

AGENDA

State Board of Education

November 21, 2025

STATE BOARD OF EDUCATION

(January 2025)

(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

WILL HICKMAN, Houston
Secretary of the State Board of Education
District 6

Board Members

GUSTAVO REVELES, El Paso
District 1

AUDREY YOUNG, Trinity
District 8

LJ FRANCIS, Corpus Christi
District 2

KEVEN ELLIS, Lufkin
District 9

MARISA PEREZ-DIAZ, San Antonio
District 3

TOM MAYNARD, Florence
District 10

STACI CHILDS, Houston
District 4

BRANDON HALL, Aledo
District 11

REBECCA BELL-METEREAU
San Marcos, District 5

TIFFANY CLARK, DeSoto
District 13

JULIE PICKREN, Pearland
District 7

EVELYN BROOKS, Frisco
District 14

Committees of the State Board of Education
(updated January 2025)

INSTRUCTION

Audrey Young-Chair
Evelyn Brooks-Vice Chair
Rebecca Bell-Metereau
Pam Little
Gustavo Reveles

SCHOOL FINANCE/PERMANENT SCHOOL FUND

Tom Maynard-Chair
Marisa Perez-Diaz-Vice Chair
Keven Ellis
Will Hickman
Aaron Kinsey

SCHOOL INITIATIVES

LJ Francis-Chair
Julie Pickren-Vice Chair
Staci Childs
Tiffany Clark
Brandon Hall

November 21, 2025

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 18-21, 2025. 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,

A handwritten signature in black ink, appearing to read 'Mike Morath', with a stylized, flowing script.

Mike Morath
Commissioner of Education

This page has been intentionally left blank.

**Barbara Jordan Building
1601 N. Congress Avenue, Austin, Texas 78701**

SCHEDULE AND AGENDAS

Committees and Board State Board of Education, Austin, Texas

Meeting Times November 18-21, 2025

Tuesday, November 18, 2025

9:00 a.m. Committee of the Full Board (Room 2.034)

Wednesday, November 19, 2025

9:00 a.m. Committee of the Full Board (Room 2.034)

Thursday, November 20, 2025

9:00 a.m. Committee on Instruction (Room 2.029)

9:00 a.m. Committee on School Finance/Permanent School Fund (Room 2.034)

8:30 a.m. Committee on School Initiatives (Room 2.013)

Friday, November 21, 2025

8:45 a.m. General Meeting (Room 2.034)

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 on 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.

A quorum of the PSF Corporation Board of Directors (PSF Board) may attend this meeting. The Texas PSF Board will not convene at this time. PSF Board members will act on behalf of the State Board of Education (SBOE) in their statutory role as SBOE Members and will solely deliberate and act on SBOE matters.

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.

TUESDAY
November 18, 2025

9:00 a.m.

COMMITTEE OF THE FULL BOARD – Room 2.034

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](#).

**1. Consideration of Instructional Materials Offered for
Approval Under IMRA Cycle 2025
([Board agenda page I-1](#))**

COMMITTEE - ACTION
SBOE - ACTION

The agency issued the Request for Instructional Materials (RFIM) in December 2025, calling for instructional materials for full-subject, tier-one instructional materials for K–6 English and Spanish mathematics; 7–12 English mathematics; K–6 English and Spanish language arts and reading (ELAR and SLAR); partial-subject, tier-one instructional materials for K–3 English and Spanish phonics; and supplemental materials for K–6 English and Spanish mathematics and 7–12 English mathematics. All materials submitted in response to RFIM 2025 were reviewed for standards alignment, factual errors, quality and suitability in summer 2025. 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 2025 and vote to take action on instructional materials as outlined in Texas Education Code (TEC), §31.022. Statutory authority is the Texas Education Code (TEC), §31.022, and §31.023. TEC, §31.022, 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, 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.

COMMITTEE OF THE FULL BOARD (continued)

2. **Proposed Amendment to 19 TAC Chapter 67, State Review and Approval of Instructional Materials, Subchapter B, State Review and Approval, §67.27, IMRA Reviewers: Eligibility and Appointment (First Reading and Filing Authorization)**
(Board agenda page I-3)

COMMITTEE - ACTION
SBOE - ACTION

This item presents for first reading and filing authorization a proposed amendment to 19 Texas Administrative Code (TAC) Chapter 67, State Review and Approval of Instructional Materials, Subchapter B, State Review and Approval, §67.27, IMRA Reviewers: Eligibility and Appointment. The proposed amendment would update the requirements for suitability reviewers and the process for the appointment and selection of suitability reviewers. Statutory authority is the Texas Education Code (TEC), §§31.003(a), 31.022, and 31.023. 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, 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, 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.

3. **Proposed New 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter B, High School, and Subchapter N, Law and Public Service (First Reading and Filing Authorization)**
(Board agenda page I-9)

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 B, High School, §127.16, and Subchapter N, Law and Public Service, §§127.752, 127.753, 127.756, and 127.757. The proposed new rules would add new Texas Essential Knowledge and Skills (TEKS) developed by subject matter experts convened by the Texas State Technical College (TSTC) and Collin College that are needed for completion of career and technical education programs of study. Statutory authority is the Texas Education Code (TEC), §7.102(c)(4); 28.002(a), (c), (n), and (o); and 28.025(a) and (b-17).

COMMITTEE OF THE FULL BOARD (continued)

4. **Proposed New 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education; Subchapter F, Business, Marketing, and Finance; Subchapter J, Health Science; Subchapter O, Manufacturing (Second Reading and Final Adoption)**
(Board agenda page I-36)

COMMITTEE - ACTION
SBOE - ACTION

This item presents for second reading and final adoption proposed new 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter F, Business, Marketing, and Finance; Subchapter J, Health Science; and Subchapter O, Manufacturing. The proposed new rules would add new Texas Essential Knowledge and Skills (TEKS) developed by subject matter experts convened by the Texas State Technical College (TSTC) and Educational Service Center (ESC) Region 4 that are needed for completion of career and technical education (CTE) programs of study. No changes are recommended by Texas Education Agency (TEA) staff since approved for first reading. Statutory authority is the Texas Education Code, §§7.102(c)(4); 28.002(a), (c), (n), and (o); and 28.025(a) and (b-17).

**WEDNESDAY
November 19, 2025**

9:00 a.m.

COMMITTEE OF THE FULL BOARD – Room 2.034

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](#).

