Career Cluster focuses on planning, designing, testing, building, and maintaining of machines, structures, materials, systems, and processes using empirical evidence and science, technology, and math principles. This career cluster includes occupations ranging from mechanical engineer and drafter to electrical engineer and to mapping technician.	
(3)	Students enrolled in Mechanics of Materials describe the mechanical behavior of engineering materials, including metals, ceramics, polymers, composites, welds, and adhesives. Applications of load, deformation, stress and strain relationships for deformable bodies and mechanical elements relevant to engineers. The course will include axially loaded members, buckling of columns, torsional members, beams, and failure.	
(4)	Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.	
(5)	Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.	
(d)	Knowledge and skills.	
(1)	The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	New employability strand
(A)	demonstrate dressing appropriately, speaking politely, and conducting oneself in a manner appropriate for the profession and work site;	
(B)	analyze how teams can produce better outcomes through cooperation, contribution, and collaboration from members of the team;	

(C)	present written and oral technical communication in a clear, concise, and effective manner for a variety of purposes and audiences, including explaining and justifying decisions in the design process;	
(D)	use time-management skills in prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that optimizes efficiency and results independently and in groups;	
(E)	describe the importance of and demonstrate punctuality, dependability, reliability, and responsibility in reporting for duty and performing assigned tasks as directed;	
(F)	explain how engineering ethics as defined by professional organizations such as the National Society of Professional Engineers applies to engineering practice;	
(G)	demonstrate respect for diversity in the workplace;	
(H)	identify consequences relating to discrimination, harassment, and inequality;	
(I)	analyze elements of professional codes of conduct or creeds in engineering such as the National Society of Professional Engineers Code of Ethics for Engineers and how they apply to the knowledge and skills of the course and the engineering profession;	
(J)	identify the components of a safety plan and why it is critical for employees and employers to maintain a safe work environment; and	
(K)	compare skills and characteristics of managers and leaders in the workplace.	
(2)	The student, for at least 40% of instructional time, asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models. The student is expected to:	Scientific and engineering practices strand
(A)	ask questions and define problems based on observations or information from text, phenomena, models, or investigations;	
(B)	apply scientific practices to plan and conduct descriptive, comparative, and experimental investigations and use engineering practices to design solutions to problems;	CCRS: ELA.I.A.3;
(C)	use appropriate safety equipment and practices during laboratory, classroom, and field investigations as outlined in Texas Education Agency-approved safety standards;	CCRS: CD II.C.7
(D)	use appropriate tools such as dial calipers, protractors, scale rulers, tape measures, load cells, micrometers, scales, tensometer, multimeter, and thermometers;	
(E)	collect quantitative data using the System International (SI) and United States customary units and qualitative data as evidence;	CCRS: CD II.D.2
(F)	organize quantitative and qualitative data using spreadsheets, engineering notebooks, graphs, and charts;	CCRS: CD II.D.1

(G)	develop and use models to represent phenomena, systems, processes, or solutions to engineering problems; and	CCRS: CD II.C.8
(H)	distinguish between scientific hypotheses, theories, and laws.	CCRS: CD II.C.1
(3)	The student analyzes and interprets data to derive meaning, identify features and patterns, and discover relationships or correlations to develop evidence-based arguments or evaluate designs. The student is expected to:	Scientific and engineering practices strand
(A)	identify advantages and limitations of models such as their size, scale, properties, and materials;	CCRS: CD II.A.4
(B)	analyze data by identifying significant statistical features, patterns, sources of error, and limitations;	CCRS: CD II.D.1
(C)	use mathematical calculations to assess quantitative relationships in data; and	CCRS: CD II.D.2
(D)	evaluate experimental and engineering designs.	CCRS: CD II.C.4
(4)	The student develops evidence-based explanations and communicates findings, conclusions, and proposed solutions. The student is expected to:	Scientific and engineering practices strand
(A)	develop explanations and propose solutions supported by data and models and consistent with scientific ideas, principles, and theories;	CCRS: CD II.D.3
(B)	communicate explanations and solutions individually and collaboratively in a variety of settings and formats; and	CCRS: CD I.A.1
(C)	engage respectfully in scientific argumentation using applied scientific explanations and empirical evidence.	CCRS: CD I.A.2
(5)	The student knows the contributions of scientists and engineers and recognizes the importance of scientific research and innovation on society. The student is expected to:	CCRS: ELA.II.A.4; Scientific and engineering practices strand
(A)	analyze, evaluate, and critique scientific explanations and solutions by using empirical evidence, logical reasoning, and experimental and observational testing to encourage critical thinking by the student;	CCRS: ELA.II.A.5; CCRS: CD II.A.5
(B)	relate the impact of past and current research on scientific thought and society, including research methodology, cost-benefit analysis, and contributions of diverse scientists and engineers as related to the content; and	CCRS: ELA.II.A.4; CCRS: CD II.C.7
(C)	research and explore resources such as museums, libraries, professional organizations, private companies, online platforms, and mentors employed in a STEM field.	CCRS: ELA.V.B.1, CCRS: ELA.V.B.3; CCRS: CD II.C.2

(6)	The student examines the historical developments that led to the field of mechanics of materials and material science. The student is expected to:	
(A)	describe the contribution of historical scientists to the field of mechanics such as Pascal, Galileo, Euler, Navier, Lame, Poisson, Hooke, and Young;	CCRS: SCI IV.A.1, IV.C.1, IV.C.2; CCRS: CD II.A.8
(B)	describe key historical advancements related to the development of different materials such as bronze, iron, steel, Damascus steel, and Roman concrete;	CCRS: SCI IV.A.1, IV.C.1, IV.C.2; CCRS: CD II.A.4
(C)	explain how materials have influenced historical events or products such as the steel in the Titanic, the space race, and smartphones;	CCRS: SCI IV.A.1, IV.C.1, IV.C.2; CCRS: CD II.A.5
(D)	evaluate the impact of modern development of materials such as composites, nanotechnology, semi-conductors, alloys, and the effects of processes on materials such as subtractive manufacturing, additive manufacturing, and welding; and	CCRS: ELA.V.B.1, CCRS: ELA.V.B.3;
(E)	describe the development of shapes in structures and architecture such as columns, arches, domes, keystones, and suspension bridges.	CCRS: CD II.A.4
(7)	The student identifies and measures different properties of an object them. The student is expected to:	
(A)	classify properties of an object as geometric, structural, or material;	CCRS: SCI V.A.1;
(B)	identify and describe the application of tools used to measure material properties, including rulers, calipers, micrometers, weighing scales, tensile testers (tensometers), and thermometers;	CCRS: SCI V.E.3; CCRS: CD II.A.4,5
(C)	measure common properties of materials, including length, width, height, and mass;	CCRS: SCI V.E.3, II.F.1; CCRS: M I.C.1;
(D)	measure and observe intrinsic properties of materials such as hardness, thermal conductivity, impact resistance;	CCRS: SCI VII.A.1; CCRS: M I.C.1, I.C.2;
(E)	analyze data and calculate density, cross-sectional area, specific gravity, thermal expansion, modulus of elasticity, Poisson's ratio, bulk modulus, yield, and ultimate stress;	CCRS: SCI II.B.1, VII.A.1, VIII.A.3, VIII.A.4; CCRS: M I.C.1, I.C.2, II.C.3, VII.A.1-5, VIII.A.1; CCRS: CD II.D.2
(F)	differentiate material properties, including ductility, malleability, resilience, toughness, and reflectivity;	CCRS: SCI V.D.1, VII.A.1, VIII.A.2;
(G)	classify material properties as geometric (extrinsic), material (intrinsic), or structural; and	

(H)	classify types of materials including metals and alloys, polymers, ceramics, biomaterials, composites, and semiconductors.	Metals and alloys should not be broken out (like rules and regulations)
(8)	The student understands various manifestations of forces acting on solids. The student is expected to:	
(A)	illustrate forces including axial, radial, normal, torsional and shear and identify different units such as newtons, pounds, and KIPS utilized in force measurement;	CCRS: SCI VIII.B.1-3; CCRS: M I.C.1, I.C.2, III.C.1;
(B)	explain force intensity of distributed forces, including forces distributed over a line, area, and volume;	CCRS: CD I.C.1
(C)	calculate and simplify multiple loads to a single combined load;	CCRS: SCI II.A.6, VIII.B.1-3; CCRS: M III.C.1, VI.C.1, IX.B.2;
(D)	distinguish between normal forces and shear forces; and	
(E)	identify and calculate different types of stress, including axial stress, shear stress, and bending stress.	CCRS: M III.C.1, VI.C.1, VII.A.1-5, IX.B.2; CCRS: CD II.A.4
(9)	The student evaluates the effect of temperature on the properties of a material. The student is expected to:	
(A)	describe engineering applications of thermo-mechanical properties such as thermometers, thermocouples, thermistors, thermostatic valves and controllers, and fuses;	CCRS: CD II.A.5
(B)	explain the atomic origin of thermal expansion resulting in measurable effects such as building height change, and material distortion;	
(C)	describe potential failure modes due to thermal expansion for kinematically constrained structures;	
(D)	explain how to accommodate thermal expansion in construction such as buckling of railroad rails, U-runs in piping, and expansion joints; and	
(E)	explain the effect of temperature on the mechanical properties of materials including modulus of elasticity, yield strength, ductility, and toughness.	
(10)	The student determines the material properties from different mechanical material tests and how they are graphically represented. The student is expected to:	
(A)	describe a tensile test, the different possible shapes of tensile testing specimens, and the measurements obtained in a tensile test, including force, elongation, and change in thickness;	CCRS: M I.C.1, I.C.2, II.B.1, VII.B.1; CCRS: CD II.A.2
(B)	analyze data from a tensile test to calculate engineering stress and strain for various materials such as aluminum, brass, cast iron, steel, and nylon at significantly different temperatures;	CCRS: M I.C.1, I.C.2, II.B.1, III.C.1, VI.C.1, VII.B.1, IX.B.2; CCRS: CD II.D.2

(C)	plot engineering stress and strain on a two-dimensional graph;	CCRS: M VIII.C.1; CCRS: CD II.D.3
(D)	identify regions of a stress-strain curve, including elastic deformation, plastic deformation, resilience, strain hardening, fracture, and tension toughness;	CCRS: CD II.A.4
(E)	estimate the values from a stress-strain curve, including 0.2% offset, modulus of elasticity, yield stress, ultimate stress, resilience, and tension toughness;	CCRS: M I.C.1, I.C.2, II.B.1, III.C.1, VI.C.1, VII.B.1, IX.B.2;
(F)	compare and explain differences in testing plots based on differences in specimen geometry;	
(G)	compare different types of material testing, including compression tests, tensile tests, and three-point bending tests;	
(H)	analyze testing results from compression and three-point bending tests with different specimen geometries, including length, cross-sectional shape, and cross-sectional area; and	CCRS: M VII.D.1, IX.B.2; CCRS: CD II.D.2
(I)	describe modern mechanical testing such as digital image correlation, thermography, acoustic emission, and x-ray diffraction.	CCRS: CD II.A.4
(11)	The student analyzes the impact of the cross-sectional geometry on the second moment of area for beams and shafts. The student is expected to:	
(A)	calculate the area and the second moment of area for primitive shapes, including rectangles, triangles, circles, and semi-circles;	CCRS: M II.B.1, III.A.1, III.A.2, III.C.1, III.D.1, VI.C.1, VII.B.1;
(B)	explain the parallel-axis theorem and use the parallel axis theorem to calculate the second moment of area for complex shapes;	CCRS: M II.B.1, VI.C.1, VII.B.1; CCRS: CD I.C.1
(C)	calculate area, centroid, and second moment of area for complex shapes composed of primitive shapes such as an H-beam, square tubes, round tubes, and angle iron; and	CCRS: M II.B.1, III.A.1, III.A.2, III.C.1, III.D.1, VI.C.1, VII.B.1;
(D)	hypothesize the best cross-sectional shape for different types of loads such as tension, compression, torsion, bending, and combinations of these loads.	
(12)	The student represents point and distributed forces on a sketch and calculates the maximum deflection and factor of safety of bars, cables, columns, beams, and shafts using algebraic equations. The student is expected to:	
(A)	describe the consequences of stresses such as elastic deformation, plastic deformation, and fracture on solid objects with mass;	CCRS: CD II.A.5
(B)	calculate the maximum deflection of various homogenous prismatic beams, including simply supported, cantilever, and overhang beams using algebraic formulas;	CCRS: M I.C.1, I.C.2, II.B.1, III.C.1, VI.C.1, VII.A.1-5, VII.B.1, VII.D.1, IX.B.2;

(C)	calculate the factor of safety of various homogenous prismatic beams including simply supported, cantilever, overhang beams, and columns using algebraic formulas;	CCRS: M I.C.1, I.C.2, II.B.1, III.C.1, VI.C.1, VII.A.1-5, VII.B.1, VII.D.1, IX.B.2;
(D)	analyze the impact of cross-sectional area and length on the potential for various homogenous prismatic columns to buckle under load;	CCRS: M III.C.1, VII.B.1, VII.D.1;
(E)	explain the impact of or the reason for using a tapered object in structural applications; and	CCRS: M II.B.1, III.C.1, VII.B.1, VII.D.1;
(F)	describe why pre-stress is utilized in applications such as shot-peening, tempered glass, wheel spokes, flatbed trailers, and bridges.	CCRS: CD II.A.4
(13)	Students demonstrate an understanding of stress, strain, and displacement fields throughout a structure, including bars and beams. The student is expected to:	
(A)	identify compression and tension regions in a bent beam;	
(B)	describe the kinematics of a bent member, including elongation due to tension, shortening due to compression, the neutral axis, and the linear displacement profile; and	CCRS: SCI VIII.C.1;
(C)	identify regions of compression and tension in digital image correlation data.	
(14)	The student understands that the mechanics of materials are required to analyze a multi-member structure for strength and stability in real-world applications. The student is expected to:	
(A)	compare permanent and non-permanent joints, including welding, brazing, soldering, adhesives, bolting, screwing, and riveting joints;	
(B)	analyze a bolted connection for pre-stress, load, factor of safety, grade, size, yield stress, and applied torque; and	CCRS: M I.C.1, I.C.2, II.B.1, III.C.1, III.D.1, VI.C.1, VII.A.1-5, VII.B.1, VII.D.1, IX.B.2;
(C)	design a structure to support a specified load with materials of adequate properties, size, and geometry and with an appropriate factor of safety.	CCRS: M I.C.1, I.C.2, II.B.1, III.C.1, III.D.1, VI.C.1, VII.A.1-5, VII.B.1, VII.D.1, IX.B.2;

§127.XX Programming for Engineers (One Credit), Adopted 2025.		
	TEKS with edits	Work Group Comments/Rationale
(a)	Implementation. The provisions of this section shall be implemented by school districts beginning with the 2025-2026 school year.	
(b)	General requirements. This course is recommended for students in Grades 9-12. Prerequisite: Algebra I and Principles of Applied Engineering, Physics for Engineering, Introduction to Computer-Aided Design and Drafting, Introduction to Engineering Design, or Engineering Essentials. Recommended prerequisite: None.	
(c)	Introduction.	
(1)	Career and technical education instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.	
(2)	The Engineering Career Cluster focuses on planning, designing, testing, building, and maintaining of machines, structures, materials, systems, and processes using empirical evidence and science, technology, and math principles. This career cluster includes occupations ranging from mechanical engineer and drafter to electrical engineer and to mapping technician.	
(3)	Students enrolled in Programming for Engineers will focus on understanding, writing, evaluating and troubleshooting code to solve engineering problems. Students will use the engineering process and computational thinking to write computer programs for real-world solutions. Student will explore autonomous systems, sensors, and careers to integrate computational thinking within their engineering mindset. Students will spend at least 40% of the instructional time completing hands-on, real-world projects.	
(4)	Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.	
(5)	Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.	
(d)	Knowledge and skills.	

(1)	The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	
(A)	demonstrate dressing appropriately, speaking politely, and conducting oneself in a manner appropriate for the profession and work site;	
(B)	analyze how teams can produce better outcomes through cooperation, contribution, and collaboration from members of the team;	
(C)	present written and oral technical communication in a clear, concise, and effective manner for a variety of purposes and audiences, including explaining and justifying decisions in the design process;	
(D)	use time-management skills in prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that optimizes efficiency and results independently and in groups;	
(E)	describe the importance of and demonstrate punctuality, dependability, reliability, and responsibility in reporting for duty and performing assigned tasks as directed;	
(F)	explain how engineering ethics as defined by professional organizations such as the National Society of Professional Engineers applies to engineering practice;	
(G)	demonstrate respect for diversity in the workplace;	
(H)	identify consequences relating to discrimination, harassment, and inequality;	
(I)	analyze elements of professional codes of conduct or creeds in engineering such as the National Society of Professional Engineers Code of Ethics for Engineers and how they apply to the knowledge and skills of the course and the engineering profession;	
(J)	identify the components of a safety plan and why it is critical for employees and employers to maintain a safe work environment; and	
(K)	compare skills and characteristics of managers and leaders in the workplace.	
(2)	The student understands how to implement an engineering design process to develop a product or solution. The student is expected to:	
(A)	describe and implement the stages of an engineering design process to construct a model;	
(B)	explain how factors, including complexity, scope, resources, ethics, regulations, manufacturability, and technology, impact stages of the engineering design process;	

(C)	explain how stakeholders impact an engineering design process; and	
(D)	analyze how failure is often an essential component of the engineering design process.	
(3)	The student explores the methods and aspects of project management in relation to projects. The student is expected to:	
(A)	research and explain the process and phases of project management, including initiating and planning; executing; and closing;	
(B)	explain the roles and responsibilities of team members, including project managers and leads;	
(C)	research and evaluate methods and tools available for managing a project;	
(D)	discuss the importance of developing and implementing a system for the organization of project documentation such as file naming conventions, document release control, and version control;	
(E)	describe how project requirements, constraints, and deliverables impact the project schedule and influence and are influenced by an engineering design;	
(F)	explain how a project budget is developed and maintained, including materials, equipment, and labor; and	
(G)	describe the importance of management of change (MOC) and how it applies to project planning.	
(4)	Computational thinking--foundations. The student explores the core concepts of computational thinking related to engineering solutions, a set of problem-solving processes that involve decomposition, pattern recognition, abstraction, and algorithms. The student is expected to:	
(A)	decompose real-world engineering problems into structured parts by using visual representation;	
(B)	analyze and use industry specific symbols, patterns and sequences found in visual representations such as flow-charts, pseudocode, concept maps, or other representations of data;	
(C)	define and practice abstraction in the context of writing a program to solve an engineering problem;	
(D)	design a plan collaboratively using visual representation to document a problem, possible solutions, and an expected timeline for the development of a coded engineering solution;	
(E)	analyze different techniques used in debugging and apply them to an algorithm;	

(F)	analyze the benefits of using iteration (code and sequence repetition) in algorithms, including loops and functions;	
(G)	define and analyze Boolean expressions;	
(H)	define and analyze conditional statements;	
(I)	write code that uses conditional statements such as if, then, while, and else;	
(J)	compare the differences between scripting and programming languages, for example interpretation versus compiling; and	
(K)	define and demonstrate when to use a compiler and editor for programming design.	
(5)	Computational thinking--applications. The student applies the fundamentals of programming within the context of engineering. The student is expected to:	
(A)	analyze how programming parallels the iterative design within the engineering design process such as problem solving and critical thinking illustrated in an engineering notebook;	
(B)	modify and implement previously written code to develop improved programs;	
(C)	solve an engineering problem by creating block-based and text-based programs that include sequences, functions, loops, conditionals, and events;	
(D)	define and label variables that relate to their programming or algorithm;	
(E)	manipulate and rename variables and describe different data types;	
(F)	write comments while coding programs within the context of engineering solutions to enhance readability and functionality, including descriptive identifiers, internal comments, white space, spacing, punctuation, indentation and standardized programming style;	
(G)	write code that uses comparison operators such as greater than, less than, equal to, and modulus to perform mathematical computations;	
(H)	write code that uses strings to sort types of data such as Boolean, floats, and integers; and	
(I)	perform user testing on code to assess and improve their program.	

(6)	The student understands physical computing systems to integrate input and output functions in engineering concepts. The student is expected to:	
(A)	write programming to process data and control physical devices for efficient and optimized solutions;	
(B)	apply coding to demonstrate the correct operation of the output device such as motors, video displays, speakers, rapid prototype machines, and lights;	
(C)	apply coding to demonstrate the correct operation of the input device such as buttons, sensors, and switches;	
(D)	apply critical problem-solving skills to troubleshoot any errors and miscommunication such as wiring, code and physical hardware;	
(E)	demonstrate basic circuit theory as it pertains ground and power systems for input and output devices and use tools such as a multimeters, microcontrollers, sensors, and LEDs; and	
(F)	demonstrate script writing and its importance automating input and output devices to develop engineering solutions such as automatic data collecting, data analysis, programmable logic controllers, power system programming, robotics, and scripting for commercial engineering related software.	
(7)	The student understands the roles of sensors and programming sensors in engineering. The student is expected to:	
(A)	identify and describe how sensors were used in past and used currently in real-world engineered products, including new and innovative methods for sensors;	
(B)	identify and describe the proper input sensors to measure light, distance, sound, and color such as photoresistors, thermistors, sonar, switches, and buttons;	
(C)	identify and analyze the specifications of sensors and other input devices used in engineering problems, including units of measurement, upper limits, lower limits, and errors;	
(D)	differentiate the proper sensor and defend their choice in developing a solution to an engineering problem;	
(E)	write code that will control the sensors and accurately collect information pertaining to the function of the sensor;	
(F)	debug, asses, and test code to evaluate and improve sensor performance; and	
(G)	document the steps of sensor integration in an engineering notebook such as flowcharts and technical drawings.	
(8)	The student understands how automation plays a role in engineering and manufacturing. The student is excepted to:	

(A)	research and define how automated machines are used in engineering and manufacturing;	
(B)	define and present on the different job roles and required level of education in the field of automation;	
(C)	compare the roles of engineers, technicians, and technologists in automation;	
(D)	describe the role of safety and ethics among automation within engineering; and	
(E)	convert a manual mechanical system to an automated system using code and hardware.	
(9)	The student uses appropriate tools and demonstrates safe work habits. The student is expected to:	
(A)	master relevant safety tests;	
(B)	follow lab safety guidelines as prescribed by instructor in compliance with local, state, and federal regulations;	
(C)	recognize the classification of hazardous materials and wastes;	
(D)	dispose of hazardous materials and wastes appropriately;	
(E)	maintain, safely handle, and properly store laboratory equipment;	
(F)	describe the implications of negligent or improper maintenance;	
(G)	demonstrate the use of precision measuring instrument;	
(H)	identify areas where quality, reliability, and safety can be designed into a circuit;	
(I)	identify governmental and organizational regulations for health and safety in the workplace related to electronics; and	
(J)	identify areas where quality, reliability, and safety can be designed into a product.	

§127.XX ~~Introduction to~~ Statics (One Credit), Adopted 2025.		
	TEKS with edits	Work Group Comments/Rationale
(a)	Implementation. The provisions of this section shall be implemented by school districts beginning with the 2025-2026 school year.	
(b)	General requirements. This course is recommended for students in Grades 11-12. Prerequisite: Algebra II. Recommended prerequisite: Physics.	
(c)	Introduction.	
(1)	Career and technical education instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.	
(2)	The Engineering Career Cluster focuses on planning, designing, testing, building, and maintaining of machines, structures, materials, systems, and processes using empirical evidence and science, technology, and math principles. This career cluster includes occupations ranging from mechanical engineer and drafter to electrical engineer and to mapping technician.	
(3)	Introduction to Statics is a gateway course into most engineering majors such as aerospace, mechanical, civil, and biomedical engineering. Students will learn the elements of statics that include the forces in structures that are in equilibrium and usually not moving. This includes forces calculated in two dimensions, free-body diagrams, distributed loads, centroids, and friction as applied to cables, trusses, beams, machines, gears, and mechanisms. Students will explore scenarios where objects remain stationary, emphasizing the importance of balance and stability in engineering design. This course not only equips students with theoretical knowledge but empowers them with practical skills that are indispensable in real-world engineering scenarios.	
(4)	Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.	
(5)	Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.	
(d)	Knowledge and skills.	

(1)	The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	New employability strand
(A)	demonstrate dressing appropriately, speaking politely, and conducting oneself in a manner appropriate for the profession and work site;	
(B)	analyze how teams can produce better outcomes through cooperation, contribution, and collaboration from members of the team;	
(C)	present written and oral technical communication in a clear, concise, and effective manner for a variety of purposes and audiences, including explaining and justifying decisions in the design process;	
(D)	use time-management skills in prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that optimizes efficiency and results independently and in groups;	
(E)	describe the importance of and demonstrate punctuality, dependability, reliability, and responsibility in reporting for duty and performing assigned tasks as directed;	
(F)	explain how engineering ethics as defined by professional organizations such as the National Society of Professional Engineers applies to engineering practice;	
(G)	demonstrate respect for diversity in the workplace;	
(H)	identify consequences relating to discrimination, harassment, and inequality;	
(I)	analyze elements of professional codes of conduct or creeds in engineering such as the National Society of Professional Engineers Code of Ethics for Engineers and how they apply to the knowledge and skills of the course and the engineering profession;	
(J)	identify the components of a safety plan and why it is critical for employees and employers to maintain a safe work environment; and	
(K)	compare skills and characteristics of managers and leaders in the workplace.	
(2)	The student describes milestones in structural design and construction throughout history. The student is expected to:	
(A)	research and evaluate the contribution of pioneering historical structures such as the Eiffel Tower, Pyramids, Roman Aqueducts, Ferris Wheel, Sydney Opera House, and St. Louis Bridge to the field of structural design;	CCRS: SCI IV.C.1; ELA V.B.1; CD II.C.2, II.C. 4

(B)	analyze how locally available materials and technology have impacted the construction of structures through time;	CCRS: SCI IV.C.1; ELA V.B.1, V.B.3; CD II.A.5; SS I.A.2
(C)	identify the contributions of historical pioneers to the field of structural design such as Archimedes, Leonardo DaVinci, Galileo, René Descartes, and Albert of Saxony; and	CCRS: SCI IV.C.2; ELA.V.A.1; CD II.A.8;
(D)	identify careers that use the field of statics and predict the future application of statics.	CCRS: ELA II.A.4; CD I.C.1
(3)	The student measures and converts units in the System International (SI) units and United States (US) customary systems of measurement. The student is expected to:	
(A)	measure objects using different units of measurement such as feet, inches, centimeters, meters, pounds force, Newtons, slugs, and kilograms in decimal and fractional measurements;	CCRS: SCI II.F.1; M I.C.1, VII.B.1; CD II.D.3
(B)	apply prefixes to units of measure and convert between units in U.S. customary and SI systems such as kgs and kips; and	CCRS: M I.C.2
(C)	identify physical examples of different units of measurement including one Newton, one pound, and one kip.	CCRS: M I.C.1
(4)	The student develops an understanding of point and distributed forces and moments, including torque and couples and their respective units. The student is expected to:	
(A)	explain how Newton's third law of motion applies to static systems;	CCRS: SCI VIII.C.2; CD I.B.2
(B)	explain the purpose and operation of mechanical components, including gears, sprockets, pulleys, and simple machines;	CCRS: CD II.A.4
(C)	explain how mechanical components, including gears, sprockets, pulley systems, and simple machines are used in mechanisms;	CCRS: CD II.A.5
(D)	explain distributed loads and simplify distributed loads to point loads;	CCRS: SCI VIII.C.2; M III.A.2, III.C.1, VII.B.1; CD II.A.5
(E)	compare a two-dimensional distributed load applied over a line to a distributed load applied over an area and a volume;	CCRS: M III.A.2, III.C.1; CD II.A.5
(F)	calculate and use applicable units for forces, torque, distances, and mechanical advantages related to levers, gears, and pulleys;	CCRS: SCI VIII.E.2; M I.X.1, II.B.1, VII.A.1-5, VII.B.1, VIII.A.1, VIII.A.3

(G)	define and calculate the efficiency of mechanical systems; and	CCRS: M II.B.1, VII.B.1, IX.B.2
(H)	identify and explain couples in a static system.	CCRS: CD II.D.I
(5)	The student applies vector algebra to calculate the equivalent force and moment vectors. The student is expected to:	
(A)	differentiate between scalar and vector quantities;	CCRS: SCI VIII.B.1; CD II.A.5
(B)	identify properties of a vector, including magnitude and direction;	CCRS: SCI VIII.B.1; CD II.A.4
(C)	convert forces represented graphically to vector notation;	CCRS: SCI VIII.B.2; M III.C.1
(D)	represent a force vector in its horizontal and vertical components;	CCRS: SCI VIII.B.3; M III.A.3
(E)	calculate resultant vectors from multiple vectors using a strategy including vector addition and the parallelogram rule;	CCRS: M III.C.1
(F)	simplify free-body diagrams by using strategies including the principle of transmissibility, couples, and the summation of moments;	CCRS: M III.C.1
(G)	calculate moments of a rigid body system using strategies, including the product of force and perpendicular distance to a specified axis and the right-hand rule;	CCRS: M II.B.1, VI.C.1
(H)	calculate moments from component forces using Varignon's principle; and	CCRS: M III.C.1
(I)	apply equivalent transformation to simplify external loads in a structural system.	CCRS: M III.C.1
(6)	The student locates and applies the geometric centroid and the center of mass of homogenous and heterogeneous objects. The student is expected to:	
(A)	explain the difference between geometric centroid and center of mass;	CCRS: SCI VIII.A.3; M III.C.1; ELA.I.A.2
(B)	locate the geometric centroid of simple and complex shapes using the composite parts method; and	CCRS: M III.C.1, III.D.2
(C)	locate the center of mass for two-dimensional and three-dimensional homogeneous and heterogeneous objects.	CCRS: M III.A.1, III.C.1, III.D.2, VII.A.1-5

(7)	The student determines the stability of simple and complex objects with a variety of applied forces. The student is expected to:	
(A)	identify potential pivot points at which objects could potentially rotate leading to a tip-over;	CCRS: CD II.D.1
(B)	use the relative location of the center of mass and object pivot point to determine the stability of simple and complex objects with only frictional force;	CCRS: M III.A.1, III.C.1, VI.C.1, VII.A.1-5
(C)	calculate the stability of simple and complex objects with external forces applied at different locations on the object and a reaction force caused by friction; and	CCRS: M III.A.1, III.C.1, VI.C.1, VII.A.1-5
(D)	describe how the friction reaction forces when combined with applied forces at different locations affect the stability of an object and how to stabilize unstable systems.	CCRS: CD II.A.4
(8)	The student differentiates supports, including fixed, pin, and roller supports for structures. The student is expected to:	
(A)	define and compare the applications of different structural supports, including fixed, pin, and roller supports;	CCRS: CD II.A.4
(B)	explain the degrees of freedom for fixed, pin, and roller supports;	CCRS: CD II.A.5
(C)	describe how fixed, pin, and roller supports affect a structural system; and	CCRS: CD II.A.4
(D)	describe and sketch the different reaction forces and moments for structural supports, including fixed, pin, and roller supports.	CCRS: CD II.A.4
(9)	The student constructs free-body diagrams of particles and rigid bodies around various supports and determines the reaction forces of the static body. The student is expected to:	
(A)	sketch a complete free-body diagram which includes applied and reaction forces for a structure;	CCRS: SCI VIII.C.2; CD II.D.3
(B)	define static equilibrium;	CCRS: CD II.A.4
(C)	formulate translational and rotational static equilibrium equations into a system of algebraic equations; and	CCRS: SCI VIII.C.1, VIII.E.1; M II.B.1, VII.A.1-2

(D)	solve for unknown forces in a structure using equations of equilibrium.	CCRS: SCI VIII.A.5; M II.B.1, II.C.3, VII.A.3-5
(10)	The student analyzes statically determinant plane trusses. The student is expected to:	
(A)	test if a plane truss is statically determinant;	CCRS: M II.C.3; CCRS: CD II.C.4
(B)	use the method of sections and method of joints to calculate the internal forces of a statically determinant plane truss;	CCRS: M II.C.3, III.A.3, III.C.1, VII.A.1-5, VII.D.1, IX.B.2
(C)	explain the difference between tension and compression forces;	CCRS: CD II.A.5
(D)	describe capabilities of members including beams, cables, ropes, bars, and columns to bear tension, compression, or both;	CCRS: CD II.A.4
(E)	identify internal members as being in tension or compression, the members bearing the maximum loads, and the member most likely to fail; and	CCRS: CD II.A.4
(F)	design structures such as bridges, tensegrity structures, or trusses to support external loads.	CCRS: M IX.B.2
(11)	The student recognizes the limitations of a two-dimensional model. The student is expected to:	
(A)	identify the differences between a two-dimensional and three-dimensional system;	CCRS: M III.A.1
(B)	explain the implications of adding a third dimension to a structure and how a two-dimensional analysis is insufficient to model a three-dimensional structure; and	CCRS: M III.A.2
(C)	describe how a third dimension can cause instability in a structure.	CCRS: M III.A.2

§127.783. Engineering Design and Presentation I (One Credit), Adopted 2025 ~~Adopted 2022~~.		
	TEKS with edits	Work Group Comments/Rationale
(a)	Implementation. The provisions of this section shall be implemented by school districts beginning with the 2025-2026 ~~2024-2025~~ school year.	
(b)	General requirements. This course is recommended for students in Grades 10-12. Prerequisite: Algebra I and at least one credit in a course from the ~~science, technology,~~ engineering~~, and mathematics~~ career cluster. Recommended prerequisite: Principles of Applied Engineering. Students shall be awarded one credit for successful completion of this course.	
(c)	Introduction.	
(1)	Career and technical education instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.	
(2)	The Engineering Career Cluster focuses on planning, designing, testing, building, and maintaining ~~of~~ machines, structures, materials, systems, and processes using empirical evidence and science, technology, and math principles. This career cluster includes occupations ranging from mechanical engineer and drafter to electrical engineer and to mapping technician. ~~The Science, Technology, Engineering, and Mathematics (STEM) Career Cluster focuses on planning, managing, and providing scientific research and professional and technical services, including laboratory and testing services, and research and development services.~~	
(3)	Students enrolled in Engineering Design and Presentation I ~~will~~ demonstrate knowledge and skills of the design process as it applies to engineering fields and project management using multiple software applications and tools necessary to produce and present working drawings, solid model renderings, and prototypes. Through implementation of the design process, students ~~will~~ transfer advanced academic skills to component designs. Additionally, students ~~will~~ explore career opportunities in engineering, technology, and drafting and what is required to gain and maintain employment in these areas.	Need to create the course introduction
(4)	Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.	
(5)	Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.	
(d)	Knowledge and skills.	

(1)	The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	New employability strand
(A)	demonstrate dressing appropriately, speaking politely, and conducting oneself in a manner appropriate for the profession and work site;	
(B)	analyze how teams can produce better outcomes through cooperation, contribution, and collaboration from members of the team;	
(C)	present written and oral technical communication in a clear, concise, and effective manner for a variety of purposes and audiences, including explaining and justifying decisions in the design process;	
(D)	use time-management skills in prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that optimizes efficiency and results independently and in groups;	
(E)	describe the importance of and demonstrate punctuality, dependability, reliability, and responsibility in reporting for duty and performing assigned tasks as directed;	
(F)	explain how engineering ethics as defined by professional organizations such as the National Society of Professional Engineers applies to engineering practice;	
(G)	demonstrate respect for diversity in the workplace;	
(H)	identify consequences relating to discrimination, harassment, and inequality;	
(I)	analyze elements of professional codes of conduct or creeds in engineering such as the National Society of Professional Engineers Code of Ethics for Engineers and how they apply to the knowledge and skills of the course and the engineering profession;	
(J)	identify the components of a safety plan and why it is critical for employees and employers to maintain a safe work environment; and	
(K)	compare skills and characteristics of managers and leaders in the workplace.	
~~(1)~~	~~The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:~~	Replaced with new employability strand KS(1)
~~(A)~~	~~demonstrate knowledge of how to dress appropriately, speak politely, and conduct oneself in a manner appropriate for the profession and work site;~~	
~~(B)~~	~~cooperate, contribute, and collaborate as a member of a group to attain agreement and achieve a collective outcome;~~	

~~(C)~~	~~present written and oral communication in a clear, concise, and effective manner, including explaining and justifying actions;~~	
~~(D)~~	~~use time-management skills in prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that optimizes efficiency and results; and~~	
~~(E)~~	~~demonstrate punctuality, dependability, reliability, and responsibility in reporting for duty and performing assigned tasks as directed.~~	
(2)	The student understands how to implement an engineering design process to develop a product or solution. The student is expected to:	Engineering design process strand
(A)	describe and implement the stages of an engineering design process to construct a model;	
(B)	explain how factors, including complexity, scope, resources, ethics, regulations, manufacturability, and technology, impact stages of the engineering design process;	
(C)	explain how stakeholders impact an engineering design process; and	
(D)	analyze how failure is often an essential component of the engineering design process.	
(3)	The student understands the value of maintaining documentation using an engineering notebook. The student is expected to:	Engineering notebook strand
(A)	explain the legal value of maintaining an engineering notebook as intellectual property;	CCRS SCI III.A.1; III.C.1
(B)	describe the proper implementation of an engineering notebook, including notebook type, documentation, signatures, adding external materials, sealing, and dating; and	
(C)	create and maintain an engineering notebook by recording ideas, notes, decisions, findings, and corrections.	
(4)	The student explores the methods and aspects of project management in relation to projects. The student is expected to:	Project management strand CCRS SCI I.C.1
(A)	research and explain the process and phases of project management, including initiating and planning; executing; and closing;	
(B)	explain the roles and responsibilities of team members, including project managers and leads;	
(C)	research and evaluate methods and tools available for managing a project;	

(D)	discuss the importance of developing and implementing a system for the organization of project documentation such as file naming conventions, document release control, and version control;	
(E)	describe how project requirements, constraints, and deliverables impact the project schedule and influence and are influenced by an engineering design;	
(F)	explain how a project budget is developed and maintained including materials, equipment, and labor; and	
(G)	describe the importance of management of change (MOC) and how it applies to project planning.	
(5)~~(2)~~	The student gains knowledge of and demonstrates the skills necessary for success in the engineering workplace. The student is expected to:	Employability related skills specific to engineering
(A)	describe and compare the roles of an industry technician, engineering technologist, and engineer; ~~distinguish between an engineering technician, engineering technologist, and engineer;~~	Clarity
(B)	identify employment and career opportunities in engineering and describe the educational requirements for each;	
(C)	research and describe the various engineering disciplines such as mechanical, civil, aerospace, biomedical, chemical civil, computer, electrical, petroleum, and other related and emerging fields;	It's important for students to understand the variety of careers within engineering
(D)~~(C)~~	investigate and describe the requirements of engineering licensure and industry-based certifications; ~~in engineering;~~	Added licensure
(E)~~(D)~~	investigate and describe elements ~~demonstrate the principles~~ of teamwork critical for success in ~~related to~~ the engineering and technology industries;	Note: Engineering and technology referred to as one industry CCRS SCI IV.C.2
(F)~~(E)~~	research and describe industry standards and governmental regulations~~,~~ such as ~~including~~ health and safety and environmental regulations; and	Clarifying terminology
(G)~~(F)~~	analyze ethical issues related to engineering and technology. ~~and incorporate proper ethics in submitted projects;~~	CCRS SCI IV.C.1
~~(G)~~	~~demonstrate respect for diversity in the workplace;~~	Replaced by employability strand KS(1)(A)&(B)
~~(H)~~	~~identify consequences relating to discrimination, harassment, and inequality;~~	Replaced by employability strand KS(1)(F)

~~(I)~~	~~demonstrate effective oral and written communication skills using a variety of software applications and media; and~~	Replaced by employability strand KS(1)(C)
~~(J)~~	~~investigate and present on career preparation learning experiences, including job shadowing, mentoring, and apprenticeship training.~~	Update terminology to be consistent with state directives
(6)~~(3)~~	The student understands the roles and responsibilities of individual team members, how successful teams function, and how to constructively contribute to the team. ~~The student participates in team projects in various roles.~~ The student is expected to:	CCRS SCI I.C.1
(A)	describe the various roles and responsibilities of a project ~~on an engineering~~ team ~~and discuss characteristics of how effective teams function~~;	Clarify
(B)	describe and demonstrate how the knowledge and skills of individual team members are used to assign roles and distribute tasks within a team ~~apply teamwork to solve problems~~; and	Not observable and measurable
(C)	describe and demonstrate appropriate behaviors such as active listening and clear communication while serving as a team leader and member on projects.	
~~(C)~~	~~serve as both a team leader and member and demonstrate appropriate attitudes behaviors such as active listening, and clear communication while participating in team projects.~~	Clarify
~~(4)~~	~~The student develops skills for managing a project. The student is expected to:~~	Replace with new project management strand KS(3)
~~(A)~~	~~implement project management methodologies, including initiating, planning, executing, monitoring and controlling, and closing a project;~~	Items listed are not methodologies. Methodologies should be introduced in a more advanced class.
~~(B)~~	~~develop a project schedule and complete work according to established criteria;~~	
~~(C)~~	~~participate in the organization and operation of a real or simulated engineering project.; and~~	Too vague
~~(D)~~	~~develop a plan for production of an individual product.~~	Redundant to SE(B)
(7)~~(5)~~	The student practices safe and proper work habits. The student is expected to:	CCRS SCI I.C.2-3
(A)	identify and explain the appropriate use of types of personal protective equipment (PPE) used in industry;	
~~(A)~~	~~master relevant safety tests;~~	Too specific; combine with SE(B)

(B)	explain and comply with safety guidelines and procedures as described in relevant ~~various~~ manuals, instructions, and regulations;	Guidelines and procedures are two distinct things
(C)	discuss the importance of safe walking and working surfaces in the workplace and best practices for preventing or reducing slips, trips, and falls in the workplace;	It is necessary to be explicit with safety. Safety has to be the #1 concern when working with students.
(D)	describe the various types of electrical hazards in the workplace and the risks associates with these hazards;	It is necessary to be explicit with safety. Safety has to be the #1 concern when working with students.
(E)	describe the various control methods to prevent electrical hazards in the workplace;	
(F)~~(C)~~	identify workplace health and safety resources, including emergency plans and Safety Data Sheets, and explain how these resources are used to make decisions in the workplace; ~~identify and classify hazardous materials and wastes according to Occupational Safety and Health Administration (OSHA) regulations;~~	By being more general, teachers can adjust to their particular needs
(G)~~(D)~~	describe the appropriate disposal of selected hazardous materials and wastes ~~appropriately~~;	Appropriate used twice
(H)~~(E)~~	perform routine maintenance on selected tools, equipment, and machines;	
(I)~~(F)~~	handle, use, and store tools and materials correctly; and	
(J)~~(G)~~	research and describe the consequences ~~results~~ of negligent or improper equipment maintenance.	
(8)	The student understands how visual and spatial reasoning applies to engineering design. The student is expected to:	Before students can successfully use CADD, they need to understand how to visualize geometric shapes in both 2d and 3d CCRS SCI II.C.1-4
(A)	compare characteristics and dimensional changes of two- and three- dimensional figures;	CCRS M III.A.1
(B)	draw and manipulate geometric shapes in three dimensions;	CCRS M III.A-D
(C)	create two-dimensional views of a three-dimensional object; and	
(D)	explain the symmetry of figures through the proportionate transformation of objects.	

(9)~~(6)~~	The student uses sketching and ~~applies skills associated with~~ computer-aided drafting and design to represent three-dimensional (3D) objects in a two-dimensional (2D) format needed for manufacturing an object. The student is expected to:	Clarify and add CCRS SCI V.E.1-2
(A)	use single and multi-view projections to represent 3D objects in a 2D format;	
(B)	use appropriate line types in engineering drawings to represent 3D objects in a 2D format;	
(C)~~(B)~~	use orthographic and pictorial views to represent 3D objects in a 2D format;	
(D)~~(C)~~	use auxiliary views to represent 3D objects in a 2D format;	
(E)~~(D)~~	use section views to represent 3D objects in a 2D format;	
~~(E)~~	~~use advanced construction techniques to generate engineering drawings;~~	Unclear and not specific
(F)	prepare and revise annotated multi-dimensional production drawings in computer-aided drafting and design to industry standards;	
(G)	apply best practices for ~~effective~~ file structure and management to efficiently retrieve and edit files;	clarification
(H)	use advanced dimensioning techniques, including annotation scale; and	clarification
(I)	construct and use basic 3D parametric drawings to develop a 3D model or prototype for presentation. ~~; and~~	clarification
~~(J)~~	~~develop and use prototype drawings for presentation.~~	Combined above
~~(7)~~	~~The student uses engineering design methodologies. The student is expected to:~~	Replace KS and SEs with Design Process strand
~~(A)~~	~~describe principles of ideation and apply ideation techniques for to an engineering project;~~	
~~(B)~~	~~demonstrate critical thinking, identify and analyze the solution constraints, and make fact-based decisions;~~	
~~(C)~~	~~develop or improve a product using rational thinking;~~	
~~(D)~~	~~apply decision-making strategies when developing solutions;~~	
~~(E)~~	~~use an engineering notebook to record prototypes, corrections, and/or mistakes in the design process; and~~	

~~(F)~~	~~use an engineering notebook or portfolio to record the final design, construction, and manipulation of finished projects.~~	
~~(8)~~	~~The student applies concepts of engineering to specific problems. The student is expected to:~~	Redundant to KS 12
~~(A)~~	~~*design components using a variety of technologies;*~~	Moved to KS(10)(A)
~~(B)~~	~~*investigate the applications of different types of computer-aided drafting and design software for various engineering problems; and*~~	Moved to KS(10)(B)
~~(C)~~	~~*use multiple software applications for concept presentations.*~~	Moved to KS(10)(G)
(10)~~(9)~~	The student designs products using appropriate engineering design processes and techniques. The student is expected to:	
(A)	*design* product *components using a variety of technologies;*	CCRS SCI I.D.2
(B)	research and analyze ~~investigate~~ *the applications of different types of computer-aided drafting and design software for various engineering problems;*	CCRS SCI II.C.1-4
~~(A)~~	~~interpret engineering drawings;~~	Repetitive with below (D)
(C)~~(D)~~	produce and interpret engineering drawings using ~~to~~ industry standards; ~~and~~	
(D)~~(B)~~	describe how ~~identify areas where~~ *quality, reliability, and safety can be designed into* specific products ~~a product~~;	
(E)~~(C)~~	modify a product design to meet a specified need such as considering a broader audience of users or users with special needs;	Universal design is an important concept for engineering students to learn
(F)~~(E)~~	research and explain the patenting process and analyze opportunities for potential patents related to a project; and ~~describe potential patents and the patenting process.~~	
(G)	*use multiple software applications for concept presentations.*	moved for clarity
(11)~~(10)~~	The student builds a prototype(s) using the appropriate tools, materials, and techniques. The student is expected to:	CCRS SCI IV.E.1-2
(A)	identify and describe the steps needed to produce a prototype;	
(B)	identify and use appropriate tools, equipment, machines, and materials to produce the prototype; ~~and~~	

(C)	present the prototype and explain how it meets the project requirements ~~using a variety of media.~~; and	
(D)	evaluate the successes and failures of the prototype(s) in the context of an iterative design process.	The entire point of a prototype is to discover and learn from mistakes
(12)~~(11)~~	The student creates justifiable solutions to open-ended real-world problems using engineering design practices and processes. The student is expected to:	
(A)	identify and define an engineering problem;	
(B)	formulate goals, objectives, and requirements to solve an engineering problem;	
(C)	investigate and select materials appropriate to the use of a particular product to be designed;	
(D)	explain the importance of manufacturability;	
(E)~~(C)~~	determine the design parameters such as ~~materials,~~ personnel, resources, funding, ~~manufacturability~~, feasibility, and time associated with an engineering problem;	Repetitive. These items are mentioned above.
(F)~~(D)~~	identify ~~establish and evaluate~~ constraints ~~of systems engineering~~, including health, safety, social, environmental, ethical, political, regulatory, and legal constraints, defining an engineering ~~pertaining to a~~ problem;	
(G)~~(E)~~	identify or create alternative solutions to a problem using a variety of techniques such as brainstorming, reverse engineering, and researching engineered and natural solutions;	
(H)~~(F)~~	test and evaluate proposed solutions using tools such as models, prototypes and mockups and methods such as ~~models, prototypes, mock-ups,~~ simulations, critical design review, statistical analysis, and ~~or~~ experiments; and	clarity
(I)~~(G)~~	apply structured techniques such as a decision tree, design matrix, or cost-benefit analysis to select and justify a preferred solution to a problem.	CCRS SCI I.D.2
(13)	The student presents a solution derived through the engineering design process. The student is expected to:	
(A)	present the solution in a professional manner;	CCRS SCI III.C.1
(B)	solicit and evaluate feedback on the solution and presentation; and	
(C)	present learning experiences such as essential skills gained, areas of personal growth, and challenges and solutions encountered throughout the design process.	

§127.784. Engineering Design and Presentation II (Two Credits), Adopted 2025 ~~Adopted 2022~~.		
	TEKS with edits	Work Group Comments/Rationale
(a)	Implementation. The provisions of this section shall be implemented by school districts beginning with the 2025-2026 ~~2024-2025~~ school year.	
(b)	General requirements. This course is recommended for students in Grades 11 and 12. Prerequisites: Principles of Applied Engineering or Engineering Design and Presentation I, Algebra I, and Geometry. Students shall be awarded two credits for successful completion of this course.	
(c)	Introduction.	
(1)	Career and technical education instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.	
(2)	The Engineering Career Cluster focuses on planning, designing, testing, building, and maintaining of machines, structures, materials, systems, and processes using empirical evidence and science, technology, and math principles. This career cluster includes occupations ranging from mechanical engineer and drafter to electrical engineer and to mapping technician. ~~The Science, Technology, Engineering, and Mathematics (STEM) Career Cluster focuses on planning, managing, and providing scientific research and professional and technical services, including laboratory and testing services, and research and development services.~~	New engineering career cluster introduction from engineering foundations program of study framework
(3)	Engineering Design and Presentation II is a continuation of knowledge and skills learned in Engineering Design and Presentation I. Students enrolled in this course will demonstrate advanced knowledge and skills of a system design process as it applies to engineering fields and project management using multiple software applications and tools necessary to produce and present working drawings, solid model renderings, and prototypes. Students will expand on the use of a variety of computer hardware and software applications to complete assignments and projects. Through implementation of a system design process, students will transfer advanced academic skills to component designs and engineering systems. Emphasis will be placed on transdisciplinary and integrative approaches using skills from ideation, prototyping, and project management methods.	Introduction needs to be updated
(4)	Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.	
(5)	Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.	

(d)	Knowledge and skills.	
(1)	The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	New employability strand
(A)	demonstrate dressing appropriately, speaking politely, and conducting oneself in a manner appropriate for the profession and work site;	
(B)	analyze how teams can produce better outcomes through cooperation, contribution, and collaboration from members of the team;	
(C)	present written and oral technical communication in a clear, concise, and effective manner for a variety of purposes and audiences, including explaining and justifying decisions in the design process;	
(D)	use time-management skills in prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that optimizes efficiency and results independently and in groups;	
(E)	describe the importance of and demonstrate punctuality, dependability, reliability, and responsibility in reporting for duty and performing assigned tasks as directed;	
(F)	explain how engineering ethics as defined by professional organizations such as the National Society of Professional Engineers applies to engineering practice;	
(G)	demonstrate respect for diversity in the workplace;	
(H)	identify consequences relating to discrimination, harassment, and inequality;	
(I)	analyze elements of professional codes of conduct or creeds in engineering such as the National Society of Professional Engineers Code of Ethics for Engineers and how they apply to the knowledge and skills of the course and the engineering profession;	
(J)	identify the components of a safety plan and why it is critical for employees and employers to maintain a safe work environment; and	
(K)	compare skills and characteristics of managers and leaders in the workplace.	
~~(1)~~	~~The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:~~	Replaced by new KS(1) employability strand
~~(A)~~	~~distinguish between an engineering technician, engineering technologist, and engineer;~~	
~~(B)~~	~~identify employment and career opportunities in engineering and describe the educational requirements for each;~~	

~~(C)~~	~~investigate and describe the requirements of industry-based certifications in engineering;~~	
~~(D)~~	~~demonstrate the principles of teamwork related to engineering and technology;~~	
~~(E)~~	~~research and describe governmental regulations, including health and safety;~~	
~~(F)~~	~~analyze ethical issues related to engineering and technology and incorporate proper ethics in submitted projects;~~	
~~(G)~~	~~demonstrate respect for diversity in the workplace;~~	
~~(H)~~	~~identify consequences relating to discrimination, harassment, and inequality;~~	
~~(I)~~	~~demonstrate effective oral and written communication skills using a variety of software applications and media; and~~	
~~(J)~~	~~investigate and present on career preparation learning experiences, including job shadowing, mentoring, and apprenticeship training.~~	
(2)	The student understands how to implement an engineering design process to develop a product or solution. The student is expected to:	Engineering design process strand
(A)	describe and implement the stages of an engineering design process to construct a model;	
(B)	explain how factors, including complexity, scope, resources, ethics, regulations, manufacturability, and technology, impact stages of the engineering design process;	
(C)	explain how stakeholders impact an engineering design process; and	
(D)	analyze how failure is often an essential component of the engineering design process.	
(3)	The student explores the methods and aspects of project management in relation to projects. The student is expected to:	Project management strand
(A)	research and explain the process and phases of project management, including initiating and planning, executing, and closing;	
(B)	explain the roles and responsibilities of team members, including project managers and leads;	
(C)	research and evaluate methods and tools available for managing a project;	

(D)	discuss the importance of developing and implementing a system for the organization of project documentation such as file naming conventions, document release control, and version control;	
(E)	describe how project requirements, constraints, and deliverables impact the project schedule and influence and are influenced by an engineering design;	
(F)	explain how a project budget is developed and maintained including materials, equipment, and labor; and	
(G)	describe the importance of management of change (MOC) and how it applies to project planning.	
(4)~~(6)~~	The student practices safe and proper work habits. The student is expected to:	Move safety KS/SEs here CCRS SCI I.C.2-3
(A)	identify and explain the appropriate use of types of personal protective equipment (PPE) used in industry;	
~~(A)~~	~~master relevant safety tests;~~	Too specific; Combined with SE below
(B)	explain and comply with safety guidelines and procedures as described in relevant ~~various~~ manuals, instructions, and regulations;	Guidelines and procedures are two different things
(C)	explain the importance of Lock Out Tag Out (LOTO) procedures in preventing the release of hazardous energy;	
(D)	explain the importance of safe walking and working surfaces in the workplace and best practices for preventing or reducing slips, trips, and falls in the workplace;	Necessary to be explicit with safety
(E)	describe the various types of electrical hazards in the workplace and the risks associated with these hazards;	Necessary to be explicit with safety
(F)	describe the various control methods to prevent electrical hazards in the workplace;	
(G)~~(C)~~	identify workplace health and safety resources, including emergency plans and Safety Data Sheets, and explain how these resources are used to make decisions in the workplace; ~~identify and classify hazardous materials and wastes according to Occupational Safety and Health Administration (OSHA) regulations;~~	Allow flexibility for instructors
(H)~~(D)~~	describe the appropriate disposal of selected hazardous materials and wastes ~~appropriately~~;	clarification
(I)~~(E)~~	perform routine maintenance on selected tools, equipment, and machines;	clarification
(J)~~(F)~~	handle, use, and store tools and materials correctly; and	clarification

(K)~~(C)~~	research and describe the consequences ~~results~~ of negligent or improper equipment maintenance.	clarification
(5)~~(2)~~	The student understands the roles and responsibilities of individual team members, how successful teams function, and how to constructively contribute to the team ~~participates in team projects~~. The student is expected to:	CCRS SCI I.C.1
(A)	describe the various roles and responsibilities of a project ~~on an engineering~~ team; ~~and discuss characteristics of how effective teams function;~~	Clarify and align with EDP1
(B)	describe and demonstrate how the knowledge and skills of individual team members are used to assign roles and distribute tasks within a team; ~~demonstrate teamwork to solve problems; and~~	Not observable and measurable
(C)	describe and demonstrate appropriate behaviors such as active listening and clear communication while serving as a team leader and member on projects; and ~~serve as team leader and member and demonstrate appropriate attitudes while participating in team projects.~~	Clarify and align with EDP1
(D)	describe and demonstrate the roles and responsibilities specific to team leaders, such as assigning roles and responsibilities, facilitating decision making, tracking progress, and soliciting and providing timely feedback to team members. ~~when serving as team leader.~~	Differentiate between serving as team leader and team member
(6)~~(7)~~	The student uses and documents engineering design processes ~~methodologies~~. The student is expected to:	Process versus methodologies is the correct word CCRS SCI III.A.1; III.C.1
(A)	use ~~describe principles of~~ solution ideation ~~and evaluate ideation~~ techniques for an engineering project; ~~including systems-based engineering and advanced prototyping;~~	
(B)	analyze and evaluate ~~demonstrate critical thinking, identify~~ ~~the~~ solution constraints; ~~, and make fact-based decisions;~~	Critical thinking difficult to measure, clarification
(C)	develop or improve a solution using fact-based decision-making ~~rational thinking~~;	clarification
(D)	compare solutions using analysis tools such as a decision matrix or paired comparison analysis ~~apply decision-making strategies when developing solutions~~;	
~~*(E)*~~	~~*identify quality control issues in engineering design and production;*~~	Move to KS about prototypes KS(9)
~~*(F)*~~	~~*describe perceptions of the quality of products and how they affect engineering decisions;*~~	Move to KS about prototypes KS(9)

(E)~~(G)~~	create and maintain an organized engineering notebook to record ~~use an engineering notebook to record~~ findings and corrections, including deficiencies in the design process, and decisions throughout the entire design process ~~prototypes, corrections, and/or mistakes in the design process~~; and	Clarify the list CCRS SCI III.A.1
(F)~~(H)~~	use an engineering notebook or portfolio to record and justify the final design, construction, and manipulation of finished projects.	In this instance, we like the use of the engineering notebook or portfolio because at this level both are important and complementary, particularly for a final product
~~(3)~~	~~The student develops applies project management skills for managing to a complex, multi-phase, multi-system project. The student is expected to:~~	Replace with project management strand KS(3)
~~(A)~~	~~create, implement, and evaluate project management methodologies, including initiating, planning, executing, monitoring and controlling, and closing a project;~~	Break into smaller steps
~~(B)~~	~~develop a project schedule and complete projects according to established criteria;~~	Included above
~~(C)~~	~~use strategies such as decision matrices, flow charts, or Gantt charts to maintain the project schedule and quality of project;~~	
~~(D)~~	~~participate in the organization and operation of a real or simulated engineering project; and~~	
~~(E)~~	~~develop a plan for production of an individual product.~~	
~~(4)~~	~~The student demonstrates principles of project documentation, workflow, and evaluated results. The student is expected to:~~	Replaced by project management strand KS(3)
~~(A)~~	~~complete work orders and related documentation;~~	Clarify types of related documentation
~~(B)~~	~~identify and defend factors affecting cost and strategies to minimize costs;~~	Moved above to another SE
~~(C)~~	~~formulate a project budget;~~	Moved to another SE
~~(D)~~	~~develop a production schedule;~~	redundant
~~(E)~~	~~identify intellectual property and other legal restrictions; and~~	Redundant
~~(F)~~	~~read and interpret technical drawings, manuals, and bulletins.~~	redundant

(7)~~(9)~~	The student understands how systems impact the design, integration, and management of engineering solutions. ~~The student addresses a need or problem using appropriate systems engineering design processes and techniques.~~ The student is expected to:	Rewrite KS
(A)	explain systems in engineering;	
(B)	explain reverse engineering;	
(C)	reverse engineer a multi-system product and explain how the systems work in the product; and	
~~(A)~~	~~create and interpret engineering drawings;~~	Redundant with SEs in KS(8)
~~(B)~~	~~identify areas where quality, reliability, and safety and multidisciplinary optimization and stakeholder analysis can be designed into a solution such as a product, process, or system;~~	redundant
(D)~~(C)~~	improve a system design, including properties of materials selected, to meet a specified need.~~;~~	
~~(D)~~	~~produce engineering drawings to industry standards; and~~	Redundant with SE in KS(8)
~~(E)~~	~~*describe potential patents and the patenting process.*~~	Moved to KS(9)(J)
(8)~~(5)~~	The student uses ~~applies the concepts and skills of~~ computer-aided drafting and design software as part of the engineering design process ~~to perform the following tasks.~~ The student is expected to:	CCRS SCI I.D.2; II.C.1-4
(A)	*research different types of computer-aided drafting and design software and evaluate* ~~their~~ *applications for use in design systems and problem solving;* ~~and~~	Moved from KS(8)(C)
(B)~~(A)~~	identify industry standards such as ~~prepare drawings to~~ American National Standards Institute (ANSI) and International Organization for Standardization (ISO) graphic standards, and create drawings that meet industry standards;	
(C)~~(B)~~	customize software user interface options such as buttons, tabs, and ribbons to match different work environments;	clarification
(D)~~(C)~~	prepare and use advanced views such as auxiliary, section, and break-away;	
(E)~~(D)~~	draw detailed parts, assembly diagrams, and sub-assembly diagrams;	
(F)~~(E)~~	indicate tolerances and standard fittings using appropriate library functions;	
(G)~~(F)~~	establish and apply annotation styles and setup by defining units, fonts, dimension styles, notes, and leader lines;	

(H)~~(C)~~	identify and incorporate the use of advanced layout techniques and viewports using paper-space and modeling areas;	
(I)~~(H)~~	create and use layers to organize objects in drawings; ~~use management techniques by setting up establish properties to define and control individual layers by using software management features;~~	clarification
(J)~~(I)~~	create and use custom templates for advanced project management;	
~~(J)~~	~~prepare and use advanced development drawings such as assembly and subassembly drawings;~~	Redundant with KS(8)(E)
(K)	use advanced polar tracking and blocking techniques to increase drawing efficiency;	
(L)	create drawings that incorporate external referencing;	
(M)	create and render objects using parametric modeling tools; and	
(N)	model individual parts or assemblies and produce rendered or animated output.	
~~(8)~~	~~The student applies demonstrates knowledge of how concepts of engineering are applied to specific problems. The student is expected to:~~	Vague and broad KS; SEs moved to better locations or removed
~~(A)~~	~~design solutions from various engineering disciplines such as electrical, mechanical, structural, civil, or biomedical engineering;~~	redundant
~~(B)~~	~~*experiment with the use of tools, laboratory equipment, and precision measuring instruments to develop prototypes;*~~	Move to KS(9)
~~(C)~~	~~*research different types of computer-aided drafting and design software and evaluate their applications for use in design systems and problem solving; and*~~	Move to KS(8)
~~(D)~~	~~*use multiple software applications for concept presentations.*~~	Moved to KS(11)
(9)~~(10)~~	The student builds a prototype using the appropriate tools, materials, and techniques. The student is expected to:	Add SEs regarding quality to this section CCRS SCI IV.E.1-2
(A)	delineate and implement ~~and delineate~~ the steps needed to produce a prototype such as defining the problem and generating concepts;	
~~(B)~~	~~identify industry-appropriate tools, equipment, machines, and materials;~~	Combined with SE below

(B)	*develop prototypes* using *tools, equipment*, machines, or *precision measuring instruments;* ~~experiment with the use of tools, laboratory equipment, machines, and precision measuring instruments to develop prototypes;~~	Added SE above
(C)	select and justify the use of materials for prototyping and manufacturing;	Address the use of specific materials
(D)	describe how design quality concepts including performance, usability, accessibility, reliability, and safety affect product development;	Brought over from Introduction to Engineering Design
(E)	*identify quality-control issues in engineering design and production;*	CCRS SCI I.A.4; I.B.1
(F)	*describe perceptions of* ~~the~~ product *quality* ~~of products~~ *and how* these perceptions ~~they~~ *affect engineering decisions;*	
(G)~~(C)~~	fabricate the prototype using a systems engineering approach to compare the performance and use of materials; ~~and~~	
(H)~~(D)~~	present the prototype and explain how it meets the project requirements; and ~~present and validate the prototype using a variety of media and defend engineering practices used in the prototype.~~	Clarify CCRS SCI III.C.1
(I)	*describe potential patents* related to the prototype *and the patenting process.*	Moved from KS(9)(E)
(10)~~(11)~~	The student creates justifiable solutions to open-ended real-world problems within a multitude of engineering disciplines such as aerospace, bio, civil, electrical, mechanical, or structural engineering ~~mechanical, electrical, civil, structural, bio, or aerospace~~ using engineering design practices and processes. The student is expected to:	
(A)	identify and define engineering problems from different engineering disciplines such as aerospace, bio, civil, electrical, mechanical, or structural ~~civil, mechanical, civil, structural, electrical, bio, or aerospace~~ engineering;	Changed order of disciplines
(B)	formulate and document goals, objectives, and requirements to solve an engineering problem;	
(C)	determine the design parameters such as materials, personnel, resources, funding, manufacturability, feasibility, and time associated with an engineering problem;	
(D)	identify ~~establish and evaluate~~ constraints ~~of systems engineering~~, including health, safety, social, environmental, ethical, political, regulatory, and legal constraints, defining an engineering ~~pertaining to a~~ problem;	
(E)	identify or create alternative solutions to a problem using a variety of techniques such as brainstorming, reverse engineering, and researching engineered and natural solutions;	

(F)	test and evaluate proposed solutions using tools such as models, prototypes and mockups and methods such as ~~models, prototypes, mock-ups,~~ simulations, critical design review, statistical analysis, and ~~or~~ experiments; and	
(G)	apply a structured technique problem such as a decision tree, design matrix, or cost-benefit analysis to select and justify a preferred solution to a problem.	CCRS SCI I.D.2
(11)	The student presents a solution derived through the engineering design process. The student is expected to:	CCRS SCI III.C.1
(A)	present the solution in a professional manner to an appropriate audience, such as peers, educators, potential clients, potential employers, community members, or engineering professionals;	
(B)	solicit and evaluate feedback from the audience on the solution and presentation; and	
(C)	present learning experiences such as essential skills gained, areas of personal growth, and challenges and solutions encountered throughout the design process.	

§127.785. Engineering Design and Problem Solving (One Credit), Adopted 2025 ~~Adopted 2021~~.		
	TEKS with edits	Work Group Comments/Rationale
(a)	Implementation. The provisions of this section shall be implemented by school districts beginning with the 2025-2026 ~~2022-2023~~ school year.	
(b)	General requirements. This course is recommended for students in Grades 11 and 12. Prerequisites: Algebra I, Geometry, and at least one credit in a Level 2 or higher course in the science, technology, engineering, and mathematics career cluster. This course satisfies a high school science graduation requirement. Students shall be awarded one credit for successful completion of this course.	
(c)	Introduction.	
(1)	Career and technical education instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.	
(2)	The Engineering Career Cluster focuses on planning, designing, testing, building, and maintaining of machines, structures, materials, systems, and processes using empirical evidence and science, technology, and math principles. This career cluster includes occupations ranging from mechanical engineer and drafter to electrical engineer and to mapping technician. ~~The STEM Career Cluster focuses on planning, managing, and providing scientific research and professional and technical services, including laboratory and testing services, and research and development services.~~	New engineering career cluster introduction from engineering foundations program of study framework
(3)	The Engineering Design and Problem Solving course teaches ~~is~~ the creative process of solving problems by identifying needs and then devising solutions using scientific and engineering practices. The solution may be a product, technique, structure, or process depending on the problem. Science aims to understand the natural world, while engineering seeks to shape this world to meet human needs and wants. *Various engineering disciplines address a broad spectrum of design problems using specific concepts from the sciences and mathematics to derive a solution.* Engineering design takes into consideration limiting factors or "design under constraint." ~~*Various engineering disciplines address a broad spectrum of design problems using specific concepts from the sciences and mathematics to derive a solution*~~. The design process and problem solving are inherent to all engineering disciplines.	Consider a definition for "engineering" similar to the definition of "science" used below.
~~(4)~~	~~Engineering Design and Problem Solving reinforces and integrates skills learned in previous mathematics and science courses. This course emphasizes solving problems, moving from well-defined toward more open-ended, with real-world application. Students will apply critical thinking skills to~~	Too many introductions. Needed to be more concise.

	~~justify a solution from multiple design options. Additionally, the course promotes interest in and understanding of career opportunities in engineering.~~	
~~(5)~~	~~This course is intended to stimulate students' ingenuity, intellectual talents, and practical skills in devising solutions to engineering design problems. Students use the engineering design process cycle to investigate, design, plan, create, and evaluate solutions. At the same time, this course fosters awareness of the social and ethical implications of technological development.~~	
(6)	Science, as defined by the National Academy of Sciences, is the "use of evidence to construct testable explanations and predictions of natural phenomena, as well as the knowledge generated through this process." This vast body of changing and increasing knowledge is described by physical, mathematical, and conceptual models. Students should know that some questions are outside the realm of science because they deal with phenomena that are not currently scientifically testable.	
(7)	Scientific hypotheses and theories. Students are expected to know that:	
(A)	hypotheses are tentative and testable statements that must be capable of being supported or not supported by observational evidence. Hypotheses of durable explanatory power that have been tested over a wide variety of conditions are incorporated into theories; and	
(B)	scientific theories are based on natural and physical phenomena and are capable of being tested by multiple independent researchers. Unlike hypotheses, scientific theories are well established and highly reliable explanations, but they may be subject to change as new areas of science and new technologies are developed.	
(8)	Scientific inquiry is the planned and deliberate investigation of the natural world using scientific and engineering practices. Scientific methods of investigation are descriptive, comparative, or experimental. The method chosen should be appropriate to the question being asked. Student learning for different types of investigations include descriptive investigations, which involve collecting data and recording observations without making comparisons; comparative investigations, which involve collecting data with variables that are manipulated to compare results; and experimental investigations, which involve processes similar to comparative investigations but in which a control is identified.	
(A)	Scientific practices. Students should be able to ask questions, plan and conduct investigations to answer questions, and explain phenomena using appropriate tools and models.	
(B)	Engineering practices. Students should be able to identify problems and design solutions using appropriate tools and models.	

(9)	Scientific decision making is a way of answering questions about the natural world involving its own set of ethical standards about how the process of science should be carried out. Students should be able to distinguish between scientific decision-making methods (scientific methods) and ethical and social decisions that involve science (the application of scientific information).	
(10)	Science consists of recurring themes and making connections between overarching concepts. Recurring themes include systems, models, and patterns. All systems have basic properties that can be described in space, time, energy, and matter. Change and constancy occur in systems as patterns and can be observed, measured, and modeled. These patterns help to make predictions that can be scientifically tested, while models allow for boundary specification and provide a tool for understanding the ideas presented. Students should analyze a system in terms of its components and how these components relate to each other, to the whole, and to the external environment.	
(11)	Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.	
(12)	Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.	
(d)	Knowledge and skills.	
(1)	The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	New employability strand
(A)	demonstrate dressing appropriately, speaking politely, and conducting oneself in a manner appropriate for the profession and work site;	
(B)	analyze how teams can produce better outcomes through cooperation, contribution, and collaboration from members of the team;	
(C)	present written and oral technical communication in a clear, concise, and effective manner for a variety of purposes and audiences, including explaining and justifying decisions in the design process;	
(D)	use time-management skills in prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that optimizes efficiency and results independently and in groups;	
(E)	describe the importance of and demonstrate punctuality, dependability, reliability, and responsibility in reporting for duty and performing assigned tasks as directed;	
(F)	explain how engineering ethics as defined by professional organizations such as the National Society of Professional Engineers applies to engineering practice; and	

(G)	demonstrate respect for diversity in the workplace;	
(H)	identify consequences relating to discrimination, harassment, and inequality;	
(I)	analyze elements of professional codes of conduct or creeds in engineering such as the National Society of Professional Engineers Code of Ethics for Engineers and how they apply to the knowledge and skills of the course and the engineering profession;	
(J)	identify the components of a safety plan and why it is critical for employees and employers to maintain a safe work environment; and	
(K)	compare skills and characteristics of managers and leaders in the workplace.	
~~(1)~~	~~The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:~~	Replaced by new KS1 – employability strand
~~(A)~~	~~demonstrate knowledge of how to dress appropriately, speak politely, and conduct oneself in a manner appropriate for the profession;~~	
~~(B)~~	~~show the ability to cooperate, contribute, and collaborate as a member of a group in an effort to achieve a positive collective outcome;~~	
~~(C)~~	~~present written and oral communication in a clear, concise, and effective manner;~~	
~~(D)~~	~~demonstrate time management skills in prioritizing tasks, following schedules, and performing goal-relevant activities in a way that produces efficient results; and~~	
~~(E)~~	~~demonstrate punctuality, dependability, reliability, and responsibility in performing assigned tasks as directed.~~	
(2)	The student, for at least 40% of instructional time, asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models. The student is expected to:	Scientific and engineering practices strand
(A)	ask questions and define problems based on observations or information from text, phenomena, models, or investigations;	
(B)	apply scientific practices to plan and conduct descriptive, comparative, and experimental investigations and use engineering practices to design solutions to problems;	
(C)	use appropriate safety equipment and practices during laboratory, classroom, and field investigations as outlined in Texas Education Agency-approved safety standards;	

(D)	use appropriate tools such as dial caliper, micrometer, protractor, compass, scale rulers, multimeter, and circuit components;	
(E)	collect quantitative data using the International System of Units (SI) and United States customary units and qualitative data as evidence;	
(F)	organize quantitative and qualitative data using spreadsheets, engineering notebooks, graphs, and charts;	
(G)	develop and use models to represent phenomena, systems, processes, or solutions to engineering problems; and	
(H)	distinguish between scientific hypotheses, theories, and laws.	
(3)	The student analyzes and interprets data to derive meaning, identify features and patterns, and discover relationships or correlations to develop evidence-based arguments or evaluate designs. The student is expected to:	Scientific and engineering practices strand
(A)	identify advantages and limitations of models such as their size, scale, properties, and materials;	
(B)	analyze data by identifying significant statistical features, patterns, sources of error, and limitations;	
(C)	use mathematical calculations to assess quantitative relationships in data; and	
(D)	evaluate experimental and engineering designs.	
(4)	The student develops evidence-based explanations and communicates findings, conclusions, and proposed solutions. The student is expected to:	Scientific and engineering practices strand
(A)	develop explanations and propose solutions supported by data and models and consistent with scientific ideas, principles, and theories;	
(B)	communicate explanations and solutions individually and collaboratively in a variety of settings and formats; and	
(C)	engage respectfully in scientific argumentation using applied scientific explanations and empirical evidence.	

(5)	The student knows the contributions of scientists and engineers and recognizes the importance of scientific research and innovation on society. The student is expected to:	Scientific and engineering practices strand
(A)	analyze, evaluate, and critique scientific explanations and solutions by using empirical evidence, logical reasoning, and experimental and observational testing so as to encourage critical thinking by the student;	
(B)	relate the impact of past and current research on scientific thought and society, including research methodology, cost-benefit analysis, and contributions of diverse scientists and engineers as related to the content; and	
(C)	research and explore resources such as museums, libraries, professional organizations, private companies, online platforms, and mentors employed in a STEM field.	
(6)	The student understands how to implement an engineering design process to develop a product or solution. The student is expected to:	Engineering design process stand
(A)	describe and implement the stages of an engineering design process to construct a model;	
(B)	explain how factors, including complexity, scope, resources, ethics, regulations, manufacturability, and technology, impact stages of the engineering design process;	
(C)	explain how stakeholders impact an engineering design process; and	
(D)	analyze how failure is often an essential component of the engineering design process.	
(7)	The student explores and implements the methods and aspects of project management for complex, multi-phase, multi-system projects. The student is expected to:	Project management strand modified CCRS SCI I.C.1
(A)	research and explain the process and phases of project management, including initiating and planning; executing; and closing;	
(B)	explain the roles and responsibilities of team members, including project managers and leads;	
(C)	research and evaluate methods and tools available for managing a project;	
(D)	discuss the importance of developing and implementing a system for the organization of project documentation such as file naming conventions, document release control, and version control;	
(E)	describe how project requirements, constraints, and deliverables impact the project schedule and influence and are influenced by an engineering design;	

(F)	explain how a project budget is developed and maintained including materials, equipment, and labor;	
(G)	describe the importance of management of change (MOC) and how it applies to project planning; and	
(H)	create and implement a project management plan for an engineering project.	
(8)	The student conducts research, analyzes data, and creates a problem statement in the engineering design process. The student is expected to:	Research/Problem Statement CCRS SCI I.A.3
(A)	create and maintain an organized engineering notebook to record research, findings and corrections, including deficiencies in the design process, and decisions throughout the entire design process prototypes, corrections, and/or mistakes in the design process;	CCRS SCI III.A.1; III.C.1
(B)	identify and select an open-ended real-world problem that can be solved using scientific and engineering practices and the engineering design process;	
(C)	collect, organize, analyze, and summarize scientific and technical articles, data, and information to support the development of a problem statement;	CCRS SCI III.B.1
(D)	identify relevant scientific and technical vocabulary;	CCRS SCI III.B.3
(E)	evaluate information from sources for quality, accuracy, completeness, and reliability and conduct additional research as appropriate in the context of an iterative design process; and	CCRS SCI III.D.2
(F)	create a problem statement that is concise, specific, and measurable.	
(9)	The student identifies potential solutions and uses structured techniques to select and justify a preferred solution using scientific and engineering practices and the engineering design process. The student is expected to:	Conceptualization and Solution Selection
(A)	*identify or create alternative solutions to a problem using a variety of techniques such as* sketching, *brainstorming, reverse engineering, and researching engineered and* nature-based ~~natural~~ *solutions;*	CCRS SCI I.A.4; III.B.1-3
(B)	*select* ~~and justify~~ *a preferred solution to a problem by apply*ing *structured techniques such as a decision tree, design matrix, or cost-benefit analysis;*	
(C)	evaluate whether the preferred solution meets the requirements of the problem statement in the context of an iterative design process;	

(D)	identify material properties that are important to the solution design such as physical, mechanical, chemical, electrical, and magnetic properties and explain how material properties impact material selection;	
(E)	explain how different engineering solutions can have significantly different impacts on individuals, society, and the natural world; and	
(F)	document concepts, solutions, findings, and structured decision-making techniques in the engineering notebook.	CCRS SCI III.A.1
(10)	The student creates technical drawings, models, and prototypes using the appropriate tools, materials, and techniques. The student is expected to:	Technical Drawing, Modeling, Prototype CCRS SCI II.C.1-4; V.E.1-2
(A)	determine and explain the type of technical drawing that will best represent the solution;	Technical drawings
(B)	create a technical drawing(s) that includes dimensions, scale, views, annotations, tolerances, legends, symbols, and material specifications;	
(C)	create a mathematical or physical model(s)to make predictions, identify limitations, and optimize design criteria;	CCRS SCI V.E.1
(D)	create a prototype for physical testing;	CCRS SCI I.B.1
(E)	evaluate the successes and failures of the prototype(s) in the context of an iterative design process; and	
(F)	revise technical drawings, models, and prototypes as the solution evolves to better meet objectives.	
(11)	The student develops, implements, and documents experiments and tests using scientific and engineering practices to determine whether a prototype meets design requirements. The student is expected to:	Test and Experiment Experimental and observational testing Experimental investigations
(A)	design and conduct experiments and tests to determine whether the prototype meets the requirements of the problem statement;	CCRS SCI I.B.1
(B)	document quantitative and qualitative data obtained through experiments and tests in the engineering notebook;	CCRS SCI I.D.1-3
(C)	create charts, data tables, or graphs to organize information collected in an experiment;	

(D)	identify sources of random error and systematic error and differentiate between both types of error;	
(E)	analyze data using statistical methods to recognize patterns, trends and proportional relationships; and	CCRS SCI II.E.1; V.C.1
(F)	evaluate and determine whether the prototype meets the requirements of the problem statement by analysis of data collected in the context of an iterative design process.	
(12)	The student develops and presents a comprehensive report that describes the problem, research and information collected and analyzed, concepts and solutions considered, prototypes developed and tested, and final results. The student is expected to:	Formal Report CCRS SCI III.C.1
(A)	create and present the comprehensive report in a professional manner to an appropriate audience, such as peers, educators, potential clients, potential employers, community members, or engineering professionals;	
(B)	solicit and evaluate feedback from the audience on the comprehensive report and presentation;	
(C)	present learning experiences such as essential skills gained, areas of personal growth, and challenges and solutions encountered throughout the design process; and	
(D)	predict the local and global impacts or risks of an engineering solution to segments of the society, such as the economy or the environment.	CCRS SCI IV.A.1; IV.B.1-2
~~(6)~~	~~The student uses critical thinking, scientific reasoning, scientific and engineering practices, engineering design processes, and problem solving to make informed decisions. within and outside the classroom. The student is expected to:~~	Expanded and embedded into new engineering design process, KS9, KS10, KS11 to better support and align to scientific and engineering practices
~~(A)~~	~~communicate and apply scientific information extracted from various sources such as current events, news reports, published journal articles, and marketing materials; and~~	
~~(B)~~	~~draw inferences based on data related to promotional materials for products and services.~~	
~~(7)~~	~~The student applies knowledge of science and mathematics and the tools of technology to solve engineering design problems. The student is expected to:~~	Expanded and embedded into new engineering design process, KS9, KS10, KS11 to better support and align to scientific and engineering practices

~~(A)~~	~~select appropriate mathematical models to develop solutions to engineering design problems;~~	
~~(B)~~	~~integrate advanced mathematics and science skills as necessary to develop solutions to engineering design problems;~~	
~~(C)~~	~~judge the reasonableness of mathematical models and solutions;~~	
~~(D)~~	~~investigate and apply relevant chemical, mechanical, biological, electrical, and physical properties of materials to engineering design problems;~~	
~~(E)~~	~~identify the inputs, processes, outputs, control, and feedback associated with open and closed systems;~~	
~~(F)~~	~~describe the difference between open-loop and closed-loop control systems;~~	
~~(G)~~	~~evaluate different measurement tools such as dial caliper, micrometer, protractor, compass, scale rulers, and multimeter, make measurements with accuracy and precision, and specify tolerances; and~~	
~~(H)~~	~~use conversions between measurement systems to solve real-world problems.~~	
~~(8)~~	~~The student communicates through written documents, presentations, and graphic representations using the tools and techniques of professional engineers. The student is expected to:~~	Rewritten for clarity and moved to new KS about formal report and presentation
~~(A)~~	~~communicate visually by sketching and creating technical drawings using established engineering graphic tools, techniques, and standards;~~	
~~(B)~~	~~read and comprehend technical documents, including specifications and procedures;~~	
~~(C)~~	~~prepare written documents such as memorandums, emails, design proposals, procedural directions, letters, and technical reports using the formatting and terminology conventions of technical documentation;~~	
~~(D)~~	~~organize information for visual display and analysis using appropriate formats for various audiences, including technical drawings, graphs, and tables such as file conversion and appropriate file types, in order to collaborate with a wider audience;~~	
~~(E)~~	~~evaluate the quality and relevance of sources and cite appropriately; and~~	
~~(F)~~	~~defend a design solution in a presentation.~~	

~~(9)~~	~~The student recognizes the history, development, and practices of the engineering professions. The student is expected to:~~	Similar to KS5 and too elementary for level 4 course. Possibly delete and/or create a KS on ethics in science/engineering.
~~(A)~~	~~identify and describe career options, working conditions, earnings, and educational requirements of various engineering disciplines such as those listed by the Texas Board of Professional Engineers;~~	
~~(B)~~	~~recognize that engineers are guided by established codes emphasizing high ethical standards;~~	
~~(C)~~	~~explore the differences, similarities, and interactions between engineers, scientists, and mathematicians;~~	Too elementary for level 4 course
~~(D)~~	~~describe how technology has evolved in the field of engineering and consider how it will continue to be a useful tool in solving engineering problems;~~	Similar to 5B
~~(E)~~	~~discuss the history and importance of engineering innovation on the U.S. economy and quality of life; and~~	
~~(F)~~	~~describe the importance of patents and the protection of intellectual property rights.~~	
~~(10)~~	~~The student creates justifiable solutions to open-ended real-world problems using engineering design practices and processes. The student is expected to:~~	Reworded this KS as an SE in new research and problem statement KS(7)
~~(A)~~	~~identify and define an engineering problem;~~	
~~(B)~~	~~formulate goals, objectives, and requirements to solve an engineering problem;~~	
~~(C)~~	~~determine the design parameters associated with an engineering problem such as materials, personnel, resources, funding, manufacturability, feasibility, and time;~~	
~~(D)~~	~~establish and evaluate constraints pertaining to a problem, including health, safety, social, environmental, ethical, political, regulatory, and legal;~~	
~~(E)~~	~~*identify or create alternative solutions to a problem using a variety of techniques such as brainstorming, reverse engineering, and researching engineered and natural solutions;*~~	Moved to KS(8)(A) “nature-based solutions”
~~(F)~~	~~test and evaluate proposed solutions using methods such as creating models, prototypes, mock-ups, or simulations or performing critical design review, statistical analysis, or experiments;~~	

~~(G)~~	~~*apply structured techniques to select and justify a preferred solution to a problem such as a decision tree, design matrix, or cost-benefit analysis;*~~	Moved to KS(8)(B) "select and justify a preferred solution to a problem using a structured technique such as..."
~~(H)~~	~~predict performance, failure modes, and reliability of a design solution; and~~	
~~(I)~~	~~prepare a project report that clearly documents the designs, decisions, and activities during each phase of the engineering design process.~~	Strike "clearly"
~~(11)~~	~~The student manages an engineering design project. The student is expected to:~~	KS11 replaced by Project Management Strand-workgroup recommends modifying verbs to reflect students are "creating" project management
~~(A)~~	~~participate in the design and implementation of a real-world or simulated engineering project using project management methodologies, including initiating, planning, executing, monitoring and controlling, and closing a project;~~	
~~(B)~~	~~develop a plan and project schedule for completion of a project;~~	
~~(C)~~	~~work in teams and share responsibilities, acknowledging, encouraging, and valuing contributions of all team members;~~	
~~(D)~~	~~compare and contrast the roles of a team leader and other team member responsibilities;~~	
~~(E)~~	~~identify and manage the resources needed to complete a project;~~	
~~(F)~~	~~use a budget to determine effective strategies to meet cost constraints;~~	
~~(G)~~	~~create a risk assessment for an engineering design project;~~	
~~(H)~~	~~analyze and critique the results of an engineering design project; and~~	
~~(I)~~	~~maintain an engineering notebook that chronicles work such as ideas, concepts, inventions, sketches, and experiments.~~	

§127.XX Practicum in Engineering (Two Credits), Adopted 2025.		
	TEKS with edits	Work Group Comments/Rationale
(a)	Implementation. The provisions of this section shall be implemented by school districts beginning with the 2025-2026 school year.	
(b)	General requirements. This course is recommended for students in Grade 12. Prerequisite: Recommended prerequisite:	
(c)	Introduction.	
(1)	Career and technical education instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.	
(2)	The Engineering Career Cluster focuses on planning, designing, testing, building, and maintaining of machines, structures, materials, systems, and processes using empirical evidence and science, technology, and math principles. This career cluster includes occupations ranging from mechanical engineer and drafter to electrical engineer and to mapping technician.	
(3)	Students enrolled in Practicum in Engineering	
(4)	Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.	
(5)	Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.	
(d)	Knowledge and skills.	
(1)	The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	New employability strand
(A)	demonstrate dressing appropriately, speaking politely, and conducting oneself in a manner appropriate for the profession and work site;	
(B)	analyze how teams can produce better outcomes through cooperation, contribution, and collaboration from members of the team;	

(C)	present written and oral technical communication in a clear, concise, and effective manner for a variety of purposes and audiences, including explaining and justifying decisions in the design process;	
(D)	use time-management skills in prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that optimizes efficiency and results independently and in groups;	
(E)	describe the importance of and demonstrate punctuality, dependability, reliability, and responsibility in reporting for duty and performing assigned tasks as directed;	
(F)	explain how engineering ethics as defined by professional organizations such as the National Society of Professional Engineers applies to engineering practice;	
(G)	Demonstrate respect for diversity in the workplace;	
(H)	identify consequences relating to discrimination, harassment, and inequality;	
(I)	analyze elements of professional codes of conduct or creeds in engineering such as the National Society of Professional Engineers Code of Ethics for Engineers and how they apply to the knowledge and skills of the course and the engineering profession;	
(J)	identify the components of a safety plan and why it is critical for employees and employers to maintain a safe work environment; and	
(K)	compare skills and characteristics of managers and leaders in the workplace.	
(2)	The student understands how a professional engineer serves the local and global community. The student is expected to:	
(A)	research and identify student and professional engineering organizations and the benefits of membership such as networking platforms, training and educational opportunities, and participating in community initiatives;	
(B)	explain an engineer's role and how various engineering roles serve the organization, community, and society; and	
(C)	evaluate how the work of student or professional engineering organizations impact the local or global community such as recommended practices and issuing standards.	
(3)	The student uses critical thinking and problem solving in the work-based learning experience. The student is expected to:	
(A)	conduct technical research to gather information, identify gaps, and make decisions in the work-based learning experience;	

(B)	develop creative and innovative solutions to problems in the work-based learning experience;	
(C)	analyze and compare alternative designs for an effective solution to a problem in the work-based learning experience; and	
(D)	evaluate and present solutions to problems in the work-based learning experience.	
(4)	The student understands and demonstrates how effective leadership and teamwork skills enable the accomplishment of goals and objectives. The student is expected to:	Teamwork – leadership and teamwork within an engineering work setting and contract work setting
(A)	analyze leadership characteristics such as trustworthiness, positive attitude, integrity, and work ethic;	
(B)	explain and demonstrate effective characteristics of teamwork;	
(C)	explain and demonstrate responsibility for shared group and individual work tasks in the work-based learning experience;	
(D)	describe and analyze how to use effective working relationships such as meeting deadlines, showing respect for all individuals, and clear and timely communication, to accomplish objectives; and	
(E)	research and identify opportunities to participate in extracurricular engineering activities.	Added to match paragraph 4 in intro
(5)	The student demonstrates oral and written communication skills in delivering and receiving information and ideas. The student is expected to:	
(A)	apply appropriate content knowledge, technical concepts, and vocabulary to analyze information and follow directions;	
(B)	use professional communication skills such as using technical terminology, email etiquette, and following the organization or team communication plan and hierarchy when delivering and receiving information in the work-based learning experience;	
(C)	identify and analyze information contained in informational texts, internet sites, or technical materials in the work-based learning experience;	
(D)	describe and analyze verbal and nonverbal cues and behaviors such as body language, tone, and interrupting to enhance communication in the work-based learning experience; and	
(E)	apply active listening skills to receive and clarify information in the work-based learning experience.	

(6)	The student reflects on the work-based learning experience to prepare for postsecondary and employment success. The student is expected to:	
(A)	assess and evaluate personal strengths and weaknesses in knowledge and skill proficiency and contributions to a project related to the work-based learning experience;	
(B)	develop and maintain a professional portfolio to include:	
(i)	attainment of technical skill competencies;	
(ii)	licensures or certifications;	
(iii)	recognitions, awards, and scholarships;	
(iv)	extended learning experiences such as community service and active participation in career and technical student organizations and professional organizations;	
(v)	abstract of key points of the practicum;	
(vi)	resume;	
(vii)	samples of work; and	
(viii)	evaluation from the practicum supervisor; and	
(C)	present the professional portfolio to interested stakeholders.	
(7)	The student develops a presentation describing the culmination of skills and knowledge gained from the work-based learning experience. The student is expected to:	
(A)	develop a professional presentation to display and communicate the work-based learning experience, including goals and objectives, levels of achievement, skills and knowledge gained, areas for improvement and personal growth, challenges encountered throughout the experience, and a plan for future goals;	
(B)	identify an appropriate audience and coordinate the presentation of findings related to the work-based learning experience;	
(C)	present findings in a professional manner using concise language, engaging content, relevant media, and clear speech; and	
(D)	analyze feedback received from a presentation.	

(8)	The student compares engineering work-based learning project budget documents and processes to project budget documents and processes learned in engineering courses. The student is expected to review and interpret a budget for a project from the work-based learning experience.	Could consider explanation of employment contracts

Texas Essential Knowledge and Skills (TEKS) for Career and Technical Education Draft Recommendations

Civil Engineering Program of Study

Courses: Engineering Project Management, Surveying and Geomatics, Civil Engineering I, Civil Engineering II, Architectural Engineering

The document reflects the draft recommendations to the career and technical education (CTE) Texas Essential Knowledge and Skills (TEKS) that have been recommended by the State Board of Education's TEKS review work groups.

Proposed additions and new courses are shown in green font with underline (additions). Proposed deletions are shown in red font with strikethroughs (~~deletions~~). Text proposed to be moved from its current student expectation is shown in purple italicized font with strikethrough (~~*moved text*~~) and is shown in the proposed new location in purple italicized font with underlines (*new text location*). Numbering for the knowledge and skills statements in the document will be finalized when the proposal is prepared to file with the *Texas Register*.

Comments in the right-hand column provide explanations for the proposed changes. The following notations may be used as part of the explanations.

Abbreviation	Description
CCRS	refers to the College and Career Readiness Standards
CDS	refers to cross disciplinary standards in the CCRS
ELA	refers to English language arts standards in the CCRS
M	refers to mathematics standards in the CCRS
SCI	refers to science standards in the CCRS
SS	refers to social studies standards in the CCRS
KS	refers to knowledge and skills statement
SE	refers to student expectation

Table of Contents

§127.XX Engineering Project Management (One Credit), Adopted 2025.		
	TEKS with edits	Work Group Comments/Rationale
(a)	Implementation. The provisions of this section shall be implemented by school districts beginning with the 2025-2026 school year.	
(b)	General requirements. This course is recommended for students in Grades 10-12. Prerequisite: Algebra I. Recommended prerequisite: English II. Students shall be awarded one credit for successful completion of this course.	
(c)	Introduction.	
(1)	Career and technical education instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.	
(2)	The Engineering Career Cluster focuses on planning, designing, testing, building, and maintaining of machines, structures, materials, systems, and processes using empirical evidence and science, technology, and math principles. This career cluster includes occupations ranging from mechanical engineer and drafter to electrical engineer and to mapping technician.	
(3)	Students enrolled in Engineering Project Management will develop cursory knowledge and essential skills to lead an engineering team through the development and construction of a project. Students will assess project documentation for compliance with best management practices. They will engage in project planning, risk management, team management, and stakeholder communication to ensure project completion, adherence to safety guidelines, and continuous improvement.	
(4)	Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.	
(5)	Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.	

(d)	Knowledge and skills.	
(1)	The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	New employability strand
(A)	explain the importance of dressing appropriately, speaking politely, and conducting oneself in a manner appropriate for the profession and work site;	
(B)	describe teamwork, group dynamics, and conflict resolution and how they can impact the collective outcome;	
(C)	present written and oral technical communication in a clear, concise, and effective manner for a variety of purposes and audiences;	
(D)	identify time-management skills such as prioritizing tasks, following schedules, and tending to goal-relevant activities how these practices optimize efficiency and results;	
(E)	define work ethic and discuss the characteristics of a positive work ethic, including punctuality, dependability, reliability, and responsibility for reporting for duty and performing assigned tasks;	
(F)	discuss the importance of professionalism and ethics in engineering design as defined by professional organizations such as the National Society of Professional Engineers;	
(G)	demonstrate respect for diversity in the workplace;	
(H)	identify consequences relating to discrimination, harassment, and inequality;	
(I)	identify and discuss elements of professional codes of conduct or creeds in engineering such as the National Society of Professional Engineers Code of Ethics for Engineers;	
(J)	discuss the importance of safety in the workplace and why it is critical for employees and employers to maintain a safe work environment; and	
(K)	describe the roles and responsibilities of managers.	
(2)	The student understands that there are different stages of the engineering design process and the importance of working through each stage as part of an iterative process. The student is expected to:	Engineering design process strand
(A)	explain the importance of defining an engineering problem as an initial step in the engineering design process;	CCRS: SCI: I.A.3

(B)	describe the research stage of the engineering design process;	CCRS: SCI: III.B.1; III.B.3; III.D.1; III.D.2; IV.B.1
(C)	define ideation and conceptualization and discuss the role these processes play in innovation and problem solving;	
(D)	explain the processes of selecting an idea or concept for detailed prototype design, development, and testing;	
(E)	describe the purpose of non-technical drawings, technical drawings, models, and prototypes in designing a solution to an engineering problem;	
(F)	describe the process of relevant experimental design, conducting tests, collecting data, and analyzing data to evaluate potential solutions;	CCRS: SCI: I.A.4; I.B.1; III.B.2;
(G)	explain how the engineering design process is iterative and the role reflection plays in developing an optimized engineering solution; and	
(H)	describe the purpose of effective communication of the engineering solution as obtained through the engineering design process to various audiences.	CCRS: SCI: I.E.1; III.C.1
(3)	Students explore and develop skills to solve problems, make decisions, and manage a project. The student is expected to:	
(A)	discuss strategies for managing time, setting deadlines, and prioritizing to accomplish goals;	
(B)	identify constraints and describe the importance of planning around constraints, including budgets, resources, and materials;	
(C)	define milestones and deliverables and explain the advantages of dividing a large project into smaller milestones and deliverables;	
(D)	identify different types of communication and explain how different types of communication lead to successful teamwork on a shared project in a professional setting; and	
(E)	identify strategies to solve problems and describe how problem-solving is utilized to accomplish personal and team objectives.	
(4)	The student understands the foundations of occupational safety and health. The student is expected to:	
(A)	explain and discuss the responsibilities of workers and employers to promote safety and health in the workplace and the rights of workers to a secure workplace;	

(B)	explain and discuss the importance of Occupational Safety and Health Administration (OSHA) standards and OSHA requirements for organizations, how OSHA inspections are conducted, and the role of national and state regulatory entities;	
(C)	explain the role industrial hygiene plays in occupational safety and explain various types of industrial hygiene hazards, including physical, chemical, biological, and ergonomic;	
(D)	identify and explain the appropriate use of types of personal protective equipment used in industry;	
(E)	discuss the importance of safe walking and working surfaces in the workplace and best practices for preventing or reducing slips, trips, and falls in the workplace;	
(F)	describe types of electrical hazards in the workplace and the risks associated with these hazards and describe control methods to prevent electrical hazards in the workplace;	
(G)	analyze the hazards of handling, storing, using, and transporting hazardous materials and identify and discuss ways to reduce exposure to hazardous materials in the workplace;	
(H)	identify workplace health and safety resources, including emergency plans and Safety Data Sheets, and discuss how these resources are used to make decisions in the workplace;	
(I)	describe the elements of a safety and health program, including management leadership, worker participation, and education and training;	
(J)	explain the purpose and importance of written emergency action plans and fire protection plans and describe key components of each such as evacuation plans and emergency exit routes, list of fire hazards, and identification of emergency personnel;	
(K)	explain the components of a hazard communication program; and	
(L)	explain and give examples of safety and health training requirements specified by standard setting organizations.	
(5)	The student explores the methods and aspects of project management in relation to engineering projects. The student is expected to:	CCRS: SS: IV.A; ELA: I, II
(A)	identify and prioritize engineering tasks for an engineering project plan;	CCRS: CDS.I.B.3-4 CDS.I.C.1-2 CDS.I.D.1, 3-4 CDS.I.E.1-2 CDS.II.B.1-3 CDS.II.C.4-6, 8

(B)	identify and outline the critical path of a set of tasks in an engineering project;	CCRS: CDS: I.B.3-4; I.C.1-2; I.D.1, 3-4; I.E.1-2; II.B.1-3; II.C.4-6, 8; SCI: I.A.2; III.A.1
(C)	develop a project budget based on billable hours and engineering tasks in a project;	CCRS: CDS: I.C.1-3
(D)	track and maintain time spent on engineering tasks for a given project;	CCRS: SCI: I.A.2
(E)	generate a Gantt chart for an engineering project, including project tasks, time to complete tasks, critical path, and schedule of tasks;	CCRS: CDS: I.C.1-3; II.E.1-4; SCI: III.A.1
(F)	develop and implement a systematic folder structure for organizing project documents considering factors such as project phase, discipline, and document type;	CCRS: CDS: I.C.1-3; II.E.1-4; SCI: III.A.1
(G)	apply naming conventions consistently to all project documents to facilitate quick identification and retrieval;	CCRS: CDS.I.C.1-3; II.E.1-4
(H)	research and describe best management practices such as quality control and quality assurance, risk management, and project management plan for an engineering project;	CCRS: CDS: II.C.1-5; SCI: III.D.1; III.A.1
(I)	evaluate an engineering project for adherence to local, state, and federal regulations;	CCRS: CDS: II.C.1-5
(J)	evaluate an engineering project for adherence to best management practices; and	CCRS: CDS: II.C.1-5
(K)	evaluate an engineering project for implementation of sustainable practices.	CCRS: CDS: II.C.1-5
(6)	The student explores processes involved in the construction phase of an engineering project. The student is expected to:	CCRS: SS: IV.A; ELA: I, II
(A)	identify parts of an engineering project manual associated with a construction bid, including bid schedule, bid tabulation, construction plan set, and material specifications;	
(B)	explain the bid process for a project, including timeline, value engineering, request for information (RFI), request for qualifications (RFQ), request for price (RFP), interview process, bid opening, bid evaluations, and bid award;	CCRS: CDS: II.C.1-5; ELA: III
(C)	develop a quantity takeoff for an engineering project; and	CCRS: CDS: II.D.1-3
(D)	identify applicable materials based on the engineering project specifications to conduct a material quantity takeoff.	CCRS: CDS: II.D.1-3

(7)	The student researches and identifies methods and divisions of project documentation. The student is expected to:	CCRS: SS: I.A.1; F; IV.A, B, D; ELA: I, II, III
(A)	compare shop drawings and construction documents to identify and rectify variances;	QC CCRS: CDS: I.C.1-3; II.D.1-3; SCI: III.B.1
(B)	identify and justify applicable material specifications for a given project;	CCRS: CDS: I.C.1-3; II.D.1-3
(C)	compile and organize material specifications to create a submittal log;	CCRS: CDS: I.C.1-3; II.E.1-4; SCI: III.C.1
(D)	analyze a construction drawing to develop applicable design questions and create a request for information (RFI) document;	QC CCRS: CDS: I.C.1-3; II.D.1-3
(E)	identify and explain the permitting process for an engineering project;	CCRS: CDS: II.C.1-5
(F)	identify permitting stakeholders and explain stakeholder roles in the permitting process;	CCRS: CDS: I.C.1-3
(G)	identify permitting entities and create a permit request;	CCRS: CDS: I.C.1-3; II.B.1-3; II.D.1-3
(H)	identify and explain the purpose and parts of a change order for a project;	CCRS: CDS: II.D.1-3
(I)	develop a method of documentation to track project changes, including field changes, design changes, and change orders, and analyze cost and schedule impacts of project changes; and	CCRS: CDS: I.C.1-3; II.E.1-4; SCI: III.C.1
(J)	identify and draft applicable completion documents, including certificate of occupancy, temporary certificate of occupancy, field changes, as-built or plan of record documents, and engineer's certification of substantial completion.	QA Identify completion documents ; Draft applicable completion documents CCRS: CDS: I.C.1-3; II.B.1-3; SCI: III.C.1
(8)	The student explores applicable federal, state, and local regulations as they pertain to engineering projects. The student is expected to:	CCRS: SS: I.A.1; F; IV.A, B, D; ELA: I, II
(A)	research federal regulatory agencies and identify the role federal regulatory agencies serve in relation to an engineering project such as the Environmental Protection Agency (EPA), Federal Aviation Administration (FAA), and Army Corps of Engineers;	Insert OSHA TEKS after this section CCRS: CDS: II.C.1-5

(B)	research state regulatory agencies and identify the role state regulatory agencies serve in relation to an engineering project such as the Texas Department of Transportation (TxDOT), Texas Commission on Environmental Quality (TCEQ), and the Texas Railroad Commission (TRC);	CCRS: CDS: II.C.1-5
(C)	research local regulatory agencies and identify the role local regulatory agencies serve in relation to an engineering project; and	CCRS: CDS: I.C.1-3; II.C.1-5
(D)	describe local codes and ordinances affecting construction and development activities.	CCRS: CDS: I.C.1-3; II.C.1-5; ELA: III
(9)	The student explores methods of risk management and the effects on engineering projects. The student is expected to:	Related costs CCRS: SS: I.A.1; F; IV.A, D; V.A; ELA: I, II
(A)	identify and describe various methods of risk management related to engineering projects;	CCRS: CDS: I.C.1-3; ELA: III
(B)	identify and analyze the potential risks in a project with respect to the project stakeholders;	CCRS: CDS: I.C.1-3; ELA: III
(C)	develop and communicate a job hazard analysis (JHA) for a given project task;	CCRS: CDS: I.C.1-3; SCI: III.C.1; ELA: III
(D)	identify factors of contingency related to an engineering project;	CCRS: CDS: I.C.1-3
(E)	create a contingency estimate analyzing events that can cause potential losses to a project; and	CCRS: CDS: I.C.1-3; II.B.1-3; SCI: III.C.1
(F)	present a risk management plan for a given project.	CCRS: CDS: II.B.1-3; SCI: III.C.1
(10)	The student examines components of value engineering practices in relation to an engineering project. The student is expected to:	CCRS: SS: I.A.1; F; IV.A, D; V.A; ELA: I, II, III
(A)	describe value engineering;	
(B)	identify and analyze common areas of engineering projects that are susceptible to value engineering;	CCRS: CDS: I.C.1-3
(C)	analyze an existing project design and cost estimate to identify potential cost saving areas;	CCRS: CDS: I.C.1-3; II.D.1-3
(D)	describe an opinion of probable cost (OPC) associated with an engineering project;	
(E)	generate an OPC for an engineering project, including construction mobilization, material cost, material quantities, waste disposal, contingency, and total price; and	CCRS: CDS: II.D.1-3; II.E.1-4; SCI: III.C.1

(F)	create a cost benefit analysis of an engineering project that compares the monetary cost of the project to the benefit to end user.	CCRS: CDS.I.C.1-3; II.B.1-3; II.D.1-3; II.E.1-4; SCI: III.C.1
(11)	The student demonstrates effective leadership and communications skills necessary to manage engineering projects. The student is expected to:	CCRS: SS: I.A.1; F; IV.A, D; V.A; ELA: I, II, III
(A)	identify and describe the various team roles for an engineering project;	CCRS: SCI: I.C.1
(B)	research and describe various methods of team management;	CCRS: CDS: I.C.1-3; CDS.I.E.2; SCI.I.C.1
(C)	create a schedule of roles for team members in an engineering project;	CCRS: CDS: I.C.1-3; I.E.2; II.B.1-3; SCI: I.C.1; III.C.1
(D)	conduct an effective kick-off meeting for a given engineering project to communicate the project management plan;	CCRS: CDS: I.C.1-3; I.E.2; II.B.1-3
(E)	apply and evaluate how project team dynamics impact the successful completion of a project;	CCRS: CDS: I.C.1-3; I.E.2; SCI: I.C.1
(F)	prepare and document effective meeting agendas;	CCRS: CDS: II.B.1-3; SCI: III.C.1
(G)	record, prepare, and distribute clear and accurate meeting minutes;	CCRS: CDS: II.B.1-3
(H)	research and describe effective leadership qualities;	CCRS: CDS: II.C.1-3
(I)	research and identify examples of effective leadership styles;	CCRS: CDS: II.C.1-3
(J)	identify and describe personal leadership styles and strengths; and	CCRS: CDS: I.B.1-4; I.E.2
(K)	apply and evaluate how student leadership styles impact the success of the project team.	CCRS: CDS: I.B.1-4; I.E.2; II.B.1-3

§127.XX Surveying and Geomatics (Two Credit), Adopted 2025.		
	TEKS with edits	Work Group Comments/Rationale
(a)	Implementation. The provisions of this section shall be implemented by school districts beginning with the 2025-2026 school year.	
(b)	General requirements. This course is recommended for students in Grades 10-12. Prerequisite: Algebra I. Recommended prerequisite: Geometry. Students shall be awarded one credit for successful completion of this course.	
(c)	Introduction.	
(1)	Career and technical education instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.	
(2)	The Engineering Career Cluster focuses on planning, designing, testing, building, and maintaining of machines, structures, materials, systems, and processes using empirical evidence and science, technology, and math principles. This career cluster includes occupations ranging from mechanical engineer and drafter to electrical engineer and to mapping technician.	
(3)	Students enrolled in Surveying and Geomatics will be introduced to the principles and practices essential to the field of surveying. Throughout this course students will investigate different tools, applications, and techniques used to capture and process geomatic data. They will also use the functional mathematics crucial to the profession. Additionally, the course emphasizes the importance of visual representations of data in multiple mediums, ethical considerations, and the legal or regulatory impact of surveying on the community and society.	
(4)	Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.	
(5)	Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.	