**1. Commissioner's Comments
(Board agenda page I-65)**

**COMMITTEE - DISCUSSION
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. Annual Member Meeting of the Texas Permanent School Fund Corporation
(Board agenda page I-66)**

**COMMITTEE - DISCUSSION
SBOE - NO ACTION**

This item serves to fulfill the requirement of both Chapter 22 of the Texas Business Organization Code and Article VI, Section 6.3 of the Corporation's Bylaws to hold an annual member meeting of the Texas Permanent School Fund (PSF) Corporation, of which the State Board of Education (SBOE) is the sole member. It also provides an opportunity for the Texas PSF Corporation's management to update members of the Committee of the Full Board (COFB) and to take questions regarding PSF. Statutory authority is the Texas Constitution, Article VII, §2 and §5, Texas Education Code (TEC) Chapter 43; and 19 Texas Administrative Code (TAC) Chapter 33, Subchapters A and B.

**3. Texas Education Agency Administrative and Program Budget by Major Component for the 2026-2027 Biennium
(Board agenda page I-67)**

**COMMITTEE - DISCUSSION
SBOE - NO ACTION**

Texas Education Agency (TEA) staff will provide an overview of the agency's Administrative and Program budget by major component for both the fiscal years and the biennium totals for 2026-2027. Statutory authority is the Texas Education Code (TEC), §7.055(b)(6) and (c).

COMMITTEE OF THE FULL BOARD (continued)

4. **Discussion of Proposed Amendments to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.11, High School Graduation Requirements, and §74.12, Foundation High School Program**
(Board agenda page I-68)

**COMMITTEE - DISCUSSION
SBOE - NO ACTION**

This item provides an opportunity for the committee to discuss proposed amendments to 19 Texas Administrative Code (TAC) Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.11, High School Graduation Requirements, and §74.12, Foundation High School Program. The proposed amendments would update high school graduation requirements to align with House Bill (HB) 27, 89th Texas Legislature, Regular Session, 2025, related to personal financial literacy, and Senate Bill (SB) 2314, 89th Texas Legislature, Regular Session, 2025, related to the Texas Higher Education Coordinating Board (THECB) direct admission program. Statutory authority is the Texas Education Code (TEC), §§7.102(c)(4), §28.025(a), (b-1)(3), (b-24), and (c)(1); and §28.0257, as amended by SB 2314, 89th Texas Legislature, Regular Session, 2025.

5. **Discussion of Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.3 Description of a Required Secondary Curriculum**
(Board agenda page I-73)

**COMMITTEE - DISCUSSION
SBOE - NO ACTION**

This item provides an opportunity for the board to discuss 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 personal financial literacy and economics that are required to be offered to students to align with the requirements of House Bill (HB) 27, 89th Texas Legislature, Regular Session, 2025. Statutory authority is the Texas Education Code (TEC), §§7.102(c)(4), 28.002(a) and (c), and 28.025(b-1).

COMMITTEE OF THE FULL BOARD (continued)

- 6. Discussion on Literary Works Lists for Kindergarten - Grade 12 Reading Language Arts**
(Board agenda page I-76)
- COMMITTEE - DISCUSSION**
SBOE - NO ACTION

This item provides the opportunity for the committee to discuss the process being used for selecting recommendations from the agency for literary works to be taught in each grade level as required by House Bill 1605, 88th Texas Legislature, 2023. Statutory authority is the Texas Education Code (TEC), §28.002(c-4). TEC, §28.002(c-4), requires the State Board of Education, in adopting essential knowledge and skills for English language arts under Subsection (a)(1)(A), to specify a list of required vocabulary and at least one literary work to be taught in each grade level.

- 7. Discussion of Required Civics Training Program**
(Board agenda page I-77)
- COMMITTEE - DISCUSSION**
SBOE - NO ACTION

This item provides an opportunity for the committee to receive an update on and discuss the structure of the required civics training program. Statutory authority is the Texas Education Code (TEC), §21.4555(d), which requires the State Board of Education (SBOE) to review and approve each civics training program developed by the Texas Education Agency (TEA).

- 8. Discussion of Social Studies Framework Key Topics**
(Board agenda page I-78)
- COMMITTEE - DISCUSSION**
SBOE - NO ACTION

This item provides an opportunity for the committee to discuss key topics to be included in the Social Studies Texas Essential Knowledge and Skills (TEKS) Framework. Statutory authority is the Texas Education Code (TEC), §§ 7.102(c)(4); 28.002(a) and (c), 28.025(a).

- 9. Discussion of Pending Litigation**
(Board agenda page I-79)
- 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 a room (to be determined) to discuss this item.

THURSDAY
November 20, 2025

9:00 a.m.

COMMITTEE ON INSTRUCTION – Room 2.029

Members: Audrey Young, chair; Evelyn Brooks, vice chair; Rebecca Bell-Metereau; Pam Little; and Gustavo Reveles. 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](#).

- 1. Proposed Amendment to 19 TAC Chapter 89, Adaptations for Special Populations, Subchapter A, Gifted/Talented Education, §89.1 Student Identification (Second Reading and Final Adoption) ([Board agenda page II-1](#))**

COMMITTEE - ACTION
SBOE - ACTION

This item presents for second reading and final adoption a proposed amendment to 19 Texas Administrative Code (TAC) Chapter 89, Adaptations for Special Populations, Subchapter A, Gifted/Talented Education, §89.1, Student Identification. The proposed amendment would ensure that a district's identification of gifted and talented students complies with all legal requirements and federal and state law. No changes are recommended since approved for first reading. Statutory authority is the Texas Education Code (TEC), §§29.121, 29.122, 29.123, 39.236, and 48.109. TEC, §29.121, establishes the definition of a gifted and talented student. TEC, §29.122, establishes that each school district shall adopt a process for identifying and serving gifted and talented students. TEC, §29.123, establishes that the State Board of Education (SBOE) shall develop and update a state plan for the education of gifted and talented students to guide school districts. TEC, §39.236, establishes criteria for the commissioner to adopt standards to evaluate school district programs for gifted and talented students. TEC, §48.109, establishes criteria for utilizing the gifted and talented student allotment funds.

COMMITTEE ON INSTRUCTION (continued)

2. Adoption of Review of 19 TAC Chapter 74, Curriculum Requirements
(Board agenda page II-5)

COMMITTEE – ACTION
SBOE – CONSENT

Texas Government Code (TGC), §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 adoption of the review of 19 Texas Administrative Code (TAC) Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, Subchapter B, Graduation Requirements, Subchapter C, Other Provisions, Subchapter F, Graduation Requirements, Beginning with School Year 2007-2008, and Subchapter G, Graduation Requirements, Beginning with School Year 2012-2013. The rules being reviewed provide curriculum requirements for school districts, outline graduation requirements, and include other provisions that relate to curriculum requirements. Statutory authority is the Texas Government Code (TGC), §2001.039. The statutory authority for 19 TAC Chapter 74, Subchapters A-C, F, and G, is Texas Education Code (TEC), §§7.102, as amended by House Bill (HB) 2 and Senate Bill (SB) 568, 89th Texas Legislature, Regular Session, 2025; 25.007, as amended by SB 569, 89th Texas Legislature, Regular Session, 2025; 28.002, as amended by HB 824, SB 12, SB 24, SB 25, and SB 1207, 89th Texas Legislature, Regular Session, 2025; 28.0021; 28.0023; 28.008; 28.011; 28.012; 28.014; 28.018; 28.023; 28.025, as amended by HB 2, HB 27, SB 568, and SB 2314, 89th Texas Legislature, Regular Session, 2025; 28.0256; 28.053; 28.054; 29.907; 33.081; and 38.003, as amended by HB 2 and SB 568, 89th Texas Legislature, Regular Session, 2025.

COMMITTEE ON INSTRUCTION (continued)

3. **Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.27, Innovative Courses and Programs (First Reading and Filing Authorization) (Board agenda page II-11)**

**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 C, Other Provisions, §74.27, Innovative Courses and Programs. The proposed amendment would update the process for review and approval of proposed innovative courses and sunset of existing courses and would update requirements for implementation of approved innovative courses. Statutory authority is the Texas Education Code (TEC), §28.002(f).

4. **Consideration of Instructional Materials Contracts Not in Compliance (Board agenda page II-16)**

**COMMITTEE – ACTION
SBOE – ACTION**

This item provides an opportunity for the committee and board to consider terminating instructional materials contracts with publishers out of compliance from Proclamations 2018, 2019, 2020 and 2024 and remove the respective products from the list of adopted instructional materials. Statutory authority is the Texas Education Code (TEC), §§31.003, 31.026, and 31.151(a)(11). 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, §31.026, requires the SBOE to execute contracts with publishers of adopted materials that specify a price fixed for the term of the contract that does not exceed the lowest price paid by any other state or any school or school district. TEC, §31.151(a)(11), requires publishers to comply with contractual standard terms and conditions adopted by the SBOE for the procurement of instructional materials.

COMMITTEE ON INSTRUCTION (continued)

5. **Discussion of Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.14, Performance Acknowledgments (Board agenda page II-20)**

**COMMITTEE – DISCUSSION
SBOE – NO ACTION**

This item provides an opportunity for the committee to discuss possible amendments to 19 Texas Administrative Code (TAC) Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.14, Performance Acknowledgments, to align language related to ACT with language related to SAT and to consider addition of the Classic Learning Test® to appropriate performance acknowledgments. Statutory authority is the Texas Education Code (TEC), §7.102(c)(4) and §28.025(c-5).

**THURSDAY
November 20, 2025**

9:00 a.m.

COMMITTEE ON SCHOOL FINANCE/PERMANENT SCHOOL FUND – Room 2.034

Members: Tom Maynard, chair; Marisa Perez-Diaz, vice chair; Keven Ellis; Will Hickman; and 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 Texas Permanent School Fund Corporation Board of Directors (the “Texas PSF Board”) may be in attendance at this meeting. The Texas PSF Board will not convene during this time. Members of the Texas PSF Board will be acting on behalf of the State Board of Education (“SBOE”) in their statutory role as SBOE members and will solely deliberate and act on matters of the SBOE.

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](#).

- 1. Discussion of Proposed Revisions to 19 TAC Chapter 109, Budgeting, Accounting, and Auditing, Subchapter B, Texas Education Agency Audit Functions, §109.25, State Compensatory Education Program Reporting and Auditing System, and Subchapter D, Uniform Bank Bid or Request for Proposal and Depository Contract ([Board agenda page III-1](#))**

**COMMITTEE - DISCUSSION
SBOE - NO ACTION**

This item provides the opportunity for the committee to discuss proposed revisions to 19 Texas Administrative Code (TAC) Chapter 109, Budgeting, Accounting, and Auditing, Subchapter B, Texas Education Agency Audit Functions, §109.25, State Compensatory Education Program Reporting and Auditing System, and Subchapter D, Uniform Bank Bid or Request for Proposal and Depository Contract. The proposed revisions would repeal §109.25, whose statutory authority, the Texas Education Code (TEC), §48.104 (j-1), (k), (l), (m), (n), and (o), was removed by HB 2, 89th Texas Legislature, Regular Session, 2025. The proposed revisions would also align language in Subchapter D with the TEC, §45.208, which no longer requires the depository contract to be submitted to Texas Education Agency (TEA). Statutory authority is HB 2, Section 7.24, 89th Texas Legislature, Regular Session, 2025; and Texas Education Code (TEC), §45.208.

COMMITTEE ON SCHOOL FINANCE/PERMANENT SCHOOL FUND (continued)

2. **Discussion of Proposed Amendment to 19 TAC Chapter 109, Budgeting, Accounting, and Auditing, Subchapter C, Adoptions By Reference, §109.41, Financial Accountability System Resource Guide (Board agenda page III-47)**

**COMMITTEE - DISCUSSION
SBOE – NO ACTION**

This item provides the opportunity for the committee to discuss a proposed amendment to 19 TAC Chapter 109, Budgeting, Accounting, and Auditing, Subchapter C, Adoptions By Reference, §109.41, Financial Accountability System Resource Guide. The proposed amendment would adopt by reference the updated *Financial Accountability System Resource Guide* (FASRG), which includes annual updates and removes information related to the compensatory education allotment to align with House Bill 2, 89th Texas Legislature, Regular Session, 2025. Statutory authority is the Texas Education Code (TEC), §§7.102(c)(32), 44.001(a) and (b), 44.007(a)-(d), and 44.008(b).

3. **Approval of Costs to Administer the 2025–2026 State-Developed Assessments to Private School Students (Board agenda page III-51)**

**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 2025–2026 school year. Statutory authority is the Texas Education Code, §39.033, which 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.