(d)	Knowledge and skills.	
(1)	The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	New employability strand
(A)	explain the importance of dressing appropriately, speaking politely, and conducting oneself in a manner appropriate for the profession and work site;	
(B)	describe teamwork, group dynamics, and conflict resolution and how they can impact the collective outcome;	
(C)	present written and oral technical communication in a clear, concise, and effective manner for a variety of purposes and audiences;	
(D)	identify time-management skills such as prioritizing tasks, following schedules, and tending to goal-relevant activities how these practices optimize efficiency and results;	
(E)	define work ethic and discuss the characteristics of a positive work ethic, including punctuality, dependability, reliability, and responsibility for reporting for duty and performing assigned tasks;	
(F)	discuss the importance of professionalism and ethics in engineering design as defined by professional organizations such as the National Society of Professional Engineers;	
(G)	demonstrate respect for diversity in the workplace;	
(H)	identify consequences relating to discrimination, harassment, and inequality;	
(I)	identify and discuss elements of professional codes of conduct or creeds in engineering such as the National Society of Professional Engineers Code of Ethics for Engineers;	
(J)	discuss the importance of safety in the workplace and why it is critical for employees and employers to maintain a safe work environment; and	
(K)	describe the roles and responsibilities of managers.	
(2)	The student understands that there are different stages of the engineering design process and the importance of working through each stage as part of an iterative process. The student is expected to:	Engineering design process strand
(A)	explain the importance of defining an engineering problem as an initial step in the engineering design process;	CCRS: SCI: I.A.3

(B)	describe the research stage of the engineering design process;	CCRS: SCI: III.B.1; III.B.3; III.D.1; III.D.2; IV.B.1
(C)	define ideation and conceptualization and discuss the role these processes play in innovation and problem solving;	
(D)	explain the processes of selecting an idea or concept for detailed prototype design, development, and testing;	
(E)	describe the purpose of non-technical drawings, technical drawings, models, and prototypes in designing a solution to an engineering problem;	
(F)	describe the process of relevant experimental design, conducting tests, collecting data, and analyzing data to evaluate potential solutions;	CCRS: SCI: I.A.4; I.B.1; III.B.2;
(G)	explain how the engineering design process is iterative and the role reflection plays in developing an optimized engineering solution; and	
(H)	describe the purpose of effective communication of the engineering solution as obtained through the engineering design process to various audiences.	CCRS: SCI: I.E.1; III.C.1
(3)	Students explore and develop skills to solve problems, make decisions, and manage a project. The student is expected to:	Project management strand
(A)	discuss strategies for managing time, setting deadlines, and prioritizing to accomplish goals;	
(B)	identify constraints and describe the importance of planning around constraints, including budgets, resources, and materials;	
(C)	define milestones and deliverables and explain the advantages of dividing a large project into smaller milestones and deliverables;	
(D)	identify different types of communication and explain how different types of communication lead to successful teamwork on a shared project in a professional setting; and	
(E)	identify strategies to solve problems and describe how problem-solving is utilized to accomplish personal and team objectives.	
(4)	The student understands the foundations of occupational safety and health. The student is expected to:	
(A)	explain and discuss the responsibilities of workers and employers to promote safety and health in the workplace and the rights of workers to a secure workplace;	

(B)	explain and discuss the importance of Occupational Safety and Health Administration (OSHA) standards and OSHA requirements for organizations, how OSHA inspections are conducted, and the role of national and state regulatory entities;	
(C)	explain the role industrial hygiene plays in occupational safety and explain various types of industrial hygiene hazards, including physical, chemical, biological, and ergonomic;	
(D)	identify and explain the appropriate use of types of personal protective equipment used in industry;	
(E)	discuss the importance of safe walking and working surfaces in the workplace and best practices for preventing or reducing slips, trips, and falls in the workplace;	
(F)	describe types of electrical hazards in the workplace and the risks associated with these hazards and describe control methods to prevent electrical hazards in the workplace;	
(G)	analyze the hazards of handling, storing, using, and transporting hazardous materials and identify and discuss ways to reduce exposure to hazardous materials in the workplace;	
(H)	identify workplace health and safety resources, including emergency plans and Safety Data Sheets, and discuss how these resources are used to make decisions in the workplace;	
(I)	describe the elements of a safety and health program, including management leadership, worker participation, and education and training;	
(J)	explain the purpose and importance of written emergency action plans and fire protection plans and describe key components of each such as evacuation plans and emergency exit routes, list of fire hazards, and identification of emergency personnel;	
(K)	explain the components of a hazard communication program; and	
(L)	explain and give examples of safety and health training requirements specified by standard setting organizations.	
(5)	The student examines the functional mathematics of surveying. The student is expected to:	CCRS: ELA: II.B
(A)	calculate central tendencies of a given data set, including mean, median, and mode;	
(B)	calculate standard deviation of a given data set;	
(C)	identify parts of a normal distribution curve;	
(D)	define the Empirical Rule and analyze the distribution of a data set using the Empirical Rule;	

(E)	define systematic and random error;	
(F)	identify and describe the relationship between accuracy and precision;	
(G)	identify the types and properties of various polygons;	
(H)	solve for the parts of a triangle, including Pythagorean theorem, sine, cosine, tangent, arcsine, arccosine, and arctangent;	CCRS: SCI: II.C.3
(I)	identify the properties of circles;	CCRS: SCI: II.C.4
(J)	solve for the parts of a unit circle, including diameter, radius, circumference, area, cord, arclength, delta, and tangent;	CCRS: SCI: II.C.2
(K)	identify and solve for linear functions, including standard form, slope-intercept form, point-slope form, and the distance between two points, on a Cartesian Coordinate System; and	CCRS: SCI: II.C,3
(L)	identify and solve for volumetric calculations of three-dimensional shapes, including a cylinder, sphere, rectangular prisms, trapezoidal prisms, and triangular prisms.	CCRS: SCI: II.A.4
(6)	The student researches and understands global positioning systems (GPS) used in surveying. The student is expected to:	CCRS: SS: I.A.1; IV.A; B; D
(A)	identify and explain data terminology related to GPS such as latitude, longitude, datum, ellipsoid, geoid, orthometric height, World Geodetic System 1984, Earth Centered Earth Fixed (ECEF), 3D coordinate geometry, and state plane coordinate system;	CCRS: ELA: II.B; SS: I.A.1
(B)	explain the different types and applications of GPS surveying, including static, differential, and real-time kinematic (RTK);	CCRS: ELA: III.B
(C)	tie down a point and derive a geographic latitude and longitude coordinate using GPS;	Tie down = an industry term for collecting a point on, above, or below the surface of the earth CCRS: ELA: II.B; SS: I.A.1
(D)	identify and explain GPS components, including the space segment, control segment, and the user segment;	CCRS: SCI: I.D.3; ELA: I, II.B, III; SS: I.A.1; V
(E)	describe the functions of a GPS satellite;	CCRS: SCI: I.D.3; ELA: I, II, III; SS: V

(F)	describe the functions of GPS ground stations;	CCRS: SCI: I.D.3; ELA: I, II, III; SS: V
(G)	describe the functions of GPS receivers; and	CCRS: SCI: I.D.3; ELA: I, II, III; SS: V
(H)	generate a map using GPS coordinates.	CCRS: SCI: I.D.3; ELA: I, II
(7)	The student researches and understands the industry standard methods and means of collecting various topographical data used in the civil engineering and construction professions. The student is expected to:	
(A)	research and explain the components of optomechanical equipment, including vertical and horizontal plates and optics;	CCRS: CDS.II.C.2; SCI: I.D.3; SS: I.A.1; B.2, F; IV.A, B, D; V.B; ELA: II
(B)	explain the types of optomechanical equipment and their application, including theodolite, level, Total Station;	CCRS: SCI: I.D.3; SS: IV.A, D; V.A; ELA: II, III
(C)	research and explain methods of Remote Sensing, including UAV, LiDAR, sonar, ground penetrating radar, underwater ROV, photogrammetry, and gravity satellite;	CCRS: SCI: I.D.3; CDS: II.C.2; SS: I.A.1; F; IV.A, D; V.A; ELA: I, II, III, V
(D)	explain the benefits and limitations of Remote Sensing data collection methods, including UAV, LiDAR, sonar, ground penetrating radar, underwater ROV, photogrammetry, gravity satellite, and GPS;	CCRS: SCI: I.D.3; CDS: II.C.2; I.B.2-4; SS: IV.A, D; V.A; ELA: II, III
(E)	identify the tools used to make distance measurements, including steel tape, electric distance meter, pacing, odometer, stadia, and estimating;	CCRS: SS: IV.A; ELA: II
(F)	explain the various methods to measure the distance between two points on the surface of the earth;	CCRS: CDS: II.C.2; I.B.2-4; SS: IV.A; ELA: II
(G)	measure the distance between two points on the surface of the earth using different methods and tools;	CCRS: CDS: II.E.1; SS: I.A.1; F; IV.A, D; V.A; ELA: I, II, III, V
(H)	compare the data collected from different methods used to measure the distance between two points on the surface of the earth for accuracy;	CCRS: CDS: II.D.I-2; II.E.2; SCI: I.D.1; ELA: II, III, IV
(I)	identify the tools used to make angular measurements, including protractor, compass, theodolite, total station, and estimating;	CCRS: SCI: I.D.3; SS: IV.A, D; V.A; ELA: II, III
(J)	explain the various methods to measure the angle between two vectors;	CCRS: CDS: II.C.2; SS: IV.A, D; V.A; ELA: II, III
(K)	measure the angle between two vectors using different methods and tools;	CCRS: CDS: II.E.1; SCI.II.C.1

(L)	compare the data collected from different methods used to measure the angles between two vectors for accuracy;	CCRS: CDS: II.D.1-2; II.E.2; SCI.II.C.1; SS: IV.A, D; V.A; ELA: II, III
(M)	research and describe known control points and their application to collection elevation;	CCRS: CDS: II.C.2; SS: I.A.1; B.2, F; IV.A, B, D; V.B; ELA: II
(N)	identify the tools used to measure elevation, including level, theodolite, total station, barometer, and estimating;	CCRS: SS: IV.A, D; V.A; ELA: II, III
(O)	explain the various methods to measure the elevation between a known point and a remote point;	CCRS: CDS: II.C.2; SS: I.A.1; F; IV.A, D; V.A; ELA: I, II, III, V
(P)	measure the height of an object using a theodolite and trigonometric calculations;	CCRS: CDS: II.D.1-2; II.E.2; SS: IV.A, D; V.A; ELA: II, III
(Q)	establish the elevation of a point assuming the elevation of a relative point is zero using various methods and tools;	CCRS: CDS: I.C.1-4; SS: IV.A; ELA: II
(R)	compare the data collected from different methods used to measure elevation between two points for accuracy;	CCRS: CDS: II.D.1-3; II.E.1-4; SS: IV.A; ELA: II
(S)	research and explain regulations of UAV piloting and control specified by the FAA Small UAS Rule (Part 107);	CCRS: CDS: II.C.2; SS: I.A.1; F; IV.A, D; V.A; ELA: I, II, III, V
(T)	operate and control a UAV in accordance with FAA regulations;	Mini and midsize UAVs are no longer cost-prohibitive. CCRS: SCI: I.D.3; ELA: II, III, IV
(U)	explain the purposes of specialized surveys used in engineering, including Engineering topographic, control, construction, boundary, hydrographic, optical tooling, American Land Title Association, photogrammetry, and an as-built; and	CCRS: CDS: B.2-3; II.C.2; SS: IV.A, D; V.A; ELA: II, III
(V)	explain why and how surveyors defer to the work of existing surveys.	CCRS: CDS: I.C.1-3; II.C.1-5; SS: IV.A, D; V.A; ELA: II, III

(8)	The student researches and understands the industry standard methods and means of analyzing various topographical data used in the civil engineering and construction professions. The student is expected to:	
(A)	explain the process to generate a control survey;	CCRS: CDS: I.C.1-3; II.C.1-5; SS: IV.A, D; V.A; ELA: II, III
(B)	identify and explain symbols found on survey drawings; and	CCRS: SS: I.A.1; F; IV.A, D; V.A; ELA: II
(C)	identify and describe software used to create drawings and analyze survey data.	CCRS: SCI: III.C.1; SS: I.A.1; F; IV.A, D; V.A; ELA: II
(9)	The student develops and communicates visual representations of topographical data used in civil engineering and construction documentation and presentations. The student is expected to:	
(A)	generate a topography map using collected field data;	CCRS: CDS: I.C.1-3; I.D.1; I.E.I-2; II.B.1-3; II.C.5-8; II.D.2-3; II.E.1-4; SCI: III.C.1; SS: I.A.1; IV.A; ELA: II
(B)	create a surface profile from a baseline drawn on a topographic map;	CCRS: CDS: I.C.1-3; I.D.1; I.D.3-4; I.E.1; II.B.1-3; II.C.1; II.C.5-8; II.D.2-3; II.E.1-4; SCI: III.C.1; SS: I.A.1; IV.A; ELA: II, III, IV
(C)	stake out points from design files, maps, or real-property descriptions;	CCRS: CDS: I.C.1-3; I.D.1; I.D.3-4; I.E.2; II.D.2-3; II.E.1-4; SS: I.A.1; IV.A; ELA: II
(D)	explain how a boundary survey can create and delineate real-property lines, and legally protects project stakeholders; and	CCRS: CDS: I.B.3-4; I.C.1; II.B.1-3; II.C.1-3 the public is a stakeholder in some engineering projects
(E)	create a real-property boundary drawing using collected field data.	CCRS: CDS: I.C.1-3; I.E.1; II.B.1-3; II.C.1; II.C.5-8; II.D.2-3; II.E.1-4; SCI: III.C.1; SS: I.A.1; IV.A; ELA: II

(10)	The student explores how a practicing surveyor follows in the footsteps of the original surveyor. The student is expected to:	
(A)	define boundary monumentation;	CCRS: CDS: II.C.1-2; ELA: II
(B)	research and explain natural and artificial monuments;	CCRS: CDS: I.B.2-3; I.D.1; I.E.1; II.A.4; II.B.1; II.C.1-5; SS: I.A.1; F; IV.A, D; V.A; ELA: I, II, III, V
(C)	explain the methods to adjust real-property boundaries for the change in natural monuments over time, including riparian and littoral boundaries;	CCRS: CDS: I.B.2-3; I.D.1; I.E.1; II.A.4; II.B.1; II.C.1-5; SS: IV.A, D; V.A; ELA: II, III
(D)	interpret a legal description of a real property; and	CCRS: CDS: I.B.2-3; I.D.1; I.E.1; II.A.4; II.B.1; C.1-5; II.D.1-3; ELA: II
(E)	identify an original survey boundary by conducting land record research using the Texas General Land Office (GLO).	CCRS: CDS: I.B.2-3; I.D.1; I.E.1; II.A.4; II.C.1-5; SS: IV.A, B, D; ELA: II, V
(11)	The student understands the different methods of measurements and associated errors. The student expected to:	CCRS: SS: IV.A, B, D; ELA: II
(A)	define the different units of linear measurement, including us feet, international feet, chains, rod, mile, fathom, furlong, varas, and metric units commonly used in the surveying and civil engineering industry;	CCRS: SS: IV.A, B, D; ELA: I, II
(B)	define the different units of angular measurement, including vertical angles, horizontal angles, bearings, azimuths, degrees-minutes-seconds, decimal degrees, seconds of arc, and gradians;	CCRS: SS: IV.A, B, D; ELA: I, II
(C)	define the different units of volumetric measurement, including cubic feet, cubic yards, tons, and acre-feet;	CCRS: SS: IV.A, B, D; ELA: I, II
(D)	calculate and define area measurements such as acre, hectare, square feet, square mile, league, or sitio;	CCRS: SS: IV.A, B, D; ELA: I, II
(E)	convert linear, angular, and area measurements between different units;	CCRS: CDS: I.C.1-3; SCI: II.D.1; ELA: I, II
(F)	determine a change in elevation between two or more points by performing a differential level loop;	CCRS: SCI: II.D.1; ELA: I, II
(G)	measure the distance between two or more points using industry acceptable methods such as taping, electronic distance meter, total station, pacing, odometer, tacheometry, global positioning system, and stadia;	CCRS: CDS: I.C.1-3; I.D.1-4; I.E.1-2; II.E.1-3; SCI: I.D.3; ELA: I, II

(H)	compare the errors from two or more methods of calculating the distance between two or more points; and	CCRS: CDS: I.C.1-3; I.D.1-4; I.E.1-2; II.D.1-3; II.E.1-4; ELA: II
(I)	calculates various types of errors associated with survey data.	CCRS: CDS: I.C.1-3; I.D.1-4; I.E.1-2; II.D.1-3; II.E.1-4; ELA: I, II
(12)	The student researches and understands surveying and geomatics throughout history. The student is expected to:	SS: IV.A, B, C, D; V.A; ELA: I, II, III, V
(A)	explain how Eratosthenes first derived the circumference of the Earth;	CCRS: CDS: I.B.2-3; I.D.1; I.E.1; I.F.1-3; II.A.2; II.A.4; II.A.8; II.B.1; II.C.1-5
(B)	research and describe the evolution of geomatics used to calculate the circumference of the Earth;	CCRS: CDS: I.B.2-3; I.D.1; I.E.1; I.F.1-3; II.A.2; II.A.4; II.A.8; II.B.1; II.C.1-5
(C)	compare the historical and current methods used to calculate the circumference of the Earth;	CCRS: CDS: I.B.2-4; I.D.1; I.E.1; I.F.1-3; II.A.2; II.A.4; II.A.8; II.B.1; II.C.1-5
(D)	describe the surveying that contributed to great works of civil engineering before the Age of Exploration; and	CCRS: CDS: I.B.2-4; I.D.1; I.E.1; I.F.1-3; II.A.2; II.A.4; II.A.8; II.B.1; II.C.1-5
(E)	describe the surveying that contributed to great works of civil engineering after the Age of Exploration.	CCRS: CDS: I.B.2-4; I.D.1; I.E.1; I.F.1-3; II.A.2; II.A.4; II.A.8; II.B.1; II.C.1-5
(13)	The student researches and understands the code of ethics pertaining to civil engineering and surveyors. The student is expected to:	SS: I.A.1; F; IV.A, D; V.A; ELA: I, II, III, V
(A)	research and identify the legal definitions and descriptions surveyors use to delineate and report survey data;	CCRS: CDS: I.B.2-3; I.D.1; I.E.1; II.A.4; II.B.1; II.C.1-5; II.D.1-3
(B)	research and identify engineering ethics established by organizations such as the American Society of Civil Engineers, the National Society of Professional Engineers, the Texas Board of Professional Engineers and Land Surveyors, the National Council of Examiners for Engineering and Surveying, and the National Institute of Engineering Ethics; and	CCRS: CDS: I.B.2-3; I.D.1; I.E.1; I.F.1-4; II.A.4; II.A.6; II.A.8; II.B.1; II.C.1-5; II.D.1-3
(C)	analyze root causes and lessons learned from historical examples or case studies involving instances of ethical misconduct in surveying.	CCRS: CDS: I.B.2-3; I.D.1; I.E.1; I.F.1-4; II.A.4; II.A.6; II.A.8; II.B.1; II.C.1-5; II.D.1-3

(14)	The student researches real-property descriptions for real-property derived from surveying work. The student is expected to:	CCRS: SS: I.A.1; F; IV.A, D; V.A; ELA: I, II, III, V
(A)	identify and explain effective terminology to describe real-property boundaries, including monument, bearings, and distances;	CCRS: CDS: I.B.2-3; I.D.1; I.E.1; II.A.4; II.B.1; II.C.1-5; II.D.1-3
(B)	draw a real-property boundary using a written boundary description such as a metes-and-bounds, and colonial descriptions; and	CCRS: CDS.I.C.1-3; I.E.1; II.B.1-3; SCI: III.C.1
(C)	write an effective real-property boundary description based on given monuments, bearings, and distances of a closed figure.	CCRS: CDS: I.B.2-3; I.D.1; I.E.1; II.A.4; II.B.1; II.C.1-8; II.D.1-3; SCI: III.C.1

§127.XX Civil Engineering I (One Credit), Adopted 2025.		
	TEKS with edits	Work Group Comments/Rationale
(a)	Implementation. The provisions of this section shall be implemented by school districts beginning with the 2025-2026 school year.	
(b)	General requirements. Prerequisite: Algebra I or Principles of Applied Engineering. Recommended prerequisite: Geometry. Students shall be awarded one credit for successful completion of this course.	
(c)	Introduction.	
(1)	Career and technical education instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.	
(2)	The Engineering Career Cluster focuses on planning, designing, testing, building, and maintaining of machines, structures, materials, systems, and processes using empirical evidence and science, technology, and math principles. This career cluster includes occupations ranging from mechanical engineer and drafter to electrical engineer and to mapping technician.	
(3)	Students in Civil Engineering I will be introduced to the basic principles and practices essential to the field of Civil Engineering. Throughout this course students will investigate different career paths in civil engineering, explore the various specializations within the field and understand the phases and life cycle of civil engineering projects. They will also delve into the functional mathematics crucial to the profession. Additionally, the course emphasizes the importance of effective project document structure and project management, ethical considerations, and the impact of civil engineering on the natural and built environment.	
(4)	Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.	
(5)	Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.	

(d)	Knowledge and skills.	
(1)	The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	New employability strand
(A)	explain the importance of dressing appropriately, speaking politely, and conducting oneself in a manner appropriate for the profession and work site;	
(B)	describe teamwork, group dynamics, and conflict resolution and how they can impact the collective outcome;	
(C)	present written and oral technical communication in a clear, concise, and effective manner for a variety of purposes and audiences;	
(D)	identify time-management skills such as prioritizing tasks, following schedules, and tending to goal-relevant activities how these practices optimize efficiency and results;	
(E)	define work ethic and discuss the characteristics of a positive work ethic, including punctuality, dependability, reliability, and responsibility for reporting for duty and performing assigned tasks;	
(F)	discuss the importance of professionalism and ethics in engineering design as defined by professional organizations such as the National Society of Professional Engineers;	
(G)	demonstrate respect for diversity in the workplace;	
(H)	identify consequences relating to discrimination, harassment, and inequality;	
(I)	identify and discuss elements of professional codes of conduct or creeds in engineering such as the National Society of Professional Engineers Code of Ethics for Engineers;	
(J)	discuss the importance of safety in the workplace and why it is critical for employees and employers to maintain a safe work environment; and	
(K)	describe the roles and responsibilities of managers.	
(2)	The student understands that there are different stages of the engineering design process and the importance of working through each stage as part of an iterative process. The student is expected to:	Engineering design process strand
(A)	explain the importance of defining an engineering problem as an initial step in the engineering design process;	CCRS: SCI: I.A.3

(B)	describe the research stage of the engineering design process;	CCRS: SCI: III.B.1; III.B.3; III.D.1; III.D.2; IV.B.1
(C)	define ideation and conceptualization and discuss the role these processes play in innovation and problem solving;	
(D)	explain the processes of selecting an idea or concept for detailed prototype design, development, and testing;	
(E)	describe the purpose of non-technical drawings, technical drawings, models, and prototypes in designing a solution to an engineering problem;	
(F)	describe the process of relevant experimental design, conducting tests, collecting data, and analyzing data to evaluate potential solutions;	CCRS: SCI: I.A.4; I.B.1; III.B.2;
(G)	explain how the engineering design process is iterative and the role reflection plays in developing an optimized engineering solution; and	
(H)	describe the purpose of effective communication of the engineering solution as obtained through the engineering design process to various audiences.	CCRS: SCI: I.E.1; III.C.1
(3)	Students explore and develop skills to solve problems, make decisions, and manage a project. The student is expected to:	
(A)	discuss strategies for managing time, setting deadlines, and prioritizing to accomplish goals;	
(B)	identify constraints and describe the importance of planning around constraints, including budgets, resources, and materials;	
(C)	define milestones and deliverables and explain the advantages of dividing a large project into smaller milestones and deliverables;	
(D)	identify different types of communication and explain how different types of communication lead to successful teamwork on a shared project in a professional setting; and	
(E)	identify strategies to solve problems and describe how problem-solving is utilized to accomplish personal and team objectives.	

(4)	The student understands the foundations of occupational safety and health. The student is expected to:	
(A)	explain and discuss the responsibilities of workers and employers to promote safety and health in the workplace and the rights of workers to a secure workplace;	
(B)	explain and discuss the importance of Occupational Safety and Health Administration (OSHA) standards and OSHA requirements for organizations, how OSHA inspections are conducted, and the role of national and state regulatory entities;	
(C)	explain the role industrial hygiene plays in occupational safety and explain various types of industrial hygiene hazards, including physical, chemical, biological, and ergonomic;	
(D)	identify and explain the appropriate use of types of personal protective equipment used in industry;	
(E)	discuss the importance of safe walking and working surfaces in the workplace and best practices for preventing or reducing slips, trips, and falls in the workplace;	
(F)	describe types of electrical hazards in the workplace and the risks associated with these hazards and describe control methods to prevent electrical hazards in the workplace;	
(G)	analyze the hazards of handling, storing, using, and transporting hazardous materials and identify and discuss ways to reduce exposure to hazardous materials in the workplace;	
(H)	identify workplace health and safety resources, including emergency plans and Safety Data Sheets, and discuss how these resources are used to make decisions in the workplace;	
(I)	describe the elements of a safety and health program, including management leadership, worker participation, and education and training;	
(J)	explain the purpose and importance of written emergency action plans and fire protection plans and describe key components of each such as evacuation plans and emergency exit routes, list of fire hazards, and identification of emergency personnel;	
(K)	explain the components of a hazard communication program; and	
(L)	explain and give examples of safety and health training requirements specified by standard setting organizations.	
(5)	The student investigates different career paths in civil engineering. The student is expected to:	
(A)	explain the licensing requirements for a civil engineer in training and a professional engineer;	CCRS: SS: I.E.1,3; IV.B.1-3,4; C; V.A-B; ELA: II.A; III.A; V.A-C

(B)	identify various career options related to civil engineering such as surveyors, architects, construction contractors, urban and regional planners, inspectors, and regulators;	CCRS: SS: I.E.1,3; IV.C; V.A-B; ELA: II.A; III.A, V.A-C
(C)	identify and explain the requirements to obtain professional credentials such as certified flood plain manager (CFM), project management professional (PMP), professional engineer (PE), Autodesk certifications, SolidWorks certifications, certified surveying technician (CST), registered professional land surveyor (RPLS), certified quality engineer (CQE), and certified quality inspector (CQI) associated with civil engineering; and	CCRS: SS: I.E.1,3; IV.C; V.A-B; ELA: II.A; III.A; V.A-C
(D)	describe civil engineering sub-disciplines, including water resources, environmental, geotechnical, structural, transportation, material sciences, coastal, land development, urban development, and infrastructure.	CCRS: CDS: II.C.2; SS: V.A-B; ELA: II.A; III.A; V.A-C
(6)	The student examines the functional mathematics of civil engineering. The student is expected to:	
(A)	calculate the mean, median, and mode of a given data set;	CCRS: SCI: II.A.4; II.C.2; ELA: I, II.A-B
(B)	calculate the standard deviation of a given data set;	CCRS: SCI: II.B.1; ELA: I, II.A-B
(C)	identify parts of a normal distribution curve;	CCRS: SCI: II.C.2; ELA: I, II.A-B
(D)	define the Empirical Rule and analyze the distribution of a data set using the Empirical Rule;	CCRS: CDS: II.D.2.
(E)	define systematic, gross, random error;	CCRS: ELA: I, II.A-B
(F)	define accuracy and precision in a data set;	CCRS: ELA: I, II.A-B
(G)	analyze the accuracy and precision of a data set;	CCRS: ELA: I, II.A-B
(H)	identify the types and properties of various polygons;	CCRS: SCI: II.C.3; ELA: I, II.A-B
(I)	solve for the parts of a triangle using Pythagorean theorem, the law of sines, and the law of cosines;	CCRS: SCI: II.C.4; ELA: I, II.A-B
(J)	identify the properties of circles;	CCRS: SCI: II.D.1; ELA: I, II.A-B
(K)	solve for the measurements of a circle, including diameter, radius, circumference, area, cord, arclength, delta, and tangent;	CCRS: ELA: I, II.A-B

(L)	solve linear functions on a Cartesian Coordinate System using standard form, slope-intercept form, point-slope form, and the distance between two points; and	CCRS: ELA: I, II.A-B
(M)	identify cylinders, spheres, and rectangular, trapezoidal, and triangular prisms and calculate the volumes of three-dimensional shapes.	CCRS: ELA: I, II.A-B
(7)	The student understands methods of measurement and associated errors. The student is expected to:	
(A)	define units of linear measurement, including U.S. feet, international feet, chains, rods, miles, fathoms, furlongs, varas, and other metric units commonly used in the surveying and civil engineering industry;	CCRS: SCI: II.F.1; ELA: I, II.A-B
(B)	define the different units of angular measurement, including vertical angles, horizontal angles, bearings, azimuths, degrees-minutes-seconds, decimal degrees, seconds of arc, and gradians;	CCRS: ELA: I, II.A-B
(C)	define the different units of volumetric measurement, including cubic feet, cubic yards, tons, and acre-feet;	CCRS: SCI: II.F.1; ELA I, II.A-B
(D)	calculate and define area measurements such as acre, hectare, square feet, square mile, league, or sitio;	CCRS: ELA: I, II.A-B
(E)	convert linear, angular, and area measurements between different units;	CCRS: ELA: I, II.A-B
(F)	determine a change in elevation between two or more points by performing a differential level loop;	CCRS: ELA: I, II.A-B
(G)	measure the distance between two points on a plane using methods such as taping, electronic distance meter, total station, pacing, odometer, tacheometry, and stadia;	CCRS: ELA: I, II.A-B
(H)	compare the errors from two or more methods of calculating distance between two points such as comparing pacing and taping; and	CCRS: ELA: I, II.A-B
(I)	identify and analyze various types of errors associated with survey data.	CCRS: ELA: I, II.A-B
(8)	The student researches civil engineering throughout history. The student is expected to:	
(A)	describe the significance and development of historic civil engineering projects such as the Panama Canal, Roman aqueducts, and Hadrian's wall;	CCRS: CDS: II.B.1; II.C.2; SS: I.A.6, B.2; IV.A-D; V.A-B; ELA: II; V
(B)	describe the significance and development of a major Texas civil engineering project; and	CCRS: CDS: II.B.1; II.C.2; SS: I.A.2,6; F.2; II.B.4,6; III.A.2-3; IV.A-D; V.A-B; ELA: II; III; V

(C)	describe the significance and development of a major us civil engineering project.	CCRS: CDS: II.B.1; II.C.2; SS: I.A.2,6; F.2; II.B.4,6; III.A.2-3; IV.A-D; V.A-B; ELA: II; III; V
(9)	The student understands a civil engineering project life cycle. The student is expected to:	"Life Cycle" is a commonly used term for describing the engineering process in Civil Engineering
(A)	explain the civil engineering project conception, scope, proposal, contract, design planning and development, construction documents, bid and specifications, construction, and closeout phase; and	CCRS: SCI: III.A.1; SS: IV.A-B, D; V.A-B; ELA: III; V
(B)	sequence the phases of a project life cycle.	CCRS: CDS: II.C.5; II.D.3.
(10)	The student understands and develops a civil engineering project scope of work and proposal. The student is expected to:	
(A)	describe the importance of a feasibility report and identify potential components, including soil analysis, existing land entitlements, existing topography, federal emergency management agency (FEMA) floodplain location and elevation, existing utility and locations, environmental studies, and adjacent rights-of-way;	CCRS: CDS: I.B.3; I.A.1; SS: IV.A-B, D; V; ELA: II; III; V
(B)	develop a feasibility report for a small civil engineering project;	CCRS: CDS: II.C.5; SCI: III.A.1; III.C.1; SS: IV.A-B, D; ELA: I; II; IV
(C)	identify and quantify costs and benefits associated with a proposed civil engineering project, including initial investment, operational expenses, and anticipated returns;	CCRS: CDS: I.A.1; I.B.2; SS: IV.A-B, D; ELA: I; II; IV
(D)	conduct a cost-benefit analysis for a small civil engineering project;	CCRS: CDS: II.C.5; SS: IV.A-B, D; ELA: I; II; IV
(E)	identify common risks associated with civil engineering projects, including technical, financial, environmental, and regulatory risks;	CCRS: CDS: 1.A.1; SS: IV.A-B, D; ELA: I; II; IV
(F)	describe methodologies for conducting risk analysis such as probability assessment, impact analysis, and risk prioritization;	CCRS: CDS: II.D.2; SCI: III.C.1; SS: IV.A-B, D; ELA: I; II; IV
(G)	explain the purpose of a request for qualifications (RFQ);	CCRS: SS: IV.A-B, D; V.A; ELA: I; II; IV
(H)	evaluate RFQs based on a project's scope;	CCRS: SS: IV.A, B.3; ELA: II

(I)	identify relevant codes and regulations impacting civil engineering projects;	CCRS: SS: I.A.1, 6; II.B.3, 4; III.A.1; IV.A, B, D; ELA: II, V
(J)	define the fundamental components of a scope of work document, including project description, stakeholders, objectives, deliverables, scope exclusions, milestones, schedule, and signature block; and	CCRS: SS: IV.A-B, D; ELA: II
(K)	develop a scope of work document for a small civil engineering project.	CCRS: CDS: II.B.1; SS: IV.A-B, D; ELA: I; II; IV
(11)	The student understands and develops the components of civil engineering designs. The student is expected to:	
(A)	identify and generate conceptual schematic design drawings, sketches, and diagrams to explore alternative design solutions and communicate design concepts effectively;	CCRS: CDS: II.D.3; II.E.3; SCI: III.C.1; SS: IV.A
(B)	explain the purpose and application of common civil engineering calculations such as superelevation, flow line, beam analysis, cost amortization, concrete testing, plasticity index, and differential leveling;	CCRS: SS: IV.2, 3; V.A.1; ELA; III
(C)	create and maintain project development plans using relevant data from design calculations and specifications;	CCRS: CDS: I.C.1; SS: IV.B.1, 3; ELA: I
(D)	evaluate engineering plans and specifications using quality control and quality assurance (QCQA) processes; and	CCRS: CDS: II.B.3; SS: IV.A; B.1, 3; D; ELA: II
(E)	prepare a design quantity take-off and estimate of probable construction cost.	CCRS: CDS: II.D.3; II.E.2; SS: IV.A; B.1, 3; D; ELA: II
(12)	The student researches the use and application of technology in civil engineering. The student is expected to:	
(A)	identify the tools and technology used in civil engineering throughout history such as an abacus, compass, scale, measuring tape, slide rule, calculator, computer-aided drafting and design, level, auto-level, grade rod, plumb bob, transit, theodolite, total station, GPS, lidar, and drones;	Thread of technology advancements CCRS: SCI: IV.A.1; SS: IV.A, B, D; ELA: II
(B)	explain the evolution of technology used in civil engineering;	CCRS: CDS: 1.A.1; II.C.1; II.C.2; II.C.3; SS: III.A.1; IV.A, B, D; V.A.1
(C)	compare design analysis software;	CCRS: SCI: I.D.1; I.D.2; SS: I.F.1; IV.A, B, D; ELA: II
(D)	compare computer-aided drafting software; and	CCRS: SCI: I.D.2; SS: I.F.1; IV.A, B, D; ELA: II

(E)	explain the uses of design analysis and computer-aided drafting software.	CCRS: SCI: I.D.2; SS: I.F.1; IV.A, B, D; V.A.1; ELA: III
(13)	The student understands and researches the components of project closeout processes. The student is expected to:	
(A)	identify the main stakeholders involved in final inspections;	CCRS: CDS: I.A.1; I.B.2; SS: I.A.6, C.3, E.2; II.A.2, III.A.3; ELA: V
(B)	develop a punch list that identifies deficiencies in a completed project;	CCRS: CDS: I.B.3; I.C.1; II.B.1; II.D.1; II.D.3; II.E.2; ELA: I
(C)	organize and maintain the punch list by trade, area, or priority; and	CCRS: CDS: II.B.1; II.B.3; II.D.1; II.E.2.
(D)	evaluate the completed project.	QA CCRS: CDS: I.A.2; I.F.2; ELA: V.A.
(14)	The student understands and navigates civil engineering construction documents. The student is expected to:	
(A)	identify the sections of a construction document set, including plat, existing conditions, site plan, fire protection plan, dimensional control plan, grading plan, drainage plan, utility plan, paving plan, erosion control plan, and project detail sheets;	CCRS: SS: IV.B.3; ELA: V.A
(B)	research and describe the purpose of a fire protection plan;	CCRS: CDS.II.C.2.
(C)	describe the components of a paving plan, including pavement sections, material types, and design details;	CCRS: SS: V.B.2; ELA: V.B
(D)	identify and locate construction specification documents relevant to a given project;	CCRS: ELA: I, II.A-B; V.B
(E)	explain and locate the fundamental components of a construction document’s legend, including symbols, line types, and typical abbreviations;	CCRS: ELA: II.A-B; V.B
(F)	explain the process of drafting a construction document to scale;	CCRS: SCI: V.E.2; ELA: II.A-B; V.B
(G)	determine and demonstrate which scale best fits a standard size drawing sheet;	CCRS: ELA: I, II.A-B; V.B

(H)	explain the relationship among a construction document's specifications, plans, legend, and scale; and	CCRS: ELA: II.A-B; V.B
(I)	identify and explain the differences between design drawings and record drawings.	CCRS: ELA: I, II.A-B; V.B
(15)	The student applies best practices for effective project document structure and management. The student is expected to:	
(A)	develop and implement a systematic organizational structure for project documents that considers factors such as project phase, discipline, and document type; and	CCRS: CDS.II.D.1; II.E.2; ELA: I, II.A-B; V.B
(B)	develop and apply a consistent naming convention to project documents and explain its necessity.	CCRS: CDS.I.E.2.
(16)	The student describes and exhibits characteristics that lead to a successful civil engineering team. The student is expected to:	
(A)	research and describe time management techniques such as Gantt charts, scheduling, critical path, and man-power projections used in project management;	CCRS: SS: IV.A.2,3,5; B.3; D,1; ELA: V.B
(B)	demonstrate effective communication skills, including active listening and clear articulation of ideas, in written and oral formats, to facilitate collaboration in a project team;	CCRS: CDS.II.B; II.D.3; II.E.3; SS: IV.C.1, V.A; ELA: I, II, III, IV
(C)	prepare effective communications, technical reports, and presentations; and	CCRS: CDS: I.E; II.B.1-4; II.D.3; II.E.3; SS: V.A; SCI: III.A.1; ELA: II, III
(D)	explain how project team dynamics impact project outcomes and member morale.	CCRS: CDS.I.A.1; I.B.1; I.B.2.
(17)	The student researches and describes ethics pertaining to civil engineering. The student is expected to:	
(A)	research and identify the fundamental engineering ethics established by the American Society of Civil Engineers, the National Society of Professional Engineers, the Texas Board of Professional Engineers and Land Surveyors, the National Council of Examiners for Engineering and Surveying, and the National Institute of Engineering Ethics; and	CCRS: SCI: IV.B.1; IV.B.2; SS: I.F; IV.A.5,6; B.3,4; C; ELA: II, IV
(B)	analyze root causes and lessons learned from historical examples or case studies involving ethical misconduct in civil engineering projects.	With reverence to historical examples of Civil Engineering Failures CCRS: CDS.I.A.1; I.B.2; I.C.3; I.F.2-4; II.B.3; II.C.2; SS: I.A.2, E.4; II.A.2; ELA: III; SS: I.E.4; F; II.B.4; ELA: II

(18)	The student explores the impact of engineering in the natural world and built environment. The student is expected to:	
(A)	describe the effects of sustainable practices on local and global communities, environments, and economies;	CCRS: SS: I.A.2,3-6; E.2; F; III.A-B; ELA: I, II
(B)	describe sustainability standards used throughout the project life cycle;	CCRS: ELA: I, II
(C)	describe governmental agencies that regulate environmental impact at the federal, state, and local level;	CCRS: ELA: I, II
(D)	describe the effects of construction on the natural world, including flora, fauna, groundwater, surface water, soil, earth's atmosphere, air quality, and waterways; and	CCRS: SCI: X.A.2; ELA: I, II
(E)	describe methods used by engineers to mitigate and remediate the effects of construction on the natural world.	CCRS: SCI: X.A.2; ELA: I, II
(19)	The student understands the methods environmental engineers use to supply water, dispose of waste, and control pollution. The student is expected to:	
(A)	describe methods of population projection for sizing water and wastewater facilities;	CCRS: ELA: I, II
(B)	describe water quality standards using prescribed units of measure;	CCRS: ELA: I, II
(C)	research and explain the different regulations for water quantity design requirements by jurisdiction;	CCRS: SS: I.A.2, 6; II.A, IV.A-B; ELA: I, II.A-B, V
(D)	research and explain the different regulations for wastewater quantity design requirements by jurisdiction;	CCRS: SS: I.A.2, 6; II.A, IV.A-B; ELA: I, II.A-B, V
(E)	research and describe methods of water and wastewater treatment;	CCRS: SCI: X.A.4; X.E.4; SS: I.A.2, 6; II.A, IV.A-B; ELA: I, II.A-B, V
(F)	research and describe methods of solid waste management;	CCRS: SS: I.A.2, 6; II.A, IV.A-B; ELA: I, II.A-B, V
(G)	research and describe methods of controlling hazardous waste; and	CCRS: SS: I.A.2, 6; II.A, IV.A-B; ELA: I, II.A-B, V
(H)	research and describe methods of measuring and managing air quality.	CCRS: SCI: X.A.3; X.E.5; SS: I.A.2, 6; II.A, IV.A-B; ELA: I, II.A-B, V

§127.XX Civil Engineering II (Two Credit), Adopted 2025.		
	TEKS with edits	Work Group Comments/Rationale
(a)	Implementation. The provisions of this section shall be implemented by school districts beginning with the 2025-2026 school year.	
(b)	General requirements. This course is recommended for students in Grades 11-12. Prerequisite: Civil Engineering I. Students shall be awarded two credits for successful completion of this course.	
(c)	Introduction.	
(1)	Career and technical education instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.	
(2)	The Engineering Career Cluster focuses on planning, designing, testing, building, and maintaining of machines, structures, materials, systems, and processes using empirical evidence and science, technology, and math principles. This career cluster includes occupations ranging from mechanical engineer and drafter to electrical engineer and to mapping technician.	
(3)	Students in Civil Engineering II will apply the principles and practices essential to various subdisciplines within Civil Engineering. Throughout this course, students will develop knowledge and skills essential to the design development and construction of a civil engineering project. The students will explore the impacts and constraints on the design of a project. They will also delve into the functional mathematics crucial to the profession. Additionally, the course emphasizes the importance of effective project document structure and project management, ethical considerations, and the impact of civil engineering on the natural and built environment.	
(4)	Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.	
(5)	Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.	

(d)	Knowledge and skills.	
(1)	The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	
(A)	demonstrate dressing appropriately, speaking politely, and conducting oneself in a manner appropriate for the profession and work site;	
(B)	analyze how teams can produce better outcomes through cooperation, contribution, and collaboration from members of the team;	
(C)	present written and oral technical communication in a clear, concise, and effective manner for a variety of purposes and audiences, including explaining and justifying decisions in the design process;	
(D)	use time-management skills in prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that optimizes efficiency and results independently and in groups;	
(E)	describe the importance of and demonstrate punctuality, dependability, reliability, and responsibility in reporting for duty and performing assigned tasks as directed;	
(F)	explain how engineering ethics as defined by professional organizations such as the National Society of Professional Engineers applies to engineering practice;	
(G)	demonstrate respect for diversity in the workplace;	
(H)	identify consequences relating to discrimination, harassment, and inequality;	
(I)	analyze elements of professional codes of conduct or creeds in engineering such as the National Society of Professional Engineers Code of Ethics for Engineers and how they apply to the knowledge and skills of the course and the engineering profession;	
(J)	identify the components of a safety plan and why it is critical for employees and employers to maintain a safe work environment; and	
(K)	compare skills and characteristics of managers and leaders in the workplace.	
(2)	The student understands how to implement an engineering design process to develop a product or solution. The student is expected to:	
(A)	describe and implement the stages of an engineering design process to construct a model;	

(B)	explain how factors, including complexity, scope, resources, ethics, regulations, manufacturability, and technology, impact stages of the engineering design process;	
(C)	explain how stakeholders impact an engineering design process; and	
(D)	analyze how failure is often an essential component of the engineering design process.	
(3)	The student explores the methods and aspects of project management in relation to projects. The student is expected to:	
(A)	research and explain the process and phases of project management, including initiating and planning; executing; and closing;	
(B)	explain the roles and responsibilities of team members, including project managers and leads;	
(C)	research and evaluate methods and tools available for managing a project;	
(D)	discuss the importance of developing and implementing a system for the organization of project documentation such as file naming conventions, document release control, and version control;	
(E)	describe how project requirements, constraints, and deliverables impact the project schedule and influence and are influenced by an engineering design;	
(F)	explain how a project budget is developed and maintained, including materials, equipment, and labor; and	
(G)	describe the importance of management of change (MOC) and how it applies to project planning.	
(4)	The student understands the foundations of occupational safety and health. The student is expected to:	
(A)	explain and discuss the responsibilities of workers and employers to promote safety and health in the workplace and the rights of workers to a secure workplace;	
(B)	explain and discuss the importance of Occupational Safety and Health Administration (OSHA) standards and OSHA requirements for organizations, how OSHA inspections are conducted, and the role of national and state regulatory entities;	
(C)	explain the role industrial hygiene plays in occupational safety and explain various types of industrial hygiene hazards, including physical, chemical, biological, and ergonomic;	

(D)	identify and explain the appropriate use of types of personal protective equipment used in industry;	
(E)	discuss the importance of safe walking and working surfaces in the workplace and best practices for preventing or reducing slips, trips, and falls in the workplace;	
(F)	describe types of electrical hazards in the workplace and the risks associated with these hazards and describe control methods to prevent electrical hazards in the workplace;	
(G)	analyze the hazards of handling, storing, using, and transporting hazardous materials and identify and discuss ways to reduce exposure to hazardous materials in the workplace;	
(H)	identify workplace health and safety resources, including emergency plans and Safety Data Sheets, and discuss how these resources are used to make decisions in the workplace;	
(I)	describe the elements of a safety and health program, including management leadership, worker participation, and education and training;	
(J)	explain the purpose and importance of written emergency action plans and fire protection plans and describe key components of each such as evacuation plans and emergency exit routes, list of fire hazards, and identification of emergency personnel;	
(K)	explain the components of a hazard communication program; and	
(L)	explain and give examples of safety and health training requirements specified by standard setting organizations.	
(5)	The student recognizes project stakeholders, industry organizations, and common business practices in civil engineering. The student is expected to:	
(A)	identify and describe the roles and objectives of project stakeholders, including engineer, owner, architect, contractor, subcontractors, project manager, end users, regulatory agencies, and the public; and	CCRS: SS: I.A.1-3,6; E.4; II.A.2, B.1, 4,6; III.A.1, 3; ELA: I, II
(B)	describe the mission and membership benefits of industry organizations such as the American Society of Civil Engineers, the National Society of Professional Engineers, and the Society of Women Engineers.	CCRS: SS: I.A.1-3,6; E.4; II.A.2, B.1, 4,6; III.A.1, 3; ELA: I, II
(6)	The student explores various disciplines within civil engineering. The student is expected to:	
(A)	describe the knowledge requirements and essential functions of an engineer in a variety of civil engineering disciplines, including environmental, geotechnical, transportation, structural, water resources, and construction;	

(B)	explain how different types of projects, including public works, transportation, urban development, water resources, and utilities, within civil engineering subdisciplines impact the built environment; and	
(C)	explain types of civil engineering projects.	
(7)	The student explores how codes, regulations, and plats impact a civil engineering project. The student is expected to:	Codes/Regulations/Subdivision ordinances/Plat
(A)	research and describe the regulations established by the American Disabilities Act relevant to site design; and	CCRS: SS: I.A.1; F; IV.A, D; V.A; ELA: I, II, III, V
(B)	define and describe the purpose of a plat and easements for a civil engineering project.	Define plat Define easement Describe the purpose of a plat Describe the purpose of an easement CCRS: SS: IV.A, D; ELA: II
(8)	The student develops a proposal for a civil engineering project such as a park, a parking lot, or a storm drain. The student is expected to:	
(A)	analyze or develop a feasibility report for a civil engineering project;	CCRS: SS: IV.A, D; ELA: I, II, V
(B)	develop and analyze the scope of work for a civil engineering project;	CCRS: SS: IV.A, D; ELA: I, II, V
(C)	calculate monetary value for engineering efforts on a given project;	CCRS: SS: IV.A, D; ELA: I, II, V Establish engineering fees
(D)	revise and archive the draft project proposal as the scope of work changes;	QC CCRS: ELA: I, II
(E)	generate a client deliverable package that contains a fee proposal, project schedule, organizational chart, exclusions, and an engineering contract;	CCRS: ELA: I, II
(F)	present a final proposal for a civil engineering project; and	CCRS: SS: V; ELA: I, II, III
(G)	identify lessons learned from the project proposal process.	CCRS: SS: IV.A, D; ELA: I, II QA

(9)	The student develops a civil engineering project schedule. The student is expected to:	
(A)	identify and prioritize project tasks to determine the critical path of a project;	CCRS: SS: IV.A, D; ELA: I, II
(B)	create a project critical path diagram;	CCRS: SS: IV.A, D; ELA: I, II
(C)	evaluate project tasks and the critical path to develop the project schedule;	CCRS: SS: IV.A, D; ELA: II
(D)	create a Gantt chart for all project activities; and	CCRS: SS: IV.A, D; ELA: I, II
(E)	assess project schedule for opportunities to improve project efficiencies.	CCRS: SS: IV.A, D; ELA: II
(10)	The student develops a civil engineering design for a project site. The student is expected to:	
(A)	create a concept site plan using existing schematics, survey data, and regulatory design manuals;	CCRS: SS: IV.A, D; ELA: II
(B)	identify existing and proposed utility providers, including electric, water, sewer, gas, and telecommunications, at a project site;	CCRS: SS: IV.A, D; ELA: II
(C)	research and identify existing plats and easements for a project site; and	CCRS: SS: I.A.1; B.2, F; IV.A, B, D; V.B; ELA: II
(D)	revise and finalize a project site plan to reflect analyzed site data, including utilities, geotechnical, right-of-way, water resources, environmental, and transportation data.	CCRS: SS: I.A.1; F; IV.A, D; ELA: II QA
(11)	The student explores concepts and calculations used by water resources engineers. The student is expected to:	
(A)	describe storm event probability;	
(B)	describe methods used, including Rational method, Natural Resources Conservation Service (NRCS) and Soil Conservation Service (SCS), and unit hydrograph, to calculate flow rate;	
(C)	analyze existing topography at the project site to determine drainage patterns;	CCRS: SS: I.A.1; F; IV.A, B, D; ELA: II
(D)	delineate existing and proposed drainage areas impacting a project site to determine the change in stormwater runoff generated by a project design;	CCRS: SS: I.A.1; F; IV.A, B, D; ELA: II
(E)	research and describe methods of stormwater mitigation and water quality treatment;	SS: IV.A, B, D; V.B; ELA: II, V

(F)	calculate the existing flow rates for a 5-year and a 100-year storm event for a project site using the Rational method;	CCRS: SS: I.A.1; F; IV.A, B, D; ELA: II
(G)	analyze and calculate the proposed flow rates for a 5-year and a 100-year storm event for a project design;	CCRS: SS: I.A.1; F; IV.A, B, D; ELA: II
(H)	determine the required stormwater remediation techniques for a 100-year storm event by comparing existing and proposed runoff quantities;	CCRS: SS: I.A.1; F; IV.A, B, D; ELA: II
(I)	research and describe methods of stormwater conveyance, including channel, culvert, and pipe;	
(J)	calculate the hydraulics of a stormwater conveyance using the continuity equation, energy equation, and Bernoulli's equation;	CCRS: SS: IV.A, B, D; V.B; ELA: II, V
(K)	design a conveyance system such as a pipe, culvert, or open-channel to convey stormwater runoff for a 100-year storm event using the calculated data;	CCRS: SS: I.A.1; F; IV.A, B, D; ELA: II
(L)	create a plan and profile sheet of a drainage system, including surface elevations, slopes, conveyance system dimensions, material, and pipe invert elevations; and	Industry term: plan and profile sheet: (sheet is a page in a set of construction documents.) CCRS: SS: I.A.1; F; IV.A, D; ELA: II
(M)	describe the impact of a drainage analysis for a project.	
(12)	The student explores concepts and calculations used by geotechnical engineers. The student is expected to:	
(A)	identify and explain the components of a geotechnical report, including boring samples and logs, soil types and classifications, pavement recommendations, foundations recommendations, and soil preparations;	CCRS: SS: I.A.1; F; IV.A, D; V.A; ELA: I, II, III
(B)	identify and determine the soil classifications at a project site using the United States Department of Agriculture (USDA) Natural Resources Conservation Service (NRCS) Web Soil Survey (WSS);	CCRS: SS: I.A.1; F; IV.A, D; V.A; ELA: II
(C)	calculate the plasticity index of the soil from a project site;	CCRS: SS: I.A.1; F; IV.A, D; ELA: II
(D)	research and explain methods of soil preparation;	CCRS: SS: I.A.1; F; IV.A, D; V.A; ELA: I, II, III, V
(E)	research and explain how geotechnical results impact pavement recommendations used in civil engineering projects;	CCRS: SS: I.A.1; F; IV.A, D; V.A; ELA: I, II, III. V

(F)	research and select the most effective pavement section for a project; and	CCRS: SS: I.A.1; F; IV.A, B, D; ELA: II
(G)	describe the impact of a geotechnical analysis for a project.	CCRS: SS: I.A.1; F; IV.A, B, D; ELA: II
(13)	The student explores concepts and calculations used by structural engineers. The student is expected to:	
(A)	research and explain different types of foundations used in civil engineering projects;	CCRS: SS: I.A.1; F; IV.A, D; V.A; ELA: I, II, III, V
(B)	identify and describe the various types of building foundations, including raft, monolithic slab, slab on grade, pier and beam, spread footing, mat footing, drilled piers, pylons, waffle slab, and post-tension slab;	
(C)	describe the forces common to structural engineering calculations, including gravity, tension, compression, flexure, and torsion;	
(D)	describe the loads common to structural engineering calculations, including dead load, live load, environmental, and other load paths such as lateral and concentrated;	
(E)	diagram and explain how applied loads and forces are resisted in a structure and transferred to the earth;	
(F)	diagram a simply supported beam subjected to loading conditions to determine reaction forces;	
(G)	sketch shear and moment diagrams to determine the maximum shear and moment resulting in the beam;	
(H)	calculate beam deflection of a simply supported beam subjected to a given loading;	
(I)	identify and describe the different types of trusses, including simple truss, planar, and space frame;	
(J)	diagram a truss subjected to loading conditions to determine reaction forces and identify the zero force members;	
(K)	explain why design loads are dictated by building codes;	
(L)	determine the size of a spread footing for a given load condition for a specified building foundation; and	
(M)	describe the impact of a structural analysis for a project.	

(14)	The student explores concepts and calculations used by transportation engineers. The student is expected to:	
(A)	identify and describe various types of transportation engineering specializations such as rail, aviation, roadway, highway, and marine;	
(B)	research and explain the benefits of having a professional transportation engineering certification;	
(C)	research and explain the benefits of membership in a transportation engineering organization such as Institute for Transportation Engineers (ITE), American Society of Highway Engineers (ASHE), American Association of State Highway and Transportation Officials (AASHTO), and WTS;	
(D)	determine stopping sight distance of a roadway given design speed and grade;	
(E)	research and describe the impacts of transportation design elements, including grades, superelevation, design speed, friction factor, lane widths, vertical curves, horizontal curves, roadway classification, acceleration, and deceleration;	
(F)	analyze the level of service of a roadway to determine if operating conditions are adequate;	
(G)	identify and explain the components of a traffic impact analysis (TIA), including data collection summary, trip analysis, turn lane analysis, project phasing, and sight visibility analysis;	CCRS: SS: I.A.1; F; IV.A, D; V.A; ELA: II
(H)	research and identify methods of traffic data collection;	CCRS: SS: I.F; IV.A, D; ELA: II, V
(I)	collect traffic count data at a project site and calculate and analyze the results of the traffic count to determine peak hour trips and traffic mitigation;	CCRS: SS: I.F; IV.A, D; ELA: II, V
(J)	determine the peak hour trips generated by a given land use from a ITE Trip Generation Manual;	
(K)	research and describe traffic level of service for various roadways;	CCRS: SS: I.A.1; F; IV.A, D; V.A; ELA: I, II, III, V
(L)	determine if a turn lane is warranted based on peak hour trips and traffic volume;	

(M)	research and select the most effective pavement cross-section for a roadway; and	CCRS: SS: I.A.1; F; IV.A, B, D; ELA: II
(N)	describe the impact of a transportation analysis for a project.	
(15)	The student develops construction documents for a civil engineering project. The student is expected to:	
(A)	develop project construction documents that includes a design plan, specifications, and cost estimate for a civil engineering project;	(PS&E) plans, specifications, and estimates
(B)	develop the analysis reports for a civil engineering project;	
(C)	generate an existing condition and demolition sheet that contains existing topography, property lines, easements, utilities, rights-of-way, drainage infrastructure, and structures, and identifies items to be demolished;	Condition and demolition sheet is ONE SHEET CCRS: SS: I.A.1; F; IV.A, D; ELA: I, II
(D)	develop a fire protection plan for a project;	CCRS: SS: I.A.1; F; IV.A, D; ELA: I, II
(E)	generate a paving plan that shows the extents and types of pavements necessary for a project;	“Paving extents” is an industry term CCRS: SS: I.A.1; F; IV.A, D; ELA: I, II
(F)	generate a site plan that labels proposed improvements for a project;	CCRS: SS: I.A.1; F; IV.A, D; ELA: I, II
(G)	generate a site dimensional control plan containing measurements for all site improvements for a project;	CCRS: SS: I.A.1; F; IV.A, D; ELA: I, II
(H)	generate a grading plan that documents proposed elevations and topography in comparison to existing topography for a project;	CCRS: SS: I.A.1; F; IV.A, D; ELA: I, II
(I)	generate drainage plans to document the existing drainage plan, proposed drainage plan, and drainage infrastructure for a project;	CCRS: SS: I.A.1; F; IV.A, D; ELA: I, II
(J)	generate a utility plan that documents existing and proposed utility types, locations, and materials for a project;	CCRS: SS: I.A.1; F; IV.A, D; ELA: I, II
(K)	generate an erosion control plan that identifies erosion control best management practices (BMP) defined by the Texas Commission on Environmental Quality (TCEQ) for a project;	CCRS: SS: I.A.1; F; IV.A, D; ELA: I, II

(L)	review and revise draft construction documents for stakeholder compliance and project objectives; and	Stakeholder compliance = owner, regulatory, government, ethical, and technical QC CCRS: SS: I.A.1; F; IV.A, D; ELA: I, II
(M)	explain the importance of a quality control review and complete a quality control review of the construction documents of the project.	QA CCRS: SS: IV.A, D; V.A; ELA: II, III
(16)	The student develops documents for support of the construction bid. The student is expected to:	
(A)	identify components of a bid tabulation, including item description, material quantity, unit measure, unit price, and total price;	CCRS: SS: I.F; IV.A, D; ELA: II
(B)	compare a project bid tabulation and corresponding construction documents to verify all items are included;	CCRS: SS: I.F; IV.A, D; ELA: II
(C)	create a project bid tabulation; and	CCRS: SS: I.F; IV.A, D; ELA: I, II
(D)	research and identify the parts of civil engineering project manual.	CCRS: SS: I.F; IV.A, D; ELA: II
(17)	The student works as an individual and a team member to complete projects. The student is expected to:	
(A)	identify and define team member roles for civil engineering projects;	CCRS: SS: II.B.4; ELA: I, II
(B)	track team goals to contribute constructively and positively to the project team;	CCRS: ELA: I, II
(C)	explain various methods to resolve conflict within a project team;	
(D)	explain how leadership impacts project outcomes and team members;	CCRS: SS: I.E.4; II.B.4; ELA: I, II, III
(E)	evaluate team member performance and effectiveness in a project; and	CCRS: SS: I.E.4; F; II.B.4; IV.C; ELA: I, III, IV
(F)	prepare and present a civil engineering project overview.	CCRS: SS: V.A; ELA: I, II, III

(18)	The student researches and understands the code of ethics pertaining to civil engineering. The student is expected to:	
(A)	research and describe the impact of the State of Texas Engineering Practice Act and Rules;	CCRS: SS: I.A.1; F; IV.A, D; V.A; ELA: I, II, III, V
(B)	analyze and discuss ethical case studies using Texas Administrative Code, Title 22, Part 6, Chapter 137, Subchapter C, Professional Conduct and Ethics; and	CCRS: SS: I.A.2; E.4; F.1; II.B,4; V.A, D; V.A; ELA: I, II, III, V
(C)	research and describe the ethical considerations and obligations of an engineer.	CCRS: SS: IV.A, B, D; V.B; ELA: II, V
(19)	The student understands the fundamental sustainable design approaches and practices in civil engineering projects. The student is expected to:	
(A)	research and describe sustainable building materials;	
(B)	research and describe sustainable building methods;	
(C)	identify and explain the programs and certifications that establish sustainability criteria for engineering projects such as Leadership in Energy and Environmental Design (LEED) and the Institute for Sustainable Infrastructure Envision (ISI Envision);	
(D)	describe how construction materials selection is influenced by sustainable programs and certifications;	
(E)	assess the sustainability of construction materials used in a civil engineering project;	
(F)	describe how sustainable programs and certifications influence the selection of design elements in a project;	
(G)	explain how sustainable design reduces the impacts on the environment and human health; and	
(H)	document elements of the construction process to comply with sustainable design criteria.	

§127.XX Architectural Engineering (Two Credits), Adopted 2025.		
	TEKS with edits	Work Group Comments/Rationale
(a)	Implementation. The provisions of this section shall be implemented by school districts beginning with the 2025-2026 school year.	
(b)	General requirements. This course is recommended for students in Grades 11-12. Prerequisite: Civil Engineering I. Students shall be awarded two credits for successful completion of this course.	
(c)	Introduction.	
(1)	Career and technical education instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.	
(2)	The Engineering Career Cluster focuses on planning, designing, testing, building, and maintaining of machines, structures, materials, systems, and processes using empirical evidence and science, technology, and math principles. This career cluster includes occupations ranging from mechanical engineer and drafter to electrical engineer and to mapping technician.	
(3)	Students enrolled in Architectural Engineering will use principles of engineering and design tools to create innovative, functional, and sustainable buildings. Students will develop cursory knowledge and essential skills to understand the design of buildings, including the mechanical, electrical, plumbing, and structural systems while also planning the construction process. They will engage in project planning, building and system analysis, site investigation, and the integration of sustainable design and construction practices for an architectural engineering project.	
(4)	Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.	
(5)	Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.	

(d)	Knowledge and skills.	
(1)	The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	
(A)	demonstrate dressing appropriately, speaking politely, and conducting oneself in a manner appropriate for the profession and work site;	
(B)	analyze how teams can produce better outcomes through cooperation, contribution, and collaboration from members of the team;	
(C)	present written and oral technical communication in a clear, concise, and effective manner for a variety of purposes and audiences, including explaining and justifying decisions in the design process;	
(D)	use time-management skills in prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that optimizes efficiency and results independently and in groups;	
(E)	describe the importance of and demonstrate punctuality, dependability, reliability, and responsibility in reporting for duty and performing assigned tasks as directed;	
(F)	explain how engineering ethics as defined by professional organizations such as the National Society of Professional Engineers applies to engineering practice;	
(G)	demonstrate respect for diversity in the workplace;	
(H)	identify consequences relating to discrimination, harassment, and inequality;	
(I)	analyze elements of professional codes of conduct or creeds in engineering such as the National Society of Professional Engineers Code of Ethics for Engineers and how they apply to the knowledge and skills of the course and the engineering profession;	
(J)	identify the components of a safety plan and why it is critical for employees and employers to maintain a safe work environment; and	
(K)	compare skills and characteristics of managers and leaders in the workplace.	
(2)	The student understands how to implement an engineering design process to develop a product or solution. The student is expected to:	Engineering design process stand
(A)	describe and implement the stages of an engineering design process to construct a model;	
(B)	explain how factors, including complexity, scope, resources, ethics, regulations, manufacturability, and technology, impact stages of the engineering design process;	

(C)	explain how stakeholders impact an engineering design process; and	
(D)	analyze how failure is often an essential component of the engineering design process.	
(3)	The student explores the methods and aspects of project management in relation to projects. The student is expected to:	Project management strand
(A)	research and explain the process and phases of project management, including initiating and planning; executing; and closing;	
(B)	explain the roles and responsibilities of team members, including project managers and leads;	
(C)	research and evaluate methods and tools available for managing a project;	
(D)	discuss the importance of developing and implementing a system for the organization of project documentation such as file naming conventions, document release control, and version control;	
(E)	describe how project requirements, constraints, and deliverables impact the project schedule and influence and are influenced by an engineering design;	
(F)	explain how a project budget is developed and maintained, including materials, equipment, and labor; and	
(G)	describe the importance of management of change (MOC) and how it applies to project planning.	
(4)	The student understands the foundations of occupational safety and health. The student is expected to:	
(A)	explain and discuss the responsibilities of workers and employers to promote safety and health in the workplace and the rights of workers to a secure workplace;	
(B)	explain and discuss the importance of Occupational Safety and Health Administration (OSHA) standards and OSHA requirements for organizations, how OSHA inspections are conducted, and the role of national and state regulatory entities;	
(C)	explain the role industrial hygiene plays in occupational safety and explain various types of industrial hygiene hazards, including physical, chemical, biological, and ergonomic;	
(D)	identify and explain the appropriate use of types of personal protective equipment used in industry;	
(E)	discuss the importance of safe walking and working surfaces in the workplace and best practices for preventing or reducing slips, trips, and falls in the workplace;	

(F)	describe types of electrical hazards in the workplace and the risks associated with these hazards and describe control methods to prevent electrical hazards in the workplace;	
(G)	analyze the hazards of handling, storing, using, and transporting hazardous materials and identify and discuss ways to reduce exposure to hazardous materials in the workplace;	
(H)	identify workplace health and safety resources, including emergency plans and Safety Data Sheets, and discuss how these resources are used to make decisions in the workplace;	
(I)	describe the elements of a safety and health program, including management leadership, worker participation, and education and training;	
(J)	explain the purpose and importance of written emergency action plans and fire protection plans and describe key components of each such as evacuation plans and emergency exit routes, list of fire hazards, and identification of emergency personnel;	
(K)	explain the components of a hazard communication program; and	
(L)	explain and give examples of safety and health training requirements specified by standard setting organizations.	
(5)	The student explores the origin and application of basic building types. The student is expected to:	CCRS: SS: I.A.1; F; IV.A, D; V.A; ELA: II
(A)	identify and describe the fundamental parts of a building, including foundation, floor, walls, roof, utility systems;	
(B)	identify and describe the visual design element of various building types, including residential, commercial, institutional, and industrial; and	
(C)	research and describe the evolution of the built space and development of building forms.	CCRS: CDS: II.C.1-3; SS: I.A.1; F; IV.A, D; V.A; ELA: I, II, III, V
(6)	The student understands the properties of common building materials and construction methods. The student is expected to:	CCRS: SS: I.A. F; IV.A, D; V.A; ELA: I, II, III, V
(A)	identify and describe common building materials, including wood, masonry, metal, glass, aggregate, and plastic;	
(B)	identify and describe common roofing materials, including thatch, wood, metal, sod, and asphalt;	
(C)	explain traditional construction methods such as wood framing, tilt-wall, masonry, and steel;	

(D)	research and describe contemporary construction methods such as prefabricated, modular, additive construction (3D printing);	CCRS: CDS: II.C.1-3
(E)	identify and describe standard building methods such as casting, cutting, drilling, driving, and fastening for the construction of buildings;	
(F)	research and describe sustainable building materials;	CCRS: CDS: II.C.1-3
(G)	research and describe sustainable building methods;	CCRS: CDS: II.C.1-3
(H)	describe how building material selection is influenced by sustainable programs and certifications such as Leadership in Energy and Environmental Design (LEED); and	CCRS: CDS: I.C.1-3
(I)	assess the sustainability of materials used in a civil engineering project.	CCRS: CDS: I.C.1-3
(7)	The student will understand the application of codes and regulations to building projects. The student is expected to:	CCRS: SS: I.A. F; IV.A, D; V.A; ELA: I, II, III, V
(A)	explain the purpose of building and construction codes, including public health and safety, structure, locations, utilities, construction, and landscape;	CCRS: CDS: I.C.1-3
(B)	research and describe land use regulations to identify zoning, ordinances, and allowable uses of real property;	CCRS: CDS: I.C.1-3; II.C.1-3
(C)	describe how zoning regulations are used to control land use and development;	
(D)	research and identify standard accessibility features such as ramps, elevators, parking, handrails, and fire alarm horn strobe, stemming from codes and regulations such as the American Disability Act (ADA), the Texas Accessibility Standards (TAS);	
(E)	identify and explain codes applicable to a building project;	
(F)	examine how codes and building regulations define and constrain all aspects of building design and construction, including the structure, site design, utilities, and building usage;	CCRS: CDS: I.C.1-3; II.C.1-3; SS: I.E.2
(G)	classify a building according to its use, occupancy, and construction type using the International Building Code; and	
(H)	describe the conservation of natural resources, reduction of operational costs, environmental protections, and development of healthier built spaces that result from the application of energy codes.	CCRS: CDS: I.C.1-3

(8)	The student will explore the various building systems. The student is expected to:	CCRS: SS: I.A. F; IV.A, D; V.A; ELA: I, II, III, V
(A)	identify and describe the purposes and types of various building envelops such as tilt-wall, glazing, brick, Exterior Insulation Finishing System (EIFS);	
(B)	identify and describe the components of building envelopes, including foundation, walls, wall openings, roofs, roof penetrations, insulation, and building membranes;	
(C)	research and describe different types of insulating materials;	CCRS: CDS: I.C.1-3
(D)	research and describe different types of windows and doors;	CCRS: CDS: I.C.1-3
(E)	identify and describe the purpose and main components of mechanical systems within a building, including heating ventilation and air conditioning (HVAC), air handler, boilers, fire protection and suppression, lifts, chilled water equipment, and emergency power;	
(F)	describe how sustainable programs and certifications such as LEED influences the selection of mechanical systems in a building project;	CCRS: CDS: I.C.1-3; II.C.1-3
(G)	identify and describe the purpose and main components of electrical systems within a building, including meter, electrical panel, branch circuits, lighting, receptacles, switches, transformers, generators, switch gears, solar voltaic cells, power storage, voltage regulators, and low-voltage systems;	
(H)	describe how sustainable programs and certifications such as LEED influences the selection of electrical systems in a building project;	CCRS: CDS: I.C.1-3; II.C.1-3
(I)	identify and describe the purpose and main components of plumbing systems within a building, including water meter, gas meter, main supply lines, branch lines, pumps, sewer lines, traps, risers, water service, fire suppression, appurtenances, and fixtures;	
(J)	describe how sustainable programs and certifications such as LEED influences the selection of plumbing systems in a building project; and	CCRS: CDS: I.C.1-3; II.C.1-3
(K)	interpret engineering drawings related to the design and construction of a building project, including HVAC, electrical, and plumbing systems.	
(9)	The student examines building foundations and structures. The student is expected to:	
(A)	identify and describe the various types of building foundations, including raft, monolithic slab, slab on grade, pier and beam, spread footing, mat footing, drilled piers, pylons, waffle slab, and post-tension slab;	CCRS: SS: I.A. F; IV.A, D; V.A; ELA: I, II, III, V

(B)	explain the appropriate use cases for the various foundation types based on soil conditions, load requirements, and building type;	CCRS: SS: I.A. F; IV.A, D; V.A; ELA: I, II, III, V
(C)	classify a soil sample according to grain size and plasticity;	CCRS: SS: IV.A, B, D; V; ELA: I, II, V
(D)	calculate the plasticity index of a soil sample;	CCRS: SS: IV.A, B, D; ELA: I, II, V
(E)	determine the united soil classification system designation from a site soil sample analysis;	CCRS: SS: IV.A, B, D; V; ELA: I, II, V
(F)	describe the forces common to structural engineering calculations, including gravity, tension, compression, flexure, and torsion;	CCRS: SS: IV.A, B, D; V; ELA: I, II, III, V
(G)	describe the loads common to structural engineering calculations, including dead load, live load, environmental, and other load paths such as lateral and concentrated;	CCRS: SS: IV.A, B, D; V; ELA: I, II, III, V
(H)	diagram and explain how applied loads and forces are resisted in a structure and transferred to the earth;	CCRS: SS: IV.A, B, D; V; ELA: I, II, III, V
(I)	diagram a simply supported beam subjected to loading conditions to determine reaction forces;	CCRS: SS: IV.A, B, D; ELA: I, II, V
(J)	sketch shear and moment diagrams to determine the maximum shear and moment resulting in the beam;	CCRS: SS: IV.A, B, D; ELA: I, II, V
(K)	calculate beam deflection of a simply supported beam subjected to a given loading;	CCRS: SS: IV.A, B, D; ELA: I, II, V
(L)	identify and describe the different types of trusses, including simple truss, planar, and space frame;	CCRS: SS: IV.A, B, D; V; ELA: I, II, III, V
(M)	diagram a truss subjected to loading conditions to determine reaction forces and identify the zero force members;	CCRS: SS: IV.A, B, D; ELA: I, II, V
(N)	explain why design loads are dictated by building codes;	CCRS: CDS: I.C.1-3; SS: I.A. F; IV.A, D; V.A; ELA: I, II, III, V
(O)	identify and describe the composition of different concrete mixtures and ratios of ingredients;	CCRS: SS: I.A. F; IV.A, D; V.A; ELA: I, II, III, V
(P)	identify and describe the purpose of various concrete admixtures, including air entrainer, water reduce, retarder, hydration controller, accelerator, super plasticizer, and fly ash;	CCRS: SS: I.A. F; IV.A, D; V.A; ELA: I, II, III, V
(Q)	explain why various admixtures are selected for a project such as curing time, ambient climate, and permeability;	CCRS: SS: I.A. F; IV.A, D; V.A; ELA: I, II, III, V

(R)	conduct concrete compression and splitting-tension tests and compare strength and failures;	CCRS: SS: IV.A, B, D; ELA: I, II, V
(S)	analyze a concrete mixture by performing a slump test; and	CCRS: SS: IV.A, B, D; ELA: II, V
(T)	determine the size of a spread footing for a given load condition.	CCRS: SS: IV.A, B, D; ELA: I, II
(10)	The student designs and develops plans for building systems. The student is expected to:	
(A)	identify and describe various site constraints, including utilities, grading, drainage, transportation access, environmental conditions, regulatory requirement, and rights-of-way;	CCRS: CDS: I.C.1-3; SS: I.A. F; IV.A, D; V.A; ELA: I, II, III, V
(B)	identify and explain the purpose of Low Impact Development techniques in site development such as to reduce the impact on stormwater runoff quantity and quality;	CCRS: SS: I.A. F; IV.A, D; V.A; ELA: I, II, III, V
(C)	develop building design and engineering plans that integrate site constraints as appropriate;	CCRS: CDS: I.C.1-3; SS: I.A. F; IV.A, D; ELA: I, II
(D)	describe how soil characteristics impact the building design;	CCRS: SS: I.A. F; IV.A, D; V.A; ELA: I, II, III, V
(E)	develop a stormwater management system for a building to include roof drainage calculations, roof drain design, and downspout sizing and location;	CCRS: SS: I.A. F; IV.A, D; ELA: I, II, V
(F)	apply local, state, and federal codes and regulations to design ingress and egress for a building;	CCRS: CDS: I.C.1-3; SS: I.A. F; IV.A, D; ELA: I, II, V
(G)	apply codes to determine the type, sizing, and placement of site features, including parking lots, entrance and exits road, pedestrian and handicap access, and storm water facilities;	CCRS: CDS: I.C.1-3; SS: I.A. F; IV.A, D; ELA: I, II, V
(H)	evaluate a site to appropriately locate and orient the building or structure;	CCRS: SS: I.A. F; IV.A, D; ELA: I, II, V
(I)	apply sustainable building materials, construction methods, and utility systems to a building design;	CCRS: CDS: I.C.1-3; SS: I.A. F; IV.A, D; ELA: I, II, V
(J)	develop building design and engineering plans that incorporate energy conservation techniques;	CCRS: CDS: I.C.1-3; SS: I.A. F; IV.A, D; ELA: I, II, V
(K)	recommend and defend an appropriate foundation design for a building type;	CCRS: CDS: I.C.1-3; SS: I.A. F; IV.A, D; V.A, B; ELA: I, II, III, V

(L)	design, modify, and plan structures using 3D software;	CCRS: CDS: II.E.1-4; SS: IV.A; ELA: II This lends the course to being 2 credits. It is an industry standard to use CADD in Engineering
(M)	construct building drawings using advanced computer-aided design drafting skills;	CCRS: CDS: II.E.1-4; SS: IV.A; ELA: II
(N)	create three-dimensional views of a building design;	CCRS: CDS: II.E.1-4; SS: IV.A; ELA: II
(O)	create three-dimensional solid models;	CCRS: CDS: II.E.1-4; SS: IV.A; ELA: II
(P)	create and modify building drawings;	CCRS: CDS: II.E.1-4; SS: IV.A; ELA: II
(Q)	plot engineered drawings for presentation;	CCRS: CDS.II.E.1-4; II.C.8; SS: IV.A; ELA: II
(R)	design and present a final effective building design for critique;	CCRS: CDS.II.E.1-4; II.C.8; SS: IV.A; V.A; ELA: II, III
(S)	develop preliminary sketches of a building or structural design;	CCRS: CDS.II.E.1-4; SS: IV.A; ELA: II
(T)	develop drawings to demonstrate the maximum efficiency of circulation within a building;	CCRS: CDS: I.C.1-3; SS: IV.A; ELA: I, II, V
(U)	develop a site plan using maximum orientation of the building relative to views, sun, and wind direction;	CCRS: CDS: I.C.1-3; SS: IV.A; ELA: I, II, V
(V)	draw schematic site plans, floor plans, roof plans, building elevations, sections, and perspectives, using design development techniques;	CCRS: CDS.II.E.1-4; SS: IV.A; ELA: I, II, V
(W)	draw scaled wall thickness plans, interior elevations, and sections;	CCRS: CDS.II.E.1-4; SS: IV.A; ELA: I, II, V
(X)	develop details, sections, floor and wall sections, ceiling and roof sections, door and window sections, and other sections as required;	CCRS: CDS.II.E.1-4; SS: IV.A; ELA: I, II, V

(Y)	assemble a building design in three dimensions;	CCRS: CDS.II.E.1-4; SS: IV.A; ELA: I, II, V
(Z)	explain how sustainable design reduces the impacts on the environment and human health;	CCRS: CDS: I.C.1-3; SS: I.A. F; IV.A, D; V.A; ELA: I, II, III, V
(AA)	use sustainable design criteria such as those outlined in LEED for the design of building systems;	CCRS: CDS: I.C.1-3; SS: IV.A; ELA: I, II, IV
(BB)	review and revise draft construction documents to incorporate results from structural analysis such as beam, truss, and foundation calculations conducted for the project;	CCRS: CDS: I.C.1-3; II.B.1-3; SS: IV.A; ELA: I, II, IV
(CC)	review and revise draft construction documents to incorporate results from building system analysis such as mechanical, electrical, and plumbing calculations conducted for the project; and	CCRS: CDS: I.C.1-3; II.B.1-3; II.E.1-4; SS: IV.A; ELA: I, II, IV
(DD)	organize and monitor project progress using organizational charts, Gantt charts, and regularly scheduled team meetings.	CCRS: CDS: II.B.1-3; II.E.1-4; SS: IV.A; ELA: I, II
(11)	The student explores construction phase processes for a building design project. The student is expected to:	CCRS: SS: I.A. F; IV.A, D; V.A; ELA: I, II, III, V
(A)	determine surface area and volume of building components;	CCRS: SS: IV.A; ELA: I, II, V
(B)	develop a material quantity take-off for a building project;	CCRS: CDS: II.D.1-3; SS: IV.A; ELA: I, II, V
(C)	develop an Opinion of Probably Cost (OPC) for a building project;	CCRS: CDS: II.D.1-3; SS: IV.A; ELA: I, II, V
(D)	document elements of the building construction to comply with sustainable design criteria such as those outlined in LEED;	CCRS: CDS: II.D.1-3; SS: IV.A; ELA: I, II, V
(E)	identify components of a bid tabulation, including item description, material quantity, unit measure, unit price, and total price;	CCRS: SS: IV.A; ELA: I, II, V
(F)	compare a project bid tabulation and corresponding construction documents to verify all items are included;	CCRS: CDS: I.C.1-3; II.B.1-3; II.D.1-3; SS: IV.A; ELA: I, II, V

(G)	create a project bid tabulation;	CCRS: CDS: II.B.1-3; SS: IV.A; ELA: I, II, V
(H)	identify and describe the parts of a construction project manual, including, invitation to bidders, instruction for bidders, project information, construction contracts, bid tabulation, maintenance bonds, performance bonds, payment bonds, specifications, insurance certificates, and legal requirements; and	CCRS: SS: I.A. F; IV.A, D; V.A; ELA: I, II, III, V
(I)	develop an organizational chart and Gantt chart for the construction of a project.	CCRS: CDS: I.C.1-3; II.B.1-3; II.E.1-4; SS: IV.A; ELA: I, II, V

Career and Technical Education TEKS Review Draft Recommendations

Texas Essential Knowledge and Skills (TEKS) for Career and Technical Education Draft Recommendations

Mechanical and Aerospace Engineering Program of Study

Courses: Mechanical Design I, Mechanical Design II, Aerospace Design I, Aerospace Design II

The document reflects the draft recommendations to the career and technical education (CTE) Texas Essential Knowledge and Skills (TEKS) that have been recommended by the State Board of Education's TEKS review work groups.

Proposed additions and new courses are shown in green font with underline (additions). Proposed deletions are shown in red font with strikethroughs (~~deletions~~). Text proposed to be moved from its current student expectation is shown in purple italicized font with strikethrough (~~*moved text*~~) and is shown in the proposed new location in purple italicized font with underlines (*new text location*). Numbering for the knowledge and skills statements in the document will be finalized when the proposal is prepared to file with the *Texas Register*.

Comments in the right-hand column provide explanations for the proposed changes. The following notations may be used as part of the explanations.

Abbreviation	Description
CCRS	refers to the College and Career Readiness Standards
CDS	refers to cross disciplinary standards in the CCRS
ELA	refers to English language arts standards in the CCRS
M	refers to mathematics standards in the CCRS
SCI	refers to science standards in the CCRS
SS	refers to social studies standards in the CCRS
KS	refers to knowledge and skills statement
SE	refers to student expectation

Table of Contents

§127.XX Mechanical Design I (One Credit), Adopted 2025.		
	TEKS with edits	Work Group Comments/Rationale
(a)	Implementation. The provisions of this section shall be implemented by school districts beginning with the 2025-2026 school year.	
(b)	General requirements. This course is recommended for students in Grades10-12. Prerequisite: Algebra 1 Recommended corequisite: Geometry. Students shall be awarded one credit for successful completion of this course.	
(c)	Introduction.	
(1)	Career and technical education instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.	
(2)	The Engineering Career Cluster focuses on planning, designing, testing, building, and maintaining machines, structures, materials, systems, and processes using empirical evidence and science, technology, and math principles. This career cluster includes occupations ranging from mechanical engineer and drafter to electrical engineer and to mapping technician.	
(3)	Students enrolled in Mechanical Design I, demonstrate knowledge and skills associated with design and manufacture of mechanical systems. Fundamental mechanisms are introduced such as gears, belts, threaded elements, and four-bar mechanisms. Basic manufacturing processes such as stamping, injection molding, casting, machining, and assembly are explored through reverse engineering. The mechanisms encountered through reverse engineering enable the exploration of product functionality. Students compare engineering choices made for components, materials, and manufacturing processes. Emphasis is placed on team collaboration and professional documentation.	
(4)	Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations;	
(5)	Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples	
(d)	Knowledge and skills.	
(1)	The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	New employability strand

(A)	demonstrate dressing appropriately, speaking politely, and conducting oneself in a manner appropriate for the profession and work site;	
(B)	analyze how teams can produce better outcomes through cooperation, contribution, and collaboration from members of the team;	
(C)	present written and oral technical communication in a clear, concise, and effective manner for a variety of purposes and audiences, including explaining and justifying decisions in the design process;	
(D)	use time-management skills in prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that optimizes efficiency and results independently and in groups;	
(E)	describe the importance of and demonstrate punctuality, dependability, reliability, and responsibility in reporting for duty and performing assigned tasks as directed;	
(F)	explain how engineering ethics as defined by professional organizations such as the National Society of Professional Engineers applies to engineering practice;	
(G)	demonstrate respect for diversity in the workplace;	
(H)	identify consequences relating to discrimination, harassment, and inequality;	
(I)	analyze elements of professional codes of conduct or creeds in engineering such as the National Society of Professional Engineers Code of Ethics for Engineers and how they apply to the knowledge and skills of the course and the engineering profession;	
(J)	identify the components of a safety plan and why it is critical for employees and employers to maintain a safe work environment; and	
(K)	compare skills and characteristics of managers and leaders in the workplace.	
(2)	The student understands how to implement an engineering design process to develop a product or solution. The student is expected to:	Engineering design process strand
(A)	describe and implement the stages of an engineering design process to construct a model;	
(B)	explain how factors, including complexity, scope, resources, ethics, regulations, manufacturability, and technology, impact stages of the engineering design process;	
(C)	explain how stakeholders impact an engineering design process; and	
(D)	analyze how failure is often an essential component of the engineering design process.	

(3)	The student explores the methods and aspects of project management in relation to projects. The student is expected to:	Project management strand
(A)	research and explain the process and phases of project management, including initiating and planning; executing; and closing;	
(B)	explain the roles and responsibilities of team members, including project managers and leads;	
(C)	research and evaluate methods and tools available for managing a project;	
(D)	discuss the importance of developing and implementing a system for the organization of project documentation such as file naming conventions, document release control, and version control;	
(E)	describe how project requirements, constraints, and deliverables impact the project schedule and influence and are influenced by an engineering design;	
(F)	explain how a project budget is developed and maintained including materials, equipment, and labor; and	
(G)	describe the importance of management of change (MOC) and how it applies to project planning.	
(4)	Collaboration. The student develops teamwork skills. The student is expected to:	CCRS SCI I.B.1; CDS I.A.2, I.B.1, I.E.2
(A)	discuss principles of critique such as describing, analyzing, interpreting and evaluating;	CCRS CDS I.A.2, I.B.1, I.E.2; SCI III.A.1
(B)	demonstrate sensemaking skills such as recognizing team members who require additional clarity and addressing team members to provide clarity;	CCRS CDS I.E.2; SCI III.C.1
(C)	identify methods for structuring projects such as Gantt charts, Work Breakdown Structure, Agile, Critical Path Method; and	CCRS CDS I.E.2; SCI I.B.1
(D)	discuss the importance of contributing to positive and productive group dynamics to enhance teamwork.	CCRS CDS I.E.2; SCI I.B.1
(5)	Documentation. The student documents information gathered and interpretation developed throughout engineering processes. The student is expected to:	CCRS ELA I.A.1, I.A.5, II.A.7, II.A.8; CDS II.B.1, II.B.2, II.B.3; SCI III.C.1
(A)	create documents such as executive summaries, reverse engineering forms, test reports, failure documents, system black box models, engineering notebooks, and drawing packages aligned with professional industry standards;	CCRS ELA I.A.1; CDS II.B.1, II.B.2, II.B.3; SCI III.C.1

(B)	identify the audience and their needs for technical documents; and	CCRS ELA I.A.5; CDS II.B.1, II.B.2, II.B.3; SCI III.C.1
(C)	explain and justify the structure and sequence of how information is presented in engineering documents.	CCRS ELA II.A.7; II.A.8; CDS II.B.1, II.B.2, II.B.3
(6)	Mechanisms. The student investigates and understands mechanisms that convert motion such as gears, belts, threaded elements, linkages, or linear actuators. The student is expected to:	CCRS SCI I.A.1; M III.A.1-2, III.B.1-2, VIII.B.1, VIII.C.2; CDS I.A.1, I.C.1, I.D.3, I.E.1, II.C.5, II.C.6, II.C.8
(A)	create virtual models of physical mechanisms using appropriate tools;	CCRS M III.A.1, III.D.1-3, VIII.B.1, VIII.C.2; CDS I.D.3., I.E.1, II.C.6, II.C.8, II.E.4
(B)	predict how different inputs will affect the motion of a mechanism such as gears and linkages and compare the predictions with physical models;	CCRS M III.A.1-2, III.B.1-2, VIII.B.1, VIII.C.2; CDS I.C.1, I.D.3, I.E.1, II.C.5, II.C.6, II.C.8
(C)	classify types of mechanisms such as gears, belts, threaded elements, linkages, or linear actuators; and	CCRS SCI I.A.1, M III.A.1-2, III.B.1-2; CDS I.A.1, I.C.1, I.D.3, I.E.1, II.C.5, II.C.6, II.C.8
(D)	explain how changes in the dimensions of a mechanism influence the relationship between input to output.	CCRS SCI I.A.1; M III.A.1-2, III.B.1-2; CDS I.A.1, I.C.1, I.D.3, I.E.1, II.C.5, II.C.6, II.C.8
(7)	Reverse Engineering. The student systematically disassembles and analyzes a system to identify the concepts involved in function and manufacture. The student is expected to:	CCRS M I.C.1-2, III.D.1, III.D.3, V.C.1, VII.A.1; CDS I.A.1, I.B.2, I.B.3, I.B.4, I.C.1, I.C.2, I.C.3, I.D.3, I.D.4, I.E.1, I.E.2, , II.C.2, II.C.5, II.C.6, II.C.8, II.E.1, II.E.4
(A)	use appropriate simple tools and methods to disassemble consumer products such as can openers, mixers, or drills;	CCRS CDS I.C.1, I.C.2, I.C.3, I.D.3, I.D.4, I.E.1, I.E.2, II.E.4
(B)	document the reverse engineering process using appropriate documentation tools and methods;	CCRS CDS II.A.1, II.A.3, II.A.4, II.A.6, II.B.1, II.B.2 II.B.3, II.E.3, II.E.4
(C)	identify mechanisms of a product such as drive systems and gears and how their function contributes to the overall function of the product;	CCRS CDS I.A.1, I.B.2, I.B.3, I.B.4, I.C.4, I.C.3, I.D.3, I.D.4, I.E.1, II.C.2, II.C.6, II.C.8

(D)	identify elements of a product such as housings, covers, controls and how their attributes contribute to the product;	
(E)	use appropriate measurement tools and methods to capture and document information about the sub-assemblies and components in a product;	CCRS M I.C.1-2, III.D.1, III.D.3, V.C.1, VII.A.1; CDS I.A.1, I.B.2, I.B.3, I.B.4, I.C.4, I.C.3, I.D.3, I.D.4, I.E.1, II.C.2, II.C.6, II.C.8, II.E.1, II.E.4; SCI I.C.3
(F)	identify and evaluate the choice of particular materials in the elements of a product;	CCRS CDS I.A.1, I.B.2, I.B.3, I.B.4, I.C.3, I.C.3, I.D.3, I.D.4, I.E.1, II.C.2, II.C.6, II.C.8, II.E.1, II.E.4; SCI I.B1
(G)	identify and evaluate the choice of the manufacturing process of the element of a product; and	CCRS CDS I.A.1, I.B.2, I.B.3, I.B.4, I.C.3, I.C.3, I.D.3, I.D.4, I.E.1, II.C.2, II.C.6, II.C.8, II.E.1, II.E.4; SCI I.B1
(H)	identify and evaluate the choice of the assembly process of a product.	CCRS CDS I.A.1, I.B.2, I.B.3, I.B.4, I.C.3, I.C.3, I.D.3, I.D.4, I.E.1, II.C.2, II.C.6, II.C.8, II.E.1, II.E.4; SCI I.E.2
(8)	Manufacturing. The student identifies different manufacturing processes such as stamping, injection molding, casting, sintering, and machining and assembly. The student is expected to:	CCRS M I.C.1, III.A.1-2, III.B.1-2, III.D.1-3; SCI IV.D.1
(A)	explain and compare manufacturing processes such as stamping, casting, injection molding, and machining;	CCRS CDS I.A.1, I.B.2, I.B.3, I.B.4, I.C.2, I.C.3, I.D.4, I.E.1, II.B.1., II.B.3, II.C.1, II.C.2, II.C.5, II.C.6, II.C.8; SCI III.A.1
(B)	identify and explain the elements such as press, tool, and blank, and related process steps such as shearing, bending, and perforating, used in the stamping manufacturing process;	CCRS M I.C.1, III.A.1-2, III.B.1-2, III.D.1-3; CDS I.A.1, I.B.2, I.B.3, I.B.4, I.C.2, I.C.3, I.D.4, I.E.1, II.C.1, II.C.2, II.C.5, II.C.6, II.C.8; SCI I.E.2

(C)	identify and explain the elements such as hopper, heater, platen, and mold, and related process steps such as heating, injecting, used in the injection molding manufacturing process;	CCRS M I.C.1, III.A.1-2, III.B.1-2, III.D.1-3; CDS I.A.1, I.B.2, I.B.3, I.B.4, I.C.2, I.C.3, I.D.4, I.E.1, II.C.1, II.C.2, II.C.5, II.C.6, II.C.8; SCI I.E.2
(D)	identify and explain the elements such as mold, furnace, parting plane, sprue, and gate and related process steps such as, heating, pouring, cooling, and removal in casting manufacturing processes such as sand casting, investment casting, or die casting;	CCRS M I.C.1, III.A.1-2, III.B.1-2, III.D.1-3; CDS I.A.1, I.B.2, I.B.3, I.B.4, I.C.2, I.C.3, I.D.4, I.E.1, II.C.1, II.C.2, II.C.5, II.C.6, II.C.8; SCI I.E.2
(E)	identify and explain the elements such as mold, furnace, binder, and powder, and related process steps, such as heating, pressing, cooling, and post-processing, used in the sintering manufacturing process;	CCRS M I.C.1, III.A.1-2, III.B.1-2, III.D.1-3; CDS: I.A.1, I.B.2, I.B.3, I.B.4, I.C.2, I.C.3, I.D.4, I.E.1, II.C.1, II.C.2, II.C.5, II.C.6, II.C.8; I I.E.2
(F)	identify and explain the elements such as workpiece, tool, jigs and fixtures, and the machine, and related process steps such as holding, locating, and cutting used in material removal processes such as milling, turning, drilling, and grinding;	CCRS M I.C.1, III.A.1-2, III.B.1-2, III.D.1-3; CDS: I.A.1, I.B.2, I.B.3, I.B.4, I.C.2, I.C.3, I.D.4, I.E.1, II.C.1, II.C.2, II.C.5, II.C.6, II.C.8; SCI I.E.2
(G)	identify and explain the elements, such as jigs and fixtures, tolerances, fasteners, and tools and related process steps such as locating, holding, joining, and automating used in the assembly process; and	CCRS M I.C.1, III.A.1-2, III.B.1-2, III.D.1-3; CDS: I.A.1, I.B.2, I.B.3, I.B.4, I.C.2, I.C.3, I.D.4, I.E.1, II.C.1, II.C.2, II.C.5, II.C.6, II.C.8
(H)	explain which material types are appropriate for manufacturing processes such as stamping, injection molding, casting, sintering, material removal, and assembly.	CCRS CDS I.A.1, I.B.2, I.B.3, I.B.4, I.C.2, I.C.3, I.D.4, I.E.1, II.C.1, II.C.2, II.C.5, II.C.6, II.C.8; SCI VII.I.5

(9)	Assembly. The student explores the assembly process. The student is expected to:	CDS: I.A.1, I.B.2, I.B.3, I.B.4, I.C.2, I.C.3, I.D.3, I.D.4, I.E.1, II.C.1, II.C.2, II.C.5, II.C.6, II.C.8; SCI IV.D.1
(A)	explain joining methods such as welding, adhesive bonding, fastening, riveting, and snap fitting;	CCRS CDS I.A.1, I.B.2, I.B.3, I.B.4, I.C.2, I.C.3, I.D.3, I.D.4, I.E.1, II.C.1, II.C.2, II.C.5, II.C.6, II.C.8; SCI III.B.2
(B)	evaluate the choice of joining methods found in a consumer product and generate requirements to justify the selected methods; and	CCRS CDS I.A.1, I.B.2, I.B.3, I.B.4, I.C.2, I.C.3, I.D.3, I.D.4, I.E.1, II.C.1, II.C.2, II.C.5, II.C.6, II.C.8; SCI II.D.1
(C)	compare different assembly strategies such as assembly line, automation versus manual, or batch versus pull.	CCRS CDS I.A.1, I.B.2, I.B.3, I.B.4, I.C.2, I.C.3, I.D.3, I.D.4, I.E.1, II.C.1, II.C.2, II.C.5, II.C.6, II.C.8; SCI IV.D.1
(10)	Design. The student applies appropriate professional design tools. The student is expected to:	CCRS SCI III.C.1
(A)	define industry relevant terminology including Failure Modes Effects Analysis (FMEA), Design for Manufacturing (DFM), Design for Assembly (DFA), Lean Manufacturing, Design of Experiments (DOE), benchmarking, reverse engineering, and Life Cycle Analysis (LCA);	CCRS ELA I.A.1, I.A.5, II.A.7, II.A.8; CDS II.B.1, II.B.2, II.B.3; SCI I.E.2
(B)	use design tools such as Failure Modes Effect Analysis (FMEA), Quality Functional Deployment (QFD), root cause analysis, five whys, or decision matrices to extract information about a reverse engineered product;	CCRS CDS I.C.1, I.C.2, I.C.3; SCI I.E.2
(C)	generate engineering requirements to justify the selection of materials, processes, parts, and features from a reverse engineered product;	CCRS CDS I.C.1, II.B.1, II.B.2, IIB.3; SCI II.D.1, Si: III.B.2
(D)	identify opportunities for manufacturing and assembly improvement in reverse engineered consumer products; and	CCRS CDS I.A.1, I.B.2, I.B.3, I.B.4, II.C.1; SCI III.C.1
(E)	design and conduct tests to collect information needed to understand the engineers' design decisions, including material, manufacturing process, and mechanism choices, during a reverse engineering project.	CCRS CDS: I.C.1, I.C.3, II.B.1, II.B.3, II.D.1, II.D.2, II.D.3, II.E.1, II.E.2, II.E.3, II.E.4; SCI I.B.1

§127.XX Mechanical Design II (Two Credits), Adopted 2025.		
	TEKS with edits	Work Group Comments/Rationale
(a)	Implementation. The provisions of this section shall be implemented by school districts beginning with the 2025-2026 school year.	
(b)	General requirements. This course is recommended for students in Grades. Prerequisite: Mechanical Design I. Students shall be awarded two credits for successful completion of this course.	
(c)	Introduction.	
(1)	Career and technical education instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.	
(2)	The Engineering Career Cluster focuses on planning, designing, testing, building, and maintaining of machines, structures, materials, systems, and processes using empirical evidence and science, technology, and math principles. This career cluster includes occupations ranging from mechanical engineer and drafter to electrical engineer and to mapping technician.	
(3)	Students enrolled in Mechanical Design II, demonstrate knowledge and skills associated with the design development and validation of a prototype solution to meet a given set of requirements. Students identify project stakeholders; manage projects; evolve requirements; model system solutions; develop, test, and refine prototypes; and validate project solutions. Emphasis is placed on budget management, professional documentation, conducting project status updates, critiquing design reviews, and team collaboration.	
(4)	Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.	
(5)	Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.	
(d)	Knowledge and skills.	
(1)	The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	New employability strand
(A)	demonstrate dressing appropriately, speaking politely, and conducting oneself in a manner appropriate for the profession and work site;	

(B)	analyze how teams can produce better outcomes through cooperation, contribution, and collaboration from members of the team;	
(C)	present written and oral technical communication in a clear, concise, and effective manner for a variety of purposes and audiences, including explaining and justifying decisions in the design process;	
(D)	use time-management skills in prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that optimizes efficiency and results independently and in groups;	
(E)	describe the importance of and demonstrate punctuality, dependability, reliability, and responsibility in reporting for duty and performing assigned tasks as directed;	
(F)	explain how engineering ethics as defined by professional organizations such as the National Society of Professional Engineers applies to engineering practice;	
(G)	demonstrate respect for diversity in the workplace;	
(H)	identify consequences relating to discrimination, harassment, and inequality;	
(I)	analyze elements of professional codes of conduct or creeds in engineering such as the National Society of Professional Engineers Code of Ethics for Engineers and how they apply to the knowledge and skills of the course and the engineering profession;	
(J)	identify the components of a safety plan and why it is critical for employees and employers to maintain a safe work environment; and	
(K)	compare skills and characteristics of managers and leaders in the workplace.	
(2)	The student understands how to implement an engineering design process to develop a product or solution. The student is expected to:	Engineering design process strand
(A)	describe and implement the stages of an engineering design process to construct a model;	
(B)	explain how factors, including complexity, scope, resources, ethics, regulations, manufacturability, and technology, impact stages of the engineering design process;	
(C)	explain how stakeholders impact an engineering design process; and	
(D)	analyze how failure is often an essential component of the engineering design process.	