**THURSDAY
November 20, 2025**

8:30 a.m.

COMMITTEE ON SCHOOL INITIATIVES – Room 2.013

Members: LJ Francis, chair; Julie Pickren, vice chair; Staci Childs; Tiffany Clark; and Brandon Hall. 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](#).

- 1. Review of Adoption of Proposed Amendments to 19 TAC Chapter 229, Accountability System for Educator Preparation Programs, Subchapter A, Accountability System for Education Preparation Program Procedures, Subchapter B, Accountability System for Educator Preparation Accreditation Statuses, Subchapter C, Accreditation Sanctions, and Subchapter F, Required Fees**
([Board agenda page IV-1](#))

**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, Subchapter A, Accountability System for Education Preparation Program Procedures, Subchapter B, Accountability System for Educator Preparation Accreditation Statuses, Subchapter C, Accreditation Sanctions, and Subchapter F, Required Fees. Chapter 229 establishes the performance standards and procedures for educator preparation program (EPP) accountability. The proposed amendments would provide for adjustments to the Accountability System for Educator Preparation (ASEP) Manual; would clarify and streamline language and definitions; would provide an updated approach for the implementation of the student growth indicator; would provide additional flexibility for small programs; would clarify closure procedures; and would include technical updates. The statutory authority for the SBOE to review rules that the SBEC proposes to adopt is Texas Education Code (TEC), §21.042. The statutory authority for 19 TAC Chapter 229 is 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.

COMMITTEE ON SCHOOL INITIATIVES (continued)

2. Discussion of Ongoing State Board for Educator Certification Activities
(Board agenda page IV-60)

COMMITTEE - DISCUSSION
SBOE - NO ACTION

This item provides the committee an opportunity to receive information 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 and §21.041 which 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. TEC, §21.042 requires the SBEC to submit a written copy of each rule it proposes to adopt to the State Board of Education (SBOE) for review.

3. Open-Enrollment Charter School Generation 31 Application Updates
(Board agenda page IV-62)

COMMITTEE - DISCUSSION
SBOE - NO ACTION

This item provides an opportunity for the committee to receive updates regarding the Generation 31 Open-Enrollment Charter Application cycle. Statutory authority is the Texas Education Code (TEC), §12.101.

4. Public Hearing on the Curriculum and Materials for Parental Rights Training for School District Trustees
(Board agenda page IV-63)

COMMITTEE - DISCUSSION
SBOE - NO ACTION

A public hearing before the Committee on School Initiatives is scheduled for Thursday, November 20, 2025, in the Barbara Jordan Building, Room 2.013. Testimony will be presented in compliance with a requirement for school board trustees to complete training on the rights of a parent regarding the education of the parent's child. In accordance with SBOE operating procedures, oral testimony will be limited to two minutes per person. Statutory authority is the TEC, §11.159(b-2), as added by SB 204, 89th Texas Legislature, Regular Session, 2025.

COMMITTEE ON SCHOOL INITIATIVES (continued)

5. **Committee on School Initiatives Parental Rights Work Group and Parental Rights Handbook Updates**
(Board agenda page IV-64)

COMMITTEE - DISCUSSION
SBOE - NO ACTION

This item provides an opportunity for the committee to receive updates regarding the progress of the Parental Rights Work Group and findings to date, including the discussion of the training course syllabus along with updates from agency staff on the development of the Parental Rights Handbook. Statutory authority is the Texas Education Code (TEC), §11.159(b-2) and §26.0025, as added by SB 204, 89th Texas Legislature, Regular Session, 2025.

6. **Discussion of Proposed Amendments to 19 TAC Chapter 61, School Districts, Subchapter A, Board of Trustees Relationship**
(Board agenda page IV-65)

COMMITTEE - DISCUSSION
SBOE - NO ACTION

This item provides an opportunity for the committee to discuss proposed amendments to 19 Texas Administrative Code (TAC) Chapter 61, School Districts, Subchapter A, Board of Trustees Relationship. The proposed amendments would reflect changes made by Senate Bill (SB) 204, 89th Texas Legislature, Regular Session, 2025, to the State Board of Education's (SBOE's) duty to provide training courses for independent school district trustees. Statutory authority is the TEC, §11.159(b-2), as added by SB 204, 89th Texas Legislature, Regular Session, 2025.

Information Materials

1. **State Board of Education Operating Rules (amended January 28, 2025)**
[Operating Rules | State Board of Education](#)

2. **2025-2029 Rule Review Plan for State Board of Education Rules**
[2025-2029 Rule Review Plan for State Board of Education Rules | State Board of Education](#)

**CONSENT AGENDA
STATE BOARD OF EDUCATION
November 21, 2025**

(1) Adoption of Review of 19 TAC Chapter 74, Curriculum Requirements

Texas Government Code (TGC), §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 adoption of the review of 19 Texas Administrative Code (TAC) Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, Subchapter B, Graduation Requirements, Subchapter C, Other Provisions, Subchapter F, Graduation Requirements, Beginning with School Year 2007-2008, and Subchapter G, Graduation Requirements, Beginning with School Year 2012-2013. The rules being reviewed provide curriculum requirements for school districts, outline graduation requirements, and include other provisions that relate to curriculum requirements. Statutory authority is the Texas Government Code (TGC), §2001.039. The statutory authority for 19 TAC Chapter 74, Subchapters A-C, F, and G, is Texas Education Code (TEC), §§7.102, as amended by House Bill (HB) 2 and Senate Bill (SB) 568, 89th Texas Legislature, Regular Session, 2025; 25.007, as amended by SB 569, 89th Texas Legislature, Regular Session, 2025; 28.002, as amended by HB 824, SB 12, SB 24, SB 25, and SB 1207, 89th Texas Legislature, Regular Session, 2025; 28.0021; 28.0023; 28.008; 28.011; 28.012; 28.014; 28.018; 28.023; 28.025, as amended by HB 2, HB 27, SB 568, and SB 2314, 89th Texas Legislature, Regular Session, 2025; 28.0256; 28.053; 28.054; 29.907; 33.081; and 38.003, as amended by HB 2 and SB 568, 89th Texas Legislature, Regular Session, 2025.

(Agenda Exhibit) II-5

(2) Approval of Costs to Administer the 2025–2026 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 2025–2026 school year. Statutory authority is the Texas Education Code, §39.033, which 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.