(3)	The student explores the methods and aspects of project management in relation to projects. The student is expected to:	Project management strand
(A)	research and explain the process and phases of project management, including initiating and planning; executing; and closing;	
(B)	explain the roles and responsibilities of team members, including project managers and leads;	
(C)	research and evaluate methods and tools available for managing a project;	
(D)	discuss the importance of developing and implementing a system for the organization of project documentation such as file naming conventions, document release control, and version control;	
(E)	describe how project requirements, constraints, and deliverables impact the project schedule and influence and are influenced by an engineering design;	
(F)	explain how a project budget is developed and maintained including materials, equipment, and labor; and	
(G)	describe the importance of management of change (MOC) and how it applies to project planning.	
(4)	Collaboration. The student develops teamwork skills. The student is expected to:	CCRS SS I.B.1; CDS I.A.2, I.B.1, I.E.2
(A)	apply sensemaking skills such as recognizing team members who require additional clarity and addressing team members to provide clarity;	CCRS CDS I.E.2; SS III.C.1
(B)	apply methods for structuring projects such as Gantt charts, Work Breakdown Structure, Agile, Critical Path Method;	CCRS CDS I.E.2; SS I.B.1
(C)	apply principles of critique such as describing, analyzing, interpreting and evaluating;	CCRS CDS I.E.2; SS I.B.1
(D)	develop and execute actions to positively support the team's work relationships;	CCRS CDS I.E.2; SS I.C.1
(E)	explain and model how to provide an effective critique of team members on topics such as team performance, test performance, project development, or presentation;	CCRS CDS I.A.2, I.B.1, I.E.2; SS III.A.1
(F)	explain and model how to provide an effective critique of other teams on topics such as presentation, problem definition, schedule, and solution justification;	CCRS CDS I.A.2, I.B.1, I.E.2; SS III.A.1
(G)	analyze and evaluate critique received from team members and other teams; and	CCRS CDS I.A.2, I.B.1, I.E.2; SS III.A.1
(H)	develop a design review presentation to provide status and solicit feedback on the design problem and solution.	CCRS CDS I.A.2, I.B.1, I.E.2; SS III.A.1

(5)	Documentation. The student documents information gathered and interpretations developed throughout the applied engineering process. The student is expected to:	CCRS ELA I.A.1, I.A.5, II.A.7, II.A.8; CDS II.B.1, II.B.2, II.B.3; SS III.C.1
(A)	generate documents such as executive summaries, reverse engineering forms, test reports, failure documents, system black box models, engineering notebooks, and drawing packages by applying professional standards and templates;	CCRS ELA I.A.1; CDS II.B.1, II.B.2, II.B.3; SS III.C.1
(B)	select the appropriate document format for the information being communicated based on the audience;	CCRS ELA I.A.5; CDS II.B.1, II.B.2, II.B.3; SS III.C.1
(C)	explain and justify the structure and sequence of how the information is presented in the engineering documents;	CCRS ELA II.A.7; II.A.8; CDS II.B.1, II.B.2, II.B.3
(D)	create assembly and user manuals for peer review; and	CCRS CDS I D.3, I E.2, II B.1-3
(E)	generate a final design report that focuses on the project scope and solution with appendices to capture all relevant design information such as the design process used, requirements compliance matrix, concept reports, and test reports.	CCRS CDS I D.3, I E.2, II B.1-3, CDS II D.2-3
(6)	Project Management. The student reviews and applies basic project management strategies following a proposal-justification-approval process for each significant model considered. The student is expected to:	
(A)	generate a project management plan that includes time and deliverable estimates;	CCRS CDS II B.1-3
(B)	review and update periodically the project management plan and appropriate industry standard tools such as stage-gate and agile; team structure and formation; and project modeling such as flow charts, Gantt charts, Program Evaluation Review Technique (PERT), critical path method, and work breakdown structures;	CCRS CDS II B.1-3
(C)	create model or test proposals for review; and	CCRS CDS II C.6
(D)	compare project management approaches such as stage-gate and agile.	CCRS CDS II C.2
(7)	Stakeholder. The student understands how to engage stakeholders including end user, consumer, fabricator, maintenance, and others. The student is expected to:	
(A)	describe how an engineer’s professional responsibility applies to stakeholders;	CCRS CDS I E.2, II C.2
(B)	develop a journey map or equivalent tool to model how the stakeholder interacts with the product; and	CCRS CDS I E.2, II C.2
(C)	explain the importance of maintaining engagement with the stakeholder throughout the project.	CCRS CDS I A.1

(8)	Requirements. The student understands the importance of requirements to mechanical engineering design. The student is expected to:	
(A)	create a requirement in correct format with appropriate standards such as, NASA, Mil-Standard, and INCOSE;	CCRS CDS I A.1, I C.1-2
(B)	generate and refine requirements throughout the project;	CCRS CDS II B.1-3
(C)	relate requirements to stakeholders;	CCRS CDS II C.1-2
(D)	discuss the importance of the relation between requirements and respective stakeholders; and	CCRS CDS II C.1-2
(E)	explain how requirements drive the project.	CCRS CDC II C.2
(9)	System Modeling. The student generates multiple abstract models of mechanical systems using representations such as schematic diagramming and function structure modeling. The student is expected to:	CCRS M III.A.1, III.D.1-3, VIII.B.1, VIII.C.2
(A)	create models of various mechanical system concepts;	CCRS CDS I C.1, I D.3, I E.2, II C.6; M III.A.1, III.D.1-3, VIII.B.1, VIII.C.2
(B)	compare different models against the appropriate requirements;	CCRS CDS I C.1, I D.3, I E.2, II C.6; M III.A.1, III.D.1-3, VIII.B.1, VIII.C.2
(C)	extract new system requirements from the models;	CCRS CDS I C.1, I D.3, I E.2, II B.1-3, II C.6; M III.A.1, III.D.1-3, VIII.B.1, VIII.C.2
(D)	create models to communicate engineering design solutions to stakeholders for a project;	CCRS CDS II B.1-3; M III.A.1, III.D.1-3, VIII.B.1, VIII.C.2
(E)	discuss conservation principles of energy, matter, and motion; and	CCRS CDS II C.1-2
(F)	apply conservation principles throughout the system model.	CCRS CDS II C.1-2; M III.A.1, III.D.1-3, VIII.B.1, VIII.C.2
(10)	Design Space Modeling. The student models conceptual design spaces through the use of morphological matrices. The student is expected to:	
(A)	select the key requirements for the problem;	CCRS CDS II.C.1-2
(B)	generate multiple means to address each key requirement to populate a morphological matrix;	CDS II.C.1-2
(C)	generate multiple integrated solutions by selecting means from each requirement for further modeling and refinement; and	CDS II B.1-3, II.C.1-2
(D)	calculate the total number of possible solutions captured in the generated morphological matrix.	CDS II.D.3

(11)	Concept Generation. The student generates systematic multiple concepts using appropriate ideation tools. The student is expected to:	
(A)	explain the rules of ideation tools such as brainstorming, 6-3-5, Gallery Method, C-Sketch, and concept mapping;	CCRS CDC II C.1-8
(B)	apply ideation tools to generate multiple concepts for a problem; and	CCRS CDS I.C.2
(C)	compare the ideation tools based on the rules, number of people, representation, and purpose.	
(12)	Concept Pruning. The student prunes sets of concepts using design tools such as decision matrices, pair-wise comparison, and pro-con lists. The student is expected to:	CCRS CDS II C.1-8
(A)	use and explain absolute or relative decision matrices to prune concepts;	
(B)	use and explain pair-wise comparisons to prune concepts;	
(C)	use and explain pro-con lists to prune concepts;	
(D)	explain why it is important to use multiple pruning tools in design; and	
(E)	explain why the pruning tools are not for selecting concepts.	
(13)	Prototyping and Testing. The student fabricates multiple physical prototypes ranging from parts to sub-systems to final integrated prototypes to gather information needed to support mechanical engineering design decision making. The student is expected to:	
(A)	develop prototyping proposals that include cost, time, and effort estimates; desired information; and testing plans;	CCRS CDS I E.2
(B)	use appropriate tools and materials to fabricate prototypes;	CCRS CDS I E.2, II.C.6
(C)	evaluate and execute testing plans for each prototype to gather information or check requirement satisfaction;	CCRS CDS I E.2, II.C.6,8
(D)	extract and document new requirements from prototyping and testing; and	CCRS CDS I.E.2, II B.1-3
(E)	justify the purpose for each physical or virtual model constructed against the cost of making the model.	CCRS CDS II C.1-8

(14)	Embodiment and Refinement. The student refines design solutions by selecting and sizing components appropriately. Students will justify material choices based on the requirements defined. The student is expected to:	
(A)	construct geometric models and drawings to represent designed system;	CCRS CDS I E.2
(B)	justify and use appropriate analytical and simulation tools to correlate the changes in parameters of the models with changes in the performance of the modeled system;	CCRS CDS I E.2, II D.1-3
(C)	justify design decisions using the requirements such as functional, cost, performance or time;	CCRS CDS I.C.3
(D)	use appropriate tools and materials to fabricate a final prototype;	
(E)	develop final product documents such as Bill of Materials, assembly models, user manual, and assembly instructions; and	CCRS CDS I E.1-3, II B.1-3
(F)	explain the evolution of requirements between earlier and final prototypes.	CCRS CDS I C.1-3
(15)	Solution Validation. The student tests and verifies requirements throughout the project. The student understands the importance of discovering new requirements through testing and simulation. The student is expected to:	
(A)	analyze information gained from testing and simulation to document new or refined requirements;	CCRS CDS II B.1-3
(B)	document simulations or tests using an appropriate report template;	CCRS CDS I E.2, II B.1-3
(C)	design and execute simulations or tests to validate functional requirements are met;	CCRS M IV.A.1
(D)	explain why engineering design processes are iterative; and	CCRS CDS I E.2, II B.1-3
(E)	discuss how continuous improvement and design iteration are related.	CCRS CDS I E.2, II B.1-3
(16)	Budget. The student plans, monitors, and updates project budgets throughout the design project. The student is expected to:	CCRS M I.A.2, IX.A.1-2, IX.B.3
(A)	create budgets for initial project costs such as raw materials, purchased parts, salvaged parts, hardware, taxes, shipping, and handling categories;	CCRS CDS I E.2, II B.1-3; M I.A.2, IX.A.1-2, IX.B.3
(B)	create a Bill of Materials cost report for the final build;	CCRS CDS I E.2, II B.1-3
(C)	compare and explain any differences between the final product build cost to the project budget;	CCRS CDS I E.2, II B.1-3; M I.A.2, IX.A.1-2, IX.B.3

(D)	monitor and update the project budget throughout the duration of the project;	CCRS CDS I E.2, II B.1-3; M I.A.2, IX.A.1-2, IX.B.3
(E)	prepare budget status reports that include explanations of spenddown rates and changes to the budget; and	CCRS CDS I E.2, II B.1-3; M I.A.2, IX.A.1-2, IX.B.3
(F)	explain the importance of budget tracking in design projects.	CDS I E.2, II B.1-3; M I.A.2, IX.A.1-2, IX.B.3

§127.XX Aerospace Design I (One Credit), Adopted 2025.		
	TEKS with edits	Work Group Comments/Rationale
(a)	Implementation. The provisions of this section shall be implemented by school districts beginning with the 2025-2026 school year.	
(b)	General requirements. This course is recommended for students in Grades10-12. Prerequisite: Algebra 1 Recommended corequisite: Geometry. Students shall be awarded one credit for successful completion of this course.	
(c)	Introduction.	
(1)	Career and technical education instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.	
(2)	The Engineering Career Cluster focuses on planning, designing, testing, building, and maintaining of machines, structures, materials, systems, and processes using empirical evidence and science, technology, and math principles. This career cluster includes occupations ranging from mechanical engineer and drafter to electrical engineer and to mapping technician.	
(3)	Students enrolled in Aerospace Design I, demonstrate knowledge and skills associated with the design evolution and emerging trends of aircraft and systems. Fundamental concepts such as forces of flight, structures, aerodynamics, propulsion, stability and control, and orbital mechanics are introduced as related to design decisions for atmospheric and space flight. These concepts are related to mission requirements and solution approaches.	
(4)	Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.	
(5)	Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.	
(d)	Knowledge and skills.	
(1)	The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	New employability strand
(A)	demonstrate dressing appropriately, speaking politely, and conducting oneself in a manner appropriate for the profession and work site;	

(B)	analyze how teams can produce better outcomes through cooperation, contribution, and collaboration from members of the team;	
(C)	present written and oral technical communication in a clear, concise, and effective manner for a variety of purposes and audiences, including explaining and justifying decisions in the design process;	
(D)	use time-management skills in prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that optimizes efficiency and results independently and in groups;	
(E)	describe the importance of and demonstrate punctuality, dependability, reliability, and responsibility in reporting for duty and performing assigned tasks as directed;	
(F)	explain how engineering ethics as defined by professional organizations such as the National Society of Professional Engineers applies to engineering practice;	
(G)	demonstrate respect for diversity in the workplace;	
(H)	identify consequences relating to discrimination, harassment, and inequality;	
(I)	analyze elements of professional codes of conduct or creeds in engineering such as the National Society of Professional Engineers Code of Ethics for Engineers and how they apply to the knowledge and skills of the course and the engineering profession;	
(J)	identify the components of a safety plan and why it is critical for employees and employers to maintain a safe work environment; and	
(K)	compare skills and characteristics of managers and leaders in the workplace.	
(2)	The student understands how to implement an engineering design process to develop a product or solution. The student is expected to:	Engineering design process strand
(A)	describe and implement the stages of an engineering design process to construct a model;	
(B)	explain how factors, including complexity, scope, resources, ethics, regulations, manufacturability, and technology, impact stages of the engineering design process;	
(C)	explain how stakeholders impact an engineering design process; and	
(D)	analyze how failure is often an essential component of the engineering design process.	

(3)	The student explores the methods and aspects of project management in relation to projects. The student is expected to:	Project management strand
(A)	research and explain the process and phases of project management, including initiating and planning; executing; and closing;	
(B)	explain the roles and responsibilities of team members, including project managers and leads;	
(C)	research and evaluate methods and tools available for managing a project;	
(D)	discuss the importance of developing and implementing a system for the organization of project documentation such as file naming conventions, document release control, and version control;	
(E)	describe how project requirements, constraints, and deliverables impact the project schedule and influence and are influenced by an engineering design;	
(F)	explain how a project budget is developed and maintained including materials, equipment, and labor; and	
(G)	describe the importance of management of change (MOC) and how it applies to project planning.	
(4)	Collaboration. The student engages in multiple team projects and activities. The student is expected to:	
(A)	demonstrate how to provide and receive critical feedback;	
(B)	develop sensemaking skills, learning to recognize when team members require additional clarity;	
(C)	demonstrate how to structure a project;	
(D)	synthesize appropriate team responses for different challenges; and	
(E)	support the team's positive social climate.	
(5)	Documentation. The student documents information and interpretation developed throughout engineering processes. The student is expected to:	
(A)	use professional standards and templates such as executive summaries, test reports, failure documents, system black box models, engineering notebooks, and drawing packages;	CCRS SCI III.A.1; SS V.A.I, V.A.II, V.B.I
(B)	identify the stakeholder and appropriately select the document format for the information being communicated; and	CCRS SCI III.A.1; SS V.A.I, V.A.II, V.B.I
(C)	explain and justify the structure and sequence of how the information is presented in the engineering documents.	CCRS SCI III.A.1; SS V.A.I, V.A.II, V.B.I

(6)	History of Flight. The student understands the history and evolution of human flight to include within and outside the earth's atmosphere. The student is expected to:	CCRS CDS I.A.1-2, I.B.2-4, I.D.1-4, I.E.1-2, II. A. 1-8, II.C.1-8; SS 2.A.II
(A)	discuss human efforts prior to powered flight;	CCRS CDS II. A. 1-8, II.C.1-8; SS 2.A.II
(B)	discuss innovations in aircraft prior to the jet age and explain how world events impacted these innovations;	CCRS CDS II. A. 1-8, II.C.1-8; SS 2.A.II
(C)	discuss innovations in aircraft after the beginning of the jet age and explain how world events impacted these innovations;	CCRS CDS II. A. 1-8, II.C.1-8; SS 2.A.II
(D)	discuss innovations in rockets prior to human spaceflight and explain how world events impacted these innovations; and	CCRS CDS II. A. 1-8, II.C.1-8; SS 2.A.II
(E)	discuss innovations in rockets after the first human spaceflight and explain how world events impacted these innovations.	CCRS CDS II. A. 1-8, II.C.1-8; SS 2.A.II
(7)	Introduction to Aircraft. The student explains the Federal Aviation Agency categories for aircraft and categorize the different types of aircraft such as airplanes, rotorcraft, Lighter-than-air or aerostats, glider, powered-lift, powered parachutes, Weight-shift aircraft, Ground-effect Vehicles (GEV), Air-cushion vehicles (ACV), and Rockets. The student is expected to:	CCRS CDS I.A.1-2, I.B.1-4, I.C.1-3, I.D.1-4, I.E.1-2,I.F1-4, II.C.1-8
(A)	identify and describe classes of aircraft such as Single-Engine Land (SEL), Gyroplane, Powered-lift, and Glider using the Federal Aviation Agency (FAA) categories;	CCRS CDS I.A.1-2, I.B.1-4, II.C.1-8
(B)	categorize aircraft by attributes such as piston engine, turboprop, powered or unpowered, drones or piloted;	CCRS CDS I.B.1-4, I.C.1-3, I.E.1-2, I.F.1-4, II.C.1-8
(C)	compare and contrast aircraft categories and use cases for each category; and	CCRS CDS I.B.1-4, I.C.1-3, I.E.1-2, I.F.1-4, II.C.1-8
(D)	research and discuss emerging trends in aircraft such as airships, rotary powered aircraft, and alternative energy powered aircraft.	CCRS CDS I.B.1-4, I.C.1-3, I.E.1-2, I.F.1-4, II.C.1-8
(8)	Atmospheric Flight. The student identifies and relates the three axes of an aircraft, the four forces of flight, and the components used for stability and control the aircraft. The student is expected to:	CCRS CDS I.A.1-2, I.B.1-4, I.C.1-3, I.E.1-2, I.F.1-4, II.C.1-8, II.E.1-4
(A)	research and discuss the relationships between atmospheric temperature, pressure and density with altitude;	CCRS CDS I.B.1-4, I.C.1-3, I.E.1-2, I.F.1-4, II.C.1-8; M I.C.1, VII.A.1-2, VIII.A.1-3, VIII.B.1, VIII.C.1, IX.A.2 SCI I.A.2

(B)	identify and describe the motion about the three axes of an aircraft, including yaw, pitch, and roll;	CCRS CDS: I.A.1-2, I.B.1-4, II.C.1-8; M VII.A.1-2, VIII.A.1-3, VIII.C.1, IX.A.2; SCI VIII.C.1
(C)	identify and describe ways to control motion about the three axes;	CCRS CDS I.A.1-2, I.B.1-4, II.C.1-8 M I.C.1, VII.A.1-2, VIII.A.1-3, VIII.B.1, VIII.C.1I, X.A.2; SCI VIII.C.1
(D)	identify and explain the four forces acting on aerospace vehicles in flight, including lift, drag, thrust, and weight;	CCRS CDS I.A.1-2, I.B.1-4, II.C.1-8 M VII.A.1-2, VIII.A.1-3, VIII.C.1 IX.A.2; SCI VIII.D.3
(E)	explain the relationship between weight, mass, gravity, and acceleration and identify their corresponding units such as pounds-force, pound-mass, kilogram, and Newton;	CCRS CDS I.A.1-2, I.B.1-4, II.C.1-8; M I.C.1, VII.A.1-2, VIII.A.1-3, VIII.B.1, VIII.C.1I, X.A.2, SI: I.A.2
(F)	discuss the difference between g-force and weight;	CCRS CDS I.A.1-2, I.B.1-4, II.C.1-8; M I.C.1, VII.A.1-2, VIII.A.1-3 VIII.B.1, VIII.C.1I, X.A.2; SCI VIII.C.2
(G)	draw the forces of flight for a straight and level flight and a level banked turn;	CCRS CDS I.A.1-2, I.B.1-4, I.C.1-3, II.C.1-8. II.E.1-4; M VII.A.1-2; VIII.A.1-3; VIII.C.1 IX.A.2
(H)	identify different ways to control the forces that change the pitch, roll and yaw of an aircraft;	CCRS CDS I.A.1-2, I.B.1-4, II.C.1-8, II.E.1-4
(I)	identify and explain the major fixed and movable components of various aircraft to enable stability and control within the atmosphere; and	CCRS CDS I.A.1-2, I.B.1-4, II.C.1-8. II.E.1-4
(J)	define and discuss aerodynamics.	CCRS CDS I.A.1-2, I.B.1-4, II.A.1-8, II.C.1-8. II.E.1-4
(9)	Lift and Drag. The student explains how lift and drag are generated by an aircraft and how they change during flight. The student is expected to:	CCRS CDS I.A.1-2, I.B.1-4, II.C.1-8, II.E.1-4
(A)	explain how an airfoil generates lift;	CCRS CDS I.A.1-2, I.B.1-4, II.C.1-8, II.E.1-4; SCI VIII.F.4
(B)	explain how the angle of attack (AoA) influences lift;	CCRS CDS I.A.1-2, I.B.1-4, II.C.1-8, II.E.1-4; SCI VIII.F.4
(C)	explain how to interpret a “Lift Coefficient (CL) versus Angle of Attack (AoA)” chart;	CCRS CDS I.A.1-2, I.B.1-4, II.C.1-8, II.E.1-4; M VIII.B.2; VIII.C.1-2; IX.A.2 IX.B.1-3
(D)	define and discuss stall for an airfoil;	CCRS CDS I.A.1-2, I.B.1-4, II.C.1-8, II.E.1-4

(E)	explain the types of drag, including profile/form, skin friction, interference, trim, and induced;	CCRS CDS I.A.1-2, I.B.1-4, II.C.1-8, II.E.1-4
(F)	explain how the angle of attack (AoA) influences drag;	CCRS CDS I.A.1-2, I.B.1-4, II.C.1-8, II.E.1-4
(G)	explain how to interpret a “Drag Coefficient (CD) versus Angle of Attack (AoA)” chart;	CCRS CDS I.A.1-2, I.B.1-4, II.C.1-8, II.E.1-4; M VIII.B.2; VIII.C.1-2; IX.A.2; IX.B.1-3; SCI I.A.2
(H)	explain how changes in drag during flight impact performance such as range, altitude, and power requirements;	CCRS CDS I.A.1-2, I.B.1-4, II.C.1-8, II.E.1-4; SCI I.A.2
(I)	define and Discuss Lift-to-Drag (L/D) ratio;	CCRS CDS I.A.1-2, I.B.1-4, II.C.1-8, II.E.1-4
(J)	explain how to interpret a Lift-to-Drag (L/D) chart;	CCRS CDS I.A.1-2, I.B.1-4, II.C.1-8, II.E.1-4; M VIII.B.2; VIII.C.1-2; IX.A.2 IX.B.1-3; SCI I.A.2
(K)	identify the maximum Lift-to-Drag (L/D) ratio from a chart to determine the optimal glide speed for maximum range;	CCRS CDS I.A.1-2, I.B.1-4, II.C.1-8, II.E.1-4; SCI I.A.2
(L)	research and discuss other systems that use airfoils such as windmills, fans, and propelling aircraft; and	CCRS CDS I.A.1-2, I.B.1-4, II.C.1-8, II.E.1-4; SCI VIII.F.4
(M)	discuss how a plane can fly without engine power and in some cases can gain altitude to stay aloft for extended time and distance.	CCRS CDS I.A.1-2, I.B.1-4, II.C.1-8, II.E.1-4
(10)	Weight and Balance. The student recognizes components have mass, weight, and location resulting in moments that are balanced by control surfaces. The student is expected to:	CCRS CDS I.A.1-2, I.B.1-4, I.C.1-3, I.E.1-2, II.C.1-8, II.E.1-4
(A)	identify and calculate moments created by the forces of flight;	CCRS CDS I.A.1-2, I.B.1-4, I.C.1-3, I.E.1-2, II.C.1-8, II.E.1-4; M I.C.1; VII.A.1-2; VIII.A.1-3; VIII.B.1; VIII.C.1; IX.A.2 SCI VIII.C.1
(B)	define and discuss Center of Gravity (CG);	CCRS CDS I.A.1-2, I.B.1-4, I.C.1-3, I.E.1-2, II.C.1-8, II.E.1-4
(C)	define and discuss Center of Pressure (CP);	CCRS CDS I.A.1-2, I.B.1-4, I.C.1-3, I.E.1-2, II.C.1-8, II.E.1-4; SCI VIII.F.4
(D)	research and discuss how the locations of the Center of Pressure (CP) and Center of Gravity (CG) influence the stability of an aircraft; and	CCRS SCI VIII.F.4

(E)	create a model of an aircraft with variable configurations for Center of Gravity (CG) and Center of Pressure (CP) to determine stability of an aircraft.	CCRS CDS I.A.1-2, I.B.1-4, I.C.1-3, I.E.1-2, II.C.1-8, II.E.1-4; M VII.A.1-2; VIII.A.1-3; VIII.C.1 IX.A.2; SCI VIII.F.4
(11)	Mission Requirements. The student understands how mission requirements influence the type and form of aircraft. The student is expected to:	CCRS CDS I.A.1-2, I.B.1-4, I.C.1-4, I.E.1-2, II.B.1-3, II.C.1-8, II.E.1-4
(A)	analyze a mission to generate a list of atmospheric mission requirements such as payload, range, cruise, take-off length, landing length, climb gradient, altitude, land or sea;	CCRS CDS I.A.1-2, I.B.1-4, I.C.1-4, I.E.1-2, II.B.1-3, II.C.1-8, II.E.1-4
(B)	analyze a mission to generate a list of space mission requirements such as payload, altitude, vibration sensitivity, launch conditions, environmental conditions, recovery;	CCRS CDS I.A.1-2, I.B.1-4, I.C.1-4, I.E.1-2, II.B.1-3, II.C.1-8, II.E.1-4
(C)	explain how the mission requirements are interrelated;	CCRS CDS I.A.1-2, I.B.1-4, I.C.1-4, I.E.1-2, II.B.1-3, II.C.1-8, II.E.1-4
(D)	discuss how the mission requirements relate to the aircraft and spacecraft categories;	CCRS CDS I.A.1-2, I.B.1-4, I.C.1-4, I.E.1-2, II.B.1-3, II.C.1-8, II.E.1-4
(E)	discuss how mission requirements relate to the overall aircraft design; and	CCRS CDS I.A.1-2, I.B.1-4, I.C.1-4, I.E.1-2, II.B.1-3, II.C.1-8, II.E.1-4
(F)	interpret a mission profile and explain how it impacts mission requirements.	CCRS CDS I.A.1-2, I.B.1-4, I.C.1-4, I.E.1-2, II.B.1-3, II.C.1-8, II.E.1-4
(12)	Propulsion. The student explains and evaluates different types of propulsion systems such as piston engine, turboprop, jet, and rocket. The student is expected to:	CCRS CDS I.A.1-2, I.B.1-4, I.C.1-4, I.E.1-2, I.F.1-4, II.C.1-8, II.E.1-4
(A)	identify and explain how a piston powered aircraft delivers thrust, with respect to considerations such as cost, operation cost, reliability, power, altitude limits, and speed limitations;	CCRS CDS I.A.1-2, I.B.1-4, I.C.1-4, I.E.1-2, I.F.1-4, II.C.1-8, II.E.1-4
(B)	identify and explain how a turboprop powered aircraft delivers thrust, with respect to considerations such as cost, operation cost, reliability, power, altitude limits, and speed limitations;	CCRS CDS I.A.1-2, I.B.1-4, I.C.1-4, I.E.1-2, I.F.1-4, II.C.1-8, II.E.1-4
(C)	identify and explain how a jet powered aircraft delivers thrust, with respect to considerations such as cost, operation cost, reliability, power, altitude limits, and speed limitations;	CCRS CDS I.A.1-2, I.B.1-4, I.C.1-4, I.E.1-2, I.F.1-4, II.C.1-8, II.E.1-4; SCI VIII.C.1
(D)	explore and explain how a rocket engine is different from a jet engine;	CCRS CDS I.A.1-2, I.B.1-4, I.C.1-4, I.E.1-2, I.F.1-4, II.C.1-8, II.E.1-4
(E)	discuss the applications for solid-fuel rockets; and	CCRS CDS I.A.1-2, I.B.1-4, I.C.1-4, I.E.1-2, I.F.1-4, II.C.1-8, II.E.1-4

(F)	discuss the applications for liquid-fuel rockets.	CCRS CDS I.A.1-2, I.B.1-4, I.C.1-4, I.E.1-2, I.F.1-4, II.C.1-8, II.E.1-4
(13)	Material Selection. The student explains why a particular material is used in an aircraft application taking into account cost, density, strength, and mission requirements. The student is expected to:	CCRS CDS I.A.1, I.B.2, I.B.3, I.B.4, I.C.3, I.C.3, I.D.3, I.D.4, I.E.1, II.C.2, II.C.6, II.C.8, II.E.1, II.E.4
(A)	research and discuss material classes used in aerospace design such as woods, composites, metals, and plastics;	CCRS CDS I.A.1, I.B.2, I.B.3, I.B.4, I.C.3, I.C.3, I.D.3, I.D.4, I.E.1, II.C.2, II.C.6, II.C.8, II.E.1, II.E.4
(B)	discuss appropriate materials for various aircraft components;	CCRS CDS I.A.1, I.B.2, I.B.3, I.B.4, I.C.3, I.C.3, I.D.3, I.D.4, I.E.1, II.C.2, II.C.6, II.C.8, II.E.1, II.E.4
(C)	discuss methods for manufacturing various aircraft components;	CCRS CDS I.A.1, I.B.2, I.B.3, I.B.4, I.C.3, I.C.3, I.D.3, I.D.4, I.E.1, II.C.2, II.C.6, II.C.8, II.E.1, II.E.4
(D)	explain the impact of material and manufacturing costs on design decisions; and	CCRS CDS I.A.1, I.B.2, I.B.3, I.B.4, I.C.3, I.C.3, I.D.3, I.D.4, I.E.1, II.C.2, II.C.6, II.C.8, II.E.1, II.E.4
(E)	explain how material requirements relate to mission requirements.	CCRS CDS I.A.1, I.B.2, I.B.3, I.B.4, I.C.3, I.C.3, I.D.3, I.D.4, I.E.1, II.C.2, II.C.6, II.C.8, II.E.1, II.E.4
(14)	Aerospace Structures. The student explains and compares and contrasts types of structures such as truss, semi-monocoque, monocoque. The student is expected to:	CCRS CDS I.A.1, I.B.2, I.B.3, I.B.4, I.C.3, I.C.3, I.D.3, I.D.4, I.E.1, II.C.2, II.C.6, II.C.8, II.E.1, II.E.4
(A)	identify and discuss truss, semi-monocoque, and monocoque structures;	CCRS CDS I.A.1, I.B.2, I.B.3, I.B.4, I.C.3, I.C.3, I.D.3, I.D.4, I.E.1, II.C.2, II.C.6, II.C.8, II.E.1, II.E.4
(B)	explain why different structure types are used in various aircraft categories;	CCRS CDS I.A.1, I.B.2, I.B.3, I.B.4, I.C.3, I.C.3, I.D.3, I.D.4, I.E.1, II.C.2, II.C.6, II.C.8, II.E.1, II.E.4
(C)	discuss how mission requirements impact the selection of the structural types for an aircraft;	CCRS CDS I.A.1, I.B.2, I.B.3, I.B.4, I.C.3, I.C.3, I.D.3, I.D.4, I.E.1, II.C.2, II.C.6, II.C.8, II.E.1, II.E.4
(D)	identify structural components in the fuselage such as stringers, bulkheads, skin;	CCRS CDS I.A.1, I.B.2, I.B.3, I.B.4, I.C.3, I.C.3, I.D.3, I.D.4, I.E.1, II.C.2, II.C.6, II.C.8, II.E.1, II.E.4

(E)	identify structural components in the wings and empennage such as ribs, spars, stringers, and skin; and	CCRS CDS I.A.1, I.B.2, I.B.3, I.B.4, I.C.3, I.C.3, I.D.3, I.D.4, I.E.1, II.C.2, II.C.6, II.C.8, II.E.1, II.E.4
(F)	compare structures used in atmospheric flight to space flight.	CCRS CDS I.A.1, I.B.2, I.B.3, I.B.4, I.C.3, I.C.3, I.D.3, I.D.4, I.E.1, II.C.2, II.C.6, II.C.8, II.E.1, II.E.4
(15)	Space Flight and Orbital Mechanics. The student knows properties of orbital mechanics as they relate to space flight and the impact of the space environment on design. The student is expected to:	CCRS CDS I.A.1, I.B.2, I.B.3, I.B.4, I.C.3, I.C.3, I.D.3, I.D.4, I.E.1, II.C.2, II.C.6, II.C.8, II.E.1, II.E.4; SCI: VIII.E.1, VIII.E.4
(A)	identify and describe orbits based on the six Keplerian Elements;	CCRS CDS: I.A.1, I.B.2, I.B.3, I.B.4, I.C.3, I.C.3, I.D.3, I.D.4, I.E.1, II.C.2, II.C.6, II.C.8, II.E.1, II.E.4; SCI VIII.E.1, VIII.E.4
(B)	explain how changes in Keplerian Elements change the orbit;	CCRS CDS I.A.1, I.B.2, I.B.3, I.B.4, I.C.3, I.C.3, I.D.3, I.D.4, I.E.1, II.C.2, II.C.6, II.C.8, II.E.1, II.E.4; SCI VIII.E.1, VIII.E.4
(C)	explain how mission requirements determine specific orbit types;	CCRS CDS I.A.1, I.B.2, I.B.3, I.B.4, I.C.3, I.C.3, I.D.3, I.D.4, I.E.1, II.C.2, II.C.6, II.C.8, II.E.1, II.E.4; SCI VIII.E.1, VIII.E.4
(D)	describe the unique environmental conditions of operating in space for human or autonomous missions;	CCRS CDS I.A.1, I.B.2, I.B.3, I.B.4, I.C.3, I.C.3, I.D.3, I.D.4, I.E.1, II.C.2, II.C.6, II.C.8, II.E.1, II.E.4
(E)	research methods to reach and recover a spacecraft from space; and	CCRS CDS I.A.1, I.B.2, I.B.3, I.B.4, I.C.3, I.C.3, I.D.3, I.D.4, I.E.1, II.C.2, II.C.6, II.C.8, II.E.1, II.E.4
(F)	research and discuss emerging trends in space flight.	CCRS CDS I.A.1, I.B.2, I.B.3, I.B.4, I.C.3, I.C.3, I.D.3, I.D.4, I.E.1, II.C.2, II.C.6, II.C.8, II.E.1, II.E.4

(16)	Alternate Applications for Aerospace Design. The student identifies and discusses alternate applications for aerospace design techniques including automotive, naval, commercial and home products. The student is expected to:	CCRS CDS I.A.1, I.B.2, I.B.3, I.B.4, I.C.3, I.C.3, I.D.3, I.D.4, I.E.1, II.C.2, II.C.6, II.C.8, II.E.1, II.E.4; SS IV.A.V, IV.A. VI, IV.B.I, IV.B.III, IV.B.IV
(A)	research and discuss how aerospace engineers contribute to automotive and naval applications to improve performance;	CCRS CDS I.A.1, I.B.2, I.B.3, I.B.4, I.C.3, I.C.3, I.D.3, I.D.4, I.E.1, II.C.2, II.C.6, II.C.8, II.E.1, II.E.4; SS IV.A.V, IV.A. VI, IV.B.I, IV.B.III, IV.B.IV
(B)	research and identify commercial applications for aerospace design such as heating and cooling systems, building design, and wind turbines; and	CCRS CDS I.A.1, I.B.2, I.B.3, I.B.4, I.C.3, I.C.3, I.D.3, I.D.4, I.E.1, II.C.2, II.C.6, II.C.8, II.E.1, II.E.4; SS IV.A.V, IV.A. VI, IV.B.I, IV.B.III, IV.B.IV
(C)	identify and discuss items at home that are impacted by aerodynamics such as fans, convection ovens, and heating and cooling systems.	CCRS CDS I.A.1, I.B.2, I.B.3, I.B.4, I.C.3, I.C.3, I.D.3, I.D.4, I.E.1, II.C.2, II.C.6, II.C.8, II.E.1, II.E.4; SS IV.A.V, IV.A. VI, IV.B.I, IV.B.III, IV.B.IV
(17)	Aircraft Systems. The student explores and discusses other aircraft systems such as navigation, communication, entertainment, flight control, and propulsion. The student is expected to:	CCRS CDS I.A.1, I.B.2, I.B.3, I.B.4, I.C.3, I.C.3, I.D.3, I.D.4, I.E.1, II.C.2, II.C.6, II.C.8, II.E.1, II.E.4; SS: IV.A.V, IV.A. VI, IV.B.I, IV.B.III, IV.B.IV
(A)	explain basic functionality for aircraft systems such as navigation, communication, entertainment, flight control, propulsion; and	CCRS CDS I.A.1, I.B.2, I.B.3, I.B.4, I.C.3, I.C.3, I.D.3, I.D.4, I.E.1, II.C.2, II.C.6, II.C.8, II.E.1, II.E.4; SS IV.A.V, IV.A. VI, IV.B.I, IV.B.III, IV.B.IV
(B)	research and discuss different implementations for aircraft systems such as navigation, communication, entertainment, flight control, propulsion.	CCRS CDS: I.A.1, I.B.2, I.B.3, I.B.4, I.C.3, I.C.3, I.D.3, I.D.4, I.E.1, II.C.2, II.C.6, II.C.8, II.E.1, II.E.4; SS IV.A.V, IV.A. VI, IV.B.I, IV.B.III, IV.B.IV

§127.XX Aerospace Design II (Two Credits), Adopted 2025.		
	TEKS with edits	Work Group Comments/Rationale
(a)	Implementation. The provisions of this section shall be implemented by school districts beginning with the 2025-2026 school year.	
(b)	General requirements. This course is recommended for students in Grades 11-12. Prerequisite: Geometry, Aerospace Design I. Students shall be awarded two credits for successful completion of this course.	
(c)	Introduction.	
(1)	Career and technical education instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.	
(2)	The Engineering Career Cluster focuses on planning, designing, testing, building, and maintaining of machines, structures, materials, systems, and processes using empirical evidence and science, technology, and math principles. This career cluster includes occupations ranging from mechanical engineer and drafter to electrical engineer and to mapping technician.	
(3)	Students enrolled in Aerospace Design II, demonstrate knowledge and skills associated with the design and prototyping of aerospace systems. Through aerospace projects, students apply fundamental concepts such as managing an engineering project to meet mission requirements, prototyping, testing, and validating requirements. Students explore choices made for propulsion, material, and structural design as well as various ways aircraft can navigate. Emphasis is placed on team collaboration and professional documentation.	
(4)	Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.	
(5)	Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.	
(d)	Knowledge and skills.	

(1)	The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	New employability strand
(A)	demonstrate dressing appropriately, speaking politely, and conducting oneself in a manner appropriate for the profession and work site;	
(B)	analyze how teams can produce better outcomes through cooperation, contribution, and collaboration from members of the team;	
(C)	present written and oral technical communication in a clear, concise, and effective manner for a variety of purposes and audiences, including explaining and justifying decisions in the design process;	
(D)	use time-management skills in prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that optimizes efficiency and results independently and in groups;	
(E)	describe the importance of and demonstrate punctuality, dependability, reliability, and responsibility in reporting for duty and performing assigned tasks as directed;	
(F)	explain how engineering ethics as defined by professional organizations such as the National Society of Professional Engineers applies to engineering practice;	
(G)	demonstrate respect for diversity in the workplace;	
(H)	identify consequences relating to discrimination, harassment, and inequality;	
(I)	analyze elements of professional codes of conduct or creeds in engineering such as the National Society of Professional Engineers Code of Ethics for Engineers and how they apply to the knowledge and skills of the course and the engineering profession;	
(J)	identify the components of a safety plan and why it is critical for employees and employers to maintain a safe work environment; and	
(K)	compare skills and characteristics of managers and leaders in the workplace.	
(2)	The student understands how to implement an engineering design process to develop a product or solution. The student is expected to:	Engineering design process stand
(A)	describe and implement the stages of an engineering design process to construct a model;	
(B)	explain how factors, including complexity, scope, resources, ethics, regulations, manufacturability, and technology, impact stages of the engineering design process;	

(C)	explain how stakeholders impact an engineering design process; and	
(D)	analyze how failure is often an essential component of the engineering design process.	
(3)	The student explores the methods and aspects of project management in relation to projects. The student is expected to:	CCRS SCI I.C.1
(A)	research and explain the process and phases of project management, including initiating and planning; executing; and closing;	
(B)	explain the roles and responsibilities of team members, including project managers and leads;	
(C)	research and evaluate methods and tools available for managing a project;	
(D)	discuss the importance of developing and implementing a system for the organization of project documentation such as file naming conventions, document release control, and version control;	
(E)	describe how project requirements, constraints, and deliverables impact the project schedule and influence and are influenced by an engineering design;	
(F)	explain how a project budget is developed and maintained including materials, equipment, and labor; and	
(G)	describe the importance of management of change (MOC) and how it applies to project planning.	
(4)	Collaboration. The student engages in multiple team projects and activities. The student is expected to:	CCRS CDS I.A.2
(A)	demonstrate how to provide and receive critical feedback;	CCRS CDS I.A.2
(B)	develop sensemaking skills, learning to recognize when team members require additional clarity;	CCRS CDS I.E.2
(C)	demonstrate how to structure a project;	
(D)	synthesize appropriate team responses for different challenges; and	
(E)	support the team's positive social climate.	

(5)	Documentation. The student documents information and interpretation developed throughout engineering processes. The student is expected to:	CCRS SS III.A.1
(A)	use professional standards and templates, including executive summaries, reverse engineering forms, test reports, failure documents, system black box models, engineering notebooks, and drawing packages;	CCRS SS III.A.1
(B)	identify the stakeholder and appropriately select the document format for the information being communicated; and	CCRS SS III.A.1
(C)	explain and justify the structure and sequence of how the information is presented in the engineering documents.	CCRS SS III.A.1
(6)	Designing to Mission Requirements. The student generates conceptual aircraft solutions to meet a set of given requirements. The student is expected to:	CCRS SS III.A.1
(A)	analyze given mission requirements such as altitude, speed, and payload to derive sub requirements;	CCRS SCI I.A.4
(B)	generate additional aircraft requirements considering factors such as maintainability, producibility, operational cost, and safety;	CCRS SCI I.A.3
(C)	generate conceptual aircraft solutions to address requirements;	CCRS SCI V.E.1
(D)	classify conceptual solutions into appropriate aircraft categories such as Single-Engine Land (SEL), Gyroplane, Powered-lift, and Glider using the Federal Aviation Agency (FAA) classification system;	CCRS SCI I.A.3
(E)	select, justify, and document a conceptual solution that addresses the overall requirements; and	CCRS SCI I.A.3
(F)	create a model that displays the relationships between aircraft requirements.	CCRS SCI V.E.1
(7)	Managing Aerospace Engineering Projects. The student applies project management techniques to aerospace projects. The student is expected to:	
(A)	generate a project plan that includes time, deliverable, and cost estimates;	CCRS SCI III.C.1
(B)	review and update periodically the project plan according to a stage gate process;	CCRS SS III.A.1

(C)	document and execute test plans to evaluate prototypes against requirements;	CCRS SCI I.B.1
(D)	present progress and justify design choices through design reviews; and	CCRS SS III.A.1
(E)	generate a final design report with an executive summary, a body with problem and solution descriptions, and appendices with additional relevant information such as the design process used, requirements compliance matrix, concept reports, and test reports.	CCRS SCI III.C.1
(8)	Prototyping Aerospace Vehicles. The student creates a prototype to address a set of mission requirements. The student is expected to:	
(A)	evaluate the presented requirements and generate a list of design parameters;	CCRS SCI I.A.3
(B)	generate and document design concepts to address design parameters;	CCRS SCI III.C.1
(C)	use appropriate tools such as decision matrices, pro-con lists, and pair-wise comparison to evaluate, downselect, and justify design concepts to prototype;	CCRS SCI V.E.1
(D)	create and document prototypes to test, validate, and modify design concepts;	CCRS SCI I.A.3, I.B.1
(E)	use appropriate tools such as decision matrices, pro-con lists, and pair-wise comparison to evaluate, downselect, and justify prototypes to develop as the solution;	CCRS SCI V.E.1
(F)	identify areas of improvement of previously selected solution to revise, document, and prototype a new solution;	CCRS SCI V.E.1
(G)	test, evaluate, and document performance of the revised prototype in meeting project requirements; and	CCRS SCI I.B.1
(H)	compose and present a project debrief including lessons learned.	CCRS SCI III.C.1
(9)	Atmospheric Flight. The student relates the three axes of an aircraft, the four forces of flight, and the components used for stability and control. The student is expected to:	
(A)	calculate and discuss the relationships between temperature, pressure, and density;	CCRS SCI II.B.1; M I.C.1 VII.A.1-2 VIII.A.1-3 VIII.B.1 VIII.C.1 IX.A.1-2

(B)	research and discuss ways to control motion about the three axes;	CCRS SCI VIII.C.1; M I.C.1 VII.A.1-2 VIII.A.1-3 VIII.B.1 VIII.C.1 IX.A.1-2
(C)	explain and calculate changes in motion due to the four forces acting on aircraft during flight;	CCRS SCI II.B.1; M I.C.1 VII.A.1-2 VIII.A.1-3 VIII.B.1 VIII.C.1 IX.A.1-2
(D)	explain why loads acting on aircraft change during different flight scenarios;	CCRS SCI VIII.C.1
(E)	draw and calculate the forces of flight for a straight and level flight and a level banked turn; and	CCRS SCI V.E.1; M I.C.1 VII.A.1-2 VIII.A.1-3 VIII.B.1 VIII.C.1 IX.A.1-2
(F)	describe which aircraft components control and provide stability with respect to the six degrees of freedom.	CCRS SCI VIII.C.1
(10)	Lift and Drag. The student explains how lift and drag are generated by an aircraft and how they change during flight. The student is expected to:	
(A)	explain the lift equation and illustrate the relationships between its variables;	CCRS SCI II.B.1; M I.C.1 VII.A.1-2 VIII.A.1-3 VIII.B.1 VIII.C.1 IX.A.1-2
(B)	explain the drag equation and illustrate the relationships between its variables;	CCRS SCI II.B.1; M I.C.1 VII.A.1-2 VIII.A.1-3 VIII.B.1 VIII.C.1 IX.A.1-2
(C)	describe how aircraft control surfaces, including leading edge flaps, trailing edge flaps, ailerons, and spoilers influence lift;	CCRS SS III.C.1
(D)	describe how aircraft control surfaces, including leading edge flaps, trailing edge flaps, ailerons, and spoilers influence drag;	CCRS SS III.C.1
(E)	define and discuss how the stall angle and stall speed can be changed; and	CCRS SCI VIII.C.1
(F)	research contemporary developments reducing drag such as winglets, boundary layer control, and surface effects.	CCRS SCI II.B.I

(11)	Weight and Balance. The student recognizes components have mass, weight, and location resulting in moments that are balanced by control surfaces. The student is expected to:	
(A)	calculate the aircraft's estimated Center of Gravity throughout a mission profile considering factors such as fuel consumption, payload, and passengers;	CCRS SCI II.B.1; M I.C.1 VII.A.1-2 VIII.A.1-3 VIII.B.1 VIII.C.1 IX.A.1-2
(B)	estimate the location of the aircraft's Center of Pressure;	CCRS SCI II.B.1; M I.C.1 VII.A.1-2 VIII.A.1-3 VIII.B.1 VIII.C.1 IX.A.1-2
(C)	calculate the static margin throughout a flight profile to verify positive stability margin;	CCRS SCI II.B.1; M I.C.1 VII.A.1-2 VIII.A.1-3 VIII.B.1 VIII.C.1 IX.A.1-2
(D)	generate and document solutions to improve positive static stability in the event of a negative stability margin; and	CCRS SCI III.A.1
(E)	revise and document static margin calculations reflecting proposed solutions.	CCRS SCI III.A.1
(12)	Propulsion. The student evaluates various propulsion solutions to downselect the solutions to meet mission requirements. The student is expected to:	
(A)	evaluate and select a propulsion solution that meets requirements such as piston, jet, turboprop, rocket;	CCRS SCI I.A.2
(B)	evaluate and select the number of engines to meet requirements; and	CCRS SCI I.A.2
(C)	calculate propulsion weight of the selected solution to meet requirements.	CCRS SCI II.B.1; SI: VIII.C.1; M I.C.1 VII.A.1-2 VIII.A.1-3 VIII.B.1 VIII.C.1 IX.A.1-2
(13)	Material Selection. The student evaluates various materials to meet requirements. The student is expected to:	
(A)	evaluate and select a material that meets requirements for a component; and	CCRS SCI I.A.2
(B)	document justification of materials selected.	CCRS SCI III.A.1

(14)	Aerospace Structures. The student evaluates and selects structure types to meet requirements. The student is expected to:	
(A)	evaluate and select a structure type that meets requirements for a component; and	CCRS SCI I.A.2
(B)	document justification of structure types selected.	CCRS SCI III.A.1
(15)	Navigation. The student defines and explains types of navigation used for flight. The student is expected to:	
(A)	explain Dead Reckoning navigation with an aeronautical chart, compass, clock, and airspeed indicator;	CCRS SCI I.A.2
(B)	explain navigation using radio radials such as Automatic Direction Finder (ADF) and VHF Omnidirectional Range (VOR);	(VHF is the preferred nomenclature) VHF = Very High Frequency CCRS SCI III.B.1
(C)	explain navigation using an Inertial Navigation System (INS); and	CCRS SCI III.B.1
(D)	explain navigation using Global Positioning Systems (GPS).	CCRS SCI III.B.1

Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.3 Description of a Required Secondary Curriculum (First Reading and Filing Authorization)

November 22, 2024

COMMITTEE OF THE FULL BOARD: ACTION
STATE BOARD OF EDUCATION: ACTION

SUMMARY: This item presents for first reading and filing authorization a proposed amendment to 19 Texas Administrative Code (TAC) Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.3, Description of a Required Secondary Curriculum. The proposed amendment would update the list of high school courses for science that are required to be offered to students.

STATUTORY AUTHORITY: Texas Education Code (TEC), §§7.102(c)(4), 28.002(a), and 28.025(b-1).

TEC, §7.102(c)(4), requires the State Board of Education (SBOE) to establish curriculum and graduation requirements.

TEC, §28.002(a), identifies the subjects of the required curriculum.

TEC, §28.025(b-1), requires the SBOE to determine by rule specific courses for graduation under the foundation high school program.

The full text of statutory citations can be found in the statutory authority section of this agenda.

EFFECTIVE DATE: The proposed effective date of the proposed amendment is 20 days after filing as adopted with the Texas Register. Under TEC, §7.102(f), the SBOE must approve the rule action at second reading and final adoption by a vote of two-thirds of its members to specify an effective date earlier than the beginning of the 2025-2026 school year. The earlier effective date will enable districts to begin preparing for implementation of the revised curriculum requirements.

PREVIOUS BOARD ACTION: The SBOE adopted 19 TAC Chapter 74, Subchapter A, effective September 1, 1996. Section 74.3 was last amended effective August 1, 2022. At the September 2024 SBOE meeting, the committee discussed the proposed amendment to the required secondary curriculum.

BACKGROUND INFORMATION AND JUSTIFICATION: In accordance with statutory requirements that the SBOE identify by rule the essential knowledge and skills of each subject in the required curriculum, the SBOE follows a board-approved cycle to review and revise the essential knowledge and skills for each subject. In late 2019, the SBOE began the process to review and revise the Texas Essential Knowledge and Skills (TEKS) for Kindergarten-Grade 12 science. In November 2020, the SBOE approved for second reading and final adoption revised TEKS for four high school science courses: Biology, Chemistry, Physics, and Integrated Physics and Chemistry. At the June 2021 SBOE meeting, the board approved for second reading and final adoption new TEKS for Specialized Topics in Science and revised standards for Aquatic Science, Astronomy, Earth Science Systems (formerly titled Earth and Space Science), and Environmental Systems. The updated TEKS for high school science are being implemented beginning with the 2024-2025 school year.

Additionally, career and technical education (CTE) TEKS Review work groups were convened from March-July 2021 to develop recommendations for certain CTE courses that satisfy a science graduation requirement. Proposed new TEKS for certain CTE courses that may satisfy science graduation requirements were approved for second reading and final adoption by the SBOE at the April 2024 SBOE meeting.

The attachment to this item reflects the text of the proposed amendment to §74.3 for first reading and filing authorization. The proposed amendment would align the required secondary curriculum in §74.3(b)(2)(C) with the updates to the secondary science course offerings made during recent TEKS revisions.

FISCAL IMPACT: The Texas Education Agency (TEA) has determined that for the first five years the proposal is in effect, there are no additional costs to state or local government, including school districts and open-enrollment charter schools, required to comply with the proposal.

LOCAL EMPLOYMENT IMPACT: The proposal has no effect on local economy; therefore, no local employment impact statement is required under Texas Government Code, §2001.022.

SMALL BUSINESS, MICROBUSINESS, AND RURAL COMMUNITY IMPACT: The proposal has no direct adverse economic impact for small businesses, microbusinesses, or rural communities; therefore, no regulatory flexibility analysis specified in Texas Government Code, §2006.002, is required.

COST INCREASE TO REGULATED PERSONS: The proposal does not impose a cost on regulated persons, another state agency, a special district, or a local government and, therefore, is not subject to Texas Government Code, §2001.0045.

TAKINGS IMPACT ASSESSMENT: The proposal does not impose a burden on private real property and, therefore, does not constitute a taking under Texas Government Code, §2007.043.

GOVERNMENT GROWTH IMPACT: TEA staff prepared a Government Growth Impact Statement assessment for this proposed rulemaking. During the first five years the proposed rulemaking would be in effect, it would expand an existing regulation by updating the list of high school courses for science that are required to be offered to students.

The proposed rulemaking would not create or eliminate a government program; would not require the creation of new employee positions or elimination of existing employee positions; would not require an increase or decrease in future legislative appropriations to the agency; would not require an increase or decrease in fees paid to the agency; would not create a new regulation; would not limit or repeal an existing regulation; would not increase or decrease the number of individuals subject to its applicability; and would not positively or adversely affect the state's economy.

PUBLIC BENEFIT AND COST TO PERSONS: The proposal would ensure the course titles in the required curriculum align with titles in the TEKS and would add additional course options to students to support relevant and meaningful curriculum. There is no anticipated economic cost to persons who are required to comply with the proposal.

DATA AND REPORTING IMPACT: The proposal would have no data or reporting impact.

PRINCIPAL AND CLASSROOM TEACHER PAPERWORK REQUIREMENTS: TEA has determined that the proposal would not require a written report or other paperwork to be completed by a principal or classroom teacher.

PUBLIC COMMENTS: The public comment period on the proposal begins December 20, 2024, and ends at 5:00 p.m. on January 21, 2025. The SBOE will take registered oral and written comments on the proposal at the appropriate committee meeting in January 2025 in accordance with the SBOE board operating policies and procedures. A request for a public hearing on the proposal submitted under the Administrative Procedure Act must be received by the commissioner of education not more than 14 calendar days after notice of the proposal has been published in the Texas Register on December 20, 2024.

MOTION TO BE CONSIDERED: The State Board of Education:

> Approve for first reading and filing authorization proposed amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.3, Description of a Required Secondary Curriculum.

Staff Members Responsible:
Monica Martinez, Associate Commissioner, Standards and Programs
Jessica Snyder, Senior Director, Curriculum Standards and Student Support

Attachment:
Text of Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.3, Description of a Required Secondary Curriculum

ATTACHMENT
Text of Proposed Amendment to 19 TAC

Chapter 74. Curriculum Requirements

Subchapter A. Required Curriculum

§74.3. Description of a Required Secondary Curriculum.

(a) (No change.)

(b) Secondary Grades 9-12.

(1) A school district that offers Grades 9-12 must provide instruction in the required curriculum as specified in §74.1 of this title. The district must ensure that sufficient time is provided for teachers to teach and for students to learn the subjects in the required curriculum. The school district may provide instruction in a variety of arrangements and settings, including mixed-age programs designed to permit flexible learning arrangements for developmentally appropriate instruction for all student populations to support student attainment of course and grade level standards.

(2) The school district must offer the courses listed in this paragraph and maintain evidence that students have the opportunity to take these courses:

(A) English language arts--English I, II, III, and IV and at least one additional advanced English course;

(B) mathematics--Algebra I, Algebra II, Geometry, Precalculus, and Mathematical Models with Applications;

(C) science--Integrated Physics and Chemistry, Biology, Chemistry, Physics, and at least two additional science courses selected from Aquatic Science, Astronomy, Earth Systems Science [~~Earth and Space Science~~] , Environmental Systems, Advanced Animal Science, [~~Advanced Biotechnology,~~] Advanced Plant and Soil Science, Anatomy and Physiology, Physics for Engineering, Biotechnology I, Biotechnology II, Engineering Design and Problem Solving, Food Science, Forensic Science, Medical Microbiology, Pathophysiology, Scientific Research and Design, and Engineering Science. The requirement to offer two additional courses may be reduced to one by the commissioner of education upon application of a school district with a total high school enrollment of less than 500 students. Science courses shall include at least 40% hands-on laboratory investigations and field work using appropriate scientific inquiry;

(D) social studies--United States History Studies Since 1877, World History Studies, United States Government, World Geography Studies, Personal Financial Literacy, Economics with Emphasis on the Free Enterprise System and Its Benefits, and Personal Financial Literacy and Economics. The requirement to offer both Economics with Emphasis on the Free Enterprise System and Its Benefits and Personal Financial Literacy and Economics may be reduced to one by the commissioner of education upon application of a school district with a total high school enrollment of less than 500 students;

(E) physical education--at least two courses selected from Lifetime Fitness and Wellness Pursuits, Lifetime Recreation and Outdoor Pursuits, or Skill-Based Lifetime Activities;

(F) fine arts--courses selected from at least two of the four fine arts areas (art, music, theatre, and dance)--Art I, II, III, IV; Music I, II, III, IV; Theatre I, II, III, IV; or Dance I, II, III, IV;

(G) career and technical education-- three or more career and technical education courses for four or more credits with at least one advanced course aligned with a specified number of Texas Education Agency-designated programs of study determined by enrollment as follows:

(i) one program of study for a district with fewer than 500 students enrolled in high school;

(ii) two programs of study for a district with 501-1,000 students enrolled in high school;

(iii) three programs of study for a district with 1,001-2,000 students enrolled in high school;

(iv) four programs of study for a district with 1,001-5,000 students enrolled in high school;

(v) five programs of study for a district with 5,001-10,000 students enrolled in high school; and

(vi) six programs of study for a district with more than 10,000 students enrolled in high school.

(H) languages other than English--Levels I, II, and III or higher of the same language;

(I) computer science--one course selected from Fundamentals of Computer Science, Computer Science I, or Advanced Placement (AP) Computer Science Principles; and

(J) speech--Communication Applications.

(3) Districts may offer additional courses from the complete list of courses approved by the State Board of Education to satisfy graduation requirements as referenced in this chapter.

(4) The school district must provide each student the opportunity to participate in all courses listed in subsection (b)(2) of this section. The district must provide students the opportunity each year to select courses in which they intend to participate from a list that includes all courses required to be offered in subsection (b)(2) of this section. If the school district will not offer the required courses every year, but intends to offer particular courses only every other year, it must notify all enrolled students of that fact. A school district must teach a course that is specifically required for high school graduation at least once in any two consecutive school years. For a subject that has an end-of-course assessment, the district must either teach the course every year or employ options described in Subchapter C of this chapter (relating to Other Provisions) to enable students to earn credit for the course and must maintain evidence that it is employing those options.

(5) For students entering Grade 9 beginning with the 2007-2008 school year, districts must ensure that one or more courses offered in the required curriculum for the recommended and advanced high school programs include a research writing component.

(c) (No change.)

Proposed New 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter C, Agriculture, Food, and Natural Resources, §127.59 and §127.61; Subchapter F, Business, Marketing, and Finance, §127.262 and §127.263; Subchapter J, Health Science, §127.510 and §127.511; Subchapter K, Hospitality and Tourism, §§127.569, 127.571, and 127.604; Subchapter M, Information Technology, §§127.689-127.691 and 127.694-127.699; and Subchapter N, Law and Public Service, §127.773
(First Reading and Filing Authorization)

November 22, 2024

COMMITTEE OF THE FULL BOARD: ACTION
STATE BOARD OF EDUCATION: ACTION

SUMMARY: This item presents for first reading and filing authorization proposed new 19 Texas Administrative Code (TAC) Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter C, Agriculture, Food, and Natural Resources, §127.59 and §127.61; Subchapter F, Business, Marketing, and Finance, §127.262 and §127.263; Subchapter J, Health Science, §127.510 and §127.511; Subchapter K, Hospitality and Tourism, §§127.569, 127.571, and 127.604; Subchapter M, Information Technology, §§127.689-127.691 and 127.694-127.699; and Subchapter N, Law and Public Service, §127.773. The proposed new sections would add Texas Essential Knowledge and Skills (TEKS) for state-approved innovative courses in the following career and technical education (CTE) career clusters: agriculture, food, and natural resources; business, marketing, and finance; health science; hospitality and tourism; information technology; and law and public service.

STATUTORY AUTHORITY: Texas Education Code (TEC), §§7.102(c)(4); 28.002(a), (c), (n), and (o); and 28.025(a) and (b-17).

TEC, §7.102(c)(4), requires the State Board of Education (SBOE) to establish curriculum and graduation requirements.

TEC, §28.002(a), identifies the subjects of the required curriculum.

TEC, §28.002(c), requires the SBOE to identify by rule the essential knowledge and skills of each subject in the required curriculum that all students should be able to demonstrate and that will be used in evaluating instructional materials and addressed on the state assessment instruments.

TEC, §28.002(n), permits the SBOE by rule to develop and implement a plan designed to incorporate foundation curriculum requirements into the CTE curriculum.

TEC, §28.002(o), requires the SBOE to determine that at least 50% of the approved CTE courses are cost effective for a school district to implement.

TEC, §28.025(a), requires the SBOE to determine by rule the curriculum requirements for the foundation high school graduation program that are consistent with the required curriculum under TEC, §28.002.

TEC, §28.025(b-17), requires the SBOE to adopt rules to ensure that a student may comply with the curriculum requirements under TEC, §28.025(b-1)(6), by successfully completing an advanced CTE course, including a course that may lead to an industry-recognized credential or certificate or an associate degree.

The full text of statutory citations can be found in the statutory authority section of this agenda.

EFFECTIVE DATE: The proposed effective date of the proposed new sections is 20 days after filing as adopted with the Texas Register. Under TEC, §7.102(f), the SBOE must approve the rule action at second reading and final adoption by a vote of two-thirds of its members to specify an effective date earlier than the beginning of the 2025-2026 school year. The earlier effective date will enable districts to begin preparing for implementation of the revised agriculture, food, and natural resources; business, marketing, and finance; health science; hospitality and tourism; information technology; and law and public service TEKS.

PREVIOUS BOARD ACTION: The SBOE adopted the TEKS for all subjects effective September 1, 1998. The CTE TEKS were amended effective August 23, 2010. The CTE TEKS were again amended effective August 28, 2017. CTE TEKS for courses in education and training; health science; and science, technology, and mathematics (STEM) were amended effective April 26, 2022; June 14, 2022; and August 7, 2022. In November 2023, the SBOE adopted new TEKS for CTE career preparation and entrepreneurship courses to be implemented in the 2024-2025 school year. The SBOE adopted new CTE TEKS for courses in the agribusiness, animal science, plant science, and aviation maintenance programs of study as well as two STEM courses effective August 1, 2025. A discussion item regarding adding new TEKS for certain state-approved innovative courses was presented to the Committee of the Full Board during the September 2024 SBOE meeting.

BACKGROUND INFORMATION AND JUSTIFICATION: After the board adopted new rules concerning graduation requirements, the previously approved experimental courses were phased out as of August 31, 1998. Since the adoption of the TEKS, school districts and other entities have submitted requests for approval of innovative courses that do not have TEKS and meet a demonstrated student need.

In 2023, CTE advisory committees were convened to make recommendations for the review and refresh of programs of study as required by the Texas Perkins State Plan. Finalized programs of study were published in the fall of 2023 with an implementation date beginning in the 2024-2025 school year. CTE courses to be developed or revised to complete or update programs of study were determined.

At the April 2024 meeting, the SBOE approved new TEKS for 23 courses in the agribusiness, animal science, plant science, and aviation maintenance programs of study as well as two STEM courses that may satisfy science graduation requirements: Physics for Engineers and Scientific Research and Design. Additionally, TEA staff shared an overview of upcoming interrelated needs for TEKS review and revision and instructional materials review and approval (IMRA). Staff explained upcoming needs related to development and amendment of CTE courses, made recommendations for completing the work in batches, and recommended including CTE in the next three cycles of IMRA. In 2024, the SBOE began the review of current CTE TEKS, the development of new CTE TEKS, and the review of innovative courses to be approved as TEKS for courses in the new engineering program of study. At the June 2024 meeting, the SBOE approved recommendations that TEA present certain innovative courses with minor edits for consideration for adoption as TEKS-based courses. A discussion item was presented to the Committee of the Full Board at the September 2024 SBOE meeting regarding proposed new TEKS for courses in the following CTE career clusters: agriculture, food, and natural resources; business, marketing, and finance; health science; hospitality and tourism; information technology; and law and public service.

The proposed new sections would ensure the standards for CTE programs of study remain current and support relevant and meaningful programs of study.

FISCAL IMPACT: TEA has determined that for the first five years the proposal is in effect (2025-2029), there are no additional costs to the state.

There may be fiscal implications for school districts and open-enrollment charter schools to implement the proposed new TEKS, which may include the need for professional development and revisions to district-developed databases, curriculum, and scope and sequence documents. Since curriculum and instruction decisions are made at the local district level, it is difficult to estimate the fiscal impact on any given district.

LOCAL EMPLOYMENT IMPACT: The proposal has no effect on local economy; therefore, no local employment impact statement is required under Texas Government Code, §2001.022.

SMALL BUSINESS, MICROBUSINESS, AND RURAL COMMUNITY IMPACT: The proposal has no direct adverse economic impact for small businesses, microbusinesses, or rural communities; therefore, no regulatory flexibility analysis specified in Texas Government Code, §2006.002, is required.

COST INCREASE TO REGULATED PERSONS: The proposal does not impose a cost on regulated persons, another state agency, a special district, or a local government and, therefore, is not subject to Texas Government Code, §2001.0045.

TAKINGS IMPACT ASSESSMENT: The proposal does not impose a burden on private real property and, therefore, does not constitute a taking under Texas Government Code, §2007.043.

GOVERNMENT GROWTH IMPACT: TEA staff prepared a Government Growth Impact Statement assessment for this proposed rulemaking. During the first five years the proposed rulemaking would be in effect, it would create new regulations by proposing new CTE TEKS required to be taught by school districts and open-enrollment charter schools offering the courses. The proposal would ensure the standards for agriculture, food, and natural resources; business, marketing, and finance; health science; hospitality and tourism; information technology; and law and public service remain current and support relevant and meaningful programs of study. Additionally, the proposal to change these CTE courses from state-approved innovative courses to TEKS-based courses would better align the TEKS and add additional course options for students.

The proposed rulemaking would not create or eliminate a government program; would not require the creation of new employee positions or elimination of existing employee positions; would not require an increase or decrease in future legislative appropriations to the agency; would not require an increase or decrease in fees paid to the agency; would not expand, limit, or repeal an existing regulation; would not increase or decrease the number of individuals subject to its applicability; and would not positively or adversely affect the state's economy.

PUBLIC BENEFIT AND COST TO PERSONS: The proposal would better align the TEKS to support relevant and meaningful programs of study. There is no anticipated economic cost to persons who are required to comply with the proposal.

DATA AND REPORTING IMPACT: The proposal would have no data or reporting impact.

PRINCIPAL AND CLASSROOM TEACHER PAPERWORK REQUIREMENTS: TEA has determined that the proposal would not require a written report or other paperwork to be completed by a principal or classroom teacher.

PUBLIC COMMENTS: The public comment period on the proposal begins December 20, 2024, and ends at 5:00 p.m. on January 21, 2025. The SBOE will take registered oral and written comments on the proposal at the appropriate committee meeting in January 2025 in accordance with the SBOE board operating policies and procedures. A request for a public hearing on the proposal submitted under the Administrative Procedure Act must be received by the commissioner of education not more than 14 calendar days after notice of the proposal has been published in the *Texas Register* on December 20, 2024.

MOTION TO BE CONSIDERED: The State Board of Education:

> Approve for first reading and filing authorization proposed new 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter C, Agriculture, Food, and Natural Resources, §127.59 and §127.61; Subchapter F, Business, Marketing, and Finance, §127.262 and §127.263; Subchapter J, Health Science, §127.510 and §127.511; Subchapter K, Hospitality and Tourism, §§127.569, 127.571, and 127.604; Subchapter M, Information Technology, §§127.689-127.691 and 127.694-127.699; and Subchapter N, Law and Public Service, §127.773.

Staff Members Responsible:
Monica Martinez, Associate Commissioner, Standards and Programs
Jessica Snyder, Senior Director, Standards and Programs

Separate Exhibit:
Text of Proposed New 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter C, Agriculture, Food, and Natural Resources, §127.59 and §127.61; Subchapter F, Business, Marketing, and Finance, §127.262 and §127.263; Subchapter J, Health Science, §127.510 and §127.511; Subchapter K, Hospitality and Tourism, §§127.569, 127.571, and 127.604; Subchapter M, Information Technology, §§127.689-127.691 and 127.694-127.699; and Subchapter N, Law and Public Service, §127.773

(to be provided at the November 2024 SBOE meeting)

Discussion of Pending Litigation

November 20, 2024

COMMITTEE OF THE FULL BOARD: DISCUSSION
STATE BOARD OF EDUCATION: NO ACTION

SUMMARY: The State Board of Education (SBOE) may enter into executive session in accordance with the Texas Government Code, §551.071(1)(A), to discuss pending and contemplated litigation with the general counsel, legal staff, and, if necessary, attorney(s) from the Attorney General's Office. The Committee of the Full Board will meet in Room 1-103 to discuss this item.

Cases to be discussed may include:

> *Book People, INC. VBK, INC d/b/a Blue Willow Bookshop, American Booksellers Association, Association of American Publishers, Authors Guild, INC., Comic Book Legal Defense Fund v. Martha Wong in her official capacity as chair of the Texas State Library and Archives Commission, Keven Ellis in his official capacity as chair of the Texas Board of Education, Mike Morath in his official capacity as Commissioner of Education;* in the United States District Court for the Western District of Texas, Austin Division, Case No. 1:23-cv-858; and
>
> any litigation arising after the date of posting or reasonably contemplated as of the date of the board meeting.

BOARD RESPONSE: Board may advise and comment.

BACKGROUND INFORMATION AND JUSTIFICATION: At every regularly scheduled meeting, the SBOE has the opportunity to be apprised of pending litigation as the need arises. The SBOE may also receive continued briefing on procedural developments.

Staff Member Responsible:
Von Byer, General Counsel, Legal Services

COMMITTEE ON INSTRUCTION

Renewal of Currently Approved Innovative Courses

November 22, 2024

COMMITTEE ON INSTRUCTION: ACTION
STATE BOARD OF EDUCATION: CONSENT

SUMMARY: This item provides an opportunity for the board to consider the renewal of currently approved courses that are scheduled to expire.

STATUTORY AUTHORITY: Texas Education Code (TEC), §28.002(f).

TEC, §28.002(f), authorizes local school districts to offer courses in addition to those in the required curriculum for local credit and requires the State Board of Education (SBOE) to be flexible in approving a course for credit for high school graduation.

The full text of statutory citations can be found in the statutory authority section of this agenda.

PREVIOUS BOARD ACTION: The SBOE adopted 19 TAC §74.27, Innovative Courses and Programs, to be effective September 1, 1996, with amendments to be effective September 1, 1998, and December 25, 2007. In November 2019, the SBOE adopted additional amendments to 19 TAC §74.27 to be effective December 25, 2019. In November 2022, the SBOE again adopted amendments to 19 TAC §74.27 to be effective February 26, 2023. In November 2023, the SBOE adopted amendments effective February 18, 2024.

From May 1998 through July 2003, the SBOE approved a total of 45 new innovative courses that do not fall within any of the subject areas of the foundation or enrichment curriculum through the annual approval process. In May 2004, July 2007, July 2009, January 2011, January 2012, January 2013, and July 2014 the SBOE approved the renewal of innovative courses in addition to approving new courses. In April 2005, April 2006, May 2008, May 2010, and April 2014 the SBOE approved renewal of innovative courses. In July 2010, the SBOE approved one new course. In April 2015, the SBOE approved for a period of five years three expiring course series submitted for renewal. In April 2016, the SBOE approved one new course for a period of three years and one new course for a one-year period. The SBOE approved for a period of five years each the renewal of three expiring innovative courses in November 2016. At the January-February 2017 meeting, the SBOE approved for renewal two expiring innovative courses for a period of five years, and at the April 2017 SBOE meeting, the SBOE approved for renewal three additional courses for a period of five years each. At the June 2017 SBOE meeting, the SBOE approved two new courses for a period of five years each. At the April 2018 SBOE meeting, the SBOE approved one new course for a period of five years. At the January-February 2019 SBOE meeting, the SBOE renewed one course for a period of three years and granted one course a one-year extension. At the April 2019 SBOE meeting, the board approved for renewal two courses for a period of three years and one course for a period of five years. At the June 2019 SBOE meeting, the board approved renewal of one course for a period of three years and one new course for a period of two years. The board approved renewal of eight innovative courses for a period of five years at the January 2020 SBOE meeting. At the June-July 2020 SBOE meeting, the SBOE renewed ten courses for a period of five years and granted one new course a two-year approval. In January 2021, the SBOE renewed one course for a period of five years. At the January 2022 SBOE meeting, the board approved renewal of one course for a period of three years and five courses for a period of five years. At the April 2022 SBOE meeting, the board approved

renewal of six courses for a period of five years. At the June 2023 meeting, the SBOE approved one new innovative course for a period of two years. At the June 2024 meeting, the SBOE extended the of approvals for 24 innovative courses that were part of career and technical education (CTE) programs of study.

BACKGROUND INFORMATION AND JUSTIFICATION: After the board adopted new rules concerning graduation requirements, the previously approved experimental courses were phased out as of August 31, 1998. Since the adoption of the Texas Essential Knowledge and Skills (TEKS), school districts and other entities have submitted new requests for approval of innovative courses that do not have TEKS and meet a demonstrated student need. The process originally outlined in §74.27 provided authority for the commissioner of education to approve discipline-based courses but reserved for SBOE review and approval those courses that did not fall within any of the subject areas of the foundation or enrichment curriculum. In November 2023, the SBOE amended §74.27 to shift from the commissioner of education to the SBOE the authority to approve all innovative courses that fall under the foundation or enrichment curriculum. The amendments also specified the number of years for initial approval and renewal of innovative courses and provided an exemption from the pilot requirement for career and technical education courses that support an approved program of study.

A brief description of the courses submitted for SBOE review and consideration will be provided to SBOE members prior to the November 2024 meeting. If approved, the recommended effective date for the courses would be August 1, 2025. With the approval of the local board of trustees, the courses would be available for school districts' use beginning with the 2025-2026 school year.

PUBLIC BENEFIT AND COST TO PERSONS: Students would have access to new innovative courses and continue to have access to courses that meet local district needs.

Staff Members Responsible:
Monica Martinez, Associate Commissioner, Standards and Programs
Jessica Snyder, Senior Director, Curriculum Standards and Student Support

Attachment:
Text of 19 TAC §74.27, Innovative Courses and Programs

ATTACHMENT

Chapter 74. Curriculum Requirements

Subchapter C. Other Provisions

§74.27. Innovative Courses and Programs.

(a) A school district may offer innovative courses to enable students to master knowledge, skills, and competencies not included in the essential knowledge and skills of the required curriculum.

(1) The State Board of Education (SBOE) may approve discipline-based courses in the foundation or enrichment curriculum and courses that do not fall within any of the subject areas listed in the foundation and enrichment curricula when the applying school district or organization demonstrates that the proposed course is academically rigorous and addresses documented student needs.

(2) Applications shall not be approved if the proposed course significantly duplicates the content of a Texas Essential Knowledge and Skills (TEKS)-based course or can reasonably be taught within an existing TEKS-based course.

(3) To request approval from the SBOE, the applying school district or organization must submit a request for approval at least six months before planned implementation that includes:

(A) a description of the course and its essential knowledge and skills;

(B) the rationale and justification for the request in terms of student need;

(C) data that demonstrates successful piloting of the course in Texas;

(D) a description of activities, major resources, and materials to be used;

(E) the methods of evaluating student outcomes;

(F) the qualifications of the teacher;

(G) any training required in order to teach the course and any associated costs;

(H) the amount of credit requested; and

(I) a copy of or electronic access to any recommended instructional resources for the course.

(4) To request approval for a career and technical education innovative course, the applying school district or organization must submit with its request for approval evidence that the course is aligned with state and/or regional labor market data.

(5) To request approval of a new innovative course, the applying school district or organization must submit with its request for approval evidence that the course has been successfully piloted in its entirety in at least one school in the state of Texas.

(6) The requirements of paragraphs (3)(C) and (5) of this subsection do not apply to the consideration of a course developed to support a program of study in career and technical education.

(7) Newly approved innovative courses shall be approved for a period of three years, and courses approved for renewal shall be approved for a period of five years.

(8) With the approval of the local board of trustees, a school district may offer, without changes or deletions to content, any state-approved innovative course.

(9) Texas Education Agency shall review all approved innovative courses once every two years and provide for consideration for sunset a list of innovative courses that have been approved as an innovative course for at least three years and meet the following criteria:

(A) zero enrollment for the previous two years;

(B) average enrollment of less than 100 students statewide for the previous three years;

(C) student enrollment at an average of fewer than 20 districts or charter schools statewide for the previous three years;

(D) duplicative of another innovative or TEKS-based course; or

(E) approved for implementation as a TEKS-based course.

(b) An ethnic studies course that has been approved by the SBOE as an innovative course shall be considered by the SBOE at a subsequent meeting for inclusion in the TEKS.

(1) Only comprehensive ethnic studies courses in Native American studies, Latino studies, African American studies, and/or Asian Pacific Islander studies, inclusive of history, government, economics, civic engagement, culture, and science and technology, shall be considered by the SBOE.

(2) The chair of the Committee on Instruction, in accordance with SBOE Operating Rule 2.5(b), shall collaborate with the board chair to place the item on the next available Committee on Instruction agenda following SBOE approval of the innovative course.

Approval of Updates and Substitutions to Adopted Instructional Materials

November 22, 2024

COMMITTEE ON INSTRUCTION: ACTION
STATE BOARD OF EDUCATION: CONSENT

SUMMARY: This item provides the opportunity for the committee and board to approve update and/or substitution requests received since the last board meeting. The updated content has been reviewed by subject-area specialists and determined to address the pertinent student expectations in a manner equal to the content initially reviewed and approved by the state review panel.

STATUTORY AUTHORITY: Texas Education Code (TEC), §31.003 and §31.022.

TEC, §31.003, permits the State Board of Education (SBOE) to adopt rules for the adoption, requisition, distribution, care, use, and disposal of instructional materials.

TEC, §31.022(b), requires the SBOE to adopt rules to provide for a full and complete investigation of instructional materials for each subject in the foundation curriculum and for each subject in the enrichment curriculum.

The full text of statutory citations can be found in the statutory authority section of this agenda.

PREVIOUS BOARD ACTION: In 2015 the SBOE approved update and/or substitution requests for three products. In 2016 the SBOE approved update and/or substitution requests for two products. In 2019 the SBOE approved update and/or substitution requests for seven products. In 2020 the SBOE approved update and/or substitution requests for twenty-one products. In 2021 the SBOE approved update and/or substitution requests for sixteen products. In 2022 the SBOE approved update and/or substitution requests for twenty-five products. In 2023 the SBOE approved update and/or substitution requests for ten products. In February 2024, the SBOE approved update requests to update Science, grade 6 from Savvas Learning Company, Houghton Mifflin Harcourt Depository, McGraw-Hill School, and Summit K12 Holdings, Inc. In April 2024, the SBOE approved a request from Ramsey Education (Dave Ramsey/Lampo), to update their Personal Financial Literacy instructional materials adopted under *Proclamation 2024*. In June 2024, the SBOE approved an update request to update Social Studies, grade 6 from Cengage Learning to update their instructional materials adopted under *Proclamation 2024*. In September 2024, the SBOE postponed action until November 2024 on requests from FrogStreet to update their English and Spanish prekindergarten materials, and McGraw-Hill to update their *Texas World Cultures and Geography, Texas History, Texas United States History to 1877, Texas Economics, Texas United States Government, Texas United States History Since 1877, Texas World Geography*, and *Texas World History* materials.

BACKGROUND INFORMATION AND JUSTIFICATION: Rules in 19 TAC §66.75 permit a publisher to submit a request for approval to update content in state-adopted instructional materials. The rule also requires that all requests for updates involving content in state-adopted instructional materials be posted for public comment and approved by the SBOE prior to their introduction into state-adopted instructional materials.

Rules in 19 TAC §66.76 permit a publisher to submit a request for approval to substitute a new edition of state-adopted instructional materials. The rule also requires that all requests for updates involving content

used in determining the product's eligibility for adoption must be approved by the SBOE prior to their introduction into state-adopted instructional materials.

MOTION TO BE CONSIDERED: The State Board of Education:

Approve requests from Frogstreet Press to update content in its English and Spanish prekindergarten materials, from Mc-Graw Hill to update content in its *Texas World Cultures and Geography, Texas History, Texas United States History to 1877, Texas Economics, Texas United States Government, Texas United States History Since 1877, Texas World Geography,* and *Texas World History,* and from Studies Weekly to update content in its social studies grades K–5 products.

Staff Member Responsible:
Amie Phillips, Director, Instructional Materials Review and Approval, District Operations, Technology & Sustainability Supports

Attachment I:
Ellipsis Education (Coder Kids, Inc.), *Technology Applications, Grade 3*

Attachment II:
Frogstreet, Prekindergarten English

Attachment III:
Frogstreet, Prekindergarten Spanish

Attachment IV:
Houghton Mifflin Harcourt, *Social Studies, Grades 6–12*

Attachment V:
McGraw-Hill, *Social Studies, Grade 6*

Attachment VI:
McGraw-Hill, *Social Studies, Grade 7*

Attachment VII:
McGraw-Hill, *Social Studies, Grade 8*

Attachment VIII:
McGraw-Hill, *Social Studies, Grade Economics*

Attachment IX:
McGraw-Hill, *Social Studies, Grade US Government*

Attachment X:
McGraw-Hill, *Social Studies, Grade US History*

Attachment XI:
McGraw-Hill, *Social Studies, Grade World Geography*

Attachment XII:
McGraw-Hill, *Social Studies, Grade World History*

Attachment XIII:
Studies Weekly, *Social Studies, Grade K*

Attachment XIV:
Studies Weekly, *Social Studies, Grade 1*

Attachment XV:
Studies Weekly, *Social Studies, Grade 2*

Attachment XVI:
Studies Weekly, *Social Studies, Grade 3*

Attachment XVII:
Studies Weekly, *Social Studies, Grade 4*

Attachment XVIII:
Studies Weekly, *Social Studies, Grade 5*

COMMITTEE ON SCHOOL FINANCE/ PERMANENT SCHOOL FUND

Approval of Costs to Administer the 2024–2025 State-Developed Assessments to Private School Students

November 22, 2024

COMMITTEE ON SCHOOL FINANCE/PERMANENT SCHOOL FUND: ACTION
STATE BOARD OF EDUCATION: CONSENT

SUMMARY: Texas Education Code, §39.033, allows a private school to voluntarily assess its students with the State of Texas Assessments of Academic Readiness (STAAR®) and the Texas English Language Proficiency Assessment System (TELPAS) assessments. The State Board of Education (SBOE) must approve the per-student cost to private schools, which may not exceed the cost of administering the same assessment to a student enrolled in a public-school district. This item requests approval of these costs for the 2024–2025 school year.

STATUTORY AUTHORITY: Texas Education Code (TEC), §39.033.

TEC, §39.033 states that through an agreement with the Texas Education Agency (TEA), private schools may administer adopted assessment instruments if private schools reimburse TEA the cost for administering the assessment. The per-student cost of administering adopted assessments is determined by the SBOE.

The full text of statutory citation can be found in the statutory authority section of this agenda.

PREVIOUS BOARD ACTION: In November 2023, the SBOE approved the costs of administering STAAR and TELPAS assessments to private school students for the 2023–2024 school year.

BACKGROUND INFORMATION AND JUSTIFICATION: Since the spring 1996 test administration, private schools, including home schools, have been eligible to participate on a voluntary basis in the Texas Assessment Program. During the 2023–2024 school year, participation in these voluntary assessments for grades 3 through 12 involved 21 private schools and 5,994 students. Attachment I shows the list of participating private schools from the spring 2024 administrations.

Under TEC, §39.033, private schools that administer the tests must enter into an agreement with TEA. As determined appropriate by the commissioner of education, the agreement requires private schools to provide the commissioner with information listed in TEC, §39.053(c) and §39.301(c) including indicators of academic performance and confidentiality safeguards under TEC, §39.030. Private schools that participate in the assessments must provide reimbursement for the cost of administering the assessments, which may not exceed the per-student cost of administering the same assessment to a student enrolled in a public-school district. In addition, participating private schools must agree to test all eligible students and to administer all subject-area tests available for a particular grade.

A critical component of the contract with private schools is the per-student cost for each instrument, which must be determined by the SBOE. Attachment II displays the recommended per-student cost for each test that will be available to private schools in the 2024–2025 school year. These figures were calculated by taking the actual costs from the agency's contracts for development, administration, and scoring tests then dividing the sum by the number of tests that were administered during the 2023–2024 school year. Using this method for determining the per-student cost ensures that the cost for assessing a

private school student will not exceed the per-student cost for administering the same test to a public-school student. Costs cover developing tests and ancillary materials, administering tests online, scoring tests, and reporting results.

MOTION TO BE CONSIDERED: The State Board of Education:

> Approve the recommended per-student costs for administering the state assessments to private school students in the 2024–2025 school year as listed in Attachment II.

Staff Member Responsible:
Julie Cole, Director of Policy and Publications, Student Assessment
Greg Reck, Policy Analyst, Student Assessment

Attachment I:
Private School Participation List for Spring 2024 Administrations

Attachment II:
Recommended Private School Costs for the 2024–2025 School Year

Private School Participation List
Spring 2024 Administrations

District ID	Campus Name	STAAR Grades 3–8	STAAR End-of-Course	TELPAS	Grand Total
084603	Academy Of Captivating Enrichment	0	2	0	2
246602	Community Montessori School	0	6	0	6
991101	Cye Christ Academy	7	3	0	10
101604	Darul Arqam North	301	66	0	367
079150	Everest Academy	567	37	0	604
043602	Good Tree Academy	366	86	0	452
101614	Houston Quran Academy	375	93	0	468
991102	Houston Quran Academy Spring	251	11	0	262
057607	Iant Quranic Academy	342	80	0	422
101607	Iman Academy Southeast	526	80	0	606
101299	Iman Academy Southwest	287	64	0	351
057606	Islamic School of Irving	940	299	0	1,239
000101	Madrassat Al Nur	30	3	0	33
057199	Momentous School	200	0	0	200
991103	Mumineen Academy	53	0	0	53
079602	New Millennium Montessori School	42	0	0	42
057613	Qalam Collegiate Academy	246	87	0	333
101620	Quba Academy	177	0	0	177
001227	Renaissance Academy	301	53	0	354
166601	St. Paul Lutheran Church and School	0	6	0	6
019601	St. James Day School	0	7	0	7
Totals	21	5,011	983	0	5,994

Recommended Private School Costs for the 2024–2025 School Year

State of Texas Assessments of Academic Readiness (STAAR®) and Texas English Language Proficiency Assessment System (TELPAS)

Program	Test	Number of Tests Based on Eligible Testers	Total Cost	Cost per Student per Test	Recommended Cost per Private School Student per Test
STAAR	RLA*	3,928,753	$38,580,753.80	$9.82	$9.82
	Mathematics*	2,868,201	$16,956,524.26	$5.91	$5.91
	Science*	1,305,801	$11,395,739.05	$8.73	$8.73
	Social Studies	846,031	$7,701,970.80	$9.10	$9.10
TELPAS	Kindergarten–Grade 12	1,260,335	$17,018,177.65	$13.50	$13.50

*Includes English and Spanish versions for grades 3–5.

Discussion of Review of 19 TAC Chapter 30, Administration, Subchapter B, State Board of Education: Purchasing and Contracts

November 21, 2024

COMMITTEE ON SCHOOL FINANCE/PERMANENT SCHOOL FUND: DISCUSSION
STATE BOARD OF EDUCATION: NO ACTION

SUMMARY: Texas Government Code, §2001.039, establishes a four-year rule review cycle for all state agency rules, including State Board of Education (SBOE) rules. This item presents the review of 19 Texas Administrative Code (TAC) Chapter 30, Administration, Subchapter B, State Board of Education: Purchasing and Contracts. The rules in Subchapter B address the historically underutilized business (HUB) program and outline the procedures for vendor protests, dispute resolution, and appeals relating to purchasing and contract issues in accordance with Texas Government Code requirements.

STATUTORY AUTHORITY: The statutory authority for the rule review is Texas Government Code (TGC), §2001.039. The statutory authority for 19 TAC Chapter 30, Subchapter B, is Texas Government Code, §§2161.003, 2155.076, and 2260.052.

Texas Government Code, §2001.039, requires a state agency to review and consider for readoption each of its rules.

Texas Government Code, §2161.003, requires the SBOE to adopt the HUB rules of the state as its own rules.

Texas Government Code, §2155.076, requires that each state agency by rule develop and adopt protest procedures for resolving vendor protests relating to purchasing issues.

Texas Government Code, §2260.052, requires each unit of state government with rulemaking authority to develop rules to govern the negotiation and mediation of a claim.

The full text of statutory citations can be found in the statutory authority section of this agenda.

FUTURE ACTION EXPECTED: The review of 19 TAC Chapter 30, Subchapter B, will be presented to the SBOE for adoption at the January 2025 board meeting.

BACKGROUND INFORMATION AND JUSTIFICATION: Effective December 5, 2004, the SBOE adopted rules in 19 TAC Chapter 30, Subchapter B, to address the HUB program, protest procedures for purchasing issues, and procedures for dispute resolution, as required by statute.

Texas Government Code, §2161.003, directs each state agency to adopt the state's HUB rules as its own rules. Those rules apply to state agency construction projects and purchases of goods and services paid for with appropriated money. To comply with statute, the SBOE adopted 19 TAC §30.21, Historically Underutilized Business (HUB) Program, effective December 5, 2004. The rule adopts by reference the Texas Building and Procurement Commission (TBPC) rules concerning the HUB program. Effective April 26, 2009, the rule was amended to reflect the transfer of HUB rules from the TBPC to the Comptroller of Public Accounts.

Texas Government Code, §2155.076, requires that each state agency by rule develop and adopt protest procedures for resolving vendor protests relating to purchasing issues. Rules are required to be consistent

with the Comptroller of Public Accounts' rules and include standards for maintaining documentation about the purchasing process to be used in the event of a protest. In addition, Texas Government Code, §2260.052, requires each unit of state government with rulemaking authority to develop rules to govern the negotiation and mediation of a claim. To comply with statute, the SBOE adopted 19 TAC §30.22, Procedures for Protests, Dispute Resolution, and Appeals Relating to Purchasing and Contract Issues, effective December 5, 2004. The rule establishes that any person interested in protesting an award must do so by filing a written formal protest petition and provides the specifications that must be addressed in the protest petition. The rule also specifies the mediation procedures for resolution of a formal protest and sets forth guidelines to appeal a protest determination. No amendments have been made to the rule since its initial adoption.

ANTICIPATED REVISIONS TO RULES: There are no anticipated revisions to 19 TAC Chapter 30, Subchapter B.

PUBLIC COMMENTS: TEA will file the notice of proposed review of 19 TAC Chapter 30, Subchapter B, with the Texas Register following the November 2024 SBOE meeting. TEA will accept comments as to whether reasons for adopting 19 TAC Chapter 30, Subchapter B, continue to exist. The public comment period on the proposed rule review begins December 20, 2024, and ends at 5:00 p.m. on January 21, 2025. The SBOE will take registered oral and written comments on this item at the appropriate committee meeting in January 2025 in accordance with the SBOE operating policies and procedures.

The filing of the notice of proposed review soliciting comments as to whether the reasons for adoption continue to exist would not preclude any amendments that may be proposed at the same time or at different times through a separate rulemaking process.

Staff Members Responsible:
Carla Steffen, Deputy Commissioner, Finance Administration
Jenna Mattingly, Director, Contracts and Purchasing

Attachment:
Text of 19 TAC Chapter 30, Administration, Subchapter B, State Board of Education: Purchasing and Contracts

ATTACHMENT
Text of 19 TAC

Chapter 30. Administration

Subchapter B. State Board of Education: Purchasing and Contracts

§30.21. Historically Underutilized Business (HUB) Program.

In accordance with the Texas Government Code, §2161.003, the State Board of Education adopts by reference the rules of the Comptroller of Public Accounts, found at Title 34 Texas Administrative Code, §§20.11-20.28, concerning the Historically Underutilized Business (HUB) Program.

§30.22. Procedures for Protests, Dispute Resolution, and Appeals Relating to Purchasing and Contract Issues.

(a) Any actual or prospective bidder, offeror, or contractor who is aggrieved in connection with the solicitation, evaluation, or award of a contract under the jurisdiction of the State Board of Education (SBOE) may formally protest to the director of the Texas Education Agency (TEA) division responsible for purchasing and contracts. Such protests must be in writing and received in the purchasing and contracts director's office within ten working days after such aggrieved person knows, or reasonably should have known, of the occurrence of the action which is protested, unless the director finds that good cause for delay is shown or determines that a protest or appeal raises issues significant to the TEA's procurement practices or procedures.

(b) Formal protests must conform to the requirements of this subsection and subsection (d) of this section, and shall be resolved in accordance with the procedure set forth in subsections (e)-(f) of this section. Copies of the protest must be mailed or delivered by the protesting party to the TEA and to the other interested parties. For the purposes of this section, "interested parties" means all respondents who have submitted bids, proposals, or offers for the contract involved. Names and addresses of all interested parties may be obtained by sending a written request for this information to the purchasing and contracts director.

(c) In the event of a timely protest or appeal under this section, the TEA shall not proceed further with the solicitation or with the award of the contract unless the commissioner of education or the commissioner's designee, in consultation with the purchasing and contracts director, makes a written determination that the expeditious award of contract is necessary to protect substantial interest of the state. A copy of this determination shall be mailed to the protesting party.

(d) A formal protest petition must be sworn and must contain:

(1) a specific identification of the statutory or regulatory provision(s) that the action complained of is alleged to have violated;

(2) a specific description of each act alleged to have violated the statutory or regulatory provision(s) identified in paragraph (1) of this subsection;

(3) a precise statement of the relevant facts;

(4) an identification of the issue or issues to be resolved;

(5) argument and authorities in support of the protest; and

(6) a statement that copies of the protest have been mailed or delivered to the TEA and other identifiable interested parties.

(e) The purchasing and contracts director shall have the authority to settle and resolve the dispute concerning the solicitation or award of a contract. The director may solicit written responses to the protest petition from other interested parties, and if he or she makes such a request, the protesting party shall be given notice of the director's request and of any written responses to the request that the director receives. The director may consult with the TEA office of legal services concerning the dispute.

(f) If the protest is not resolved by mutual agreement, the purchasing and contracts director will issue a written determination on the protest.

(1) If the director determines that no violation of rules or statutes has occurred, he or she shall so inform the protesting party and other interested parties by a letter which sets forth the reasons for the determination.

(2) If the director determines that a violation of rules or statutes has occurred in a case where a contract has not been awarded, he or she shall so inform the protesting party and other interested parties by letter which sets forth the reasons for the determination and the appropriate remedial action.

(3) If the director determines that a violation of rules or statutes has occurred in a case where a contract has been awarded, he or she shall so inform the protesting party and other interested parties by a letter which sets forth the reasons for the determination. In such a case, the director has the authority to declare the contract void. If he or she declares the contract void, this fact shall be included in the determination letter.

(g) The purchasing and contracts director's determination on a protest may be appealed by the protesting party to the commissioner of education or the commissioner's designee. An appeal of the director's determination must be in writing and must be received in the commissioner's office no later than ten working days after the date of the director's determination. An appeal of the determination shall be limited to those issues raised in the protest petition and the determination letter. Copies of the appeal must be mailed or delivered by the appealing party to the TEA and other interested parties and must contain a sworn statement that such copies have been provided.

(h) The commissioner or the commissioner's designee shall review the protest petition, the purchasing and contracts director's requests for written responses to the protest petition, any written responses received from other interested parties, the determination, and the appeal.

(i) The commissioner or the commissioner's designee may, in his or her discretion, issue a written decision on the protest or refer the matter to the SBOE for consideration at a regularly scheduled open meeting.

(j) A decision issued either by the SBOE in an open meeting or in writing by the commissioner or the commissioner's designee shall be the final administrative action of the TEA.

COMMITTEE ON SCHOOL INITIATIVES

Open-Enrollment Charter School Generation 30 Application Updates

November 21, 2024

COMMITTEE ON SCHOOL INITIATIVES: DISCUSSION
STATE BOARD OF EDUCATION: NO ACTION

SUMMARY: This item provides an opportunity for the committee to receive updates regarding the Generation 30 Open-Enrollment Charter Application cycle.

STATUTORY AUTHORITY: Texas Education Code (TEC), §12.101.

TEC, §12.101 requires the commissioner to notify the State Board of Education (SBOE) of each charter the commissioner proposes to grant. Unless, before the 90th day after the date on which the board receives the notice from the commissioner, a majority of the members of the board, present and voting, vote against the grant of that charter, the commissioner's proposal to grant the charter takes effect.

The full text of statutory citations can be found in the statutory authority section of this agenda.

FUTURE ACTION EXPECTED: Following the conclusion of the application cycle, the board will have an opportunity to review and take action or no action on the commissioner's list of proposed Generation 30 Subchapter D Open-Enrollment Charter Schools.

BACKGROUND INFORMATION AND JUSTIFICATION: The SBOE is engaged in an ongoing effort to remain abreast of the evolving state-educational landscape and prepare to address areas within its jurisdiction. To that end, this item is for discussion of updates pertaining to the Generation 30 application.

Public information concerning open-enrollment charter schools is available at the division of Charter Schools – Applications page found on the Texas Education Agency's website (https://tea.texas.gov/texas-schools/texas-schools-charter-schools/charter-school-applicants). The Generation 30 applications and required attachments will also be linked on that page upon publication.

Staff Members Responsible:
Kelvey Oeser, Deputy Commissioner, Educator and System Support
Marian Schutte, Deputy Associate Commissioner, Authorizing and Policy

Discussion of Ongoing State Board for Educator Certification Activities

November 21, 2024

COMMITTEE ON SCHOOL INITIATIVES: DISCUSSION
STATE BOARD OF EDUCATION: NO ACTION

SUMMARY: This item provides an opportunity for the committee to receive updates on current and upcoming State Board for Educator Certification (SBEC) activities and proposed SBEC rules and amendments. Statutory authority is the Texas Education Code (TEC), §§21.031, 21.035, 21.041, and 21.042.

STATUTORY AUTHORITY: Texas Education Code (TEC), §§21.031, 21.035, 21.041, and 21.042.

TEC, §21.031, charges the SBEC with regulating and overseeing all aspects of the certification, continuing education, and standards of conduct of public school educators and ensuring that all candidates for certification demonstrate the knowledge and skills necessary to improve the performance of the diverse student population of the state.

TEC, §21.035, requires Texas Education Agency (TEA) staff to provide administrative functions and services to the SBEC.

TEC, §21.041(a), authorizes the SBEC to adopt rules necessary to implement its own procedures.

TEC, §21.041(b)(1)–(4), requires the SBEC to propose rules that provide for the regulation of educators and the general administration of the TEC, Chapter 21, Subchapter B, in a manner consistent with the TEC, Chapter 21, Subchapter B; and requires the SBEC to propose rules that specify the classes of educator certificates to be issued, including emergency certificates; the period for which each class of educator certificate is valid; and the requirements for the issuance and renewal of an educator certificate.

TEC, §21.041(c) and (d), authorizes the Board to adopt fees for the issuance and maintenance of an educator certificate and for the approval or renewal of an educator preparation program.

TEC, §21.042, requires the SBEC to submit a written copy of each rule it proposes to adopt to the State Board of Education for review.

The full text of statutory citations can be found in the statutory authority section of this agenda.

BACKGROUND INFORMATION AND JUSTIFICATION: On May 30, 1995, the 74th Texas Legislature enacted Senate Bill 1, a revision of the TEC. The TEC, §21.031 and §21.041, establish and authorize the SBEC to adopt rules to regulate and oversee all aspects of the certification, continuing education, and standards of conduct of public school educators. In addition, the 79lh Texas Legislature enacted House Bill 1116, continuing the SBEC following sunset review. This legislation amended TEC, §21.035 to require the TEA to provide all administrative services and functions required by the SBEC. Most of these functions have been assigned to TEA's Department of Educator Preparation, Certification, and Enforcement.