(Agenda Exhibit) III-51

OFFICIAL AGENDA

**STATE BOARD OF EDUCATION
AUSTIN, TEXAS**

**November 21, 2025
8:45 a.m.**

**Barbara Jordan Building, Room 2.034
1601 N. Congress Avenue**

Student Performance

Invocation

Pledge of Allegiance

Roll Call

Approval of Minutes

State Board of Education, September 12, 2025

1. Resolution

Resolution honoring the winners of the 2025 National History Day Contest

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](#).

2. Approval of Consent Agenda

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

[\(Agenda Exhibit\)](#) 18

COMMITTEE OF THE FULL BOARD

3. Consideration of Instructional Materials Offered for Approval Under IMRA Cycle 2025

The agency issued the Request for Instructional Materials (RFIM) in December 2025, calling for instructional materials for full-subject, tier-one instructional materials for K–6 English and Spanish mathematics; 7–12 English mathematics; K–6 English and Spanish language arts and reading (ELAR and SLAR); partial-subject, tier-one instructional materials for K–3 English and Spanish phonics; and supplemental materials for K–6 English and Spanish mathematics and 7–12 English mathematics. All materials submitted in response to RFIM 2025 were reviewed for standards alignment, factual errors, quality and suitability in summer 2025. 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 2025 and vote to take action on instructional materials as outlined in Texas Education Code (TEC), §31.022. Statutory authority is the Texas Education Code (TEC), §31.022, and §31.023. TEC, §31.022, 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, 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.

(Agenda Exhibit) I-1

4. Proposed Amendment to 19 TAC Chapter 67, State Review and Approval of Instructional Materials, Subchapter B, State Review and Approval, §67.27, IMRA Reviewers: Eligibility and Appointment (First Reading and Filing Authorization)

This item presents for first reading and filing authorization a proposed amendment to 19 Texas Administrative Code (TAC) Chapter 67, State Review and Approval of Instructional Materials, Subchapter B, State Review and Approval, §67.27, IMRA Reviewers: Eligibility and Appointment. The proposed amendment would update the requirements for suitability reviewers and the process for the appointment and selection of suitability reviewers. Statutory authority is the Texas Education Code (TEC), §§31.003(a), 31.022, and 31.023. 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, 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, 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.

(Agenda Exhibit) I-3

5. **Proposed New 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter B, High School, and Subchapter N, Law and Public Service**
(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 B, High School, §127.16, and Subchapter N, Law and Public Service, §§127.752, 127.753, 127.756, and 127.757. The proposed new rules would add new Texas Essential Knowledge and Skills (TEKS) developed by subject matter experts convened by the Texas State Technical College (TSTC) and Collin College that are needed for completion of career and technical education programs of study. Statutory authority is the Texas Education Code (TEC),§7.102(c)(4); 28.002(a), (c), (n), and (o); and 28.025(a) and (b-17).

(Agenda Exhibit) I-9

6. **Proposed New 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education; Subchapter F, Business, Marketing, and Finance; Subchapter J, Health Science; Subchapter O, Manufacturing**
(Second Reading and Final Adoption)

This item presents for second reading and final adoption proposed new 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter F, Business, Marketing, and Finance; Subchapter J, Health Science; and Subchapter O, Manufacturing. The proposed new rules would add new Texas Essential Knowledge and Skills (TEKS) developed by subject matter experts convened by the Texas State Technical College (TSTC) and Educational Service Center (ESC) Region 4 that are needed for completion of career and technical education (CTE) programs of study. No changes are recommended since approved for first reading. Statutory authority is the Texas Education Code, §§7.102(c)(4); 28.002(a), (c), (n), and (o); and 28.025(a) and (b-17).

(Agenda Exhibit) I-36

COMMITTEE ON INSTRUCTION

7. Proposed Amendment to 19 TAC Chapter 89, Adaptations for Special Populations, Subchapter A, Gifted/Talented Education, §89.1 Student Identification (Second Reading and Final Adoption)

This item presents for second reading and final adoption a proposed amendment to 19 Texas Administrative Code (TAC) Chapter 89, Adaptations for Special Populations, Subchapter A, Gifted/Talented Education, §89.1, Student Identification. The proposed amendment would ensure that a district's identification of gifted and talented students complies with all legal requirements and federal and state law. No changes are recommended since approved for first reading. Statutory authority is the Texas Education Code (TEC), §§29.121, 29.122, 29.123, 39.236, and 48.109. TEC, §29.121, establishes the definition of a gifted and talented student. TEC, §29.122, establishes that each school district shall adopt a process for identifying and serving gifted and talented students. TEC, §29.123, establishes that the State Board of Education (SBOE) shall develop and update a state plan for the education of gifted and talented students to guide school districts. TEC, §39.236, establishes criteria for the commissioner to adopt standards to evaluate school district programs for gifted and talented students. TEC, §48.109, establishes criteria for utilizing the gifted and talented student allotment funds.

(Agenda Exhibit) II-1

8. Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.27, Innovative Courses and Programs (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 C, Other Provisions, §74.27, Innovative Courses and Programs. The proposed amendment would update the process for review and approval of proposed innovative courses and sunset of existing courses and would update requirements for implementation of approved innovative courses. Statutory authority is the Texas Education Code (TEC), §28.002(f).

(Agenda Exhibit) II-11

9. Consideration of Instructional Materials Contracts Not in Compliance

This item provides an opportunity for the committee and board to consider terminating instructional materials contracts with publishers out of compliance from Proclamations 2018, 2019, 2020 and 2024 and remove the respective products from the list of adopted instructional materials. Statutory authority is the Texas Education Code (TEC), §§31.003, 31.026, and 31.151(a)(11). 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, §31.026, requires the SBOE to execute contracts with publishers of adopted materials that specify a price fixed for the term of the contract that does not exceed the lowest price paid by any other state or any school or school district. TEC, §31.151(a)(11), requires publishers to comply with contractual standard terms and conditions adopted by the SBOE for the procurement of instructional materials.

(Agenda Exhibit) II-16

COMMITTEE ON SCHOOL INITIATIVES

- 10. Review of Adoption of Proposed Amendments to 19 TAC Chapter 229, Accountability System for Educator Preparation Programs, Subchapter A, Accountability System for Education Preparation Program Procedures, Subchapter B, Accountability System for Educator Preparation Accreditation Statuses, Subchapter C, Accreditation Sanctions, and Subchapter F, Required Fees**

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, Subchapter A, Accountability System for Education Preparation Program Procedures, Subchapter B, Accountability System for Educator Preparation Accreditation Statuses, Subchapter C, Accreditation Sanctions, and Subchapter F, Required Fees. Chapter 229 establishes the performance standards and procedures for educator preparation program (EPP) accountability. The proposed amendments would provide for adjustments to the Accountability System for Educator Preparation (ASEP) Manual; would clarify and streamline language and definitions; would provide an updated approach for the implementation of the student growth indicator; would provide additional flexibility for small programs; would clarify closure procedures; and would include technical updates. The statutory authority for the SBOE to review rules that the SBEC proposes to adopt is Texas Education Code (TEC), §21.042. The statutory authority for 19 TAC Chapter 229 is 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-1

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 January 28, 2025)**
[Operating Rules | State Board of Education](#)
2. **2025-2029 Rule Review Plan for State Board of Education Rules**
[2025-2029 Rule Review Plan for State Board of Education Rules | State Board of Education](#)

COMMITTEE OF THE FULL BOARD

Consideration of Instructional Materials Offered for Approval Under IMRA Cycle 2025

November 21, 2025

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

SUMMARY: The agency issued the Request for Instructional Materials (RFIM) in December 2025, calling for instructional materials for full-subject, tier-one instructional materials for K–6 English and Spanish mathematics; 7–12 English mathematics; K–6 English and Spanish language arts and reading (ELAR and SLAR); partial-subject, tier-one instructional materials for K–3 English and Spanish phonics; and supplemental materials for K–6 English and Spanish mathematics and 7–12 English mathematics. All materials submitted in response to RFIM 2025 were reviewed for standards alignment, factual errors, quality and suitability in summer 2025. 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 2025 and vote to take action on instructional materials as 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 links above.

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. The board 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.

At the January 2025 meeting, the board finalized the list of materials to be reviewed as part of IMRA cycle 2026.

At the September 2025 meeting, a public hearing was held regarding instructional materials submitted for adoption under Instructional Materials Review and Approval (IMRA) Cycle 2025. The board also received preliminary reports and an update on the status of the IMRA Cycle 2025 review.

BACKGROUND INFORMATION AND JUSTIFICATION: The review of IMRA Cycle 2025 instructional materials concluded in the summer 2025. This item provides an opportunity for the State Board of Education (SBOE) to receive the final report and recommendations from the Commissioner of Education on materials under consideration for IMRA Cycle 2025 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.

Staff Members Responsible:

Colin Dempsey, Director, District Operations, Technology, and Sustainability Supports

Amie Phillips, Director, Instructional Materials Review and Approval, District Operations, Technology & Sustainability Supports

Separate Exhibits:

I: IMRA Cycle 2025 List of Instructional Materials Eligible for Approval

II: IMRA Cycle 2025 List of Instructional Materials NOT Eligible for Approval

III: Individual Product Reports

(separate exhibits to be provided in advance of the November 2025 SBOE meeting)

Proposed Amendment to 19 TAC Chapter 67, State Review and Approval of Instructional Materials, Subchapter B, State Review and Approval, §67.27, IMRA Reviewers: Eligibility and Appointment
(First Reading and Filing Authorization)

November 21, 2025

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 67, State Review and Approval of Instructional Materials, Subchapter B, State Review and Approval, §67.27, IMRA Reviewers: Eligibility and Appointment. The proposed amendment would update the requirements for suitability reviewers and the process for the appointment and selection of suitability reviewers.

STATUTORY AUTHORITY: Texas Education Code (TEC), [§31.003\(a\)](#); and [§31.022](#) and [§31.023](#), as amended by House Bill (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 links above.

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 2026-2027 school year. The earlier effective date will ensure that the proposed changes can be implemented prior to IMRA Cycle 2026.

PREVIOUS BOARD ACTION: In January 2025, the SBOE adopted new rules in 19 TAC Chapter 67, Subchapter B, effective March 30, 2025, to define the procedures and policies for the eligibility, appointment, training, and duties of instructional materials review and approval (IMRA) reviewers and specify procedures for materials to be updated or revised following approval by the board.

A discussion item regarding [§67.27](#) was presented to the Committee of the Full Board during the September 2025 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.

The IMRA process requires the use of both quality and suitability reviewers. Dedicated suitability reviewers were introduced for the first time as part of IMRA Cycle 2025. The proposed amendment would incorporate feedback gathered during the first year of implementation. Certain language requirements for nominees would be added, and the process for reviewer selection would be clarified, specifically related to timelines.

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 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 clarifying the requirements, timeline, and process for the appointment and selection of suitability reviewers.

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 clarify the process for nomination and selection of suitability reviewers. 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 new 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 19, 2025, and ends at 5:00 p.m. on January 20, 2026. The SBOE will take registered oral and written comments on the proposal at the appropriate committee meeting in January 2026 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 19, 2025.

MOTION TO BE CONSIDERED: The State Board of Education:

Approve for first reading and filing authorization the proposed amendment to 19 TAC Chapter 67, State Review and Approval of Instructional Materials, Subchapter B, State Review and Approval, §67.27, IMRA Reviewers: Eligibility and Appointment.

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, §67.27, IMRA Reviewers: Eligibility and Appointment

ATTACHMENT
Text of Proposed Amendment to 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, if applicable, or another reference contact information and must request any professional associations, affiliations, and groups in a format approved by the State Board of Education (SBOE) chair. SBOE members shall have access to all completed applications in their respective districts.
- (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) Quality reviewers.
 - (1) IMRA quality reviewers must meet one of the following minimum qualification requirements:
 - (A) educators with three or more years of experience;
 - (B) 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;
 - (C) professors at an accredited institution of higher education in Texas with at least three years or more experience in the subject area(s) or courses; or
 - (D) persons with evidence of strong content knowledge and experience in the grade level(s) and subject area(s) or course(s).
 - (2) The Texas Education Agency (TEA) may reject a quality reviewer applicant if the candidate does not meet minimum eligibility as outlined in this section with approval of the SBOE member for which the applicant is a district resident. The member has one week to respond to TEA's decision. If the SBOE member approves applicants who were previously rejected by TEA, those applications shall be reinstated to the applicant pool to be rated.
 - (3) 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.
 - (4) Once rated, all eligible quality reviewer applicants are shared with the SBOE member for which the applicant is a district resident.
 - (5) 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.
 - (6) 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.
 - (7) IMRA quality reviewers must be approved by the SBOE member for which they are a district resident.
 - (8) 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.
 - (9) In the event TEA does not receive enough applications to fill available roles, TEA may:
 - (A) reduce the size of the review team to no fewer than three reviewers;