Under TEC, §21.042, the SBEC must submit a written copy of each rule it proposes to adopt to the SBOE for review. The SBOE may reject the proposal by a vote of at least two-thirds of the members of the SBOE present and voting. If the SBOE fails to reject the rules contained in the proposal before the 90th day after the date on which it receives the rules, the rules take effect as rules of the SBEC as provided by Chapter 2001, Government Code. The SBOE may not modify a rule proposed by the SBEC. Since 1996, the SBEC has submitted a number of rules it proposed to the SBOE for review.

Staff Member Responsible:
Jessica McLoughlin, Associate Commissioner, Educator Preparation, Certification, and Enforcement

Review of Adoption of Proposed Amendments to 19 TAC Chapter 229, Accountability System for Educator Preparation Programs

November 22, 2024

COMMITTEE ON SCHOOL INITIATIVES: ACTION
STATE BOARD OF EDUCATION: ACTION

SUMMARY: This item provides the State Board of Education (SBOE) an opportunity to review the State Board for Educator Certification (SBEC) rule actions that would adopt the proposed amendments to 19 Texas Administrative Code (TAC) Chapter 229, Accountability System for Educator Preparation Programs. Chapter 229 establishes the performance standards and procedures for educator preparation program (EPP) accountability. The proposed amendments would provide for adjustments to the 2023–2024 *Accountability System for Educator Preparation (ASEP*) *Manual*; would clarify and streamline language and definitions; would organize the rule text by subchapter; and would include technical updates.

STATUTORY AUTHORITY: The statutory authority for 19 TAC Chapter 229 is the Texas Education Code (TEC), §§21.041(a), (b)(1), and (d); 21.043(b) and (c); 21.0441(c) and (d); 21.0443; 21.045; 21.0451; and 21.0452.

TEC, §21.041(a), allows the SBEC to adopt rules as necessary for its own procedures.

TEC, §21.041(b)(1), requires the SBEC to propose rules that provide for the regulation of educators and the general administration of the TEC, Chapter 21, Subchapter B, in a manner consistent with the TEC, Chapter 21, Subchapter B.

TEC, §21.041(d), states that the SBEC may adopt a fee for the approval and renewal of approval of an EPP, for the addition of a certificate or field of certification, and to provide for the administrative cost of appropriately ensuring the accountability of EPPs.

TEC, §21.043(b) and (c), requires SBEC to provide EPPs with data, as determined in coordination with stakeholders, based on information reported through the Public Education Information Management System (PEIMS) that enables an EPP to assess the impact of the program and revise the program as needed to improve.

TEC, §21.0441(c) and (d), requires the SBEC to adopt rules setting certain admission requirements for EPPs.

TEC, §21.0443, states that the SBEC shall propose rules to establish standards to govern the approval or renewal of approval of EPPs and certification fields authorized to be offered by an EPP. To be eligible for approval or renewal of approval, an EPP must adequately prepare candidates for educator certification and meet the standards and requirements of the SBEC. The SBEC shall require that each EPP be reviewed for renewal of approval at least every five years. The SBEC shall adopt an evaluation process to be used in reviewing an EPP for renewal of approval.

TEC, §21.045, states that the board shall propose rules establishing standards to govern the approval and continuing accountability of all EPPs.

TEC, §21.0451, states that the SBEC shall propose rules for the sanction of EPPs that do not meet accountability standards and shall annually review the accreditation status of each EPP. The costs of technical assistance required under TEC, §21.0451(a)(2)(A), or the costs associated with the appointment of a monitor under TEC, §21.0451(a)(2)(C), shall be paid by the sponsor of the EPP.

TEC, §21.0452, states that to assist persons interested in obtaining teaching certification in selecting an EPP and assist school districts in making staffing decisions, the SBEC shall make certain specified information regarding EPPs in this state available to the public through the SBEC's Internet website.

The full text of statutory citations can be found in the statutory authority section of this agenda.

BACKGROUND INFORMATION AND JUSTIFICATION: EPPs are entrusted to prepare educators for success in the classroom. TEC, §21.0443, requires EPPs to adequately prepare candidates for certification. Similarly, TEC, §21.031, requires the SBEC to ensure candidates for certification demonstrate the knowledge and skills necessary to improve the performance of the diverse student population of this state. TEC, §21.045, also requires SBEC to establish standards to govern the continuing accountability of all EPPs. The SBEC rules in 19 TAC Chapter 229 establish the process used for issuing annual accreditation ratings for all EPPs to comply with these provisions of the TEC and to ensure the highest level of educator preparation, which is codified in the SBEC Mission Statement.

Following is a description of the topics for the proposed amendments to 19 TAC Chapter 229. The relevant proposed rule text from 19 TAC Chapter 229 is presented in Attachment I. The updated Figure: 19 TAC §229.1(c), which is the ASEP Manual, is presented in Attachment II. A detailed description is included below.

Subchapter A. Accountability System for Educator Preparation Program Procedures

Proposed new Subchapter A and title would further organize the rule text and enable greater flexibility in rulemaking for the SBEC in the future.

§229.1. General Provisions and Purpose of Accountability System for Educator Preparation Programs.

Update of ASEP Manual:

The proposed amendment to Figure: 19 TAC §229.1(c) would update the ASEP manual as follows:

Updates to the table of contents would provide consistent descriptive language for the Principal Survey and Teacher Survey throughout the manual.

Updates to Chapter 1 would remove the date to future updates and to provide consistent descriptive language for the Principal Survey and Teacher Survey.

Updates to Chapter 3 would simplify the description of included individuals to clearly align with 19 TAC §229.4(a)(1)(A). The update would also remove the exception language related to the Performance Assessment for School Leaders, as starting in the 2023-2024 academic year. It is included in Indicator 1A, as prescribed by 19 TAC §229.2(27). Updates to the example also remove this exception. Finally, updates are made to the example to minimize the inclusion of test 291 and to remove 2 of the 3 examples,

since it has expired and the procedure for combining the results is now rare. This provides clarity to the field about the calculations.

Updates to Chapter 4 would provide consistency to how the manual refers to the Appraisal of First-Year Teachers by Administrators, including the parenthetical language "Principal Survey," which is in general usage in the field. This will provide clarity to stakeholders. Further updates will provide clearer language related to the inclusion criteria for teachers in the survey population, including the requirements of employment at the time of the PEIMS snapshot date and holding of their first certificate. This will provide transparency to the field. The worked example would also be updated to reflect these changes.

Updates to Chapter 5 would replace the term "STAAR progress measure" with "STAAR Annual Growth Points" to follow the language in use in 19 TAC Figure: §97.1001(b). This will provide a clear match between the ASEP manual and the data source. The updates would clarify the included individuals, adding a requirement of being enrolled or finishing an EPP within five years prior to their first year employed as a certified teacher of record. This follows inclusion criteria for the principal survey and teacher survey and ensures a clear boundary for the included population. The updates would also clarify the included subject areas and certificate requirements. This would provide transparency as to how these calculations are conducted. The section about included assessments would be updated to match 19 TAC Figure: §97.1001(b), which would provide an accurate description of the data. The section about the scoring approach would be updated to better describe the process used to do the calculation, based on the data that are available. The worked example would be updated based on these changes.

Updates to Chapter 6 would specify that beginning in the 2024-2025 academic year, certificate deactivations must meet the requirements in the newly adopted Chapter 228, Requirements for Educator Preparation Programs. This will provide transparency to the field about this requirement. Updates would also note the timeline for the evaluation of the new observations in adopted new 19 TAC Chapter 228, Subchapter F, Support for Candidates During Required Clinical Experiences, with the new requirements first being used in the 2025-2026 academic year. This includes a requirement that beginning in the 2025-2026 academic year, only candidates that began their clinical experiences after the effective date of the rule would be included in the evaluation. This provides EPPs the opportunity to update their practices while ensuring that the evaluation for this indicator is based on the rules that were in place for the duration of the clinical experience. Additional updates would clarify that observations must occur within the date range of the clinical experience, providing clarity to the field. Updates would also remove the exclusion of demographic data for indicator 4b. This exclusion is no longer needed because the data is now collected and can be used. This update would increase the total amount of data used in the determination of ASEP statuses and align indicator 4b with the other indicators. An update to the worked example would correct the language used for clarity.

Updates to Chapter 7 would provide consistency to how the manual refers to the Evaluation of Educator Preparation Programs by Teachers, including the parenthetical languages "Teacher Survey," which is in general usage in the field. This will provide clarity to stakeholders. Further updates would provide clearer language related to the inclusion criteria for teachers in the survey population, including the requirements of employment at the time of the PEIMS snapshot date and holding their first certificate. Updates would also remove outdated language. This will provide transparency to the field. The worked example would also be updated to reflect these changes.

Updates to Chapter 8 would remove the EPP commendations for the 2023-2024 academic year. This will provide a pause while Texas Education Agency (TEA) staff work with the Board and stakeholders to update the commendation system aligned with new requirements in Chapter 228.

Updates to Chapter 9 would update the examples to include the language about the surveys updated earlier in the rule. This would provide consistency in usage. Updates would also provide an additional year for programs to make improvements on specific indicators by increasing the number of years in a row necessary for a negative value to be introduced into the Index system from two consecutive years to three consecutive years. Currently, if a program fails the same indicator for the same demographic group or at the aggregated "all" level for two years in a row, the weight assigned to the point value is -1, which has a greater impact on the overall score than missing in the first year, where the weight assigned is a 0. The update would change the timeline so that if a program were to miss in the second year, the value would also be 0, and if the program were to miss for the third year consecutively, then the negative weight would be introduced. This is aligned with discussion from the Board and recommended by stakeholders. The worked example would be updated to reflect this change.

Update to Commendations

The update to §229.1(d) would simplify the language related to commendations and note that commendations will not be designated for the 2023-2024 reporting year. This will provide a pause while TEA staff work with the Board and stakeholders to update the commendation system aligned with new requirements in Chapter 228.

§229.2. Definitions.

The proposed amendment to §229.2(5) "Beginning teacher" would clarify the certification status for a beginning teacher. This would align the definition with the requirements used for the sample population for ASEP indicator 3, which is where the definition is used.

The proposed amendment to §229.2(6) "Candidate" would clarify the enrollment status for a candidate and provide a technical edit to remove a reference that is no longer used. This would align the definition with how it is used elsewhere in the chapter.

The proposed amendment to §229.2(9) "Clinical teaching" would include a technical cross-reference edit to reflect the newly adopted Chapter 228 to change references from §228.35 to §228.2.

The proposed amendment to §229.2(13) "Cooperating teacher" would align the wording to reflect the wording in the newly adopted Chapter 228.

The proposed amendment to §229.2(24) "Internship" would include a technical cross-reference edit to reflect the newly adopted Chapter 228 to change references from §228.35 to §228.2.

The proposed amendment to §229.2(25) "Mentor" would align the wording to reflect the wording in the newly adopted Chapter 228.

The proposed amendment to §229.2(26) would strike the definition of "New Teacher" because it is not used in the rules. Subsequent definitions would be renumbered.

The proposed amendment to §229.2(28), (renumbered to §229.2(27)), "Practicum" would include a technical cross-reference edit to reflect the newly adopted Chapter 228 to change references from §228.35 to §228.2.

The proposed amendment to §229.2(30), (renumbered to §229.2(29)), "Site Supervisor" would align the wording to reflect the wording in the newly adopted Chapter 228.

§229.3. Required Submissions of Information, Surveys, and Other Data.

The proposed amendment to §229.3(a) would remove "new teachers" because there is no longer a separate requirement for "new teachers" and "first-year teachers" related to data collection. The proposed amendment to §229.3(e) and (f) would provide consistent language, removing the only use of "participant" in the chapter, and shift the language from "new" teacher to "first-year" teacher since the survey requirement is now applicable to first-year teachers. This streamlines the language used in the rule and aligns the language in this section with the teacher survey population.

Subchapter B. Accountability System for Educator Preparation Accreditation Statuses

Proposed new Subchapter B and title would further organize the rule text and enable greater flexibility in rulemaking for the SBEC in the future.

§229.4. Determination of Accreditation Status.

The proposed amendment to §229.4(a)(1)(B) would strike the exception for the Performance Assessment for School Leaders because it is now expired. The subsequent provisions would be relettered.

The proposed amendment to §229.4(a)(3) would replace the term "STAAR Annual Progress Measure" with "STAAR Annual Growth Points" to follow the language in use in 19 TAC Figure: §97.1001(b). The amendment would also provide the 2023-2024 academic year as a report only year, because the processes used by TEA to generate the underlying data has shifted, and a report-only year will allow the Board and stakeholders to review results from this new model prior to the data being used for accountability.

The proposed amendment to §229.4(a)(4) and §229.4(a)(4)(A) would remove the general reference to Chapter 228 and replace it with the specific reference in §229.4(a)(4)(A)(1) and §229.4(a)(4)(A)(2). This would provide a clear timeline for when the evaluation of observations will use the current standard and when the evaluation of the observations will use the updated standard in newly adopted 19 TAC Chapter 228, Subchapter F, with the new requirements first being used in the 2025-2026 academic year. This provides EPPs the opportunity to update their practices while ensuring that the evaluation for this indicator is based on the rules that were in place for the duration of the clinical experience.

The proposed amendment to §229.4(a)(5) would update the language from "new" teacher to "first-year" teacher since the teacher survey population has been updated to match that definition. This will provide clarity and streamline the language used in the rule.

Subchapter C. Accreditation Sanctions

Proposed new Subchapter C and title would further organize the rule text and enable greater flexibility in rulemaking for the SBEC in the future. Section 229.5, currently in effect, would be organized under new Subchapter C, but no rule changes are proposed.

Subchapter D. Continuing Approval Procedures

Proposed new Subchapter D and title would further organize the rule text and enable greater flexibility in rulemaking for the SBEC in the future.

§229.6. Continuing Approval.

The proposed amendment to §229.6(a) and (b) would include a technical cross-reference edit to reflect the newly adopted Chapter 228.

Subchapter E. Review Procedures

Proposed new Subchapter E and title would further organize the rule text and enable greater flexibility in rulemaking for the SBEC in the future. Sections 229.7 and 229.8, currently in effect, would be organized under new Subchapter E, but no rule changes are proposed.

Subchapter F. Required Fees

Proposed new Subchapter F and title would further organize the rule text and enable greater flexibility in rulemaking for the SBEC in the future.

§229.9. Fees for Educator Preparation Program Approval and Accountability.

The proposed amendment to §229.9(2) and (3) would include a technical cross-reference edit to reflect the newly adopted Chapter 228.

Under TEC, §21.042, the SBEC must submit a written copy of each rule it proposes to adopt to the SBOE for review. The SBOE may reject the proposed rule by a vote of at least two-thirds of the members of the SBOE present and voting but may not modify a rule.

FISCAL IMPACT: No changes have been made to this section since published as proposed. Jessica McLoughlin, associate commissioner for educator preparation, certification, and enforcement, has determined that for the first five years the proposal is in effect, there is no additional fiscal impact on state or local governments and that there are no additional costs to entities required to comply with the proposal.

LOCAL EMPLOYMENT IMPACT: No changes have been made to this section since published as proposed. The proposal has no effect on local economy; therefore, no local employment impact statement is required under Texas Government Code (TGC), §2001.022.

SMALL BUSINESS, MICROBUSINESS, AND RURAL COMMUNITY IMPACT: No changes have been made to this section since published as proposed. The proposal has no direct adverse economic impact for small businesses, microbusinesses, or rural communities; therefore, no regulatory flexibility analysis, specified in TGC, §2006.002, is required.

COST INCREASE TO REGULATED PERSONS: No changes have been made to this section since published as proposed. The proposal does not impose a cost on regulated persons, another state agency, a special district, or a local government and, therefore, is not subject to TGC, §2001.0045.

TAKINGS IMPACT ASSESSMENT: No changes have been made to this section since published as proposed. The proposal does not impose a burden on private real property and, therefore, does not constitute a taking under TGC, §2007.043.

GOVERNMENT GROWTH IMPACT: No changes have been made to this section since published as proposed. The TEA staff prepared a Government Growth Impact Statement assessment for this proposed rulemaking. The proposed rulemaking would not create or eliminate a government program; would not require the creation of new employee positions or elimination of existing employee positions; would not require an increase or decrease in future legislative appropriations to the agency; would not require an increase or decrease in fees paid to the agency; would not create a new regulation; would not expand or repeal an existing regulation; would not increase or decrease the number of individuals subject to its applicability; and would not positively or adversely affect the state's economy.

PUBLIC BENEFIT AND COST TO PERSONS: No changes have been made to this section since published as proposed. Jessica McLoughlin, associate commissioner for educator preparation, certification, and enforcement, has determined that for the first five years the proposal is in effect, the public benefit anticipated would be an accountability system that informs the public of the quality of educator preparation provided by each SBEC-approved EPP. There is no anticipated cost to persons who are required to comply with the proposal.

DATA AND REPORTING IMPACT: No changes have been made to this section since published as proposed. The proposal would have no additional data and reporting impact and would strike the data requirement in §229.3(f)(3) as it was never utilized to measure Indicator 3 in ASEP.

PRINCIPAL AND CLASSROOM TEACHER PAPERWORK REQUIREMENTS: No changes have been made to this section since published as proposed. The TEA staff has determined that the proposal would not require a written report or other paperwork to be completed by a principal or classroom teacher.

ENVIRONMENTAL IMPACT: No changes have been made to this section since published as proposed. The proposal does not require an environmental impact analysis because the proposal does not include major environmental rules under TGC, §2001.0225.

PUBLIC COMMENTS: In accordance with the SBEC rulemaking process, a summary of comments received by the SBEC on its proposed rules is shared with the SBOE under separate cover prior to this SBOE meeting.

MOTION TO BE CONSIDERED: That the State Board of Education:

> Take no action on the proposed amendments to 19 TAC Chapter 229, Accountability System for Educator Preparation Programs.

Staff Members Responsible:
Jessica McLoughlin, Associate Commissioner, Educator Preparation, Certification and Enforcement
Mark Olofson, Director, Educator Data, Research, and Strategy

Attachment I:
Text of Proposed Amendments to 19 TAC Chapter 229, Accountability System for Educator Preparation Programs

Attachment II:
Text of Proposed Amendments to Figure: 19 TAC §229.1(c)

ATTACHMENT I
Text of Proposed Amendments to 19 TAC

Chapter 229. Accountability System for Educator Preparation Programs

Subchapter A. Accountability System for Educator Preparation Program Procedures

§229.1. General Provisions and Purpose of Accountability System for Educator Preparation Programs.

(a) The State Board for Educator Certification (SBEC) is responsible for establishing standards to govern the continuing accountability of all educator preparation programs (EPPs). The rules adopted by the SBEC in this chapter govern the accreditation of each EPP that prepares individuals for educator certification. No candidate shall be recommended for any Texas educator certification class or category except by an EPP that has been approved by the SBEC pursuant to Chapter 228 of this title (relating to Requirements for Educator Preparation Programs) and is accredited as required by this chapter.

(b) The purpose of the accountability system for educator preparation is to assure that each EPP is held accountable for the readiness for certification of candidates completing the programs.

(c) The relevant criteria, formulas, calculations, and performance standards relevant to subsection (d) of this section and §229.4 of this title (relating to Determination of Accreditation Status) are prescribed in the *Texas Accountability System for Educator Preparation (ASEP) Manual* provided as a figure in this subsection.

Figure: 19 TAC §229.1(c) [~~Figure: 19 TAC §229.1(c)~~]

(d) An accredited EPP that is not under an active SBEC order or otherwise sanctioned by the SBEC may receive commendations for success as [~~in the following four dimensions identified by the SBEC and~~] prescribed in the figure in subsection (c) of this section . Commendations will not be awarded for the 2023-2024 reporting year. [~~:~~]

[~~(1) Rigorous and Robust Preparation;~~

~~(2) Preparing the Educators Texas Needs;~~

~~(3) Preparing Educators for Long-Term Success; and~~

~~(4) Innovative Educator Preparation.~~]

§229.2. Definitions.

The following words and terms, when used in this chapter, shall have the following meanings, unless the context clearly indicates otherwise.

(1) Academic year--If not referring to the academic year of a particular public, private, or charter school or institution of higher education, September 1 through August 31.

(2) Accredited institution of higher education--An institution of higher education that, at the time it conferred the degree, was accredited or otherwise approved by an accrediting organization recognized by the Texas Higher Education Coordinating Board.

(3) ACT®--The college entrance examination from ACT®.

(4) Administrator--For purposes of the surveys and information required by this chapter, an educator whose certification would entitle him or her to be assigned as a principal or

assistant principal in Texas, whether or not he or she is currently working in such an assignment.

(5) Beginning teacher--For purposes of the Texas Education Code, §21.045(a)(3), and its implementation in this chapter, a classroom teacher with fewer than three years of experience as a certified classroom teacher.

(6) Candidate--An individual who has been formally or contingently admitted into an educator preparation program (EPP) who has not yet completed or exited the EPP. [~~; also referred to as a participant.~~]

(7) Certification category--A certificate type within a certification class, as described in Chapter 233 of this title (relating to Categories of Classroom Teaching Certificates).

(8) Certification class--A certificate, as described in §230.33 of this title (relating to Classes of Certificates), that has defined characteristics; may contain one or more certification categories, as described in Chapter 233 of this title.

(9) Clinical teaching--An assignment, as described in §228.2 [~~§228.35~~] of this title (relating to Definitions [~~Preparation Program Coursework and/or Training~~]).

(10) Completer--A person who has met all the requirements of an approved educator preparation program. In applying this definition, the fact that a person has or has not been recommended for a standard certificate or passed a certification examination shall not be used as criteria for determining who is a completer.

(11) Consecutively measured years--Consecutive years for which a group's performance is measured, excluding years in which the small group exception applies, in accordance with §229.4(c) of this title (relating to Determination of Accreditation Status).

(12) Content Pedagogy Test--Examination listed in the column labeled "Required Content Pedagogy Test(s)" in Figure 19 TAC §230.21(e).

(13) Cooperating teacher--An individual, as described in §228.2 of this title (relating to Definitions), who [~~guides, assists, and~~] supports a candidate during a candidate's clinical teaching experience [~~assignment~~].

(14) Demographic group--Male and female, as to gender; and African American, Hispanic, White, and Other, as to race and ethnicity.

(15) Educator preparation program--An entity approved by the State Board for Educator Certification to recommend candidates in one or more educator certification classes or categories.

(16) Educator preparation program data--Data reported to meet requirements under the Texas Education Code, §21.045(b) and §21.0452.

(17) Examination--An examination or other test required by statute, or any other State Board for Educator Certification rule codified in the Texas Administrative Code, Title 19, Part 7, that governs an individual's admission to an educator preparation program, certification as an educator, continuation as an educator, or advancement as an educator.

(18) Field supervisor--An individual, as described in §228.2 of this title (relating to Definitions), who is hired by an educator preparation program to observe candidates, monitor their performance, and provide constructive feedback to improve their effectiveness as educators.

(19) First-year teacher--For purposes of the Texas Education Code, §21.045(a)(2), and its implementation in this chapter, an individual in his or her first year of employment as a classroom teacher.

(20) GPA--Grade point average.

(21) GRE®--Graduate Record Examinations®.

(22) Higher Education Act--Federal legislation consisting of the Higher Education Act of 1965 (20 United States Code, §1070 et seq.) and its subsequent amendments, which requires reports of educator preparation program performance data.

(23) Incoming class--Individuals contingently or formally admitted between September 1 and August 31 of each year by an educator preparation program.

(24) Internship--An assignment, as described in §228.2 [~~§228.35~~] of this title (relating to Definitions [~~Preparation Program Coursework and/or Training~~]).

(25) Mentor--An individual, as described in §228.2 of this title (relating to Definitions), who [~~guides, assists, and~~] supports a candidate during a candidate's internship experience [~~assignment~~].

[~~(26) New teacher--For purposes of the Texas Education Code, §21.045(a)(5), and its implementation in this chapter, an individual in his or her first year of employment as a classroom teacher under a standard certificate.~~]

(26) [~~(27)~~] Pedagogy Test--Examination listed in the column labeled "Pedagogical Requirement(s)" in Figure: 19 TAC §230.21(e).

(27) [~~(28)~~] Practicum--An assignment, as described in §228.2 [~~§228.35~~] of this title (relating to Definitions [~~Preparation Program Coursework and/or Training~~]).

(28) [~~(29)~~] SAT®--The college entrance examination from the College Board.

(29) [~~(30)~~] Site supervisor--An individual, as described in §228.2 of this title (relating to Definitions), who [~~guides, assists, and~~] supports a candidate during a candidate's practicum experience [~~assignment~~].

(30) [~~(31)~~] Texas Education Agency staff--Staff of the Texas Education Agency assigned by the commissioner of education to perform the State Board for Educator Certification's administrative functions and services.

§229.3. Required Submissions of Information, Surveys, and Other Data.

(a) Educator preparation programs (EPPs), EPP candidates, first-year teachers, [~~new teachers,~~] beginning teachers, field supervisors, administrators, mentors, site supervisors, and cooperating teachers shall provide to the Texas Education Agency (TEA) staff all data and information required by this chapter, as set forth in subsections (e) and (f) of this section.

(b) Any individual holding a Texas-issued educator certificate who fails to provide information required by this chapter and the Texas Education Code (TEC), §21.045 and §21.0452, as set forth in subsection (e) of this section, may be subject to sanction of his or her certificate, including the placement of restrictions, inscribed or non-inscribed reprimand, suspension, or revocation.

(c) Any Texas public school that fails to provide information required by this chapter and the TEC, §21.045 and §21.0452, as set forth in subsection (e) of this section, may be referred to the commissioner of education with a recommendation that sanctions upon its accreditation status be imposed for failure to comply with this section and the TEC, §21.0452.

(d) Any open-enrollment charter school that fails to provide information required by this chapter and the TEC, §21.045 and §21.0452, as set forth in subsection (e) of this section, may be referred to the commissioner of education with a recommendation that sanctions be imposed for failure to comply with this section and the TEC, §21.0452.

(e) All required EPP data for an academic year shall be submitted to the TEA staff annually by September 15 following the end of that academic year. All surveys and information required to be submitted pursuant to this chapter by principals shall be submitted by June 15 of any academic year in which an administrator has had experience with a first-year teacher who was a candidate or completer at [~~participant in~~] an EPP. All surveys and information required to be submitted pursuant to this chapter by first-year [~~new~~] teachers shall be submitted by June 15 of the first full academic year after the teacher completed the requirements of an EPP. All surveys and information required to be submitted pursuant to this chapter by EPP candidates shall be submitted by August 31 of the academic year in which the candidate completed the requirements of an EPP.

(f) The following apply to data submissions required by this chapter.

(1) EPPs shall provide data for all candidates as specified in the figure provided in this paragraph.

Figure: 19 TAC §229.3(f)(1)

(2) Candidates in an EPP shall complete a survey, in a form approved by the State Board for Educator Certification (SBEC), evaluating the preparation he or she received in the EPP. Completion and submission to the TEA of the survey is a requirement for completion of an EPP.

(3) Administrators in Texas public schools and open-enrollment charter schools shall complete surveys, in a form to be approved by the SBEC, evaluating the effectiveness of preparation for classroom success based on experience with first-year teachers who were candidates or completers [~~participants~~] in an EPP.

(4) First-year [~~New~~] teachers in a Texas public school, including an open-enrollment charter school, shall complete surveys, in a form to be approved by the SBEC, evaluating the effectiveness of preparation for classroom success.

Subchapter B. Accountability System for Educator Preparation Accreditation Statuses

§229.4. Determination of Accreditation Status.

(a) Accountability performance indicators. The State Board for Educator Certification (SBEC) shall determine the accreditation status of an educator preparation program (EPP) at least annually, based on the following accountability performance indicators, disaggregated by demographic group and other requirements of this chapter and determined with the formulas and calculations included in the figure provided in §229.1(c) of this title (relating to General Provisions and Purpose of Accountability System for Educator Preparation Programs). Data will be used only if the following indicators were included in the accountability system for that academic year. Except for the 2019-2020 and 2020-2021 academic years, when the data described in paragraphs (1)-(5) of this subsection will be reported to EPPs and will not be used to determine accreditation statuses, EPP accreditation statuses shall be based on:

(1) the EPP candidates' performance on pedagogy tests and content pedagogy tests. The EPP candidates' performance on pedagogy tests and content pedagogy tests shall provide separate accountability performance indicators for EPPs;

(A) For both pedagogy tests and content pedagogy tests, the performance standard shall be the percent of individuals admitted after December 26, 2016, who passed an examination within the first two attempts, including those examinations attempted after the individual has completed the EPP or when the EPP has not recommended the individual for a standard certificate. The pass rate is based solely on the examinations approved by the EPP. Examinations taken before admission to the EPP or specific examinations taken for pilot purposes are not included in the pass rate.

[~~(B) For the 2021-2022 and 2022-2023 academic years, the Performance Assessment for School Leaders (PASL) shall be treated as a content pedagogy test.~~]

(B) [~~(C)~~] For pedagogy tests, the performance standard shall be a pass rate of 85%.

(C) [~~(D)~~] For content pedagogy tests, the performance standard shall be a pass rate of 75%.

(2) the results of appraisals of first-year teachers by administrators, based on a survey in a form to be approved by the SBEC. The performance standard shall be 70% of first-year teachers from the EPP who are appraised as "sufficiently prepared" or "well prepared";

(3) the growth of students taught by beginning teachers as indicated by the STAAR Annual Growth Points [~~Progress Measure~~], determined at the student level as described in Figure: 19 TAC §97.1001(b) of Part II of this title (relating to Accountability Rating System), and aggregated at the teacher level as described in Figure: 19 TAC §229.1(c) of this title. The performance standard shall be 70% of beginning teachers from the EPP reaching the individual performance threshold. For the 2023-2024 academic year, [~~The first two academic years for which the Texas Education Agency (TEA) has data necessary to calculate~~] this performance standard [~~following the 2019-2020 academic year~~] will be a reporting year [~~years~~] only and will not be used to determine accreditation status;

(4) the results of data collections establishing EPP compliance with SBEC requirements [~~specified in §228.35(g) of this title (relating to Preparation Program Coursework and/or Training),~~] regarding the frequency, duration, and quality of field supervision to candidates completing clinical teaching or an internship. The frequency and duration of field supervision shall provide one accountability performance indicator, and the quality of field supervision shall provide a separate accountability performance indicator;

(A) The performance standard as to the frequency, duration, and required documentation of field supervision shall be that the EPP meets the requirements [~~of documentation of §228.35(g) of this title~~] for 95% of the EPP's candidates. EPPs that [~~who~~] do not meet the standard of 95% for the aggregated group or for any disaggregated demographic group but have only one candidate not meet the requirement in the aggregated or any disaggregated group has met the standard for that group.

(i) For the 2023-2024 and 2024-2025 academic years, individuals will be evaluated against the frequency and duration requirements in Chapter 228, Subchapter F, of this title (relating to Support for Candidates During Required Clinical Experiences) that were effective August 31, 2024.

(ii) Beginning in the 2025-2026 academic year, individuals will be evaluated against the frequency and duration requirements in Chapter 228, Subchapter F, of this title that were effective beginning September 1, 2024.

(B) The performance standard for quality shall be 90% of candidates rating the field supervision as "frequently" or "always or almost always" providing the components of structural guidance and ongoing support; and

(5) the results from a teacher satisfaction survey, in a form approved by the SBEC, of first-year [~~new~~] teachers administered at the end of the first year of teaching as a teacher of record [~~under a standard certificate~~]. The performance standard shall be 70% of teachers responding that they were "sufficiently prepared" or "well prepared" by their EPP.

(b) Accreditation status assignment. All approved EPPs may be assigned an accreditation status based on their performance in the Accountability System for Educator Preparation Programs (ASEP) Index system, as described in Figure: 19 TAC §229.1(c) of this title.

(1) Accredited status. An EPP shall be assigned an Accredited status if the EPP has met the standard of 85% of the possible points in the ASEP Index system as described in Figure: 19 TAC §229.1(c) of this title and has been approved by the SBEC to prepare, train, and recommend candidates for certification.

(2) Accredited-Not Rated status. An EPP shall be assigned Accredited-Not Rated status upon initial approval to offer educator preparation, until the EPP can be assigned a status based on the ASEP Index system as described in Figure: 19 TAC §229.1(c) of this title. An EPP is fully accredited and may recommend candidates for certification while it is in Accredited-Not Rated status.

(3) Accredited-Warned status.

(A) An EPP shall be assigned Accredited-Warned status if the EPP accumulates 80% or greater but less than 85% of the possible points in the ASEP Index system as described in Figure: 19 TAC §229.1(c) of this title.

(B) An EPP may be assigned Accredited-Warned status if the SBEC determines that the EPP has violated SBEC rules, orders, and/or Texas Education Code (TEC), Chapter 21.

(4) Accredited-Probation status.

(A) An EPP shall be assigned Accredited-Probation status if the EPP accumulates less than 80% of the possible points in the ASEP Index system as described in Figure: 19 TAC §229.1(c) of this title.

(B) An EPP may be assigned Accredited-Probation status if the SBEC determines that the EPP has violated SBEC rules, orders, and/or TEC, Chapter 21.

(5) Not Accredited-Revoked status.

(A) An EPP shall be assigned Not Accredited-Revoked status and its approval to recommend candidates for educator certification revoked if it is assigned Accredited-Probation status for three consecutively measured years.

(B) An EPP may be assigned Not Accredited-Revoked status if the EPP has been on Accredited-Probation status for one year, and the SBEC determines that revoking the EPP's approval is reasonably necessary to achieve the purposes of the TEC, §21.045 and §21.0451.

(C) An EPP may be assigned Not Accredited-Revoked status if the EPP fails to pay the required ASEP technology fee by the deadline set by TEA as prescribed in §229.9(7) of this title (relating to Fees for Educator Preparation Program Approval and Accountability).

(D) An EPP may be assigned Not Accredited-Revoked status if the SBEC determines that the EPP has violated SBEC rules, orders, and/or TEC, Chapter 21.

(E) An assignment of Not Accredited-Revoked status and revocation of EPP approval to recommend candidates for educator certification is subject to the requirements of notice, record review, and appeal as described in this chapter.

(F) A revocation of an EPP approval shall be effective for a period of two years, after which a program may reapply for approval as a new EPP pursuant to Chapter 228 of this title (relating to Requirements for Educator Preparation Programs).

(G) Upon revocation of EPP approval, the EPP may not admit new candidates for educator certification but may complete the training of candidates already admitted by the EPP and recommend them for certification. If necessary, TEA staff and other EPPs shall cooperate to assist the previously admitted candidates of the revoked EPP to complete their training.

(c) Small group exception.

(1) For purposes of accreditation status determination, the performance of an EPP candidate group, aggregated or disaggregated by demographic group, shall be measured against performance standards described in this chapter in any one year in which the number of individuals in the group exceeds 10. The small group exception does not apply to compliance with the frequency and duration of field supervisor observations.

(2) For an EPP candidate group, aggregated or disaggregated by demographic group, where the group contains 10 or fewer individuals, the group's performance shall not be counted for purposes of accreditation status determination for that academic year based on only that year's group performance.

(3) If the current year's EPP candidate group, aggregated or disaggregated by demographic group, contained between one and 10 individuals, that group performance shall be combined with the group performance from the next most recent prior year subsequent to the 2020-2021 academic year for which there was at least one individual, and if the two-year cumulated group contains more than 10 individuals, then the two-year cumulated group performance must be measured against the standards in the current year. The two-year cumulated group shall not include group performance from years prior to the 2021-2022 academic year.

(4) If the two-year cumulated EPP candidate group described in subsection (c)(3) of this section, aggregated or disaggregated by demographic group, contains between one and 10 individuals, then the two-year cumulated group performance shall be combined with the next most recent group performance subsequent to the 2020-2021 academic year for which there was at least one individual. The three-year cumulated group performance must be measured against the standards in the current year, regardless of how small the cumulated number of group members may be. When evaluating a three-year cumulated group of fewer than 10 individuals, the candidate group will be measured against the performance standard of the current year, or a performance standard of up to one candidate failing to meet the requirement, whichever is more favorable. The three-year cumulated group performance shall not include group performance from years prior to the 2021-2022 academic year.

(5) In any reporting year in which the EPP candidate group, aggregated or disaggregated by demographic group, does not meet the necessary number of individuals needed to measure against performance standards for that year, for all indicators, the accreditation

status will continue from the prior year. Any sanction assigned as a result of an accredited-warned or accredited-probation status in a prior year will continue if that candidate group has not met performance standards since being assigned accredited-warned or accredited-probation status. If an EPP has a status of Accredited-Probation carried over as a result of this subsection, the year in which the EPP has the carried over status will not count as a consecutively measured year for the purpose of subsection (b)(5)(A) of this section. The SBEC may modify the sanction as the SBEC deems necessary based on subsequent performance, even though that performance is not measured against performance standards for a rating.

Subchapter C. Accreditation Sanctions

§229.5. Accreditation Sanctions and Procedures.

(a) The State Board for Educator Certification (SBEC) may assign an educator preparation program (EPP) Accredited-Warned or Accredited-Probation status if the SBEC determines that the EPP has violated SBEC rules and/or Texas Education Code (TEC), Chapter 21.

(b) If an EPP has been assigned Accredited-Warned or Accredited-Probation status, or if the SBEC determines that additional action is a necessary condition for the continuing approval of an EPP to recommend candidates for educator certification, the SBEC may take any one or more of the following actions, which shall be reviewed by the SBEC at least annually:

(1) require the EPP to obtain technical assistance approved by the Texas Education Agency (TEA) or SBEC;

(2) require the EPP to obtain professional services approved by the TEA or SBEC;

(3) require the EPP to provide TEA staff with verification of the EPP's compliance with SBEC rules and/or the TEC;

(4) require the EPP to post on its website:

(A) accreditation status;

(B) notice that the SBEC has instated conditions on the EPP's continuing approval;

(C) TEA's continuing approval review report; and/or

(D) official notification of recommended status;

(5) appoint a monitor to participate in the activities of the EPP and report the activities to the TEA or SBEC; and/or

(6) require the EPP to develop an action plan addressing the deficiencies and describing the steps the program will take to improve the performance of its candidates. TEA staff may prescribe the information that must be included in the action plan. The action plan must be sent to TEA staff no later than 45 calendar days following notification to the EPP that SBEC has ordered the action plan.

(c) Notwithstanding the accreditation status of an EPP, if the performance of candidates on an examination required for certification (as listed in Figure: 19 TAC §230.21(e) of this title (relating to Educator Assessment)) in an individual certification class or category offered by an EPP fails to meet the performance standard on the content pedagogy test as described in §229.4(a)(1)(D) of this title (relating to Determination of Accreditation Status) for three consecutive years, the approval to offer that certification class or category shall be revoked. Any candidates already admitted for preparation in that class or category may continue in the EPP and be recommended for certification after program completion, but no new candidates shall be

admitted for preparation in that class or category unless and until the SBEC reinstates approval for the EPP to offer that certification class or category.

(1) For purposes of determining compliance with subsection (c) of this section, candidate performance in individual certification classes or categories in only the 2016-2017 academic year and subsequent academic years will be considered.

(2) Performance indicators by demographic group shall not be counted for purposes of subsection (c) of this section pertaining to performance standards for individual certification classes or categories. If the aggregated number of individuals counted for a certification class or category is 10 or fewer, the performance on the standard shall be cumulated and counted in the same manner as provided in §229.4(c) of this title.

(3) For EPPs that failed to meet the standard described in subsection (c) of this section for a certification class or category in the 2018-2019 academic year that meet the requirements based on their 2020-2021 data, the 2020-2021 academic year shall represent a break in consecutively measured years for the purpose of subsection (c) of this section.

(d) An EPP shall be notified in writing regarding any action proposed to be taken pursuant to this section, or proposed assignment of an accreditation status of Accredited-Warned, Accredited-Probation, or Not Accredited-Revoked. The notice shall state the basis on which the proposed action is to be taken or the proposed assignment of the accreditation status is to be made.

(e) All costs associated with providing or requiring technical assistance, professional services, or the appointment of a monitor pursuant to this section shall be paid by the EPP to which the services are provided or required, or its sponsor.

Subchapter D. Continuing Approval Procedures

§229.6. Continuing Approval.

(a) The continuing approval of an educator preparation program (EPP) to recommend candidates for educator certification, which shall be reviewed pursuant to §228.13 [~~§228.10(b)~~] of this title (relating to Continuing Educator Preparation Program Approval [~~Approval Process~~]), will be based upon the EPP's accreditation status and compliance with the State Board for Educator Certification (SBEC) rules regarding program-approval components specified in §228.11 [~~§228.10(a)~~] of this title (relating to New Entity Approval [~~Approval Process~~]).

(b) After a continuing approval review pursuant to §228.13 [~~§228.10(b)~~] of this title, if the Texas Education Agency (TEA) staff finds that an EPP is in compliance with SBEC rules and/or Texas Education Code (TEC), Chapter 21, the TEA staff shall issue a proposed recommendation for SBEC to approve the renewal of an EPP. After a continuing approval review pursuant to §228.13 [~~§228.10(b)~~] of this title or a complaint investigation pursuant to Chapter 228, Subchapter G, of this title (relating to Complaints and Investigations) [~~§228.70 of this title (relating to Complaints and Investigations Procedures)~~], if the TEA staff finds that an EPP has failed to comply with SBEC rules and/or the TEC, Chapter 21, and the EPP does not obtain compliance within four months, the TEA staff shall recommend that the SBEC sanction the EPP. The TEA staff may recommend that the SBEC action include, but is not limited to, public reprimand, revocation of program approval, or the imposition of conditions upon continuing program approval.

(c) TEA staff shall provide notice of the proposed recommendation for SBEC action relating to the EPP's continuing approval to recommend candidates for educator certification in the manner provided by §229.7 of this title (relating to Informal Review of Texas Education Agency Recommendations), and an EPP shall be entitled to an informal review of the proposed recommendation, under the conditions and procedures set out in §229.7 of this title, prior to the

submission of the recommendation for action to either the SBEC or the State Office of Administrative Hearings (SOAH). If the EPP fails to request an informal review in a timely manner, the proposed recommendation will become a final recommendation.

(d) Following the informal review, a final recommendation will be issued by the TEA staff. The final recommendation may include changes or additions to the proposed recommendation and such modifications are not subject to another informal review procedure.

(e) If the final recommendation proposes revocation of approval of an EPP to recommend candidates for educator certification, within 14 calendar days of receipt of the final recommendation, the EPP may agree in writing to accept the final revocation without further proceedings or may request that TEA staff schedule the matter for a hearing before an administrative law judge at the SOAH, as provided by §229.8 of this title (relating to Contested Cases for Accreditation Revocation).

(f) If the final recommendation does not propose revocation of approval of an EPP to recommend candidates for educator certification, the final recommendation will be submitted to SBEC for consideration and entry of a final order.

Subchapter E. Review Procedures

§229.7. Informal Review of Texas Education Agency Recommendations.

(a) Applicability. This section applies only to a notice required under §229.5(d) of this title (relating to Accreditation Sanctions and Procedures) or under §229.6(c) of this title (relating to Continuing Approval) proposing to:

(1) require an educator preparation program (EPP) or a particular class or category of certification offered by an EPP to obtain technical assistance as provided by the Texas Education Code (TEC), §21.0451(a)(2)(A);

(2) require an EPP or a particular class or category of certification offered by an EPP to obtain professional services as provided by the TEC, §21.0451(a)(2)(B);

(3) appoint a monitor for an EPP or a particular class or category of certification offered by an EPP as provided by the TEC, §21.0451(a)(2)(C);

(4) assign a change in accreditation status of Accredited-Warned, Accredited-Probation, or Not Accredited-Revoked, as specified in §229.4 of this title (relating to Determination of Accreditation Status);

(5) issue a public reprimand or impose conditions on the continuing approval of an EPP to recommend candidates for certification pursuant to §229.6(b) of this title;

(6) revoke the approval of an EPP to recommend candidates for certification in a particular class or category of certification; or

(7) revoke the approval of an EPP to recommend candidates for certification.

(b) Notice. Notice of a proposed recommendation for an order or change in accreditation status, subject to this section, shall be made as provided by §229.5(d) and §229.6(c) of this title, and this section.

(1) The notice shall attach or make reference to all information on which the proposed recommendation is based.

(A) Information maintained on the Texas Education Agency (TEA) and State Board for Educator Certification (SBEC) websites may be referenced by providing a general citation to the information.

(B) The TEA and SBEC reports previously sent to the EPP may be referenced by providing the title and date of the report.

(C) On request, the TEA shall provide copies of, or reasonable access to, information referenced in the notice.

(2) The notice shall state the procedures for requesting an informal review of the proposed recommendation or change in accreditation status under this section, including the name and department of the TEA staff to whom a request for an informal review may be addressed.

(3) The notice shall set a deadline for requesting an informal review, which shall not be less than 14 calendar days from the date of receipt of the notice. The notice may be delivered by mail, personal delivery, facsimile, or email.

(c) Request. The chief operating officer or designee of the EPP may request, in writing, an informal review under this section.

(1) The request must be properly addressed to the member of the TEA staff identified in the notice under subsection (b)(2) of this section and must be received by TEA staff on or before the deadline specified in subsection (b)(3) of this section.

(2) The request must set out the reasons the EPP believes the proposed recommendation or change in accreditation status is incorrect, with citations to include supporting evidence. The EPP may submit any written information to TEA as evidence to support its request, without regard to admissibility under the Texas Rules of Evidence. The request for review shall concisely state, in numbered paragraphs:

(A) if alleging the proposed recommendation would violate a statutory provision, the statutory provision violated and the specific facts supporting a conclusion that the statute was violated by the proposed recommendation;

(B) if alleging the proposed recommendation would be in excess of the SBEC's statutory authority, the SBEC's statutory authority and the specific facts supporting a conclusion that the proposed recommendation would be in excess of this authority;

(C) if alleging the proposed recommendation was made through unlawful procedure, the lawful procedure and the specific facts supporting a conclusion that the proposed recommendation was made through unlawful procedure;

(D) if alleging the proposed recommendation is affected by other error of law, the law violated and the specific facts supporting a conclusion that the proposed recommendation violated that law;

(E) if alleging the proposed recommendation is not reasonably supported by a preponderance of the evidence, each finding, inference, or conclusion of the proposed recommendation that is unsupported by a preponderance of the evidence, and the evidence that creates a preponderance against the specific finding, inference, or conclusion at issue;

(F) if alleging the proposed recommendation is arbitrary or capricious or characterized by abuse of discretion or clearly unwarranted exercise of

discretion, each finding, inference, conclusion, or proposed recommendation affected and the specific facts supporting a conclusion that each is so affected;

(G) for each violation, error, or defect alleged under subparagraphs (A)-(F) of this paragraph, the substantial rights of the EPP that are prejudiced by such violation, error, or defect;

(H) a concise statement of the relief sought by the EPP (petitioner); and

(I) the name, mailing address, telephone number, facsimile number, and email address of the petitioner's representative.

(3) Failure to comply with the requirements of this subsection may result in dismissal of the request for informal review.

(d) No review requested. If the TEA staff does not receive the EPP's request for an informal review by the deadline set in accordance with subsection (b)(3) of this section, the proposed recommendation will become a final recommendation and will proceed in accordance with subsection (f) of this section.

(e) Informal review. In response to a request under subsection (c) of this section, TEA staff will review the materials and documents provided by the EPP and issue a final recommendation. The final recommendation may include changes or additions to the proposed recommendation and such modifications are not subject to another informal review.

(f) Final recommendation.

(1) If the final recommendation proposes revocation of approval of an EPP to recommend candidates for educator certification, within 14 calendar days of receipt of the final recommendation, the EPP may agree in writing to accept the final revocation without further proceedings or may request that TEA staff schedule the matter for a hearing before an administrative law judge at the State Office of Administrative Hearings (SOAH), as provided by §229.8 of this title (relating to Contested Cases for Accreditation Revocation).

(2) If the final recommendation does not propose revocation of approval of an EPP to recommend candidates for educator certification, the final recommendation will be submitted to SBEC for consideration of a final order.

(g) Other law. Texas Government Code, Chapter 2001, and the TEC, §7.057, do not apply to an informal review under this section.

§229.8. Contested Cases for Accreditation Revocation.

(a) This section applies only to a final recommendation issued under §229.5 of this title (relating to Accreditation Sanctions and Procedures) or §229.6 of this title (relating to Continuing Approval) that proposes revocation of approval and closure of an educator preparation program (EPP), or withdraws approval to offer a specific certification class or category, and does not apply to a final recommendation proposing the assignment of Accredited-Warned or Accredited-Probation status or ordering any other sanction, including, without limitation, public reprimand, imposing conditions upon continuing approval, requiring technical assistance, requiring professional services, or appointing a monitor.

(b) If an EPP declines to sign a final recommendation, or if the EPP fails to respond timely to a notice of a proposed recommendation, Texas Education Agency (TEA) staff may proceed with the filing of a contested case with the State Office of Administrative Hearings (SOAH) in

accordance with the contested case procedures set out in §§249.19-249.40 of this title, and Texas Government Code, Chapter 2001.

(c) Upon the finality of a decision from the State Board for Educator Certification (SBEC) under the Administrative Procedure Act ordering the EPP closed under this subsection in keeping with §249.39 of this title (relating to Final Decisions and Orders), the approval of an EPP to provide educator preparation is:

(1) automatically revoked, void, and of no further force or effect on the effective date of the SBEC final order; and

(2) automatically modified to remove authorization for an individual certification class or category on the effective date of the SBEC final order.

(d) This section satisfies the hearing requirements of the Texas Education Code, §21.0451(a)(2)(D) and (a)(3).

Subchapter F. Required Fees

§229.9. Fees for Educator Preparation Program Approval and Accountability.

An educator preparation program requesting approval and continuation of accreditation status shall pay the applicable fee from the following list.

(1) New educator preparation program application and approval (nonrefundable)--$9,000.

(2) Five-year continuing approval review visit pursuant to §228.13 [~~§228.10(b)~~] of this title (relating to Continuing Educator Preparation Program Approval [~~Approval Process~~])--$4,500.

(3) Discretionary continuing approval review visit pursuant to §228.13 [~~§228.10(b)~~] of this title--$4,500.

(4) Addition of new certification category or addition of clinical teaching--$500.

(5) Addition of each new class of certificate--$1,000.

(6) Applications for out-of-state and out-of-country school sites for field-based experiences, clinical teaching, and practicums--$500.

(7) Accountability System for Educator Preparation Programs technology fee--$35 per admitted candidate.

Figure: 19 TAC §229.1(c) [~~**Figure: 19 TAC §229.1(c)**~~]

Texas Accountability System for Educator Preparation (ASEP) Manual [~~2022-2023~~]

Contents

Chapter

Chapter 1 – Accountability Overview

The Accountability System for Educator Preparation Programs (ASEP) is contained in Texas Education Code (TEC) §21.045. It is an accountability framework for educator preparation programs (EPPs) and provides information for EPPs, policymakers, and the public. Within this statute, the State Board for Educator Certification (SBEC) is charged with establishing rules governing ASEP. Key provisions of the governing legislation and rules include:

- Establishing minimum standards for initial and continuing approval of EPPs
- Establishing sanctions for EPPs that do not meet standards
- Requiring annual reporting of performance data for each EPP
- Providing publicly available consumer information to support individuals in selection of EPPs and school districts in making recruitment and staffing decisions

About This Manual

This manual provides descriptions and examples of the analyses and calculations used in calculating the values for the ASEP indicators for accreditation. These analytical approaches will be used to compute ASEP values based on the most recently available [~~2022-2023~~] data. This manual is designed to be adopted into rule by the SBEC.

This manual begins with an overview of ASEP and accreditation, followed by methodological considerations that apply across the system (Chapter 2). Chapters 3–7 elaborate on each individual ASEP indicator and include an explanation of the analysis along with an example. Chapter 8 presents information about the recognition of high-performing EPPs. Chapter 9 describes the determination of accreditation statuses using the ASEP Index.

ASEP Accountability Indicators

ASEP accountability indicators are used to determine accreditation status of EPPs. These indicators are described in Texas Education Code (TEC) §21.045 and enacted in rule in Texas Administrative Code (TAC) Chapter 229. TEC statute identifies five measures, which TAC rule further delineates into seven separate indicators:

- ASEP Accountability Indicator 1a: Certification examination results for pedagogy tests
- ASEP Accountability Indicator 1b: Certification examination results for content pedagogy tests
- ASEP Accountability Indicator 2: Appraisal of First-year Teachers by Administrators (Principal Survey) [~~Principal appraisal of the preparation of first-year teachers~~]
- ASEP Accountability Indicator 3: Improvement in student achievement of students taught by beginning teachers
- ASEP Accountability Indicator 4a: Frequency and duration of field observations

- ASEP Accountability Indicator 4b: Quality of field supervision
- ASEP Accountability Indicator 5: Evaluation of Educator Preparation Programs by Teachers (Teacher Survey) [~~Satisfaction of new teachers~~]

These indicators are further explained in the following chapters, including the performance standards and methods for calculations.

Chapter 2 – Methodological Considerations

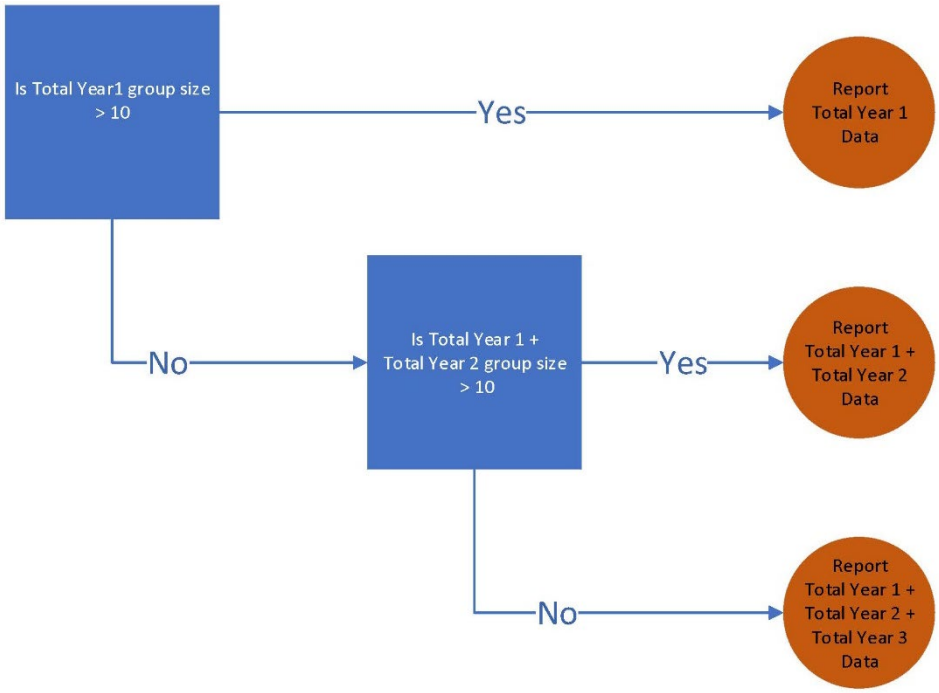
This ASEP chapter discusses methodological and reporting considerations that are relevant to ASEP accountability indicators.

Small Group Aggregation

Per 19 TAC §229.4(c), selected ASEP accountability indicators are subject to a small group consideration and aggregation. These indicators are used for accountability if groups include more than 10 individuals in an individual year or contain 10 individuals when combined with the next-most prior year for which there are data, or when combined with the two next-most prior years for which there are data.

Illustration 1 summarizes the procedure for the small group aggregation. If 10 or fewer individuals are present in a reporting group in a year, data are combined with data for the next most prior year for which there are data. If the combined (Year 1 and Year 2) group size is more than 10, then the combined group data are reported. If the combined group size is 10 or fewer, then data from the next most prior year for which there are data are combined (Year 1, Year 2, and Year 3) and the performance for the combined group is reported regardless of sample size.

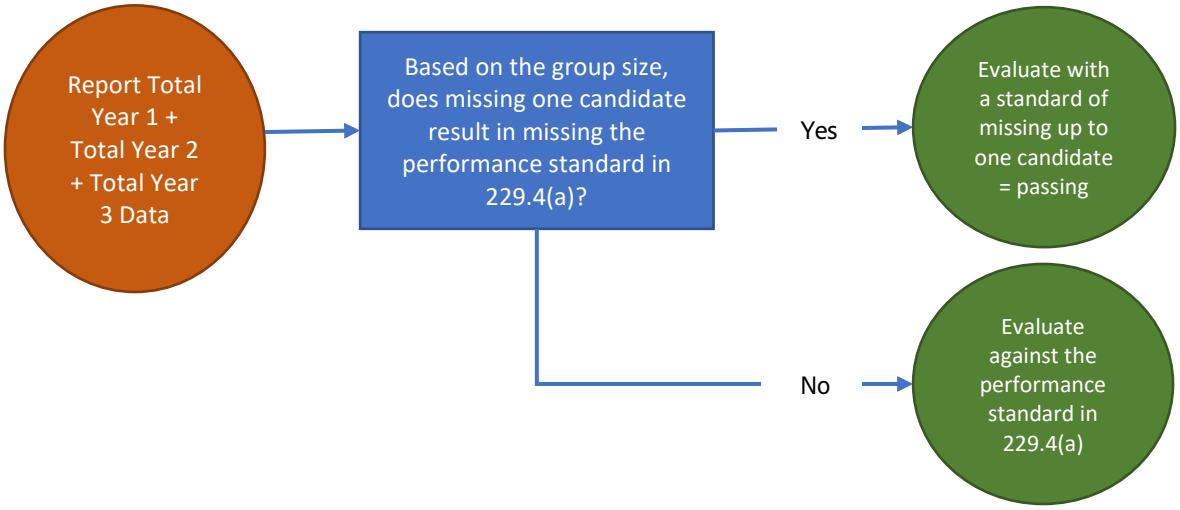
Illustration 1: Overview of Small Group Aggregation Procedure



As illustrated above, use of the small group exception may result in nonreported data for ASEP for some years. Because determination of accreditation status may be based on performance across multiple years, the small group procedure allows for accreditation determinations to be based on data from nonconsecutive years, including only those years in which enough data are available.

Per 19 TAC §229.4(c)(4), if the three-year cumulated group is fewer than 10 individuals, the group is measured against the more favorable outcome of the performance standard in the current year as contained in 19 TAC §229.4(a) or an alternative performance standard of up to one candidate failing to meet the requirement, whichever is more favorable.

Illustration 2: Alternative Evaluation of Three-year Cumulative Group Procedure



Demographic Group Conventions

As prescribed by 19 TAC §229.4(a), ASEP accountability indicators are to be reported with disaggregation in respect to gender, race, and ethnicity. For these categories, TEA uses the race, ethnicity, and gender designations defined in 19 TAC §229.2(14).

As of this publication, Educator Certification Online System (ECOS) allows for self-identified gender designations of male and female, which are the disaggregated gender categories reported for ASEP. If no selection is made, the individual is excluded from the disaggregated performance metric calculations. However, the individual is still included in the aggregated performance metric calculations.

Per 19 TAC §229.2(14) ASEP uses these four categories for the race and ethnicity demographic group: African American, Hispanic, White, and Other. If no selection for race and ethnicity is made, the individual is excluded from the disaggregated performance metric calculations. However, the individual is still included in the aggregated performance metric calculations.

Rounding Conventions

Unless otherwise noted, to compute ASEP accountability indicators, conventional rounding rules are applied. For example, when rounding to a whole number, numbers that end with a decimal value of .4999 or less are rounded down; those that end with a decimal value of .5000 or more are rounded up. When rounding to a one-place decimal, numbers that end with .9499 round to .9, and those that end with .9500 round to 1.0.

Chapter 3 – Certification Exam Pass Rate

Overview

ASEP Indicator 1 is the pass rate on certification exams approved by the EPP. The SBEC has separated this indicator into two measures: the pass rate on pedagogy tests (1a) and the pass rate on content pedagogy tests (1b). This chapter presents the individuals included, the assessments included, special methodological considerations, and a worked example of computing these two similar indicators.

Individuals Included

All individuals who are approved by an EPP to register for an examination [~~enrolled in an EPP~~] and complete an examination required for licensure are eligible for inclusion. Individuals admitted to the EPP prior to December 27, 2016, who have not exited the program and subsequently re-entered the EPP following December 26, 2016, are excluded from this calculation. Individuals who were issued a probationary certificate under a waiver issued by the governor pursuant to the declaration of disaster on March 13, 2020, are not included. For the purposes of determining the pass rate, individuals shall not be excluded because the individual has not been recommended for a standard certificate. Individuals who were admitted, not provided preparation, and provided test approval only by an EPP as part of a formal arrangement with TEA upon the closure of another EPP under 19 TAC §229.4(b)(5)(G) or an Agreed Order, or the closure of a certificate route or category under 19 TAC §229.5(c) or an Agreed Order, are not included. EPPs communicate these exceptions to TEA via a provided form during a review period specified by TEA. These exceptions are subject to TEA approval.

Assessments Included

All certification examinations approved by the EPP are eligible for inclusion.

The examination must be the first or second attempt for the particular examination approved by the EPP for the individual. Examinations approved by the EPP and completed prior to the reporting year are used in determining the attempt-count for an individual. Results from examinations taken during the reporting year are used in the calculation of the pass rate. Examinations approved by the EPP but completed after the individual has finished the EPP are included. Examinations that are part of an exam pilot program as of the date they are approved by the EPP are excluded, both from the pass rate and from the determination of which examinations are the first two attempts.

[~~PASL~~

~~As specified in 19 TAC §229.4(a)(1)(B), for 2022-2023, the Performance Assessment for School Leaders is included in the pass rate calculation for content pedagogy tests.~~]

Calculation

ASEP Accountability Indicator 1a:

Divide the number of passed pedagogy tests on the first or second attempt by the total number of passed pedagogy tests on the first attempt plus the number of pedagogy tests passed or failed on their second attempt. Multiply by 100. Round to the nearest whole number.

ASEP Accountability Indicator 1b:

Divide the number of passed content pedagogy tests on the first or second attempt by the total number of passed content pedagogy tests on the first attempt plus the number of content pedagogy tests passed or failed on their second attempt. Multiply by 100. Round to the nearest whole number.

Special Methodological Considerations

Disaggregation at the Certification Class or Category Level

As described in 19 TAC §229.5(c) the performance of candidates in individual certification classes and categories are also calculated following the same procedure used for Indicator 1b. TEA uses the small group aggregation procedure described in Chapter 2 for the individual exam level. Per 19 TAC §229.5(e), results within individual certification areas are not disaggregated by race, gender, or ethnicity.

The Science of Teaching Reading examination (STR, TExES 293) and the Bilingual Supplemental exam (BIL, TExES 164) are used for certification in multiple certification categories (see Figure: 19 TAC §230.21(e)). As guided by 19 TAC §229.5(c), the following approach is used to identify candidates with results for these exams with the applicable certification category.

For candidates who have attempted 293 or 164, identify the category the candidate is pursuing certification that requires 293 or 164. TEA associates candidates with categories by reviewing the certification category being pursued, specified by the EPP on the finisher records list in ECOS and with the category(ies) of the certificate associated with the internship, should such an internship exist. In cases of discrepancies between the finisher records list and the internship, the certification category associated with the internship is used. If the candidate with a result for 293 or 164 cannot be associated with a certification category that requires the 293 or 164, the results for the candidate are not used in the calculation of pass rates for the purposes of 19 TAC §229.5(c).

For certification categories with multiple content pedagogy tests, the pass rates are calculated independently using the procedure described in the Calculation section of this chapter. Both pass rates are evaluated against the standard in 19 TAC §229.4(a)(2). As noted in 19 TAC §229.5(c), failure to meet the performance standard for an exam required for a certification class or category results in the EPP being identified as not meeting the standard for the certification class or category. If an EPP fails to meet the standard for a certification class or category for three consecutive years, the approval to offer that certification class or category is revoked.

Small Group Aggregation and Enrollment Date

As described in Chapter 2, if individual demographic groups contain ten or fewer test individuals, the TEA adds results from the prior year for which there is data. For use in ASEP Accountability Indicators 1a and 1b, these prior-year groups continue to exclude individuals who were admitted prior to December 27, 2016.

Tests 291 and 391

Test 291 Core Subjects EC-6 had its last operational date 12/31/2021. Test 391 Core Subjects EC-6 was available beginning 1/1/2021 and has now replaced 291. During the overlapping time period, candidates could attempt either 291 or 391 to fulfill the testing requirement. Since 391 was the replacement for 291, the tests are combined at the candidate level for the purpose of determining which tests are included in pass rate calculations. The first and second attempt for the combination of all 291 or 391 attempts by a candidate approved by the EPP are the attempts used for the calculation.

Worked Examples

Example Calculation: Percent of Individuals Passing Pedagogy Tests (ASEP Accountability Indicator 1a)

Step 1: Using the test approval list in ECOS, identify all individuals admitted to the EPP after December 26, 2016.

Step 2: Identify which tests to include in calculations. Pedagogy tests recommended by the EPP are included. Tests which were part of a pilot program when they were approved by the EPP and completed by the candidate are excluded. [~~For 2022-2023, PASL exams are excluded.~~]

Step 3: Retrieve pedagogy test results for candidates identified in Step 1 for the examinations identified in Step 2.

Step 4: Counting chronologically, identify the attempt number associated with each exam for each candidate in each category at each EPP.

Step 5: Identify which test scores to include in calculations. For the purpose of calculating pass rate, only passes on first attempts, passes on second attempts, or failures on second attempts are included. Only first attempt passes, second attempt passes, and second attempt fails completed in the academic year are included.

ASEP Indicator 1a Example

All results that are not shaded in gray are excluded from calculations because the individual has not yet made a second attempt, already attempted the exam twice, or the test was not eligible for inclusion.

Name	Test Attempt	Test Number/ Name	Test Result
Andrea	1	160: PPR EC–12	F
Andrea	2	160: PPR EC–12	P
Betty	1	160: PPR EC–12	F

Name	Test Attempt	Test Number/ Name	Test Result
Betty	2	160: PPR EC–12	F
Betty	3	160: PPR EC–12	F
Betty	4	160: PPR EC–12	P
Carlos	1	160: PPR EC–12	P
Dana	1	160: PPR EC–12	F
Eduardo	1	160: PPR EC–12	P
Faye	1	160: PPR EC–12	F
Faye	2	160: PPR EC–12	F
Faye	3	160: PPR EC–12	F
Faye	4	160: PPR EC–12	F
George	1	160 PPR EC–12	F
Imogen	1	160 PPR EC–12 [~~2110 edTPA: Elementary Education: Literacy with Mathematics Task 4~~]	F [~~P~~]
Jermaine	1	160: PPR EC–12	P
Lawrence	1	160 PPR EC–12	F
Mel	1	160 PPR EC–12	F
Nancy	1	160 PPR EC–12	F
Oscar	1	160 PPR EC–12	F
Oscar	2	160 PPR EC–12	P
Patrice	1	160 PPR EC–12	P
Quinn	1	160 PPR EC–12	F
Quinn	2	160 PPR EC–12	P
Roberto	1	160 PPR EC–12	F
Roberto	2	160 PPR EC–12	P
Sally	1	368 Performance Assessment for Schools Leaders (PASL) [~~160 PPR EC–12~~]	P

Name	Test Attempt	Test Number/ Name	Test Result
[~~Tomas~~	~~1~~	~~368 Performance Assessment for School Leaders (PASL)~~	~~P~~]

Inclusion Notes:

The results for Dana, George, Lawrence, Mel, and Nancy are not included because they failed their first attempt and have not yet completed a second attempt.

[~~The result for Imogen is not included because edTPA is a pilot exam in the 2022-2023 reporting year.~~]

[~~The result for Tomas is not included because PASL is not included in indicator 1a for 2022-2023.~~]

Step 6: As necessary, perform the small group aggregation. If the aggregated group or any of the disaggregated groups contain ten or fewer individuals, perform steps 1–5 for the prior year and add those individuals to the list. See Chapter 2 of this manual for further explanation of the small group aggregation.

Step 7: Calculate the pass rate by dividing the number of eligible passed examinations on the first or second attempt (9) by the total number of eligible examinations passed on the first added to the total number of eligible examinations that were passed or failed on the second attempt (11). Multiply this value by 100. Round to the nearest whole number.

Example Pass Rate Calculation

$$= \frac{\text{Number of tests passed on first or second attempt}}{\text{Number of tests passed on first or second attempt or failed on second attempt}} \times 100$$

$$=$$

$$\frac{9}{11} \times 100 =$$

$$0.81818 \times 100 =$$

$$82\%$$

Example Calculation: Percent of Individuals Passing Content Pedagogy Tests (ASEP Accountability Indicator 1b)

Step 1: Using the test approval list in ECOS, identify all individuals admitted to the EPP after December 26, 2016.

Step 2: Identify which tests to include in calculations. Content pedagogy tests recommended by the EPP are included. Tests which were part of a pilot program when they were approved by the EPP and completed by the candidate are excluded. [~~PASL exams are included.~~]

Step 3: Retrieve content pedagogy tests results for candidates identified in Step 1 for the examinations identified in Step 2.

Step 4: Counting chronologically, identify the attempt number associated with each exam for each candidate in each field at each EPP.

Step 5: Identify which test scores to include in calculations. For the purpose of calculating pass rate, only passes on first attempts, passes on second attempts, or failures on second attempts are included. Only first attempt passes, second attempt passes, and second attempt fails completed in the academic year are included.

ASEP Indicator 1b Example

All results that are not shaded in gray are excluded from calculations because the individual has not yet made a second attempt or already attempted the exam twice.

Name	Test Attempt	Test Number/ Name	Test Result
Andrea	1	391 [~~291~~] Core Subjects EC–6	F
Andrea	2	391 Core Subjects EC–6	F
Andrea	3	391 Core Subjects EC–6	F
Andrea	4	391 Core Subjects EC–6	P
Betty	1	211 Core Subjects 4–8	P
Carlos	1	613 LOTE Spanish EC–12	P
Dana	1	158 Physical Education EC–12	F
Dana	2	158 Physical Education EC–12	P
Eduardo	1	232 Social Studies 7–12	P
Eduardo	1	154 English as a Second Language Supplemental	P
Faye	1	391 Core Subjects EC–6	F
Faye	2	391 Core Subjects EC–6	F
Faye	3	391 Core Subjects EC–6	P
George	1	391 Core Subjects EC–6	P
Hector	1	613 LOTE Spanish EC–12 [~~368 Performance Assessment for School Leaders (PASL)~~]	P
Imogen	1	232 Social Studies 7–12	F
Imogen	2	232 Social Studies 7–12	F

Name	Test Attempt	Test Number/ Name	Test Result
Imogen	3	232 Social Studies 7–12	F
Imogen	1	233 History 7–12	P
Jermaine	1	211 Core Subjects 4–8	P
Ken	1	235 Math 7–12	P
Lawrence	1	164 Bilingual Education Supplemental	P
Lawrence	1	211 Core Subjects 4–8	P
Mel	1	232 Social Studies 7–12	F
Nancy	1	158: Physical Ed EC–12	F
Oscar	1	613: LOTE Spanish EC–12	P
Patrice	1	164 Bilingual Education Supplemental	P
Patrice	1	391 [~~291~~] Core Subjects EC–6	F
Patrice	2	391 [~~291~~] Core Subjects EC–6	F
Patrice	3	391 Core Subjects EC–6	P
Quinn	1	164 Bilingual Education Supplemental	F
Quinn	1	391 Core Subjects EC–6	F
Roberto	1	291 Core Subjects EC-6	F
Roberto	2	291 Core Subjects EC-6	F
Roberto	3	391 Core Subjects EC-6	F
Roberto	4	391 Core Subjects EC-6	F
Sally	1	613 LOTE Spanish EC–12	F

Inclusion Notes:

The results for Mel, Nancy, Quinn, and Sally are not included because they failed their first attempt and have not yet completed a second attempt.

Results for [~~Andrea, Patrice, and~~] Roberto are combined across 291 and 391. The [~~For Andrea, the first 391 attempt was counted because it was the second attempt overall for the combination of 291 and 391. For Patrice, the second attempt fail for 291 was counted, and the result for 391 was not counted, because the 391 attempt was his third attempt overall for the combination of 291 and 391. Finally, for Roberto, the~~] second attempt fail for 291 was counted, but the second attempt for 391 was not counted, because it was the fourth attempt overall for the combination of 291 and 391.

[~~Results for Hector are included because PASL is included in Indicator 1b for 2022-2023.~~]

Step 6: As necessary, perform the small group aggregation. If the aggregated group or any of the disaggregated groups contain ten or fewer individuals, perform steps 1–5 for the prior year and add those individuals to the list. See Chapter 2 for further explanation of the small group aggregation.

Step 7: Calculate the pass rate by dividing the number of examinations passed on their first or second attempt (14) by the total number examinations passed on the first and second attempt plus the number of failed examinations on the second attempt (19). Multiply this value by 100. Round to the nearest whole number.

Example Pass Rate Calculation

$$= \frac{\text{Number of tests passed}}{\text{Number of tests completed}} \times 100$$

=

$$\frac{14}{19} \times 100 =$$

$$0.736 \times 100 =$$

$$73.6\%, \text{which rounds to } 74\%$$

Example Calculation: Percent of Individuals Passing Content Pedagogy Tests within a Certification Category (19 TAC §229.5(c))

Step 1: Using the test approval list in ECOS, identify all individuals admitted to the EPP after December 26, 2016.

Step 2: Identify which tests to include in calculations. For certificate categories that do not require the Science of Teaching Reading exam (STR) or the Bilingual Supplemental exam (BIL), content pedagogy tests recommended by the EPP are included. For certificate categories that require STR or BIL, exams are associated with candidates and categories as described in the Disaggregation at the Certification Class or Category Level section of this chapter.

Step 3: Retrieve content pedagogy tests results for candidates identified in Step 1 for their category(ies) and examinations identified in Step 2.

Step 4: Counting chronologically, identify the attempt number associated with each exam for each candidate in each field at each EPP.

Step 5: Identify which test scores to include in calculations. For the purpose of calculating pass rate, only passes on first attempts, passes on second attempts, or failures on second attempts are included. Only first attempt passes, second attempt passes, and second attempt fails completed in the academic year are included.

STR Certificate Category (Core Subjects with STR: EC-6) Example

All results that are not shaded in gray are excluded from calculations because the individual has not yet made a second attempt or already attempted the exam twice.

Name	Test Attempt	Test Number / Name	Cert Category Pursued by Candidate	Test Result
Andrea	1	391 [~~291~~] Core Subjects EC–6	Core Subjects with STR: EC-6	F
Andrea	2	391 [~~291~~] Core Subjects EC–6	Core Subjects with STR: EC-6	F
Andrea	1	293 Science of Teaching Reading	Core Subjects with STR: EC-6	P
Betty	1	391 [~~291~~] Core Subjects EC–6	Core Subjects with STR: EC-6	P
Carlos	1	391 [~~291~~] Core Subjects EC–6	Core Subjects with STR: EC-6	P
Dana	1	391 [~~291~~] Core Subjects EC–6	Core Subjects with STR: EC-6	F
Dana	1	293 Science of Teaching Reading	Core Subjects with STR: EC-6	P
Eduardo	1	391 [~~291~~] Core Subjects EC–6	Core Subjects with STR: EC-6	P
Eduardo	1	293 Science of Teaching Reading	Core Subjects with STR: EC-6	P
Faye	1	391 [~~291~~] Core Subjects EC–6	Core Subjects with STR: EC-6	F
Faye	2	391 [~~291~~] Core Subjects EC–6	Core Subjects with STR: EC-6	F
Faye	1	293 Science of Teaching Reading	Core Subjects with STR: EC-6	P
George	1	391 [~~291~~] Core Subjects EC–6	Core Subjects with STR: EC-6	P
Hector	1	391 [~~291~~] Core Subjects EC–6	Core Subjects with STR: EC-6	P
Imogen	1	391 [~~291~~] Core Subjects EC–6	Core Subjects with STR: EC-6	F
Imogen	2	391 [~~291~~] Core Subjects EC–6	Core Subjects with STR: EC-6	P
Imogen	1	293 Science of Teaching Reading	Core Subjects with STR: EC-6	F
Josefina	1	391 [~~291~~] Core Subjects EC–6	Core Subjects with STR: EC-6	F
Josefina	2	391 [~~291~~] Core Subjects EC–6	Core Subjects with STR: EC-6	F
Josefina	1	293 Science of Teaching Reading	Core Subjects with STR: EC-6	P
Kim	1	391 [~~291~~] Core Subjects EC–6	Core Subjects with STR: EC-6	P
Lance	1	391 [~~291~~] Core Subjects EC–6	Core Subjects with STR: EC-6	P
Manuel	1	391 [~~291~~] Core Subjects EC–6	Core Subjects with STR: EC-6	F
Manuel	1	293 Science of Teaching Reading	Core Subjects with STR: EC-6	P
Nadia	1	391 [~~291~~] Core Subjects EC–6	Core Subjects with STR: EC-6	P
Naida	1	293 Science of Teaching Reading	Core Subjects with STR: EC-6	P
Olga	1	391 [~~291~~] Core Subjects EC–6	Core Subjects with STR: EC-6	F
Olga	2	391 [~~291~~] Core Subjects EC–6	Core Subjects with STR: EC-6	F
Olga	1	293 Science of Teaching Reading	Core Subjects with STR: EC-6	P
Pent	1	391 [~~291~~] Core Subjects EC–6	Core Subjects with STR: EC-6	P
Quentin	1	391 [~~291~~] Core Subjects EC–6	Core Subjects with STR: EC-6	P

Name	Test Attempt	Test Number / Name	Cert Category Pursued by Candidate	Test Result
Ramon	1	391 [~~291~~] Core Subjects EC–6	Core Subjects with STR: EC-6	F
Ramon	2	391 [~~291~~] Core Subjects EC–6	Core Subjects with STR: EC-6	P
Ramon	1	293 Science of Teaching Reading	Core Subjects with STR: EC-6	P
Sienna	1	293 Science of Teaching Reading	Core Subjects with STR: EC-6	P
Todd	1	293 Science of Teaching Reading	Early Childhood: EC-3	P
Uma	1	293 Science of Teaching Reading	Core Subjects with STR: EC-6	P

Inclusion Notes:

The 391 [~~291~~] results for Dana and Olga and the 293 results for Imogen are not included because they failed their first attempt and have not yet completed a second attempt.

The 293 result for Todd is not included because he is pursuing a different certificate category. His result would be used in the calculation for the Early Childhood: EC-3 category pass rate.

Step 6: As necessary, perform the small group aggregation. If the aggregated group or any of the disaggregated groups contain ten or fewer individuals, perform steps 1–5 for the prior year and add those individuals to the list. See Chapter 2 for further explanation of the small group aggregation.

Step 7: Calculate the pass rate for each exam by dividing the number of examinations passed on their first or second attempt (391 [~~291~~]: 16; 293: 11) by the total number examinations passed on the first and second attempt plus the number of failed examinations on the second attempt (391 [~~291~~]: 12; 293: 11). Multiply this value by 100. Round to the nearest whole number.

Example Pass Rate Calculation

$$= \frac{\text{Number of tests passed}}{\text{Number of tests completed}} \times 100$$

=

$$\frac{12}{16} \times 100 =$$

$$0.75 \times 100 =$$

75% for 391

~~[75% for 291]~~

$$\frac{11}{11} \times 100 =$$

$$1 \times 100 =$$

100% for 293

Chapter 4 – Appraisal of First-Year Teachers by Administrators (Principal Survey)

Overview

ASEP Accountability Indicator 2 is the percent of first-year teachers who are designated as *sufficiently prepared* or *well-prepared* based on survey ratings by their administrators [~~principals~~]. This survey is referred to as the principal survey.

The principal survey is administered between early April and mid-June at the end of the relevant academic year. The survey is delivered through the ECOS. The roster of first-year teachers is determined using certification data and Public Education Information Management System (PEIMS) data. This roster is loaded into ECOS and district-level human resources staff perform roster verification, certifying that the individual is employed as a teacher of record in the district as of the start of the survey, was employed by the PEIMS fall snapshot date for the academic year [~~for at least five months in the reporting period~~], and works at the school designated in the system.

Principals log in to ECOS to complete the survey. Within the survey, the principal verifies that the individual is teaching in the area(s) for which he or she was prepared by the EPP and that the individual was employed as a teacher of record as of the start of the survey [~~for at least five months in the reporting period~~]. If the principal does not verify these two statements, the survey is not collected.

The survey application requires the completion of all questions in the four required sections of the survey. These sections are Planning, Instruction, Learning Environment, and Professional Practices & Responsibilities. Additionally, if the principal indicates that the individual worked with students with disabilities or emergent bilingual students, these additional survey sections are displayed and required to be completed.

Following the end of the principal survey data collection period, the data is retrieved from ECOS, cleaned, processed, de-identified, and posted online. Additionally, EPP-specific reports are generated and delivered to EPPs and the public. The aggregated and disaggregated results are used as ASEP Accountability Indicator 2.

Individuals Included

All first-year teachers of record currently enrolled in an EPP or who finished an EPP program within the five years prior to the reporting period, who are employed as a teacher as of the start of the survey, and who were employed by the PEIMS fall snapshot date [~~and taught in the Texas public school system for a minimum of five months during the reporting period~~] are included. See 19 TAC §229.2(19) for the definition of a first-year teacher. Only teachers on their first standard, intern, or [~~and~~] probationary certificates as of the PEIMS fall snapshot date for the academic year are included. Individuals who started employment in the prior academic year after the PEIMS fall snapshot for that year are included in the current year. Individuals who were incorrectly in the principal survey roster as identified by the EPP are not included. EPPs communicate these exceptions to TEA via a provided form during a review period specified by TEA. These exceptions are subject to TEA approval.

Assessments Included

All complete surveys with valid data for teachers who meet the conditions above are included. Surveys that lack valid data on any of the four required survey sections are excluded. Data from optional sections (i.e., Students with Disabilities, Emergent Bilingual Students) are included when available.

Calculation

Count the number of principal surveys for the EPP that met standard. Divide this number by the total number of completed principal surveys for the EPP. Multiply by 100. Round to the nearest whole number.

Scoring Approach

The scoring approach weights all individual categories equally. Each item is weighted by the inverse of the number of items in the subscale. Operationally, this means that the average for each subscale is calculated, and then the average of these subscale values is calculated for the final individual-level score. The individual must average a score of 2 or better, corresponding with *sufficiently prepared*.

The individual subscales and their constituent items are presented in the table below.

Individual Subscales and Constituent Items

Subscale	Number of Items	Items in ECOS Survey
Planning	12	Q4 – Q15
Instruction	13	Q16 – Q28
Learning Environment	7	Q29 – Q35
Professional Practices & Responsibilities	6	Q36 – Q41
Students with Disabilities	6	Q43 – Q48
Emergent Bilingual Students	4	Q50 – Q53

Special Methodological Considerations

Optional Sections and Missing Data

As noted above, the Students with Disabilities section and the Emergent Bilingual Students section are only displayed If the principal indicates that the teacher worked with either or both of these populations. If the survey sections are not displayed on the survey, no data are recorded for these sections. The determination of whether or not the individual survey met standard is based only on the sections of the survey with complete data.

The survey tool does not allow for individuals completing the survey to leave questions blank. Consequentially, each individual survey will have either four, five, or six complete survey sections.

Small Group Aggregation

Per 19 TAC §229.4(c), the small group aggregation procedure as described in ASEP Manual Chapter 2 is conducted for ASEP Accountability Indicator 2. Only data from years in which ASEP Accountability Indicator 2 has been a consequential indicator are used in this aggregation. The small group aggregation procedure uses results calculated using the survey and scoring approach effective for the particular administration of the survey.

Worked Example

Example Calculation: Principal Survey [~~Appraisal of First-Year Teachers~~] (ASEP Accountability Indicator 2)

Step 1: Retrieve principal survey data in ECOS.

Step 2: Average the item scores in each subsection.

Step 3: Average the subsection values.

Step 4: Identify which surveys have the minimum acceptable score or higher.

Example Survey Data and Calculation

Name	Points by Survey Section						Average by Survey Section						Overall Average	Met Standard
	PL	INS	LE	PPR	SWD	EBS	PL	INS	LE	PPR	SWD	EBS		
Number of Questions	12	13	7	6	6	4	12	13	7	6	6	4		
Kurt	27	28	16	16		12	2.25	2.15	2.29	2.67		3.00	2.47	Y
Salvador	26	28	18	15	14		2.17	2.15	2.57	2.50	2.33		2.35	Y
Regina	25	31	19	17	18	9	2.08	2.38	2.71	2.83	3.00	2.25	2.54	Y
Silvia	22	26	16	15	13	12	1.83	2.00	2.29	2.50	2.17	3.00	2.30	Y
Rachael	30	36	20	17	18	7	2.50	2.77	2.86	2.83	3.00	1.75	2.62	Y
Myra	29	32	19	16			2.42	2.46	2.71	2.67			2.56	Y
Darla	26	29	18	14	15	8	2.17	2.23	2.57	2.33	2.50	2.00	2.30	Y
Guadalupe	32	33	19	14	16	11	2.67	2.54	2.71	2.33	2.67	2.75	2.61	Y
George	21	24	16	13	12	6	1.75	1.85	2.29	2.17	2.00	1.50	1.92	N
Jessie	22	25	17	13	12	6	1.83	1.92	2.43	2.17	2.00	1.50	1.98	Y
Lewis	24	25	12	7	11	8	2.00	1.92	1.71	1.17	1.83	2.00	1.77	N
Ruby	26	25	16	15	16	5	2.17	1.92	2.29	2.50	2.67	1.25	2.13	Y
Josefina	33	35	20	16	17		2.75	2.69	2.86	2.67	2.83		2.76	Y
Susan	34	33	20	15	15	11	2.83	2.54	2.86	2.50	2.50	2.75	2.66	Y
Molly	28	29	18	14	15	5	2.33	2.23	2.57	2.33	2.50	1.25	2.20	Y
Sam	20	25	16	15	17	11	1.67	1.92	2.29	2.50	2.83	2.75	2.33	Y
Lucy	26	29	19	17	15	8	2.17	2.23	2.71	2.83	2.50	2.00	2.41	Y
Kevin	28	33	20	13	14		2.33	2.54	2.86	2.17	2.33		2.45	Y

Name	Points by Survey Section						Average by Survey Section						Overall Average	Met Standard
	PL	INS	LE	PPR	SWD	EBS	PL	INS	LE	PPR	SWD	EBS		
Robin	29	35	19	11	13	5	2.42	2.69	2.71	1.83	2.17	1.25	2.18	Y
Mercedes	33	37	20	15	16	5	2.75	2.85	2.86	2.50	2.67	1.25	2.48	Y

Notes:

Public data sets do not include names.

PL = Planning; INS = Instruction; LE = Learning Environment; PPR = Professional Practices & Responsibilities; SWD = students with disabilities; EBS: Emergent Bilingual Students. Empty cells denote missing data.

The score for Jessie is considered meeting standard because 1.97 rounds to 2 (see Chapter 2).

Step 5: As necessary, perform the small group aggregation. If the aggregated group or any of the disaggregated groups contain ten or fewer individuals, perform Steps 1–5 for the prior year and add those individuals to the list. See Chapter 2 of the ASEP Manual for further explanation of the small group aggregation.

Step 6: Count the number of first-year teachers who met the criteria for being designated as *sufficiently-prepared* or *well-prepared* (18).

Step 7: Divide the number of surveys which met the criteria for being designated as *sufficiently-prepared* or *well-prepared* (18) by the total number of surveys with valid scores (20). Multiply this value by 100. Round to the nearest whole number.

$$\frac{\text{Number of surveys meeting standard}}{\text{Total number of valid surveys}} \times 100 =$$

$$\frac{18}{20} \times 100 =$$

$$90\%$$

Chapter 5 – Improvement in Student Achievement of Students Taught by Beginning Teachers

Overview

ASEP Accountability Indicator 3 is the improvement of student achievement of students in the classrooms of beginning teachers. This indicator uses student data from the STAAR Annual Growth Points [~~progress measure~~] generated as part of the Accountability Rating System of districts, campuses, and charter schools and aggregates it to the EPP by linking the students to the beginning teachers [~~whom have completed the EPP~~]. Once values are determined for the beginning teachers, the value for the EPP is calculated and compared to the performance standard.

Individuals

All beginner teachers of record currently employed within a Texas public school who are currently enrolled in an EPP or who finished an EPP program within the five years prior to their first year employed as a certified teacher of record are eligible for inclusion. Beginner teachers are defined as teachers of record with fewer than three years of experience as a certified classroom teacher [~~three (3) or fewer consecutive years of teaching~~]. These teachers are verified through the Public Education Information Management System (PEIMS). Teachers on standard, intern, and probationary certificates are included. Teachers who are teaching under an emergency permit who have never held a standard, intern, or probationary certificate are excluded. Teachers who previously were employed as a teacher of record without an SBEC certificate or under an emergency permit are eligible once they have a standard, intern, or probationary certificate. Teachers who received initial teacher certification through a route other than preparation by a Texas EPP are excluded. [~~Teachers who left the teacher work force prior to three consecutive years of teaching and subsequently re-entered the teacher work force are excluded.~~] Teachers with teaching assignments that include Self-Contained, English Language Arts, and Mathematics in the Class Roster data who taught [~~of~~] students with STAAR Annual Growth Points [~~progress measures~~] are included. Students' STAAR Annual Growth Points [~~progress measures~~] are associated with the corresponding teacher in the corresponding subject area [~~as contained in the assessment data~~]. Teachers must have 10 or greater student progress measure values associated with them within a subject area for that subject area data to be included for the teacher.

Assessments Included

The model utilizes the STAAR Annual Growth Points [~~progress measure~~] for individual students, calculated as described in 19 TAC Figure: §97.1001(b). The STAAR Annual Growth Points [~~progress measure~~] indicate[~~s~~] the amount of improvement or growth a student has made from year to year. For STAAR assessments (with or without accommodations), progress is measured as a student's gain score—the difference between the scaled score a student achieved in the prior year and the scaled score a student achieved in the current year. Individual student progress is grouped into categories, as described in 19 TAC Figure: §97.1001(b). A student must have scores in the subject test in the prior and current year in order to have an academic growth point score. [~~then categorized as Limited, Expected, or Accelerated. If a student's STAAR progress measure is Expected, he or she met growth expectations. If the student's STAAR progress measure is Accelerated, he or she exceeded growth expectations.~~] Currently, STAAR results for grades 4–8, English II, and Algebra I end-of-course (EOC), are used [~~utilized~~]. Available data from all students, including students with disabilities, are used in the calculation of this measure.

Scoring Approach

The scoring approach uses multiple levels of aggregation to arrive at an evaluation of EPP performance. In the first level, TEA uses each student's STAAR Annual Growth Points associated with each teacher to evaluate whether the teacher meets the SBEC standard. In the second level, the individual teacher performances (met or did not meet the standard) are then aggregated at the EPP level, and the EPP performance is determined by calculating the percentage of teachers who met the SBEC performance standard. [~~first determines a value associated with the teacher based on the associated student STAAR progress measures. TEA then compares the teacher score to the individual standard. The individual teacher performances are then aggregated at the EPP level, and the EPP performance is determined. This EPP value is then compared with the performance standard.~~]

First level: Teacher level [~~aggregation~~]

The value for the individual teacher is generated by first taking the average of the students' STAAR Annual Growth Points [~~progress measures~~] for each STAAR subject area taught by that teacher and multiplied by 100. Next, we find the average of all the subject-level progress measures associated with the teacher. This value is compared to a value of 50, which corresponds with neutral annual growth. If the value is 50 or greater, the individual teacher is considered to have met the individual standard.

Second Level: EPP Evaluation [~~Score Determination~~]

Following the first level of evaluation [~~determination of the performance standard for the individual teachers~~], the value for the EPP is determined. First, we identify the number of teachers included in the sample prepared by the EPP with an annual growth point score. Second, we count the [~~The~~] number of teachers associated with the EPP who met the individual standard. Third, we divide the number of teachers who met the standard by the total number [~~is then divided by the total number of teachers~~] associated with the EPP in the sample and multiplied by 100 to get a percent. This is the EPP value for Indicator 3, which is compared with the performance standard.

Special Methodological Considerations

Small Group Aggregation

Per 19 TAC §229.4(c), the small group aggregation procedure as described in ASEP Manual Chapter 2 is conducted for ASEP Accountability Indicator 3. Only data from years in which ASEP Accountability Indicator 3 has been a consequential indicator are used in this aggregation. The small group aggregation procedure uses results calculated using the scoring approach effective for the year in which the values were calculated.

Worked Example

Example Calculation: Student growth of Beginning Teachers (ASEP Accountability Indicator 3)

Step 1: Identify teachers in their first three years serving as a teacher of record who were prepared for [~~initial~~] certification by a Texas EPP.

Step 2: Connect student rosters to STAAR assessment outcomes and teachers to student rosters. [~~Retrieve student data from Performance Reporting for students associated with the beginning teacher roster.~~]

Step 3: Average the student Annual Growth Points [~~progress~~] measures for each unique combination of teacher and STAAR area. Only include those combinations of teacher and STAAR area where the teacher has 10 or more associated student scores.

EPP Code (E)	Teacher (T)	Annual Growth Points [~~Average Student Growth Scores~~] (GS_S)	Course (C)
123456	111	75	Math
123456	112	65	Math
123456	112	70	ELAR
123456	113	40 [~~50~~]	ELAR

Step 4: Average the values by individual teacher.

Step 5: Compare individual teacher values to the individual standard score.

Teacher	Teacher Growth Score	Individual Standard	Met Standard?
111	75	50	Yes
112	67.5	50	Yes
113	40	50	No
778	60	50	Yes
892	35	50	No
952	69	50	Yes
1155	73.5	50	Yes
1357	82	50	Yes
1544	58	50	Yes
1656	90	50	Yes
1959	88	50	Yes
2083	100	50	Yes
2257	51	50	Yes
2492	60	50	Yes
2926	84	50	Yes
3011	42.5	50	No
3271	69	50	Yes
3461	40	50	No
3753	71.5	50	Yes
4045	82	50	Yes
4214	64	50	Yes

4226	55	50	Yes
4267	91	50	Yes
4358	67	50	Yes
4464	26	50	No
4779	70	50	Yes
5421	58.5	50	Yes
5973	88.5	50	Yes
6404	64	50	Yes
6542	51	50	Yes
6772	45	50	No
7279	87.5	50	Yes
7849	41	50	No
7881	41	50	No
7925	81	50	Yes
8106	75	50	Yes
8341	90	50	Yes
9297	44	50	No

Step 6: Count the total number of [~~beginning~~] teachers with growth scores associated with the EPP (38).

Step 7: Count the total number of [~~beginning~~] teachers associated with the EPP who met the standard (29).

Step 8: Divide the number in Step 7 by the number in Step 6 and multiply by 100. This is the value for the EPP.

$$\frac{\text{Number of teachers meeting individual standard}}{\text{Total number of teachers with growth scores}} \times 100 =$$

$$\frac{29}{38} \times 100 =$$

$$76\%$$

Chapter 6 – Frequency, Duration, and Quality of Field Supervision

Overview

ASEP Accountability Indicator 4 is the frequency, duration, and quality of field observations. The SBEC has separated this indicator into two measures: the frequency and duration of field observations (ASEP Accountability Indicator 4a) and the quality of field observations (ASEP Accountability Indicator 4b). ASEP Accountability Indicator 4a is based on data reported by EPPs into ECOS for each individual observation. ASEP Accountability Indicator 4b is based on an exit survey of teacher candidates which is administered at the time the candidates apply for their standard certificate. This section presents the individuals included, the data included, special methodological considerations, and a worked example of computing these two aligned indicators.

Individuals Included

ASEP Accountability Indicator 4a

For ASEP Accountability Indicator 4a, all individuals who completed an internship or clinical teaching appointment during the reporting period are included. In the cases where an internship or clinical teaching appointment overlaps two reporting years, the internship or clinical teaching is reported in the reporting year in which it ended. Individuals serving an internship are identified for the data set if they have an intern, probationary, probationary extension, or probationary second extension certificate which expires in the reporting year. Individuals completing a clinical teaching appointment are identified as being marked as a completer by the program without having held an intern, probationary, probationary extension, or probationary second extension certificate.

Individuals who have their internship certificate deactivated prior to the expiration of the certificate are removed from the data set. These deactivations must be communicated to the TEA by the EPP. Beginning in 2024-2025 academic year, these deactivations must meet the requirements specified in 19 TAC §228.73(h) in order to be removed from the calculation. Additionally, individuals who do not complete their internship or clinical teaching, due to extenuating circumstances or the issuance of a standard certificate prior to the conclusion of their internship or clinical teaching, are removed from the data set. EPPs communicate these exceptions to TEA via a provided form during a review period specified by TEA. These exceptions are subject to TEA approval.

Beginning in the 2025-2026 academic year, only individuals with clinical experiences that began on or after 9/1/2024 will be included in the evaluation of Indicator 4a.

ASEP Accountability Indicator 4b

For ASEP Accountability Indicator 4b, all individuals who apply for an initial standard teaching certificate during the academic year are asked to submit surveys, which are completed in ECOS. Only surveys associated with an issued certificate are used for accountability purposes. Surveys are used for accountability in the academic year in which the individuals are issued an initial standard teaching certificate.

Data Included

ASEP Accountability Indicator 4a

All observations reported to the TEA through ECOS are used in the calculation for ASEP Accountability Indicator 4a. Observations must be reported in ECOS in the academic year during which they occurred. EPPs report the candidate name, candidate TEA ID, field supervisor name, field supervisor TEA ID, assignment begin date, assignment end date, observation date, observation duration, assignment type, notes, and any other field required by ECOS for each observation. Observations must occur within the date range of the clinical experience, as reported by EPPs in the associated clinical experience record or within the active dates of the certificate associated with the internship if a clinical experience record is not available.

ASEP Accountability Indicator 4b

All exit surveys with complete data that are submitted in the reporting year are included in the data set.

Calculation

ASEP Accountability Indicator 4a:

Divide the number of individuals who completed an internship or clinical teaching appointment in the reporting year who had the minimum number of required observations (as specified in 19 TAC §228.35(g)) by the number of individuals who completed an internship or clinical teaching appointment in the reporting year. Multiply by 100. Round to the nearest whole number.

For 2023-2024 and 2024-2025 academic years, individuals will be evaluated against the frequency and duration requirements that were effective 8/31/2024. Beginning in the 2025-2026 academic year, individuals will be evaluated against the frequency and duration requirements that were effective as of 9/1/2024. These include the frequency and duration requirements described in 19 TAC §§228.103(b)(1), 228.105(b), 228.105(c)(1), 228.107(b), 228.107(d), 228.109(b)(1), 228.109(b)(2), 228.109(c)(1), 228.109(c)(2), and 228.111.

ASEP Accountability Indicator 4b:

Count the number of surveys for the EPP that met standard. Divide this number by the total number of completed exit surveys for the EPP. Multiply by 100. Round to the nearest whole number.

Special Methodological Considerations

For ASEP Accountability Indicator 4a, results are disaggregated by race, gender, and ethnicity categories. Per 19 TAC §229.4(c)(1), the small group aggregation procedure does not apply to indicator 4a.

[~~For ASEP Accountability Indicator 4b, the data collection mechanism does not capture race, gender, or ethnicity data. Consequentially, this indicator is reported only at the aggregated level. The small group aggregation procedure does apply to ASEP Indicator 4b.~~]

Worked Examples

Example Calculation: Frequency and Duration of Internship and Clinical Teaching Field Observations (ASEP Accountability Indicator 4a)

Step 1: Identify all individuals completing an internship between September 1 and August 31 of the reporting year. These individuals are those who have an intern, probationary, probationary extension, or probationary second extension certificate which expired in the reporting year.

Step 2: Identify all individuals who completed [~~completing~~] clinical teaching between September 1 and August 31 of the reporting year. These individuals are those who were marked as a completer by the program without having held an intern, probationary, probationary extension, or probationary second extension certificate.

Step 3: Combine the individuals from Steps 1 and 2. Remove any accepted exceptions reported to the TEA during the annual reporting period using the supplied form.

Step 4: Retrieve all field observations reported to the TEA which occurred during the internships or clinical teaching experiences in the data set resulting from Step 3.

Step 5: Count the number of observations of at least the duration specified in 19 TAC §228.35(g) effective 8/31/2024, for each candidate.

Example Observation Data

Name	Certificate / Assignment Type	Observation Duration
Carmen Adams	Intern	0:56
Carmen Adams	Intern	1:02
Carmen Adams	Intern	0:45
Carmen Adams	Intern	1:12
Carmen Adams	Intern	0:46
Christina Boyd	Intern	0:57
Marjorie Brock	Clinical Teaching	0:50
Marjorie Brock	Clinical Teaching	1:14
Marjorie Brock	Clinical Teaching	1:02
Marjorie Brock	Clinical Teaching	1:02
Marjorie Brock	Clinical Teaching	1:09
Dora Cain	Intern	0:47
Dora Cain	Intern	0:51
Dora Cain	Intern	0:40
Dora Cain	Intern	1:00
Dianne Cannon	Clinical Teaching	1:13
Dianne Cannon	Clinical Teaching	0:38
Dianne Cannon	Clinical Teaching	0:53
Dianne Cannon	Clinical Teaching	0:47

Name	Certificate / Assignment Type	Observation Duration
Dianne Cannon	Clinical Teaching	1:01
Billie Daniels	Probationary	1:15
Billie Daniels	Probationary	0:58
Billie Daniels	Probationary	0:54
Madeline Doyle	Clinical Teaching	1:10
Madeline Doyle	Clinical Teaching	0:55
Madeline Doyle	Clinical Teaching	0:46
Jaime Fowler	Intern	0:59
Jaime Fowler	Intern	1:07
Jaime Fowler	Intern	1:01
Jaime Fowler	Intern	1:00
Jaime Fowler	Intern	0:49
Chad Frazier	Clinical Teaching	0:46
Chad Frazier	Clinical Teaching	0:55
Chad Frazier	Clinical Teaching	1:11
Chad Frazier	Clinical Teaching	1:25
Jean Hawkins	Probationary Ex	0:58
Jean Hawkins	Probationary Ex	0:50
Jean Hawkins	Probationary Ex	1:00
Jean Hawkins	Probationary Ex	0:59
Grace Hoffman	Clinical Teaching	0:52
Grace Hoffman	Clinical Teaching	0:59
Grace Hoffman	Clinical Teaching	0:59
Doris Hunter	Probationary	1:03
Doris Hunter	Probationary	1:19
Doris Hunter	Probationary	0:45
Melba Jensen	Clinical Teaching	0:46
Melba Jensen	Clinical Teaching	0:53
Melba Jensen	Clinical Teaching	1:01
Edmund Kennedy	Intern	1:20
Edmund Kennedy	Intern	0:58
Edmund Kennedy	Intern	0:50
Edmund Kennedy	Intern	0:59
Edmund Kennedy	Intern	0:57
Neil Newton	Clinical Teaching	0:55
Neil Newton	Clinical Teaching	1:47
Neil Newton	Clinical Teaching	0:51
Neil Newton	Clinical Teaching	1:05
Neil Newton	Clinical Teaching	1:02
Elsie Pearson	Probationary	1:15

Name	Certificate / Assignment Type	Observation Duration
Elsie Pearson	Probationary	1:01
Elsie Pearson	Probationary	0:55
Christopher Ray	Clinical Teaching	0:58
Christopher Ray	Clinical Teaching	0:52
Christopher Ray	Clinical Teaching	0:47
Christopher Ray	Clinical Teaching	0:59
Christopher Ray	Clinical Teaching	0:46
Charlie Schultz	Intern	0:58
Charlie Schultz	Intern	0:45
Charlie Schultz	Intern	0:53
Charlie Schultz	Intern	0:52
Charlie Schultz	Intern	1:23
Duane Soto	Clinical Teaching	1:17
Duane Soto	Clinical Teaching	0:59
Duane Soto	Clinical Teaching	0:53
Duane Soto	Clinical Teaching	0:46
Duane Soto	Clinical Teaching	0:48
Duane Soto	Clinical Teaching	0:55
Penny Sutton	Clinical Teaching	0:59
Marty Wood	Clinical Teaching (28 week)	0:49
Marty Wood	Clinical Teaching (28 week)	0:45
Marty Wood	Clinical Teaching (28 week)	0:57
Marty Wood	Clinical Teaching (28 week)	1:25
Marty Wood	Clinical Teaching (28 week)	1:15
Marty Wood	Clinical Teaching (28 week)	1:25

Notes:

The observations of Dora Cain and Dianne Cannon highlighted above are not counted because these observations were less than the requirement in 19 TAC §228.35(g) effective 8/31/2024.

Step 6: Identify candidates and interns who meet the minimum requirement of the number of observations required in 19 TAC §228.35(g) effective 8/31/2024.

Example Data Summary

Name	Pre Certification Teaching Experience	Number of 45 Minute Field Observations	Meet Minimum Requirement?
Marjorie Brock	Clinical Teaching	5	Y
Dianne Cannon	Clinical Teaching	5	Y

Madeline Doyle	Clinical Teaching	3	N
Chad Frazier	Clinical Teaching	4	N
Grace Hoffman	Clinical Teaching	3	N
Melba Jensen	Clinical Teaching	3	N
Neil Newton	Clinical Teaching	5	Y
Christopher Ray	Clinical Teaching	5	Y
Duane Soto	Clinical Teaching	6	Y
Marty Wood	Clinical Teaching	6	Y
Penny Sutton	Clinical Teaching	1	N
Carmen Adams	Intern	5	Y
Cristina Boyd	Intern	1	N
Dora Cain	Intern	3	N
Billie Daniels	Probationary	3	Y
Jaime Fowler	Intern	5	Y
Jean Hawkins	Probationary Ex	4	Y
Doris Hunter	Probationary	3	Y
Edmund Kennedy	Intern	5	Y
Elsie Pearson	Probationary	3	Y
Charlie Schultz	Intern	5	Y

Step 7: Divide the number of candidates who received at least the minimum field observations required by 19 TAC §228.35(g) (14) by the total number of candidates who completed clinical teaching (21).

$$\frac{\text{Number of candidates who met minimum requirement}}{\text{Number of candidates with field experiences}} \times 100 =$$

$$\frac{14}{21} \times 100 = 66.67\%, \text{which rounds to } 67\%$$

Example Calculation: Quality of Field Supervision (ASEP Indicator 4b)

Step 1: Access the Exit Survey results completed by candidates between September 1 and August 31 of the academic year. These results are recorded without personally identifiable information.

Step 2: Identify which candidate scores were within acceptable values for their field supervision rating. Candidates rate their field experience on 11 survey items (items 3–9, 11–14) on the Exit Survey using a 4-point scale where 4 = *Rarely*; 3 = *Occasionally*; 2 = *Frequently*; and 1 = *Always/Almost Always*. To meet the standard of *frequently* or *always/almost always* providing the components of structural guidance and ongoing

support provision of high-quality field supervision (see 19 TAC §229.4(a)(4)(B)), responses to the applicable items must sum to equal or less than 22 points (11*2=22), corresponding with an average score of 2 or less across survey items.

Example Data

Name	Total Points	Within Acceptable Values
Candidate 1	21	Y
Candidate 2	20	Y
Candidate 3	23	N
Candidate 4	19	Y
Candidate 5	18	Y
Candidate 6	18	Y
Candidate 7	17	Y
Candidate 8	14	Y
Candidate 9	19	Y
Candidate 10	25	N
Candidate 11	23	N
Candidate 12	18	Y
Candidate 13	14	Y
Candidate 14	14	Y
Candidate 15	28	N
Candidate 16	19	Y
Candidate 17	26	N
Candidate 18	13	Y
Candidate 19	19	Y
Candidate 20	13	Y
Candidate 21	16	Y
Candidate 22	18	Y
Candidate 23	21	Y
Candidate 24	20	Y
Candidate 25	33	N
Candidate 26	40	N
Candidate 27	26	N
Candidate 28	17	Y
Candidate 29	17	Y
Candidate 30	19	Y

Step 3: Count the number of candidate scores that were within acceptable criteria (22).
Step 4: Divide the number of candidates whose scores were within the acceptable criteria (22) by the total number of candidates with scores (30). Multiply this value by 100. Round to the nearest whole number.

$$\frac{\text{Number of candidates' scores that were within acceptable values}}{\text{Total number of survey responses}} =$$

$$\frac{22}{30} \times 100 =$$

73.33%, which rounds to 73%

Chapter 7 – Evaluation of Educator Preparation Programs by Teachers ([~~New~~] Teacher Survey [~~Satisfaction~~])

Overview

ASEP Accountability Indicator 5 is the percent of new teachers who indicate that they were *sufficiently-prepared* or *well-prepared* by their EPP, as measured on the evaluation of educator preparation programs by teachers (teacher [~~satisfaction~~] survey).

The teacher survey is administered between the beginning of April and mid-June at the end of the relevant academic year. The survey is delivered using the Qualtrics survey platform. The population [~~sample~~] of new teachers is determined using certification data and PEIMS data. This roster is loaded into Qualtrics and an email containing a link to the survey is sent to the teacher. New teachers verify that they meet the eligibility requirements for inclusion [~~are completing their first year of teaching while holding a standard teaching certificate~~].

Teachers are required to complete all questions in the four required sections of the survey. Additionally, if the teacher indicates that he or she worked with students with disabilities or students who are emergent bilingual students, those additional sections are displayed and are required to be completed by the teacher.

Following the close of the teacher survey data collection period, the data is retrieved from Qualtrics, cleaned, processed, de-identified, and posted online. The aggregated and disaggregated results are used as ASEP Accountability Indicator 5.

Individuals Included

[~~All new teachers who finished an EPP program within the five years prior to the reporting period and are completing their first year of teaching while holding a standard certificate are included. See 19 TAC §229.2(26) for the definition of a new teacher. Teachers must have taught in the Texas public school system for a minimum of five months during the reporting period as evidenced by their presence in the PEIMS employment data gathered in October of the reporting year. Only teachers with standard certificates as of the October snapshot date are included. Teachers who are not teaching under a standard certificate or who were not listed as employed in the PEIMS data in the reporting period are excluded. Individuals who were incorrectly in the teacher survey roster as identified by the EPP are not included. EPPs communicate these exceptions to TEA via a provided form during a review period specified by TEA. These exceptions are subject to TEA approval.~~]

[~~Beginning in the 2023-2024 academic year,~~] All [~~all~~] first-year teachers of record currently enrolled in an EPP or who finished an EPP program within the five years prior to the reporting period, who are employed as a teacher as of the start of the survey, and who were employed by the PEIMS fall snapshot date [~~and taught in the Texas public school system for a minimum of five months during the reporting period~~] are included. See 19 TAC §229.2(19) for the definition of a first-year teacher. Only teachers on standard, intern, and probationary certificates as of the PEIMS fall snapshot date for the academic year are included. Individuals who started employment in the prior academic year after the PEIMS fall snapshot for that year are included in the current year. Individuals who were incorrectly in the teacher [~~principal~~] survey roster as identified by the EPP are not included. EPPs communicate these exceptions to TEA via a provided form during a review period specified by TEA. These exceptions are subject to TEA approval.

Assessments Included

All complete surveys with valid data for teachers who meet the conditions above are included. Surveys that lack valid data on one or more of the four required survey sections are excluded. Data from additional sections (i.e., Students with Disabilities, Emergent Bilingual Students) are included when available.

Calculation

Count the number of teacher surveys for the EPP that met standard. Divide this number by the total number of completed teacher surveys for the EPP. Multiply by 100. Round to the nearest whole number.

Scoring Approach

The scoring approach aligns with the scoring approach for the principal survey. Each item is weighted by the inverse of the number of items in the subscale. Operationally, this means that the average for each subscale is calculated, and then the average of these subscale values is calculated for the final individual-level score. The individual must average a score of 2 or better, corresponding with *sufficiently prepared*.

The individual subscales and their constituent items are presented in the table below.

Individual Subscales and Constituent Items

Subscale	Number of Items	Items in Survey (Question #)
Planning	12	Q4 – Q15
Instruction	13	Q16 – Q28
Learning Environment	7	Q29 – Q35
Professional Practices & Responsibilities	6	Q36 – Q41
Students with Disabilities	6	Q43 – Q48
Emergent Bilingual Students	4	Q50 – Q53

Special Methodological Considerations

Optional Sections and Missing Data

As noted above, the Students with Disabilities section and the Emergent Bilingual Students section are only displayed If the teacher indicates that he or she worked with either or both of these populations. If the survey sections are not displayed on the survey, no data are recorded for these sections. The determination of whether or not the individual survey met standard is based only on the sections of the survey with complete data.

The survey tool does not allow for individuals completing the survey to leave questions blank. Consequentially, each individual survey will have either 4, 5, or 6 complete survey sections.

Small Group Aggregation

Per 19 TAC §229.4(c), the small group aggregation procedure as described in ASEP Manual Chapter 2 is conducted for ASEP Accountability Indicator 5. Only data from years in which ASEP Accountability Indicator 5 has been a consequential indicator are used in this aggregation. The small group aggregation procedure uses results calculated using the survey and scoring approach effective for the particular administration of the survey.

Example Calculation: [~~New~~] Teacher Survey [~~Satisfaction~~] (ASEP Accountability Indicator 5)

Step 1: Access teacher [~~satisfaction~~] survey results.

Step 2: Average the item scores in each subsection.

Step 3: Average the subsection values.

Step 4: Identify which surveys have the minimum acceptable score or higher.

Example Survey Data and Calculation

Name	Points by Survey Section						Average by Survey Section						Overall Average	Met Standard
	PL	INS	LE	PPR	SWD	EBS	PL	INS	LE	PPR	SWD	EBS		
Number of Questions	12	13	7	6	6	4	12	13	7	6	6	4		
Kurt	27	28	16	16		12	2.25	2.15	2.29	2.67		3.00	2.47	Y
Salvador	26	28	18	15	14		2.17	2.15	2.57	2.50	2.33		2.35	Y
Regina	25	31	19	17	18	9	2.08	2.38	2.71	2.83	3.00	2.25	2.54	Y
Silvia	22	26	16	15	13	12	1.83	2.00	2.29	2.50	2.17	3.00	2.30	Y
Rachael	30	36	20	17	18	7	2.50	2.77	2.86	2.83	3.00	1.75	2.62	Y
Myra	29	32	19	16			2.42	2.46	2.71	2.67			2.56	Y
Darla	26	29	18	14	15	8	2.17	2.23	2.57	2.33	2.50	2.00	2.30	N
Guadalupe	32	33	19	14	16	11	2.67	2.54	2.71	2.33	2.67	2.75	2.61	Y
George	21	24	16	13	12	6	1.75	1.85	2.29	2.17	2.00	1.50	1.92	Y
Jessie	31	35	21	17	16	9	2.58	2.69	3.00	2.83	2.67	2.25	2.67	N
Lewis	24	25	12	7	11	8	2.00	1.92	1.71	1.17	1.83	2.00	1.77	Y
Ruby	26	25	16	15	16	5	2.17	1.92	2.29	2.50	2.67	1.25	2.13	Y
Josefina	33	35	20	16	17		2.75	2.69	2.86	2.67	2.83		2.76	Y
Susan	34	33	20	15	15	11	2.83	2.54	2.86	2.50	2.50	2.75	2.66	Y
Molly	28	29	18	14	15	5	2.33	2.23	2.57	2.33	2.50	1.25	2.20	Y
Sam	20	25	16	15	17	11	1.67	1.92	2.29	2.50	2.83	2.75	2.33	Y
Lucy	26	29	19	17	15	8	2.17	2.23	2.71	2.83	2.50	2.00	2.41	Y
Kevin	28	33	20	13	14		2.33	2.54	2.86	2.17	2.33		2.45	Y
Robin	29	35	19	11	13	5	2.42	2.69	2.71	1.83	2.17	1.25	2.18	Y
Mercedes	33	37	20	15	16	5	2.75	2.85	2.86	2.50	2.67	1.25	2.48	Y

Notes:

Public data sets do not include names.

PL = Planning; INS = Instruction; LE = Learning Environment; PPR = Professional Practices & Responsibilities; SWD = students with disabilities; EBS: Emergent Bilingual Students. Empty cells denote missing data.

Step 5: As necessary, perform the small group aggregation. If the aggregated group or any of the disaggregated groups contain ten or fewer individuals, perform Steps 1–5 for the prior year and add those individuals to the list. See ASEP Manual Chapter 2 for further explanation of the small group aggregation.

Step 6: Count the number of surveys that met the criteria for being designated as *sufficiently-prepared* or *well-prepared* (18).

Step 7: Divide the number of surveys which met the criteria for being designated as *sufficiently-prepared or well-prepared* (18) by the total number of surveys with valid scores (20). Multiply this value by 100. Round to the nearest whole number.

$$\frac{\text{Number of surveys meeting standard}}{\text{Total number of valid surveys}} \times 100 =$$

$$\frac{18}{20} \times 100 =$$

$$90\%$$

Chapter 8 – Educator Preparation Program Commendations

Per 19 TAC §229.1(d), an accredited EPP not under a board order or otherwise sanctioned by the SBEC may receive commendations for success in areas identified by the SBEC. Commendations will not be awarded for the 2023-2024 academic year. The TEA worked with the SBEC and the EPP stakeholder advisory groups in 2018 to identify and refine a framework for recognition and issues related to EPP eligibility and calculations. In 2019, the SBEC established a four-part framework for recognizing high-performing EPPs. This ASEP chapter presents that framework, related performance standards or metrics, sources of data, and descriptions of relevant calculations.

High-Performing EPP Framework

The framework consists of four parts. The framework was developed to allow for the recognition of EPPs that are high-achieving in both established and emerging measurements and priorities. Dimensions consist of multiple measures. The dimensions for recognition include:

- Rigorous and Robust Preparation
- Preparing the Educators Texas Needs
- Preparing Educators for Long-Term Success
- Innovative Educator Preparation

The measures within each dimension are presented in the table below. The Rigorous and Robust Preparation measures, the Preparing the Educators Texas Needs measures, and the Preparing Educators for Long-Term Success measures are calculated annually to reflect EPP performance in the prior academic year. The Innovative Educator Preparation commendation is awarded at the discretion of the Board. The TEA conducts these calculations in conjunction with the ASEP accountability calculations and presents both sets of the results to the SBEC for approval on similar schedules. In all cases, the small group aggregation procedure as described in ASEP Manual Chapter 2 is applied to these measurements. However, if the small group aggregation is used, only programs with more than 10 individuals over the three years necessary for the calculation are eligible to receive a commendation related to the measure.

High Performing EPP Framework

Dimension	High Performing EPP Measures	Standard
Rigorous and Robust Preparation	First test pass rate	95% or greater
	First Test Pass rate in teacher shortage areas	95% or greater
	Principal Survey % of candidates Met Standard	95% or greater
Preparing the Educators Texas Needs	Preparing teachers in shortage areas	Top 5 EPPs
	Preparing Educators of Color	Top 5 EPPs
	Preparing Teachers for Rural Schools	Top 5 EPPs
Preparing Educators for Long-Term Success	Teacher Retention as a Texas public school teacher for 5 years	85% or greater
	Educator Retention as a Texas public school professional for 5 years	85% or greater
	Principal Employment in Principal or Assistant Principal Role within 3 years	75% or greater

Dimension	High Performing EPP Measures	Standard
Innovative Educator Preparation	Approved by the SBEC per EPP application	

Rigorous and Robust Preparation

This dimension of high-performance uses the same data as the ASEP accountability indicators. The first measure is the overall pass rate for a candidate's first attempt on exams. All exams, including pedagogy tests and content pedagogy tests, are pooled for this measure. The standard is set at 95% or greater. Additionally, EPPs are only eligible for this recognition if the differences in the pass rates disaggregated by race and ethnicity are 10 percentage points or smaller for all groups meeting the minimum size criterion, following small group aggregation. Groups are only included in this analysis only if they contain more than 10 candidates following the small group aggregation.

The second measure in this dimension is the first test pass rate in Texas-identified, federally designated teacher shortage subject areas. These shortage areas are identified annually and reported to the United States Department of Education. For this measure, only those content pedagogy tests necessary for certification in the specified categories are included. The standard is set at 95% or greater.

The third indicator in this category is EPP performance on the principal survey. Following the procedure in ASEP Manual Chapter 4, results on the principal survey are computed at the EPP level. The standard is set at 95% or more individuals being rated as "met standard."

Preparing the Educators Texas Needs

This dimension of high-performance identifies EPPs that prepare high percentages of educators identified by the SBEC and TEA as targeted for growth. For measures in this category, the top five programs, as a percentage of their completers, are recognized. As with all high-performing recognitions, only EPPs with an accreditation status of "Accredited" are eligible for recognition. This means that fewer than five EPPs may be recognized in any of these categories. Additionally, although the small group aggregation procedure is applied, only those programs which prepare more than 10 educators in any of the specified categories or groups once three years of data are aggregated are eligible for these commendations.

The first measure in this dimension is preparation of educators in teacher shortage subject areas. This indicator identifies EPPs that specialize in the preparation of educators for Texas-identified, federally-recognized teacher shortage areas. The total number of newly standard certified teachers with a certificate in each shortage area is identified, and this is divided by the total number of newly standard certified teachers at the EPP. The top five EPPs in each identified certification category are eligible to be recognized. Each shortage area is calculated separately, and an EPP may receive a commendation for one or multiple shortage areas.

The second measure in this dimension recognizes EPPs that prepare the highest percentage of educators who identify as African American and Hispanic. The total number of newly standard certified educators who identify as African American is identified, and this is divided by the total number of newly standard certified educators at the EPP. Separately, the total number of newly standard certified educators who identify as Hispanic is identified, and this is divided by the total number of newly standard certified educators at the EPP. The top five EPPs with respect to each demographic group are eligible to be recognized. Each race/ethnicity category is calculated separately, and an EPP may receive a commendation for one or multiple race/ethnicity categories.

The third measure is preparation of teachers for rural schools. Using first-year employment data available in the PEIMS database and the district-level geographic designations, the TEA identifies a) teacher completers

who are employed and b) teacher completers who are employed in a rural district as a teacher. The percentage of teachers working in a rural district is then calculated. The EPPs with the five highest percentages are eligible to be recognized.

Preparing Educators for Long-term Success

This dimension of high-performance identifies EPPs that prepare educators who continue working in Texas public schools for at least five years. The first measure identifies the percentage of teachers who were initially certified during a given academic year and were employed as regular classroom teachers in the next academic year. A teacher is considered retained only if they maintain continuous employment as a teacher in Texas public schools on a half-time or more basis. The number of teachers continuously employed as a teacher for five consecutive years is identified and used in this measure. Using the number of educators retained for five years and the original number of employed educators five years prior, the TEA computes a percentage. The standard for recognition on this measure is set at 85% or higher.

The second measure in the dimension is continued employment in any role in the Texas public education system. The calculation for this measure is similar to the prior measure; however, this measure reports the percentage of individuals originally certified as classroom teachers continuously employed in any role for five years. The standard for recognition on this measure is 85% or higher.

The third measure in this dimension is the employment of newly prepared principals. The calculation for this standard is the percentage of newly prepared principals working in a public school in Texas in an educational leadership role (principal, assistant principal, instructional leader, etc.) within three years of obtaining principal certification. The standard for recognition on this measure is 75%.

Innovative Educator Preparation

The final dimension of recognition gives the SBEC the opportunity to designate EPPs that have implemented innovative approaches to educator preparation. Specific topic areas for innovation are updated using input from the SBEC. EPPs respond to a call for applications in a format and a timeline determined by TEA and the SBEC. EPPs must submit a complete set of materials to be eligible for recognition. TEA reviews applications for topic alignment and completeness. Appropriate applications are reviewed by an SBEC committee and approved by the full SBEC. Recognition is awarded at the discretion of the committee and the SBEC.

For the current Innovative Educator Preparation commendation, the SBEC seeks to recognize EPPs that engage in innovative development of EPP faculty and staff, field supervisors, and/or cooperating and mentor teachers, in alignment with current research and best practices. Examples include, but are not limited to, co-teaching models, coaching practices, high quality instructional materials implementation, and/or response to intervention (RTI).

Chapter 9 – Determination of ASEP Index Score

Overview

Per 19 TAC §229.4(b), the ASEP Index Score is used for accreditation status determination. This scoring system uses data from the seven ASEP Indicators along with differential weights to determine the total number of points possible for an EPP based on the data present, and the total number of points achieved. This section presents a description of the calculation, the weighting approach, special longitudinal considerations, and a worked example.

Calculation

The ASEP indicators consist of seven separate performance measures. Per TEC, §21.045(a), disaggregated categories with respect to gender, race, and ethnicity are used in the determination of continuing accountability. For these categories, TEA uses the race, ethnicity, and gender designations defined in 19 TAC §229.2(14). The table below presents a matrix representation of this model.

ASEP Measure	All	Female	Male	African American	Hispanic / Latino	Other	White
1a: Certification examination results for pedagogy tests							
1b: Certification examination results for content pedagogy tests							
2: Principal survey [~~appraisal of the preparation of first year teachers~~]							
3: Improvement in student achievement of students taught by beginning teachers							
4a: Frequency and duration of field observations							
4b: Quality of field supervision							
5: Teacher Survey [~~Satisfaction of new teachers~~]							

As described in the following section, weights are assigned to the individual measure. Additionally, a weight is assigned to the "All" category, separate from the individual demographic categories.

The total number of points achieved is calculated based on the EPP performance in each measure for each group. Values are assigned for each cell in the matrix based on the current year performance and performance in the most recent prior year for which the EPP had actionable data.

Performance	Value
Met Standard	1
Did Not Meet Standard and Met Standard within the two most recent prior years [~~in Prior Year~~]	0
No Data/Small Group Exception	<blank>
Did Not Meet Standard and Did Not Meet Standard in the two most recent prior years for which the EPP had actionable data	-1

The total number of points achieved is then calculated by multiplying the individual cell by the measure weight and the demographic weight, and then summing all the cells. Blank cells are omitted from the sum.

The total number of points possible is calculated based on the data available. Cells are assigned a value of 1 if there is data available for the current academic year. Each cell is then multiplied by the measure weight and the demographic weight, and the cells are summed.

The percentage of points achieved is found by dividing the total number of points achieved by the total number of points possible and multiplying by 100. This value is then rounded to the nearest whole number.

Weighting

The table below presents the measure weights.

ASEP Measure	Weight
1a: Certification examination results for pedagogy tests	4
1b: Certification examination results for content pedagogy tests	2
2: Principal survey [~~appraisal of the preparation of first year teachers~~]	1
3: Improvement in student achievement of students taught by beginning teachers	3
4a: Frequency and duration of field observations	3
4b: Quality of field supervision	3
5: Teacher Survey [~~Satisfaction of new teachers~~]	2

The table below presents the demographic group weights.

All	6
Female	1
Male	1
African American	1
Hispanic / Latino	1
Other	1
White	1

Worked Example

Example Calculation: ASEP Index

Step 1: Identify the EPP results for all ASEP Indicators for all groups.

Step 2: Populate the results table.

ASEP Measure	All	Female	Male	African American	Hispanic / Latino	Other	White
1a: Certification examination results for pedagogy tests	Met (1)	Met (1)	Met (1)	Met (1)	Met (1)	Met (1)	Met (1)
1b: Certification examination results for content pedagogy tests	Met (1)	Met (1)	Did not meet 3 years in a row (-1) [~~(0)~~]	Met (1)	Met (1)	Met (1)	Met (1)
2: Principal survey [~~appraisal of the preparation of first year teachers~~]	Met (1)	Met (1)	Did not meet (0)	Met (1)	Did not meet (0)	Met (1)	Met (1)
3: Improvement in student achievement of students taught by beginning teachers	Report Only	Report Only	Report Only	Report Only	Report Only	Report Only	Report Only
4a: Frequency and duration of field observations	Met (1)	Met (1)	Met (1)	Met (1)	Met (1)	Met (1)	Met (1)
4b: Quality of field supervision	Met (1)	Small Group [~~No Data~~]	Small Group [~~No Data~~]	Small Group [~~No Data~~]	Small Group [~~No Data~~]	Small Group [~~No Data~~]	Small Group [~~No Data~~]
5: Teacher Survey [~~Satisfaction of new teachers~~]	Met (1)	Met (1)	Met (1)	Small Group	Met (1) [~~Did not meet (0)~~]	Small Group	Met (1)

Note: Per 19 TAC §229.4(a)(3), Indicator 3 is not consequential for ASEP ratings until TEA has data necessary to calculate this performance standard for two years following the 2019-2020 academic year.

Step 3: Multiply each cell by the corresponding measure weight and demographic weight.

ASEP Measure	All	Female	Male	African American	Hispanic / Latino	Other	White
1a: Certification examination results for pedagogy tests	24	4	4	4	4	4	4
1b: Certification examination results for content pedagogy tests	12	2	-2 [~~0~~]	2	2	2	2
2: Principal survey [~~appraisal of the preparation of first year teachers~~]	6	1	0	1	0	1	1
3: Improvement in student achievement of students taught by beginning teachers							
4a: Frequency and duration of field observations	18	3	3	3	3	3	3
4b: Quality of field supervision	18						
5: Teacher Survey [~~Satisfaction of new teachers~~]	12	2	2		2 [~~0~~]		2

Step 4: Sum all the cells to find the total points achieved (152).

Step 5: Populate the data available table.

ASEP Measure	All	Female	Male	African American	Hispanic / Latino	Other	White
1a: Certification examination results for pedagogy tests	Yes (1)	Yes (1)	Yes (1)	Yes (1)	Yes (1)	Yes (1)	Yes (1)
1b: Certification examination results for content pedagogy tests	Yes (1)	Yes (1)	Yes (1)	Yes (1)	Yes (1)	Yes (1)	Yes (1)
2: Principal survey [~~appraisal of the preparation of first year teachers~~]	Yes (1)	Yes (1)	Yes (1)	Yes (1)	Yes (1)	Yes (1)	Yes (1)
3: Improvement in student achievement of students taught by beginning teachers	No (0)	No (0)	No (0)	No (0)	No (0)	No (0)	No (0)

ASEP Measure	All	Female	Male	African American	Hispanic / Latino	Other	White
4a: Frequency and duration of field observations	Yes (1)	Yes (1)	Yes (1)	Yes (1)	Yes (1)	Yes (1)	Yes (1)
4b: Quality of field supervision	Yes (1)	No (0)	No (0)	No (0)	No (0)	No (0)	No (0)
5: Teacher Survey [~~Satisfaction of new teachers~~]	Yes (1)	Yes (1)	Yes (1)	No (0)	Yes (1)	No (0)	Yes (1)

Step 6: Multiply each cell by the corresponding measure weight and demographic weight.

ASEP Measure	All	Female	Male	African American	Hispanic / Latino	Other	White
1a: Certification examination results for pedagogy tests	24	4	4	4	4	4	4
1b: Certification examination results for content pedagogy tests	12	2	2	2	2	2	2
2: Principal survey [~~appraisal of the preparation of first year teachers~~]	6	1	1	1	1	1	1
3: Improvement in student achievement of students taught by beginning teachers							
4a: Frequency and duration of field observations	18	3	3	3	3	3	3
4b: Quality of field supervision	18						
5: Teacher Survey [~~Satisfaction of new teachers~~]	12	2	2		2		2

Step 7: Sum all the cells to find the total points possible (158).

Step 8: Divide the points achieved by the points possible. Multiply by 100. Round to the nearest whole number.

$$\frac{\text{Number of ASEP Points Earned}}{\text{Number of ASEP Points Possible}} =$$

$$\frac{152}{158} \times 100 =$$

$$96.20\%, \text{which rounds to } 96\%$$

Review of Adoption of Proposed Amendment to 19 TAC Chapter 230, Professional Educator Preparation and Certification, Subchapter B, General Certification Requirements, §230.11, General Requirements

November 22, 2024

COMMITTEE ON SCHOOL INITIATIVES: ACTION
STATE BOARD OF EDUCATION: ACTION

SUMMARY: This item provides the State Board of Education (SBOE) an opportunity to review the State Board for Educator Certification (SBEC) rule actions that would adopt the proposed amendment to the English language proficiency (ELP) requirements outlined in 19 Texas Administrative Code (TAC) Chapter 230, Professional Educator Preparation and Certification, Subchapter B, General Certification Requirements, §230.11, General Requirements. The proposed amendment would expand the options for demonstrating ELP.

STATUTORY AUTHORITY: The statutory authority for 19 TAC §230.11 is the Texas Education Code (TEC), §§21.003(a), 21.031, and 21.041(b)(1), (2), (4), and (5).

TEC, §21.003(a), states that a person may not be employed as a teacher, teacher intern or teacher trainee, librarian, educational aide, administrator, educational diagnostician, or school counselor by a school district unless the person holds an appropriate certificate or permit issued as provided by TEC, Chapter 21, Subchapter B.

TEC, §21.031, authorizes the SBEC to regulate and oversee all aspects of the certification, continuing education, and standards of conduct of public school educators.

TEC, §21.041(b)(1), (2), and (4), require the SBEC to propose rules that provide for the regulation of educators and the general administration of the TEC, Chapter 21, Subchapter B, in a manner consistent with TEC, Chapter 21, Subchapter B; specify the classes of educator certificates to be issued, including emergency certificates; and specify the requirements for the issuance and renewal of an educator certificate.

TEC, §21.041(b)(5), requires the SBEC to propose rules that provide for the issuance of an educator certificate to a person who holds a similar certificate issued by another state or foreign country, subject to TEC, §21.052.

The full text of statutory citations can be found in the statutory authority section of this agenda.

BACKGROUND INFORMATION AND JUSTIFICATION: At the February 2024 SBEC meeting, Texas Education Agency (TEA) staff provided the Board with an overview of the history of the ELP requirement and confirmed that regardless of the pathway to certification in Texas, demonstration of ELP is required for all candidates. TEA staff also posed key questions for the Board's consideration regarding current requirements in rule and possible updates for the demonstration of ELP. TEA staff anchored the conversation with the Board around required performance on the Test of English as a Foreign Language internet-Based Test (TOEFL-iBT), the list of countries approved by the SBEC to satisfy demonstration of ELP, the addition of U.S. territories to exempt individuals from the ELP requirement, and the potential use of standard certification obtained in another state by individuals licensed to teach in other countries.

At the April 2024 SBEC meeting, TEA staff provided a follow-up discussion item, including recommendations for amendments to 19 TAC Chapter 230 to be presented for consideration and action by the Board at the July SBEC meeting. The Board provided final direction on how to move forward with the proposal.

The following is a description of the proposed amendment reflected in Attachments I and II.

Proposed Amendment to Required Performance on the TOEFL-iBT

The proposed amendment to §230.11(b)(5)(B) would update TOEFL-iBT score requirements from a specific score for each of the four sections (24 for Speaking, 22 for Listening, 22 for Reading, and 21 for Writing) to any score that falls within the range identified for performance at the High-Intermediate Level for all four sections of the test.

Proposed Amendment Related to U.S. Territories and the ELP Requirement

Proposed new §230.11(b)(5)(A) would add the phrase, "or one of its territories," to allow degrees obtained in the U.S. territories to also count toward meeting the ELP requirement.

Proposed Amendment to Add Countries to the List Approved by the SBEC for Exemption from the ELP Requirement

The proposed amendment to Figure: 19 TAC §230.11(b)(5)(C), in Attachment II, would add Cameroon, Kenya, Philippines, South Africa, Uganda, Zambia, and Zimbabwe to the list of countries approved for exemption from the ELP requirement and would strike American Samoa to align with proposed changes that would incorporate all U.S. territories in meeting the requirement.

Proposed Amendment to Include an Additional Option to Meet the ELP Requirement

Proposed new §230.11(b)(5)(D) would allow an individual applying for the out-of-country credentials review who also holds a standard certificate issued in another state where exams were taken and passed to be eligible for consideration of exemption from ELP requirements.

Under TEC, §21.042, the SBEC must submit a written copy of each rule it proposes to adopt to the SBOE for review. The SBOE may reject the proposed rule by a vote of at least two-thirds of the members of the SBOE present and voting but may not modify a rule.

FISCAL IMPACT: No changes have been made to this section since published as proposed. Jessica McLoughlin, associate commissioner for educator preparation, certification, and enforcement, has determined that there is no additional fiscal impact on state or local governments and that there are no additional costs to entities required to comply with the proposal.

LOCAL EMPLOYMENT IMPACT: No changes have been made to this section since published as proposed. The proposal has no effect on local economy; therefore, no local employment impact statement is required under Texas Government Code (TGC), §2001.022.

SMALL BUSINESS, MICROBUSINESS, AND RURAL COMMUNITY IMPACT: No changes have been made to this section since published as proposed. The proposal has no direct adverse economic impact for small businesses, microbusinesses, or rural communities; therefore, no regulatory flexibility analysis, specified in TGC, §2006.002, is required.

COST INCREASE TO REGULATED PERSONS: No changes have been made to this section since published as proposed. The proposal does not impose a cost on regulated persons, another state agency, a special district, or a local government and, therefore, is not subject to TGC, §2001.0045.

TAKINGS IMPACT ASSESSMENT: No changes have been made to this section since published as proposed. The proposal does not impose a burden on private real property and, therefore, does not constitute a taking under TGC, §2007.043.

GOVERNMENT GROWTH IMPACT: No changes have been made to this section since published as proposed. TEA staff prepared a Government Growth Impact Statement assessment for this proposed rulemaking. During the first five years the proposed rulemaking would be in effect, it would expand an existing regulation by including additional provisions for individuals to meet the ELP requirement.

The proposed rulemaking would not create or eliminate a government program; would not require the creation of new employee positions or elimination of existing employee positions; would not require an increase or decrease in future legislative appropriations to the agency; would not require an increase or decrease in fees paid to the agency; would not create a new regulation; would not limit or repeal an existing regulation; would not increase or decrease the number of individuals subject to its applicability; and would not positively or adversely affect the state's economy.

PUBLIC BENEFIT AND COST TO PERSONS: No changes have been made to this section since published as proposed. Jessica McLoughlin, associate commissioner for educator preparation, certification, and enforcement, has determined the public benefit anticipated as a result of the proposal would be increased flexibility in demonstrating ELP. The proposal would reduce the number of TOEFL-iBT test attempts for some candidates**.** The addition of countries approved by the SBEC to satisfy the ELP requirement would save TOEFL-iBT testing fees for some candidates. Also, the future ability to utilize a standard certificate issued by another state department of education would also be a TOEFL-iBT test fee savings for some candidates. TEA staff has determined there is an anticipated savings to persons required to comply with the proposal. The proposal would allow an individual to score within a range of scores on the TOEFL-iBT, as opposed to a required specific scaled score. This would have a potential savings of approximately $200 per exam for an estimated 114 individuals per fiscal year (FY) who may have needed to retake the test to meet the minimum scaled score requirement. This would result in a savings of $22,800 for each year of FYs 2025-2028 for the individuals who were able to demonstrate ELP outside of TOEFL-iBT testing.

DATA AND REPORTING IMPACT: No changes have been made to this section since published as proposed. The proposal would have no new data and reporting impact.

ENVIRONMENTAL IMPACT: No changes have been made to this section since published as proposed. The proposal does not require an environmental impact analysis because the proposal does not include major environmental rules under TGC, §2001.0225.

PRINCIPAL AND CLASSROOM TEACHER PAPERWORK REQUIREMENTS: No changes have been made to this section since published as proposed. TEA staff has determined the proposal would not require a written report or other paperwork to be completed by a principal or classroom teacher.

PUBLIC COMMENTS: In accordance with the SBEC rulemaking process, a summary of comments received by the SBEC on its proposed rules is shared with the SBOE under separate cover prior to this SBOE meeting.

MOTION TO BE CONSIDERED: That the State Board of Education:

> Take no action on the proposed amendment to 19 TAC Chapter 230, Professional Educator Preparation and Certification, Subchapter B, General Certification Requirements, §230.11, General Requirements.

Staff Members Responsible:
Jessica McLoughlin, Associate Commissioner, Educator Preparation, Certification and Enforcement
Marilyn Cook, Senior Director, Education Preparation and Certification
Trenton Law, Director, Educator Credentialing, Educator Preparation and Certification

Attachment I:
Text of Proposed Amendment to 19 TAC Chapter 230, Professional Educator Preparation and Certification, Subchapter B, General Certification Requirements, §230.11, General Requirements

Attachment II:
Text of Proposed Amendment to Figure: 19 TAC §230.11(b)(5)(C)

ATTACHMENT I
Text of Proposed Amendment to 19 TAC

Chapter 230. Professional Educator Preparation and Certification

Subchapter B. General Certification Requirements.

§230.11. General Requirements.

(a) The only credits and degrees acceptable for certification of educators are those earned from and conferred by accredited institutions of higher education. All credit hour requirements for certification are semester credit hours or their equivalent.

(b) An applicant for a Texas educator certificate must:

(1) be at least 18 years of age;

(2) submit to the criminal history review required by the Texas Education Code (TEC) §22.0831, not be disqualified by the TEC, §21.058, §21.060, or other Texas statute, and not be subject to administrative denial pursuant to §249.12 of this title (relating to Administrative Denial; Appeal) or a pending proceeding under Chapter 249 of this title (relating to Disciplinary Proceedings, Sanctions, and Contested Cases);

(3) not be disqualified by federal law;

(4) be willing to support and defend the constitutions of the United States and Texas;

(5) be able to communicate, listen, read, write, and comprehend the English language sufficiently to use it easily and readily in daily communication and teaching. English language proficiency shall be evidenced by one of the following:

(A) completion of an undergraduate or graduate degree at an accredited institution of higher education in the United States or one of its territories; or

(B) verification of a minimum scaled score that falls within the High-Intermediate level in each section on the Test of English as a Foreign Language internet-Based Test (TOEFL-iBT) [~~minimum scaled scores on the Test of English as a Foreign Language internet-Based Test (TOEFL iBT) of 24 for speaking, 22 for listening, 22 for reading, and 21 for writing~~] ; or

(C) an undergraduate or graduate degree that was earned at an institution of higher education in a country outside of the United States listed in the figure provided in this subparagraph ; or [~~.~~]

Figure: 19 TAC §230.11(b)(5)(C) [~~Figure: 19 TAC §230.11(b)(5)(C)~~]

(D) a standard certificate issued by the department of education in another state where examinations for the certificate were taken and passed;

(6) successfully complete appropriate examinations prescribed in §230.21 of this title (relating to Educator Assessment) for the educator certificate sought; and

(7) satisfy one or more of the following requirements:

(A) complete the requirements for certification specified in this chapter, Chapter 233 of this title (relating to Categories of Classroom Teaching Certificates), Chapter 239 of this title (relating to Student Services Certificates), Chapter 241 of this title (relating to Certification as Principal), or Chapter 242 of this title (relating to Superintendent Certificate), and be recommended for certification by an approved educator preparation program (EPP);

(B) qualify under Subchapter H of this chapter (relating to Texas Educator Certificates Based on Certification and College Credentials from Other States or Territories of the United States);

(C) qualify under §230.105 of this title (relating to Issuance of Additional Certificates Based on Examination);

(D) qualify for a career and technical education certificate based on skill and experience specified in §233.14 of this title (relating to Career and Technical Education (Certificates requiring experience and preparation in a skill area)); or

(E) qualify under Chapter 245 of this title (relating to Certification of Educators from Other Countries).

(c) An educator who has received a State Board for Educator Certification (SBEC)-issued standard certificate shall not be required to demonstrate English language proficiency as prescribed in subsection (b)(5)(B) and (C) of this section for purposes of admission into an EPP to obtain additional SBEC-issued certifications.

Figure: 19 TAC §230.11(b)(5)(C) [~~Figure: 19 TAC §230.11(b)(5)(C)~~]

Countries in which English is an Official Language

The countries listed below have been approved by the State Board for Educator Certification (SBEC) to satisfy the English language proficiency requirement specified in 19 TAC §230.11(b)(5)(C). To be exempted from the Test of English as a Foreign Language internet-Based Test (TOEFL - iBT) testing requirement specified in 19 TAC §230.11(b)(5)(B), a certification candidate must have earned an undergraduate or graduate degree from an institution of higher education on the SBEC-approved list of countries.

[~~American Samoa~~]

Anguilla

Antigua and Barbuda

Australia

Bahamas

Barbados

Belize

Bermuda

British Virgin Islands

Cameroon

Canada (except Quebec)

Cayman Islands

Dominica

Federated States of Micronesia

Gambia

Ghana

Gibraltar

Grand Cayman

Grenada

Guyana

India

Ireland

Jamaica

Kenya

Liberia

New Zealand

Nigeria

Philippines

Saint Kitts and Nevis

Saint Lucia

Singapore

South Africa

Trinidad/Tobago

Turks and Caicos Islands

Uganda

United Kingdom

U.S. Pacific Trust

Zambia

Zimbabwe

Discussion of Review of 19 TAC Chapter 30, Administration, Subchapter A, State Board of Education: General Provisions

November 21, 2024

COMMITTEE ON SCHOOL INITIATIVES: DISCUSSION
STATE BOARD OF EDUCATION: NO ACTION

SUMMARY: Texas Government Code, §2001.039, establishes a four-year rule review cycle for all state agency rules, including State Board of Education (SBOE) rules. This item presents the review of 19 Texas Administrative Code (TAC) Chapter 30, Administration, Subchapter A, State Board of Education: General Provisions. Subchapter A establishes the SBOE process for petitioning the adoption of changes to SBOE rules, as required by Texas Government Code, §2001.021.

STATUTORY AUTHORITY: The statutory authority for the rule review is Texas Government Code (TGC), §2001.039. The statutory authority for 19 TAC Chapter 30, Subchapter A, is Texas Government Code, §2001.021.

Texas Government Code, §2001.039, requires all state agencies to review their rules at least once every four years.

Texas Government Code, §2001.021, authorizes a state agency to prescribe by rule the form for a petition and the procedure for the submission, consideration, and disposition.

The full text of statutory citations can be found in the statutory authority section of this agenda.

FUTURE ACTION EXPECTED: The review of 19 TAC Chapter 30, Subchapter A, will be presented to the SBOE for adoption at the January 2025 board meeting.

BACKGROUND INFORMATION AND JUSTIFICATION: Texas Government Code, §2001.021, requires that procedures to petition for the adoption of rule changes be adopted by rule. To comply with statute, the SBOE adopted 19 TAC Chapter 30, Administration, Subchapter A, State Board of Education: General Provisions, §30.1, Petition for Adoption of Rule Changes, effective December 5, 2004. Prior to the adoption of 19 TAC §30.1, procedures to petition for the adoption of changes to SBOE rules were included as part of the SBOE's operating rules. Effective April 26, 2009, an amendment adopted in rule the form used to submit a petition.

Since 19 TAC §30.1 was last reviewed in 2020, three petitions have been presented to the SBOE.

In 2020, a petitioner requested that the SBOE adopt United States History Studies Before 1877 and offer the course to all high school students. The SBOE denied the petition because all Grade 8 students are required to receive instruction in United States History through 1877.

In 2022, a petitioner requested that 19 TAC §74.12 be amended to allow Oral Interpretation I-III to satisfy a fine arts graduation requirement. The SBOE denied the petition because Oral Interpretation I, II, and III are not aligned with fine arts courses.

In 2023, a petitioner requested that 19 TAC §100.1 be amended to remove the no-contact period between open-enrollment charter applicants and any person or entity acting on their behalf with the commissioner, the commissioner's designee, a member of the SBOE, or a member of an external application review panel. The SBOE directed Texas Education Agency (TEA) staff to initiate rulemaking proceedings, and §100.1 was amended to modify the no-contact period for open-enrollment charter applicants or any person or entity acting on their behalf, effective October 31, 2023.

ANTICIPATED REVISIONS TO RULES: There are no anticipated revisions to 19 TAC Chapter 30, Subchapter A.

PUBLIC COMMENTS: TEA will file notice of the proposed review of 19 TAC Chapter 30, Subchapter A, with the Texas Register following the November 2024 SBOE meeting. TEA will accept comments as to whether reasons for adopting 19 TAC Chapter 30, Subchapter A, continue to exist. The public comment period on the proposed rule review begins December 20, 2024, and ends at 5:00 p.m. on January 21, 2025. The SBOE will take registered oral and written comments on this item at the appropriate committee meeting in January 2024 in accordance with the SBOE operating policies and procedures.

The filing of the notice of proposed review soliciting comments as to whether the reason for adoption continues to exist would not preclude any amendments that may be proposed at different dates through a separate rulemaking process.

Staff Member Responsible:
Cristina De La Fuente Valadez, Director, Rulemaking

Attachment:
Text of 19 TAC Chapter 30, Administration, Subchapter A, State Board of Education: General Provisions, including Figure: 19 TAC §30.1(a), *State Board of Education Petition for Adoption of a Rule*

ATTACHMENT
Text of 19 TAC

Chapter 30. Administration

Subchapter A. State Board of Education: General Provisions

§30.1. Petition for Adoption of Rule Changes.

(a) Any interested person as defined in Texas Government Code (TGC), §2001.021(d), may petition for the adoption, amendment, or repeal of a rule of the State Board of Education (SBOE) by filing a petition on the form provided in this subsection. The petition shall be signed and submitted to the Texas Education Agency (TEA). The TEA staff responsible for the area with which the rule is concerned shall evaluate the merits of the petition to determine whether to recommend that rulemaking proceedings be initiated or that the petition be denied.

Figure: 19 TAC §30.1(a)

(b) In accordance with TGC, §2001.021, the TEA staff must respond to the petitioner within 60 calendar days of receipt of the petition.

(1) Where possible, the TEA staff recommendation concerning the petition shall be placed on the next SBOE agenda, and the SBOE shall act on the petition within 60 calendar days.

(2) Where the time required to review the petition or the scheduling of SBOE meetings will not permit the SBOE to act on the petition within the required 60 calendar days, the TEA staff shall respond to the petitioner within the required 60 calendar days, notifying the petitioner of the date of the SBOE meeting at which the TEA staff recommendation will be presented to the SBOE for action.

(c) The SBOE will review the petition and the TEA staff recommendation and will either deny the petition, giving reasons for the denial, or direct the TEA staff to begin the rulemaking process. The TEA staff will notify the petitioner of the SBOE's action related to the petition.

(d) The SBOE may deny a petition on the following grounds:

(1) the SBOE does not have jurisdiction or authority to propose or adopt the petitioned rule;

(2) the petitioned rule conflicts with a statute, court decision, another rule proposed or adopted by the SBOE, or other law;

(3) the SBOE determines that a different proceeding, procedure, or act more appropriately addresses the subject matter of the petition than initiating a rulemaking proceeding;

(4) the petitioner files a petition:

(A) within one year of the SBOE denying a petition on a similar rule or the same subject matter; or

(B) to amend a rule proposed or adopted by the SBOE that has not yet become effective; or

(5) any other reason the SBOE determines is grounds for denial.

(e) If the SBOE initiates rulemaking procedures in response to a petition, the rule text which the SBOE proposes may differ from the rule text proposed by the petitioner.

Figure: 19 TAC §30.1(a)

STATE BOARD OF EDUCATION
Petition for Adoption of a Rule

The Texas Government Code, §2001.021, provides that any interested person may petition an agency requesting the adoption of a rule.

The petition should be signed and submitted:

by mail to Rulemaking Division, Texas Education Agency, 1701 North Congress Avenue, Austin, Texas 78701-1494; or

by using the email button at the bottom of this petition form or by emailing directly to *rules@tea.texas.gov*.

Name:

Affiliation/Organization (if applicable):

Address:

Email Address:

Telephone: Date:

Texas Government Code, §2001.021, specifies that an interested person must meet one of the following criteria. Please check all of the following that apply to you.

- ☐ resident of Texas
- ☐ business entity located in Texas
- ☐ governmental subdivision located in Texas
- ☐ public or private organization located in Texas that is not a state agency

Proposed rule text (indicate words to be added or deleted from the current text):

Statutory authority for the proposed rule action:

Why is this rule action necessary or desirable?

(If more space is required, attach additional sheets.)

_____

Petitioner's Signature
(Typing your name in the field above serves as your signature for the purposes of this petition.)

Click here to submit petition form

INFORMATION MATERIALS

STATE BOARD OF EDUCATION OPERATING RULES
(amended February 2, 2023)

CHAPTER 1. BOARD ORGANIZATION

The statutory citation for this chapter is the Texas Education Code, §7.107.

§1.1. Officers of the Board.

(a) Selection.

(1) The vice chair and secretary of the board shall be elected by a majority vote in accordance with Texas Education Code, §7.107, to serve for a term of two years and until their successors are elected.

(2) Either of these officers may be removed from office by a vote of not less than two-thirds of the membership of the board.

(3) In case of death or resignation of the vice chair or the secretary of the board, the board shall elect by a majority vote a board member to fill the vacancy for the unexpired term of that officer at the next board meeting.

(b) Duties.

(1) Chair. The chair shall preside at meetings and perform all other duties prescribed by law, by board rule, or by board direction.

(2) Vice chair. The vice chair shall perform the duties of the chair in case of absence or disability of the chair and other duties as the chair may request. Should the office of the chair become vacant, the vice chair shall serve as chair until a successor has been appointed by the governor.

(3) Secretary. The secretary shall perform all duties as required by law and such other duties as the chair may request.

§1.2. Committees of the Board.

(a) The standing committees of the board and their areas of oversight are:

Committee of the Full Board

1. Establishment of essential knowledge and skills (TEKS)
2. Instructional materials proclamations and adoption of instructional materials
3. Consideration of the Commissioner of Education's open-enrollment charter school proposals

Committee on Instruction

1. Establishment of curriculum and graduation requirements
2. Curriculum implementation (including credit by examination, Texas Advanced Placement Incentive Program, and procedures concerning dyslexia and related disorders)
3. Student assessment program implementation
4. General education
5. Education of individuals with disabilities
6. Gifted and talented education
7. Adult education
8. Library standards
9. Texas School for the Blind and Visually Impaired/Texas School for the Deaf

Committee on School Finance/Permanent School Fund

1. State and federal funding issues
2. Financial budgeting, reporting, and regulation
3. Contract and grant approval
4. Instructional materials financing and operations
5. Community education funding
6. Oversight of the Bond Guarantee Program including coordination with the TEA and the Texas Permanent School Fund Corporation (Texas PSF)
7. Oversight of the Texas PSF, including receipt of required reports
8. Review of nominations for gubernatorial appointments: Teacher Retirement System, School Land Board

Committee on School Initiatives

1. Long-range plans required by statute
2. Educational technology and telecommunications
3. Updates regarding open-enrollment application cycles and processes
4. School safety and items pertaining to the Texas school safety center and recommendations from the chief of school safety and security
5. State Board for Educator Certification rules review
6. School board member training policy
7. Hearing examiners
8. Military reservation and special purpose school districts
9. Extracurricular activities
10. Home-rule school district probation and revocation

(b) Amendments to the areas of committee oversight reflecting new or changing board responsibilities may be made during the board's periodic operating rules review or by means of resolution addressing the change in responsibilities should such change occur between the operating rules review.

(c) Committees may receive information, investigate, study and report to the board. The board may from time to time define by resolution the areas of oversight of each committee as may be necessary. Each committee shall review and make recommendations on the board agenda items falling under its areas of oversight; except that the chair of the board, in consultation with the respective committee chair, may designate any board agenda item for review and recommendation by the Committee of the Full Board.

(d) The Committee of the Full Board shall be composed of all members of the board, and the chair of the board shall be the chair of the Committee of the Full Board.

(e) The Committees on Instruction, School Finance/Permanent School Fund, and School Initiatives shall be composed of five members selected by the officers of the board. Each member will serve on one committee in addition to the Committee of the Full Board. The officers of the board shall request in writing the committee choices of the members ranked in order of preference and shall make committee assignments in the public view for terms of two years at the organizational meeting after the qualification of new members as the next order of business following election of board officers and adoption of rules. Vacancies shall be filled in a similar fashion. In addition to preference, the officers of the board shall consider relevant qualifications specific to a committee assignment in making committee assignments.

(f) Each committee shall elect a chair from among its members and the chair may appoint a vice chair. An officer of the board is not eligible to serve as the chair of a standing committee. Should the committee chair be unable or unwilling to continue to serve as chair, the chairman of the board shall declare a vacancy and a new election shall be held by the committee.

(g) Ad hoc committees (i.e., task forces) may be constituted from time to time as directed by a vote of the board or by the chair to perform such duties as the board or chair may assign. The personnel and length of service of ad hoc committees shall be designated by the chair unless otherwise directed by a vote of the board. No action taken by any ad hoc committee shall be final or binding upon the board unless otherwise directed by a vote of the board.

(h) Occasionally, committees may find it necessary to request legal opinions, comprehensive studies, or reports to be prepared by the staff to aid the committees in their deliberations. To ensure clarity and coordination, all such requests shall be directed to State Board of Education Support staff and shall be reflected in the minutes of the committee meeting. The Chair or the Commissioner may request that the Attorney General issue an opinion under Texas Government Code §402.042.

(i) The members appointed to the Committee on School Finance/Permanent School Fund will serve as the members of the board of directors of the Texas PSF that are appointed by the SBOE as provided under Texas Education Code §43.053(a)(1) and will cease to serve as a director upon the expiration of his or her term of service or other separation from such committee in accordance with these rules as provided under 19 TAC Chapter 33, Texas Permanent School Fund Corporation, §33.21.

§1.3. Board Member Seating Selection.

With the exception of the chair, vice chair, and secretary, the seating of board members will be by State Board of Education districts. The seating for the remaining 12 members will be rotated annually at the first board meeting of the calendar year. Any member with a special need may exchange seats with another board member who is in agreement with that exchange.

CHAPTER 2. MEETINGS

The statutory citations for this chapter are the Texas Education Code, §§7.055, 7.106, 7.107, 7.110, and 39.030, and the Texas Government Code, Title 5, Open Government; Ethics, Subtitle A, Open Government, Chapter 551, Open Meetings.

§2.1. Regular Meetings of the Board.

In accordance with Texas Education Code, §7.106, at least four regular meetings of the board a year shall be held in Austin, Texas. If a quorum is not present for a meeting, the meeting shall be recessed or adjourned and all items on the agenda shall be heard at a subsequent meeting.

§2.2. Special Meetings of the Board.

Special meetings of the board may be held at times and places as ordered by the chair during a regular meeting, or special meetings may be called by the chair of the board to be held at a time and place the chair shall designate.

§2.3. Open Meetings.

Regular, special, and committee meetings of the board shall be open to the public; however, the board or board committees may meet in executive session in accordance with law and these rules. Open meetings of the board and standing committees shall be broadcast live over the Internet. The chair may limit in-person attendance at a meeting to ensure health and safety of board members and members of the public. In such instances, governor's orders shall be followed, and members of the public shall be given access to view all portions of the meetings virtually.

§2.4. Executive Sessions.

Executive sessions of the board or of board committees are meetings with only board members and persons authorized by law. Executive sessions shall be held in accordance with Texas Government Code, Chapter 551, Open Meetings.

§2.5. Agendas.

(a) The chair has the primary responsibility for creating the SBOE meeting agendas. This includes the SBOE agenda, the Committee of the Full Board agenda, and all committee agendas. Other than as provided in this subsection and subsections (b) and (c) of this section, all agenda items are subject to the approval of the chair. If a member wishes an item to be placed on the agenda of the Committee of the Full Board, the member should request in writing that the chair place the item on the agenda. The chair will respond in writing whether or not the item will be placed on the agenda. If the chair declines in writing to place the item on the agenda, the member may make a motion during a board meeting to include the item on the agenda. If the board approves the request, it is placed on the agenda of the Committee of the Full Board for the next meeting.

(b) The chairs of the Committee on Instruction, Committee on School Finance/Permanent School Fund, Committee on School Initiatives, and ad hoc committees shall collaborate with the board chair regarding items to be placed on their respective committee agendas. Committee agendas shall include statutorily mandated motions, items assigned to the

committee by the board chair, items posted at the discretion of the committee chair and items voted on as set out in subsection (c) below. Committee chairs may post discussion items per their discretion, but action items must be approved by the board chair, subject to the process set out in (c) below.

(c) Any member of the board may request that a committee chair place an item on the agenda of that chair's committee, other than the Committee of the Full Board, as either a discussion item or an action item. If the committee chair agrees, the item is placed on the agenda of that chair's committee in accordance with the member's request, subject to the approval of the board chair. If the committee chair denies the member's request, the member may appeal the denial to the board chair. If the board chair denies the request, the member may appeal the denial to the board. If the board approves the request, it is placed on the agenda of the committee to which the request was made at the next meeting of that committee.

(d) A subject on the agenda that is outside the scope of the board's authority may only be considered by the board or the Committee of the Full Board by a vote of a majority of the membership of the board. The chair, in consultation with Agency legal counsel, shall make a determination regarding whether an item is outside the scope of the board's authority when preparing the agenda. Any member may move to place an item determined by the chair to be outside the scope of the board's authority on the agenda for a subsequent meeting.

(e) The commissioner of education shall prepare and submit to each member of the board, prior to each meeting, a draft agenda schedule listing item titles with short summaries of each item. Materials supplementing the agenda may be included as attachments.

(f) Official agendas and agenda attachments will be available one week before the board meeting. Any items submitted after this deadline may be considered at the next board meeting.

§2.6. <u>Official Transaction of Business</u>.

(a) The board shall transact official business only when in session with a quorum present. Unless otherwise provided by law, in order for a board action to be final, it must be approved by a majority of the board members present and voting.

(b) The chair may authorize the board to meet via remote video or web conference. As required by Government Code §551.127(c), if videoconference calling technology is used, the meeting location where the presiding officer of the meeting is present must be open to the public, except during executive sessions. The chair may limit the number of remote conference locations in the interest of decorum and capacity.

(c) The chair may modify procedures for conducting meetings of the board if emergency protocols are enacted by the governor related to a pandemic or similar event. In such instances, governor's orders and emergency rules shall be followed.

(d) A board member who wishes to participate in a meeting virtually shall notify the board chair and the State Board of Education Support office at least five business days prior to the start of the full board meeting during which the member will need to participate virtually. In the event of an emergency, every effort will be made to accommodate the board member. If a board member participates in a meeting virtually, the board member

must be visible by video and must have capabilities to be heard by other board members and members of the public. A member who is not present on camera during a vote of the board will be noted as absent for the vote.

(e) No posters, props, or other visual displays are allowed by board members within the meeting rooms or at remote locations without permission from the presiding chair.

(f) The presiding chair shall designate the area inside the velvet ropes as the bar of the meeting (the only place where discussion and votes may take place). Members of the public shall not to enter areas of the bar of the meeting space designated for SBOE members only and shall not impede or interfere with the movement of SBOE members to or from designated areas. At the start of each meeting, the presiding chair shall inform members of the public that the bar has been established, that they are not permitted inside the bar, and that they may not limit members' movements to or from the bar.

(g) For the sake of expediency, each board member shall be limited to 10 minutes of questions and discussion on each agenda item.

§2.7. <u>Rules of Order</u>.

(a) The board shall observe *Robert's Rules of Order, Newly Revised,* except as otherwise provided by board rules or by statute.

(b) The presiding chair shall preserve order and decorum during meetings by informing all individuals in attendance of the rules of decorum and providing notice that written rules are posted at the entrance to the room and in the room. The presiding chair shall also provide notice that an individual who does not comply with the rules of decorum may be removed from the meeting. In case of disturbance or disorderly conduct in the public gallery, the chair may order that any disruptive individuals be cleared from the area.

(c) Members in the audience shall not distract or disrupt SBOE members or others in the audience during a meeting. Anyone needing to engage in a conversation should quietly exit the meeting room to a public space. If, after at least one warning from the presiding officer, any individual continues to disrupt the meeting by his or her words or actions, the presiding officer may request assistance from law enforcement officials to have the individual removed from the meeting.

(d) No signs, placards, flags, noisemakers, or other objects of a similar nature shall be permitted in the audience gallery area.

(e) No applause, outburst, other demonstration, or disruption by any spectator shall be permitted during any portion of any State Board of Education meeting. After warnings to the audience to refrain from such demonstrations, the presiding chair may direct that disruptive individuals in the gallery area be removed as necessary to preserve decorum during meetings. If, after at least one warning from the presiding officer, any individual continues to disrupt a meeting by his or her words or actions, the presiding officer may direct that the individual be removed as necessary to preserve decorum during meetings.

(f) Supporters of a testifier may not gather behind the podiums used for testimony. Testifiers are free to use a portion of their testimony time to acknowledge supporters seated in the audience.

§2.8. Minutes.

The official minutes of the board shall be kept by the office of the commissioner of education or the commissioner's designee and shall be available to any citizen desiring to examine them. Official minutes are those which the board has approved, and which carry the original signature of the secretary of the board.

§2.9. Resolutions.

(a) A member wishing to offer a resolution shall give notice of the resolution by submitting a copy to the chair and the State Board of Education Support staff not less than four weeks prior to the Monday of the week during which the meeting at which the resolution is to be considered. The board shall consider the resolution and any germane amendments at the next meeting following such notice.

(b) Titles for congratulatory, commendatory or other non-substantive resolutions shall be submitted by the timelines prescribed in this section with resolution text following a date and time consistent with the staff's pre-meeting preparation timeline.

(c) The board may consider a resolution which expresses an opinion related to specific instructional materials or which expresses concerns as to the appropriateness of specific instructional materials for certain ages or populations. Resolutions considered under this subsection must conform to the following:

(1) The resolution shall be submitted in compliance with subsection (a) of this section.

(2) Board action on a resolution expressing an opinion related to specific instructional materials may only be considered after final action has been taken concerning placement of the specific instructional materials on the list of adopted instructional materials for use in the public schools of Texas. Board action relative to instructional materials resolutions must take place within 90 days of adoption of the specific instructional materials under 19 TAC Chapter 66, State Adoption and Distribution of Instructional Materials, §66.66(b).

(3) Nothing in the resolution shall be construed to replace or modify any final action taken by the board under 19 TAC Chapter 66.

(4) The board may adopt a resolution expressing an opinion related to instructional materials based on the following criteria:

(A) Instructional materials should present the most current factual information accurately and objectively without editorial opinion or bias by the authors. Theories should be clearly distinguished from fact and presented in an objective educational manner. Materials should focus on scientific processes and recognize the ongoing process of scientific discovery and change over time in the natural world.

(B) Instructional materials should promote citizenship, patriotism, democracy, understanding of the essentials and benefits of the free enterprise system, respect for recognized authority, and respect for individual rights. The materials should not include selections or works that encourage or condone civil disorder, social strife, or disregard of the law. Violence, if it appears,

should be treated in the context of its cause and consequence. It should not appear for reasons of unwholesome excitement or sensationalism.

(i) Instructional materials should present positive aspects of the United States and Texas and its heritage and abundant natural resources.

(ii) When significant political or social movements in history generate no clear consensus, instructional materials should present balanced and factual treatment of the positions.

(iii) Free enterprise means an economic system characterized by private or corporate ownership of capital goods; investments that are determined by private decision rather than by state control; and prices, production, and the distribution of goods that are determined in a free market.

(C) Instructional materials should not include blatantly offensive language or illustrations.

(D) Instructional materials should treat divergent groups fairly without stereotyping and reflect the positive contributions of all individuals and groups to the American way of life. Illustrations and written materials should avoid bias toward any particular group or individual and present a wide range of goal choices. Particular care should be taken in the treatment of ethnic groups, issues related to the aging and aged, roles of men and women, the dignity of workers, and respect for the work ethic.

(i) Instructional materials should not encourage lifestyles deviating from generally accepted standards of Texas society.

(ii) Instructional materials should provide an objective view of cultural confluence and include information needed to develop mutual understanding and respect among all elements of our population. Materials should reflect an awareness that culture and language variation does exist and can be used to promote successful learning.

(iii) Instructional materials should present examples of men and women participating in a variety of roles and activities and also shall present the economic, political, social, and cultural contributions of men and women, past and present.

(iv) Instructional materials that treat aspects of the world of work should reflect the positive contributions of all types of careers to the American economic system and way of life. People presented should reflect varieties of work and be treated without bias toward particular kinds of work.

(v) Instructional materials should present traditional and contemporary roles of men, women, boys, and girls.

(vi) Instructional materials should present balanced treatment of issues related to aging and the aged.

(vii) Instructional materials shall present factual information, avoid bias, and encourage discussion.

(5) A representative of the publisher of the specific instructional material shall be given the opportunity to address the board prior to action by the board on such a resolution.

(6) A copy of any resolution passed by the board expressing an opinion related to specific instructional material shall be provided to the board president and superintendent of each school district in Texas.

§2.10. Oral Public Testimony in Connection with Regular Board and Committee Meetings.

(a) General Provisions.

(1) In accordance with Texas Education Code, §7.110, the board shall provide opportunity for oral public testimony at regular committee meetings, special meetings, and at regularly scheduled meetings of the State Board of Education.

(2) Work session and ad hoc committee meetings are exempt from this requirement.

(3) The presiding chair shall take appropriate action to avoid unduly repetitious testimony.

(4) The presiding chair shall assure that members of the public with differing viewpoints have reasonable access to address the board and take steps to ensure that individuals will be given priority over registered lobbyists.

(5) The presiding chair shall determine which speakers will be heard and the order in which they will be heard if the number exceeds that number which may reasonably be expected to testify in the allotted time for presentations. The presiding chair shall also determine whether speakers who did not register or who registered late will be heard and whether persons asking to testify as a substitute for a registered speaker may do so.

(6) The board, without debate, may allow a person to testify for clarification and informational purposes, whether or not he/she has registered or previously testified. The person is not required to honor the request.

(7) At the start of public testimony or a public hearing, the presiding chair shall announce that testimony will be heard for a maximum of two consecutive hours at which time a recess of at least 15 minutes will be observed. Testimony will continue in this manner until such time as all registered testifiers have been permitted to speak. The presiding chair shall also announce that reasonable lunch and dinner breaks will be observed.

(b) Registration Procedures.

(1) Individuals may register between the hours of 8 a.m. (Central Time) on the Monday preceding the board meeting and 5 p.m. on the Friday preceding the board meeting on the agency website at Operating Rules or, during normal operating hours, by telephone at (512) 463-9007 or in person at the William B. Travis (WBT) State Office Building, 1701 N. Congress, room 1-109, Austin, Texas 78701.

(2) The speaker shall provide his or her name and organizational affiliation, if any, contact telephone number, mailing address, email address, and indicate which item or topic the speaker will address and viewpoint on the topic; and the speaker will disclose if he or she is a lobbyist registered with the Texas Ethics Commission.

(3) Those registering online will receive an email confirming the registration during the next business day.

(4) Registrations will be listed based upon registration date and time or alternating points of view in order of registration date and time.

(5) Late registration will be accepted until 30 minutes before the scheduled start of a meeting, however late registrants are not guaranteed an opportunity to testify due to time constraints.

(6) Speakers will be informed if it appears that time constraints will not permit all speakers to make their presentation within the allotted time.

(7) All speakers may provide an electronic copy of their testimony. Registered speakers who are unable to make their presentations due to time constraints are encouraged to provide an electronic copy of their testimony for distribution to board members and agency executive staff. Written testimony will not be attached to committee minutes.

(c) Oral Public Testimony to Committees.

(1) Oral public testimony to committees is limited to the topics posted for action or discussion on committee agendas at that specific committee meeting.

(2) In order to maximize the total number of testifiers who are able to provide oral testimony, two-minute time limits on individual oral testimony will be imposed unless modified by the presiding chair.

(4) The presiding chair shall designate whether oral public testimony shall be taken at the beginning of the meeting or at the time the related item is taken up by the committee.

(5) The presiding chair shall take steps to ensure that individuals will be given priority over registered lobbyists. The committee, without debate, may allow a person to testify for clarification and informational purposes, whether or not he/she has registered or previously testified. The person is not required to honor the request.

(d) Oral Public Testimony to the General Meeting of the Board.

(1) Oral public testimony at general meetings of the State Board of Education is limited to topics that are *not* posted for action or discussion at the corresponding regular committee meetings or information published in the information section of the agenda.

(2) Thirty (30) minutes shall be allotted for oral public testimony, excluding the questions and answers, at the beginning of each board meeting, unless modified by a majority vote of the board. Two-minute time limits on individual oral testimony will be imposed unless modified by the presiding chair. Testimony invited by board members shall not be counted against the time allotted for oral public testimony. Agency staff shall inform the presiding chair and any affected registered speakers prior to the meeting if time constraints may not allow some registered speakers to testify.

(3) The presiding chair shall take steps to ensure that individuals will be given priority over registered lobbyists. The board, without debate, may allow a person to testify for clarification and informational purposes, whether or not he/she has registered or previously testified. The person is not required to honor the request.

§2.11. Written Testimony in Connection with Regular Board and Committee Meetings.

(a) Persons may file written testimony with regard to any committee or board agenda item. Any written testimony or comments shall identify the date of the meeting; the subject of the comments; the name of the author; the name of the author's organizational affiliation, if any; and indicate whether the author is a lobbyist registered with the Texas Ethics Commission.

(b) If the written testimony is submitted at the regular board or committee meeting, an electronic copy may be provided for distribution to board members and agency executive staff. Written testimony will not be attached to the board minutes.

(c) Persons who are unable to attend or to testify at a committee or board meeting due to time constraints may provide an electronic copy of their testimony to agency staff for distribution to board members and agency executive staff.

§2.12. Public Hearings.

(a) Types of Public Hearings.

(1) Hearings regarding proposed board rules. The board shall conduct a public hearing on a substantive rule if a hearing is requested by at least 25 persons, a governmental subdivision or agency, or an association having at least 25 members. Testimony is restricted to comments regarding the proposed action. The hearing must be set to take place before any action is adopted. The public hearing shall be conducted before the appropriate board committee as determined by the board chair in accordance with the areas of oversight defined in board operating rules.

(2) Other types of hearings. The board may also hold public hearings on proposed actions, such as those relating to adoption of Texas Essential Knowledge and Skills (TEKS) and instructional materials issues. The public hearing shall be conducted before the appropriate board committee as determined by the board chair in accordance with the areas of oversight defined in board operating rules. Public

hearings regarding the instructional materials adoption process are governed by 19 TAC §66.60. Public hearings regarding revision of the TEKS are governed by the SBOE-approved TEKS Review and Revision Process.

(b) Speakers shall preregister in accordance with the procedures set out in §2.10(b).

(c) The presiding chair shall establish the procedures for conducting the public hearing. These procedures shall include, but are not limited to, the following:

(1) Providing for presentations from invited persons or an introduction from staff;

(2) Providing that preregistered speakers are heard in order of registration times and dates, or requiring alternating points of view in order of registration times and dates;

(3) Establishing time limits for speakers, generally two minutes each;

(4) Adjourning the hearing at the end of the allotted time period listed in the agenda item or any extension granted by a vote of the majority of the board or appropriate committee.

(d) Persons who testify at a public hearing may bring an electronic copy of their testimony for distribution to board members and agency executive staff.

(e) Persons who are unable to testify at a public hearing due to time constraints may provide an electronic copy of their testimony to agency staff for distribution to board members and agency executive staff.

(f) Prior to the meeting, agency staff shall inform the presiding chair and shall attempt to inform any affected registered speakers if time constraints may not allow some registered speakers to testify.

§2.13. Public Comments Regarding Proposed Rulemaking.

All interested persons have a reasonable opportunity to submit data, views and arguments, prior to the board adoption of any rule. Public comments regarding proposed board rules may be submitted as provided in the notice of proposed rulemaking published in the *Texas Register.* The deadline for submitting public comments will be noted in the *Texas Register* posting for each item. A minimum of 30 days will be allotted for public comment on a rule item. The board will also take registered oral and written comments on proposed rulemaking at the appropriate committee meeting.

CHAPTER 3. TRAVEL AND EXPENSES

The statutory citations for this chapter are the Texas Education Code, §7.105, Texas Government Code, Chapter 660, and the General Appropriations Act.

§3.1. Reimbursement of Expenses.

(a) Members of the State Board of Education receive no salary but are reimbursed for all expenses incurred for attending regular and special meetings of the board and of board committees.

(b) All reimbursements for expenditures shall be in accordance with Texas Education Code, §7.105(b), Texas Government Code, Chapter 660, the General Appropriations Act, and these rules.

(c) Only expenses of board members may be reimbursed. Expenses for spouses, family, or other persons traveling with board members are not reimbursable.

(d) Board members must submit receipts for the following expenses:

(1) public transportation (excluding receipts for bus, taxi, ride share services or limousine);

(2) car rental;

(3) lodging; and

(4) conference registration fees (which may not include banquets, books, or materials).

(e) Lodging receipts must show the rate for single occupancy plus tax which will be the maximum reimbursable amount per day for lodging.

(f) Receipts are not required to claim expenses for meals; however, the General Appropriations Act provides that "none of the funds appropriated under this act for travel expenses may be expended for alcoholic beverages" and no such expenses may be claimed for reimbursement.

(g) Other official travel expenses which board members may claim include the following when the expenses are required for the conduct of state business:

(1) parking fees (including personal vehicles);

(3) notary fees for official documents; and

(4) wireless connection.

(h) Board members may not claim reimbursement for expenses such as the following:

(1) laundry or other personal items;

(2) tips or gratuities of any kind; and

(3) alcoholic beverages.

(i) All claims for reimbursement will be reviewed by agency accounting personnel to ensure compliance with the requirements of the appropriations act, and any appropriate adjustments to claims shall be made by staff.

(j) A yearly budget shall be established for travel of board members. The budgeted amount would include an allotment of travel funds for board members to attend board meetings and committee meetings, and an allotment for in-district, out-of-district, and out-of-state meetings. An additional allotment shall be budgeted for travel of the chair when representing the State Board of Education at meetings. When there is a change in office during the fiscal year, the travel budget will be reassigned to the new board member.

(k) A board member may be reimbursed for travel expenses for attending activities other than State Board of Education meetings and committee meetings provided that the board members are in compliance with the following procedures:

(1) In-District and Out-of-District Travel. In-district and out-of-district travel is at each member's discretion. Prior approval is not required; however, any travel for which reimbursement is requested must be directly related to the duties and responsibilities of the State Board of Education. Any requests for reimbursement, directly or indirectly related to seeking election to office, will not be allowed.

(2) Out-of-State Travel. Prior approval is required by the officers of the board (chair, vice chair, and secretary).

(l) A board member may be reimbursed for travel expenses incurred while serving on any board, council, or commission or serving in any official board position as an appointee for specific administrative functions when appointed by the State Board of Education or its chair, or subject to approval of the board or its officers of the board.

(m) None of the funds appropriated in the General Appropriations Act shall be used for influencing the outcome of any election, or the passage or defeat of any legislative measure.

§3.2. <u>Travel Arrangements and Hotel Reservations for State Board of Education Meetings</u>.

(a) Board members shall be responsible for making their own arrangements for travel to and from board meetings. Agency travel coordinators are available for assistance.

(b) A State Board of Education Support staff member or his/her designee will make guaranteed hotel reservations for each board member upon request.

(c) Any change in or cancellation of reservations shall be the responsibility of the individual board member in whose name the reservations were made. Board members who wish to change or cancel their reservations must contact the hotel directly or call the State Board of Education support office. All bills received by the agency for unused or uncancelled reservations will be forwarded for payment to the board member in whose name the reservations were made.

§3.3. Acceptance of Gifts and/or Grants for Charter School Evaluation.

(a) Purpose. The State Board of Education (SBOE) may accept a gift and/or grant for the limited purpose of expenses associated with evaluating an applicant for an open-enrollment charter school.

(1) An entity making a gift and/or grant under this section may not:

(A) limit the use of the funds to any individual applicant, cycle or class of applicants;

(B) be a charter operator in this or any other state, a management company, service provider or vendor of any kind to charter schools in this or any other state;

(C) have common board members or corporate members with any entity operating a charter in Texas or applying to operate a charter in Texas;

(D) be an individual required to register as a lobbyist under Chapter 305, Government Code; or

(E) be an employee, attorney, contractor or other agent of any kind to charter schools in this or any other state.

(2) An entity making a gift and/or grant under this section may not do so if the source of funds used for the gift and/or grant were received from an entity that could not make a gift and/or grant under this section.

(3) For purposes of this section, a spouse or dependent child of an individual prohibited from making a gift and/or grant is also prohibited.

(4) For purposes of this section, an entity includes any legal entity such as corporations, individuals and other business associations. An individual is limited to a natural person.

(5) An entity making a gift and/or grant shall certify that it has complied with all requirements of this section in a format approved by the board chair.

(b) Procedure. The SBOE may accept a gift and/or grant under this section only by an affirmative vote of the board.

(1) A charter may not be evaluated using funds under this section unless the commissioner has:

(A) proposed to award a charter to that applicant pursuant to Section 12.101(b); or

(B) requested the participation of individual board members in the agency's preliminary evaluation of an applicant.

(2) The commissioner shall receive, disburse, and account for funds accepted by the board.

(3) Funds accepted under this section may be used solely to pay reasonable travel expenses, including meals and accommodations, for SBOE members and TEA staff as necessary to evaluate applicants for open-enrollment charter schools under this section. Unless approved by the board chair and the commissioner, travel expenses are limited to those available for travel by SBOE members or state employees.

(4) In making decisions under this section, the board chair will consult with the board member acting as a liaison under Section 12.101(b). The board chair will also consult with the chair of the Committee on School Initiatives, unless doing so would create a quorum of a committee of the board. A decision by the board chair under this section is final.

(5) Board members evaluating a charter applicant under this section shall be selected by the board chair. The board chair will, to the extent possible, give preference to board members whose districts include proposed locations at which the charter would operate. Under no circumstances will a quorum of the board or a committee of the board participate in an evaluation under this section.

(6) The board chair may request that relevant TEA employees accompany board members in evaluating charter applicants under this section. The commissioner must approve participation of agency employees.

(7) Except as provided by this subsection, board members and TEA staff may not accept anything of value from an applicant and shall limit contact with the applicant and its employees and representatives to the actual investigation of the charter. The board chair may authorize acceptance of reasonable local transportation and meals from the applicant as necessary to facilitate the evaluation.

(8) In addition to board members and TEA staff, the board chair may authorize other professionals to participate in an evaluation under this section. Such a professional may not be an individual or entity unable to donate funds under subsection (a) and is subject to all conditions and limits imposed by this section on board members.

(c) Evaluation. Each board member will individually report to the Committee on School Initiatives regarding his/her evaluation of a proposed charter prior to consideration of the charter by the board under §7.102(c)(9). The Committee on School Initiatives will develop a standard form for use by board members in evaluating a charter under this section.

(d) Reporting. Expenses reimbursed for each board member, TEA staff or other professionals shall be made publicly available and reported as appropriate on a board member's personal financial statement.

CHAPTER 4. CONDUCT AND PUBLIC RELATIONS

The statutory citations for this chapter are the Texas Education Code, §7.108; the Texas Government Code, §305.006, and Chapter 572, Personal Financial Disclosure, Standards of Conduct, and Conflict of Interest; and the Texas Election Code, Chapter 251, General Provisions.

§4.1. Standards of Conduct and Conflicts of Interest.

(a) Personal interest in board actions. Whenever a board member has a private or personal interest including financial interest in any matter to be voted upon by the board, such a member shall state at an open meeting that he or she has such an interest in the matter and shall abstain from voting and discussion concerning the matter (See Texas Government Code §572.058 for further information.).

(b) The ethical standards that govern the conduct of State Board of Education members with respect to their duties as to the Permanent School Fund are as provided under 19 TAC Chapter 33, §33.4 *Ethical Standards for Members of the State Board of Education*.

§4.2. Press and Public Relations.

(a) Prior to each State Board of Education meeting, the agenda shall be made available by agency staff to the capitol press corps; governor's office; Legislative Budget Board; Legislative Reference Library; School Land Board; Texas Higher Education Coordinating Board; regional education service centers; and state offices of professional education organizations which have requested the agenda.

(b) A press table shall be provided at meetings of the State Board of Education and press representatives shall be supplied with copies of the official agenda for the meeting and other materials relating to specific agenda items.

(c) The State Board of Education shall seek to maintain open relations with the press by answering reporters' questions frankly and by providing official statements through press releases and answers to follow-up inquiries.

§4.3. Disclosure of Campaign Contributions and Gifts.

(a) Any person, corporation, or other legal entity which proposes to enter into a contract with or applies for a grant, contract, or charter which may be granted by the State Board of Education shall disclose whether, at any time in the preceding four years, the person, corporation, or other legal entity has made a campaign contribution to a candidate for or member of the State Board of Education. Disclosure shall be made in writing to the commissioner of education and distributed to board members 14 calendar days prior to consideration by the board or any committee of a contract, grant, or charter.

(b) A person, corporation, or other legal entity which proposes to enter into a contract with or applies for a grant, contract, or charter which may be granted by the State Board of Education shall disclose in the same manner any benefit conferred on a candidate for or member of the State Board of Education during the preceding four years. A benefit need not be disclosed if the aggregate value of benefits conferred on a candidate for or a member of the State Board of Education during the preceding four years does not exceed $250, or a different limit set by §572.023(b)(7), Texas Government Code. This requirement applies whether or not the person, corporation, or other legal entity is required to report the expenditure to the Texas Ethics Commission. For purposes of this section, a benefit is not conferred if the candidate for or a member of the State Board of Education has paid for the member's own participation, as well as any participation by other persons for the direct benefit of any business in which the member has a substantial interest as defined under Texas Government Code §572.005 (1) - (7).

(c) In this section:

(1) "person, corporation, or other legal entity" includes:

(A) any individual who would have a "substantial interest" in the person, corporation, or other legal entity as that term is defined in Texas Government Code, §572.005 (1) - (6);

(B) an attorney, representative, registered lobbyist, employee, or other agent who receives payment for representing the interests of the person, firm, or corporation before the board or to board members, or whose duties are directly related to the contract, grant, or charter; or

(C) an individual related within the first degree by affinity or consanguinity, as determined under Chapter 573, Government Code, to the person covered by (c)(1).

(2) "contract, grant, or charter" means any application to enter into a direct contractual relationship with or otherwise receive funding from the State Board of Education, including without limitation applicants for charters to operate open enrollment charter schools.

(3) "campaign contribution" has the meaning defined in Texas Election Code, §251.001.

(4) "benefit" has the meaning defined in Texas Penal Code, §36.01.

(5) "candidate for or a member of the State Board of Education" includes a person related within the first degree of affinity or consanguinity, as determined under Chapter 573, Government Code, to a candidate for or a member of the State Board of Education.

(d) A person, corporation, or other legal entity has a continuing duty to report contributions or expenditures made through the term of a contract, grant, or charter and shall within 21 calendar days notify the commissioner of education and the board chair upon making a contribution or expenditure covered by this section.

(e) Failure to disclose a contribution or expenditure under this section shall be grounds for canceling or revoking the contract, grant, or charter in the discretion of the board. Only those contributions or expenditures made after the effective date of this rule are required to be disclosed.

(f) This section does not affect the validity of contracts, grants, or charters existing on its effective date but does apply to the renewal or extension of any contract, grant, or charter.

(g) Before distributing bids or applications for a contract with the board, staff will provide any disclosure made under subsection (a) or (b) to a board member to whom the disclosure applies. A board member shall have 10 calendar days to provide a written statement relating to the disclosure for distribution along with all disclosures.

(h) An SBOE member shall on April 15 of each year submit a list of businesses that the SBOE member has a substantial interest in as defined in Texas Government Code §572.005 (1) - (7) and all DBAs or assumed names of any such businesses. If any change occurs in the identities of businesses that an SBOE member has a substantial interest in, the SBOE member shall submit an amendment within 30 calendar days of the date of such change. A person, corporation, or other legal entity which proposes to enter into a contract with or applies for a grant, contract, or charter that may be granted by the State Board of Education shall be provided the combined list of all board members and shall disclose any campaign contribution or benefit under subsections (a) or (b) on behalf of any business in which an SBOE member has a substantial interest.

§4.4. <u>Instructional Materials Submitted to the Texas Resource Review</u>.

(a) An SBOE member shall not nominate instructional materials for submittal to the Texas Resource Review without a majority vote of the board endorsing said nomination.

CHAPTER 5. RULES AND THE RULEMAKING PROCESS

The statutory citation for this chapter is the Texas Government Code, Chapter 2001, Subchapter B; Texas Government Code, Chapter 2002, Subchapter B; Texas Education Code, §7.102(e)-(f).

§5.1. State Board of Education Rules.

(a) An action of the board to adopt a rule under the Texas Education Code is effective only if the rule's preamble published in the *Texas Register* includes a statement of the specified statutory authority contained in the Texas Education Code to adopt the rule.

(b) Rules submitted to the Office of the Secretary of State for publication in the *Texas Register* shall conform to requirements promulgated by the Secretary of State.

§5.2. Adoption, Amendment, and Repeal of State Board of Education Rules.

(a) Proposed new rules, amendments, and repeals must appear on the agenda for discussion at one board meeting and for action at two subsequent board meetings as first reading and second reading, unless a departure from this rulemaking process is approved by the board.

(b) Each member of the board shall receive copies of the preliminary and official board meeting agendas containing all proposed new rules, amendments, or repeals to be considered at least one week before the board meeting.

(c) The board may take action only if the rule is posted for action in the official notice of the meeting that is published in the *Texas Register*. The commissioner is authorized to file information with the Secretary of State to comply with the requirements of Texas Government Code, Chapter 2001, Subchapter B; and Texas Government Code, Chapter 2002, Subchapter B, regarding adoption of rules.

(1) First Reading and Filing Authorization. The board may authorize the commissioner to file a proposed new rule, amendment, or repeal with the Secretary of State for publication in the *Texas Register* as it appears in the agenda or with changes to the material presented in the agenda.

(2) Second Reading and Final Adoption. If the public comment period after filing the proposal with the Secretary of State has elapsed, the board may adopt a new rule, amendment, or repeal. If a board committee determines that a substantial revision of the material presented in the agenda shall be considered, the board shall not take final action before the next board meeting.

(3) Withdrawal. The board may authorize the commissioner to withdraw a proposed new rule, amendment, or repeal that was previously filed with the Secretary of State.

(4) Refiling. The board may authorize the commissioner to withdraw and refile a proposed new rule or amendment that was previously filed with the Secretary of State if there are substantive changes from the original filing.

(d) The board may authorize the commissioner to conduct a public hearing on behalf of the State Board of Education concerning board rules. The public hearing shall be transcribed and the transcript made available for review by board members.

(e) Except as otherwise provided by law, a rule does not take effect until the beginning of the school year that begins at least 90 days after the date of the rule adoption.

(f) A rule may take effect earlier than the date set forth in subsection (e) if the rule's preamble specified an earlier date with the reason for the earlier date and:

(1) the earlier effective date is a requirement of:

(A) a federal law, or

(B) a state law that specifically refers to Texas Education Code §7.102 and expressly requires the adoption of an earlier effective date; or

(2) on an affirmative vote of two-thirds of the members of the board, the board makes a finding that an earlier effective date is necessary.

§5.3. Emergency Rules.

The board may adopt emergency rules without prior notice or hearing. Conditions under which emergency rules may be adopted and the periods for which they are effective are governed by Texas Government Code §2001.034. The board shall also comply with the requirements of Section 5.2(f) of these rules and the notice of emergency meeting requirements in Texas Government Code, §551.045. Emergency rules will be placed on a board agenda for adoption as a permanent rule.

§5.4. Filing Non-Substantive Rule Corrections with the Secretary of State.

The commissioner may approve and file with the Secretary of State non-substantive corrections to State Board of Education rules. Non-substantive rule corrections may only include typographical, grammatical, referencing, or spelling errors and technical edits to comply with *Texas Register* style and format requirements. The commissioner will provide a mark-up of any such corrections to the board.

§5.5. Rulemaking Authority.

Except for rules adopted under §5.4 of these rules (relating to Filing Non-Substantive Rule Corrections with the Secretary of State), or other exceptions specifically authorized by the board, all rules of the State Board of Education shall be approved by the State Board of Education.

§5.6. Review of the State Board of Education Rules.

In accordance with Texas Government Code, §2001.039, the State Board of Education shall review its rules every four years to assure that statutory authority for the rules continues to exist. If necessary, proposed amendments will be brought to the board following the procedure described in §5.2 of these rules.

§5.7. Filing of Amendments.

A member wishing to amend any Texas Essential Knowledge and Skills (TEKS) being considered by the board for second reading and final adoption shall submit the amendment in writing to the staff no later than noon on the day prior to the final vote on the adoption of the TEKS. All amendments shall be made available to the public to the extent possible. This rule may be suspended by a two-thirds vote.

CHAPTER 6. ADVISORY GROUPS

The statutory citations for this chapter are the Texas Education Code, §§7.102(b), 29.254, 32.034, and 61.077.

§6.1. General Provisions.

Content advisors and work group members will be selected in accordance with the TEKS Review and Revision Process.

CHAPTER 7. NOMINATIONS FOR GUBERNATORIAL APPOINTMENTS

The statutory citations for this chapter are the Texas Government Code, §651.009(a) and §825.003, and Texas Natural Resources Code, §32.012.

§7.1. Gubernatorial Appointments.

Pursuant to statute, the State Board of Education shall submit to the Governor lists of citizens from which appointments are to be made for the boards described in this section: Teacher Retirement System Board of Trustees and School Land Board.

§7.2. Timelines.

The Chair and/or his or her designee shall work collaboratively with staff and the Governor's Appointments Office to establish appropriate timelines for the placement on the agenda to meet appointment timelines and ensure that proper criteria are applied by the State Board of Education.

§7.3. Nominee Selection.

The board shall select nominees in such a manner as to facilitate adherence to diversity of appointments: "In each case in which the governing body of a state board, commission, or other state agency that has statewide jurisdiction is appointed by the governor or another appointing authority, the governor or appointing authority shall ensure that, to the extent possible, the membership of the governing body reflects the racial, ethnic, and geographic diversity of this state." (§651.009(a), Government Code)

§7.4. Teacher Retirement System.

The Governor shall appoint two members of the TRS board of trustees, subject to confirmation by two-thirds of the senate, from lists of nominees submitted by the State Board of Education. These persons must be persons who have demonstrated financial expertise, have worked in private business or industry, and have broad investment experience preferably in investment of pension funds (Government Code §825.003). The board selection process shall be as follows:

(a) Each member shall be entitled to nominate one person who meets the criteria described in this section.

(b) The Committee on School Finance/Permanent School Fund shall adopt an evaluation process using the criteria described in this rule, subject to approval of the board, and engage an impartial third party to evaluate candidates submitted by members.

(c) The Committee shall recommend to the full board a slate of candidates for adoption. The list of nominees is subject to amendment by the board, but the final list must comply with statutory requirements.

§7.5. School Land Board.

The Governor shall appoint two members of the School Land Board, subject to confirmation by the senate, from lists of candidates submitted by the State Board of Education. One of the

members appointed by the governor must be a resident of a county with a population of less than 200,000.

(a) The School Land Board duties as described in the Texas Natural Resources Code (§§32.061, 51.011, 51.413) are to:

(1) manage and control any land, mineral or royalty interest, real estate investment, or other interest, including revenue received from those sources, that is set apart to the permanent school fund together with the mineral estate in riverbeds, channels, and the tidelands, including islands;

(2) acquire, sell, lease, trade, improve, maintain, protect, or otherwise manage, control, or use land, mineral and royalty interests, real estate investments, or other interests, including revenue received from those sources, that are set apart to the permanent school fund in any manner, at such prices, and under such terms and conditions as the board finds to be in the best interest of the fund;

(3) consult with the president, chairman, or other head of the department, board, or agency, as applicable, or with the representative of the head, on each matter before the board that affects land owned or held in trust for the use and benefit of a department, board, or agency of the state; and,

(4) make determinations as to the release of any funds to the available school fund or to the State Board of Education for investment in the permanent school fund.

(b) Each member shall be entitled to nominate one person who meets the criteria described in this section.

(c) The Committee on School Finance/Permanent School Fund shall adopt an evaluation process using the criteria described in this rule, subject to approval of the board, and engage an impartial third party to evaluate candidates submitted by members.

(d) The Committee shall recommend to the full board a slate of candidates for adoption. The list of nominees is subject to amendment by the board, but the final list must comply with statutory requirements.

§7.6. Rules and Procedures.

The board may adopt additional rules and procedures related to these selection processes.

2021-2025 Rule Review Plan for State Board of Education Rules

STATE BOARD OF EDUCATION: INFORMATION

SUMMARY: This item outlines the rule review plan for State Board of Education (SBOE) rules during the period of September 2021 through August 2025. Texas Government Code (TGC), §2001.039, requires an ongoing four-year rule review of existing state agency rules, including SBOE rules. The rule review requirement in TGC, §2001.039, is designed to ensure that the reason for initially adopting or readopting a rule continues to exist.

BACKGROUND INFORMATION AND JUSTIFICATION: Senate Bill 178, 76th Texas Legislature, 1999, amended the TGC by adding §2001.039, which requires the review of existing state agency rules. The rule review requirement in TGC, §2001.039, is designed to ensure that the reason for adopting or readopting the rule continues to exist.

The 2021-2025 SBOE rule review plan reflected in Attachment I repeats the cycle of review that was conducted during the 2017-2021 SBOE rule review period with the addition of new rules that took effect subsequent to the adoption of that plan and the removal of rules that were repealed. The 2021-2025 plan, approved by the SBOE in June 2021, is the seventh rule review cycle of SBOE rules. In accordance with Texas Education Code, §28.002(m), and as was the case with previous rule review plans, the Texas Essential Knowledge and Skills (TEKS) are exempt from the rule review requirement and are not included in the 2021-2025 rule review plan. Although the TEKS will not be reviewed as part of the rule review process, the SBOE conducts a review of the curriculum content on a schedule determined by the SBOE.

The 2021-2025 rule review plan for SBOE rules will appear on an ongoing basis in the information pages of the SBOE agenda. Any necessary modifications to the plan will also appear in the information pages of the SBOE agenda. The rule review plan will also be posted on the agency's website and updated if necessary.

Rule Review Procedures. Secretary of State rules specify the following two-step review process to implement the rule review requirement in TGC, §2001.039:

1. a Notice of Proposed Review (Intention to review) that announces a public comment period for comments on whether the reason for adopting or readopting the rules continues to exist (see example in Attachment II); and

2. a Notice of Adopted Review (Readoption) that summarizes the public comments received, if any, in response to the notice of proposed review and provides a response to each comment (see examples in Attachment II).

The rule review process for SBOE rules is illustrated in this item using three examples that present the following points: (1) if no amendments are recommended to rules under review, the item presenting the adoption of the review will complete the rule review process and no further action will be necessary; and (2) if amendments are recommended to rules under review, the item presenting the adoption of the review will complete the rule review process and the amendments will be presented as a separate item under the standard rulemaking process.

Example 1. Rule Review with No Changes

January SBOE Meeting	SBOE Committee (discussion)	Discussion item that briefly describes the rule and specifies that no changes are being recommended.
	Texas Register	After the SBOE meeting, staff files Notice of Proposed Review (see Attachment II).
April SBOE Meeting	SBOE Committee and Full SBOE	Action item that presents a summary of comments received, if any, from Notice of Proposed Review. The SBOE authorizes filing the Notice of Adopted Review, noting that no changes are being proposed to the rule as a result of the review.
	Texas Register	After the SBOE meeting, staff files Notice of Adopted Review that states the rule will continue to exist without changes (see Attachment II).
END OF REVIEW PROCESS (no item at June SBOE Meeting)		

Example 2. Rule Review with Changes

January SBOE Meeting	SBOE Committee (discussion)	Discussion item that briefly describes the rule, outlines issues to be considered, and specifies anticipated changes to the rule.
	Texas Register	After the SBOE meeting, staff files Notice of Proposed Review (see Attachment II).
April SBOE Meeting	SBOE Committee and Full SBOE (first reading)	Separate action items are included in the agenda: one that presents comments received, if any, from Notice of Proposed Review and one that provides the SBOE the opportunity to propose amendments. The SBOE authorizes filing the Notice of Adopted Review and approves the proposed amendments for first reading and filing authorization.
	Texas Register	After the SBOE meeting, staff files proposed amendments and the Notice of Adopted Review that states the rule will continue to exist and changes are being proposed (see Attachment II).
END OF REVIEW PROCESS		
June SBOE Meeting	SBOE Committee and Full SBOE (second reading)	Action item that presents the proposed amendments for second reading and final adoption. Item includes a summary of comments, if any, on proposed amendments.
	Texas Register	After the SBOE meeting, staff files adopted amendments.
END OF AMENDMENT PROCESS		

Example 3. Repeal of Rule under Review

January SBOE Meeting	SBOE Committee (first reading)	Action item that presents the proposed repeal of rule. SBOE approves proposed repeal for first reading and filing authorization.
	Texas Register	After the SBOE meeting, staff files proposed repeal. No Notice of Proposed Review required for repeals.
April SBOE Meeting	SBOE Committee and Full SBOE (second reading)	Action item that presents the proposed repeal of rule for second reading and final adoption.
	Texas Register	After the SBOE meeting, staff files adopted repeal.
END OF REPEAL PROCESS		

Staff Members Responsible:
Cristina De La Fuente-Valadez, Director, Rulemaking
Lynette Smith, Program Specialist, Rulemaking

Attachment I:
2021-2025 Rule Review Plan for State Board of Education Rules

Attachment II:
Sample Notices of Proposed Review and Adopted Review

ATTACHMENT I

2021-2025 Rule Review Plan for State Board of Education Rules

(Approved June 25, 2021)

Texas Government Code, §2001.039, requires a four-year rule review cycle for all state agency rules, including State Board of Education (SBOE) rules. The rule review is designed to ensure that the reason for adopting or readopting the rule continues to exist. It only includes rules currently in effect at the time the plan is adopted.

Texas Education Code, §28.002(m), exempts the Texas Essential Knowledge and Skills (TEKS) from the rule review requirement; accordingly, this rule review plan does not include the rule chapters for the TEKS. Although the rules will not be reviewed as part of the rule review process, the SBOE conducts a review of the TEKS on a schedule determined by the SBOE.

Review Period: September 2021–August 2022			
Chapter Title	**Subchapter Title**	**Topic**	**Begin Review**
Chapter 74. Curriculum Requirements	*Subchapter A. Required Curriculum*	Curriculum	September 2021
	Subchapter B. Graduation Requirements		
	Subchapter C. Other Provisions		
	Subchapter D. Graduation Requirements, Beginning with School Year 2001-2002		
	Subchapter E. Graduation Requirements, Beginning with School Year 2004-2005		
	Subchapter F. Graduation Requirements, Beginning with School Year 2007-2008		
	Subchapter G. Graduation Requirements, Beginning with School Year 2012-2013		
Chapter 89. Adaptations for Special Populations	*Subchapter A. Gifted/Talented Education*	Special Populations	January 2022
	Subchapter C. Texas Certificate of High School Equivalency		
	Subchapter D. Special Education Services and Settings		
Chapter 61. School Districts	*Subchapter A. Board of Trustees Relationship*	Administration	April 2022
	Subchapter B. Special Purpose School Districts		

Review Period: September 2022–August 2023			
Chapter Title	**Subchapter Title**	**Topic**	**Begin Review**
Chapter 129. Student Attendance	*Subchapter A. Student Attendance Allowed*	Finance	January 2023
	Subchapter B. Student Attendance Accounting		
Chapter 157. Hearings and Appeals	*Subchapter A. General Provisions for Hearings Before the State Board of Education*	Personnel	January 2023
	Subchapter D. Independent Hearing Examiners		

Review Period: September 2023–August 2024			
Chapter Title	**Subchapter Title**	**Topic**	**Begin Review**
Chapter 33. Statement of Investment Objectives, Policies, and Guidelines of the Texas Permanent School Fund	*Subchapter A. State Board of Education Rules*	Finance	September 2023
Chapter 66. State Adoption and Distribution of Instructional Materials	*Subchapter A. General Provisions*	Instructional Materials	November 2023
	Subchapter B. State Adoption of Instructional Materials		
	Subchapter C. Local Operations		
Chapter 100. Charters	*Subchapter A. Open-Enrollment Charter Schools*	Charter Schools	January 2024
	Subchapter B. Home-Rule School District Charters		

Review Period: September 2024–August 2025			
Chapter Title	**Subchapter Title**	**Topic**	**Begin Review**
Chapter 30. Administration	*Subchapter A. State Board of Education: General Provisions*	Administration	November 2024
	Subchapter B. State Board of Education: Purchasing and Contracts		
Chapter 101. Assessment	*Subchapter A. General Provisions*	Assessment	January 2025
	Subchapter B. Implementation of Assessments		
	Subchapter C. Local Option		
Chapter 109. Budgeting, Accounting, and Auditing	*Subchapter A. Budgeting, Accounting, Financial Reporting, and Auditing for School Districts*	Finance	January 2025
	Subchapter B. Texas Education Agency Audit Functions		
	Subchapter C. Adoptions by Reference		
	Subchapter D. Uniform Bank Bid or Request for Proposal and Depository Contract		

SAMPLES

Attachment II

Notice of Proposed Review
(Intention to review)

The State Board of Education (SBOE) proposes the review of 19 Texas Administrative Code (TAC) Chapter 30, Administration, pursuant to Texas Government Code (TGC), §2001.039. The rules being reviewed by the SBOE in 19 TAC Chapter 30 are organized under the following subchapters: Subchapter A, State Board of Education: General Provisions, and Subchapter B, State Board of Education: Purchasing and Contracts.

As required by TGC, §2001.039, the SBOE will accept comments as to whether the reasons for adopting 19 TAC Chapter 30, Subchapters A and B, continue to exist.

The public comment period on the review begins December 18, 2020, and ends at 5:00 p.m. on January 22, 2021. A form for submitting public comments on the proposed rule review is available on the TEA website at https://tea.texas.gov/About_TEA/Laws_and_Rules/SBOE_Rules_(TAC)/State_Board_of_Education_Rule_Review. The SBOE will take registered oral and written comments on the review at the appropriate committee meeting in January 2021 in accordance with the SBOE board operating policies and procedures.

Notice of Adopted Review (with no changes to rule)
(Readoption)

The State Board of Education (SBOE) adopts the review of 19 Texas Administrative Code (TAC) Chapter 30, Administration, pursuant to Texas Government Code, §2001.039. The rules in 19 TAC Chapter 30 are organized under the following subchapters: Subchapter A, State Board of Education: General Provisions, and Subchapter B, State Board of Education: Purchasing and Contracts. The SBOE proposed the review of 19 TAC Chapter 30, Subchapters A and B, in the December 18, 2020 issue of the *Texas Register* (45 TexReg 9253).

The SBOE finds that the reasons for adopting 19 TAC Chapter 30, Subchapters A and B, continue to exist and readopts the rules. The SBOE received no comments related to the review.

No changes are necessary as a result of the review.

Notice of Adopted Review (with changes to rule)
(Readoption with changes)

The State Board of Education (SBOE) adopts the review of 19 Texas Administrative Code (TAC) Chapter 30, Administration, pursuant to Texas Government Code (TGC), §2001.039. The rules in 19 TAC Chapter 30 are organized under the following subchapters: Subchapter A, State Board of Education: General Provisions, and Subchapter B, State Board of Education: Purchasing and Contracts. The SBOE proposed the review of 19 TAC Chapter 30, Subchapters A and B, in the December 18, 2020 issue of the *Texas Register* (45 TexReg 9253).

Relating to the review of 19 TAC Chapter 30, Subchapter A, the SBOE finds that the reasons for adopting Subchapter A continue to exist and readopts the rule. The SBOE received no comments related to the review of Subchapter A. As a result of the review, the SBOE approved a proposed amendment to 19 TAC §30.1, which can be found in the Proposed Rules section of this issue. The proposed amendment would update the SBOE petition procedures to allow for electronic submission of a petition authorized under TGC, §2001.021.

Relating to the review of 19 TAC Chapter 30, Subchapter B, the SBOE finds that the reasons for adopting Subchapter B continue to exist and readopts the rules. The SBOE received no comments related to the review of Subchapter B. No changes are necessary as a result of the review.

STATUTORY AUTHORITY REFERENCE SECTION:

TEXAS CONSTITUTION ARTICLE VII

TEXAS EDUCATION CODE (TEC)

TEXAS GOVERNMENT CODE (TGC)

TEXAS OCCUPATIONS CODE (TOC)

NATURAL RESOURCES CODE (NRC)

Sec. 2. PERMANENT SCHOOL FUND.