- (B) postpone the review of materials using the SBOE-approved strategy for prioritizing selection of instructional materials for review; or
 - (C) modify the review schedule to allow for additional recruitment efforts.
- (10) 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.
 - (A) 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).
 - (B) Position: a variety of positions reflected such as parents, classroom teachers, campus- and district-level administrators/specialists, education service center subject area personnel, representatives from higher education, and community members, including employers.
 - (C) School district size: large, midsize, and small school districts.
 - (D) Demographics: multiple and different racial and ethnic groups and males and females.
 - (E) School district/charter school: a variety of local education agencies are represented, including open-enrollment charter schools.
 - (F) Expertise: if a work group is assigned a grade band, at least one reviewer with experience teaching for each grade level will be prioritized.
- (11) TEA staff shall maintain a database of individuals who have served on an IMRA review panel during the review process.
- (12) 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; however, an SBOE member may waive this provision and require all applicants to resubmit their applications in accordance with subsection (a) of this section.
- (e) Suitability reviewers.
 - (1) Texas residency is a minimum requirement for any IMRA suitability reviewer.
 - (2) Each SBOE member shall annually nominate a minimum of 40 ~~[20]~~ applicants to serve as suitability reviewers and rank them from most preferred to least preferred.
 - (3) At least 20% of nominees must be fluent in the Spanish language and ranked separately from most preferred to least preferred.
 - (4) For the review of instructional materials for languages other than English, members must each nominate and rank at least five reviewers fluent in the languages to be reviewed.
 - (5) ~~[(3)]~~ A panel for suitability review consists of three reviewers and shall reflect the political affiliation of the membership of the SBOE. No more than one suitability reviewer per panel may be nominated by [from] any one SBOE member [district] .
 - (6) ~~[(4)]~~ 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.
 - (A) Experience: successful participation as a quality or suitability reviewer in a past review.
 - (B) Demographics: multiple and different racial and ethnic groups and males and females.
 - (7) ~~[(5)]~~ If an individual invited to serve on a review panel declines the invitation, TEA will then invite the next eligible reviewer from the SBOE member's list. [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.]

- (8) ~~(6)~~ 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 of being notified by TEA , candidates from other SBOE member districts may be considered.
- (9) If TEA still requires additional suitability candidates to complete the review after notifying SBOE members of the need for more nominations and fewer than 14 calendar days remain before the review begins, final reviewer selections shall be made in consultation with the SBOE chair to preserve SBOE authority.
- (10) ~~(7)~~ 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.

**Proposed New 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter B, High School, and Subchapter N, Law and Public Service
(First Reading and Filing Authorization)**

November 21, 2025

**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 B, High School, §127.16, and Subchapter N, Law and Public Service, §§127.752, 127.753, 127.756, and 127.757. The proposed new rules would add new Texas Essential Knowledge and Skills (TEKS) developed by subject matter experts convened by the Texas State Technical College (TSTC) and Collin College that are needed for completion of career and technical education programs of study.

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), allows the SBOE to develop by rule and implement a plan designed to incorporate foundation curriculum requirements into the CTE curriculum required in TEC, §28.002.

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 ensure by rule that a student may comply with 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 links above.

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 2026-2027 school year. The earlier effective date will enable districts to begin preparing for the implementation of the new 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, engineering, 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. In April 2024, 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. In April 2025, the SBOE adopted TEKS in the CTE engineering career cluster and for a set of state-approved innovative courses in CTE career clusters for agriculture, food, and natural resources; business, marketing, and finance; health science; hospitality and tourism; information technology; and law and public service, also effective August 1, 2025. The SBOE approved proposed new TEKS for courses in the CTE career clusters for business, marketing, and finance; health science; and manufacturing at the June 2025 SBOE meeting. A discussion item regarding proposed new CTE TEKS for a course in occupational safety and compliance and courses in the career cluster for fire science was presented to the Committee of the Full Board at the September 2025 SBOE meeting.

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.

In 2023, CTE advisory committees 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 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 were implemented beginning with the engineering TEKS review process in 2023. The SBOE completed the review of existing CTE TEKS, the development of new CTE TEKS, and the review of innovative courses to be approved as TEKS-based courses for new engineering programs of study with the adoption of new engineering CTE TEKS in April 2025.

At the April 2024 meeting, Texas Education Agency (TEA) staff shared an overview of additional, 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.

At the June 2024 meeting, the board considered next steps related to the adoption of CTE courses that are needed to complete programs of study and a schedule for future CTE TEKS reviews. The SBOE approved recommendations that TEA present a set of innovative courses with minor edits for consideration for adoption as TEKS-based courses. Additionally, the SBOE authorized TEA to enter into interagency

contracts with Collin College, TSTC, and Education Service Center (ESC) Region 4 to develop initial drafts of TEKS for additional CTE courses.

At the June 2025 meeting, the board approved for first reading and filing authorization proposed new TEKS for seven CTE courses developed through interagency contracts with TSTC and ESC Region 4 to complete programs of study in the Business, Marketing, and Finance; Health Science; and Manufacturing Career Clusters. Proposed new TEKS for Chapter 127, Subchapters F, J, and O, are presented for second reading and final adoption as a separate item on this agenda.

A discussion item regarding proposed new TEKS for additional CTE courses developed by subject matter experts from TSTC and Collin College through interagency contracts was presented to the Committee of the Full Board at the September 2025 SBOE meeting, and the subject matter experts were consulted to complete final recommendations for the proposed new courses.

This item presents for first reading and filing authorization proposed new CTE TEKS for implementation in the 2026-2027 school year.

The proposal would ensure the standards for these career clusters support relevant and meaningful programs of study. The attachments to this item reflect the text of the proposed new TEKS.

FISCAL IMPACT: TEA has determined that for the first five years the proposal is in effect (2026-2030), there are no fiscal implications to the state. However, in fiscal year 2025 there was a cost to the state of approximately \$285,000 to secure contracts for the development of the proposed new CTE TEKS. In addition, there will be implications for TEA if the state develops professional development to help teachers and administrators understand the revised TEKS. Any professional development that is created would be based on whether TEA received an appropriation for professional development in the next biennium.