All funds, lands and other property heretofore set apart and appropriated for the support of public schools; all the alternate sections of land reserved by the State out of grants heretofore made or that may hereafter be made to railroads or other corporations of any nature whatsoever; one half of the public domain of the State; and all sums of money that may come to the State from the sale of any portion of the same, shall constitute a permanent school fund.

Sec. 2A. RELEASE OF STATE CLAIM TO CERTAIN LANDS AND MINERALS WITHIN SHELBY, FRAZIER, AND MCCORMICK LEAGUE AND IN BASTROP COUNTY.

(a) The State of Texas hereby relinquishes and releases any claim of sovereign ownership or title to an undivided one-third interest in and to the lands and minerals within the Shelby, Frazier, and McCormick League (now located in Fort Bend and Austin counties) arising out of the interest in that league originally granted under the Mexican Colonization Law of 1823 to John McCormick on or about July 24, 1824, and subsequently voided by the governing body of Austin's Original Colony on or about December 15, 1830.

(b) The State of Texas relinquishes and releases any claim of sovereign ownership or title to an interest in and to the lands, excluding the minerals, in Tracts 2-5, 13, 15-17, 19-20, 23-26, 29-32, and 34-37, in the A. P. Nance Survey, Bastrop County, as said tracts are:

(1) shown on Bastrop County Rolled Sketch No. 4, recorded in the General Land Office on December 15, 1999; and

(2) further described by the field notes prepared by a licensed state land surveyor of Travis County in September through November 1999 and May 2000.

(c) Title to such interest in the lands and minerals described by Subsection (a) is confirmed to the owners of the remaining interests in such lands and minerals. Title to the lands, excluding the minerals, described by Subsection (b) is confirmed to the holder of record title to each tract. Any outstanding land award or land payment obligation owed to the state for lands described by Subsection (b) is canceled, and any funds previously paid related to an outstanding land award or land payment obligation may not be refunded.

(d) The General Land Office shall issue a patent to the holder of record title to each tract described by Subsection (b). The patent shall be issued in the same manner as other patents except that no filing fee or patent fee may be required.

(e) A patent issued under Subsection (d) shall include a provision reserving all mineral interest in the land to the state.

(f) This section is self-executing.

Sec. 2B. AUTHORITY TO RELEASE STATE'S INTEREST IN CERTAIN PERMANENT SCHOOL FUND LAND HELD BY PERSON UNDER COLOR OF TITLE.

(a) The legislature by law may provide for the release of all or part of the state's interest in land, excluding mineral rights, if:

(1) the land is surveyed, unsold, permanent school fund land according to the records of the General Land Office;

(2) the land is not patentable under the law in effect before January 1, 2002; and

(3) the person claiming title to the land:

(A) holds the land under color of title;

(B) holds the land under a chain of title that originated on or before January 1, 1952;

(C) acquired the land without actual knowledge that title to the land was vested in the State of Texas;

(D) has a deed to the land recorded in the appropriate county; and

(E) has paid all taxes assessed on the land and any interest and penalties associated with any period of tax delinquency.

(b) This section does not apply to:

(1) beach land, submerged or filled land, or islands; or

(2) land that has been determined to be state-owned by judicial decree.

(c) This section may not be used to:

(1) resolve boundary disputes; or

(2) change the mineral reservation in an existing patent.

Sec. 2C. RELEASE OF STATE CLAIM TO CERTAIN LANDS IN UPSHUR AND SMITH COUNTIES.

(a) Except as provided by Subsection (b) of this section, the State of Texas relinquishes and releases any claim of sovereign ownership or title to an interest in and to the tracts of land, including mineral rights, described as follows:

Tract 1:

The first tract of land is situated in Upshur County, Texas, about 14 miles South 30 degrees east from Gilmer, the county seat, and is bounded as follows: Bound on the North by the J. Manning Survey, A-314 the S.W. Beasley Survey A-66 and the David Meredith Survey A-315 and bound on the East by the M. Mann Survey, A-302 and by the M. Chandler Survey, A-84 and bound on the South by the G. W. Hooper Survey, A-657 and by the D. Ferguson Survey, A-158 and bound on the West by the J. R. Wadkins Survey, A-562 and the H. Alsup Survey, A-20, and by the W. Bratton Survey, A-57 and the G. H. Burroughs Survey, A-30 and the M. Tidwell Survey, A-498 of Upshur County, Texas.

Tract 2:

The second tract of land is situated in Smith County, Texas, north of Tyler and is bounded as follows: on the north and west by the S. Leeper A-559, the Frost Thorn Four League Grant A-3, A-9, A-7, A-19, and the H. Jacobs A-504 and on the south and east by the following surveys: John Carver A-247, A. Loverly A-609, J. Gimble A-408, R. Conner A-239, N.J. Blythe A-88, N.J. Blythe A-89, J. Choate A-195, Daniel Minor A-644, William Keys A-527, James H. Thomas A-971, Seaborn Smith A-899, and Samuel Leeper A-559.

(b) This section does not apply to:

(1) any public right-of-way, including a public road right-of-way, or related interest owned by a governmental entity;

(2) any navigable waterway or related interest owned by a governmental entity; or

(3) any land owned by a governmental entity and reserved for public use, including a park, recreation area, wildlife area, scientific area, or historic site.

(c) This section is self-executing.

Sec. 5. PERMANENT SCHOOL FUND AND AVAILABLE SCHOOL FUND: COMPOSITION, MANAGEMENT, USE, AND DISTRIBUTION.

(a) The permanent school fund consists of all land appropriated for public schools by this constitution or the other laws of this state, other properties belonging to the permanent school fund, and all revenue derived from the land or other properties. The available school fund consists of the distributions made to it from the total return on all investment assets of the permanent school fund, the taxes authorized by this constitution or general law to be part of the available school fund, and appropriations made to the available school fund by the legislature. The total amount distributed from the permanent school fund to the available school fund:

(1) in each year of a state fiscal biennium must be an amount that is not more than six percent of the average of the market value of the permanent school fund, excluding real property belonging to the fund that is managed, sold, or acquired under Section 4 of this article, but including discretionary real assets investments and cash in the state treasury derived from property belonging to the fund, on the last day of each of the 16 state fiscal quarters preceding the regular session of the legislature that begins before that state fiscal biennium, in accordance with the rate adopted by:

(A) a vote of two-thirds of the total membership of the State Board of Education, taken before the regular session of the legislature convenes; or

(B) the legislature by general law or appropriation, if the State Board of Education does not adopt a rate as provided by Paragraph (A) of this subdivision; and

(2) over the 10-year period consisting of the current state fiscal year and the nine preceding state fiscal years may not exceed the total return on all investment assets of the permanent school fund over the same 10-year period.

(b) The expenses of managing permanent school fund land and investments shall be paid by appropriation from the permanent school fund.

(c) The available school fund shall be applied annually to the support of the public free schools. Except as provided by this section, the legislature may not enact a law appropriating any part of the permanent school fund or available school fund to any other purpose. The permanent school fund and the available school fund may not be appropriated to or used for the support of any sectarian school. The available school fund shall be distributed to the several counties according to their scholastic population and applied in the manner provided by law.

(d) The legislature by law may provide for using the permanent school fund to guarantee bonds issued by school districts or by the state for the purpose of making loans to or purchasing the bonds of school districts for the purpose of acquisition, construction, or improvement of instructional facilities including all furnishings thereto. If any payment is required to be made by the permanent school fund as a result of its guarantee of bonds issued by the state, an amount equal to this payment shall be immediately paid by the state from the treasury to the permanent school fund. An amount owed by the state to the permanent school fund under this section shall be a general obligation of the state until paid. The amount of bonds authorized hereunder shall not exceed $750 million or a higher amount authorized by a two-thirds record vote of both houses of the legislature. If the proceeds of bonds issued by the state are used to provide a loan to a school district and the district becomes delinquent on the loan payments, the amount of the delinquent payments shall be offset against state aid to which the district is otherwise entitled.

(e) The legislature may appropriate part of the available school fund for administration of a bond guarantee program established under this section.

(f) Notwithstanding any other provision of this constitution, in managing the assets of the permanent school fund, the State Board of Education may acquire, exchange, sell, supervise, manage, or retain, through procedures and subject to restrictions it establishes and in amounts it considers appropriate, any kind of investment, including investments in the Texas growth fund created by Article XVI, Section 70, of this constitution, that persons of ordinary prudence, discretion, and intelligence, exercising the judgment and care under the circumstances then prevailing, acquire or retain for their own account in the management of their affairs, not in regard to speculation but in regard to the permanent disposition of their funds, considering the probable income as well as the probable safety of their capital.

(g) Notwithstanding any other provision of this constitution or of a statute, the State Board of Education, the General Land Office, or another entity that has responsibility for the management of revenues derived from permanent school fund land or other properties may, in its sole discretion and in addition to other distributions authorized under this constitution or a statute, distribute to the available school fund each year revenue derived during that year from the land or properties, not to exceed $600 million by each entity each year.

(Amended Aug. 11, 1891, and Nov. 3, 1964; Subsec. (a) amended and (b) and (c) added Nov. 8, 1983; Subsec. (d) added Nov. 8, 1988; Subsec. (b) amended Nov. 7, 1989; Subsec. (a) amended, a new (b) added, a portion of (a) redesignated as (c), former (b) and (c) amended, former (b)-(d) redesignated as (d)-(f), and (g) and (h) added Sept. 13, 2003; former Subsec. (g) and Subsec. (h) expired Dec. 1, 2006; Subsec. (a) amended and current Subsec. (g) added Nov. 8, 2011; Subsec. (g) amended Nov. 5, 2019.)

TEC, §7.102. STATE BOARD OF EDUCATION POWERS AND DUTIES.

(a) The board may perform only those duties relating to school districts or regional education service centers assigned to the board by the constitution of this state or by this subchapter or another provision of this code.

(b) The board has the powers and duties provided by Subsection (c), which shall be carried out with the advice and assistance of the commissioner.

(c)(1) The board shall develop and update a long-range plan for public education.

(2) The board may enter into contracts relating to or accept grants for the improvement of educational programs specifically authorized by statute.

(3) The board may accept a gift, donation, or other contribution on behalf of the public school system or agency and, unless otherwise specified by the donor, may use the contribution in the manner the board determines.

(4) The board shall establish curriculum and graduation requirements.

(5) Repealed by Acts 2019, 86th Leg., R.S., Ch. 943 (H.B. 3), Sec. 4.001(a)(1), eff. September 1, 2019.

(6) The board may create special-purpose school districts under Chapter 11.

(7) The board shall provide for a training course for school district trustees under Section 11.159.

(8) The board shall adopt a procedure to be used for placing on probation or revoking a home-rule school district charter as required by Subchapter B, Chapter 12, and may place on probation or revoke a home-rule school district charter as provided by that subchapter.

(9) Repealed by Acts 2019, 86th Leg., R.S., Ch. 439 (S.B. 1376), Sec. 4.01(a)(1), eff. June 4, 2019.

(10) The board shall adopt rules establishing criteria for certifying hearing examiners as provided by Section 21.252.

(11) The board shall adopt rules to carry out the curriculum required or authorized under Section 28.002.

(12) The board shall establish guidelines for credit by examination under Section 28.023.

(13) The board shall adopt transcript forms and standards for differentiating high school programs for purposes of reporting academic achievement under Section 28.025.

(14) The board shall adopt guidelines for determining financial need for purposes of the Texas Advanced Placement Incentive Program under Subchapter C, Chapter 28, and may approve payments as provided by that subchapter.

(15) The board shall adopt criteria for identifying gifted and talented students and shall develop and update a state plan for the education of gifted and talented students as required under Subchapter D, Chapter 29.

(16) Repealed by Acts 2013, 83rd Leg., R.S., Ch. 73, Sec. 2.06(a)(1), eff. September 1, 2013.

(17) The board shall adopt rules relating to community education development projects as required under Section 29.257.

(18) The board may approve the plan to be developed and implemented by the commissioner for the coordination of services to children with disabilities as required under Section 30.001.

(19) The board shall establish a date by which each school district and state institution shall provide to the commissioner the necessary information to determine the district's share of the cost of the education of a student enrolled in the Texas School for the Blind and Visually Impaired or the Texas School for the Deaf as required under Section 30.003 and may adopt other rules concerning funding of the education of students enrolled in the Texas School for the Blind and Visually Impaired or the Texas School for the Deaf as authorized under Section 30.003.

(20) The board shall adopt rules prescribing the form and content of information school districts are required to provide concerning programs offered by state institutions as required under Section 30.004.

(21) The board shall adopt rules concerning admission of students to the Texas School for the Deaf as required under Section 30.057.

(22) The board shall carry out powers and duties related to regional day school programs for the deaf as provided under Subchapter D, Chapter 30.

(23) The board shall adopt and purchase or license instructional materials as provided by Chapter 31 and adopt rules required by that chapter.

(24) The board shall develop and update a long-range plan concerning technology in the public school system as required under Section 32.001 and shall adopt rules and policies concerning technology in public schools as provided by Chapter 32.

(25) The board shall conduct feasibility studies related to the telecommunications capabilities of school districts and regional education service centers as provided by Section 32.033.

(26) The board shall appoint a board of directors of the center for educational technology under Section 32.034.

(27) Repealed by Acts 2001, 77th Leg., ch. 1420, Sec. 4.001(b), eff. Sept. 1, 2001.

(28) The board shall approve a program for testing students for dyslexia and related disorders as provided by Section 38.003. The program may not include a distinction between standard protocol dyslexia instruction, as defined by the Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders, as updated in 2021 and adopted by the State Board of Education, and its subsequent amendments, and other types of direct dyslexia instruction, including specially designed instruction.

(29) The board shall perform duties in connection with the public school accountability system as prescribed by Chapters 39 and 39A.

(30) The board shall perform duties in connection with the Foundation School Program as prescribed by Chapter 48.

(31) The board may invest the permanent school fund within the limits of the authority granted by Section 5, Article VII, Texas Constitution, and Chapter 43.

(32) The board shall adopt rules concerning school district budgets and audits of school district fiscal accounts as required under Subchapter A, Chapter 44.

(33) The board shall adopt an annual report on the status of the guaranteed bond program and may adopt rules as necessary for the administration of the program as provided under Subchapter C, Chapter 45.

(34) The board shall prescribe uniform bid blanks for school districts to use in selecting a depository bank as required under Section 45.206.

(d) The board may adopt rules relating to school districts or regional education service centers only as required to carry out the specific duties assigned to the board by the constitution or under Subsection (c).

(e) An action of the board to adopt a rule under this section is effective only if the board includes in the rule's preamble a statement of the specific authority under Subsection (c) to adopt the rule.

(f) Except as otherwise provided by this subsection, a rule adopted by the board under this section does not take effect until the beginning of the school year that begins at least 90 days after the date on which the rule was adopted. The rule takes effect earlier if the rule's preamble specifies an earlier effective date and the reason for that earlier date and:

(1) the earlier effective date is a requirement of:

(A) a federal law; or

(B) a state law that specifically refers to this section and expressly requires the adoption of an earlier effective date; or

(2) on the affirmative vote of two-thirds of the members of the board, the board makes a finding that an earlier effective date is necessary.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 1997, 75th Leg., ch. 165, Sec. 6.01, eff. Sept. 1, 1997; Acts 1997, 75th Leg., ch. 268, Sec. 2, eff. May 26, 1997; Acts 1999, 76th Leg., ch. 1482, Sec. 1, eff. June 19, 1999; Acts 2001, 77th Leg., ch. 1420, Sec. 4.001(b), eff. Sept. 1, 2001.

Amended by:

Acts 2011, 82nd Leg., 1st C.S., Ch. 6 (S.B. 6), Sec. 4, eff. July 19, 2011.

Acts 2013, 83rd Leg., R.S., Ch. 73 (S.B. 307), Sec. 2.06(a)(1), eff. September 1, 2013.

Acts 2017, 85th Leg., R.S., Ch. 324 (S.B. 1488), Sec. 21.003(4), eff. September 1, 2017.

Acts 2019, 86th Leg., R.S., Ch. 439 (S.B. 1376), Sec. 4.01(a)(1), eff. June 4, 2019.

Acts 2019, 86th Leg., R.S., Ch. 943 (H.B. 3), Sec. 3.003, eff. September 1, 2019.

Acts 2019, 86th Leg., R.S., Ch. 943 (H.B. 3), Sec. 4.001(a)(1), eff. September 1, 2019.

Acts 2023, 88th Leg., R.S., Ch. 542 (H.B. 3928), Sec. 2, eff. June 10, 2023.

TEC, §7.110. PUBLIC TESTIMONY.

The board shall develop and implement policies that provide the public with a reasonable opportunity to appear before the board and to speak on any issue under the jurisdiction of the board.

TEC, §11.159. MEMBER TRAINING AND ORIENTATION.

(a) The State Board of Education shall provide a training course for independent school district trustees to be offered by the regional education service centers. Registration for a course must be open to any interested person, including current and prospective board members, and the state board may prescribe a registration fee designed to offset the costs of providing that course.

(b) A trustee must complete any training required by the State Board of Education. The minutes of the last regular meeting of the board of trustees held before an election of trustees must reflect whether each trustee has met or is deficient in meeting the training required for the trustee as of the first anniversary of the date of the trustee's election or appointment. If the minutes reflect that a trustee is deficient, the district shall post the minutes on the district's Internet website within 10 business days of the meeting and maintain the posting until the trustee meets the requirements.

(b-1) The State Board of Education shall require a trustee to complete training on school safety. The state board, in coordination with the Texas School Safety Center, shall develop the curriculum and materials for the training.

(c) The State Board of Education shall require a trustee to complete every two years at least:

(1) three hours of training on evaluating student academic performance; and

(2) one hour of training on identifying and reporting potential victims of sexual abuse, human trafficking, and other maltreatment of children.

(c-1) The training required by Subsection (c)(1) must be research-based and designed to support the oversight role of the board of trustees under Section 11.1515.

(c-2) A candidate for trustee may complete the training required by Subsection (c) up to one year before the candidate is elected. A new trustee shall complete the training within 120 days after the date of the trustee's election or appointment. A returning trustee shall complete the training by the second anniversary of the completion of the trustee's previous training.

(d) A trustee or candidate for trustee may complete training required under Subsection (c) at a regional education service center or through another authorized provider. A provider must certify the completion of the training by a trustee or candidate.

(e) For purposes of this section, "other maltreatment" has the meaning assigned by Section 42.002, Human Resources Code.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Amended by:

Acts 2007, 80th Leg., R.S., Ch. 1244 (H.B. 2563), Sec. 5, eff. September 1, 2007.

Acts 2017, 85th Leg., R.S., Ch. 925 (S.B. 1566), Sec. 5, eff. September 1, 2017.

Acts 2019, 86th Leg., R.S., Ch. 214 (H.B. 403), Sec. 1, eff. September 1, 2019.

Acts 2021, 87th Leg., R.S., Ch. 313 (H.B. 690), Sec. 1, eff. September 1, 2021.

TEC, §12.101. AUTHORIZATION.

(a) In accordance with this subchapter, the commissioner may grant a charter on the application of an eligible entity for an open-enrollment charter school to operate in a facility of a commercial or nonprofit entity, an eligible entity, or a school district, including a home-rule school district. In this subsection, "eligible entity" means:

(1) an institution of higher education as defined under Section 61.003;

(2) a private or independent institution of higher education as defined under Section 61.003;

(3) an organization that is exempt from taxation under Section 501(c)(3), Internal Revenue Code of 1986 (26 U.S.C. Section 501(c)(3)); or

(4) a governmental entity.

(b) After thoroughly investigating and evaluating an applicant, the commissioner, in coordination with a member of the State Board of Education designated for the purpose by the chair of the board, may grant a charter for an open-enrollment charter school only to an applicant that meets any financial, governing, educational, and operational standards adopted by the commissioner under this subchapter, that the commissioner determines is capable of carrying out the responsibilities provided by the charter and likely to operate a school of high quality, and that:

(1) has not within the preceding 10 years had a charter under this chapter or a similar charter issued under the laws of another state surrendered under a settlement agreement, revoked, denied renewal, or returned; or

(2) is not, under rules adopted by the commissioner, considered to be a corporate affiliate of or substantially related to an entity that has within the preceding 10 years had a charter under this chapter or a similar charter issued under the laws of another state surrendered under a settlement agreement, revoked, denied renewal, or returned.

(b-0) The commissioner shall notify the State Board of Education of each charter the commissioner proposes to grant under this subchapter. Unless, before the 90th day after the date on which the board receives the notice from the commissioner, a majority of the members of the board present and voting vote against the grant of that charter, the commissioner's proposal to grant the charter takes effect. The board may not deliberate or vote on any grant of a charter that is not proposed by the commissioner.

(b-1) In granting charters for open-enrollment charter schools, the commissioner may not grant a total of more than:

(1) 215 charters through the fiscal year ending August 31, 2014;

(2) 225 charters beginning September 1, 2014;

(3) 240 charters beginning September 1, 2015;

(4) 255 charters beginning September 1, 2016;

(5) 270 charters beginning September 1, 2017; and

(6) 285 charters beginning September 1, 2018.

(b-2) Beginning September 1, 2019, the total number of charters for open-enrollment charter schools that may be granted is 305 charters.

(b-3) The commissioner may not grant more than one charter for an open-enrollment charter school to any charter holder. The commissioner may consolidate charters for an open-enrollment charter school held by multiple charter holders into a single charter held by a single charter holder with the written consent to the terms of consolidation by or at the request of each charter holder affected by the consolidation.

(b-4) Notwithstanding Section 12.114, approval of the commissioner under that section is not required for establishment of a new open-enrollment charter school campus if the requirements of this subsection are satisfied. A charter holder having an accreditation status of accredited and at least 50 percent of its student population in grades assessed under Subchapter B, Chapter 39, or at least 50 percent of the students in the grades assessed having been enrolled in the school for at least three school years may establish one or more new campuses under an existing charter held by the charter holder if:

(1) the charter holder is currently evaluated under the standard accountability procedures for evaluation under Chapter 39 and received a district rating in the highest or second highest performance rating category under Subchapter C, Chapter 39, for three of the last five years with at least 75 percent of the campuses rated under the charter also receiving a rating in the highest or second highest performance rating category and with no campus with a rating in the lowest performance rating category in the most recent ratings;

(2) the charter holder provides written notice to the commissioner of the establishment of any campus under this subsection in the time, manner, and form provided by rule of the commissioner; and

(3) not later than the 60th day after the date the charter holder provides written notice under Subdivision (2), the commissioner does not provide written notice to the charter holder that the commissioner has determined that the charter holder does not satisfy the requirements of this section.

(b-5) The initial term of a charter granted under this section is five years.

(b-6) The commissioner shall adopt rules to modify criteria for granting a charter for an open-enrollment charter school under this section to the extent necessary to address changes in performance rating categories or in the financial accountability system under Chapter 39.

(b-7) A charter granted under this section for a dropout recovery school is not considered for purposes of the limit on the number of charters for open-enrollment charter schools imposed by this section. For purposes of this subsection, an open-enrollment charter school is considered to be a dropout recovery school if the school meets the criteria for designation as a dropout recovery school under Section 12.1141(c).

(b-8) In adopting any financial standards under this subchapter that an applicant for a charter for an open-enrollment charter school must meet, the commissioner shall not:

(1) exclude any loan or line of credit in determining an applicant's available funding; or

(2) exclude an applicant from the grant of a charter solely because the applicant fails to demonstrate having a certain amount of current assets in cash.

(b-10) The commissioner by rule shall allow a charter holder to provide written notice of the establishment of a new open-enrollment charter school campus under Subsection (b-4)(2) up to 36 months before the date on which the campus is anticipated to open. Notice provided to the commissioner under this section does not obligate the charter holder to open a new campus.

(c) If the facility to be used for an open-enrollment charter school is a school district facility, the school must be operated in the facility in accordance with the terms established by the board of trustees or other governing body of the district in an agreement governing the relationship between the school and the district.

(d) An educator employed by a school district before the effective date of a charter for an open-enrollment charter school operated at a school district facility may not be transferred to or employed by the open-enrollment charter school over the educator's objection.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 2001, 77th Leg., ch. 1504, Sec. 2, eff. Sept. 1, 2001; Acts 2003, 78th Leg., ch. 193, Sec. 1, eff. June 2, 2003.

Amended by:

Acts 2013, 83rd Leg., R.S., Ch. 1140 (S.B. 2), Sec. 9, eff. September 1, 2013.

Acts 2015, 84th Leg., R.S., Ch. 1046 (H.B. 1842), Sec. 3(a), eff. June 19, 2015.

Acts 2019, 86th Leg., R.S., Ch. 597 (S.B. 668), Sec. 2.01, eff. June 10, 2019.

Acts 2023, 88th Leg., R.S., Ch. 706 (H.B. 2102), Sec. 1, eff. September 1, 2023.

TEC, §21.003. CERTIFICATION REQUIRED.

(a) A person may not be employed as a teacher, teacher intern or teacher trainee, librarian, educational aide, administrator, educational diagnostician, or school counselor by a school district unless the person holds an appropriate certificate or permit issued as provided by Subchapter B.

(b) Except as otherwise provided by this subsection, a person may not be employed by a school district as an audiologist, occupational therapist, physical therapist, physician, nurse, school psychologist, associate school psychologist, licensed professional counselor, marriage and family therapist, social worker, or speech language pathologist unless the person is licensed by the state agency that licenses that profession and may perform specific services within those professions for a school district only if the person holds the appropriate credential from the appropriate state agency. As long as a person employed by a district before September 1, 2011, to perform marriage and family therapy, as defined by Section 502.002, Occupations Code, is employed by the same district, the person is not required to hold a license as a marriage and family therapist to perform marriage and family therapy with that district.

(c) The commissioner may waive the requirement for certification of a superintendent if requested by a school district as provided by Section 7.056. A person who is not certified as a superintendent may not be employed by a school district as the superintendent before the person has received a waiver of certification from the commissioner. The commissioner may limit the waiver of certification in any manner the commissioner determines is appropriate. A person may be designated to act as a temporary or interim superintendent for a school district, but the district may not employ the person under a contract as superintendent unless the person has been certified or a waiver has been granted.

TEC, §21.031. PURPOSE.

(a) The State Board for Educator Certification is established to recognize public school educators as professionals and to grant educators the authority to govern the standards of their profession. The board shall regulate and oversee all aspects of the certification, continuing education, and standards of conduct of public school educators.

(b) In proposing rules under this subchapter, the board shall ensure that all candidates for certification or renewal of certification demonstrate the knowledge and skills necessary to improve the performance of the diverse student population of this state.

TEC, §21.035. DELEGATION AUTHORITY; ADMINISTRATION BY AGENCY.

(a) The board is permitted to make a written delegation of authority to the commissioner or the agency to informally dispose of a contested case involving educator certification.

(b) The agency shall provide the board's administrative functions and services.

TEC, §21.041. RULES; FEES.

(a) The board may adopt rules as necessary for its own procedures.

(b) The board shall propose rules that:

(1) provide for the regulation of educators and the general administration of this subchapter in a manner consistent with this subchapter;

(2) specify the classes of educator certificates to be issued, including emergency certificates;

(3) specify the period for which each class of educator certificate is valid;

(4) specify the requirements for the issuance and renewal of an educator certificate;

(5) provide for the issuance of an educator certificate to a person who holds a similar certificate issued by another state or foreign country, subject to Section 21.052;

(6) provide for special or restricted certification of educators, including certification of instructors of American Sign Language;

(7) provide for disciplinary proceedings, including the suspension or revocation of an educator certificate, as provided by Chapter 2001, Government Code;

(8) provide for the adoption, amendment, and enforcement of an educator's code of ethics;

(9) provide for continuing education requirements; and

(10) provide for certification of persons performing appraisals under Subchapter H.

(c) The board shall propose a rule adopting a fee for the issuance and maintenance of an educator certificate that, when combined with any fees imposed under Subsection (d), is adequate to cover the cost of administration of this subchapter.

(d) The board may propose a rule adopting a fee for the approval or renewal of approval of an educator preparation program, or for the addition of a certificate or field of certification to the scope of a program's approval. A fee imposed under this subsection may not exceed the amount necessary, as determined by the board, to provide for the administrative cost of approving, renewing the approval of, and appropriately ensuring the accountability of educator preparation programs under this subchapter.

TEC, §21.042. APPROVAL OF RULES.

The State Board for Educator Certification must submit a written copy of each rule it proposes to adopt to the State Board of Education for review. The State Board of Education may reject a proposed rule by a vote of at least two-thirds of the members of the board present and voting. If the State Board of Education fails to reject a proposal before the 90th day after the date on which it receives the proposal, the proposal takes effect as a rule of the State Board for Educator Certification as provided by Chapter 2001, Government Code. The State Board of Education may not modify a rule proposed by the State Board for Educator Certification.

TEC, §21.043. ACCESS TO PEIMS DATA.

(a) The agency shall provide the board with access to data obtained under the Public Education Information Management System (PEIMS).

(b) The agency shall provide educator preparation programs with data based on information reported through the Public Education Information Management System (PEIMS) that enables an educator preparation program to:

(1) assess the impact of the program; and

(2) revise the program as needed to improve the design and effectiveness of the program.

(c) The agency in coordination with the board shall solicit input from educator preparation programs to determine the data to be provided to educator preparation programs.

TEC, §21.045. ACCOUNTABILITY SYSTEM FOR EDUCATOR PREPARATION PROGRAMS.

a) The board shall propose rules necessary to establish standards to govern the continuing accountability of all educator preparation programs based on the following information that is disaggregated with respect to race, sex, and ethnicity:

(1) results of the certification examinations prescribed under Section 21.048(a);

(2) performance based on the appraisal system for beginning teachers adopted by the board;

(3) achievement, including improvement in achievement, of all students, including students with disabilities, taught by beginning teachers for the first three years following certification, to the extent practicable;

(4) compliance with board requirements regarding the frequency, duration, and quality of structural guidance and ongoing support provided by field supervisors to candidates completing student teaching, clinical teaching, or an internship; and

(5) results from a teacher satisfaction survey, developed by the board with stakeholder input, of new teachers performed at the end of the teacher's first year of teaching.

(b) Each educator preparation program shall submit data elements as required by the board for an annual performance report to ensure access and equity. At a minimum, the annual report must contain:

(1) the performance data from Subsection (a), other than the data required for purposes of Subsection (a)(3);

(2) data related to the program's compliance with requirements for field supervision of candidates during their clinical teaching and internship experiences;

(3) the following information, disaggregated by race, sex, and ethnicity:

(A) the number of candidates who apply;

(B) the number of candidates admitted;

(C) the number of candidates retained;

(D) the number of candidates completing the program;

(E) the number of candidates employed as beginning teachers under standard teaching certificates by not later than the first anniversary of completing the program;

(F) the amount of time required by candidates employed as beginning teachers under probationary teaching certificates to be issued standard teaching certificates;

(G) the number of candidates retained in the profession; and

(H) any other information required by federal law;

(4) the ratio of field supervisors to candidates completing student teaching, clinical teaching, or an internship; and

(5) any other information necessary to enable the board to assess the effectiveness of the program on the basis of teacher retention and success criteria adopted by the board.

(c) The board shall propose rules necessary to establish performance standards for the Accountability System for Educator Preparation for accrediting educator preparation programs. At a minimum, performance standards must be based on Subsection (a).

(d) To assist an educator preparation program in improving the design and effectiveness of the program in preparing educators for the classroom, the agency shall provide to each program data that is compiled and analyzed by the agency based on information reported through the Public Education Information Management System (PEIMS) relating to the program.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Amended by:

Acts 2009, 81st Leg., R.S., Ch. 723 (S.B. 174), Sec. 2, eff. June 19, 2009.

Acts 2015, 84th Leg., R.S., Ch. 931 (H.B. 2205), Sec. 6, eff. September 1, 2015.

Acts 2017, 85th Leg., R.S., Ch. 757 (S.B. 1839), Sec. 4, eff. June 12, 2017.

Acts 2021, 87th Leg., R.S., Ch. 215 (H.B. 159), Sec. 4, eff. September 1, 2021.

TEC, §21.0441. ADMISSION REQUIREMENTS FOR EDUCATOR PREPARATION PROGRAMS .

(a) Rules of the board proposed under this subchapter must provide that a person, other than a person seeking career and technology education certification, is not eligible for admission to an educator preparation program, including an alternative educator preparation program, unless the person:

(1) except as provided by Subsection (b), satisfies the following minimum grade point average requirements:

(A) an overall grade point average of at least 2.50 on a four-point scale or the equivalent on any course work previously attempted at a public or private institution of higher education; or

(B) a grade point average of at least 2.50 on a four-point scale or the equivalent for the last 60 semester credit hours attempted at a public or private institution of higher education; and

(2) if the person is seeking initial certification:

(A) has successfully completed at least:

(i) 15 semester credit hours in the subject-specific content area in which the person is seeking certification, if the person is seeking certification to teach mathematics or science at or above grade level seven; or

(ii) 12 semester credit hours in the subject-specific content area in which the person is seeking certification, if the person is not seeking certification to teach mathematics or science at or above grade level seven; or

(B) has achieved a satisfactory level of performance on a content certification examination, which may be a content certification examination administered by a vendor approved by the commissioner for purposes of administering such an examination for the year for which the person is applying for admission to the program.

(b) The board's rules must permit an educator preparation program to admit in extraordinary circumstances a person who fails to satisfy a grade point average requirement prescribed by Subsection (a)(1)(A) or (B), provided that:

(1) not more than 10 percent of the total number of persons admitted to the program in a year fail to satisfy the requirement under Subsection (a)(1)(A) or (B);

(2) each person admitted as described by this subsection performs, before admission, at a satisfactory level on an appropriate subject matter examination for each subject in which the person seeks certification; and

(3) for each person admitted as described by this subsection, the director of the program determines and certifies, based on documentation provided by the person, that the person's work, business, or career experience demonstrates achievement comparable to the academic achievement represented by the grade point average requirement.

(c) The overall grade point average of each incoming class admitted by an educator preparation program, including an alternative educator preparation program, may not be less than 3.00 on a four-point scale or the equivalent or a higher overall grade point average prescribed by the board. In computing the overall grade point average of an incoming class for purposes of this subsection, a program may:

(1) include the grade point average of each person in the incoming class based on all course work previously attempted by the person at a public or private institution of higher education; or

(2) include the grade point average of each person in the incoming class based only on the last 60 semester credit hours attempted by the person at a public or private institution of higher education.

(d) A person seeking career and technology education certification is not included in determining the overall grade point average of an incoming class under Subsection (c).

TEC, §21.0443. EDUCATOR PREPARATION PROGRAM APPROVAL AND RENEWAL.

(a) The board shall propose rules to establish standards to govern the approval or renewal of approval of:

(1) educator preparation programs; and

(2) certification fields authorized to be offered by an educator preparation program.

(b) To be eligible for approval or renewal of approval, an educator preparation program must:

(1) incorporate proactive instructional planning techniques throughout course work and across content areas using a framework that:

(A) provides flexibility in the ways:

(i) information is presented;

(ii) students respond or demonstrate knowledge and skills; and

(iii) students are engaged;

(B) reduces barriers in instruction;

(C) provides appropriate accommodations, supports, and challenges; and

(D) maintains high achievement expectations for all students, including students with disabilities and students of limited English proficiency;

(2) integrate inclusive practices for all students, including students with disabilities, and evidence-based instruction and intervention strategies throughout course work, clinical experience, and student teaching;

(3) adequately prepare candidates for educator certification; and

(4) meet the standards and requirements of the board.

(c) The board shall require that each educator preparation program be reviewed for renewal of approval at least every five years. The board shall adopt an evaluation process to be used in reviewing an educator preparation program for renewal of approval.

Added by Acts 2015, 84th Leg., R.S., Ch. 931 (H.B. 2205), Sec. 5, eff. September 1, 2015.

Amended by:

Acts 2021, 87th Leg., R.S., Ch. 215 (H.B. 159), Sec. 3, eff. September 1, 2021.

TEC, §21.0451. SANCTIONS UNDER ACCOUNTABILITY SYSTEM FOR EDUCATOR PREPARATION PROGRAMS.

(a) The board shall propose rules necessary for the sanction of educator preparation programs that do not meet accountability standards or comply with state law or rules and shall at least annually review the accreditation status of each educator preparation program. The rules:

(1) shall provide for the assignment of the following accreditation statuses:

(A) not rated;

(B) accredited;

(C) accredited-warned;

(D) accredited-probation; and

(E) not accredited-revoked;

(2) may provide for the agency to take any necessary action, including one or more of the following actions:

(A) requiring the program to obtain technical assistance approved by the agency or board;

(B) requiring the program to obtain professional services under contract with another person;

(C) appointing a monitor to participate in and report to the board on the activities of the program; and

(D) if a program has been rated as accredited-probation under the Accountability System for Educator Preparation for a period of at least one year, revoking the approval of the program and ordering the program to be closed, provided that the board or agency has provided the opportunity for a contested case hearing;

(3) shall provide for the agency to revoke the approval of the program and order the program to be closed if the program has been rated as accredited-probation under the Accountability System for Educator Preparation for three consecutive years, provided that the board or agency has provided the opportunity for a contested case hearing; and

(4) shall provide the board procedure for changing the accreditation status of a program that:

(A) does not meet the accreditation standards established under Section 21.045(a); or

(B) violates a board or agency regulation.

(b) Any action authorized or required to be taken against an educator preparation program under Subsection (a) may also be taken with regard to a particular field of certification authorized to be offered by an educator preparation program.

(c) A revocation must be effective for a period of at least two years. After two years, the program may seek renewed approval to prepare educators for state certification.

(d) The costs of technical assistance required under Subsection (a)(2)(A) or the costs associated with the appointment of a monitor under Subsection (a)(2)(C) shall be paid by the educator preparation program.

TEC, §21.0452. CONSUMER INFORMATION REGARDING EDUCATOR PREPARATION PROGRAMS.

(a) To assist persons interested in obtaining teaching certification in selecting an educator preparation program and assist school districts in making staffing decisions, the board shall make information regarding educator programs in this state available to the public through the board's Internet website.

(b) The board shall make available at least the following information regarding each educator preparation program:

(1) the information specified in Sections 21.045(a) and (b);

(2) in addition to any other appropriate information indicating the quality of persons admitted to the program, the average academic qualifications possessed by persons admitted to the program, including:

(A) average overall grade point average and average grade point average in specific subject areas; and

(B) average scores on the Scholastic Assessment Test (SAT), the American College Test (ACT), or the Graduate Record Examination (GRE), as applicable;

(3) the degree to which persons who complete the program are successful in obtaining teaching positions;

(4) the extent to which the program prepares teachers, including general education teachers and special education teachers, to effectively teach:

(A) students with disabilities; and

(B) emergent bilingual students, as defined by Section 29.052;

(5) the activities offered by the program that are designed to prepare teachers to:

(A) integrate technology effectively into curricula and instruction, including activities consistent with the principles of universal design for learning; and

(B) use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement;

(6) for each semester, the average ratio of field supervisors to candidates completing student teaching, clinical teaching, or an internship in an educator preparation program;

(7) the perseverance of beginning teachers in the profession, based on information reported through the Public Education Information Management System (PEIMS) providing the

number of beginning teachers employed as classroom teachers for at least three years after certification in comparison to similar programs;

(8) the results of exit surveys given to program participants on completion of the program that involve evaluation of the program's effectiveness in preparing participants to succeed in the classroom;

(9) the results of surveys given to school principals that involve evaluation of the program's effectiveness in preparing participants to succeed in the classroom, based on experience with employed program participants; and

(10) the results of teacher satisfaction surveys developed under Section 21.045 and given to program participants at the end of the first year of teaching.

(c) For purposes of Subsection (b)(9), the board shall require an educator preparation program to distribute an exit survey that a program participant must complete before the participant is eligible to receive a certificate under this subchapter.

(d) For purposes of Subsections (b)(9) and (10), the board shall develop surveys for distribution to program participants and school principals.

(e) The board may develop procedures under which each educator preparation program receives a designation or ranking based on the information required to be made available under Subsection (b). If the board develops procedures under this subsection, the designation or ranking received by each program must be included in the information made available under this section.

(f) In addition to other information required to be made available under this section, the board shall provide information identifying employment opportunities for teachers in the various regions of this state. The board shall specifically identify each region of this state in which a shortage of qualified teachers exists.

(g) The board may require any person to provide information to the board for purposes of this section.

Added by Acts 2009, 81st Leg., R.S., Ch. 723 (S.B. 174), Sec. 2, eff. June 19, 2009.

Amended by:

Acts 2015, 84th Leg., R.S., Ch. 931 (H.B. 2205), Sec. 8, eff. September 1, 2015.

Acts 2019, 86th Leg., R.S., Ch. 573 (S.B. 241), Sec. 1.01, eff. September 1, 2019.

Acts 2019, 86th Leg., R.S., Ch. 597 (S.B. 668), Sec. 1.02, eff. June 10, 2019.

Acts 2021, 87th Leg., R.S., Ch. 973 (S.B. 2066), Sec. 1, eff. September 1, 2021.

TEC, §28.002. REQUIRED CURRICULUM.

(a) Each school district that offers kindergarten through grade 12 shall offer, as a required curriculum:

(1) a foundation curriculum that includes:

(A) English language arts;

(B) mathematics;

(C) science; and

(D) social studies, consisting of Texas, United States, and world history, government, economics, with emphasis on the free enterprise system and its benefits, and geography; and

(2) an enrichment curriculum that includes:

(A) to the extent possible, languages other than English;

(B) health, with emphasis on:

(i) physical health, including the importance of proper nutrition and exercise;

(ii) mental health, including instruction about mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision-making; and

(iii) suicide prevention, including recognizing suicide-related risk factors and warning signs;

(C) physical education;

(D) fine arts;

(E) career and technology education;

(F) technology applications;

(G) religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature; and

(H) personal financial literacy.

(b) The State Board of Education by rule shall designate subjects constituting a well-balanced curriculum to be offered by a school district that does not offer kindergarten through grade 12.

(b-1) In this section, "common core state standards" means the national curriculum standards developed by the Common Core State Standards Initiative.

(b-2) The State Board of Education may not adopt common core state standards to comply with a duty imposed under this chapter.

(b-3) A school district may not use common core state standards to comply with the requirement to provide instruction in the essential knowledge and skills at appropriate grade levels under Subsection (c).

(b-4) Notwithstanding any other provision of this code, a school district or open-enrollment charter school may not be required to offer any aspect of a common core state standards curriculum.

(c) The State Board of Education, with the direct participation of educators, parents, business and industry representatives, and employers shall by rule identify the essential knowledge and skills of each subject of

the required curriculum that all students should be able to demonstrate and that will be used in evaluating instructional materials under Chapter 31 and addressed on the assessment instruments required under Subchapter B, Chapter 39. As a condition of accreditation, the board shall require each district to provide instruction in the essential knowledge and skills at appropriate grade levels and to make available to each high school student in the district an Algebra II course.

(c-1) The State Board of Education shall adopt rules requiring students enrolled in grade levels six, seven, and eight to complete at least one fine arts course during those grade levels as part of a district's fine arts curriculum.

(c-2) Each time the Texas Higher Education Coordinating Board revises the Internet database of the coordinating board's official statewide inventory of workforce education courses, the State Board of Education shall by rule revise the essential knowledge and skills of any corresponding career and technology education curriculum as provided by Subsection (c).

(c-3) In adopting the essential knowledge and skills for the technology applications curriculum for kindergarten through grade eight, the State Board of Education shall adopt essential knowledge and skills that include coding, computer programming, computational thinking, and cybersecurity. The State Board of Education shall review and revise, as needed, the essential knowledge and skills of the technology applications curriculum every five years to ensure the curriculum:

(1) is relevant to student education; and

(2) aligns with current or emerging professions.

(c-4) In adopting essential knowledge and skills for English language arts under Subsection (a)(1)(A), the State Board of Education shall specify a list of required vocabulary and at least one literary work to be taught in each grade level. The vocabulary specified by the board must support the essential knowledge and skills adopted for other courses offered under the foundation curriculum under Subsection (a)(1).

(c-5) The State Board of Education shall initiate the process of specifying an initial list of vocabulary and literary works as required by Subsection (c-4) not later than February 1, 2024. The State Board of Education shall request from the agency recommendations regarding the list, and that request for recommendations may be considered an initiation of the process. This subsection expires September 1, 2025.

(d) The physical education curriculum required under Subsection (a)(2)(C) must be sequential, developmentally appropriate, and designed, implemented, and evaluated to enable students to develop the motor, self-management, and other skills, knowledge, attitudes, and confidence necessary to participate in physical activity throughout life. Each school district shall establish specific objectives and goals the district intends to accomplish through the physical education curriculum. In identifying the essential knowledge and skills of physical education, the State Board of Education shall ensure that the curriculum:

(1) emphasizes the knowledge and skills capable of being used during a lifetime of regular physical activity;

(2) is consistent with national physical education standards for:

(A) the information that students should learn about physical activity; and

(B) the physical activities that students should be able to perform;

(3) requires that, on a weekly basis, at least 50 percent of the physical education class be used for actual student physical activity and that the activity be, to the extent practicable, at a moderate or vigorous level;

(4) offers students an opportunity to choose among many types of physical activity in which to participate;

(5) offers students both cooperative and competitive games;

(6) meets the needs of students of all physical ability levels, including students who have a chronic health problem, disability, including a student who is a person with a disability described under Section 29.003(b) or criteria developed by the agency in accordance with that section, or other special need that precludes the student from participating in regular physical education instruction but who might be able to participate in physical education that is suitably adapted and, if applicable, included in the student's individualized education program;

(7) takes into account the effect that gender and cultural differences might have on the degree of student interest in physical activity or on the types of physical activity in which a student is interested;

(8) teaches self-management and movement skills;

(9) teaches cooperation, fair play, and responsible participation in physical activity;

(10) promotes student participation in physical activity outside of school; and

(11) allows physical education classes to be an enjoyable experience for students.

(e) American Sign Language is a language for purposes of Subsection (a)(2)(A). A public school may offer an elective course in the language.

(f) A school district may offer courses for local credit in addition to those in the required curriculum. The State Board of Education shall:

(1) be flexible in approving a course for credit for high school graduation under this subsection; and

(2) approve courses in cybersecurity for credit for high school graduation under this subsection.

(g) A local instructional plan may draw on state curriculum frameworks and program standards as appropriate. Each district is encouraged to exceed minimum requirements of law and State Board of Education rule. Each district shall ensure that all children in the district participate actively in a balanced curriculum designed to meet individual needs. Before the adoption of a major curriculum initiative, including the use of a curriculum management system, a district must use a process that:

(1) includes teacher input;

(2) provides district employees with the opportunity to express opinions regarding the initiative; and

(3) includes a meeting of the board of trustees of the district at which:

(A) information regarding the initiative is presented, including the cost of the initiative and any alternatives that were considered; and

(B) members of the public and district employees are given the opportunity to comment regarding the initiative.

(g-1) A district may also offer a course or other activity, including an apprenticeship or training hours needed to obtain an industry-recognized credential or certificate, that is approved by the board of trustees for credit without obtaining State Board of Education approval if:

(1) the district develops a program under which the district partners with a public or private institution of higher education and local business, labor, and community leaders to develop and provide the courses; and

(2) the course or other activity allows students to enter:

(A) a career or technology training program in the district's region of the state;

(B) an institution of higher education without remediation;

(C) an apprenticeship training program; or

(D) an internship required as part of accreditation toward an industry-recognized credential or certificate for course credit.

(g-2) Each school district shall annually report to the agency the names of the courses, programs, institutions of higher education, and internships in which the district's students have enrolled under Subsection (g-1) and the names of the courses and institutions of higher education in which the district's students have enrolled under Subsection (g-3). The agency shall make available information provided under this subsection to other districts.

(g-3) A district may also offer a course in cybersecurity that is approved by the board of trustees for credit without obtaining State Board of Education approval if the district partners with a public or private institution of higher education that offers an undergraduate degree program in cybersecurity to develop and provide the course.

(h) The State Board of Education and each school district shall require the teaching of informed American patriotism, Texas history, and the free enterprise system in the adoption of instructional materials for kindergarten through grade 12, including the founding documents of the United States. A primary purpose of the public school curriculum is to prepare thoughtful, informed citizens who understand the importance of patriotism and can function productively in a free enterprise society with appreciation for the fundamental democratic principles of our state and national heritage.

(h-1) In adopting the essential knowledge and skills for the foundation curriculum under Subsection (a)(1), the State Board of Education shall, as appropriate, adopt essential knowledge and skills that develop each student's civic knowledge, including an understanding of:

(1) the fundamental moral, political, and intellectual foundations of the American experiment in self-government;

(2) the history, qualities, traditions, and features of civic engagement in the United States;

(3) the structure, function, and processes of government institutions at the federal, state, and local levels; and

(4) the founding documents of the United States, including:

(A) the entirety of the Declaration of Independence;

(B) the entirety of the United States Constitution;

(C) the Federalist Papers, including the entirety of Essays 10 and 51;

(D) excerpts from Alexis de Tocqueville's Democracy in America;

(E) the transcript of the first Lincoln-Douglas debate;

(F) the writings of the founding fathers of the United States;

(G) the entirety of Frederick Douglass's speeches "The Meaning of July Fourth for the Negro" and "What the Black Man Wants"; and

(H) the entirety of Martin Luther King Jr.'s speech "I Have a Dream."

(h-2) In adopting the essential knowledge and skills for the social studies curriculum for each grade level from kindergarten through grade 12, the State Board of Education shall adopt essential knowledge and skills that develop each student's civic knowledge, including:

(1) an understanding of:

(A) the fundamental moral, political, entrepreneurial, and intellectual foundations of the American experiment in self-government;

(B) the history, qualities, traditions, and features of civic engagement in the United States;

(C) the structure, function, and processes of government institutions at the federal, state, and local levels; and

(D) the founding documents of the United States;

(2) the ability to:

(A) analyze and determine the reliability of information sources;

(B) formulate and articulate reasoned positions;

(C) understand the manner in which local, state, and federal government works and operates through the use of simulations and models of governmental and democratic processes;

(D) actively listen and engage in civil discourse, including discourse with those with different viewpoints; and

(E) participate as a citizen in a constitutional democracy by voting; and

(3) an appreciation of:

(A) the importance and responsibility of participating in civic life;

(B) a commitment to the United States and its form of government; and

(C) a commitment to free speech and civil discourse.

(h-3) Repealed by Acts 2021, 87th Leg., 2nd C.S., Ch. 9 (S.B. 3), Sec. 6, eff. December 2, 2021.

(h-4) Repealed by Acts 2021, 87th Leg., 2nd C.S., Ch. 9 (S.B. 3), Sec. 6, eff. December 2, 2021.

(h-5) Repealed by Acts 2021, 87th Leg., 2nd C.S., Ch. 9 (S.B. 3), Sec. 6, eff. December 2, 2021.

(h-6) In providing instruction regarding the founding documents of the United States as described by Subsection (h-1)(4), a school district or open-enrollment charter school shall use those documents as part of the instructional materials for the instruction.

(h-7) The agency shall ensure that each school district or open-enrollment charter school teaches civics education as part of the district's social studies curriculum in a manner consistent with the essential knowledge and skills adopted under Subsection (h-2).

(h-8) Nothing in Subsection (h-2) or (h-7) may be construed as limiting the teaching of or instruction in the essential knowledge and skills adopted under this subchapter.

(i) The State Board of Education shall adopt rules for the implementation of this subchapter. Except as provided by Subsection (j), the board may not adopt rules that designate the methodology used by a teacher or the time spent by a teacher or a student on a particular task or subject.

(j) The State Board of Education by rule may require laboratory instruction in secondary science courses and may require a specific amount or percentage of time in a secondary science course that must be laboratory instruction.

(k) The State Board of Education, in consultation with the Department of State Health Services and the Texas Diabetes Council, shall develop a diabetes education program that a school district may use in the health curriculum under Subsection (a)(2)(B).

(l) A school district shall require a student enrolled in full-day prekindergarten, in kindergarten, or in a grade level below grade six to participate in moderate or vigorous daily physical activity for at least 30 minutes throughout the school year as part of the district's physical education curriculum or through structured activity during a school campus's daily recess. To the extent practicable, a school district shall require a student enrolled in prekindergarten on less than a full-day basis to participate in the same type and amount of physical activity as a student enrolled in full-day prekindergarten. A school district shall require students enrolled in grade levels six, seven, and eight to participate in moderate or vigorous daily physical activity for at least 30 minutes for at least four semesters during those grade levels as part of the district's physical education curriculum. If a school district determines, for any particular grade level below grade six, that requiring moderate or vigorous daily physical activity is impractical due to scheduling concerns or other factors, the district may as an alternative require a student in that grade level to participate in moderate or vigorous physical activity for at least 135 minutes during each school week. Additionally, a school district may as an alternative require a student enrolled in a grade level for which the district uses block scheduling to participate in moderate or vigorous physical activity for at least 225 minutes during each period of two school weeks. A school district must provide for an exemption for:

(1) any student who is unable to participate in the required physical activity because of illness or disability; and

(2) a middle school or junior high school student who participates in an extracurricular activity with a moderate or vigorous physical activity component that is considered a structured activity under rules adopted by the commissioner.

(l-1) In adopting rules relating to an activity described by Subsection (l)(2), the commissioner may permit an exemption for a student who participates in a school-related activity or an activity sponsored by a private league or club only if the student provides proof of participation in the activity.

(l-2) To encourage school districts to promote physical activity for children through classroom curricula for health and physical education, the agency, in consultation with the Department of State Health Services, shall designate nationally recognized health and physical education program guidelines that a school district may use in the health curriculum under Subsection (a)(2)(B) or the physical education curriculum under Subsection (a)(2)(C).

(l-3) (1) This subsection may be cited as "Lauren's Law."

(2) The State Board of Education, the Department of State Health Services, or a school district may not adopt any rule, policy, or program under Subsections (a), (k), (l), (l-1), or (l-2) that would prohibit a parent or grandparent of a student from providing any food product of the parent's or grandparent's choice to:

(A) children in the classroom of the child of the parent or grandparent on the occasion of the child's birthday; or

(B) children at a school-designated function.

(m) Section 2001.039, Government Code, as added by Chapter 1499, Acts of the 76th Legislature, Regular Session, 1999, does not apply to a rule adopted by the State Board of Education under Subsection (c) or (d).

(n) The State Board of Education may by rule develop and implement a plan designed to incorporate foundation curriculum requirements into the career and technology education curriculum under Subsection (a)(2)(E).

(o) In approving career and technology courses, the State Board of Education must determine that at least 50 percent of the approved courses are cost-effective for a school district to implement.

(p) The State Board of Education, in conjunction with the office of the attorney general, shall develop a parenting and paternity awareness program that a school district shall use in the district's high school health curriculum. A school district may use the program developed under this subsection in the district's middle or junior high school curriculum. At the discretion of the district, a teacher may modify the suggested sequence and pace of the program at any grade level. The program must:

(1) address parenting skills and responsibilities, including child support and other legal rights and responsibilities that come with parenthood;

(2) address relationship skills, including money management, communication skills, and marriage preparation; and

(3) in district middle, junior high, or high schools that do not have a family violence prevention program, address skills relating to the prevention of family violence.

(p-2) A school district may develop or adopt research-based programs and curriculum materials for use in conjunction with the program developed under Subsection (p). The programs and curriculum materials may provide instruction in:

(1) child development;

(2) parenting skills, including child abuse and neglect prevention; and

(3) assertiveness skills to prevent teenage pregnancy, abusive relationships, and family violence.

(p-3) The agency shall evaluate programs and curriculum materials developed under Subsection (p-2) and distribute to other school districts information regarding those programs and materials.

(p-4) A student under 14 years of age may not participate in a program developed under Subsection (p) without the permission of the student's parent or person standing in parental relation to the student.

(q) Repealed by Acts 2013, 83rd Leg., R.S., Ch. 211, Sec. 78(b)(1), eff. September 1, 2014.

(r) In adopting the essential knowledge and skills for the health curriculum under Subsection (a)(2)(B), the State Board of Education shall adopt essential knowledge and skills that address the science, risk factors, causes, dangers, consequences, signs, symptoms, and treatment of substance abuse, including the use of illegal drugs, abuse of prescription drugs, abuse of alcohol such as by binge drinking or other excessive drinking resulting in alcohol poisoning, inhaling solvents, and other forms of substance abuse. The agency shall compile a list of evidence-based substance abuse awareness programs from which a school district shall choose a program to use in the district's middle school, junior high school, and high school health curriculum. In this subsection, "evidence-based substance abuse awareness program" means a program, practice, or strategy that has been proven to effectively prevent substance abuse among students, as determined by evaluations that are evidence-based.

(s) In this subsection, "bullying" has the meaning assigned by Section 37.0832 and "harassment" has the meaning assigned by Section 37.001. In addition to any other essential knowledge and skills the State Board of Education adopts for the health curriculum under Subsection (a)(2)(B), the board shall adopt for the health curriculum, in consultation with the Texas School Safety Center, essential knowledge and skills that include evidence-based practices that will effectively address awareness, prevention, identification, self-defense in response to, and resolution of and intervention in bullying and harassment.

(t) The State Board of Education, in consultation with the commissioner of higher education and business and industry leaders, shall develop an advanced language course that a school district may use in the curriculum under Subsection (a)(2)(A) to provide students with instruction in industry-related terminology that prepares students to communicate in a language other than English in a specific professional, business, or industry environment.

(w) Repealed by Acts 2019, 86th Leg., R.S., Ch. 352 (H.B. 18), Sec. 4.01(2), eff. December 1, 2019.

(z) The State Board of Education by rule shall require each school district to incorporate instruction in digital citizenship into the district's curriculum, including information regarding the potential criminal consequences of cyberbullying. In this subsection:

(1) "Cyberbullying" has the meaning assigned by Section 37.0832.

(2) "Digital citizenship" means the standards of appropriate, responsible, and healthy online behavior, including the ability to access, analyze, evaluate, create, and act on all forms of digital communication.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 1997, 75th Leg., ch. 1285, Sec. 4.02, eff. Sept. 1, 1997; Acts 2001, 77th Leg., ch. 907, Sec. 1, eff. June 14, 2001; Acts 2001, 77th Leg., ch. 925, Sec. 3, eff. June 14, 2001; Acts 2003, 78th Leg., ch. 61, Sec. 2, eff. Sept. 1, 2003; Acts 2003, 78th Leg., ch. 1264, Sec. 1, eff. Sept. 1, 2003; Acts 2003, 78th Leg., ch. 1275, Sec. 2(14), eff. Sept. 1, 2003.

Amended by:

Acts 2005, 79th Leg., Ch. 784 (S.B. 42), Sec. 1, eff. June 17, 2005.

Acts 2007, 80th Leg., R.S., Ch. 254 (H.B. 2176), Sec. 1, eff. September 1, 2007.

Acts 2007, 80th Leg., R.S., Ch. 856 (H.B. 1287), Sec. 3, eff. June 15, 2007.

Acts 2007, 80th Leg., R.S., Ch. 1377 (S.B. 530), Sec. 1, eff. June 15, 2007.

Acts 2009, 81st Leg., R.S., Ch. 529 (S.B. 1344), Sec. 2, eff. June 19, 2009.

Acts 2009, 81st Leg., R.S., Ch. 773 (S.B. 891), Sec. 1, eff. June 19, 2009.

Acts 2009, 81st Leg., R.S., Ch. 895 (H.B. 3), Sec. 25, eff. June 19, 2009.

Acts 2009, 81st Leg., R.S., Ch. 1419 (H.B. 3076), Sec. 1, eff. June 19, 2009.

Acts 2009, 81st Leg., R.S., Ch. 1421 (S.B. 1219), Sec. 1, eff. June 19, 2009.

Acts 2011, 82nd Leg., R.S., Ch. 91 (S.B. 1303), Sec. 27.001(5), eff. September 1, 2011.

Acts 2011, 82nd Leg., R.S., Ch. 776 (H.B. 1942), Sec. 4, eff. June 17, 2011.

Acts 2011, 82nd Leg., 1st C.S., Ch. 6 (S.B. 6), Sec. 13, eff. July 19, 2011.

Acts 2013, 83rd Leg., R.S., Ch. 211 (H.B. 5), Sec. 8(a), eff. June 10, 2013.

Acts 2013, 83rd Leg., R.S., Ch. 211 (H.B. 5), Sec. 78(b)(1), eff. September 1, 2014.

Acts 2013, 83rd Leg., R.S., Ch. 796 (S.B. 1474), Sec. 1, eff. June 14, 2013.

Acts 2013, 83rd Leg., R.S., Ch. 861 (H.B. 462), Sec. 1, eff. June 14, 2013.

Acts 2013, 83rd Leg., R.S., Ch. 1026 (H.B. 2662), Sec. 1, eff. June 14, 2013.

Acts 2015, 84th Leg., R.S., Ch. 89 (H.B. 440), Sec. 1, eff. May 23, 2015.

Acts 2015, 84th Leg., R.S., Ch. 729 (H.B. 1431), Sec. 1, eff. June 17, 2015.

Acts 2015, 84th Leg., R.S., Ch. 1175 (S.B. 968), Sec. 1, eff. June 19, 2015.

Acts 2017, 85th Leg., R.S., Ch. 1088 (H.B. 3593), Sec. 1, eff. June 15, 2017.

Acts 2019, 86th Leg., R.S., Ch. 352 (H.B. 18), Sec. 1.07, eff. December 1, 2019.

Acts 2019, 86th Leg., R.S., Ch. 352 (H.B. 18), Sec. 4.01(2), eff. December 1, 2019.

Acts 2019, 86th Leg., R.S., Ch. 464 (S.B. 11), Sec. 7, eff. June 6, 2019.

Acts 2019, 86th Leg., R.S., Ch. 1149 (H.B. 2984), Sec. 1, eff. June 14, 2019.

Acts 2021, 87th Leg., R.S., Ch. 772 (H.B. 3979), Sec. 1, eff. September 1, 2021.

Acts 2021, 87th Leg., R.S., Ch. 1005 (H.B. 4509), Sec. 3, eff. June 18, 2021.

Acts 2021, 87th Leg., 2nd C.S., Ch. 9 (S.B. 3), Sec. 3, eff. December 2, 2021.

Acts 2021, 87th Leg., 2nd C.S., Ch. 9 (S.B. 3), Sec. 4, eff. December 2, 2021.

Acts 2021, 87th Leg., 2nd C.S., Ch. 9 (S.B. 3), Sec. 6, eff. December 2, 2021.

Acts 2023, 88th Leg., R.S., Ch. 818 (H.B. 1605), Sec. 7, eff. June 13, 2023.

TEC, §28.025. HIGH SCHOOL DIPLOMA AND CERTIFICATE; ACADEMIC ACHIEVEMENT RECORD.

(a) The State Board of Education by rule shall determine curriculum requirements for the foundation high school program that are consistent with the required curriculum under Section 28.002. The State Board of Education shall designate the specific courses in the foundation curriculum under Section 28.002(a)(1) required under the foundation high school program. Except as provided by this section, the State Board of Education may not designate a specific course or a specific number of credits in the enrichment curriculum as requirements for the program.

(b) A school district shall ensure that each student, on entering ninth grade, indicates in writing an endorsement under Subsection (c-1) that the student intends to earn. A district shall permit a student to choose, at any time, to earn an endorsement other than the endorsement the student previously indicated. A student may graduate under the foundation high school program without earning an endorsement if, after the student's sophomore year:

(1) the student and the student's parent or person standing in parental relation to the student are advised by a school counselor of the specific benefits of graduating from high school with one or more endorsements; and

(2) the student's parent or person standing in parental relation to the student files with a school counselor written permission, on a form adopted by the agency, allowing the student to graduate under the foundation high school program without earning an endorsement.

(b-1) The State Board of Education by rule shall require that the curriculum requirements for the foundation high school program under Subsection (a) include a requirement that students successfully complete:

(1) four credits in English language arts under Section 28.002(a)(1)(A), including one credit in English I, one credit in English II, one credit in English III, and one credit in an advanced English course authorized under Subsection (b-2);

(2) three credits in mathematics under Section 28.002(a)(1)(B), including one credit in Algebra I, one credit in geometry, and one credit in any advanced mathematics course authorized under Subsection (b-2);

(3) three credits in science under Section 28.002(a)(1)(C), including one credit in biology, one credit in any advanced science course authorized under Subsection (b-2), and one credit in integrated physics and chemistry or in an additional advanced science course authorized under Subsection (b-2);

(4) three credits in social studies under Section 28.002(a)(1)(D), including one credit in United States history, at least one-half credit in government and at least one-half credit in economics or personal financial literacy & economics, and one credit in world geography or world history;

(5) except as provided under Subsections (b-12), (b-13), and (b-14), two credits in the same language in a language other than English under Section 28.002(a)(2)(A);

(6) five elective credits;

(7) one credit in fine arts under Section 28.002(a)(2)(D); and

(8) except as provided by Subsection (b-11), one credit in physical education under Section 28.002(a)(2)(C).

(b-2) In adopting rules under Subsection (b-1), the State Board of Education shall:

(1) provide for a student to comply with the curriculum requirements for an advanced English course under Subsection (b-1)(1), for an advanced mathematics course under Subsection (b-1)(2), and for any advanced science course under Subsection (b-1)(3) by successfully completing a course in the appropriate content area that has been approved as an advanced course by board rule or that is offered as an advanced course for credit without board approval as provided by Section 28.002(g-1); and

(2) allow a student to comply with the curriculum requirements for the third and fourth mathematics credits under Subsection (b-1)(2) or the third and fourth science credits under Subsection (b-1)(3) by successfully completing an advanced career and technical course designated by the State Board of Education as containing substantively similar and rigorous academic content.

(b-3) In adopting rules for purposes of Subsection (b-2), the State Board of Education must approve a variety of advanced English, mathematics, and science courses that may be taken to comply with the foundation high school program requirements, provided that each approved course prepares students to enter the workforce successfully or postsecondary education without remediation.

(b-4) A school district may offer the curriculum described in Subsections (b-1)(1) through (4) in an applied manner. Courses delivered in an applied manner must cover the essential knowledge and skills, and the student shall be administered the applicable end-of-course assessment instrument as provided by Sections 39.023(c) and 39.025.

(b-5) A school district may offer a mathematics or science course to be taken by a student after completion of Algebra II and physics. A course approved under this subsection must be endorsed by an institution of higher education as a course for which the institution would award course credit or as a prerequisite for a course for which the institution would award course credit.

(b-6) A school district may allow a student to enroll concurrently in Algebra I and geometry.

(b-7) The State Board of Education, in coordination with the Texas Higher Education Coordinating Board, shall adopt rules to ensure that a student may comply with the curriculum requirements under the foundation high school program or for an endorsement under Subsection (c-1) by successfully completing appropriate courses in the core curriculum of an institution of higher education under Section 61.822. Notwithstanding Subsection (b-15) or (c) of this section, Section 39.025, or any other provision of this code and notwithstanding any school district policy, a student who has completed the core curriculum of an institution of higher education under Section 61.822, as certified by the institution in accordance with commissioner rule, is considered to have earned a distinguished level of achievement under the foundation high school program and is entitled to receive a high school diploma from the appropriate high school as that high school is determined in accordance with commissioner rule. A student who is considered to have earned a distinguished level of achievement under the foundation high school program under this subsection may apply for admission to an institution of higher education for the first semester or other academic term after the semester or other academic term in which the student completes the core curriculum.

(b-8) Repealed by Acts 2013, 83rd Leg., R.S., Ch. 211, Sec. 78(b)(3), eff. September 1, 2014.

(b-9) A school district, with the approval of the commissioner, may allow a student to satisfy the fine arts credit required under Subsection (b-1)(7) by participating in a community-based fine arts program not provided by the school district in which the student is enrolled. The fine arts program must provide instruction in the

essential knowledge and skills identified for fine arts by the State Board of Education under Section 28.002(c). The fine arts program may be provided on or off a school campus and outside the regular school day.

(b-10) A school district, with the approval of the commissioner, may allow a student to comply with the curriculum requirements for the physical education credit required under Subsection (b-1)(8) by participating in a private or commercially sponsored physical activity program provided on or off a school campus and outside the regular school day.

(b-11) In adopting rules under Subsection (b-1), the State Board of Education shall allow a student who is unable to participate in physical activity due to disability or illness to substitute one credit in English language arts, mathematics, science, or social studies, one credit in a course that is offered for credit as provided by Section 28.002(g-1), or one academic elective credit for the physical education credit required under Subsection (b-1)(8). A credit allowed to be substituted under this subsection may not also be used by the student to satisfy a graduation requirement other than completion of the physical education credit. The rules must provide that the determination regarding a student's ability to participate in physical activity will be made by:

(1) if the student receives special education services under Subchapter A, Chapter 29, the student's admission, review, and dismissal committee;

(2) if the student does not receive special education services under Subchapter A, Chapter 29, but is covered by Section 504, Rehabilitation Act of 1973 (29 U.S.C. Section 794), the committee established for the student under that Act; or

(3) if each of the committees described by Subdivisions (1) and (2) is inapplicable, a committee established by the school district of persons with appropriate knowledge regarding the student.

(b-12) In adopting rules under Subsection (b-1), the State Board of Education shall adopt criteria to allow a student to comply with the curriculum requirements for the two credits in a language other than English required under Subsection (b-1)(5) by substituting two credits in computer programming languages, including computer coding.

(b-13) In adopting rules under Subsection (b-1), the State Board of Education shall allow a student to substitute credit in another appropriate course for the second credit in the same language in a language other than English otherwise required by Subsection (b-1)(5) if the student, in completing the first credit required under Subsection (b-1)(5), demonstrates that the student is unlikely to be able to complete the second credit. The board rules must establish:

(1) the standards and, as applicable, the appropriate school personnel for making a determination under this subsection; and

(2) appropriate substitute courses for purposes of this subsection.

(b-14) In adopting rules under Subsection (b-1), the State Board of Education shall allow a student who, due to disability, is unable to complete two courses in the same language in a language other than English, as provided under Subsection (b-1)(5), to substitute for those credits two credits in English language arts, mathematics, science, or social studies or two credits in career and technology education, technology applications, or other academic electives. A credit allowed to be substituted under this subsection may not also be used by the student to satisfy a graduation credit requirement other than credit for completion of a language other than English. The rules must provide that the determination regarding a student's ability to participate in language-other-than-English courses will be made by:

(1) if the student receives special education services under Subchapter A, Chapter 29, the student's admission, review, and dismissal committee; or

(2) if the student does not receive special education services under Subchapter A, Chapter 29, but is covered by Section 504, Rehabilitation Act of 1973 (29 U.S.C. Section 794), the committee established for the student under that Act.

(b-15) A student may earn a distinguished level of achievement under the foundation high school program by successfully completing:

(1) four credits in mathematics, which must include Algebra II and the courses described by Subsection (b-1)(2);

(2) four credits in science, which must include the courses described by Subsection (b-1)(3);

(3) the remaining curriculum requirements under Subsection (b-1); and

(4) the curriculum requirements for at least one endorsement under Subsection (c-1).

(b-16) A student may satisfy an elective credit required under Subsection (b-1)(6) with a credit earned to satisfy the additional curriculum requirements for the distinguished level of achievement under the foundation high school program or an endorsement under Subsection (c-1). This subsection may apply to more than one elective credit.

(b-17) The State Board of Education shall adopt rules to ensure that a student may comply with the curriculum requirements under Subsection (b-1)(6) by successfully completing an advanced career and technical course, including a course that may lead to an industry-recognized credential or certificate or an associate degree.

(b-18) In adopting rules under Subsection (b-1), the State Board of Education shall allow a student to comply with the curriculum requirements under Subsection (b-1) by successfully completing a dual credit course.

(b-19) In adopting rules under Subsection (b-1), the State Board of Education shall adopt criteria to allow a student to comply with curriculum requirements for the world geography or world history credit under Subsection (b-1)(4) by successfully completing a combined world history and world geography course developed by the State Board of Education.

(b-20) The State Board of Education shall adopt rules to include the instruction developed under Section 28.012 in one or more courses in the required curriculum for students in grade levels 9 through 12.

(b-21) In adopting rules under Subsection (b-1), the State Board of Education shall adopt criteria to allow a student to comply with the curriculum requirement for one credit under Subsection (b-1)(5) by successfully completing at an elementary school either a dual language immersion program under Section 28.0051 or a course in American Sign Language.

(b-22) In adopting rules under Subsection (b-1), the State Board of Education shall ensure that a personal financial literacy & economics course taken to comply with the curriculum requirement under Subsection (b-1)(4) allocates:

(1) two-thirds of instruction time to instruction in personal financial literacy; and

(2) one-third of instruction time to instruction in economics.

(b-23) The agency shall:

(1) develop a list of free, open-source, and publicly available curricula that may be used by a school district to provide a personal financial literacy & economics course that satisfies the curriculum requirement under Subsection (b-1)(4); and

(2) seek, accept, and spend any federal or private grant funds and gifts that are available for the purpose of providing a personal financial literacy & economics course as part of the foundation high school program.

(c) A person may receive a diploma if the person is eligible for a diploma under Section 28.0251. In other cases, a student may graduate and receive a diploma only if:

(1) the student successfully completes the curriculum requirements identified by the State Board of Education under Subsection (a) and complies with Sections 28.0256 and 39.025; or

(2) the student successfully completes an individualized education program developed under Section 29.005.

(c-1) A student may earn an endorsement on the student's transcript by successfully completing curriculum requirements for that endorsement adopted by the State Board of Education by rule. The State Board of Education by rule shall provide students with multiple options for earning each endorsement, including, to the greatest extent possible, coherent sequences of courses. The State Board of Education by rule must permit a student to enroll in courses under more than one endorsement curriculum before the student's junior year. An endorsement under this subsection may be earned in any of the following categories:

(1) science, technology, engineering, and mathematics (STEM), which includes courses directly related to science, including environmental science, technology, including computer science, cybersecurity, and computer coding, engineering, and advanced mathematics;

(2) business and industry, which includes courses directly related to database management, information technology, communications, accounting, finance, marketing, graphic design, architecture, construction, welding, logistics, automotive technology, agricultural science, and heating, ventilation, and air conditioning;

(3) public services, which includes courses directly related to health sciences and occupations, mental health, education and training, law enforcement, and culinary arts and hospitality;

(4) arts and humanities, which includes courses directly related to political science, world languages, cultural studies, English literature, history, and fine arts; and

(5) multidisciplinary studies, which allows a student to:

(A) select courses from the curriculum of each endorsement area described by Subdivisions (1) through (4); and

(B) earn credits in a variety of advanced courses from multiple content areas sufficient to complete the distinguished level of achievement under the foundation high school program.

(c-2) In adopting rules under Subsection (c-1), the State Board of Education shall:

(1) require a student in order to earn any endorsement to successfully complete:

(A) four credits in mathematics, which must include:

(i) the courses described by Subsection (b-1)(2); and

(ii) an additional advanced mathematics course authorized under Subsection (b-2) or an advanced career and technology course designated by the State Board of Education;

(B) four credits in science, which must include:

(i) the courses described by Subsection (b-1)(3); and

(ii) an additional advanced science course authorized under Subsection (b-2) or an advanced career and technology course designated by the State Board of Education; and

(C) two elective credits in addition to the elective credits required under Subsection (b-1)(6); and

(2) develop additional curriculum requirements for each endorsement with the direct participation of educators and business, labor, and industry representatives, and shall require each school district to report to the agency the categories of endorsements under Subsection (c-1) for which the district offers all courses for curriculum requirements, as determined by board rule.

(c-3) In adopting rules under Subsection (c-1), the State Board of Education shall adopt criteria to allow a student participating in the arts and humanities endorsement under Subsection (c-1)(4), with the written permission of the student's parent or a person standing in parental relation to the student, to comply with the curriculum requirements for science required under Subsection (c-2)(1)(B)(ii) by substituting for an advanced course requirement a course related to that endorsement.

(c-4) Each school district must make available to high school students courses that allow a student to complete the curriculum requirements for at least one endorsement under Subsection (c-1). A school district that offers only one endorsement curriculum must offer the multidisciplinary studies endorsement curriculum.

(c-5) A student may earn a performance acknowledgment on the student's transcript by satisfying the requirements for that acknowledgment adopted by the State Board of Education by rule. An acknowledgment under this subsection may be earned:

(1) for outstanding performance:

(A) in a dual credit course;

(B) in bilingualism and biliteracy;

(C) on a college advanced placement test or international baccalaureate examination;

(D) on an established, valid, reliable, and nationally norm-referenced preliminary college preparation assessment instrument used to measure a student's progress toward readiness for college and the workplace; or

(E) on an established, valid, reliable, and nationally norm-referenced assessment instrument used by colleges and universities as part of their undergraduate admissions process; or

(2) for earning a state recognized or nationally or internationally recognized business or industry certification or license.

(c-6) Notwithstanding Subsection (c), a person may receive a diploma if the person is eligible for a diploma under Section 28.0258.

(c-7) Subject to Subsection (c-8), a student who is enrolled in a special education program under Subchapter A, Chapter 29, may earn an endorsement on the student's transcript by:

(1) successfully completing, with or without modification of the curriculum:

(A) the curriculum requirements identified by the State Board of Education under Subsection (a); and

(B) the additional endorsement curriculum requirements prescribed by the State Board of Education under Subsection (c-2); and

(2) successfully completing all curriculum requirements for that endorsement adopted by the State Board of Education:

(A) without modification of the curriculum; or

(B) with modification of the curriculum, provided that the curriculum, as modified, is sufficiently rigorous as determined by the student's admission, review, and dismissal committee.

(c-8) For purposes of Subsection (c-7), the admission, review, and dismissal committee of a student in a special education program under Subchapter A, Chapter 29, shall determine whether the student is required to achieve satisfactory performance on an end-of-course assessment instrument to earn an endorsement on the student's transcript.

(c-10) In adopting rules under Subsection (c-1), the State Board of Education shall adopt or select five technology applications courses on cybersecurity to be included in a cybersecurity pathway for the science, technology, engineering, and mathematics endorsement.

(d) A school district may issue a certificate of coursework completion to a student who successfully completes the curriculum requirements identified by the State Board of Education under Subsection (a) but who fails to comply with Section 39.025. A school district may allow a student who receives a certificate to participate in a graduation ceremony with students receiving high school diplomas.

(e) Each school district shall report the academic achievement record of students who have completed the foundation high school program on transcript forms adopted by the State Board of Education. The transcript forms adopted by the board must be designed to clearly identify whether a student received a diploma or a certificate of coursework completion.

(e-1) A school district shall clearly indicate a distinguished level of achievement under the foundation high school program as described by Subsection (b-15), an endorsement described by Subsection (c-1), and a performance acknowledgment described by Subsection (c-5) on the transcript of a student who satisfies the applicable requirements. The State Board of Education shall adopt rules as necessary to administer this subsection.

(e-2) At the end of each school year, each school district shall report through the Public Education Information Management System (PEIMS) the number of district students who, during that school year, were:

(1) enrolled in the foundation high school program;

(2) pursuing the distinguished level of achievement under the foundation high school program as provided by Subsection (b-15); and

(3) enrolled in a program to earn an endorsement described by Subsection (c-1).

(e-3) Information reported under Subsection (e-2) must be disaggregated by all student groups served by the district, including categories of race, ethnicity, socioeconomic status, sex, and populations served by special programs, including students in special education programs under Subchapter A, Chapter 29.

(f) A school district shall issue a certificate of attendance to a student who receives special education services under Subchapter A, Chapter 29, and who has completed four years of high school but has not completed the student's individualized education program. A school district shall allow a student who receives a certificate to participate in a graduation ceremony with students receiving high school diplomas. A student

may participate in only one graduation ceremony under this subsection. This subsection does not preclude a student from receiving a diploma under Subsection (c)(2).

(g) Repealed by Acts 2013, 83rd Leg., R.S., Ch. 211, Sec. 78(b)(3), eff. September 1, 2014.

(h) Expired.

(i) If an 11th or 12th grade student who is homeless or in the conservatorship of the Department of Family and Protective Services transfers to a different school district and the student is ineligible to graduate from the district to which the student transfers, the district from which the student transferred shall award a diploma at the student's request, if the student meets the graduation requirements of the district from which the student transferred.

TEC, §28.029. MIDDLE SCHOOL ADVANCED MATHEMATICS PROGRAM.

(a) To increase the number of students who complete advanced mathematics courses in high school, each school district and open-enrollment charter school shall develop an advanced mathematics program for middle school students that is designed to enable those students to enroll in Algebra I in eighth grade.

(b) Under the program, subject to Subsection (c), a school district or open-enrollment charter school shall automatically enroll in an advanced mathematics course each sixth grade student who performed in the top 40 percent on:

(1) the fifth grade mathematics assessment instrument administered under Section 39.023(a); or

(2) a local measure that includes the student's fifth grade class ranking or a demonstrated proficiency in the student's fifth grade mathematics coursework.

(c) The parent or guardian of a student described by Subsection (b) may opt the student out of automatic enrollment under that subsection.

(d) The commissioner may adopt rules to implement this section.

Added by Acts 2023, 88th Leg., R.S., Ch. 262 (S.B. 2124), Sec. 1, eff. May 27, 2023.

TEC, §31.003. RULES.

(a) The State Board of Education may adopt rules, consistent with this chapter, for the adoption, requisition, distribution, care, use, and disposal of instructional materials.

(b) The commissioner may adopt rules, consistent with this chapter, as necessary to implement a provision of this chapter that the commissioner or agency is responsible for implementing.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Amended by:

Acts 2011, 82nd Leg., 1st C.S., Ch. 6 (S.B. 6), Sec. 20, eff. July 19, 2011.

Acts 2023, 88th Leg., R.S., Ch. 818 (H.B. 1605), Sec. 13, eff. June 13, 2023.

TEC, §31.022. STATE BOARD OF EDUCATION INSTRUCTIONAL MATERIALS REVIEW AND APPROVAL.

(a) The State Board of Education shall review instructional materials provided to the board by the agency under Section 31.023. Before approving instructional material, the board may review the material and must determine that the material is free from factual error and suitable for the subject and grade level for which the material is designed, and, if the material is intended to cover the foundational skills reading curriculum in kindergarten through third grade, does not include three-cueing, as defined by Section 28.0062(a-1). The board shall add each material approved under this section to a list of approved instructional materials and may add a material not approved under this section to a list of rejected instructional materials.

(b) The State Board of Education may adopt criteria necessary for approval of instructional material under Subsection (a) and may require:

(1) all instructional material submitted as full subject tier one instructional material to cover a minimum percentage, as determined by the board, of the essential knowledge and skills adopted for the subject and grade level for which the material is designed;

(2) electronic samples of the material;

(3) certain physical specifications;

(4) the instructional material to not contain obscene or harmful content and otherwise be compatible with certification requirements under Section 31.1011(a)(1)(B); and

(5) the instructional material to be made publicly available for review.

(c) The State Board of Education may remove instructional material from the list of approved instructional materials under this section if the essential knowledge and skills intended to be covered by the material are revised or the material is revised without the approval of the board.

(c-1) If the State Board of Education intends to remove an instructional material from the list of approved instructional materials under Subsection (c) because the board plans to revise the essential knowledge and skills intended to be covered by the material, the board shall issue a proclamation requesting the revision of the applicable instructional materials and shall, not later than December 1 of the year preceding the school year for which the revision will take effect, provide to each school district the updated list of approved instructional materials for the relevant subject or grade level.

(d) The State Board of Education shall indicate whether each instructional material reviewed under Subsection (a) is capable of being made available through an instructional materials parent portal established under Section 31.154.

(d-1) Repealed by Acts 2023, 88th Leg., R.S., Ch. 818 (H.B. 1605), Sec. 51(2), eff. June 13, 2023.

(e) Repealed by Acts 2023, 88th Leg., R.S., Ch. 818 (H.B. 1605), Sec. 51(2), eff. June 13, 2023.

(f) Repealed by Acts 2023, 88th Leg., R.S., Ch. 818 (H.B. 1605), Sec. 51(2), eff. June 13, 2023.

(g) Repealed by Acts 2023, 88th Leg., R.S., Ch. 818 (H.B. 1605), Sec. 51(2), eff. June 13, 2023.

(h) Repealed by Acts 2023, 88th Leg., R.S., Ch. 818 (H.B. 1605), Sec. 51(2), eff. June 13, 2023.

(i) Repealed by Acts 2023, 88th Leg., R.S., Ch. 818 (H.B. 1605), Sec. 51(2), eff. June 13, 2023.

TEC, §31.023. INSTRUCTIONAL MATERIAL REVIEW.

(a) The commissioner shall establish, in consultation with and with the approval of the State Board of Education, a process for the annual review of instructional materials by the agency. The process established under this subsection must:

(1) establish a process for the agency to select instructional materials for review that includes:

(A) evaluating requests for review of instructional materials submitted to the agency by:

(i) a school district;

(ii) a majority of the members of the State Board of Education; or

(iii) a publisher of instructional material, which may only be submitted for material published by the requesting publisher;

(B) requiring the agency to review materials if the State Board of Education requests by a majority vote that the material be reviewed by the agency;

(C) reviewing instructional materials requisitioned or purchased under Section 31.0212; and

(D) reviewing instructional materials using a time frame appropriate for the proclamation requesting the revision of the instructional materials under Section 31.022(c-1) to address revisions made by the State Board of Education to the essential knowledge and skills for a particular subject or grade level;

(2) describe the types of instructional materials the agency may review, including:

(A) partial subject tier one instructional material, including those designed for use in the phonics curriculum required under Section 28.0062(a)(1);

(B) open education resource instructional material;

(C) instructional materials developed by a school district and submitted to the agency by the district for review; and

(D) commercially available full subject tier one instructional material;

(3) establish procedures for the agency to conduct reviews of instructional materials, including:

(A) the use of a rubric approved under Subsection (b); and

(B) consultation with classroom teachers and other curriculum experts for the appropriate subject and grade level; and

(4) ensure the procedures for review allow the agency to review at least 200 individual instructional materials each year.

(b) In conducting a review under this section, the agency must use a rubric developed by the agency in consultation with and approved by the State Board of Education that includes, with respect to the instructional material being reviewed, a determination of:

(1) whether the material is free from factual error and satisfies the criteria adopted by the board under Section 31.022;

(2) the quality of the material;

(3) the essential knowledge and skills for the subject and grade level for which the material was developed that are covered by the material, including identification of:

(A) each essential knowledge and skill covered by the material;

(B) for a full subject tier one instructional material, the percentage of the essential knowledge and skills adopted for the subject and grade level covered by the material; and

(C) for a partial subject tier one instructional material, the percentage of the essential knowledge and skills for the relevant portion of the subject and grade level covered by the material; and

(4) whether the material contains obscene or harmful content or is otherwise incompatible with certification requirements under Section 31.1011(a)(1)(B).

(c) After completing a review under this section, the agency shall provide the results of the review and any related recommendations to the State Board of Education for approval or rejection of the instructional material and the inclusion of the instructional material on a list maintained by the State Board of Education under Section 31.022.

(d) The agency shall use funds appropriated to the agency for the purposes of reviewing instructional material or available in the state instructional materials and technology fund for purposes of implementing this section.

(e) A process established under Subsection (a) or a rubric developed under Subsection (b) is automatically approved by the State Board of Education if not rejected by the board before the 91st day after the date the agency submits the item to the board.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Amended by:

Acts 2007, 80th Leg., R.S., Ch. 445 (H.B. 188), Sec. 4, eff. June 16, 2007.

Acts 2011, 82nd Leg., 1st C.S., Ch. 6 (S.B. 6), Sec. 26, eff. July 19, 2011.

Acts 2017, 85th Leg., R.S., Ch. 578 (S.B. 801), Sec. 1, eff. September 1, 2017.

Acts 2023, 88th Leg., R.S., Ch. 818 (H.B. 1605), Sec. 23, eff. June 13, 2023.

TEC, §31.151. DUTIES OF PUBLISHERS AND MANUFACTURERS

(a) A publisher or manufacturer of instructional materials:

(1) shall furnish any instructional material the publisher or manufacturer offers in this state at a price that does not exceed the lowest price at which the publisher offers that instructional material for adoption or sale to any state, public school, or school district in the United States;

(2) shall automatically reduce the price of instructional material sold for use in a school district or open-enrollment charter school to the extent that the price is reduced elsewhere in the United States;

(3) shall provide any instructional material or ancillary item free of charge in this state to the same extent that the publisher or manufacturer provides the instructional material or ancillary item free of charge to any state, public school, or school district in the United States;

(4) shall guarantee that each copy of instructional material sold in this state is at least equal in quality to copies of that instructional material sold elsewhere in the United States and is free from factual error;

(5) may not become associated or connected with, directly or indirectly, any combination in restraint of trade in instructional materials or enter into any understanding or combination to control prices or restrict competition in the sale of instructional materials for use in this state;

(6) shall deliver instructional materials to a school district or open-enrollment charter school;

(7) shall, at the time an order for instructional materials is acknowledged, provide to school districts or open-enrollment charter schools an accurate shipping date for instructional materials that are back-ordered;

(8) shall guarantee delivery of instructional materials at least 10 business days before the opening day of school of the year for which the instructional materials are ordered if the instructional materials are ordered by a date specified in the sales contract;

(9) shall submit to the State Board of Education an affidavit certifying any instructional material the publisher or manufacturer offers in this state to be free of factual errors at the time the publisher executes the contract required by Section 31.026; and

(10) shall comply with all other standard terms and conditions adopted by the State Board of Education for use in contracts for the procurement of instructional materials under Subsection (a-1).

(a-1) The State Board of Education shall adopt standard terms and conditions for use in contracts for the procurement of instructional materials from publishers and manufacturers under this section.

(b) The State Board of Education may impose a reasonable administrative penalty against a publisher or manufacturer who knowingly violates Subsection (a). The board shall provide for a hearing to be held to determine whether a penalty is to be imposed and, if so, the amount of the penalty. The board shall base the amount of the penalty on:

(1) the seriousness of the violation;

(2) any history of a previous violation;

(3) the amount necessary to deter a future violation;

(4) any effort to correct the violation; and

(5) any other matter justice requires.

(c) A hearing under Subsection (b) shall be held according to rules adopted by the State Board of Education.

(d) A penalty collected under this section shall be deposited to the credit of the state instructional materials and technology fund.

(e) Repealed by Acts 2023, 88th Leg., R.S., Ch. 818 (H.B. 1605), Sec. 51(15), eff. June 13, 2023.

TEC, §31.0252. LOCAL REVIEW OF CLASSROOM INSTRUCTIONAL MATERIAL.

(a) The agency shall develop standards in consultation with stakeholders, including educators, by which a school district may conduct a review of instructional materials used by a classroom teacher in a foundation curriculum course under Section 28.002(a)(1) to determine the degree to which the material:

(1) corresponds with the instructional materials adopted by the school district or district campus; and

(2) meets the level of rigor of the essential knowledge and skills adopted under Section 28.002 for the grade level in which it is being used.

(b) The agency shall develop a rubric, approved by the State Board of Education, to determine if reviewed instructional material complies with the rigor requirements described by Subsection (a)(2).

(c) The agency, in developing standards under Subsection (a):

(1) shall minimize, to the extent possible, the time a classroom teacher is required to spend complying with a review conducted under this section;

(2) may not, unless unavoidable, require a teacher to spend more than 30 minutes on a single review conducted under this section; and

(3) may not authorize the review of instructional materials used by a classroom teacher for a specific subject or grade level at a specific school district campus more than once per school year.

(d) The agency shall permit a regional education service center or a curriculum review service provider approved by the agency to conduct the review for a school district under this section and provide to approved centers and providers training relating to appropriately conducting the review.

(e) The agency shall award grants to assist school districts in conducting reviews under this section.

Added by Acts 2023, 88th Leg., R.S., Ch. 818 (H.B. 1605), Sec. 24, eff. June 13, 2023.

TEC, §39.033. VOLUNTARY ASSESSMENT OF PRIVATE SCHOOL STUDENTS.

(a) Under an agreement with the agency, a private school may administer an assessment instrument adopted under this subchapter to students at the school.

(b) An agreement under this section must require the private school to:

(1) as determined appropriate by the commissioner, provide to the commissioner the information described by Sections 39.053(c) and 39.301(c); and

(2) maintain confidentiality in compliance with Section 39.030.

(c) A private school must reimburse the agency for the cost of administering an assessment instrument under this section. The State Board of Education shall determine the cost under this section. The per-student cost may not exceed the cost of administering the same assessment to a student enrolled in a public school district.

(d) In this section, "private school" means a school that:

(1) offers a general education to elementary or secondary students; and

(2) is not operated by a governmental entity.

TGC, §2001.021. PETITION FOR ADOPTION OF RULES.

(a) An interested person by petition to a state agency may request the adoption of a rule.

(b) A state agency by rule shall prescribe the form for a petition under this section and the procedure for its submission, consideration, and disposition. If a state agency requires signatures for a petition under this section, at least 51 percent of the total number of signatures required must be of residents of this state.

(c) Not later than the 60th day after the date of submission of a petition under this section, a state agency shall:

(1) deny the petition in writing, stating its reasons for the denial; or

(2) initiate a rulemaking proceeding under this subchapter.

(d) For the purposes of this section, an interested person must be:

(1) a resident of this state;

(2) a business entity located in this state;

(3) a governmental subdivision located in this state; or

(4) a public or private organization located in this state that is not a state agency.

TGC, §2001.039. AGENCY REVIEW OF EXISTING RULES.

(a) A state agency shall review and consider for readoption each of its rules in accordance with this section.

(b) A state agency shall review a rule not later than the fourth anniversary of the date on which the rule takes effect and every four years after that date. The adoption of an amendment to an existing rule does not affect the dates on which the rule must be reviewed except that the effective date of an amendment is considered to be the effective date of the rule if the agency formally conducts a review of the rule in accordance with this section as part of the process of adopting the amendment.

(c) The state agency shall readopt, readopt with amendments, or repeal a rule as the result of reviewing the rule under this section.

(d) The procedures of this subchapter relating to the original adoption of a rule apply to the review of a rule and to the resulting repeal, readoption, or readoption with amendments of the rule, except as provided by this subsection. Publishing the Texas Administrative Code citation to a rule under review satisfies the requirements of this subchapter relating to publishing the text of the rule unless the agency readopts the rule with amendments as a result of the review.

(e) A state agency's review of a rule must include an assessment of whether the reasons for initially adopting the rule continue to exist.

TGC, §2155.076 PROTEST PROCEDURES.

(a) The comptroller and each state agency by rule shall develop and adopt protest procedures for resolving vendor protests relating to purchasing issues. An agency's rules must be consistent with the comptroller's rules. The rules must include standards for maintaining documentation about the purchasing process to be used in the event of a protest.

(b) A state agency that is not subject to Chapter 2001 shall provide public notice of its proposed and adopted protest rules and provide a procedure for public comment on the proposed rules.

Added by Acts 1997, 75th Leg., ch. 1206, Sec. 6, eff. Sept. 1, 1997.

Amended by:

Acts 2019, 86th Leg., R.S., Ch. 1071 (H.B. 1524), Sec. 15, eff. September 1, 2019.

TGC, §2161.003 AGENCY RULES.

A state agency, including an institution of higher education, shall adopt the comptroller's rules under Section 2161.002 as the agency's or institution's own rules. Those rules apply to the agency's construction projects and purchases of goods and services paid for with appropriated money without regard to whether a project or purchase is otherwise subject to this subtitle.

Added by Acts 1999, 76th Leg., ch. 1499, Sec. 1.23, eff. Sept. 1, 1999.

Amended by:

Acts 2019, 86th Leg., R.S., Ch. 1071 (H.B. 1524), Sec. 81, eff. September 1, 2019.

TGC, §2260.052 NEGOTIATION.

(a) The chief administrative officer or, if designated in the contract, another officer of the unit of state government shall examine the claim and any counterclaim and negotiate with the contractor in an effort to resolve them. The negotiation must begin not later than the 120th day after the date the claim is received.

(b) Repealed by Acts 2005, 79th Leg., Ch. 988, Sec. 8, eff. September 1, 2005.

(c) Each unit of state government with rulemaking authority shall develop rules to govern the negotiation and mediation of a claim under this section. If a unit of state government does not have rulemaking authority, that unit shall follow the rules adopted by the attorney general. A model rule for negotiation and mediation under this chapter shall be provided for voluntary adoption by units of state government through the coordinated efforts of the State Office of Administrative Hearings and the office of the attorney general.

MINUTES

STATE BOARD OF EDUCATION

SEPTEMBER 2024

STATE BOARD OF EDUCATION

(updated February 2023, January 2024 , August 2024)

(State Board for Career and Technology Education)

AARON KINSEY, Midland
Chair of the State Board of Education
District 15

PAM LITTLE, Fairview
Vice Chair of the State Board of Education
District 12

PAT HARDY, Fort Worth
Secretary of the State Board of Education
District 11

Board Members

MELISSA ORTEGA, El Paso
District 1

LJ FRANCIS, Corpus Christi
District 2

MARISA PEREZ-DIAZ, San Antonio
District 3

STACI CHILDS, Houston
District 4

REBECCA BELL-METEREAU
San Marcos, District 5

WILL HICKMAN, Houston
District 6

JULIE PICKREN, Pearland
District 7

AUDREY YOUNG, Trinity
District 8

KEVEN ELLIS, Lufkin
District 9

TOM MAYNARD, Florence
District 10

VACANT
District 13

EVELYN BROOKS, Frisco
District 14

Committees of the State Board of Education
(Updated August 2023)

INSTRUCTION

Audrey Young- Chair
Evelyn Brooks-Vice Chair
Pam Little
Melissa N. Ortega
Vacant-District 13

SCHOOL FINANCE/PERMANENT SCHOOL FUND

Tom Maynard-Chair
Marisa Perez-Diaz-Vice Chair
Keven Ellis
Patricia Hardy
Aaron Kinsey

SCHOOL INITIATIVES

Will Hickman-Chair
LJ Francis-Vice Chair
Rebecca Bell-Metereau
Staci Childs
Julie Pickren

Minutes

State Board of Education

September 13, 2024

Minutes
State Board of Education
Friday, September 13, 2024

The State Board of Education Committee of the Full Board met at 9:01 a.m. on Friday, September 13, 2024, 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: Aaron Kinsey, chair; Rebecca Bell-Metereau; Evelyn Brooks; Staci Childs; Patricia Hardy; Will Hickman; Keven Ellis; Pam Little; Tom Maynard; Melissa Ortega (virtual); Marisa B. Perez-Diaz; Julie Pickren; Audrey Young

Invocation

Pledge of Allegiance

Roll Call

Approval of Minutes

State Board of Education, September 13, 2024

MOTION AND VOTE: *The State Board of Education approved, without objection, the minutes of the September 13, 2024, meeting of the State Board of Education.*

1. Resolutions

Resolution honoring the 2024 Heros for Children Award Recipients

The State Board of Education, by unanimous consent, adopted a resolution commending each of the following individuals for their outstanding volunteer efforts and the positive impact on Texas public school students: Linda Miner, Isela Hernandez, Ryan Lugalia,-Hollon, Lorena Sandoval, Zakaria Kouloughli, Batool Hassan, Lorena Garza, Holly McMichael, Ashlea Longenecker, Nikki Chaffin, Donna Dickinson, Kasey Havens, Shelonda Weaver, Jennifer Perry, and Shanda Hasse.

(ATTACHMENT 1, page 11)

Public Testimony

Public Testimony was provided by the following individuals:

NAME: Jackie Besinger
AFFILIATION: National Alliance for Educational Freedom

NAME: Bobby Blout
AFFILIATION: Texas Caucus of Black School Board Members

NAME: Theodore Beard
AFFILIATION: Longview ISD

NAME: Julia Brookins
AFFILIATION: American Historical Association

NAME: Steven Mintz
AFFILIATION: University of Texas at Austin

NAME: Kenneth Roemer
AFFILIATION: University of Texas at Arlington

NAME: Andrew Pierce
AFFILIATION: Self

NAME: Randy Houchens
AFFILIATION: Self

2. Approval of Consent Agenda

Any agenda item may be placed on the consent agenda by any State Board of Education committee. The State Board of Education may elect to take separate action on any item on the consent agenda. *By unanimous consent, the State Board of Education approved the following items on the consent agenda.*

(1) Approval of Updates to and Ratification of Standards-Alignment Percentages of Instructional Materials Adopted Under *Proclamation 2024*
(Board agenda page 1-15)

The State Board of Education removed this item from the consent agenda.

(2) Proposed Direction to Work Group for Middle School Advanced Mathematics Texas Essential Knowledge and Skills
(Board agenda page I-93)

The State Board of Education approved the direction of the work group for Middle School Advanced Mathematics Texas Essential Knowledge and Skills to present two models based on the following:

1. Importance of keeping 6th grade TEKS similar to the current TEKS and combine 7th and 8th grade TEKS into 7th grade. (Allen ISD Model)

2. Workgroup has leeway to analyze Middle School Advanced Mathematics TEKS from Barbers Hill ISD, Tomball ISD, as well as other districts, and bring forth what they believe to be the most appropriate set of Middle School Advanced Mathematics TEKS.

(3) Procedural Action Related to 19 TAC Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.27(a)(9), Innovative Courses and Programs (Second Reading and Final Adoption)
(Board agenda page II-1)

The State Board of Education approved for second reading and final adoption the proposed amendment to Procedural Action Related to 19 TAC Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.27(a)(9), Innovative Courses and Programs; and

Made an affirmative finding that the immediate adoption of the proposed amendment to Procedural Action Related to 19 TAC Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.27(a)(9), Innovative Courses and Programs, is necessary and shall have an effective date of 20 days after filing as adopted with the Texas Register.

(ATTACHMENT 2, page 13)

(4) Consideration of Proposed New Innovative Courses and Renewal of Currently Approved Innovative Courses
(Board agenda page II-7)

The State Board of Education removed this item from the consent agenda.

(5) Proposed Amendments 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter J, Hospitality and Tourism, and Chapter 130, Texas Essential Knowledge and Skills for Career and Technical Education, Subchapter A, Agriculture, Food, and Natural Resources, Subchapter D, Business Management and Administration, and Subchapter P, Transportation, Distribution, and Logistics (Second Reading and Final Adoption)
(Board agenda page II-11)

The State Board of Education approved for second reading and final adoption the proposed amendment Proposed Amendments 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter J, Hospitality and Tourism, and Chapter 130, Texas Essential Knowledge and Skills for Career and Technical Education, Subchapter A, Agriculture, Food, and Natural Resources, Subchapter D, Business Management and Administration, and Subchapter P, Transportation, Distribution, and Logistics; and

Made an affirmative finding that the immediate adoption of the proposed amendment to Proposed Amendments 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter J, Hospitality and Tourism, and Chapter 130, Texas Essential Knowledge and Skills for Career and Technical Education, Subchapter A, Agriculture, Food, and Natural Resources, Subchapter D, Business Management and Administration, and Subchapter P, Transportation, Distribution, and Logistics, is necessary and shall have an effective date of 20 days after filing as adopted with the Texas Register.

(ATTACHMENT 3, page 15)

(6) Approval of Updates and Substitutions to Adopted Instructional Materials
(Board agenda page II-19)

The State Board of Education removed this item from the consent agenda.

(7) Recommendation for One Reappointment to the Boys Ranch Independent School District Board of Trustees
(Board agenda page IV -2)

The State Board of Education based on based on Mr. Richard Nedelkoff's recommendation, approve

the reappointment of Mr. Mark Strother to serve a two-year term of office from September 13, 2024, to September 12, 2026, on the Boys Ranch ISD Board of Trustees.

COMMITTEE OF THE FULL BOARD

3. Proposed New 19 TAC Chapter 67, State Review and Approval of Instructional Materials, Subchapter B, State Review and Approval, §67.43, Lists of Approved and Rejected Instructional Materials
(Second Reading and Final Adoption)
(Board agenda page I-4)
[Official agenda item #3]

MOTION: *It was moved by Mrs. Little that the State Board of Education approve for second reading and final adoption* **1***9 TAC Chapter 67, State Review and Approval of Instructional Materials, Subchapter B, State Review and Approval, §67.43, Lists of Approved and Rejected Instructional Material, as amended; and*

Make an affirmative finding that immediate adoption of proposed new **1***9 TAC Chapter 67, State Review and Approval of Instructional Materials, Subchapter B, State Review and Approval, §67.43, Lists of Approved and Rejected Instructional Material, is necessary and shall have an effective date of 20 days after filing with the Texas Register.*

MOTION AND VOTE: *It was moved by Mrs. Bell-Metereau, seconded by Mr. Hickman, that the State Board of Education amend subsection (e)(2) to read as follows:*

"the SBOE removes the instructional material to which the district or charter school is subscribed ~~is removed~~ from the list of approved instructional materials ~~by the SBOE~~"

And amend subsection (f) as follows:

"The SBOE shall maintain the list of rejected instructional materials ~~shall be maintained by the SBOE~~."

The motion carried without objection.

VOTE: *A vote was taken by the State Board of Education to approve for second reading and final adoption* **1***9 TAC Chapter 67, State Review and Approval of Instructional Materials, Subchapter B, State Review and Approval, §67.43, Lists of Approved and Rejected Instructional Material, as amended. The motion carried.*

(ATTACHMENT 4, page 19)

4. Proposed Amendments to 19 TAC Chapter 67, State Review and Approval of Instructional Materials, Subchapter B, State Review and Approval, §67.25, Consideration and Approval of Instructional Materials by the State Board of Education
(First Reading and Filing Authorization)
(Board agenda page I-18)
[Official agenda item #4]

MOTION AND VOTE: *The Committee of the Full Board recommends to the State Board of Education that they:*

Suspend the board operating procedures in accordance with §5.2(a) to allow consideration at first reading and filing authorization; and

Approve for first reading and filing authorization proposed amendment to 19 TAC Chapter 67, State Review and Approval of Instructional Materials, Subchapter B, State Review and Approval, §67.25, Consideration and Approval of Instructional Materials by the State Board of Education, as amended.

A vote was taken by the State Board of Education to approve for first reading and filing authorization proposed amendment to 19 TAC Chapter 67, State Review and Approval of Instructional Materials, Subchapter B, State Review and Approval, §67.25, Consideration and Approval of Instructional Materials by the State Board of Education, as amended.. The motion carried.

5. Proposed Amendment to 19 TAC Chapter 61, School Districts, Subchapter A, Board of Trustees Relationship, §61.1, Continuing Education for School Board Members
(First Reading and Filing Authorization)
(Board agenda page I-25)
[Official agenda item #5]

MOTION: *The Committee of the Full Board recommends to the State Board of Education that they:*

Approve for first reading and filing authorization the proposed amendment to 19 TAC Chapter 61, School Districts, Subchapter A, Board of Trustees Relationship, §61.1, Board of Trustees Relationship as amended.

MOTION AND VOTE: *It was moved by Mr. Maynard, seconded by Mrs. Young, that the State Board of Education amend subsection (d)(1) to read as follows:*

"For the purposes of this rule, political advocacy means:

A. Supporting or opposing political candidate(s), particular party or group of candidates who hold a particular political viewpoint or position, specifically or by unmistakeable implication,with the intent to influence the outcome of an election or appointment and/or

B. Supporting or opposing a political or policy position with the intent of influencing the outcome of a legislative, rulemaking or other policy process.

C. Political advocacy shall not include discussions on fostering legislative relationships, legislative or rulemaking processes or legislative or policy updates."

The motion carried unanimously.

MOTION AND VOTE: *It was moved by Mrs. Bell Metereau, seconded by Miss Childs, that the State Board of Education amend subsection (d) to read as follows:*

"A provider of training under this section may not engage in political advocacy ~~while providing~~ during the training under this section."

The motion failed.

MOTION AND VOTE: *It was moved by Mr. Hickman, seconded by Mr. Ellis, that the State Board of Education amend subsection (c)(5) to read as follows:*

"A registered provider may present with other panel members, speakers, or presenters for credit, however those panel members, speakers, or presenters will comply with the remainder of this section, but are not required to comply with I(1) – (4). Any violation of this section by the other panel members, speakers, or presenters is the responsibility of the registered provider."

The motion carried unanimously.

MOTION AND VOTE: *It was moved by Mr. Ellis, seconded by Mr. Hickman, that the State Board of Education amend subsection (d)(5) read as follows:*

"A provider is presumed to have provided political advocacy while providing training under this section if the political advocacy occurs during that training session."

The motion carried unanimously.

VOTE: *A vote was taken by the State Board of Education to approve for first reading and filing authorization the proposed amendment to 19 TAC Chapter 61, School Districts, Subchapter A, Board of Trustees Relationship, §61.1, Board of Trustees Relationship, as amended. The motion carried unanimously.*

6. Proposed New 19 TAC Chapter 120, Other Texas Essential Knowledge and Skills, Subchapter B, English Language Proficiency Standards
(Second Reading and Final Adoption)
(Board agenda page I-34)
[Official agenda item #6]

MOTION: *It was moved by Mrs. Little that the State Board of Education:*

Approve for second reading and final adoption proposed new 19 TAC Chapter 120, Other Texas Essential Knowledge and Skills, Subchapter B, English Language Proficiency Standards, §120.20, English Language Proficiency Standards, Kindergarten-Grade 3, Adopted 2024, and §120.21, English Language Proficiency Standards, Grades 4-12, Adopted 2024 as amended; and

Make an affirmative finding that immediate adoption of proposed new 19 TAC Chapter 120, Other Texas Essential Knowledge and Skills, Subchapter B, English Language Proficiency Standards, §120.20, English Language Proficiency Standards, Kindergarten-Grade 3, Adopted 2024, and §120.21, English Language Proficiency Standards, Grades 4-12, Adopted 2024, is necessary and shall have an effective date of 20 days after filing with the Texas Register.

MOTION AND VOTE: *It was moved by Mrs. Little, seconded by Mr. Hickman that the State Board of Education adopt the amendment as proposed by TEA staff, within the intermediate section reads as follows: "~~orally~~ justify or covey orally a proposed solution or hypothesis using phrases to include some ideas or opinions based on scientific data." The motion carried without objection.*

VOTE: *A vote was taken by the State Board of Education to Approve for second reading and final adoption proposed new 19 TAC Chapter 120, Other Texas Essential Knowledge and Skills, Subchapter B, English Language Proficiency Standards, §120.20, English Language Proficiency Standards, Kindergarten-Grade*

3, Adopted 2024, and §120.21, English Language Proficiency Standards, Grades 4-12, Adopted 2024 as amended; and

Make an affirmative finding that immediate adoption of proposed new 19 TAC Chapter 120, Other Texas Essential Knowledge and Skills, Subchapter B, English Language Proficiency Standards, §120.20, English Language Proficiency Standards, Kindergarten-Grade 3, Adopted 2024, and §120.21, English Language Proficiency Standards, Grades 4-12, Adopted 2024, is necessary and shall have an effective date of 20 days after filing with the Texas Register. The motion carried unanimously.

(ATTACHMENT 5, page 21)

7. Consideration and Adoption of Proposed Ranges of Distributions for Fiscal Year 2026 and Fiscal Year 2027
(Board agenda page I-167)
[Official agenda item #7]

MOTION AND VOTE: *It was moved by Mrs. Little that the State Board of Education:*

Pursuant to the Texas Constitution, Article VII, Section 5(a), the State Board of Education approve a range for the annual distribution rate of between 2.25% and 4.14%, leading to a total distribution of $2.36 billion to $4.34 billion for the biennium, fiscal years 2026 and 2027.

And further, pursuant to the Texas Constitution, Article VII, Section 5(a), that the State Board of Education approve a preliminary distribution rate of 3.45% resulting in an estimated annual distribution in the amount of $1.81 billion for fiscal years 2026 and 2027, a projected $3.62 billion for the biennium. The motion carried.

8. Texas Education Agency Administrative and Program Budget by Major Component for the 2024-2025 Biennium and Legislative Appropriations Request for the 2026-2027Biennium
(Board agenda page I-170)
[Official agenda item #8]

MOTION AND VOTE: *It was moved by Mr. Hickman, seconded by Mrs. Brooks, that the State Board of Education provides the following comments on Foundation School Program budget per Texas Education Code Section 7.055I:*

1. *Provide SBOE members with Texas State Representative salary and benefits*
2. *One-time adjustment to basic allotment for inflation*
3. *Eliminate recapture*
    a. *Local option homestead exemption – Don't reduce funding for a local homestead exemption*
4. *SPED – Provide sufficient federal and state funding to meet SPED mandates*
5. *Safety – Provide sufficient funding for an officer on every campus*
6. *Teacher retention/recruitment – Adjust minimum salary schedule for inflation*

The motion failed.

MOTION AND VOTE: *It was moved by Mr. Francis, seconded by Mrs. Pickren, that the State Board of Education provide the following comments on Foundation School Program budget per Texas Education Code Section 7.055(c):*

1. *Eliminate Best Buddies Program rider 86 - $2,000,000 ; the use of these funds seem to be duplicated in other areas of the budget;*

2. *The SBOE would like the Legislature to carefully consider program effectiveness at TEA and consider eliminating program that are no longer useful and adjust TEA staffing pattern accordingly.*
3. *Consolidate Riders pertaining to school safety in a single rider;*
4. *Eliminate the Fitness Gram program rider 57;*
5. *Exceptional item request: Teacher vacancy in addition to GYO support, establish subsidies for teacher certifications in SPED and emergent bilingual.*
6. *SBOE would like to receive information as to effectiveness of the Communities in school rider 21 in context with the budgetary appropriations.*
7. *SBOE would like to receive information as to effectiveness of the Teach for America rider 45 in context with the budgetary appropriations.*

The motion faile

(9) Approval of Updates to and Ratification of Standards Alignment Percentages of Instructional Materials Under *Proclamation 2024*
(Board agenda page I-15)

MOTION: *It was moved by Mrs. Little that the State Board of Education approve the request from CEV Multimedia, Ltd. To update content in its iCEV Computer Science I (Individual Course); from Coder Kids, Inc. DBA Ellipsis Education to update content in its Essential Physics 3rd Education; from The Curriculum Center for Family and Consumer Sciences to update content in its Personal Financial Literacy and Economics, Child Development Associate Foundations, and Instructional Practices; and from Typing.com to update content in its Typing.com, Kindergarten-Grade 6.*

Require that all publishers make changes listed in the Proclamation 2024 TEKS Update Report of Editorial Changes;

Approve changes and corrections submitted in response to written comments and public testimony; and

Update the official TEKS percentage for instructional materials reviewed for TEKS Updates in the Instructional Materials Current Adoption Bulletin.

MOTION AND VOTE: *It was moved by Mr. Hickman, seconded by Mrs. Hardy, to add, "Required Corrections and" and strike "~~approve changes and corrections submitted in response to written comments and public testimony; and~~". The motion carried without objection.*

VOTE: *A vote was taken by the State Board of Education to approve the request from CEV Multimedia, Ltd. To update content in its iCEV Computer Science I (Individual Course); from Coder Kids, Inc. DBA Ellipsis Education to update content in its Texas Technology Applications – 5; from Pasco Scientific to update content in its Essential Physics 3rd Edition; from and from Typing.com to update content in its Typing.com, Kindergarten–Grade 6.*

Require that all publishers make changes listed in the Proclamation 2024 TEKS Update Report of Required Corrections and Editorial Changes;

Update the official TEKS percentage for instructional materials reviewed for TEKS Updates on the Instructional Materials Current Adoption Bulletin.

The motion carried.

MOTION: *It was moved by Mr. Hickman, seconded by Mrs. Hardy, and carried without objection to divide the question.*

MOTION AND VOTE: *It was moved by Mr. Hickman, seconded by Mrs. Hardy to postpone to the November agenda; The Curriculum Center for Family and Consumer Sciences to update content in Personal Financial Literacy and Economics, and Child Development Associate Foundations. The motion carried without objection.*

MOTION AND VOTE: *It was moved by Mrs. Pickren, seconded by Mrs. Hardy, to postpone consideration to the November agenda the following: The Curriculum Center for Family and Consumer Sciences to update content in Instructional Practices. The motion carried without objection.*

COMMITTEE ON INSTRUCTION

10. **Consideration and Adoption of Proposed Ranges of Distributions for Fiscal Year 2026 and Fiscal Year 2027**
(Board agenda page I-167)
[Official agenda item #9]

MOTION AND VOTE: *It was moved by Dr. Young that the State Board of Education approve the proposed amendments to the Texas State Plan for the Education of Gifted/Talented Students. The motion carried unanimously.*

COMMITTEE ON SCHOOL FINANCE/PERMANENT SCHOOL FUND

11. **Consideration and Adoption of Proposed Ranges of Distributions for Fiscal Year 2026 and Fiscal Year 2027**
(Board agenda page I-167)
[Official agenda item #10]

MOTION: *It was moved by Mr. Maynard that the State Board of Education, cased on the analysis presented by staff affirming that the Constitutional 10-year test was satisfied proceed to complete the previously approved transfer in the amount of $1.556 billion from the PSF to the ASF in fiscal year 2025, pursuant to Texas Constitution, Article VII, Section 5(a). The motion carried.*

REPORTS OF COMMITTEES REGARDING AGENDA ITEMS POSTED FOR DISCUSSION ON COMMITTEE AGENDAS

Committee chairs may provide an update about discussion items considered during the current meeting by any standing committee or ad hoc committee.

REPORTS OF OTHER STATE BOARDS OF EDUCATION MEMBERS REGARDING AGENDA ITEMS AND EDUCATIONAL ACTIVITIES AND CONCERNS IN INDIVIDUAL DISTRICTS

Members of the State Board of Education may present information regarding agenda items or other relevant information about public education.

Chairman Kinsey adjourned the meeting at 1:54 p.m

_____ _____

Patricia Hardy, Secretary

R E S O L U T I O N

WHEREAS the State Board of Education has honored outstanding school volunteers with the Heroes for Children award for 30 years, recognizing outstanding individuals whose selfless volunteer efforts have positively impacted Texas public school students; and

WHEREAS members of the State Board of Education reviewed nominations and selected 15 outstanding volunteers from across the state to receive the 2024 Heroes for Children Award; and

WHEREAS Linda Miner has devoted nearly 500 hours a year to Socorro Independent School District (ISD), leading volunteer programs that provide essential resources and leadership training for students. She has demonstrated an unwavering commitment to fostering student success and community engagement; and

WHEREAS Isela Hernandez has demonstrated outstanding service in Mission Consolidated ISD for over 12 years. She has organized fundraising events and classroom activities, inspiring other parents to become engaged to continue bridging gaps between families and educators; and

WHEREAS Ryan Lugalia-Hollon has led youth development efforts in San Antonio since 2015, including the creation of the Future Ready Bexar County Plan, uniting over 100 institutions to improve postsecondary enrollment and educational equity, and securing $114 million in funding for youth programs; and

WHEREAS Lorena Sandoval has been a dedicated volunteer at North Shore Elementary School in Galena Park ISD for nearly 20 years, providing mentorship, organizing events, and connecting families with essential resources, all while humbly serving her community with boundless acts of kindness; and

WHEREAS Zakaria Kouloughli has been a constant source of support in Pflugerville, coaching volleyball and assisting in various school activities, while serving as a role model and mentor to countless young minds through his dedication to fostering a sense of community; and

WHEREAS Batool Hassan Batool Hassan has shown exceptional leadership as Parent-Teacher Organization (PTO) president, managing events, initiatives, and communication while inspiring others to collaborate towards enhancing the school environment; and

WHEREAS Lorena Garza has devoted over three decades to supporting Texas children, providing guidance, crisis support, and fostering a positive environment in her community through Bible clubs and various initiatives that nurture student development; and

WHEREAS Holly McMichael has significantly impacted literacy outcomes in Huntsville ISD through her non-profit organization, "A Time 2 Read," which offers tutoring, book distributions, and community engagement. Holly continues to lead initiatives that foster a love for reading among students; and

WHEREAS Ashlea Longenecker has been instrumental in building partnerships between parents and O.P. Norman Jr. High School, enhancing communication, and ensuring the continuity of volunteer efforts; and has strengthened parent engagement in support of the school's mission; and

WHEREAS Nikki Chaffin has led transformative volunteer efforts at Elkhart ISD, founding the PTO and supporting student activities and educational initiatives; and continues to create meaningful opportunities for family and community involvement in education; and

WHEREAS Donna Dickinson has dedicated over 30 years to supporting Weatherford ISD through various volunteer roles, including enhancing the Career and Technical Education program and establishing a student resource room; and has been a steadfast advocate for student success across the district; and

WHEREAS Kasey Havens has served Lovejoy ISD for over 15 years, leading multiple PTOs and booster clubs, mentoring other volunteers, and advocating for student safety through programs like "Shattered Dreams"; and remains a committed volunteer leader dedicated to fostering a safe and supportive environment for students; and

WHEREAS Shelonda Weaver has been a community leader in DeSoto ISD for over 30 years, raising funds for scholarships, revitalizing programs, and bridging the gap between home and school; and has remained a driving force for positive change and student achievement; and

WHEREAS Jennifer Perry has served Lewisville ISD for 22 years, fostering open dialogue and community engagement through school board forums and policy advocacy; and continues to inspire others to actively participate in educational decision-making; and

WHEREAS Shanda Hasse has been an advocate for quality education, bringing together parents and community members to improve student success and meet Texas educational standards; and has remained committed to promoting educational excellence in her community; now, therefore, be it

RESOLVED, that the State Board of Education recognizes these outstanding individuals as Heroes for Children and thanks them for their years of volunteer service in their local public schools and communities.

WITNESS our signatures this 13th day of September, two thousand and twenty-four, in Austin, Texas.

_____ _____

Aaron Kinsey, Chair Pat Hardy, Secretary

This page has been intentionally left blank.

ATTACHMENT
Text of Proposed Amendment to 19 TAC

Chapter 74. Curriculum Requirements

Subchapter C. Other Provisions

§74.27. Innovative Courses and Programs.

(a) A school district may offer innovative courses to enable students to master knowledge, skills, and competencies not included in the essential knowledge and skills of the required curriculum.

(1) The State Board of Education (SBOE) may approve discipline-based courses in the foundation or enrichment curriculum and courses that do not fall within any of the subject areas listed in the foundation and enrichment curricula when the applying school district or organization demonstrates that the proposed course is academically rigorous and addresses documented student needs.

(2) Applications shall not be approved if the proposed course significantly duplicates the content of a Texas Essential Knowledge and Skills (TEKS)-based course or can reasonably be taught within an existing TEKS-based course.

(3) To request approval from the SBOE, the applying school district or organization must submit a request for approval at least six months before planned implementation that includes:

(A) a description of the course and its essential knowledge and skills;

(B) the rationale and justification for the request in terms of student need;

I data that demonstrates successful piloting of the course in Texas;

(D) a description of activities, major resources, and materials to be used;

I the methods of evaluating student outcomes;

(F) the qualifications of the teacher;

(G) any training required in order to teach the course and any associated costs;

(H) the amount of credit requested; and

(I) a copy of or electronic access to any recommended instructional resources for the course.

(4) To request approval for a career and technical education innovative course, the applying school district or organization must submit with its request for approval evidence that the course is aligned with state and/or regional labor market data.

(5) To request approval of a new innovative course, the applying school district or organization must submit with its request for approval evidence that the course has been successfully piloted in its entirety in at least one school in the state of Texas.

(6) The requirements of paragraphs (3)I and (5) of this subsection do not apply to the consideration of a course developed to support a program of study in career and technical education.

(7) Newly approved innovative courses shall be approved for a period of three years, and courses approved for renewal shall be approved for a period of five years.

(8) With the approval of the local board of trustees, a school district may offer, without changes or deletions to content, any state-approved innovative course.

(9) Texas Education Agency shall review all approved innovative courses once every two years and provide for consideration for sunset a list of innovative courses that <u>have been approved as an innovative course for at least three years and</u> meet <u>one of</u> the following criteria:

(A) zero enrollment for the previous two years;

(B) average enrollment of less than 100 students statewide for the previous three years;

I student enrollment at an average of fewer than 20 districts or charter schools statewide for the previous three years;

(D) duplicative of another innovative or TEKS-based course; or

I approved for implementation as a TEKS-based course.

(b) An ethnic studies course that has been approved by the SBOE as an innovative course shall be considered by the SBOE at a subsequent meeting for inclusion in the TEKS.

(1) Only comprehensive ethnic studies courses in Native American studies, Latino studies, African American studies, and/or Asian Pacific Islander studies, inclusive of history, government, economics, civic engagement, culture, and science and technology, shall be considered by the SBOE.

(2) The chair of the Committee on Instruction, in accordance with SBOE Operating Rule 2.5(b), shall collaborate with the board chair to place the item on the next available Committee on Instruction agenda following SBOE approval of the innovative course.

ATTACHMENT
Text of Proposed Amendments to 19 TAC

Chapter 127. Texas Essential Knowledge and Skills for Career Development and Career and Technical Education

Subchapter J. Hospitality and Tourism

§127.482. Food Science (One Credit), Adopted 2021.

(a) (No change.)

(b) General requirements. This course is recommended for students in Grades 11 and 12. Prerequisites: one credit in biology, one credit in chemistry, and at least one credit in a Level 2 or higher course from the hospitality and tourism or agriculture, food, and natural resources career clusters [~~cluster~~] . Recommended prerequisite: Principles of Hospitality and Tourism. This course satisfies a high school science graduation requirement. Students shall be awarded one credit for successful completion of this course.

I-(d) (No change.)

Chapter 130. Texas Essential Knowledge and Skills for Career and Technical Education

Subchapter A. Agriculture, Food, and Natural Resources

§130.30. Agricultural Laboratory and Field Experience (One Credit), Adopted 2015.

(a) General requirements. This course is recommended for students in Grades 11 and 12 as a corequisite course for students participating in a coherent sequence of career and technical education courses in the Agriculture, Food, and Natural Resources or Energy career clusters [~~Career Cluster~~] . This course provides an enhancement opportunity for students to develop the additional skills necessary to pursue industry certification.

(1) Recommended prerequisite: a minimum of one credit from a course [~~the courses~~] in the Agriculture, Food, and Natural Resources or Energy career clusters [~~Career Cluster~~] .

(2) Corequisite: this [~~any course in the Agriculture, Food, and Natural Resources Career Cluster, excluding Principles of Agriculture, Food, and Natural Resources. This~~] course must be taken concurrently with a corequisite course from the Agriculture, Food, and Natural Resources or Energy career clusters [~~Career Cluster~~] and may not be taken as a stand-alone course. The following courses are permitted as corequisites:

(A) Agribusiness Management and Marketing;

(B) Livestock Production;

I Veterinary Medical Applications;

(D) Food Technology and Safety;

I Food Processing;

(F) Wildlife, Fisheries, and Ecology Management;

(G) Forestry and Woodland Ecosystems;

(H) Range Ecology and Management;

(I) Floral Design;

(J) Horticultural Science;

(K) Greenhouse Operation and Production;

(L) Agricultural Mechanics and Metal Technologies;

(M) Agricultural Structures Design and Fabrication;

(N) Agricultural Equipment Design and Fabrication;

(O) Agricultural Power Systems;

(P) Oil and Gas Production I;

(Q) Oil and Gas Production II;

I Energy and Natural Resource Technology; and

(S) Advanced Energy and Natural Resource Technology.

(3) Districts are encouraged to offer this lab in a consecutive block with the corequisite course to allow students sufficient time to master the content of both courses. Students shall be awarded one credit for successful completion of this course.

(b)-(c) (No change.)

Subchapter D. Business Management and Administration

§130.136. Foundations of Business Communication and Technologies [~~Business Information Management I~~] (One Credit), Adopted 2015.

(a) (No change.)

(b) Introduction.

(1)-(2) (No change.)

(3) In Foundations of Business Communication and Technologies [~~Business Information Management I~~] , students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce and postsecondary education. Students apply technical skills to address business applications of emerging technologies, create word-processing documents, develop a spreadsheet, formulate a database, and make an electronic presentation using appropriate software.

(4) (No change.)

(5) (No change.)

I (No change.)

§130.137. Business Communication and Technologies [~~Business Information Management II~~] (One Credit), Adopted 2015.

(a) General requirements. This course is recommended for students in Grades 10-12. Prerequisite: Foundations of Business Communication and Technologies [~~Business Information Management I~~] . Recommended Prerequisite: Touch System Data Entry. Recommended corequisite: Business Lab. Students shall be awarded one credit for successful completion of this course.

(b) Introduction.

(1)-(2) (No change.)

(3) In Business Communication and Technologies [~~Business Information Management II~~] , students implement personal and interpersonal skills to strengthen individual performance in the workplace

and in society and make a successful transition to the workforce or postsecondary education. Students apply technical skills to address business applications of emerging technologies, create complex word-processing documents, develop sophisticated spreadsheets using charts and graphs, and make an electronic presentation using appropriate multimedia software.

(4)-(5) (No change.)

I (No change.)

§130.138. Business Lab (One Credit), Adopted 2015.

(a) General requirements. This course is recommended for students in Grades 9-12 as a corequisite course for students participating in a coherent sequence of career and technical education courses in the Business Management and Administration Career Cluster. This course provides an enhancement opportunity for students to develop the additional skills necessary to pursue industry certification. Corequisite: any course in the Business Management and Administration Career Cluster. Recommended corequisite: Foundations of Business Communication and Technologies or Business Communication and Technologies [~~Business Information Management I or Business Information Management II~~] . This course must be taken concurrently with a corequisite course from the Business Management and Administration Career Cluster and may not be taken as a stand-alone course. Districts are encouraged to offer this lab in a consecutive block with the corequisite course to allow students sufficient time to master the content of both courses. Students shall be awarded one credit for successful completion of this course.

(b) Introduction.

(1)-(2) (No change.)

(3) Business Lab is designed to provide students an opportunity to further enhance skills of previously studied knowledge and skills and may be used as an extension of Foundations of Business Communication and Technologies or Business Communication and Technologies [~~Business Information Management I or Business Information Management II~~] ; it is a recommended corequisite course [~~,~~] and may not be offered as a stand-alone course. Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce or postsecondary education. Students apply technical skills to address business applications of emerging technologies. Students develop a foundation in the economic [~~economical~~] , financial, technological, international, social, and ethical aspects of business to become competent consumers, employees, and entrepreneurs. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment. Students incorporate a broad base of knowledge that includes the legal, managerial, marketing, financial, ethical, and international dimensions of business to make appropriate business decisions.

(4)-(5) (No change.)

I (No change.)

§130.143. Practicum in Business Management (Two Credits), Adopted 2015.

(a) General requirements. This course is recommended for students in Grades 11 and 12. Recommended prerequisites: Touch System Data Entry and Business Management or Business Communication and Technologies [~~Business Information Management II~~] . Students shall be awarded two credits for successful completion of this course. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.

(b)-(c) (No change.)

§130.144. Extended Practicum in Business Management (One Credit), Adopted 2015.

(a) General requirements. This course is recommended for students in Grades 11 and 12. The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Business Management and Administration Career Cluster. Recommended prerequisites: Touch System Data Entry and Business Management or Business Communication and Technologies [~~Business Information Management II~~] . Corequisite: Practicum in Business Management. This course must be taken concurrently with Practicum in Business Management and may not be taken as a stand-alone course. Students shall be awarded one credit for successful completion of this course. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.

(b)-(c) (No change.)

Subchapter P. Transportation, Distribution, and Logistics

§130.445. Introduction to Small Engine Technology [~~I~~] (One Credit), Adopted 2015.

(a) (No change.)

(b) Introduction.

(1)-(2) (No change.)

(3) Introduction to Small Engine Technology [~~I~~] includes knowledge of the function and maintenance of the systems and components of all types of small engines such as outdoor power equipment, motorcycles, generators, and irrigation engines. This course is designed to provide training for employment in the small engine technology industry. Instruction includes the repair and service of cooling, air, fuel, lubricating, electrical, ignition, and mechanical systems. In addition, the student will receive instruction in safety, academic, and leadership skills as well as career opportunities.

(4)-(5) (No change.)

I (No change.)

§130.446. Small Engine Technology [~~II~~] (Two Credits), Adopted 2015.

(a) General requirements. This course is recommended for students in Grades 10-12. Prerequisite: Introduction to Small Engine Technology [~~I~~] . Students shall be awarded two credits for successful completion of this course.

(b) Introduction.

(1)-(2) (No change.)

(3) Small Engine Technology [~~II~~] includes advanced knowledge of the function, diagnosis, and service of the systems and components of all types of small engines such as outdoor power equipment, motorcycles, generators, and irrigation engines. This course is designed to provide hands-on and practical application for employment in the small engine technology industry. Instruction includes the repair and service of cooling, air, fuel, lubricating, electrical, ignition, and mechanical systems and small engine overhauls. In addition, students will receive instruction in safety, academic, and leadership skills as well as career opportunities.

(4)-(5) (No change.)

I (No change.)

ATTACHMENT
Text of Proposed New 19 TAC

Chapter 67. State Review and Approval of Instructional Materials

Subchapter B. State Review and Approval

§67.43. Lists of Approved and Rejected Instructional Materials.

(a) The list of approved instructional materials shall be maintained by the State Board of Education (SBOE).

(b) The SBOE may remove instructional materials from the list of approved instructional materials if:

(1) the Texas Essential Knowledge and Skills (TEKS), Texas Prekindergarten Guidelines (TPG), or applicable English Language Proficiency Standards (ELPS) intended to be covered by the material are revised or a publisher revises the material without the approval of the SBOE in accordance with Texas Education Code (TEC), §31.022I;

(2) the instructional materials, through a finding of the SBOE, are not compliant with the parent portal standards in §67.83 of this title (relating to Publisher Parent Portal); or

(3) the instructional materials violate any provisions of TEC, Chapter 31.

I A publisher of the specific instructional material shall be provided a minimum of 30 days' notice of the proposed removal. A representative of the publisher of the specific instructional material shall be given the opportunity to address the SBOE at the meeting where the SBOE is considering removing that publisher's product from the list of approved materials.

(d) If instructional materials are removed from the list of approved instructional materials, school districts and open-enrollment charter schools may not apply the entitlements outlined in TEC, §48.307 or §48.308, to future purchases or subscriptions of the removed instructional materials.

I A school district or an open-enrollment charter school that selects subscription-based instructional materials from the list of approved instructional materials approved under TEC, §31.022 and §31.023, may cancel the subscription and subscribe to a new instructional material on the list of approved instructional materials before the end of the state contract period under TEC, §31.026, if:

(1) the district or charter school has used the instructional material for at least one school year and the Texas Education Agency (TEA) approves the change based on a written request to TEA by the district or charter school that specifies the reasons for changing the instructional material used by the district or charter school; or

(2) the SBOE removes the instructional material to which the district or charter school is subscribed [~~is removed~~] from the list of approved instructional materials [~~by the SBOE~~] .

(f) The SBOE shall maintain the list of rejected instructional materials [~~shall be maintained by the SBOE~~] .

(g) Instructional materials shall be removed from the list of rejected instructional materials if a publisher submits a revised set of instructional materials for review through the process required by TEC, §31.022 and §31.023, and the SBOE places the revised instructional materials on the list of approved instructional materials.

(h) The SBOE may remove instructional materials from the list of rejected instructional materials if a publisher submits a revised set of instructional materials for review through the process required by TEC, §31.023 and §31.022, and the SBOE takes no action before the end of the calendar year.

(i) This section applies to instructional materials approved by the SBOE after January 1, 2024.

This page has been intentionally left blank.

ATTACHMENT I
Text of Proposed New 19 TAC

Chapter 120. Other Texas Essential Knowledge and Skills

Subchapter B. English Language Proficiency Standards

§120.20. English Language Proficiency Standards, Kindergarten-Grade 3, Adopted 2024.

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2026-2027 school year.

(b) General requirements. In fulfilling the requirements of this section, school districts and charter schools shall:

(1) identify the student's English language proficiency levels in the domains of listening, speaking, reading, and writing in accordance with the proficiency level descriptors for the pre-production, beginning, intermediate, high intermediate, and advanced levels delineated in subsection (e) of this section;

(2) provide instruction in the knowledge and skills of the foundation and enrichment curriculum in a manner that is linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's levels of English language proficiency to ensure that the student learns the knowledge and skills in the required curriculum;

(3) provide content-based instruction , including the cross-curricular second language acquisition essential knowledge and skills in subsection (d) of this section , in a manner that is linguistically accommodated to help the student acquire English language proficiency; and

(4) provide intensive and ongoing foundational second language acquisition instruction to emergent bilingual (EB) students in Kindergarten-Grade 12 who are at the pre-production, beginning, or intermediate level of English language proficiency in listening, speaking, reading, or writing as determined by the state's English language proficiency assessment system. These EB students require focused, targeted, and systematic second language acquisition instruction to provide them with the foundation of English language necessary to support content-based instruction and accelerated learning of English.

(c) Introduction.

(1) The English language proficiency standards (ELPS) outline student expectations and proficiency level descriptors for EB students in English. The ELPS are organized across four language domains: listening, speaking, reading, and writing.

(2) Language acquisition is a complex process that consists of several interrelated components, including phonetics, phonology, semantics, syntax, morphology, and pragmatics. As students develop proficiency in these language structures, they are able to make connections between their primary language and English.

(3) Classroom contexts foster social and academic registers, which are types of language appropriate for a situation or setting, to support language proficiency. Informal (social) language consists of English needed for students to effectively interact, exchange ideas, and engage in various settings and contexts. Formal (academic) language consists of oral and written language used to build knowledge, participate in content-specific discourse, and process complex academic material found in formal school settings and interactions.

(4) The progression of skills in the four language domains are developed simultaneously and can be divided into two categories: receptive skills and expressive skills. Listening and reading are the receptive (input) skills. Students' development in receptive skills is necessary for comprehension and attainment of the English language and content. Speaking and writing are the expressive

(output) skills. Students' ability to express and share their personal ideas and content knowledge allow teachers the opportunity to check for understanding and adjust instruction. Effective content-based language instruction involves engaging EB students in scaffolded opportunities to listen, speak, read, and write at their current levels of proficiency while gradually increasing linguistic complexity.

(5) In order for EB students to be successful, educators must create an environment that welcomes and encourages students to leverage their unique cultural and linguistic experiences as they develop English language skills and learn academic content. Educators must cultivate an approach that integrates students' and their families' funds of knowledge into the classroom instructional practices. Culturally and linguistically sustaining practices leverage and celebrate students' cultural heritage and backgrounds while elevating their cultural and linguistic identities. Teaching and learning cognates that connect both (or multiple) languages can also construct bridges between languages and increase confidence as English language acquisition progresses.

(6) The ELPS student expectations are the knowledge and skills students must demonstrate. They indicate what students should know and be able to do in order to meet academic content standards. Proficiency level descriptors describe behaviors EB students exhibit across five proficiency levels as they acquire English. EB students may exhibit different proficiency levels within and across the domains of listening, speaking, reading, and writing.

(7) The ELPS demonstrate an asset-based approach to address the affective, linguistic, and cognitive needs of EB students in accordance with §89.1210(b) of this title (relating to Program Content and Design) as follows:

(A) acknowledge and leverage the existing funds of knowledge students possess, including linguistic repertoire, cultural heritage, and background knowledge;

(B) demonstrate targeted and intentional academic language skills to ensure content-area teachers are able to accurately evaluate the abilities of EB students and scaffold toward the increasingly complex English that students hear, speak, and are expected to read and write; and

(C) provide an exact and incremental measure of the stages of English language acquisition with attention to the fact that EB students at all levels of proficiency can engage in cognitively demanding tasks and master the required essential knowledge and skills with appropriate language support.

(8) The proficiency level descriptors are organized into general proficiency level descriptors and content-area proficiency level descriptors. General proficiency level descriptors are descriptions of a broad scope of student behaviors that can be observed in a variety of educational settings and across content areas. Content-area proficiency level descriptors describe student behaviors and language associated with discipline-specific learning in English language arts and reading, mathematics, science, and social studies.

(d) Cross-curricular English language acquisition student expectations.

(1) Student expectations--listening. The EB student listens to a variety of speakers, including teachers, peers, and multimedia, to gain an increasing level of comprehension in all content areas. The EB student may be at the pre-production, beginning, intermediate, high intermediate, or advanced proficiency levels in listening. The student is expected to:

(A) distinguish sounds and intonation patterns by responding orally, in writing, or with gestures;

(B) demonstrate an understanding of content-area vocabulary when heard during formal and informal classroom interactions by responding with gestures or images, orally, or in writing;

(C) follow oral directions with accuracy;

(D) use context to construct the meaning of descriptive language, words with multiple meanings, register, or figurative language such as idiomatic expressions heard during formal and informal classroom interactions;

(E) demonstrate listening comprehension from information presented orally during formal and informal classroom interactions by recalling, retelling, responding, or asking for clarification or additional details; and

(F) derive meaning from a variety of auditory multimedia sources to build and reinforce concepts and language acquisition.

(2) Student expectations--speaking. The EB student speaks using a variety of language structures for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing accuracy and fluency in all content areas. The EB student may be at the pre-production, beginning, intermediate, high intermediate, or advanced proficiency level of English language acquisition in speaking. The student is expected to:

(A) produce sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce words with accuracy;

(B) speak using content-area vocabulary during formal and informal classroom interactions to demonstrate acquisition of new words and high-frequency words;

(C) speak using a variety of language and grammatical structures, sentence lengths and types, and connecting words;

(D) speak using appropriate register to convey a message during formal and informal classroom interactions with accuracy and fluency;

(E) narrate, describe, or explain information or persuade orally with increasing specificity and detail during formal and informal classroom interactions; and

(F) restate, ask questions about, or respond to information during formal and informal classroom interactions.

(3) Student expectations--reading. The EB student reads a variety of texts for different purposes with an increasing level of comprehension in all content areas. The EB student may be at the pre-production, beginning, intermediate, high intermediate, or advanced proficiency levels of English language acquisition in reading. For Kindergarten and Grade 1, certain student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:

(A) demonstrate awareness of print concepts and directionality of reading as left to right and top to bottom;

(B) decode words using relationships between sounds and letters;

(C) use high-frequency words, cognates, and content-area vocabulary to comprehend written classroom materials;

(D) use context to construct the meaning of figurative language such as idiomatic expressions, descriptive language, and words with multiple meanings to comprehend classroom materials;

(E) use pre-reading strategies, including previewing text features, connecting to prior knowledge, organizing ideas, and making predictions, to develop comprehension;

(F) derive meaning from and demonstrate comprehension of content-area texts using visual, contextual, and linguistic supports;

(G) demonstrate reading comprehension of content-area texts by making connections, retelling, or responding to questions; and

(H) read with fluency and demonstrate comprehension of content-area text.

(4) Student expectations--writing. The EB student writes using a variety of language structures with increasing accuracy to effectively address a variety of purposes (formal and informal) and audiences in all content areas. The EB student may be at the pre-production, beginning, intermediate, high intermediate, or advanced proficiency levels of English language acquisition in writing. For Kindergarten and Grade 1, certain student expectations do not apply until the student has reached the proficiency level of generating original written text using a standard writing system. The student is expected to:

(A) apply relationships between sounds and letters of the English language to represent sounds when writing;

(B) spell words following conventional spelling patterns and rules;

(C) write using high-frequency words and content-area vocabulary;

(D) write using a variety of grade-appropriate sentence lengths and types and connecting words;

(E) write formal or informal text using conventions such as capitalization and punctuation and grammatical structures such as subject-verb agreement and verb tense; and

(F) write to narrate, describe, explain, respond, or persuade with detail in the content areas.

(e) Proficiency level descriptors.

(1) The following five proficiency levels describe students' progress in English language acquisition.

(A) Pre-production. The pre-production level, also known as the silent period, is the early stage of English language acquisition when receptive language is developing. Students develop comprehension when highly scaffolded instruction and linguistic support are provided. Student responses are mostly non-verbal.

(B) Beginning. The beginning level is characterized by speech emergence (expressive language) using one word or two-to-three-word phrases. Students at this level require highly scaffolded instruction and linguistic support. Students at this level begin to consistently use present tense verbs and repeat keywords and familiar phrases when engaging in formal and informal interactions.

(C) Intermediate. The intermediate level is characterized by the ability to use receptive and expressive language with demonstrated literal comprehension. Students at this level need moderately scaffolded instruction and linguistic support. Additional visual and linguistic support is needed to understand unfamiliar or abstract concepts such as figurative language, humor, and cultural or societal references. Students at this level begin to consistently use short phrases and simple sentences or ask short questions to demonstrate comprehension during formal and informal interactions.

(D) High intermediate. Students at the high intermediate level begin to consistently use a variety of sentence types, express opinions, share thoughts, and ask for clarification. Students at this level have an increased level of literal and abstract comprehension. Students may need minimal scaffolded instruction and linguistic support to engage in formal and informal classroom interactions.

(E) Advanced. The advanced level is characterized by the ability of students to engage in formal and informal classroom interactions with little to no linguistic support. Students at this level engage in discourse using content-area vocabulary and a variety of grammatical structures with increasing accuracy.

(2) The Kindergarten-Grade 3 proficiency level descriptors are described in the figure provided in this paragraph.

Figure: 19 TAC §120.20(e)(2) [~~Figure: 19 TAC §120.20(e)(2)~~]

§120.21. English Language Proficiency Standards, Grades 4-12, Adopted 2024.

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2026-2027 school year.

(b) General requirements. In fulfilling the requirements of this section, school districts and charter schools shall:

(1) identify the student's English language proficiency levels in the domains of listening, speaking, reading, and writing in accordance with the proficiency level descriptors for the pre-production, beginning, intermediate, high intermediate, and advanced levels delineated in subsection (e) of this section;

(2) provide instruction in the knowledge and skills of the foundation and enrichment curriculum in a manner that is linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's levels of English language proficiency to ensure that the student learns the knowledge and skills in the required curriculum;

(3) provide content-based instruction , including the cross-curricular second language acquisition essential knowledge and skills in subsection (d) of this section , in a manner that is linguistically accommodated to help the student acquire English language proficiency; and

(4) provide intensive and ongoing foundational second language acquisition instruction to emergent bilingual (EB) students in Kindergarten-Grade 12 who are at the pre-production, beginning, or intermediate level of English language proficiency in listening, speaking, reading, or writing as determined by the state's English language proficiency assessment system. These EB students require focused, targeted, and systematic second language acquisition instruction to provide them with the foundation of English language necessary to support content-based instruction and accelerated learning of English.

(c) Introduction.

(1) The English language proficiency standards (ELPS) outline student expectations and proficiency level descriptors for EB students in English. The ELPS are organized across four language domains: listening, speaking, reading, and writing.

(2) Language acquisition is a complex process that consists of several interrelated components, including phonetics, phonology, semantics, syntax, morphology, and pragmatics. As students develop proficiency in these language structures, they are able to make connections between their primary language and English.

(3) Classroom contexts foster social and academic registers, which are types of language appropriate for a situation or setting, to support language proficiency. Informal (social) language consists of English needed for students to effectively interact, exchange ideas, and engage in various settings and contexts. Formal (academic) language consists of oral and written language used to build knowledge, participate in content-specific discourse, and process complex academic material found in formal school settings and interactions.

(4) The progression of skills in the four language domains are developed simultaneously and can be divided into two categories: receptive skills and expressive skills. Listening and reading are the receptive (input) skills. Students' development in receptive skills is necessary for comprehension and attainment of the English language and content. Speaking and writing are the expressive (output) skills. Students' ability to express and share their personal ideas and content knowledge allow teachers the opportunity to check for understanding and adjust instruction. Effective content-based language instruction involves engaging EB students in scaffolded opportunities to listen, speak, read, and write at their current levels of proficiency while gradually increasing linguistic complexity.

(5) In order for EB students to be successful, educators must create an environment that welcomes and encourages students to leverage their unique cultural and linguistic experiences as they develop English language skills and learn academic content. Educators must cultivate an approach that

integrates students' and their families' funds of knowledge into the classroom instructional practices. Culturally and linguistically sustaining practices leverage and celebrate students' cultural heritage and backgrounds while elevating their cultural and linguistic identities. Teaching and learning cognates that connect both (or multiple) languages can also construct bridges between languages and increase confidence as English language acquisition progresses.

(6) The ELPS student expectations are the knowledge and skills students must demonstrate. They indicate what students should know and be able to do in order to meet academic content standards. Proficiency level descriptors describe behaviors EB students exhibit across five proficiency levels as they acquire English. EB students may exhibit different proficiency levels within and across the domains of listening, speaking, reading, and writing.

(7) The ELPS demonstrate an asset-based approach to address the affective, linguistic, and cognitive needs of EB students in accordance with §89.1210(b) of this title (relating to Program Content and Design) as follows:

(A) acknowledge and leverage the existing funds of knowledge students possess, including linguistic repertoire, cultural heritage, and background knowledge;

(B) demonstrate targeted and intentional academic language skills to ensure content-area teachers are able to accurately evaluate the abilities of EB students and scaffold toward the increasingly complex English that students hear, speak, and are expected to read and write; and

(C) provide an exact and incremental measure of the stages of English language acquisition with attention to the fact that EB students at all levels of proficiency can engage in cognitively demanding tasks and master the required essential knowledge and skills with appropriate language support.

(8) The proficiency level descriptors are organized into general proficiency level descriptors and content-area proficiency level descriptors. General proficiency level descriptors are descriptions of a broad scope of student behaviors that can be observed in a variety of educational settings and across content areas. Content-area proficiency level descriptors describe student behaviors and language associated with discipline-specific learning in English language arts and reading, mathematics, science, and social studies.

(d) Cross-curricular English language acquisition student expectations.

(1) Student expectations--listening. The EB student listens to a variety of speakers, including teachers, peers, and multimedia, to gain an increasing level of comprehension in all content areas. The EB student may be at the pre-production, beginning, intermediate, high intermediate, or advanced proficiency levels in listening. The student is expected to:

(A) distinguish sounds and intonation patterns by responding with gestures or images, orally, or in writing;

(B) use contextual factors or word analysis such as cognates, Greek and Latin prefixes, suffixes, and roots to comprehend content-specific vocabulary when heard during formal and informal classroom interactions by responding with gestures or images, orally, or in writing;

(C) respond with accuracy to oral directions, instructions, and requests;

(D) use context to construct the meaning of descriptive language, words with multiple meanings, register, and figurative language such as idiomatic expressions heard during formal and informal classroom interactions;

(E) demonstrate listening comprehension from information presented orally during formal and informal classroom interactions by restating, responding, paraphrasing, summarizing, or asking for clarification or additional details; and

(F) derive meaning from a variety of auditory multimedia sources to build and reinforce concepts and language acquisition.

(2) Student expectations--speaking. The EB student speaks using a variety of language structures for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing accuracy and fluency in all content areas. The EB student may be at the pre-production, beginning, intermediate, high intermediate, or advanced proficiency level of English language acquisition in speaking. The student is expected to:

(A) pronounce words, including high-frequency words, cognates, and increasingly complex syllable types, with accuracy;

(B) speak using content-area vocabulary during formal and informal classroom interactions to demonstrate acquisition of new words and high-frequency words;

(C) speak using a variety of language and grammatical structures, sentence lengths and types, and transition words;

(D) speak using appropriate register to convey a message during formal and informal classroom interactions with accuracy and fluency;

(E) narrate, describe, explain, justify, discuss, elaborate, or evaluate orally with increasing specificity and detail in academic context or discourse; and

(F) restate, ask questions about, or respond to information during formal and informal classroom interactions.

(3) Student expectations--reading. The EB student reads a variety of texts for different purposes with an increasing level of comprehension in all content areas. The EB student may be at the pre-production, beginning, intermediate, high intermediate, or advanced proficiency levels of English language acquisition in reading. The student is expected to:

(A) demonstrate awareness of print concepts and directionality of reading as left to right and top to bottom;

(B) decode words using the relationships between sounds and letters and identify syllable patterns, cognates, affixes, roots, or base words;

(C) use high-frequency words, contextual factors, and word analysis such as Greek and Latin prefixes, suffixes, and roots and cognates to comprehend content-area vocabulary in text;

(D) use context to construct the meaning of figurative language such as idiomatic expressions, descriptive language, and words with multiple meanings to comprehend a variety of text;

(E) use pre-reading strategies, including previewing the text features, connecting to prior knowledge, organizing ideas, and making predictions , to develop comprehension;

(F) derive meaning from and demonstrate comprehension of content-area texts using visual, contextual, and linguistic supports;

(G) demonstrate reading comprehension of content-area texts by retelling, paraphrasing, summarizing, and responding to questions; and

(H) read with fluency and prosody and demonstrate comprehension of content-area text.

(4) Student expectations--writing. The EB student writes using a variety of language structures with increasing accuracy to effectively address a variety of purposes (formal and informal) and audiences in all content areas. The EB student may be at the pre-production, beginning, intermediate, high intermediate, or advanced proficiency levels of English language acquisition in writing. The student is expected to:

(A) apply relationships between sounds and letters of the English language to represent sounds when writing;

(B) write text following conventional spelling patterns and rules;

(C) write using a combination of high-frequency words and content-area vocabulary;

(D) write content-area texts using a variety of sentence lengths and types and transition words;

(E) write content-area specific text using conventions such as capitalization, punctuation, and abbreviations and grammatical structures such as subject-verb agreement, verb tense, possessive case, and contractions; and

(F) write to narrate, describe, explain, respond, or justify with supporting details and evidence using appropriate content, style, register, and conventions for specific purpose and audience.

(e) Proficiency level descriptors.

(1) The following five proficiency levels describe students' progress in English language acquisition.

(A) Pre-production. The pre-production level, also known as the silent period, is the early stage of English language acquisition when receptive language is developing. Students develop comprehension when highly scaffolded instruction and linguistic support are provided. Student responses are mostly non-verbal.

(B) Beginning. The beginning level is characterized by speech emergence (expressive language) using one word or two-to-three-word phrases. Students at this level require highly scaffolded instruction and linguistic support. Students at this level begin to consistently use present tense verbs and repeat keywords and familiar phrases when engaging in formal and informal interactions.

(C) Intermediate. The intermediate level is characterized by the ability to use receptive and expressive language with demonstrated literal comprehension. Students at this level need moderately scaffolded instruction and linguistic support. Additional visual and linguistic support is needed to understand unfamiliar or abstract concepts such as figurative language, humor, and cultural or societal references. Students at this level begin to consistently use short phrases and simple sentences or ask short questions to demonstrate comprehension during formal and informal interactions.

(D) High intermediate. Students at the high intermediate level begin to consistently use a variety of sentence types, express opinions, share thoughts, and ask for clarification. Students at this level have an increased level of literal and abstract comprehension. Students may need minimal scaffolded instruction and linguistic support to engage in formal and informal classroom interactions.

(E) Advanced. The advanced level is characterized by the ability of students to engage in formal and informal classroom interactions with little to no linguistic support. Students at this level engage in discourse using content-area vocabulary and a variety of grammatical structures with increasing accuracy.

(2) The Grades 4-12 proficiency level descriptors are described in the figure provided in this paragraph.

Figure: 19 TAC §120.21(e)(2) [~~Figure: 19 TAC §120.21(e)(2)~~]

Figure: 19 TAC §120.20(e)(2)

ELPS Listening: General

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in listening. The following proficiency level descriptors describe observable student behaviors in the listening domain when provided linguistically accommodated instruction in each content area.

Kindergarten–Grade 3 Proficiency Level Descriptors:
Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.

Language Patterns	PRE-PRODUCTION With highly scaffolded instruction and linguistic support, the EB student may:	BEGINNING With highly scaffolded instruction and linguistic support, the EB student can:	INTERMEDIATE With moderately scaffolded instruction and linguistic support, the EB student can:	HIGH INTERMEDIATE With minimally scaffolded instruction and linguistic support, the EB student can:	ADVANCED With little or no scaffolded instruction and linguistic support, the EB student can:
Phonology	recognize and mimic differences in sounds and sound patterns	recognize and mimic differences in sounds and intonation	identify when sounds or intonation are changed within spoken words	recognize sounds or intonation in familiar multisyllabic words	recognize sounds or intonation in familiar and unfamiliar, newly acquired multisyllabic words within complex discourse
Vocabulary	match pre-taught content-area vocabulary presented orally with images or print	use pictorial models to understand spoken content-area vocabulary	use explicitly taught content-area vocabulary to comprehend oral classroom instruction and interactions	demonstrate comprehension of familiar content-area vocabulary heard in the classroom by responding orally or in writing with increasing accuracy	demonstrate comprehension of familiar and unfamiliar content-area vocabulary heard in the classroom by responding orally or in writing with accuracy
Following Directions	follow simple oral directions by observing and imitating others	follow simple oral directions with the support of repeated instructions or visual supports	follow multi-step oral directions with repetition or instructions in familiar contexts	follow multi-step oral directions in familiar and unfamiliar contexts with increasing accuracy	follow or restate multi-step oral directions in unfamiliar contexts with accuracy
Language Structures /Pragmatics	demonstrate an understanding of single words or simple language structures with repetition	demonstrate an understanding of patterned oral language structures with repetitive words, phrases, or simple sentences	demonstrate an understanding of high-frequency and familiar language structures heard in classroom interactions	demonstrate an understanding of informal language structures heard in familiar and unfamiliar contexts	demonstrate an understanding of formal and informal language structures heard in a variety of listening contexts
Comprehension	demonstrate an understanding of spoken words or simple sentences by responding with gestures or using pictures or images	demonstrate an understanding of spoken words or sentences or simple conversations from a variety of sources by responding in simple words or phrases	demonstrate an understanding of short conversations or multiple, related sentences from a variety of sources by restating, retelling, asking clarifying questions, or asking to restate	demonstrate an understanding of a series of extended sentences or oral discourse from a variety of sources by restating, retelling, or asking clarifying questions with increasing accuracy	demonstrate an understanding of a series of extended sentences or oral discourse from a variety of sources by restating, retelling, or asking clarifying questions with accuracy

ELPS Listening: English Language Arts and Reading

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in listening. The following proficiency level descriptors describe observable student behaviors in the listening domain when provided linguistically accommodated instruction in English language arts and reading.

	Kindergarten–Grade 3 Proficiency Level Descriptors: Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.				
Language Patterns	**PRE-PRODUCTION** With highly scaffolded instruction and linguistic support, the EB student may:	**BEGINNING** With highly scaffolded instruction and linguistic support, the EB student can:	**INTERMEDIATE** With moderately scaffolded instruction and linguistic support, the EB student can:	**HIGH INTERMEDIATE** With minimally scaffolded instruction and linguistic support, the EB student can:	**ADVANCED** With little or no scaffolded instruction and linguistic support, the EB student can:
Phonology	listen to and repeat letter-sound correspondence (phonemes)	repeat vowel sounds and consonant sounds, including consonant clusters, when heard	identify and differentiate between short vowels, long vowel sounds, and consonant sounds, including consonant clusters, when heard	identify and differentiate between short vowel sounds, long vowel sounds, and consonant sounds, including consonant clusters, in familiar spoken words	identify short vowel sounds, long vowel sounds, and consonant sounds, including consonant clusters, in spoken multi-syllabic words
Comprehension	use non-verbal responses to engage with aural information or text read aloud	use one- to two-word responses or short phrases to respond to oral prompts and questions about aural information or text read aloud	organize or categorize information presented orally using graphic supports to identify general meaning, key ideas, or important details	recall general meaning, key ideas, and important details about aural information or text read aloud	retell and seek clarification about aural information or text read aloud using key and expanded details

ELPS Listening: Mathematics

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in listening. The following proficiency level descriptors describe observable student behaviors in the listening domain when provided linguistically accommodated instruction in mathematics.

	Kindergarten–Grade 3 Proficiency Level Descriptors: Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.				
Language Patterns	**PRE-PRODUCTION** With highly scaffolded instruction and linguistic support, the EB student may:	**BEGINNING** With highly scaffolded instruction and linguistic support, the EB student can:	**INTERMEDIATE** With moderately scaffolded instruction and linguistic support, the EB student can:	**HIGH INTERMEDIATE** With minimally scaffolded instruction and linguistic support, the EB student can:	**ADVANCED** With little or no scaffolded instruction and linguistic support, the EB student can:
Vocabulary	match pre-taught mathematical vocabulary presented orally with images and concepts such as numbers, mathematical operations, symbols, and shapes	use pictorial models to understand spoken vocabulary for mathematical processes and concepts such as numbers, mathematical operations, symbols, and shapes	use pre-taught and highly practiced mathematical vocabulary, including numbers, operations, symbols, and shapes, to comprehend mathematical information, processes, and concepts presented orally	demonstrate comprehension of familiar mathematical concepts presented orally by incorporating key vocabulary, including numbers, mathematical operations, symbols, and shapes, in responses with increasing accuracy	demonstrate comprehension of familiar and unfamiliar mathematical concepts presented orally by incorporating key vocabulary, including numbers, mathematical operations, symbols, and shapes, in responses with accuracy
Following Directions	participate in a simple, mathematical process provided orally by observing and imitating others	follow a simple step-by-step process provided orally to complete a mathematical investigation or solve a problem with the support of repeated instructions or visual supports such as pictorial models or manipulatives	follow a simple step-by-step process provided orally with visual support and repeated instruction to complete a mathematical investigation or solve a problem	follow a multi-step process provided orally to complete a mathematical investigation or solve a problem with increasing accuracy	follow or restate a multi-step process provided orally to complete a mathematical investigation or solve a problem with accuracy
Language Structures/ Pragmatics	respond to new mathematical ideas or reasoning heard during math lessons by gesturing, pointing, matching, or choosing objects	use concrete or pictorial representations to support listening comprehension of common mathematical language structures used for comparisons (less than, greater than, equal to); descriptions (attributes); and operations (plus, minus, equal)	repeat key words or common mathematical language structures modeled orally in the classroom to compare or describe objects, attributes, and operations	participate in mathematical discussions using common language structures modeled orally to compare or describe objects, attributes, and operations	participate in mathematical discussions using familiar and unfamiliar language structures modeled orally in the classroom to compare or describe objects, attributes, and operations

Language Patterns	PRE-PRODUCTION With highly scaffolded instruction and linguistic support, the EB student may:	BEGINNING With highly scaffolded instruction and linguistic support, the EB student can:	INTERMEDIATE With moderately scaffolded instruction and linguistic support, the EB student can:	HIGH INTERMEDIATE With minimally scaffolded instruction and linguistic support, the EB student can:	ADVANCED With little or no scaffolded instruction and linguistic support, the EB student can:
Comprehension	use gestures, concrete objects, visuals, or primary language support to respond to mathematical information or ideas presented orally	represent, model, or label key mathematical information, concepts, or relationships presented orally	recall and represent key mathematical information, ideas, concepts, or relationships presented orally	retell and ask clarifying questions about mathematical information, ideas, concepts, or relationships presented orally	explain or justify and ask clarifying questions about mathematical ideas or reasoning presented orally

ELPS Listening: Science

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in listening. The following proficiency level descriptors describe observable student behaviors in the listening domain when provided linguistically accommodated instruction in science.

Kindergarten–Grade 3 Proficiency Level Descriptors:
Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.

Language Patterns	PRE-PRODUCTION With highly scaffolded instruction and linguistic support, the EB student may:	BEGINNING With highly scaffolded instruction and linguistic support, the EB student can:	INTERMEDIATE With moderately scaffolded instruction and linguistic support, the EB student can:	HIGH INTERMEDIATE With minimally scaffolded instruction and linguistic support, the EB student can:	ADVANCED With little or no scaffolded instruction and linguistic support, the EB student can:
Vocabulary	match pre-taught scientific vocabulary with images and concepts when prompted orally	use pictorial models to understand spoken scientific vocabulary, including ordinal words	use cognates, prefixes, suffixes, or roots, and explicitly taught vocabulary, including ordinal words, to comprehend scientific vocabulary heard in the classroom	demonstrate comprehension of scientific vocabulary heard in the classroom by responding orally or in writing with increasing accuracy	demonstrate comprehension of scientific vocabulary heard in the classroom by responding orally or in writing with accuracy
Following Directions	participate in a simple step-by-step process provided orally to complete a scientific procedure or investigation by observing and imitating others	follow a simple step-by-step process provided orally to complete a scientific procedure or investigation with the support of repeated instructions or visual supports such as drawings, charts, graphs, or diagrams	follow a simple step-by-step process provided orally with visual support and repeated instructions to complete a scientific procedure or investigation	follow a multi-step process provided orally to complete a scientific procedure or investigation with increasing accuracy	follow or restate a multi-step process provided orally to complete a scientific procedure or investigation with accuracy
Language Structures /Pragmatics	respond to new vocabulary and concepts presented orally during science lessons by gesturing, pointing, matching, or choosing objects	use visual supports and manipulatives to comprehend orally presented scientific concepts that signal common language structures such as sequential, compare/contrast, and cause/effect	use key words presented orally that signal common language structures such as sequential, compare/contrast, and cause/effect to participate in scientific discussions	participate in scientific discussions of familiar science content by using common language structures heard such as sequential, compare/contrast, and cause/effect	participate in scientific discussions of familiar and unfamiliar science content by using language structures heard such as sequential, compare/contrast, and cause/effect

ELPS Listening: Social Studies

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in listening. The following proficiency level descriptors describe observable student behaviors in the listening domain when provided linguistically accommodated instruction in social studies.

	Kindergarten–Grade 3 Proficiency Level Descriptors: Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.

Language Patterns	**PRE-PRODUCTION** With highly scaffolded instruction and linguistic support, the EB student may:	**BEGINNING** With highly scaffolded instruction and linguistic support, the EB student can:	**INTERMEDIATE** With moderately scaffolded instruction and linguistic support, the EB student can:	**HIGH INTERMEDIATE** With minimally scaffolded instruction and linguistic support, the EB student can:	**ADVANCED** With little or no scaffolded instruction and linguistic support, the EB student can:
Vocabulary	match pre-taught social studies vocabulary with images and concepts when prompted orally	use pictorial models to understand spoken social studies vocabulary, including directional and chronological words	use explicitly taught vocabulary, including directional and chronological words and cognates, to comprehend social studies vocabulary heard in the classroom	demonstrate comprehension of familiar social studies concepts presented orally by responding orally or in writing using key vocabulary, including directional and chronological words, with increasing accuracy	demonstrate comprehension of familiar and unfamiliar social studies concepts presented orally by responding orally or in writing using key vocabulary, including directional and chronological words, with accuracy
Language Structures /Pragmatics	respond to new vocabulary and concepts heard during social studies lessons by gesturing, pointing, matching, or choosing objects	use visual supports to comprehend orally presented language structures commonly used in social studies to convey information such as chronological order, cause/effect, and fact/opinion or to compare/contrast	use key words from orally presented language structures commonly used in social studies to convey information such as chronological order, cause/effect, and fact/opinion or to compare/contrast in classroom discussions	participate in discussions of familiar social studies content by using common language structures heard such as structures for chronological order, compare/contrast, cause/effect, fact/opinion, and prepositions of place	participate in discussions of familiar and unfamiliar social studies content by using language structures heard such as structures for chronological order, compare/contrast, cause/effect, fact/opinion, and prepositions of place

ELPS Speaking: General

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in speaking. The following proficiency level descriptors describe observable student behaviors in the speaking domain when provided linguistically accommodated instruction in each content area.

	Kindergarten–Grade 3 Proficiency Level Descriptors: Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.				
Language Patterns	**PRE-PRODUCTION** With highly scaffolded instruction and linguistic support, the EB student may:	**BEGINNING** With highly scaffolded instruction and linguistic support, the EB student can:	**INTERMEDIATE** With moderately scaffolded instruction and linguistic support, the EB student can:	**HIGH INTERMEDIATE** With minimally scaffolded instruction and linguistic support, the EB student can:	**ADVANCED** With little or no scaffolded instruction and linguistic support, the EB student can:
Phonology	imitate English pronunciation, sounds, and words	produce some sounds and words with accuracy	produce some sounds, words, and phrases with accuracy and fluency	produce sounds, words, and phrases with increasing accuracy and fluency	produce sounds, words, phrases, and sentences with accuracy and fluency
Vocabulary	mimic classmates or teachers with sounds and actions	name familiar objects used in everyday routines and activities	participate in conversations and classroom interactions using phrases to express simple, original messages	participate in conversations and classroom interactions using simple sentences and content-area vocabulary to describe familiar academic topics	engage in elaborate discussions on familiar and unfamiliar topics using content-area vocabulary
Vocabulary	repeat academic vocabulary	speak using some high-frequency vocabulary, including keywords and expressions needed for basic communication in academic and social contexts during formal and informal classroom interactions	speak in phrases using some high-frequency vocabulary, including keywords and expressions needed for basic communication during formal and informal classroom interactions	speak in sentences using some high-frequency vocabulary, including keywords and expressions needed for basic communication during formal and informal classroom interactions	share information and ask content-relevant questions using concrete and abstract words during formal and informal classroom interactions
Vocabulary	recite modeled content-area words, including cognates	recite high-frequency, content-area words, including cognates	speak using high-frequency, content-area words in simple phrases with support from cognates	speak using content-area vocabulary in simple sentences with support from cognates and Greek and Latin prefixes, suffixes, and roots	speak using content-area vocabulary with increasingly complex sentences with support from cognates
Language Structures/ Syntax	use nonverbal responses or gestures to communicate	speak using isolated words with some visuals or gestures	speak in short phrases using high-frequency social language structures encountered in classroom interactions	speak using high-frequency social and academic language structures encountered in classroom interactions	speak with academic language structures frequently used in content-area discourse

Language Patterns	PRE-PRODUCTION With highly scaffolded instruction and linguistic support, the EB student may:	BEGINNING With highly scaffolded instruction and linguistic support, the EB student can:	INTERMEDIATE With moderately scaffolded instruction and linguistic support, the EB student can:	HIGH INTERMEDIATE With minimally scaffolded instruction and linguistic support, the EB student can:	ADVANCED With little or no scaffolded instruction and linguistic support, the EB student can:
Register	use nonverbal responses or gestures to communicate	adjust speech structure, form, vocabulary, and register to specific audiences and purposes occasionally	adjust speech structure, form, vocabulary, and register to specific audiences and purposes with increasing frequency	adjust speech structure, form, vocabulary, and register to specific audiences and purposes often	adjust speech structure, form, vocabulary, and register to specific audiences and purposes
Discourse	communicate ideas, feelings, or opinions through gestures or visuals	communicate ideas, feelings, or opinions using single words consisting of recently practiced, memorized, repeated, or high-frequency vocabulary	convey ideas, feelings, or opinions using high-frequency words, including expressions and phrases	participate in conversations and discussions on a variety of sources in which the student may restate, self-correct, repeat, or search for words and phrases to clarify meaning using connecting words to link ideas, feelings, or opinions in sentences	engage in elaborate conversations and discussions on a variety of sources using connecting words to extend ideas, feelings, or opinions in a variety of sentence types
Discourse	communicate ideas through gestures and a few isolated words	describe ideas and reasoning orally using isolated words and vocabulary	describe and justify ideas and reasoning orally using high-frequency terms and phrases	describe and justify ideas, reasoning, and arguments orally using sentences	explain and justify ideas, reasoning, and arguments orally using a variety of sentence types
Respond to Information	respond with gestures or mimic simple, modeled responses	repeat orally some key words or details about a topic	answer questions orally about a topic with short response, including some detail	retell or describe information about a topic orally with some key words and details in sentences	articulate key words and details when retelling information about a topic using a variety of sentence types
Respond to Information	respond with gestures	respond appropriately to the comments of others orally using single words	respond orally with newly acquired vocabulary	respond orally with newly acquired vocabulary in sentences	respond orally with newly acquired vocabulary appropriate for grade level using a variety of sentence types
Respond to Information	repeat high-frequency question words orally	ask a question orally using high-frequency words or use gestures	ask questions orally about content-area topics using question words and phrases	ask questions orally about content-area topics using question words in simple sentences	ask simple and complex questions orally about content-area topics

ELPS Speaking: English Language Arts and Reading

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in speaking. The following proficiency level descriptors describe observable student behaviors in the speaking domain when provided linguistically accommodated instruction in English language arts and reading.

	Kindergarten–Grade 3 Proficiency Level Descriptors: Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.

Language Patterns	**PRE-PRODUCTION** With highly scaffolded instruction and linguistic support, the EB student may:	**BEGINNING** With highly scaffolded instruction and linguistic support, the EB student can:	**INTERMEDIATE** With moderately scaffolded instruction and linguistic support, the EB student can:	**HIGH INTERMEDIATE** With minimally scaffolded instruction and linguistic support, the EB student can:	**ADVANCED** With little or no scaffolded instruction and linguistic support, the EB student can:
Register	use nonverbal responses or gestures to communicate	speak using single words consisting of recently practiced, memorized, repeated, or high-frequency literary or informational elements	speak in phrases using high-frequency, content-specific vocabulary or figurative language occasionally	participate in discussions using sentences and literary or informational elements or figurative language	engage in longer discussions using sentences with literary or informational elements or figurative language
Respond to Information	respond by repeating or mimicking high-frequency vocabulary	speak using high-frequency vocabulary to describe a literary or informational text	speak using high-frequency vocabulary and routinely modeled language structures to describe or respond to a literary or informational text	speak using modeled language structures to describe or respond to a literary or informational text	speak using language structures to narrate, describe, or respond to a literary or informational text

ELPS Speaking: Mathematics

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in speaking. The following proficiency level descriptors describe observable student behaviors in the speaking domain when provided linguistically accommodated instruction in mathematics.

	Kindergarten–Grade 3 Proficiency Level Descriptors: Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.

Language Patterns	**PRE-PRODUCTION** With highly scaffolded instruction and linguistic support, the EB student may:	**BEGINNING** With highly scaffolded instruction and linguistic support, the EB student can:	**INTERMEDIATE** With moderately scaffolded instruction and linguistic support, the EB student can:	**HIGH INTERMEDIATE** With minimally scaffolded instruction and linguistic support, the EB student can:	**ADVANCED** With little or no scaffolded instruction and linguistic support, the EB student can:
Register	use nonverbal responses or gestures to communicate mathematical terms	speak using single words consisting of recently practiced, memorized, repeated, or high-frequency mathematical terms	speak using high-frequency, concrete vocabulary, including key words, expressions, and phrases needed for basic communication in mathematical context	participate in conversations during formal and informal classroom interactions on mathematical concepts using sentences and mathematical terms	engage in longer conversations and discussions during formal and informal classroom interactions using sentences with mathematical terms
Language Structures/ Syntax	use nonverbal responses or gestures to communicate mathematical terms	speak using isolated mathematical words with some visuals or gestures	speak using mathematical words or phrases about mathematical relationships, processes, problem-solving, or mathematical models	speak using connecting words and mathematical language to link ideas in simple sentences about mathematical relationships, processes, problem-solving, or mathematical models	speak using precise mathematical language and connecting words about mathematical relationships, problem-solving, or mathematical models to extend ideas, opinions, or information
Discourse	communicate mathematical ideas through gestures and a few isolated words	describe mathematical ideas and reasoning orally through isolated words and mathematical terms with support	describe and justify mathematical ideas and reasoning orally using high-frequency mathematical terms and phrases	use sentences to orally describe and justify mathematical ideas, reasoning, arguments, and application of multiple representations, including symbols, diagrams, or graphs	use sentences and precise mathematical language to explain and justify mathematical ideas, reasoning, arguments, and application of multiple representations, including symbols, diagrams, or graphs

ELPS Speaking: Science

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in speaking. The following proficiency level descriptors describe observable student behaviors in the speaking domain when provided linguistically accommodated instruction in science.

Kindergarten–Grade 3 Proficiency Level Descriptors:
Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.

Language Patterns	PRE-PRODUCTION With highly scaffolded instruction and linguistic support, the EB student may:	BEGINNING With highly scaffolded instruction and linguistic support, the EB student can:	INTERMEDIATE With moderately scaffolded instruction and linguistic support, the EB student can:	HIGH INTERMEDIATE With minimally scaffolded instruction and linguistic support, the EB student can:	ADVANCED With little or no scaffolded instruction and linguistic support, the EB student can:
Register	use nonverbal responses or gestures to communicate scientific terms	speak using single words or short phrases consisting of recently practiced, memorized, repeated, or high-frequency science vocabulary	speak using high-frequency, concrete vocabulary, including key words, expressions, and phrases needed for basic communication in scientific context	participate in conversations during formal and informal classroom interactions about scientific processes or investigations using sentences and scientific terms	engage in longer conversations and discussions during formal and informal classroom interactions about scientific processes or investigations using complex sentences with scientific terms
Discourse	communicate scientific ideas through gestures and a few isolated words	repeat brief step-by-step laboratory procedures or directions orally	use phrases to orally explain a scientific investigation sequentially, including some evidence and reasoning for claims	use sentences to orally explain a scientific investigation sequentially, including some evidence and reasoning for claims	use a variety of sentence types to orally explain a scientific investigation sequentially, including detailed evidence and reasoning for claims
Discourse	communicate scientific observations, processes, ideas, or opinions based on scientific data through gestures or isolated words	use isolated words to orally communicate ideas or opinions based on scientific data	justify or convey orally a proposed solution or hypothesis using phrases to include some ideas or opinions based on scientific data	justify or convey orally a proposed solution or hypothesis based on scientific data using sentences to link some ideas or opinions	justify or convey orally a proposed solution or hypothesis based on scientific data using sentences to extend ideas or opinions

ELPS Speaking: Social Studies

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in speaking. The following proficiency level descriptors describe observable student behaviors in the speaking domain when provided linguistically accommodated instruction in social studies.

	Kindergarten–Grade 3 Proficiency Level Descriptors: Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.				
Language Patterns	**PRE-PRODUCTION** With highly scaffolded instruction and linguistic support, the EB student may:	**BEGINNING** With highly scaffolded instruction and linguistic support, the EB student can:	**INTERMEDIATE** With moderately scaffolded instruction and linguistic support, the EB student can:	**HIGH INTERMEDIATE** With minimally scaffolded instruction and linguistic support, the EB student can:	**ADVANCED** With little or no scaffolded instruction and linguistic support, the EB student can:
Discourse	communicate social studies ideas through gestures and a few isolated words	describe social studies concepts or current or historical events orally using isolated words	describe social studies concepts or current or historical events orally using some detail and phrases	describe social studies concepts or current or historical events orally using sentences	engage in longer discussions about social studies concepts or current or historical events using a variety of sentence types
Discourse	communicate ideas, feelings, or opinions through gestures or visuals	use isolated words to orally communicate ideas or opinions about a decision-making process	use phrases to orally convey a decision-making process, including ideas or opinions	participate in conversations during formal and informal interactions about a decision-making process using sentences to link ideas or opinions	engage in longer conversations and discussions during formal and informal interactions using sentences to extend ideas, opinions, or information to evaluate and justify a decision-making process

ELPS Reading: General

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in reading. The following proficiency level descriptors describe observable student behaviors in the reading domain when provided linguistically accommodated instruction in each content area.

Kindergarten–Grade 3 Proficiency Level Descriptors:
Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.

Language Patterns	**PRE-PRODUCTION** With highly scaffolded instruction and linguistic support, the EB student may:	**BEGINNING** With highly scaffolded instruction and linguistic support, the EB student can:	**INTERMEDIATE** With moderately scaffolded instruction and linguistic support, the EB student can:	**HIGH INTERMEDIATE** With minimally scaffolded instruction and linguistic support, the EB student can:	**ADVANCED** With little or no scaffolded instruction and linguistic support, the EB student can:
Vocabulary	match pre-taught content-area vocabulary with images and concepts found in text	use pictorial models or cognates to understand content-area vocabulary found in text	use explicitly taught content-area vocabulary or cognates to comprehend text	demonstrate comprehension of familiar content-area concepts found in text by responding orally or in writing using key vocabulary with increasing accuracy	demonstrate comprehension of familiar and unfamiliar content-area concepts found in text by responding orally or in writing using key vocabulary with accuracy
Print Concepts	imitate how others read a book from top to bottom and turn pages from left to right	attempt to read a book top to bottom and turn pages from left to right independently	read a book top to bottom and turn pages from left to right independently	read a book top to bottom and turn pages from left to right independently	read a book top to bottom and turn pages from left to right independently
Purpose for Reading	imitate pre-reading strategies to preview text such as noticing text features, asking simple questions, or making predictions using primary language or nonverbal responses when prompted	preview the text using pre-reading strategies such as noticing text features, asking simple questions, or making predictions about the text using a combination of English and primary language when prompted	preview the text using pre-reading strategies such as noticing text features, asking simple questions, or making predictions about the text when prompted	preview the text using pre-reading strategies such as noticing text features, asking questions, or making predictions about the text with increasing independence	preview the text using pre-reading strategies such as noticing text features, asking questions, or making predictions about the text independently
Comprehension: Monitor and Adjust	use text features such as illustrations, graphs, charts, examples, and bold/italicized print in content-area text to identify some familiar words	use context or text features such as illustrations, graphs, charts, examples, and bold/italicized print in content-area text to clarify word meanings or identify some relevant key information	use context and text features such as illustrations, graphs, charts, examples, and bold/italicized print in content-area text to clarify unfamiliar word meanings or identify some relevant key information	use context and text features such as illustrations, graphs, charts, examples, and bold/italicized print in content-area text to clarify unfamiliar word meanings or distinguish relevant key information	use context and text features such as illustrations, graphs, charts, examples, and bold/italicized print in content-area text to clarify unfamiliar word meanings and evaluate relevant key information

Language Patterns	**PRE-PRODUCTION** With highly scaffolded instruction and linguistic support, the EB student may:	**BEGINNING** With highly scaffolded instruction and linguistic support, the EB student can:	**INTERMEDIATE** With moderately scaffolded instruction and linguistic support, the EB student can:	**HIGH INTERMEDIATE** With minimally scaffolded instruction and linguistic support, the EB student can:	**ADVANCED** With little or no scaffolded instruction and linguistic support, the EB student can:
Comprehension: Responding to Text	respond to questions about text with gestures, drawings, yes/no, or one-word answers	respond to questions about text with short answers or simple sentences	respond to questions or recall details about a text using some information from the text	respond to questions or retell details about text using some relevant information from the text	respond to questions about or retell a text using relevant information from the text
Fluency	mimic word-by-word during shared or choral reading of familiar grade-level, content-area text	read word-by-word when reading familiar grade-level, content-area text	read in two-word phrases with some three- or four-word groupings when reading familiar grade-level, content-area text	read in three- or four-word phrase groups up to simple sentences when reading familiar grade-level, content-area text	read in larger, meaningful phrase groups or sentences when reading familiar grade-level, content-area text

ELPS Reading: English Language Arts and Reading

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in reading. The following proficiency level descriptors describe observable student behaviors in the reading domain when provided linguistically accommodated instruction in English language arts and reading.

Kindergarten–Grade 3 Proficiency Level Descriptors:
Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.

Language Patterns	**PRE-PRODUCTION** With highly scaffolded instruction and linguistic support, the EB student may:	**BEGINNING** With highly scaffolded instruction and linguistic support, the EB student can:	**INTERMEDIATE** With moderately scaffolded instruction and linguistic support, the EB student can:	**HIGH INTERMEDIATE** With minimally scaffolded instruction and linguistic support, the EB student can:	**ADVANCED** With little or no scaffolded instruction and linguistic support, the EB student can:
Phonology: Vowels	repeat words with short and long vowels sounds during choral reading	repeat words and distinguish between short and long vowel sounds during choral or shared reading	segment and blend multisyllabic words that include short and long vowels when reading words from text	segment and blend multisyllabic words that include short and long vowels and different vowel teams/phonemes such as *ai*, *au*, *ea*, *ee*, *ie*, *oo*, and *ou* when reading words from text	decode multisyllabic words that include short and long vowels and different vowel teams/phonemes such as *ai*, *au*, *ea*, *ee*, *ie*, *oo*, and *ou* when reading text
Phonology: Consonant clusters	repeat consonant clusters during choral reading	repeat words and distinguish between single consonants and consonant clusters or digraphs during choral or shared reading	segment and blend multisyllabic words that include two-letter consonant clusters or digraphs at the beginning of words such as *bl-* and *cr-* when reading text	segment and blend multisyllabic words with two-letter consonant clusters or digraphs at the beginning or end of words such as *th*, *bl-*, *cr-*, *st*, and *-nd* when reading text	decode multisyllabic words that include two- and three-letter consonant clusters or digraphs at the beginning or end of words such *spl-* and *-tch* when reading text
Language Structures: Semantics/ Pragmatics	use pictures, manipulatives, or primary language to demonstrate an understanding of descriptive language found in shared text	use pictures, manipulatives, or primary language to demonstrate an understanding descriptive language found in familiar or shared text	use context to construct meaning and demonstrate understanding of descriptive language or words with multiple meanings found in familiar or shared text	use context to construct meaning and demonstrate understanding of descriptive language, words with multiple meanings, or figurative language found in text	use context to construct meaning and demonstrate understanding of descriptive language, words with multiple meanings, figurative language, or idiomatic expressions found in text

ELPS Reading: Mathematics

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in reading. The following proficiency level descriptors describe observable student behaviors in the reading domain when provided linguistically accommodated instruction in mathematics.

Kindergarten–Grade 3 Proficiency Level Descriptors:
Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.

Language Patterns	**PRE-PRODUCTION** With highly scaffolded instruction and linguistic support, the EB student may:	**BEGINNING** With highly scaffolded instruction and linguistic support, the EB student can:	**INTERMEDIATE** With moderately scaffolded instruction and linguistic support, the EB student can:	**HIGH INTERMEDIATE** With minimally scaffolded instruction and linguistic support, the EB student can:	**ADVANCED** With little or no scaffolded instruction and linguistic support, the EB student can:
Language Structures: Semantics/ Pragmatics	use pictures, manipulatives, or primary language to demonstrate an understanding of mathematical language structures and symbols read such as *sum*, *equal*, (=), *greater than*, (>), *less than*, and (<) in mathematical problems	use pictures, manipulatives, or primary language to demonstrate an understanding of mathematical structures and symbols read such as *sum*, *equal*, (=), *greater than*, (>), *less than*, and (<) in mathematical problems	identify keywords or phrases that correspond to mathematical symbols such as *sum*, *equal*, (=), *greater than*, (>), *less than*, and (<) read in mathematical problems	identify language structures that correspond to mathematical symbols such as *sum*, *equal*, (=), *greater than*, (>), *less than*, and (<) read in mathematical problems	distinguish between language structures that correspond to mathematical symbols such as *sum*, *equal*, (=), *greater than*, (>), *less than*, and (<) read in mathematical problems
Comprehension: Monitor and Adjust	identify key information to make connections to construct meaning from word problems	use pictures, manipulatives, or primary language to identify information to solve a problem	identify relevant information, including mathematical symbols, that signals the actions needed to solve a problem	distinguish between relevant information and extraneous information to solve a problem with increasing accuracy	distinguish between relevant information and extraneous information to solve a problem with accuracy

ELPS Reading: Science

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in reading. The following proficiency level descriptors describe observable student behaviors in the reading domain when provided linguistically accommodated instruction in science.

	Kindergarten–Grade 3 Proficiency Level Descriptors: Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.

Language Patterns	**PRE-PRODUCTION** With highly scaffolded instruction and linguistic support, the EB student may:	**BEGINNING** With highly scaffolded instruction and linguistic support, the EB student can:	**INTERMEDIATE** With moderately scaffolded instruction and linguistic support, the EB student can:	**HIGH INTERMEDIATE** With minimally scaffolded instruction and linguistic support, the EB student can:	**ADVANCED** With little or no scaffolded instruction and linguistic support, the EB student can:
Language Structures: Semantics/ Pragmatics	use pictures, manipulatives, or primary language to demonstrate an understanding of scientific and engineering language structures and science safety protocols	use pictures, manipulatives, or primary language to comprehend language structures that signal sequential, compare/contrast, or cause/effect analysis when reading scientific and engineering text	identify language structures that signal sequential, compare/contrast, or cause/effect analysis to comprehend scientific and engineering text read	identify or distinguish relevant information in science and engineering text that signals problem/solution, compare/contrast, and cause/effect analysis	read science and engineering text and distinguish relevant information in science and engineering text that signals problem/solution, compare/contrast, and cause/effect analysis
Comprehension: Monitor and Adjust	demonstrate the use of inferential skills such as making a connection to construct meaning from procedural or informational texts read	predict or make connections to construct meaning from procedural or informational texts read	predict or make connections using text features to construct meaning from procedural texts or informational texts about phenomena read	predict, make connections, or draw a conclusion using text features to construct meaning from procedural texts or informational texts about phenomena read with some accuracy	predict, make connections, and draw a conclusion using text features to construct meaning from procedural texts or informational texts about phenomena read with accuracy

ELPS Reading: Social Studies

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in reading. The following proficiency level descriptors describe observable student behaviors in the reading domain when provided linguistically accommodated instruction in social studies.

Kindergarten–Grade 3 Proficiency Level Descriptors:
Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.

Language Patterns	**PRE-PRODUCTION** With highly scaffolded instruction and linguistic support, the EB student may:	**BEGINNING** With highly scaffolded instruction and linguistic support, the EB student can:	**INTERMEDIATE** With moderately scaffolded instruction and linguistic support, the EB student can:	**HIGH INTERMEDIATE** With minimally scaffolded instruction and linguistic support, the EB student can:	**ADVANCED** With little or no scaffolded instruction and linguistic support, the EB student can:
Language Structures: Semantics/ Pragmatics	use pictures, manipulatives, or primary language to demonstrate an understanding of the language structure used in scaffolded social studies text	use pictures, manipulatives, or primary language to demonstrate an understanding of the language structure used in social studies text	identify or read keywords or phrases in social studies text that describe people, places, and events	read, identify, or distinguish relevant information from social studies texts that describe people, places, and events	read and distinguish relevant information from social studies texts that describe people, places, and events
Comprehension: Monitor and Adjust	identify or point to text features such as maps, data charts, and images from historical narratives or informational texts in shared reading	predict or make connections using text features such as maps, data charts, and images to construct meaning from historical narratives or informational texts in shared reading	predict or make connections using text features such as maps, data charts, and images to construct meaning from historical narratives or informational texts read	predict, make connections, or draw a conclusion using text features such as maps, data charts, and images to construct meaning from historical narratives or informational texts read with increasing accuracy	predict, make connections, and draw a conclusion using text features such as maps, data charts, and images to construct meaning from historical narratives or informational texts read, with some accuracy

ELPS Writing: General

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in writing. The following proficiency level descriptors describe observable student behaviors in the writing domain when provided linguistically accommodated instruction in each content area.

	Kindergarten–Grade 3 Proficiency Level Descriptors: Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.

Language Patterns	**PRE-PRODUCTION** With highly scaffolded instruction and linguistic support, the EB student may:	**BEGINNING** With highly scaffolded instruction and linguistic support, the EB student can:	**INTERMEDIATE** With moderately scaffolded instruction and linguistic support, the EB student can:	**HIGH INTERMEDIATE** With minimally scaffolded instruction and linguistic support, the EB student can:	**ADVANCED** With little or no scaffolded instruction and linguistic support, the EB student can:
Encoding	scribble, draw pictures, and copy words to connect oral language to print	match sounds in words to write phonetically spelled words	match sounds to letters or combinations of letters to spell with increasing accuracy write phrases that may include invented spelling	write words by sounding out phonemes or letter clusters	write words by sounding out phonemes or letter clusters with increasing accuracy
Phonology	copy or trace information	connect sounds to letters by relying on phonetic patterns	connect sounds to letters, including letter clusters and different syllable patterns, with increasing consistency	spell content-area and high-frequency words with increasing accuracy	spell content-area and high-frequency words using linguistic spelling patterns accurately
Vocabulary	illustrate or copy print to show understanding of content-area vocabulary in either primary language or English	write using a combination of primary language and English high-frequency words to show understanding of content-area vocabulary	write phrases by using high-frequency words, cognates, or content-area vocabulary	write sentences by using high-frequency words, cognates, and content-area vocabulary with increasing accuracy	write sentences using content-area vocabulary with accuracy write sentences using content-compatible academic terms such as *observe*, *infer*, and *predict*
Grammar	copy words following capitalization and punctuation conventions	write words that use uppercase and lowercase letters, including personal information such as first and last names	write phrases using standard English conventions	write sentences using standard English conventions with increasing accuracy	write a variety of sentence types using standard English conventions with increasing accuracy

Language Patterns	PRE-PRODUCTION With highly scaffolded instruction and linguistic support, the EB student may:	BEGINNING With highly scaffolded instruction and linguistic support, the EB student can:	INTERMEDIATE With moderately scaffolded instruction and linguistic support, the EB student can:	HIGH INTERMEDIATE With minimally scaffolded instruction and linguistic support, the EB student can:	ADVANCED With little or no scaffolded instruction and linguistic support, the EB student can:
Discourse	illustrate or copy text to show understanding of academic content	write using a combination of illustrations and text to narrate, describe, explain, or persuade using acquired information or personal experiences	write using frequently modeled content-area language to narrate, describe, explain, or persuade using acquired information or personal experiences	write using common to content-area language to narrate, describe, explain, or persuade using acquired information or personal experiences	write using precise content-area language to narrate, describe, explain, or persuade using acquired information or personal experiences
Discourse	illustrate or copy descriptive language	write descriptive words to add details to written texts or pictures	write an idea with specific and relevant details using descriptive phrases	write to explain an idea with specific and relevant details using simple sentences with increasing accuracy	write to explain an idea with specific and relevant details using a variety of sentence types write using descriptive, literal, or figurative language to compose text

ELPS Writing: English Language Arts and Reading

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in writing. The following proficiency level descriptors describe observable student behaviors in the writing domain when provided linguistically accommodated instruction in English language arts and reading.

Kindergarten–Grade 3 Proficiency Level Descriptors:
Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.

Language Patterns	**PRE-PRODUCTION** With highly scaffolded instruction and linguistic support, the EB student may:	**BEGINNING** With highly scaffolded instruction and linguistic support, the EB student can:	**INTERMEDIATE** With moderately scaffolded instruction and linguistic support, the EB student can:	**HIGH INTERMEDIATE** With minimally scaffolded instruction and linguistic support, the EB student can:	**ADVANCED** With little or no scaffolded instruction and linguistic support, the EB student can:
Encoding	copy letters that represent the initial sounds of words	write letters that represent the initial sounds of words	encode words while writing phrases and sounding out the phonemes	write pattern phrases and short sentences while sounding out the words (some words are written phonologically)	write multisyllabic words in a variety of sentences by sounding out the letters of the words with increasing accuracy
Phonology	copy sight words and consonant vowel consonant (CVC) words	identify and spell sight words and CVC words	identify and spell words following a pattern such as diagraphs or consonant clusters	spell words that follow specific rules such as double vowel teams *ee* and *oo*, ending in *-e*, and compound words with increasing accuracy	spell multisyllabic words following patterns and rules with increasing accuracy
Language structures/ Syntax	copy sentences with appropriate structure	separate words in a phrase write words in a phrase	write simple high-frequency phrase patterns such as subject-verb (S-V)	write simple high-frequency sentence patterns such as subject-verb-object (S-V-O)	write a variety of sentences using combining words with increasing accuracy
Grammar	label or draw nouns, adjectives, or verbs	write nouns and adjectives	write phrases with familiar parts of speech	write simple sentences using common parts of speech with increasing accuracy	write sentences using a variety of parts of speech with increasing accuracy
Grammar	copy sentences with appropriate capitalization and punctuation conventions	write simple present tense verbs	write simple phrases using present tense verbs with subject-verb agreement	write sentences using past or present verbs with subject-verb agreement with increasing accuracy	write sentences using past, present, or future tense verbs with subject-verb agreement with accuracy

ELPS Writing: Mathematics

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in writing. The following proficiency level descriptors describe observable student behaviors in the writing domain when provided linguistically accommodated instruction in mathematics.

Kindergarten–Grade 3 Proficiency Level Descriptors:
Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.

Language Patterns	**PRE-PRODUCTION** With highly scaffolded instruction and linguistic support, the EB student may:	**BEGINNING** With highly scaffolded instruction and linguistic support, the EB student can:	**INTERMEDIATE** With moderately scaffolded instruction and linguistic support, the EB student can:	**HIGH INTERMEDIATE** With minimally scaffolded instruction and linguistic support, the EB student can:	**ADVANCED** With little or no scaffolded instruction and linguistic support, the EB student can:
Vocabulary	identify common mathematical symbols such as (=), (+), (-), and (,)	copy common mathematical words and symbols such as *equal*, (=), *plus*, (+), *minus*, (-), (&), (.), and (,) in modeled word problems	write common mathematical phrases and symbols such as *equal to*, *divided by*, (=), (&), (.), and (,) in dictated word problems	write common mathematical phrases and symbols such as *equal to*, *divided by*, (=), (&), (.), and (,) in student generated word problems with increasing accuracy	write common mathematical phrases and symbols such as *equal to*, *divided by*, (=), (&), (.), and (,) in student generated word problems with accuracy
Discourse	illustrate or copy text to show an emerging understanding of mathematics content	copy simple word problems using frequently modeled mathematical language	write simple word problems and explain mathematical thinking and solutions using high-frequency mathematical language	write simple word problems and explain mathematical thinking and solutions using high-frequency mathematical language with relevant details	write word problems and explain mathematical thinking and solutions using precise mathematical language with relevant and accurate details

ELPS Writing: Science

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in writing. The following proficiency level descriptors describe observable student behaviors in the writing domain when provided linguistically accommodated instruction in science.

	Kindergarten–Grade 3 Proficiency Level Descriptors: Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.

Language Patterns	**PRE-PRODUCTION** With highly scaffolded instruction and linguistic support, the EB student may:	**BEGINNING** With highly scaffolded instruction and linguistic support, the EB student can:	**INTERMEDIATE** With moderately scaffolded instruction and linguistic support, the EB student can:	**HIGH INTERMEDIATE** With minimally scaffolded instruction and linguistic support, the EB student can:	**ADVANCED** With little or no scaffolded instruction and linguistic support, the EB student can:
Vocabulary	illustrate or copy frequently used academic terms or cognates	copy academic terms that are frequently used such as *procedures* and lab safety or cognates such as *cycle* and *ciclo* or *organism* and *organismo*	write phrases with academic terms that are frequently used or cognates such as *cycle* and *ciclo* or *organism* and *organismo*	write sentences from frequently used terms or cognates with support	write sentences that include content-compatible academic terms
Discourse	illustrate or copy text to show understanding of science and engineering content	copy information using frequently modeled science and engineering language	record information using high-frequency scientific and engineering language with details	illustrate or copy text to show understanding of science and engineering content	copy information using frequently modeled science and engineering language

ELPS Writing: Social Studies

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in writing. The following proficiency level descriptors describe observable student behaviors in the writing domain when provided linguistically accommodated instruction in social studies.

	Kindergarten–Grade 3 Proficiency Level Descriptors: Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.

Language Patterns	**PRE-PRODUCTION** With highly scaffolded instruction and linguistic support, the EB student may:	**BEGINNING** With highly scaffolded instruction and linguistic support, the EB student can:	**INTERMEDIATE** With moderately scaffolded instruction and linguistic support, the EB student can:	**HIGH INTERMEDIATE** With minimally scaffolded instruction and linguistic support, the EB student can:	**ADVANCED** With little or no scaffolded instruction and linguistic support, the EB student can:
Vocabulary	identify academic terms that are cognates	copy frequently used academic terms such as *timeline*, *place*, or *date* or cognates such as *community* and *comunidad* or *history* and *historia*	write phrases with high-frequency academic terms or cognates such as *community* and *comunidad* or *history* and *historia*	write sentences with high-frequency academic terms or cognates such as *community* and *comunidad* or *history* and *historia*	write sentences that include content-compatible academic terms
Discourse	illustrate or copy text to show understanding of social studies content	copy high-frequency vocabulary related to cause and effect and chronology	write phrases using high-frequency social studies language related to cause and effect, chronology, or comparison	write sentences using high-frequency social studies language related to cause and effect, chronology, or comparison with relevant details	write sentences using precise social studies language related to cause and effect, chronology, comparison, or perspective with relevant and accurate details

Figure: 19 TAC §120.21(e)(2)

ELPS Listening: General

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in listening. The following proficiency level descriptors describe observable student behaviors in the listening domain when provided linguistically accommodated instruction in each content area.

Grades 4–12 Proficiency Level Descriptors:

Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.

Language Patterns	PRE-PRODUCTION With highly scaffolded instruction and linguistic support, the EB student may:	BEGINNING With highly scaffolded instruction and linguistic support, the EB student can:	INTERMEDIATE With moderately scaffolded instruction and linguistic support, the EB student can:	HIGH INTERMEDIATE With minimally scaffolded instruction and linguistic support, the EB student can:	ADVANCED With little or no scaffolded instruction and linguistic support, the EB student can:
Phonology	recognize and mimic differences in sounds and sound patterns	recognize and mimic differences in sounds and intonation	identify when sounds or intonation are changed within spoken words	recognize sounds or intonation in familiar multisyllabic words	recognize sounds or intonation in familiar and unfamiliar newly acquired multisyllabic words within complex discourse
Vocabulary	match pre-taught content-area vocabulary presented orally with concepts, images, and print	use pictorial models, cognates, or Greek and Latin prefixes, suffixes, or roots to understand spoken content-area vocabulary	use explicitly taught content-area vocabulary, cognates, or Greek and Latin prefixes, suffixes, or roots to comprehend oral classroom instruction and interactions	demonstrate comprehension of familiar content-area vocabulary heard in the classroom by responding orally or in writing with increasing accuracy	demonstrate comprehension of familiar and unfamiliar content-area vocabulary heard in the classroom by responding orally or in writing with accuracy
Following Directions	follow simple oral directions by observing and imitating others	follow simple oral directions with the support of repeated instructions or visual supports	follow multi-step oral directions with repetition or instructions in familiar contexts	follow multi-step oral directions by identifying key details, deadlines, requirements, or expectations in familiar and unfamiliar contexts with increasing accuracy	follow or restate multi-step oral directions by identifying key details, deadlines, requirements, or expectations in unfamiliar contexts with accuracy
Language Structures /Pragmatics	demonstrate an understanding of single words or simple language structures with repetition	demonstrate an understanding of patterned oral language structures with repetitive words, phrases, or simple sentences	demonstrate an understanding of high-frequency and familiar language structures heard in classroom interactions	demonstrate an understanding of informal language structures heard in familiar and unfamiliar listening contexts	demonstrate an understanding of formal and informal language structures heard in a variety of listening contexts
Comprehension	demonstrate an understanding of spoken words or simple sentences by responding with gestures or using pictures or images	demonstrate an understanding of spoken words or sentences or simple conversations from a variety of sources by responding in simple words or phrases	demonstrate an understanding of short conversations or multiple, related sentences from a variety of sources by restating, retelling, asking clarifying questions, or asking to restate	demonstrate an understanding of a series of extended sentences or oral discourse from a variety of sources by restating, retelling, or asking clarifying questions with increasing accuracy	demonstrate an understanding of a series of extended sentences or oral discourse from a variety of sources by restating, retelling, or asking clarifying questions with accuracy

ELPS Listening: English Language Arts and Reading

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in listening. The following proficiency level descriptors describe observable student behaviors in the listening domain when provided linguistically accommodated instruction in English language arts and reading.

	Grades 4–12 Proficiency Level Descriptors: Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.

Language Patterns	**PRE-PRODUCTION** With highly scaffolded instruction and linguistic support, the EB student may:	**BEGINNING** With highly scaffolded instruction and linguistic support, the EB student can:	**INTERMEDIATE** With moderately scaffolded instruction and linguistic support, the EB student can:	**HIGH INTERMEDIATE** With minimally scaffolded instruction and linguistic support, the EB student can:	**ADVANCED** With little or no scaffolded instruction and linguistic support, the EB student can:
Phonology	repeat letter-sound correspondence, vowel sounds and consonant sounds, including consonant clusters, when heard	segment and blend multisyllabic words that include short and long vowels when heard	identify and differentiate between short vowel sounds, long vowel sounds, and consonant sounds, including consonant clusters, when heard	identify and differentiate between short vowel sounds, long vowel sounds, and consonant sounds, including consonant clusters, in familiar spoken words	identify short vowel sounds, long vowel sounds, and consonant sounds, including consonant clusters, in multi-syllabic spoken words
Comprehension	use non-verbal responses to engage with aural information or text read aloud	use one- to two-word responses or short phrases to respond to oral prompts and questions about aural information or text read aloud	organize or categorize information presented orally using graphic supports to identify general meaning, key ideas, or important details	recall general meaning, key ideas, and important details about aural information or text read aloud	paraphrase and seek clarification about aural information or text read aloud using key and expanded details

ELPS Listening: Mathematics

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in listening. The following proficiency level descriptors describe observable student behaviors in the listening domain when provided linguistically accommodated instruction in mathematics.

Grades 4–12 Proficiency Level Descriptors:
Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.

Language Patterns	PRE-PRODUCTION With highly scaffolded instruction and linguistic support, the EB student may:	BEGINNING With highly scaffolded instruction and linguistic support, the EB student can:	INTERMEDIATE With moderately scaffolded instruction and linguistic support, the EB student can:	HIGH INTERMEDIATE With minimally scaffolded instruction and linguistic support, the EB student can:	ADVANCED With little or no scaffolded instruction and linguistic support, the EB student can:
Vocabulary	match pre-taught mathematical vocabulary presented orally with images and concepts such as numbers, mathematical operations, symbols, and shapes	use pictorial models to understand spoken vocabulary for mathematical processes and concepts such as numbers, mathematical operations, symbols, and shapes	use pre-taught and highly practiced mathematical vocabulary, cognates, or Greek and Latin roots to comprehend mathematical information, processes, and concepts presented orally	demonstrate comprehension of familiar mathematical concepts presented orally by incorporating key vocabulary in responses with increasing accuracy	demonstrate comprehension of familiar and unfamiliar mathematical concepts presented orally by incorporating key vocabulary in responses with accuracy
Following Directions	participate in a simple mathematical process provided orally by observing and imitating others	follow a simple step-by-step process provided orally to complete a mathematical investigation or solve a problem with the support of repeated instructions or visual supports such as pictorial models or manipulatives	follow a simple step-by-step process provided orally with visual support and repeated instruction to complete a mathematical investigation or solve a problem	follow a multi-step process provided orally to complete a mathematical investigation or solve a problem with increasing accuracy	follow or restate a multi-step process provided orally to complete a mathematical investigation or solve a problem with accuracy
Language Structures/ Pragmatics	respond to new mathematical ideas or reasoning heard during math lessons by gesturing, pointing, matching, or choosing objects	use concrete or pictorial representations to comprehend common language structures such as compare/contrast (less than, greater than, equal to); descriptions (attributes); sequence (order of operations); and operations (plus and minus) presented orally	respond to questions with or repeat common mathematical language structures modeled orally in the classroom to compare or describe objects, attributes, and operations and represent mathematical ideas	participate in and summarize mathematical discussions using familiar language structures heard such as comparative, descriptive, sequential, and operational structures	participate in mathematical discussions using unfamiliar and familiar language structures such as comparative, descriptive, sequential, and operational structures modeled orally in the classroom
Comprehension	use gestures, concrete objects, visuals, or primary language support to respond to mathematical information or ideas presented orally	represent, model, or label key mathematical information, concepts, or relationships presented orally	recall and represent key mathematical information, ideas, concepts, or relationships presented orally	retell and ask clarifying questions about mathematical information, ideas, concepts, or relationships presented orally	explain or justify and ask clarifying questions about mathematical ideas or reasoning presented orally

ELPS Listening: Science

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in listening. The following proficiency level descriptors describe observable student behaviors in the listening domain when provided linguistically accommodated instruction in science.

	Grades 4–12 Proficiency Level Descriptors: Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.

Language Patterns	**PRE-PRODUCTION** With highly scaffolded instruction and linguistic support, the EB student may:	**BEGINNING** With highly scaffolded instruction and linguistic support, the EB student can:	**INTERMEDIATE** With moderately scaffolded instruction and linguistic support, the EB student can:	**HIGH INTERMEDIATE** With minimally scaffolded instruction and linguistic support, the EB student can:	**ADVANCED** With little or no scaffolded instruction and linguistic support, the EB student can:
Vocabulary	match pre-taught scientific vocabulary with images and concepts when prompted orally	use pictorial models, cognates, or Greek and Latin prefixes, suffixes, and roots to understand spoken scientific vocabulary, including ordinal words	use cognates, Greek and Latin prefixes, suffixes, or roots, and explicitly taught vocabulary, including ordinal words, to comprehend scientific vocabulary heard in the classroom	demonstrate comprehension of scientific vocabulary heard in the classroom by responding orally or in writing with increasing accuracy	demonstrate comprehension of scientific vocabulary heard in the classroom by responding orally or in writing with accuracy
Following Directions	participate in a simple step-by-step process provided orally to complete a scientific procedure or investigation by observing and imitating others	follow a simple step-by-step process provided orally to complete a scientific procedure or investigation with the support of repeated instructions or visual supports such as drawings, charts, graphs, or diagrams	follow a simple step-by-step process provided orally with visual support and repeated instructions to complete a scientific procedure or investigation	follow a multi-step process provided orally to complete a scientific procedure or investigation with increasing accuracy	follow or restate a multi-step process provided orally to complete a scientific procedure or investigation with accuracy
Language Structures /Pragmatics	respond to new vocabulary and concepts presented orally during science lessons by gesturing, pointing, matching, or choosing objects	use visual supports and manipulatives to comprehend orally presented scientific concepts that signal common language structures such as sequential, compare/contrast, and cause/effect structures	use key words presented orally that signal common language structures such as sequential, compare/contrast, and cause/effect structures to participate in scientific discussions	participate in scientific discussions of familiar science content by using common language structures heard such as sequential, compare/contrast, and cause/effect structures	participate in scientific discussions of familiar and unfamiliar science content by using language structures heard such as sequential, compare/contrast, and cause/effect structures

ELPS Listening: Social Studies

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in listening. The following proficiency level descriptors describe observable student behaviors in the listening domain when provided linguistically accommodated instruction in social studies.

	Grades 4–12 Proficiency Level Descriptors: Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.				
Language Patterns	**PRE-PRODUCTION** With highly scaffolded instruction and linguistic support, the EB student may:	**BEGINNING** With highly scaffolded instruction and linguistic support, the EB student can:	**INTERMEDIATE** With moderately scaffolded instruction and linguistic support, the EB student can:	**HIGH INTERMEDIATE** With minimally scaffolded instruction and linguistic support, the EB student can:	**ADVANCED** With little or no scaffolded instruction and linguistic support, the EB student can:
Vocabulary	match pre-taught social studies vocabulary with images and concepts when prompted orally	use pictorial models to understand spoken social studies vocabulary, including directional and chronological words	use explicitly taught vocabulary, including directional and chronological words and cognates, to comprehend social studies vocabulary heard in the classroom	demonstrate comprehension of familiar social studies concepts presented orally by responding orally or in writing using key vocabulary, including directional and chronological words, with increasing accuracy	demonstrate comprehension of familiar and unfamiliar social studies concepts presented orally by responding orally or in writing using key vocabulary, including directional and chronological words, with accuracy
Language Structures /Pragmatics	respond to new vocabulary and concepts heard during social studies lessons by gesturing, pointing, matching, or choosing objects	use visual supports to comprehend orally presented language structures commonly used in social studies to convey information such as chronological order, cause/effect, and fact/opinion or to compare/contrast	use key words from orally presented language structures commonly used in social studies to convey information such as chronological order, cause/effect, and fact/opinion or to compare/contrast in classroom discussions	participate in discussions of familiar social studies content using common language structures heard such as chronological order, compare/contrast, cause/effect, fact/opinion, and prepositions of place	participate in discussions of familiar and unfamiliar social studies content using language structures heard such as chronological order, compare/contrast, cause/effect, fact/opinion, and prepositions of place

ELPS Speaking: General

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in speaking. The following proficiency level descriptors describe observable student behaviors in the speaking domain when provided linguistically accommodated instruction in each content area.

Grades 4–12 Proficiency Level Descriptors:
Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.

Language Patterns	PRE-PRODUCTION With highly scaffolded instruction and linguistic support, the EB student may:	BEGINNING With highly scaffolded instruction and linguistic support, the EB student can:	INTERMEDIATE With moderately scaffolded instruction and linguistic support, the EB student can:	HIGH INTERMEDIATE With minimally scaffolded instruction and linguistic support, the EB student can:	ADVANCED With little or no scaffolded instruction and linguistic support, the EB student can:
Phonology	imitate English pronunciation, sounds, and words	produce some sounds and words with accuracy	produce some sounds, words, and phrases with accuracy and fluency	produce sounds, words, and phrases with increasing accuracy and fluency	produce sounds, words, phrases, and sentences with accuracy and fluency
Vocabulary	repeat academic vocabulary	name familiar objects used in everyday routines and activities	speak using high-frequency and general content-area words and phrases, including vocabulary terms and cognates	speak using terms and collocations that can have multiple meanings across general academic content areas	speak using academic language and collocations with occasional re-phrasing to express intended meaning
Vocabulary	repeat high-frequency question words	speak in single word and short phrases of practiced or memorized words for basic communication during formal and informal classroom interactions	speak in phrases using some high-frequency vocabulary, including key words and expressions needed for basic communication during formal and informal classroom interactions	speak in sentences using some high-frequency vocabulary, including key words and expressions needed for communication during formal and informal classroom interactions	share information and ask content-relevant questions using concrete and abstract words during formal and informal classroom interactions
Vocabulary	recite modeled content-area words, including cognates	recite high-frequency, content-area words, including cognates and Greek and Latin prefixes, suffixes, and roots	speak in simple phrases using high-frequency, content-area words with support from cognates and Greek and Latin prefixes, suffixes, and roots	speak in simple sentences using content-area vocabulary with support from cognates and Greek and Latin prefixes, suffixes, and roots	speak in increasingly complex sentences using content-area vocabulary with support from cognates and Greek and Latin prefixes, suffixes, and roots
Language Structures/ Syntax	use nonverbal responses or gestures to communicate	speak using isolated words with some visuals or gestures	speak in short phrases using high-frequency social language structures encountered in classroom interactions	speak using high-frequency social and academic language structures encountered in classroom interactions	speak with academic language structures frequently used in content-area discourse
Register	use nonverbal responses or gestures to communicate	adjust speech structure, form, vocabulary, and register to specific audiences and purposes occasionally	adjust speech structure, form, vocabulary, and register to specific audiences and purposes with increasing frequency	adjust speech structure, form, vocabulary, and register to specific audiences and purposes often	adjust speech structure, form, vocabulary, and register to specific audiences and purposes

Language Patterns	PRE-PRODUCTION With highly scaffolded instruction and linguistic support, the EB student may:	BEGINNING With highly scaffolded instruction and linguistic support, the EB student can:	INTERMEDIATE With moderately scaffolded instruction and linguistic support, the EB student can:	HIGH INTERMEDIATE With minimally scaffolded instruction and linguistic support, the EB student can:	ADVANCED With little or no scaffolded instruction and linguistic support, the EB student can:
Discourse	communicate ideas, feelings, or opinions through gestures or visuals	communicate ideas, feelings, or opinions orally using single words consisting of recently practiced, memorized, repeated, or highly familiar vocabulary	convey ideas, feelings, or opinions orally using high-frequency words, including expressions and phrases	participate in conversations and discussions on a variety of sources in which the student may restate, self-correct, repeat, or search for words and phrases to clarify meaning using connecting words to link ideas, feelings, or opinions in sentences	engage in elaborate conversations and discussions on a variety of sources using connecting words to extend ideas, feelings, or opinions in a variety of sentence types
Discourse	communicate ideas through gestures and a few isolated words	describe ideas and reasoning orally using isolated words and vocabulary	express an opinion with evidence orally using phrases	express an opinion with evidence orally using sentences	speak using complex sentences to evaluate or analyze ideas, reasoning, and arguments
Respond to Information	respond with gestures or mimic simple, modeled responses	repeat orally some key words or details about an academic topic	answer questions orally about an academic topic with short response, including some detail	retell or describe information about an academic topic orally with some key words and details in sentences	describe an academic topic orally with elaboration using abstract vocabulary and in a variety of sentence types
Respond to Information	respond with gestures	respond appropriately to the comments of others orally using single words	respond orally with newly acquired vocabulary	respond orally with newly acquired vocabulary in sentences	respond orally with newly acquired vocabulary appropriate for grade level using a variety of sentence types
Respond to Information	repeat high-frequency question words orally	ask a question orally using high-frequency words or use gestures	ask questions orally about content-area topics using question words and phrases	ask questions orally about content-area topics using question words in simple sentences	ask simple and complex questions orally about content-area topics

ELPS Speaking: English Language Arts and Reading

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in speaking. The following proficiency level descriptors describe observable student behaviors in the speaking domain when provided linguistically accommodated instruction in English language arts and reading.

	Grades 4–12 Proficiency Level Descriptors: Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.

Language Patterns	**PRE-PRODUCTION** With highly scaffolded instruction and linguistic support, the EB student may:	**BEGINNING** With highly scaffolded instruction and linguistic support, the EB student can:	**INTERMEDIATE** With moderately scaffolded instruction and linguistic support, the EB student can:	**HIGH INTERMEDIATE** With minimally scaffolded instruction and linguistic support, the EB student can:	**ADVANCED** With little or no scaffolded instruction and linguistic support, the EB student can:
Register	use nonverbal responses or gestures to communicate	speak using single words consisting of recently practiced, memorized, repeated, or high-frequency literary or informational elements	speak in phrases using high-frequency, content-area vocabulary, or figurative language occasionally	participate in discussions using sentences and literary or informational elements or figurative language	engage in longer discussions using sentences with literary or informational elements or figurative language
Respond to Information	respond by repeating or mimicking high-frequency vocabulary	speak using high-frequency vocabulary to describe or respond to a literary or informational text	speak using high-frequency vocabulary and routinely modeled language structures to describe or respond to a literary or informational text	speak using modeled language structures to describe or respond to a literary or informational text	speak using language structures to narrate, describe, or respond to a literary or informational text

ELPS Speaking: Mathematics

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in speaking. The following proficiency level descriptors describe observable student behaviors in the speaking domain when provided linguistically accommodated instruction in mathematics.

Grades 4–12 Proficiency Level Descriptors:
Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.

Language Patterns	**PRE-PRODUCTION** With highly scaffolded instruction and linguistic support, the EB student may:	**BEGINNING** With highly scaffolded instruction and linguistic support, the EB student can:	**INTERMEDIATE** With moderately scaffolded instruction and linguistic support, the EB student can:	**HIGH INTERMEDIATE** With minimally scaffolded instruction and linguistic support, the EB student can:	**ADVANCED** With little or no scaffolded instruction and linguistic support, the EB student can:
Register	use nonverbal responses or gestures to communicate mathematical terms	speak using single words consisting of recently practiced, memorized, repeated, or high-frequency mathematical terms	speak using high-frequency, concrete vocabulary, including key words, expressions, and phrases needed for basic communication in mathematical context	participate in conversations during formal and informal classroom interactions on mathematical concepts using sentences and mathematical terms	engage in longer conversations and discussions during formal and informal classroom interactions using sentences with mathematical terms
Language Structures/ Syntax	use nonverbal responses or gestures to communicate mathematical terms	speak using isolated mathematical words with some visuals or gestures	speak in short phrases using mathematical language to describe a mathematical process sequentially	speak in sentences using mathematical language to describe a mathematical process sequentially	speak using a variety of sentence types using mathematical language to describe a mathematical process sequentially
Discourse	communicate mathematical ideas through gestures and a few isolated words	describe mathematical ideas and reasoning orally through isolated words and mathematical terms	describe and justify mathematical ideas and reasoning orally using high-frequency mathematical terms and phrases	use sentences often to describe and justify mathematical ideas, reasoning, arguments, and application of multiple representations, including symbols, diagrams, and graphs	use sentences and precise mathematical language to explain and justify mathematical ideas, reasoning, arguments, and application of multiple representations, including symbols, diagrams, and graphs

ELPS Speaking: Science

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in speaking. The following proficiency level descriptors describe observable student behaviors in the speaking domain when provided linguistically accommodated instruction in science.

Grades 4–12 Proficiency Level Descriptors:
Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.

Language Patterns	PRE-PRODUCTION With highly scaffolded instruction and linguistic support, the EB student may:	BEGINNING With highly scaffolded instruction and linguistic support, the EB student can:	INTERMEDIATE With moderately scaffolded instruction and linguistic support, the EB student can:	HIGH INTERMEDIATE With minimally scaffolded instruction and linguistic support, the EB student can:	ADVANCED With little or no scaffolded instruction and linguistic support, the EB student can:
Register	use nonverbal responses or gestures to communicate scientific terms	speak using single words or short phrases consisting of recently practiced, memorized, repeated, or high-frequency science vocabulary	speak using high-frequency, concrete vocabulary, including key words, expressions, and phrases needed for basic communication in scientific context	participate in conversations during formal and informal classroom interactions about scientific processes or investigations using sentences and scientific terms	engage in longer conversations and discussions during formal and informal classroom interactions about scientific processes or investigations using complex sentences with scientific terms
Discourse	communicate scientific ideas through gestures and a few isolated words	repeat brief step-by-step laboratory procedures or directions orally	use phrases to orally explain a scientific investigation sequentially, including some evidence and reasoning for claims	use sentences to orally explain a scientific investigation sequentially, including some evidence and reasoning for claims	use a variety of sentence types to orally explain a scientific investigation sequentially, including detailed evidence and reasoning for claims
Discourse	communicate scientific observations, processes, ideas, or opinions based on scientific data through gestures or isolated words	use isolated words to orally communicate ideas or opinions based on scientific data	use phrases to orally justify or convey a proposed solution or hypothesis, including some ideas or opinions based on scientific data	justify or convey orally a proposed solution or hypothesis based on scientific data using sentences to link some ideas or opinions	justify or convey orally a proposed solution or hypothesis based on scientific data using sentences to extend ideas or opinions

ELPS Speaking: Social Studies

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in speaking. The following proficiency level descriptors describe observable student behaviors in the speaking domain when provided linguistically accommodated instruction in social studies.

	Grades 4–12 Proficiency Level Descriptors: Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.

Language Patterns	**PRE-PRODUCTION** With highly scaffolded instruction and linguistic support, the EB student may:	**BEGINNING** With highly scaffolded instruction and linguistic support, the EB student can:	**INTERMEDIATE** With moderately scaffolded instruction and linguistic support, the EB student can:	**HIGH INTERMEDIATE** With minimally scaffolded instruction and linguistic support, the EB student can:	**ADVANCED** With little or no scaffolded instruction and linguistic support, the EB student can:
Discourse	communicate social studies ideas through gestures and a few isolated words	describe social studies concepts or current or historical events orally using isolated words	describe social studies concepts or current or historical events orally using some detail and phrases	describe social studies concepts or current or historical events orally using sentences	engage in longer discussions about social studies concepts or current or historical events using a variety of sentence types
Discourse	communicate ideas, feelings, or opinions through gestures or visuals	use isolated words to orally communicate ideas or opinions about a decision-making process	use phrases to orally convey a decision-making process, including ideas or opinions	participate in conversations during formal and informal interactions about a decision-making process using sentences to link ideas or opinions	engage in longer conversations and discussions during formal and informal interactions using sentences to extend ideas, opinions, or information to evaluate and justify a decision-making process

ELPS Reading: General

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in reading. The following proficiency level descriptors describe observable student behaviors in the reading domain when provided linguistically accommodated instruction in each content area.

Grades 4–12 Proficiency Level Descriptors:
Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.

Language Patterns	PRE-PRODUCTION With highly scaffolded instruction and linguistic support, the EB student may:	BEGINNING With highly scaffolded instruction and linguistic support, the EB student can:	INTERMEDIATE With moderately scaffolded instruction and linguistic support, the EB student can:	HIGH INTERMEDIATE With minimally scaffolded instruction and linguistic support, the EB student can:	ADVANCED With little or no scaffolded instruction and linguistic support, the EB student can:
Vocabulary	match pre-taught content-area vocabulary with images and concepts found in text	use pictorial models; cognates or Greek and Latin prefixes, suffices, affixes, or roots to understand content-area vocabulary found in text	use explicitly taught content-area vocabulary; cognates, Greek and Latin prefixes, suffixes, or roots to comprehend text	demonstrate comprehension of familiar content-area concepts found in text by responding orally or in writing using key vocabulary with increasing accuracy	demonstrate comprehension of familiar and unfamiliar content-area concepts found in text by responding orally or in writing using key vocabulary with accuracy
Print Concepts	imitate how others read a book from top to bottom and turn pages from left to right	attempt to read a book top to bottom and turn pages from left to right independently	read a book top to bottom and turn pages from left to right independently	read a book top to bottom and turn pages from left to right independently	read a book top to bottom and turn pages from left to right independently
Purpose for Reading	imitate pre-reading strategies to preview text such as noticing text features, asking simple questions, or making predictions using primary language or nonverbal responses when prompted	preview the text using pre-reading strategies, including asking simple questions and making predictions about the text with a combination of primary language and English when prompted	preview the text using pre-reading strategies, including asking simple questions and making predictions about the text when prompted	preview the text using pre-reading strategies, including asking questions and making predictions about the text with increasing independence	preview the text using pre-reading strategies, including asking questions and making predictions about the text independently
Comprehension: Monitor and Adjust	use text features such as illustrations, graphs, charts, examples, and bold/italicized print in content-area text to identify some familiar words	use context or text features such as illustrations, graphs, charts, examples, and bold/italicized print in content-area text to clarify word meanings or identify some relevant key information	use context and text features such as illustrations, graphs, charts, examples, and bold/italicized print in content-area text to clarify unfamiliar word meanings or identify some relevant key information	use context and text features such as illustrations, graphs, charts, examples, and bold/italicized print in content-area text to clarify unfamiliar word meanings or distinguish relevant key information	use context and text features such as illustrations, graphs, charts, examples, and bold/italicized print in content-area text to clarify unfamiliar word meanings and evaluate relevant key information
Comprehension: Responding to Text	respond to questions about text with gestures, drawings, yes/no, or one-word answers	respond to questions about text with short answers or simple sentences	respond to questions or retell content-area texts using some information from the text	respond to questions or paraphrase content-area texts using some relevant information from the text	respond to questions or summarize content-area texts using relevant information from the text

Language Patterns	PRE-PRODUCTION With highly scaffolded instruction and linguistic support, the EB student may:	BEGINNING With highly scaffolded instruction and linguistic support, the EB student can:	INTERMEDIATE With moderately scaffolded instruction and linguistic support, the EB student can:	HIGH INTERMEDIATE With minimally scaffolded instruction and linguistic support, the EB student can:	ADVANCED With little or no scaffolded instruction and linguistic support, the EB student can:
Fluency	mimic word-by-word during shared or choral reading of familiar grade-level, content-area text	read word-by-word when reading familiar grade-level, content-area text	read in two-word phrases with some three- or four-word groupings when reading familiar grade-level, content-area text	read in three- or four-word phrase groups up to simple sentences when reading familiar grade-level, content-area text	read in larger, meaningful phrase groups or sentences when reading familiar grade-level, content-area text with expressive interpretation

ELPS Reading: English Language Arts and Reading

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in reading. The following proficiency level descriptors describe observable student behaviors in the reading domain when provided linguistically accommodated instruction in English language arts and reading.

	Grades 4–12 Proficiency Level Descriptors: Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.				
Language Patterns	**PRE-PRODUCTION** With highly scaffolded instruction and linguistic support, the EB student may:	**BEGINNING** With highly scaffolded instruction and linguistic support, the EB student can:	**INTERMEDIATE** With moderately scaffolded instruction and linguistic support, the EB student can:	**HIGH INTERMEDIATE** With minimally scaffolded instruction and linguistic support, the EB student can:	**ADVANCED** With little or no scaffolded instruction and linguistic support, the EB student can:
Phonology: Vowels	repeat words and distinguish between short and long vowel sounds during choral or shared reading	segment and blend multisyllabic words that include short and long vowels when reading words from text	segment and blend multisyllabic words that include short and long vowels and the different vowel teams/phonemes such as *ai*, *au*, *ea*, *ee*, *ie*, *oo*, and *ou* when reading words from text	decode multisyllabic words that include short and long vowels and the different vowel teams/phonemes such as *ai*, *au*, *ea*, *ee*, *ie*, *oo*, and *ou* when reading text	read multisyllabic words that include short and long vowels and the different vowel teams/phonemes such as *ai*, *au*, *ea*, *ee*, *ie*, *oo*, and *ou* with accuracy when reading text
Phonology: Consonant Clusters	repeat words and distinguish between single consonants and consonant clusters during choral or shared reading	segment and blend multisyllabic words that include two-letter consonant clusters or digraphs at the beginning of words such as *th-*, *bl-*, and *cr-* when reading words in text	segment and blend multisyllabic words with two-letter consonant clusters or digraphs at the beginning or end of words such as *th*, *bl-*, *cr-*, *st*, and *-nd* when reading words in text	decode multisyllabic words that include two- and three-letter consonant clusters or digraphs at the beginning or end of a word such *spl-* and *-tch* when reading text	read multisyllabic words that include two- and three- letter consonant clusters or digraphs at the beginning or end of a word such *spl-* and *-tch* with accuracy when reading text
Language Structures: Semantics/ Pragmatics	use pictures, manipulatives, or primary language to demonstrate an understanding of descriptive language found in shared or familiar text	use pictures, manipulatives, or primary language to demonstrate an understanding of descriptive language found text	use context to construct meaning and demonstrate understanding of descriptive language or words with multiple meanings found in familiar or shared text	use context to construct meaning and demonstrate understanding of descriptive language, words with multiple meanings, or figurative language found in text	use context to construct meaning and demonstrate understanding of descriptive language, words with multiple meanings, figurative language, idiomatic expressions, or colloquialisms found in text

ELPS Reading: Mathematics

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in reading. The following proficiency level descriptors describe observable student behaviors in the reading domain when provided linguistically accommodated instruction in mathematics.

	Grades 4–12 Proficiency Level Descriptors: Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.				
Language Patterns	**PRE-PRODUCTION** With highly scaffolded instruction and linguistic support, the EB student may:	**BEGINNING** With highly scaffolded instruction and linguistic support, the EB student can:	**INTERMEDIATE** With moderately scaffolded instruction and linguistic support, the EB student can:	**HIGH INTERMEDIATE** With minimally scaffolded instruction and linguistic support, the EB student can:	**ADVANCED** With little or no scaffolded instruction and linguistic support, the EB student can:
Language Structures: Semantics/ Pragmatics	use pictures, manipulatives, or primary language to demonstrate an understanding of mathematical language structures read in simple mathematical problems	use pictures, manipulatives, or primary language to demonstrate an understanding of mathematical language structures and symbols read in mathematical problems	identify keywords or phrases that correspond to mathematical processes read in mathematical problems	identify language structures that correspond to mathematical processes and relationships read in mathematical problems	distinguish between language structures that correspond to mathematical processes and relationships read in mathematical problems
Comprehension: Monitor and Adjust	identify key information to make connections to construct meaning from word problems	use pictures, manipulatives, or primary language to identify information to solve a problem	identify relevant information, including mathematical symbols, that signals the actions needed to solve a problem	distinguish between relevant information and extraneous information to solve a problem with increasing accuracy	distinguish between relevant information and extraneous information to solve a problem with accuracy

ELPS Reading: Science

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in reading. The following proficiency level descriptors describe observable student behaviors in the reading domain when provided linguistically accommodated instruction in science.

Grades 4–12 Proficiency Level Descriptors:
Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.

Language Patterns	**PRE-PRODUCTION** With highly scaffolded instruction and linguistic support, the EB student may:	**BEGINNING** With highly scaffolded instruction and linguistic support, the EB student can:	**INTERMEDIATE** With moderately scaffolded instruction and linguistic support, the EB student can:	**HIGH INTERMEDIATE** With minimally scaffolded instruction and linguistic support, the EB student can:	**ADVANCED** With little or no scaffolded instruction and linguistic support, the EB student can:
Language Structures: Semantics/ Pragmatics	use pictures, manipulatives, or primary language to demonstrate an understanding of scientific and engineering language structures and science safety protocols	use pictures, manipulatives, or primary language to comprehend language structures that signal sequential, compare/contrast, or cause/effect analysis when reading scientific and engineering text	identify language structures that signal sequential, compare/contrast, or cause/effect analysis to comprehend scientific and engineering text read	read, identify, or distinguish relevant information in science and engineering text that signals problem/solution, compare/contrast, and cause/effect analysis	read science and engineering text and distinguish relevant information in science and engineering text that signals problem/solution, compare/contrast, and cause/effect analysis
Comprehension: Monitor and Adjust	demonstrate the use of inferential skills such as making a connection to construct meaning from procedural or informational texts read	predict or make connections to construct meaning from procedural or informational texts read	predict or make connections using text features to construct meaning from procedural texts or informational texts about phenomena read	predict, make connections, or draw a conclusion using text features to construct meaning from procedural texts or informational texts about phenomena read with some accuracy	predict, make connections, and draw a conclusion using text features to construct meaning from procedural texts or informational texts about phenomena read with accuracy

ELPS Reading: Social Studies

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in reading. The following proficiency level descriptors describe observable student behaviors in the reading domain when provided linguistically accommodated instruction in social studies.

	Grades 4–12 Proficiency Level Descriptors: Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.				
Language Patterns	**PRE-PRODUCTION** With highly scaffolded instruction and linguistic support, the EB student may:	**BEGINNING** With highly scaffolded instruction and linguistic support, the EB student can:	**INTERMEDIATE** With moderately scaffolded instruction and linguistic support, the EB student can:	**HIGH INTERMEDIATE** With minimally scaffolded instruction and linguistic support, the EB student can:	**ADVANCED** With little or no scaffolded instruction and linguistic support, the EB student can:
Language Structures: Semantics/ Pragmatics	use pictures, manipulatives, or primary language to demonstrate an understanding of social studies language structures and symbols	use pictures, manipulatives, or primary language to demonstrate an understanding of social studies language structures, symbols, and scaffolded text	read social studies text and identify keywords or phrases that signal chronological order, location, and cause/effect	read, identify, or distinguish relevant information from social studies text that signals chronological order, location, and cause/effect	read the text and distinguish relevant information from social studies text that signals chronological order, location, and cause/effect
Comprehension: Monitor and Adjust	identify or point to text features such as maps, data charts, and images from historical narratives or informational texts in shared reading	predict or make connections using text features such as maps, data charts, and images to construct meaning from historical narratives or informational texts in shared reading	predict or make connections using text features such as maps, data charts, and images to construct meaning from historical narratives or informational texts read	predict, make connections, or draw a conclusion using text features such as maps, data charts, and images to construct meaning from historical narratives or informational texts read with increasing accuracy	predict, make connections, and draw a conclusion using text features such as maps, data charts, and images to construct meaning from historical narratives or informational texts read, with some accuracy

ELPS Writing: General

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in writing. The following proficiency level descriptors describe observable student behaviors in the writing domain when provided linguistically accommodated instruction in each content area.

	Grades 4–12 Proficiency Level Descriptors: Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.

Language Patterns	**PRE-PRODUCTION** With highly scaffolded instruction and linguistic support, the EB student may:	**BEGINNING** With highly scaffolded instruction and linguistic support, the EB student can:	**INTERMEDIATE** With moderately scaffolded instruction and linguistic support, the EB student can:	**HIGH INTERMEDIATE** With minimally scaffolded instruction and linguistic support, the EB student can:	**ADVANCED** With little or no scaffolded instruction and linguistic support, the EB student can:
Encoding	draw pictures and copy words to connect oral language to print	copy to write phonetically spelled words	match sounds to letters or combinations of letters to spell with increasing accuracy write phrases that may include invented spelling	encode words while writing and sounding out phonemes or letter clusters	write unfamiliar words applying syllable patterns
Phonology	copy or trace information	connect sounds to letters by relying on phonetic patterns	connect sounds to letters, including letter clusters and different syllable patterns, with increasing consistency	spell content-area words with increasing accuracy	spell content-area words accurately
Vocabulary	illustrate or copy print to show understanding of content-area vocabulary in either primary language or English	write using a combination of primary language and English high-frequency words to show understanding of content-area vocabulary	write phrases by using high-frequency words, cognates, or content-area vocabulary	write sentences using content-area vocabulary, including cognates, with increasing accuracy	write sentences using content-area vocabulary with accuracy write sentences using content-compatible academic terms such as *estimate*, *value*, and *speculate*
Language structures/ Syntax	draw pictures, label, list, and copy words	write using simple phrases or patterns that may convey ideas or information	write phrases that convey ideas or information	write sentences using transition words that convey ideas or information with increasing accuracy write questions using the words *who*, *what*, *when*, *where*, *why*, or *how* with increasing accuracy	write sentences using transition words that convey ideas or information with accuracy write questions using the words *who*, *what*, *when*, *where*, *why*, or *how* accurately

Language Patterns	PRE-PRODUCTION With highly scaffolded instruction and linguistic support, the EB student may:	BEGINNING With highly scaffolded instruction and linguistic support, the EB student can:	INTERMEDIATE With moderately scaffolded instruction and linguistic support, the EB student can:	HIGH INTERMEDIATE With minimally scaffolded instruction and linguistic support, the EB student can:	ADVANCED With little or no scaffolded instruction and linguistic support, the EB student can:
Grammar	copy words following capitalization and punctuation conventions	write words that use uppercase and lowercase letters, including personal information such as first and last names	write phrases using standard English conventions	write sentences using standard English conventions with increasing accuracy	write a variety of sentence types using standard English conventions with increasing accuracy
Discourse	copy English print to show understanding of academic content	write using a combination of primary language, illustrations, and English text to narrate, describe, explain, or justify	write using frequently modeled content-area language to narrate, describe, explain, or justify understanding of ideas	write using language common to content-area to narrate, describe, explain, or justify	write using precise content-area language to narrate, describe, explain, or justify
Discourse	copy English print to show descriptive language	write descriptive words to add details and evidence to written texts or pictures	write an idea with specific and relevant details and evidence using descriptive phrases	write to explain an idea with specific and relevant details and evidence using simple sentences with increasing accuracy	write to explain an idea with specific and relevant details and evidence using a variety of sentence types write using descriptive, literal, or figurative language to compose text

ELPS Writing: English Language Arts and Reading

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in writing. The following proficiency level descriptors describe observable student behaviors in the writing domain when provided linguistically accommodated instruction in English language arts and reading.

Grades 4–12 Proficiency Level Descriptors:
Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.

Language Patterns	**PRE-PRODUCTION** With highly scaffolded instruction and linguistic support, the EB student may:	**BEGINNING** With highly scaffolded instruction and linguistic support, the EB student can:	**INTERMEDIATE** With moderately scaffolded instruction and linguistic support, the EB student can:	**HIGH INTERMEDIATE** With minimally scaffolded instruction and linguistic support, the EB student can:	**ADVANCED** With little or no scaffolded instruction and linguistic support, the EB student can:
Encoding	copy letters that represent the initial sounds of words	write letters that represent the initial sounds of words	encode words while writing phrases and sounding out the phonemes	write pattern phrases and short sentences while sounding out the words (some words may be written phonologically)	write multisyllabic words in a variety of sentences by sounding out the letters of the words with increasing accuracy
Phonology	copy sight words and consonant vowel consonant (CVC) words	identify and spell sight words and CVC words	identify and spell words following a pattern such as diagraphs or consonant clusters	spell words that follow specific rules such as double vowel teams *ee* and *oo*, ending in *-e*, and compound words with increasing accuracy	spell multisyllabic words following patterns and rules with increasing accuracy
Language Structures/ Syntax	copy sentences with appropriate structure	write words in a phrase	write simple phrases using high-frequency words	write text using simple sentences and transition words to combine phrases and sentences with increasing accuracy	write text using a variety of sentence lengths and types of transition words to combine phrases, clauses, and sentences with increasing accuracy
Grammar	label or draw nouns, adjectives, or verbs	write nouns and adjectives	write phrases with familiar parts of speech	write simple sentences using common parts of speech with increasing accuracy	write sentences using a variety of parts of speech with increasing accuracy
Grammar	copy sentences with appropriate capitalization and punctuation conventions	write simple present tense verbs	write simple phrases using present tense or present progressive tense verbs with subject-verb agreement	write sentences using past, present, perfect, or progressive tense verbs with subject-verb agreement with increasing accuracy	write sentences using past, present, perfect, progressive, or future tense verbs with subject-verb agreement with accuracy

ELPS Writing: Mathematics

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in writing. The following proficiency level descriptors describe observable student behaviors in the writing domain when provided linguistically accommodated instruction in mathematics.

Grades 4–12 Proficiency Level Descriptors:
Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.

Language Patterns	**PRE-PRODUCTION** With highly scaffolded instruction and linguistic support, the EB student may:	**BEGINNING** With highly scaffolded instruction and linguistic support, the EB student can:	**INTERMEDIATE** With moderately scaffolded instruction and linguistic support, the EB student can:	**HIGH INTERMEDIATE** With minimally scaffolded instruction and linguistic support, the EB student can:	**ADVANCED** With little or no scaffolded instruction and linguistic support, the EB student can:
Vocabulary	identify common mathematical symbols such as (=), (+), (-), and (,)	copy common mathematical words and symbols such as *equal*, (=), *plus*, (+), *minus*, (-), *greater than*, (>), (&), (.), and (,) in modeled word problems	write common mathematical phrases and symbols such as *equal to*, *divided by*, (=), *greater than*, (>), (&), (.), and (,) in dictated word problems	write common mathematical phrases and symbols such as *equal to*, *divided by*, (=), *greater than*, (>), (&), (.), and (,) in student generated word problems with increasing accuracy write common mathematical abbreviations such as units of measurement and formulas with increasing accuracy	Write common mathematical phrases and symbols such as *equal to*, *divided by*, (=), *greater than*, (>), (&), (.), and (,) in student generated word problems with accuracy write common mathematical abbreviations such as units of measurement and formulas with accuracy
Discourse	illustrate or copy text to show an emerging understanding of mathematics content	copy simple word problems using frequently modeled mathematical language	write simple word problems and explain mathematical thinking and solutions using high-frequency mathematical language	write simple word problems and explain or justify mathematical thinking and solutions using high-frequency mathematical language with relevant details	write word problems and explain or justify mathematical thinking and solutions using precise mathematical language with relevant and accurate details

ELPS Writing: Science

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in writing. The following proficiency level descriptors describe observable student behaviors in the writing domain when provided linguistically accommodated instruction in science.

Grades 4–12 Proficiency Level Descriptors:
Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.

Language Patterns	**PRE-PRODUCTION** With highly scaffolded instruction and linguistic support, the EB student may:	**BEGINNING** With highly scaffolded instruction and linguistic support, the EB student can:	**INTERMEDIATE** With moderately scaffolded instruction and linguistic support, the EB student can:	**HIGH INTERMEDIATE** With minimally scaffolded instruction and linguistic support, the EB student can:	**ADVANCED** With little or no scaffolded instruction and linguistic support, the EB student can:
Vocabulary	illustrate or copy frequently used academic terms or cognates	copy academic terms that are frequently used such as *procedures*, *lab safety*, or cognates such as *cycle* and *ciclo* or *organism* and *organismo*	write using high-frequency science and engineering terms and simple phrases with support from cognates and Greek and Latin prefixes, suffixes, and roots	write using science and engineering terms in simple sentences with support from cognates and Greek and Latin prefixes, suffixes, and roots with increasing accuracy write common science and engineering abbreviations such as units of measurement and formulas with increasing accuracy	write using science and engineering terms in sentences with support from cognates and Greek and Latin prefixes, suffixes, and roots with accuracy write common science and engineering abbreviations such as units of measurement and formulas with accuracy
Discourse	illustrate or copy text to show understanding of science and engineering content	copy information using frequently modeled science and engineering language	record and explain information using high-frequency scientific and engineering language with evidence	record, explain, and justify information using general scientific and engineering language with relevant evidence	record, explain, and justify information using precise science and engineering language with relevant and accurate evidence

ELPS Writing: Social Studies

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in writing. The following proficiency level descriptors describe observable student behaviors in the writing domain when provided linguistically accommodated instruction in social studies.

	Grades 4–12 Proficiency Level Descriptors: Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.

Language Patterns	**PRE-PRODUCTION** With highly scaffolded instruction and linguistic support, the EB student may:	**BEGINNING** With highly scaffolded instruction and linguistic support, the EB student can:	**INTERMEDIATE** With moderately scaffolded instruction and linguistic support, the EB student can:	**HIGH INTERMEDIATE** With minimally scaffolded instruction and linguistic support, the EB student can:	**ADVANCED** With little or no scaffolded instruction and linguistic support, the EB student can:
Vocabulary	identify academic terms that are cognates	copy frequently used academic terms such as *timeline*, *place*, or *date* or cognates such as *community* and *comunidad* or *history* and *historia*	write using high-frequency social studies terms or simple phrases with support from cognates and Greek and Latin prefixes, suffixes, and roots	write using social studies terms in simple sentences with support from cognates and Greek and Latin prefixes, suffixes, and roots with increasing accuracy	write using social studies terms in sentences with support from cognates and Greek and Latin prefixes, suffixes, and roots with accuracy
Discourse	illustrate or copy text to show understanding of social studies content	copy high-frequency social studies language	write phrases to describe and explain information using high-frequency social studies language	write sentences to explain and justify information using high-frequency social studies language with relevant details	write sentences to explain and justify information using precise social studies language with relevant and accurate details

Minutes

State Board of Education Committees

September 10-12, 2024

Report of the State Board of Education
Committee of the Full Board
Tuesday, September 10, 2024

The State Board of Education Committee of the Full Board met at 8:00 a.m. on Tuesday, September 10, 2024, 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: Aaron Kinsey, chair; Rebecca Bell-Metereau; Evelyn Brooks; Staci Childs; LJ Francis; Patricia Hardy; Will Hickman; Keven Ellis; Pam Little; Tom Maynard; Melissa Ortega; Marisa B. Perez-Diaz; Julie Pickren; Audrey Young

Public Testimony

The Committee of the Full Board heard public testimony on agenda item #1. Information regarding the individuals who presented public testimony is included in the discussion of that item.

DISCUSSION ITEMS

1. **Public Hearing Regarding Instructional Materials Submitted for Approval by the State Board of Education Under Instructional Materials Review and Approval Cycle 2024**
   (Board agenda page I-1)

   Public testimony was provided by the following individuals:

   NAME: Caren Edelstein
   AFFILIATION: Individual

   NAME: Erica Winsor
   AFFILIATION: Jewish Federation of San Antonio

   NAME: Susan Nayak
   AFFILIATION: Individual

   NAME: Terry Kosobud
   AFFILIATION: Grandparents for Public Schools

   NAME: Sharyn Vane
   AFFILIATION: Individual

   NAME: Alissa Crabtree
   AFFILIATION: Texas Council of Teachers of English Language Arts

   NAME: Grace Bonilla
   AFFILIATION: Texas Impact

   NAME: Kimmie Fink
   AFFILIATION: Individual

NAME: Courtney Toretto
AFFILIATION: Anti-Defamation League

NAME: Barbara Baruch
AFFILIATION: Individual

NAME: Mara Bim
AFFILIATION: Faith Commons

NAME: Cindi Castilla
AFFILIATION: Texas Eagle Forum

NAME: Emily Bourgeois
AFFILIATION: Shalom Austin

NAME: Jackie Besinger
AFFILIATION: National Alliance for Education Freedom

NAME: Nancy Kasten
AFFILIATION: Faith Commons

NAME: Tammy Fogle
AFFILIATION: Individual

NAME: Linda Litzinger
AFFILIATION: Texas Parent to Parent

NAME: Amy Litzinger
AFFILIATION: Individual

NAME: Liz Case
AFFILIATION: Individual

NAME: Jonathan Davis
AFFILIATION: Individual

NAME: Amy Ramsey
AFFILIATION: Individual

NAME: Katherine Schaeffer
AFFILIATION: Individual

NAME: Mary Spradlin
AFFILIATION: Pastors for Texas Children

NAME: Robert Norris
AFFILIATION: Grandparents for Public Schools

NAME: Debra Hughey
AFFILIATION: Individual

NAME: Hayden Cohen
AFFILIATION: Students Engaging in Advancing Texas

NAME: Lisa Jacob
AFFILIATION: Baptist Joint Committee

NAME: Jacqueline Freeman
AFFILIATION: Individual

NAME: Emerald Belmarez
AFFILIATION: Texas Freedom Network

NAME: Luke Parkitny
AFFILIATION: Individual

NAME: Elizabeth McManus
AFFILIATION: Jubilee Episcopal Church

NAME: William Collins
AFFILIATION: Individual

NAME: Francine Erickson
AFFILIATION: Individual

NAME: Linda Cross
AFFILIATION: Royal Lane Baptist Church

NAME: Hayden Paul
AFFILIATION: Jubilee Episcopal Church

NAME: Keisha Russell
AFFILIATION: First Liberty Institute

NAME: Upneet Kaur
AFFILIATION: Sikh Coalition

NAME: Sandeep Mangat
AFFILIATION: Individual

NAME: Madeline Steubing
AFFILIATION: Individual

NAME: Alice Linahan
AFFILIATION: Women On The Wall

NAME: Mary Castle
AFFILIATION: Texas Values

NAME: Mara Nathan
AFFILIATION: Temple Beth-El

NAME: Aaron Harris
AFFILIATION: Individual

NAME: Marcia Strickler-Watson
AFFILIATION: Citizens Defending Freedom

NAME: Rubinder Kaur
AFFILIATION: Individual

NAME: Sarah Macias
AFFILIATION: Individual

NAME: Kim Batchelor
AFFILIATION: Texas Christians for Reproductive Justice

NAME: Robert Baumgardner
AFFILIATION: Individual

NAME: Melinda Preston
AFFILIATION: County Citizens Defending Freedom

NAME: Aron Ra
AFFILIATION: Individual

NAME: Brenda Howard
AFFILIATION: Individual

NAME: Courtnie Bagley
AFFILIATION: Texas Public Policy Foundation

NAME: Donna Smith
AFFILIATION: Citizens Defending Freedom

NAME: Christie Slape
AFFILIATION: Moms for Liberty – Williamson County

NAME: Jonathan Greer
AFFILIATION: Royal Lane Baptist Church

NAME: Ross Halfant

AFFILIATION: Individual

NAME: Lisa Epstein
AFFILIATION: Jewish Federation of San Antonio

NAME: Paul Colbert
AFFILIATION: Individual

NAME: Amanda Tyler
AFFILIATION: Baptist Joint Committee for Religious

NAME: Mark Chancey
AFFILIATION: Individual

NAME: Anita Tyler
AFFILIATION: Individual

NAME: Cathy Sweeney
AFFILIATION: Arapaho United Methodist Church

NAME: Allison Berker
AFFILIATION: Individual

NAME: Cynthia Barrows
AFFILIATION: Texas Freedom Network

NAME: Jennifer Bates
AFFILIATION: Arapaho United Methodist

NAME: Al Lindsey
AFFILIATION: Christians Against Christian Nationalism

NAME: Arshia Papari
AFFILIATION: Individual

A public hearing before the State Board of Education (SBOE) where testimony is presented regarding instructional materials submitted for approval in response to the Request for Instructional Materials (RFIM) for Instructional Materials Review and Approval (IMRA) Cycle 2025. This RFIM called for instructional materials for instructional materials for full-subject, tier-one instructional materials for K–5 English and Spanish language arts and reading and K–12 mathematics and partial-subject, tier-one instructional materials for K–3 English and Spanish phonics.

2. **Update on the Review of the Instructional Materials Submitted for Approval by the State Board of Education Under Instructional Materials Review and Approval Cycle 2024**
(Board agenda page I-2)

Colin Dempsey, director, district operations, technology & sustainability supports, explained this item provides the opportunity for the board to discuss the Request for Instructional Materials (RFIM) that was issued in February 2024, calling for instructional materials for full-subject, tier-one instructional

materials for K–5 English and Spanish language arts and reading and K–12 mathematics and partial-subject, tier-one instructional materials for K–3 English and Spanish phonics. All materials submitted in response to RFIM 2024 were reviewed for standards alignment, quality and suitability in summer 2024. Instructional materials are scheduled for approval by the SBOE in November 2024. This item provided an opportunity for staff to update the board on the status of the IMRA Cycle 2024 instructional materials review. Texas Education Code §31.022.

Additionally, staff presented to the board an after-action review on the current year's cycle, including IMRA rubrics, instructional materials selection for this cycle and IMRA reviewer selection.

ACTION ITEM

3. **Proposed New 19 TAC Chapter 67, State Review and Approval of Instructional Materials, Subchapter B, State Review and Approval, §67.43, Lists of Approved and Rejected Instructional Materials**
(Second Reading and Final Adoption
(Board agenda page I-4)
[Official agenda item #3]

This item was postponed to the September 12, 2024, meeting of the Committee of the Full Board.

DISCUSSION ITEMS

4. **Discussion of the Schedule for Future Instructional Materials Review and Approval Cycles and Future Texas Essential Knowledge and Skills Review and Revision**
(Board agenda page I-9)

This item was postponed to the September 12, 2024, meeting of the Committee of the Full Board.

5. **Discussion of the Texas Essential Knowledge and Skills Certification Process: The Certification of Provision of Instructional Materials**
(Board agenda page I-12)

This item was postponed to the September 12, 2024, meeting of the Committee of the Full Board.

6. **Discussion of Draft Quality Rubrics for Instructional Materials Review and Approval Cycle 2025**
(Board agenda page I-13)

This item was postponed to the September 12, 2024, meeting of the Committee of the Full Board.

ACTION ITEMS

7. **Approval of Updates to and Ratification of Standards- Alignment Percentages of Instructional Materials Adopted Under *Proclamation 2024***
(Board agenda page I-15)

This item was postponed to the September 12, 2024, meeting of the Committee of the Full Board.

8. Proposed Amendments to 19 TAC Chapter 67, State Review and Approval of Instructional Materials, Subchapter B, State Review and Approval, §67.25, Consideration and Approval of Instructional Materials by the State Board of Education
(First Reading and Filing Authorization)
(Board agenda page I-18)
[Official agenda item #5]

This item was postponed to the September 12, 2024, meeting of the Committee of the Full Board.

DISCUSSION ITEM

8. Discussion of Proposed New 19 TAC Chapter 67, State Review and Approval of Instructional Materials, Subchapter B, State Review and Approval, §67.27, IMRA Reviewers: Eligibility and Appointment; §67.29, IMRA Reviewers: Training, Duties, and Conduct; §67.31, Procedures for Public Access to and Handling of IMRA Samples; §67.33, Public Comment on Instructional Materials; §67.39, Updates to Approved Instructional Materials; and §67.41, New Editions of Approved Instructional Materials; and Subchapter C, Local Operations, §67.61, Sample Copies of Instructional Materials for School Districts; §67.63, Selection and Local Adoption of Instructional Materials by School Districts; and §67.69, Local Review of Classroom Instructional Materials
(Board agenda page I-22)

This item was postponed to the September 12, 2024, meeting of the Committee of the Full Board.

Chairman Kinsey adjourned the meeting at 9:36 p.m.

Report of the State Board of Education
Committee of the Full Board
Wednesday, September 11, 2024

The State Board of Education Committee of the Full Board met at 8:04 a.m. on Wednesday, September 11, 2024, 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: Aaron Kinsey, chair; Rebecca Bell-Metereau; Evelyn Brooks; Staci Childs; LJ Francis; Patricia Hardy; Will Hickman; Keven Ellis; Pam Little; Tom Maynard; Melissa Ortega; Marisa B. Perez-Diaz; Julie Pickren; Audrey Young

Public Testimony

The Committee of the Full Board heard public testimony on agenda item(s) #4 and #5. Information regarding the individuals who presented public testimony is included in the discussion of that item.

The Committee of the Full Board considered items in the following order: Item number 1, 2, 3, 4, 5, 6, 7, 12, 10, 8, 9.

DISCUSSION ITEM

1. **Commissioner's Comments**
   (Board agenda page I-24)

   The Commissioner of Education, Mike Morath, provided the board an update on the accountability system. He also followed up on previous conversations regarding the local grievance process. He explained to the board that there are two pathways for parents to address concerns, either through the local grievance process or through the TEA complaint pathway.

ACTION ITEMS

2. **Proposed Amendment to 19 TAC Chapter 61, School Districts, Subchapter A, Board of Trustees Relationship, §61.1, Continuing Education for School Board Members**
   (Board agenda page I-25)
   [Consent agenda item #5]

   Steve Lecholop, deputy commissioner, governance, introduced the item and reviewed for the committee the amendments included in the draft rule text.

   MOTION: *It was moved by Mr. Hickman and seconded by Mr. Maynard to recommend that the State Board of Education approve for first reading and filing authorization the proposed amendment to 19 TAC Chapter 61, School Districts, Subchapter A, Board of Trustees Relationship, §61.1, Board of Trustees Relationship.*

   MOTION: *It was moved by Mr. Hickman and seconded by Dr. Ellis to recommend that the State Board of Education amend subsection (c) along with paragraphs (1) and (2) to read as follows:*

"(c) For the purposes of this section, a registered provider has demonstrated proficiency in the content required for a specific training. An individual applicant shall register with the TEA to provide the board member continuing education required in subsection (b)(3), (5), and (7) of this section. Groups and organizations are no longer eligible for registration.

(1) The applicant's registration application shall include documentation of the applicant's training, experience, educational background, and/or expertise in the activities and areas covered in the framework for governance leadership. A registration application that does not demonstrate the training, experience, educational background, and/or expertise shall be rejected.

(2) TEA will provide each applicant with a list of at least five (5) TEA approved background check providers. The applicant's registration application shall include a background check report from one of the approved providers. A registration application that does not include a background check report shall be rejected; or a registration application that includes a background check report documenting an applicant's felony or crime of moral turpitude conviction shall be rejected. TEA shall revoke a registered provider's status upon notification and confirmation that a registered provider has been convicted of a felony or a crime of moral turpitude. A registered provider will be given an opportunity to promptly contest a claim the registered provider was convicted."

MOTION AND VOTE: *It was moved by Ms. Childs, seconded by Mr. Francis, and carried to recommend that the State Board of Education amend Mr. Hickman's motion to split paragraph (2) into two paragraphs and add language allowing an applicant to contest a claim to read as follows:*

(2) TEA will provide each applicant with a list of at least five (5) TEA approved background check providers. The applicant's registration application shall include a background check report from one of the approved providers. A registration application that does not include a background check report shall be rejected; or a registration application that includes a background check report documenting an applicant's felony or crime of moral turpitude conviction shall be rejected.

(3) TEA shall revoke a registered provider's status upon notification and confirmation that a registered provider has been convicted of a felony or a crime of moral turpitude. A registered provider will be given an opportunity to promptly contest a claim in writing; within 30 days, that the registered provider was convicted. TEA will respond within 30 days of its decision. An informal hearing will be conducted by TEA upon request from the registered provider. Registration shall be withheld until confirmation of registration is received from TEA.

VOTE: *A vote was taken on the Mr. Hickman's motion as amended. The motion carried.*

MOTION AND VOTE: *It was moved by Mr. Hickman, seconded by Ms. Brooks, and carried without objection to recommend that the State Board of Education amend paragraph (d)(1) to read as follows:*

"A school district or individual may be authorized by TEA to provide the board member training required in subsection (b)(4) and (6) of this section."

MOTION AND VOTE: *It was moved by Mr. Hickman, seconded by Ms. Hardy, and carried without objection to recommend that the State Board of Education amend subparagraph (b)(4)(D) to read as follows:*

"The session shall include a review of the roles, rights, and responsibilities of a local board, including its oversight relationship to administrators, as outlined in the framework for governance leadership described in subsection (a) of this section."

MOTION: *It was moved by Mr. Maynard and seconded by Dr. Ellis to recommend that the State Board of Education add a new subsection (d) to read as follows:*

"(d) A provider of training under this section may not engage in political or issue advocacy while providing the training under this section.

(1) If a provider is required to register under subsection (c), the provider shall provide a written acknowledgement, provided by the agency, indicating that the provider shall not engage in political or issue advocacy while providing training. A registration application that does not include an acknowledgement shall be rejected.

(2) If the agency determines a provider engaged in political or issue advocacy while providing training, the agency shall:

A) issue a warning to the provider;

B) request that the provider submit a written explanation from the provider explaining the events and what action, if any, has or will be taken to prevent a future violation; and

C) notify members of the State Board of Education of the warning issued to the provider and include any written explanation from the provider.

(3) The board may remove the registration or the authorization to provide training under this section for an individual, school district, or regional service center if the board determines that the provider engaged in political or issue advocacy while providing training under this section.

(4) Removal of registration or authorization under paragraph (3) of this subsection shall be for a term of one year unless modified by the board.

(5) A provider is presumed to have provided political or issue advocacy while providing training under this section if the political or issue advocacy occurs in the same geographical location in a successive time period that a reasonable person would conclude it to be part of the same event."

MOTION AND VOTE: *It was moved by Dr. Ellis, seconded by Ms. Hardy, and carried without objection to recommend that the State Board of Education remove the words 'or issue' from the phrase "political or issue advocacy' throughout Mr. Maynard's amendment.*

VOTE: *A vote was taken on the Mr. Maynard's original motion to add new subsection (d) as amended. The motion carried.*

MOTION AND VOTE: *It was moved by Dr. Ellis, seconded by Mr. Maynard, and carried without objection to recommend that the State Board of Education change the term 'framework for governance leadership' to 'framework for school board development' throughout 19 TAC Chapter 61, School Districts, Subchapter A, Board of Trustees Relationship, §61.1, Board of Trustees Relationship*

MOTION AND VOTE: *It was moved by Mr. Francis, seconded by Dr. Young, and carried without objection to recommend that the State Board of Education amend subsection (b) to read as follows:*

"The continuing education required under the TEC, §11.159, applies to each member of an independent school district board of trustees. All school board trainings and continuing education under this section shall comply with state law."

VOTE: *A vote was taken on the Mr. Hickman's original motion to recommend that the State Board of Education approve for first reading and filing authorization the proposed amendment to 19 TAC Chapter 61, School Districts, Subchapter A, Board of Trustees Relationship, §61.1, Board of Trustees Relationship as amended. The motion carried.*

3. Proposed New 19 TAC Chapter 120, Other Texas Essential Knowledge and Skills, Subchapter B, English Language Proficiency Standards
(Second Reading and Final Adoption)
(Board agenda page I-21)
[Official agenda item #6]

Monica Martinez, associate commissioner, standards and programs, explained that a handout of the cumulative public comments received on the proposal was distributed to board members. She explained that staff recommended two amendments in response to public comments.

MOTION: *It was moved by Mr. Maynard and seconded by Ms. Hardy to recommend that the State Board of Education approve for second reading and final adoption proposed new 19 TAC Chapter 120, Other Texas Essential Knowledge and Skills, Subchapter B, English Language Proficiency Standards, §120.20, English Language Proficiency Standards, Kindergarten-Grade 3, Adopted 2024, and §120.21, English Language Proficiency Standards, Grades 4-12, Adopted 2024.. and*

Make an affirmative finding that immediate adoption of proposed new 19 TAC Chapter 120, Other Texas Essential Knowledge and Skills, Subchapter B, English Language Proficiency Standards, §120.20, English Language Proficiency Standards, Kindergarten-Grade 3, Adopted 2024, and §120.21, English Language Proficiency Standards, Grades 4-12, Adopted 2024, is necessary and shall have an effective date of 20 days after filing with the Texas Register.

MOTION AND VOTE: *It was moved by Mr. Maynard, seconded by Ms. Hardy, and carried without objection to recommend that the State Board of Education amend §120.20 and §120.21 as follows:*

§120.20(b)(3) and §120.21(b)(3)
"provide content-based instruction**,** including the cross-curricular second language acquisition essential knowledge and skills in subsection (d) of this section**,** in a manner that is linguistically accommodated to help the student acquire English language proficiency; and"

§120.21(d)(3)(E)
"use pre-reading strategies, including previewing the text features, connecting to prior knowledge, organizing ideas, and making predictions**,** to develop comprehension;"

Kindergarten-Grade 3 (K-3) and Grades 4-12 Figure, Listening
"~~1~~ PRE-PRODUCTION
~~2~~ BEGINNING
~~3~~ INTERMEDIATE
4 HIGH INTERMEDIATE
~~5~~ ADVANCED"

Page I-72 of the Grades 4-12 Figure, Listening – Mathematics, Following Directions, Pre-Production proficiency level
"participate in a simple~~,~~ mathematical process provided orally by observing and imitating others"

Page I-48 of the K-3 Figure, Listening – Mathematics, Language Structures/Pragmatics, Beginning proficiency level
"use concrete or pictorial representations to support listening comprehension of common mathematical language structures used for comparisons (less than, greater than, equal to); descriptions~~;~~ (attributes); and operations (plus, minus, equal)"

Page I-72 of the Grades 4-12 Figure, Listening – Mathematics, Language Structures/Pragmatics, Beginning proficiency level
"use concrete or pictorial representations to comprehend common language structures such as compare/contrast (less than, greater than, equal to); descriptions~~;~~ (attributes); sequence (order of operations); and operations (plus and minus) presented orally"

Page I-52 of the K-3 Figure, Speaking – General, Vocabulary, Beginning proficiency level
"recite high-frequency, content-area words, including cognates"

Page I-75 of the Grades 4-12 Figure, Speaking – General, Vocabulary, Beginning proficiency level
"recite high-frequency, content-area words, including cognates and Greek and Latin prefixes, suffixes, and roots"

Page I-52 of the K-3 Figure, Speaking, General, Vocabulary, Intermediate proficiency level
"recite high-frequency, content area words, including cognates"

Page I-75 of the Grades 4-12 Figure, Speaking – General, Vocabulary, Intermediate proficiency level
"speak in simple phrases using high-frequency, content-area words with support from cognates and Greek and Latin prefixes, suffixes, and roots"

Page I-53 of the K-3 Figure, Speaking – General, Respond to Information, Pre-Production proficiency level and page I-76 of the Grades 4-12 Figure, Speaking – General, Respond to Information, Pre-Production proficiency level
"respond with gestures or mimic simple, modeled responses"

Page I-55 of the K-3 Figure, Speaking – Mathematics, Language Structures/Syntax, Intermediate proficiency level and page I-78 of the Grades 4-12 Figure, Speaking – Mathematics, Language Structures/Syntax, Intermediate proficiency level
"speak using mathematical words or phrases about mathematical relationships, processes, problem-solving, or mathematical models"

Page I-58 of the K-3 Figure, Reading – General, Vocabulary, Advance proficiency level and page I-81 of the Grades 4-12 Figure, Reading – General, Vocabulary, Advance proficiency level
"demonstrate comprehension of familiar and unfamiliar content-area concepts found in text by responding orally or in writing using key vocabulary~~,~~ with accuracy"

Page I-81 of the Grades 4-12 Figure, Reading – General, Purpose for Reading, Beginning proficiency level
"preview the text using pre-reading strategies, including asking simple questions and making predictions about the text with a combination of primary language and English, when prompted"

Page I-81 of the Grades 4-12 Figure, Reading – General, Purpose for Reading, Intermediate proficiency level
"preview the text using pre-reading strategies, including asking simple questions and making predictions about the text, when prompted"

Page I-59 of the K-3 Figure, Reading – General, Fluency, Pre-Production proficiency level
"mimic word-by-word during shared or choral reading of familiar grade-level, content-area text"

Page I-59 of the K-3 Figure, Reading – General, Fluency, Beginning proficiency level
"read word-by-word when reading familiar grade-level, content-area text"

Page I-59 of the K-3 Figure, Reading – General, Fluency, Intermediate proficiency level
"read in two-word phrases with some three- or four-word groupings when reading familiar grade-level, content-area text"

Page I-59 of the K-3 Figure, Reading – General, Fluency, High Intermediate proficiency level
"read in three- or four-word phrase groups up to simple sentences when reading familiar grade-level, content-area text"

Page I-59 of the K-3 Figure, Reading – General, Fluency, Advanced proficiency level
"read in larger, meaningful phrase groups or sentences when reading familiar grade-level, content-area text"

I-82 of the Grades 4-12 Figure, Reading – General, Fluency, Pre-Production proficiency level
"mimic word-by-word during shared or choral reading of familiar grade-level, content-area text"

I-82 of the Grades 4-12 Figure, Reading – General, Fluency, Beginning proficiency level
"read word-by-word when reading familiar grade-level, content-area text"

I-82 of the Grades 4-12 Figure, Reading – General, Fluency, Intermediate proficiency level
"read in two-word phrases with some three- or four-word groupings when reading familiar grade-level, content-area text"

I-82 of the Grades 4-12 Figure, Reading – General, Fluency, High Intermediate proficiency level
"read ~~reads~~ in three- or four-word phrase groups up to simple sentences when reading familiar grade-level, content-area text"

I-82 of the Grades 4-12 Figure, Reading – General, Fluency, Advanced proficiency level
"read ~~reads~~ in larger, meaningful phrase groups or sentences when reading familiar grade-level, content-area text with expressive interpretation"

Page I-61 of the K-3 Figure, Reading – Mathematics, Language Structure: Semantics/Pragmatics, Pre-Production proficiency level
"use pictures, manipulatives, or primary language to demonstrate an understanding of mathematical language structures and symbols read such as sum, equal, (=), greater than, (>), less than, and (<) in mathematical problems"

Page I-61 of the K-3 Figure, Reading – Mathematics, Language Structure: Semantics/Pragmatics, Beginning proficiency level

"use pictures, manipulatives, or primary language to demonstrate an understanding of mathematical structures and symbols read such as sum, equal, (=), greater than, (>), less than, and (<) in mathematical problems"

Page I-61 of the K-3 Figure, Reading – Mathematics, Language Structure: Semantics/Pragmatics, Intermediate proficiency level
"identify keywords or phrases that correspond to mathematical symbols such as sum, equal, (=), greater than, (>), less than, and (<) read in mathematical problems"

Page I-61 of the K-3 Figure, Reading – Mathematics, Language Structure: Semantics/Pragmatics, High Intermediate proficiency level
"identify language structures that correspond to mathematical symbols such as sum, equal, (=), greater than, (>), less than, and (<) read in mathematical problems"

Page I-61 of the K-3 Figure, Reading – Mathematics, Language Structure: Semantics/Pragmatics, Advanced proficiency level
"distinguish between language structures that correspond to mathematical symbols such as sum, equal, (=), greater than, (>), less than, and (<) read in mathematical problems"

Page I-62 of the K-3 Figure, Reading – Science, Comprehension: Monitor and Adjust, High Intermediate proficiency level
"predict, make connections, or draw a conclusion using text features to construct meaning from procedural texts or informational texts about phenomena read~~,~~ with some accuracy"

Page I-62 of the K-3 Figure, Reading – Science, Comprehension: Monitor and Adjust, Advanced proficiency level
"predict, make connections, or draw a conclusion using text features to construct meaning from procedural texts or informational texts about phenomena read~~,~~ with some accuracy"

Page I-85 of the Grades 4-12 Figure, Reading – Science, Comprehension: Monitor and Adjust, High Intermediate proficiency level
"predict, make connections, or draw a conclusion using text features to construct meaning from procedural texts or informational texts about phenomena read~~,~~ with some accuracy"

Page I-85 of the Grades 4-12 Figure, Reading – Science, Comprehension: Monitor and Adjust, Advanced proficiency level
"predict, make connections, or draw a conclusion using text features to construct meaning from procedural texts or informational texts about phenomena read~~,~~ with some accuracy"

Page I-91 of the Grades 4-12 Figure, Reading – Science, Vocabulary, Intermediate proficiency level
"write using high-frequency science and engineering terms and simple phrases with support from cognates and Greek and Latin prefixes, suffixes, and roots"

MOTION AND VOTE: *It was moved by Mr. Maynard, seconded by Mrs. Brooks, and carried without objection to recommend that the State Board of Education amend §120.20 and §120.21 as follows:*

K-3 Figure, Listening – Pre-Production proficiency level and of the Grades 4-12 Figure, Listening – Pre-Production proficiency level
"With highly scaffolded instruction and linguistic support, the EB student may ~~can~~"

MOTION AND VOTE: *It was moved by Mr. Maynard, seconded by Mrs. Brooks, and carried without objection to recommend that the State Board of Education amend §120.20 and §120.21 as follows:*

Page I-64 of the K-3 Figure, Writing – General, Encoding, Advanced proficiency level
"write words by sounding out phonemes or letter clusters with increasing accuracy"

MOTION: *It was moved by Mr. Maynard and seconded by Ms. Hardy to recommend that the State Board of Education amend §120.20 and §120.21 as follows:*

"§120.20(c)(7)(B) and §120.21(c)(7)(B)
demonstrate targeted and intentional academic language skills to ensure content-area teachers are able to accurately evaluate the abilities of EB students and scaffold toward the increasingly complex English that students hear, speak, and are expected to read and write; and"

Page I-47 of the K-3 Figure, Listening – ELAR, Phonology, Pre-Production proficiency level
"listen to and repeat letter-sound correspondence ~~associations~~ (phonemes)"

Page I-71 of the Grade 4-12 Figure, Listening – ELAR, Phonology, Pre-Production proficiency level
"repeat letter-sound correspondence ~~associations~~, vowel sounds, and consonant sounds, including consonant clusters, when heard"

Page I-71 of the Grades 4-12 Figure, Listening – ELAR, Comprehension, Beginning proficiency level
"use one- to two- ~~1- to 2-~~ word responses or short phrases to respond to oral prompts and questions about aural information or text read aloud"

Page I-72 of the Grades 4-12 Figure, Listening – Mathematics, Language Structures/Pragmatics, Advanced proficiency level
"participate in mathematical discussions using unfamiliar ~~language~~ and familiar language structures such as comparative, descriptive, sequential, and operational structures modeled orally in the classroom"

Page I-50 of the K-3 Figure, Listening – Science, Vocabulary, Pre-Production proficiency levels
"match pre-taught ~~academic~~ scientific vocabulary with images and concepts when prompted orally"

Page I-75 of the Grades 4-12 Figure, Speaking – General, Vocabulary, Intermediate proficiency levels
"speak using high-frequency and general content-area ~~specific~~ words and phrases, including vocabulary terms and cognates"

Page I-53 of the K-3 Figure, Speaking – General, Register, Intermediate proficiency level and page I-75 of the Grades 4-12 Figure, Speaking – General, Register, Intermediate proficiency level
"adjust speech structure, form, vocabulary, and register to specific audiences and purposes with increasing ~~to increase~~ frequency"

Page I-53 of the K-3 Figure, Speaking – General, Discourse, Intermediate proficiency level
"describe and justify ideas and reasoning orally using high-frequency terms and phrases ~~with language supports~~"

Page I-76 of the Grade 4-12 Figure, Speaking – General, Discourse, Intermediate proficiency level
"express an opinion with evidence orally using phrases ~~with language supports~~"

Page I-53 of the K-3 Figure, Speaking – General, Respond to Information, Beginning proficiency level
"repeat orally some key words ~~word~~ or details about a topic"

Page I-76 of the Grades 4-12 Figure, Speaking – General, Respond to Information, Beginning proficiency level
"repeat orally some key words ~~word~~ or details about an academic topic"

Page I-53 of the K-3 Figure, Speaking – General, Respond to Information, Advanced proficiency level
"articulate key words and details when retelling information about a topic using ~~in~~ a variety of sentence types"

Page I-53 of the K-3 Figure, Speaking – General, Respond to Information, Intermediate proficiency level
"ask questions orally about content-area topics using question words and phrases
~~use question words in phrases orally when asking a question about a content- area topic~~"

Page I-76 of the Grades 4-12 Figure, Speaking – General, Respond to Information, Intermediate proficiency level
"ask questions orally about content-area topics using question words in simple sentences
~~use question words in simple sentences orally when asking a question about a content-area topic~~"

Page I-53 of the K-3 Figure, Speaking – General, Respond to Information, High Intermediate proficiency level
"ask questions orally about content-area topics using question words in simple sentences
~~use question words in simple sentences orally when asking a question about a content-area topic~~"

Page I-76 of the Grades 4-12 Figure, Speaking – General, Respond to Information, High Intermediate proficiency level
"ask questions orally about content-area topics using question words in simple sentences
~~use question words in simple sentences orally when asking a question about a content-area topic~~"

Page I-54 of the K-3 Figure, Speaking – ELAR, Respond to Information, Language Pattern and on page I-77 of the Grades 4-12 Figure, Speaking – ELAR, Respond to Information, Language Pattern
"Respond ~~Response~~ to Information"

Page I-54 of the K-3 Figure, Speaking – ELAR, Respond to Information, Beginning proficiency level
"speak using high-frequency vocabulary to describe a literary or informational text ~~with language supports~~"

Page I-54 of the K-3 Figure, Speaking – ELAR, Respond to Information, Intermediate proficiency level
"speak using high-frequency vocabulary and routinely modeled language structures to describe or respond to a literary or informational text ~~with language supports~~"

Page I-77 of the Grades 4-12 Figure, Speaking – ELAR, Respond to Information, Beginning proficiency level
"speak using high-frequency vocabulary to describe or respond to a literary or informational text ~~with language supports~~"

Page I-77 of the Grades 4-12 Figure, Speaking – ELAR, Respond to Information, Intermediate proficiency level

"speak using high-frequency vocabulary and routinely modeled language structures to describe or respond to a literary or informational text ~~with language supports~~"

Page I-78 of the Grades 4-12 Figure, Speaking – Mathematics, Discourse, Beginning proficiency level
"describe mathematical ideas and reasoning orally through isolated words and mathematical terms ~~with support~~"

Page I-55 of the K-3 Figure, Speaking – Mathematics, Discourse, High Intermediate proficiency level
"use sentences to orally ~~to~~ describe and justify mathematical ideas, reasoning, ~~and~~ arguments**,** and application of multiple representations, including symbols, diagrams, or graphs"

Page I-78 of the Grades 4-12 Figure, Speaking – Mathematics, Discourse, High Intermediate proficiency level
"use sentences often to describe and justify mathematical ideas, reasoning, ~~and~~ arguments**,** and application of multiple representations, including symbols, diagrams, and graphs"

Page I-55 of the K-3 Figure, Speaking – Mathematics, Discourse, Advanced proficiency level
"use sentences and precise mathematical language to explain and justify mathematical ideas, reasoning, ~~and~~ arguments**,** and application of multiple representations, including symbols, diagrams, or graphs"

Page I-78 of the Grades 4-12 Figure, Speaking – Mathematics, Discourse, Advanced proficiency level
"use sentences and precise mathematical language to explain and justify mathematical ideas, reasoning, ~~and~~ arguments**,** and application of multiple representations, including symbols, diagrams, and graphs"

Page I-56 of the K-3 Figure, Speaking – Science, Discourse, Intermediate proficiency level
"use phrases to orally justify or convey a proposed solution or hypothesis <u>that include</u>~~, including~~ some ideas or opinions based on scientific data"

Page I-57 of the K-3 Figure, Speaking – Social Studies, Discourse, Beginning proficiency level and on page I-80 of the Grades 4-12 Figure, Speaking – Social Studies, Discourse, Beginning proficiency level
"describe social studies concepts or current or historical events orally using isolated words ~~with language supports~~"

Page I-58 of the K-3 Figure, Reading – General, Print Concepts, Pre-Production proficiency level and on page I-81 of the Grades 4-12 Figure, Reading – General, Print Concepts, Pre-Production proficiency level
"imitate <u>how</u> others <u>read</u> ~~reading~~ a book from top to bottom and <u>turn</u> ~~turning~~ pages from left to right"

Page I-64 of the K-3 Figure, Writing – General, Phonology, Intermediate proficiency level and on page I-87 of the Grades 4-12 Figure, Writing – General, Phonology, Intermediate proficiency level
"connect sounds to letters<u>, including letter clusters and different syllable patterns,</u> with increasing consistency, ~~including letter clusters and different syllable patterns~~"

<u>MOTION AND VOTE</u>: *It was moved by Dr. Bell-Metereau, seconded by Mr. Hickman, and carried without objection to recommend that the State Board of Education amend page I-56 of the K-3 Figure, Speaking, Science – Discourse, Intermediate proficiency level as follows:*

~~"use phrases to~~ orally justify or convey a proposed solution or hypothesis using phrase that include~~,~~ ~~including~~ some ideas or opinions based on scientific data"

VOTE: *A vote was taken on Mr. Maynard's original motion to recommend that the State Board of Education amend the proposed ELPS as amended. The motion carried without objection.*

MOTION AND VOTE: *It was moved by Mr. Maynard, seconded by Mrs. Little, and carried without objection to recommend that the State Board of Education amend §120.20 and §120.21 to reflect staff recommendations as follows:*

Page I-46 of the K-3 Figure, Listening – General, Language Structures and on page I-70 of the Grades 4-12 Figure, Listening – General, Language Structures
"Language Structures/Pragmatics"

Page I-50 of the K-3 Figure, Listening –Science, Language Structures and on page I-73 of the Grades 4-12 Figure, Listening – Science, Language Structures
"Language Structures/Pragmatics"

Page I-51 of the K-3 Figure, Listening – Social Studies, Language Structures and on page I-74 of the Grades 4-12 Figure, Listening – Social Studies, Language Structures
"Language Structures/Pragmatics"

MOTION AND VOTE: *It was moved by Mr. Maynard, seconded by Mrs. Little, and carried without objection to recommend that the State Board of Education amend §120.20 and §120.21 to reflect staff recommendations as follows:*

Page I-63 of the K-3 Figure, Reading – Social Studies, Language Structures: Semantics/Pragmatics, Pre-Production proficiency level
"use pictures, manipulatives, or primary language to demonstrate an understanding of the language structure used in scaffolded social studies text"

Page I-63 of the K-3 Figure, Reading – Social Studies, Language Structures: Semantics/Pragmatics, Beginning proficiency level
"use pictures, manipulatives, or primary language to demonstrate an understanding of the language structure used in ~~scaffolded~~ social studies text"

Page I-63 of the K-3 Figure, Reading – Social Studies, Comprehension: Monitor and Adjust, Pre-Production proficiency level
"~~demonstrate the use of inferential skills such as making a connection to construct meaning using~~ identify or point to text features such as maps, data charts, and images from historical narratives or informational texts in shared reading"

Page I-84 of the Grades 4-12 Figure, Reading – Mathematics, Language Structures: Semantics/Pragmatics, Pre-Production proficiency level
"use pictures, manipulatives, or primary language to demonstrate an understanding of mathematical language structures ~~and symbols~~ read in simple mathematical problems"

Page I-84 of the Grades 4-12 Figure, Reading – Mathematics, Language Structures: Semantics/Pragmatics, Beginning proficiency level
"use pictures, manipulatives, or primary language to demonstrate an understanding of mathematical language structures and symbols read in ~~simple~~ mathematical problems"

Page I-86 of the Grades 4-12 Figure, Reading – Social Studies, Comprehension: Monitor and Adjust, Pre-Production proficiency level
"~~demonstrate the use of inferential skills such as making a connection to construct meaning using~~ identify or point to text features such as maps, data charts, and images from historical narratives or informational texts in shared reading"

MOTION AND VOTE: *It was moved by Mr. Maynard, seconded by Ms. Hardy, and carried without objection to recommend that the State Board of Education amend §120.20 and §120.21 to reflect staff recommendations as follows:*

Page I-66 of the K-3 Figure, Writing – ELAR, Phonology and on page I-89 of the Grades 4-12 Figure, Writing – ELAR, Phonology
"Language Pattern: Encoding ~~Phonology~~"

Page I-66 of the K-3 Figure, Writing – ELAR, Phonology and on page I-89 of the Grades 4-12 Figure, Writing – ELAR, Phonology
"Language Pattern: Phonology ~~Spelling~~"

Page I-90 of the Grades 4-12 Figure, Writing – Mathematics, Vocabulary, Beginning proficiency level
"copy common mathematical words and symbols such as equal, (=), plus, (+), minus, (-), greater than, (>), (&), (.), and (,) in modeled word problems ~~and their meaning~~"

Page I-90 of the Grades 4-12 Figure, Writing – Mathematics, Vocabulary, High Intermediate proficiency level
"write common mathematical ~~science and engineering~~ abbreviations such as units of measurement and formulas with increasing accuracy"

Page I-90 of the Grades 4-12 Figure, Writing – Mathematics, Vocabulary, Advanced proficiency level
"write common mathematical ~~science and engineering~~ abbreviations such as units of measurement and formulas with accuracy"

Page I-69 of the K-3 Figure, Writing – Social Studies, Discourse, High Intermediate proficiency level
"write sentences using high- frequency social studies language related to cause and effect, chronology, or comparison with relevant details
~~illustrate or copy text to show understanding of social studies content~~"

Page I-69 of the K-3 Figure, Writing – Social Studies, Discourse, Advanced proficiency level
"write sentences using precise social studies language related to cause and effect, chronology, comparison, or perspective with relevant and accurate details
~~copy high-frequency vocabulary related to cause and effect and chronology~~"

VOTE: *A vote was taken on the main motion to recommend that the State Board of Education approve for second reading and final adoption proposed new 19 TAC Chapter 120, Other Texas Essential Knowledge and Skills, Subchapter B, English Language Proficiency Standards, §120.20, English Language Proficiency Standards, Kindergarten-Grade 3, Adopted 2024, and §120.21, English Language Proficiency Standards, Grades 4-12, Adopted 2024, as amended; and*

Make an affirmative finding that immediate adoption of proposed new 19 TAC Chapter 120, Other Texas Essential Knowledge and Skills, Subchapter B, English Language Proficiency Standards, §120.20, English Language Proficiency Standards, Kindergarten-Grade 3, Adopted 2024, and §120.21, English Language Proficiency Standards, Grades 4-12, Adopted 2024, is necessary and shall have an effective date of 20 days after filing with the Texas Register.

The motion carried unanimously.

MOTION AND VOTE:

4. Direction to Work Group for Middle School Advanced Mathematics Texas Essential Knowledge and Skills
(Board agenda page I-93)

Public testimony was provided by the following individual:

NAME:	Paul Grey
AFFILIATION:	Self

Ms. Martinez explained that this item provides an opportunity for the board to provide direction to the work group regarding establishment of Texas Essential Knowledge and Skills (TEKS) for middle school advanced mathematics. She provided data for three districts that have successfully implemented advanced mathematics pathways.

MOTION: *It was moved by Dr. Ellis and seconded by Mrs. Little to recommend that the State Board of Education direct the work group for Middle School Advanced Mathematics Texas Essential Knowledge and Skills to present two models based on the following:*

1. *Importance of keeping 6th grade TEKS similar to the current TEKS and combine 7th and 8th grade TEKS into 7th grade. (Allen ISD Model)*
2. *Workgroup has leeway to analyze Middle School Advanced Mathematics TEKS from Barbers Hill ISD, Tomball ISD, as well as other districts, and bring forth what they believe to be the most appropriate set of Middle School Advanced Mathematics TEKS.*

MOTION AND VOTE: *It was moved by Mr. Hickman, seconded by Dr. Ellis, and carried to amend the motion to add the following:*

Work group will recommend either option 1 or option 2 for further consideration by the SBOE.

VOTE: *A vote was taken on the original motion to recommend that the State Board of Education direct the work group for Middle School Advanced Mathematics Texas Essential Knowledge and Skills to present two models based on the following:*

1. *Importance of keeping 6th grade TEKS similar to the current TEKS and combine 7th and 8th grade TEKS into 7th grade. (Allen ISD Model)*
2. *Workgroup has leeway to analyze Middle School Advanced Mathematics TEKS from Barbers Hill ISD, Tomball ISD, as well as other districts, and bring forth what they believe to be the most appropriate set of Middle School Advanced Mathematics TEKS; and*

recommend either option 1 or option 2 for further consideration by the SBOE, as amended.

The motion carried.

DISCUSSION ITEM

5. Discussion of Mathematics Instruction
(Board agenda page I-95)

Public testimony was provided by the following individual:

NAME: Paul Grey
AFFILIATION: Self

Mr. Kinsey explained that his intent was for the committee to brainstorm a list of items related to mathematics to study further and that could be turned into something more actionable. Ms. Martinez presented a history of SBOE action related to the mathematics TEKS. Mrs. Little asked for input from employers regarding mathematical skills required of students. Mr. Francis requested a copy of the gap analysis that was referenced in Ms. Martinez's presentation. Ms. Pickren asked if there were more recent studies regarding student performance in math and stated that there is a need to close the gap.

Mr. Kinsey announced the appointment of the following members to an ad hoc committee to continue studying this issue:

Mr. Francis, chair
Ms. Childs
Mrs. Little
Mr. Maynard

6. Discussion of Proposed New Texas Essential Knowledge and Skills for Certain Career and Technical Education State-Approved Innovative Courses (Second Reading and Final Adoption)
(Board agenda page I-96)

Ms. Martinez explained the recommendation for converting certain career and technical education (CTE) state-approved innovative courses to Texas Essential Knowledge and Skills (TEKS) based courses. Ms. Martinez also provided a brief overview of the expected timeline for adoption of the new CTE TEKS.

7. Discussion of Proposed Amendments to 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.3 Description of a Required Secondary Curriculum
(Board agenda page I-163)

Jessica Snyder, special projects director, curriculum standards and support division, explained that the proposed amendment would update titles of two courses in the existing list of high school courses for science that are required to be offered to students. The titles of the courses were recently revised during the science TEKS review process. She also explained that, in addition to the list of science courses districts must offer, the existing rule includes a second list of science courses from which districts must select at least two additional courses they will offer to students. The proposed amendments would add two more courses to the second list.

ACTION ITEM

8. Consideration and Adoption of Proposed Ranges of Distributions for Fiscal Year 2026 and Fiscal Year 2027
(Board agenda page I-167)
[Official agenda item #8]

Chair Kinsey called on Mr. Maynard to introduce the item briefly. After Mr. Maynard's introduction he asked Robert L. Borden, Texas PSF Corporation chief executive officer, to make a presentation on the item.

Mr. Borden summarized the constitutional provisions for distributions from the Permanent School Fund (PSF) to the Available School Fund focusing on the process and limits for the spending rate set by the State Board of Education with specific emphasis on updates to the data and assumptions since the Board addressed the item at its June meeting. He also mentioned that the Texas PSF Corporation is considering its own distribution, which is constitutionally limited to $600 million per year, and is expected to be addressed at the Corporation board meeting tomorrow.

Mr. Borden noted the importance of adopting a sustainable endowment spending rate that accounts for expected total return, contributions, expenses, inflation, and student population growth to maintain the purchasing power of distributions from the PSF. Based on the long-term assumptions for these factors, he recommended an annual spending rate range between 2.25% and 4.14%.

MOTION AND VOTE: *Mr. Maynard moved, and Ms. Hardy seconded, that the Committee recommend the following:*

Pursuant to the Texas Constitution, Article VII, Section 5(a), that the State Board of Education approve a range for the annual distribution rate of between 2.25% and 4.14%, leading to a total distribution of $2.36 to $4.34 billion for the biennium, fiscal years 2026 and 2027.

And further, pursuant to the Texas Constitution, Article VII, Section 5(a), that the State Board of Education approve a preliminary distribution rate of 3.45% resulting in an estimated annual distribution in the amount of $1.81 billion for fiscal years 2026 and 2027, a projected $3.62 billion for the biennium.

The motion carried.

DISCUSSION ITEM

9. Update from the Texas Permanent School Fund Corporation's Chief Executive Officer
(Board agenda page I-169)

Robert Borden, chief executive officer of the Texas PSF Corporation, provided an update on the implementation of the PSF strategic plan and many of the completed tasks related to the associated goals: optimize asset allocation, improve portfolio implementation, attract and develop talent, enhance communications, strengthen corporate governance, fortify internal controls, and build new corporate infrastructure.

ACTION ITEM

10. Texas Education Agency Administrative and Program Budget by Major Component for the 2024-2025 Biennium and Legislative Appropriations Request for the 2026-2027 Biennium
(Board agenda page I-170)

[Official agenda item #8]

Hunter Thompson, executive director, governmental relations, and Carla Steffen, associate commissioner of finance, provided a presentation with an overview of the Texas Education Agency's Legislative Appropriations Request for the 2026-2027 Biennium, as well as an overview of the agency's 2024-2025 budget by major component. No action was taken.

DISCUSSION ITEMS

11. Discussion of Legislative Recommendations for the 89th Texas Legislature
(Board agenda page I-171)

This item was postponed to the September 12, 2024, meeting of the Committee of the Full Board.

12. Discussion of Pending Litigation
(Board agenda page I-172)

Chairman Kinsey adjourned the meeting at 9:33 p.m.

Report of the State Board of Education
Committee of the Full Board
Thursday, September 12, 2024

The State Board of Education Committee of the Full Board met at 2:18 p.m. on Thursday, September 12, 2024, 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: Aaron Kinsey, chair; Rebecca Bell-Metereau; Evelyn Brooks; Staci Childs; LJ Francis; Patricia Hardy; Will Hickman; Keven Ellis; Pam Little; Tom Maynard; Melissa Ortega; Marisa B. Perez-Diaz; Julie Pickren; Audrey Young

Public Testimony

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

The Committee of the Full Board considered items in the following order: Item number 1, 2, 3, 5, 6, 7, 4, 8.

ACTION ITEM

1. **Proposed New 19 TAC Chapter 67, State Review and Approval of Instructional Materials, Subchapter B, State Review and Approval, §67.43, Lists of Approved and Rejected Instructional Materials**
(Second Reading and Final Adoption
(Board agenda page I-4)
[Official agenda item #3]

   This item was postponed from the September 10, 2024, meeting of the Committee of the Full Board.

   Mr. Dempsey explained that this item presents for second reading and final adoption proposed new 19 Texas Administrative Code (TAC) Chapter 67, State Review and Approval of Instructional Materials, Subchapter B, State Review and Approval, §67.43, Lists of Approved and Rejected Instructional Materials. The new section would address the removal of a set of instructional materials from the lists of approved and rejected instructional materials outlined in Texas Education Code (TEC), §31.022.

   MOTION: *It was moved by Mr. Maynard, seconded by Dr. Bell-Metereau to recommend that the State Board of Education approve for second reading and final adoption proposed new 19 TAC Chapter 67, State Review and Approval of Instructional Materials, Subchapter B, State Review and Approval, §67.43, Lists of Approved and Rejected Instructional Materials; and*

   Make an affirmative finding that immediate adoption of proposed new 9 TAC Chapter 67, State Review and Approval of Instructional Materials, Subchapter B, State Review and Approval, §67.43, Lists of Approved and Rejected Instructional Materials, is necessary and shall have an effective date of August 1, 2024. (Per TEC, §7.102(f), a vote of two-thirds of the members of the board is necessary for an earlier effective date.)

   MOTION AND VOTE: *It was moved by Mr. Maynard and carried without objection that the State Board of Education amend the motion to read as follows:*

Make an affirmative finding that immediate adoption of proposed new 9 TAC Chapter 67, State Review and Approval of Instructional Materials, Subchapter B, State Review and Approval, §67.43, Lists of Approved and Rejected Instructional Materials, is necessary and shall have an effective date of August 1, 2023 20 days after filing with the Texas Register. *(Per TEC, §7.102(f), a vote of two-thirds of the members of the board is necessary for an earlier effective date.)*

VOTE: *A vote was taken on the original motion as amended. The motion carried.*

DISCUSSION ITEMS

2. Discussion of the Schedule for Future Instructional Materials Review and Approval Cycles and Future Texas Essential Knowledge and Skills Review and Revision
(Board agenda page I-9)

This item was postponed from the September 10, 2024, meeting of the Committee of the Full Board.

Todd Davis, associate commissioner of instructional strategy, explained that this item provides the opportunity for the board to discuss recommendations from the agency regarding the schedule for future Instructional Materials Review and Approval (IMRA) cycles, including the development timeline for quality rubrics and development of the lists of required vocabulary and at least one literary work to be taught in each grade level as required by House Bill (HB) 1605, 88th Texas Legislature, Regular Session.

Dr. Davis explained the overall purpose was for the board to map out the long-term vision of the IMRA cycles relative to new standards and to provide local education agencies with guidance to inform future instructional materials adoption decisions.

3. Discussion of the Texas Essential Knowledge and Skills Certification Process: The Certification of Provision of Instructional Materials
(Board agenda page I-12)

This item was postponed from the September 10, 2024, meeting of the Committee of the Full Board.

Mr. Dempsey provided information about the annual certification of provision of instructional materials process, commonly referred to as the annual Texas Essential Knowledge and Skills (TEKS) certification process, required of school districts and open-enrollment charter schools. He shared that districts may not access their instructional materials and technology allotment until they have submitted the annual TEKS certification and that the process has been refined over the years to enhance the quality of the data collected.

4. Discussion of Draft Quality Rubrics for Instructional Materials Review and Approval Cycle 2025
(Board agenda page I-13)

This item was postponed from the September 10, 2024, meeting of the Committee of the Full Board.

Todd Davis, associate commissioner of instructional strategy, and Monica Martinez, associate commissioner, standards and programs explained to the board that this item allows members to discuss which draft quality rubric for Instructional Materials Review and Approval Cycle 2025.

ACTION ITEMS

5. Approval of Updates to and Ratification of Standards- Alignment Percentages of Instructional Materials Adopted Under *Proclamation 2024*
(Board agenda page I-15)

This item was postponed from the September 10, 2024, meeting of the Committee of the Full Board.

Amie Phillips, director of instructional materials review and approval, district operations, technology, and sustainability supports division, explained that publishers with instructional materials adopted by the SBOE in November 2024 under *Proclamation 2024* that did not achieve 100% TEKS coverage were given the opportunity to provide new content and/or new correlations to demonstrate alignment to TEKS not addressed during the initial review. She also explained that state review panels (SRPs) evaluated the materials and the publishers' TEKS correlations over the summer. Ms. Phillips presented the *Proclamation 2024* TEKS Update: Preliminary Report and explained that this item provides an opportunity for the committee to review and approve the content updates and new TEKS percentages.

MOTION AND VOTE: *It was moved by Ms. Little, seconded by Ms. Perez-Diaz, to recommend that the State Board of Education approve the request from CEV Multimedia, Ltd. to update content in its iCEV Computer Science I (Individual Course); from Coder Kids, Inc. DBA Ellipsis Education to update content in its Texas Technology Applications – 5; from Pasco Scientific to update content in its Essential Physics 3rd Edition; from The Curriculum Center for Family and Consumer Sciences to update content in its Personal Financial Literacy and Economics, Child Development Associate Foundations, and Instructional Practices; and from Typing.com to update content in its Typing.com, Kindergarten–Grade 6.*

Require that all publishers make changes listed in the Proclamation 2024 TEKS Update Report of Editorial Changes;

Approve changes and corrections submitted in response to written comments and public testimony; and

Update the official TEKS percentage for instructional materials reviewed for TEKS Updates on the Instructional Materials Current Adoption Bulletin. The motion carried.

6. Proposed Amendments to 19 TAC Chapter 67, State Review and Approval of Instructional Materials, Subchapter B, State Review and Approval, §67.25, Consideration and Approval of Instructional Materials by the State Board of Education
(First Reading and Filing Authorization)
(Board agenda page I-18)
[Official agenda item #5]

This item was postponed from the September 10, 2024, meeting of the Committee of the Full Board.

Mr. Dempsey explained that 19 TAC Chapter 67, State Review and Approval of Instructional Materials, Subchapter B, State Review and Approval, §67.25, Consideration and Approval of Instructional Materials by the State Board of Education, needs to be re-opened to allow for amendments to address the required TEKS coverage percentages for full- and partial-subject, tier-one instructional materials for enrichment subjects and supplemental instructional materials.

MOTION: *It was moved by Mrs. Little and seconded by Ms. Hardy to recommend that the State Board of Education approve for first reading and filing authorization the proposed new 19 Texas Administrative Code (TAC) Chapter 67, State Review and Approval of Instructional Materials, Subchapter B, State Review and Approval, §67.25 Consideration and Approval of Instructional Materials by the State Board of Education.*

MOTION AND VOTE: *It was moved by Mr. Hickman, seconded by Dr. Ellis, and carried to amend 19 TAC §67.25(3) to read:*

"For supplemental instructional materials as defined by TEC, §31.002(3), the publisher will indicate which TEKS are applicable, and the product and its components cover one or more 100% of the applicable student expectations in the TEKS for the specific subject or course for which the materials are designed."

VOTE: *A vote was taken on the main motion as amended. The motion carried.*

DISCUSSION ITEMS

7. Discussion of Proposed New 19 TAC Chapter 67, State Review and Approval of Instructional Materials, Subchapter B, State Review and Approval, §67.27, IMRA Reviewers: Eligibility and Appointment; §67.29, IMRA Reviewers: Training, Duties, and Conduct; §67.31, Procedures for Public Access to and Handling of IMRA Samples; §67.33, Public Comment on Instructional Materials; §67.39, Updates to Approved Instructional Materials; and §67.41, New Editions of Approved Instructional Materials; and Subchapter C, Local Operations, §67.61, Sample Copies of Instructional Materials for School Districts; §67.63, Selection and Local Adoption of Instructional Materials by School Districts; and §67.69, Local Review of Classroom Instructional Materials
(Board agenda page I-22)

This item was postponed from the September 10, 2024, meeting of the Committee of the Full Board.

Mr. Dempsey explained that this item provides the opportunity for the committee to provide direction to staff regarding new rules for the IMRA process related to IMRA reviewer eligibility and appointment, training, duties, and conduct; procedures for public access to handling IMRA samples; public comment on instructional materials; updates to approved instructional materials; new editions of approved instructional materials; sample copies of instructional materials for school districts; selection and local adoption of instructional materials by school districts; and local review of classroom instructional materials. Mr. Dempsey explained that many of the new proposed subchapters of 19 TAC Chapter 67 are present in Chapter 66 and that staff will present a first draft of proposed rule language at the November board meeting.

19 TAC §67.69, Local Review of Instructional Materials, was removed from the discussion, to be brought back as an agenda item at the November board meeting.

8. Discussion of Legislative Recommendations for the 89th Texas Legislature
(Board agenda page I-171)

This item was postponed from the September 11, 2024, meeting of the Committee of the Full Board.

Sarah Harrington, director, governmental relations facilitated a discussion among members to identify recommendations by the State Board of education to the 89th Legislature.

Chairman Kinsey adjourned the meeting at 7:57 p.m.

Report of the State Board of Education
Committee on Instruction
Thursday, September 12, 2024

The State Board of Education Committee on Instruction met at 9:05 a.m. on Thursday, September 12, 2024, in Room, #1-100, of the William B. Travis Building, 1701 N. Congress Avenue, Austin, Texas. Attendance was noted as follows:

Present: Audrey Young, chair; Evelyn Brooks; Pam Little; and Melissa Ortega

Public Testimony

The Committee on Instruction received no presentations of public testimony.

ACTION ITEMS

1. Procedural Action Related to 19 TAC Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.27(a)(9), Innovative Courses and Programs
(Second Reading and Final Adoption)
(Board agenda page II-1)
[Consent agenda item #(3)]

Jessica Snyder, director of special projects, curriculum standards and student support division, explained that this item would authorize TEA to re-file the proposal adopted by the State Board of Education (SBOE) in November 2023 and correct the criteria for innovative courses to be considered for sunset to align with the language approved by the SBOE. Ms. Snyder also provided a summary of public comments received on the proposal during the public comment period.

MOTION AND VOTE: *It was moved by Dr. Ortega, seconded by Mrs. Little, and carried without objection to recommend that the State Board of Education approve for second reading and final adoption the proposed amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.27(a)(9), Innovative Courses and Programs, and*

Make an affirmative finding that immediate adoption of the proposed amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.27(a)(9), Innovative Courses and Programs is necessary and shall have an effective date of 20 days after filing as adopted with the Texas Register.

2. Consideration of Proposed New Innovative Courses and Renewal of Currently Approved Innovative Courses
(Board agenda page II-7)
[Consent agenda item #(4)]

The committee took no action on this item because no applications for proposed new innovative courses or renewals were received in time to send to committee members prior to the September 2024 SBOE meeting.

3. Proposed Amendments 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter J, Hospitality and Tourism, and Chapter 130, Texas Essential Knowledge and Skills for Career and Technical Education, Subchapter A, Agriculture, Food, and Natural Resources, Subchapter D, Business Management and Administration, and Subchapter P, Transportation, Distribution, and Logistics
(Second Reading and Final Adoption)
(Board agenda page II-11)
[Consent agenda item #(5)]

Ms. Snyder explained that the proposed amendments would make technical adjustments to course titles, prerequisites, and corequisites to align with the recently refreshed career and technical education (CTE) programs of study. She explained that amendments to course titles would better reflect the level of the courses and amendments to prerequisites and corequisites would better align with changes to the programs of study as a result of the refresh. Ms. Snyder also provided summaries of public comments received on the proposal during the public comment period.

MOTION AND VOTE: *It was moved by Mrs. Little, seconded by Mrs. Brooks, and carried without objection to recommend that the State Board of Education approve for second reading and final adoption proposed amendments to 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter J, Hospitality and Tourism, §127.482; and Chapter 130, Texas Essential Knowledge and Skills for Career and Technical Education; Subchapter A, Agriculture, Food, and Natural Resources, §130.30; Subchapter D, Business Management and Administration, §§130.136-130.138, 130.143, and 130.144; and Subchapter P, Transportation, Distribution, and Logistics, §130.445 and §130.446; and*

Make an affirmative finding that immediate adoption of proposed amendments to 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter J, Hospitality and Tourism, §127.482; and Chapter 130, Texas Essential Knowledge and Skills for Career and Technical Education; Subchapter A, Agriculture, Food, and Natural Resources, §130.30; Subchapter D, Business Management and Administration, §§130.136-130.138, 130.143, and 130.144; and Subchapter P, Transportation, Distribution, and Logistics, §130.445 and §130.446, is necessary and shall have an effective date of 20 days after filing as adopted with the Texas Register.

4. Approval of Updates and Substitutions to Adopted Instructional Materials
(Board agenda page II-19)
[Consent agenda item #(6)]

MOTION AND VOTE: *It was moved by Mrs. Brooks, seconded by Mrs. Little, and carried without objection recommend that the State Board of Education postpone action on the approval of updates and substitutions to adopted instructional materials until the November 2024 State Board of Education meeting.*

DISCUSSION ITEM

5. Discussion of Proposed Repeal of 19 TAC Chapter 130, Texas Essential Knowledge and Skills for Career and Technical Education, and Proposed Revisions to 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education
(Board agenda page II-22)

Ms. Snyder provided a brief explanation of the process that began in 2022 to move the Texas Essential Knowledge and Skills (TEKS) for existing career and technical education (CTE) courses from 19 TAC Chapter 130 to 19 TAC Chapter 127 in stages because of limited space to add new courses in Chapter 127. She explained that this item would move the remaining CTE courses in 19 TAC Chapter 130 to 19 TAC Chapter 127 so that the TEKS for all CTE courses would be in the same chapter in administrative rule.

ACTION ITEM

6. Discussion of Proposed Amendment to the *Texas State Plan for the Education of Gifted/Talented Students*
(Board agenda page II-24)
[Official agenda item #9]

MOTION AND VOTE: *It was moved by Mrs. Little, seconded by Dr. Ortega, and carried without objection to recommend that the State Board of Education approve the proposed amendment to the* Texas State Plan for the Education of Gifted/Talented Students.

The meeting of the Committee on Instruction adjourned at 9:34 a.m.

Report of the State Board of Education
Committee on School Initiatives
Thursday, September 12, 2024

The State Board of Education Committee on Instruction met at 9:01 a.m. on Thursday, September 12, 2024, in Room, #1-111, of the William B. Travis Building, 1701 N. Congress Avenue, Austin, Texas. Attendance was noted as follows:

Present: Will Hickman, chair; LJ Francis, vice chair; Rebecca Bell-Metereau; Staci Childs; and Julie Pickren

Non-committee members present: Keven Ellis

Public Testimony

The Committee on School Initiatives heard public testimony on agenda item #1. Information regarding the individuals who presented public testimony is included in the discussion of that item.

The Committee on School Initiatives considered items in the following order: Item number 2, 1, 3.

DISCUSSION ITEM

1. Open-Enrollment Charter School Generation 30 Application Updates
(Board agenda page IV-1)

NAME: Crystal Rios
AFFILIATION: Texas Public Charter School Association

Marian Schutte, Deputy Associate Commissioner, provided updates on the Generation 30 application process. She shared details about the process including application timelines, improvements to the application content, and the new high-performing entities charter application. Related to the high-performing entities application process, she answered questions about calculating Domain 1 Student Achievement A and B ratings using data for out-of-state entities and the differences in the application process between the standard and high-performing entities applications.

ACTION ITEM

2. Discussion Recommendation for One Reappointment to the Boys Ranch Independent School District Board of Trustees
(Board agenda page IV-2)

Christopher Lucas, director of policy, planning, and operations, introduced the item and explained that the term of one member of the board of trustees of Boys Ranch Independent School District (ISD) has expired. Mr. Richard Nedelkoff, president and CEO of Cal Farley's Boys Ranch, has recommended that Mr. Mark Strother be reappointed for a two-year term.

Invited testimony was provided by the following individual:

NAME: Mark Strother
AFFILIATION: Boys Ranch ISD Board of Trustees

MOTION AND VOTE: *It was moved by Ms. Childs, seconded by Dr. Bell-Metereau, and carried unanimously to recommend that the State Board of Education, based on Mr. Richard Nedelkoff's recommendation, approve the reappointment of Mr. Mark Strother to serve a two-year term of office from September 13, 2024, to September 12, 2026, on the Boys Ranch ISD Board of Trustees.*

DISCUSSION ITEM

3. Discussion of Ongoing State Board for Educator Certification Activities
(Board agenda page IV-6)

Jessica McLoughlin, Associate Commissioner of Educator Preparation, Certification, and Enforcement, shared an overview of the State Board for Educator Certification (SBEC) rulemaking process and shared updates on SBEC activities during their July meeting, including details on SBEC proposal items related to 19 TAC Chapters 229 and 230 and discussion items regarding 19 TAC Chapters 249, 235, 231, 234, and 228. Ms. McLoughlin also provided details about the upcoming SBEC meeting that will be held on September 19-20, 2024

The meeting of the Committee on School Initiatives adjourned at 10:16 a.m.

Report of the State Board of Education
Committee on School Finance/Permanent School Fund
Thursday, September 12, 2024

The State Board of Education Committee on Instruction met at 9:08 a.m. on Thursday, September 12, 2024, in Room, #1-104, of the William B. Travis Building, 1701 N. Congress Avenue, Austin, Texas. Attendance was noted as follows:

Present: Tom Maynard, chair; Marisa Perez-Diaz, vice chair; Kevin Ellis; Patricia Hardy; and Aaron Kinsey

Public Testimony

The Committee on School Finance/Permanent School Fund received no presentations of public testimony.

DISCUSSION ITEM

1. Per Capita Apportionment Rate for the 2023-2024 School Year
(Board agenda page III-1)

Amy Copeland, chief school finance officer, and associate commissioner, Department of School Finance, presented this discussion item. Mrs. Copeland explained the background of the per capita apportionment rate and provided more information about the rate. She stated that the preliminary 2024–2025 per capita apportionment rate is set at $622.196.

Mr. Maynard and Ms. Hardy asked questions about this item.

ACTION ITEM

2. Determination as to Whether Transfers May be Made from the Permanent School Fund to the Available School Fund
(Board agenda page III-2)

Chair Maynard called on Jared Stout, Texas PSF Corporation managing director of risk, to address the item. Mr. Stout provided an overview of the required annual affirmation that distributions from the Permanent School Fund for the current fiscal year comply with the constitutional limit of the 10-year test as required by Article VII, Section 5(a), Texas Constitution. The test requires that over a 10-year period the total amount of distributions may not exceed the total return on the investment assets. Mr. Stout stated that the test was satisfied, allowing for a distribution from the Permanent School Fund (PSF) to the Available School Fund (ASF) for fiscal year 2025.

MOTION AND VOTE: *Mrs. Marissa Perez-Diaz moved, and Mr. Kinsey seconded, that the Committee recommend the following:*

Based on the analysis presented by staff affirming that the Constitutional 10-year test was satisfied, the Committee recommend that the State Board of Education proceed to complete the previously approved transfer in the amount of $1.556 billion from the PSF to the ASF in fiscal year 2025, pursuant to Texas Constitution, Article VII, Section 5(a).

The motion carried unanimously.

The meeting of the Committee on School Finance/Permanent School Fund adjourned at 9:17 a.m.


THE STATE OF TEXAS