There may be fiscal implications for school districts and 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 charter schools offering the courses.

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 add additional course options for students 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 19, 2025, and ends at 5:00 p.m. on January 20, 2026. The SBOE will take registered oral and written comments on the proposal at the appropriate committee meeting in January 2026 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 19, 2025.

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 B, High School, §127.16, and Subchapter N, Law and Public Service, §§127.752, 127.753, 127.756, and 127.757.

Staff Member Responsible:

Jessica Snyder, Senior Director, Curriculum Standards and Student Support

Attachment I:

Text of Proposed New 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter B, High School, §127.16

Attachment II:

Text of Proposed New 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter N, Law and Public Service, §§127.752, 127.753, 127.756, and 127.757

ATTACHMENT I
Text of Proposed New 19 TAC

Chapter 127. Texas Essential Knowledge and Skills for Career Development and Career and Technical Education

Subchapter B. High School

§127.16. Occupational Safety and Compliance Lab (One Credit), Adopted 2025.

- (a) Implementation. The provisions of this section may be implemented by school districts beginning with the 2026-2027 school year.
- (b) General requirements. This course is recommended for students in Grades 10-12 as a corequisite course for students participating in a coherent sequence of career and technical education courses. This course must be taken concurrently with a corequisite course from the Manufacturing or Transportation, Distribution, and Logistics Career Clusters 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.
- (c) Introduction.
 - (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) The goal of the Occupational Safety and Compliance Lab is to provide an opportunity for students to develop safety consciousness in conjunction with occupation-specific coursework. Students build a strong foundation in the occupational safety and compliance concepts that are critical to protecting individuals in the workplace, increasing safety and health, and reducing the occurrence of job-related injuries and fatalities.
 - (3) In Occupational Safety and Compliance Lab, students build foundational knowledge related to the fields of occupational safety, health, and compliance. Students learn about the Occupational Safety and Health Administration (OSHA), which is charged with the tasks of ensuring that employers provide a safe workplace that is free from recognized hazards, promote health and safety in the workplace, and reduce the occurrence of on-the-job injuries, illnesses, and fatalities. Students use safety resources and discover procedures for collaborating with business and industry regarding ways to increase employee safety and health.
 - (4) Successful completion of the standards may lead to a student earning a 10-hour general industry OSHA card. To earn the 10-hour OSHA card, the content must be taught by an authorized OSHA outreach training program trainer.
 - (5) Students are encouraged to participate in extended learning experiences such as career and technical student organizations that foster leadership and career development in the profession.
 - (6) 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 understands career options and educational requirements in occupational safety and compliance. The student is expected to:
 - (A) describe the impact of internships, career development, and entrepreneurship opportunities in occupational safety and compliance;
 - (B) identify and analyze career advancement opportunities in occupational safety and compliance at various levels in an organization such as employee, supervisor, and manager; and

- (C) identify and explain requirements to obtain professional credentials such as a Certified Safety Professional (CSP), Associate Safety Professional (ASP), Construction Health and Safety Technician (CHST), Occupational Hygiene and Safety Technician (OHST), Certified Hazardous Materials Manager (CHMM), Certified Environmental Manager (CEM), and Board of Certified Safety Professionals (BCSP) in the fields of occupational safety and health compliance.
- (2) The student understands the legal responsibilities of work safety in a hazardous workplace. The student is expected to:
- (A) explain and discuss responsibilities of workers and employers to promote safety and health in the workplace;
 - (B) explain the OSHA general duty clause and the rights of workers to a safe and healthy workplace;
 - (C) explain and discuss the importance of OSHA standards and requirements for organizations;
 - (D) explain the role of industrial hygiene in occupational health and safety and describe various types of industrial hygiene hazards, including physical, chemical, airborne, excessive noise, physiological, biological, and ergonomic hazards;
 - (E) identify types and explain appropriate use of personal protective equipment (PPE) used in industry;
 - (F) explain the importance of safe walking and working surfaces in the workplace and identify best practices for preventing or reducing slips, trips, and falls in the workplace;
 - (G) describe types of electrical hazards in the workplace and risks associated with these hazards;
 - (H) describe control methods to prevent electrical hazards in the workplace;
 - (I) analyze hazards of handling, storing, using, and transporting hazardous materials;
 - (J) identify and discuss ways to reduce exposure to hazardous materials in the workplace;
 - (K) identify workplace health and safety resources, including emergency plans and Safety Data Sheets (SDS);
 - (L) discuss how emergency plans and SDS are used to make decisions in the workplace;
 - (M) describe elements of a safety and health program, including management leadership, worker participation, and training;
 - (N) explain the purpose and importance of written emergency action and fire protection plans;
 - (O) describe key components of written emergency action and fire protection plans such as evacuation plans and emergency exit routes, list of fire hazards, and identification of emergency personnel;
 - (P) explain components of a hazard communication program; and
 - (Q) explain and give examples of safety and health training requirements specified by standard setting organizations such as American Conference of Governmental Industrial Hygienists (ACGIH), American National Standard Institute (ANSI), National Institute for Occupational Safety and Health (NIOSH), and Board of Certified Safety Professionals (BCSP).
- (3) The student analyzes the federal and state agencies that create and enforce environmental laws. The student is expected to:
- (A) identify the objectives of the U.S. Environmental Protection Agency (EPA);

- (B) identify the objectives of the Texas Commission on Environmental Quality (TCEQ);
 - (C) describe how the EPA and the TCEQ monitor compliance and enforce regulations; and
 - (D) identify and describe federal environmental acts, including Endangered Species Act (ESA); Safe Drinking Water Act (SDWA); Resource Conservation and Recovery Act (RCRA); Toxic Substances Control Act (TSCA); Comprehensive Environmental Response, Compensation and Liability Act (CERCLA or Superfund); and Federal Insecticide, Fungicide, and Rodenticide Act (FIFRA).
- (4) The student investigates common safety measures and processes. The student is expected to:
- (A) explain the significance of periodic and effective inspections for hazard control;
 - (B) describe the processes for reporting a hazard or accident to an immediate supervisor;
 - (C) explain the value of training programs that promote awareness of safety policies and procedures in the workplace;
 - (D) select appropriate PPE such as safety glasses, face shields, aprons, and gloves based on workplace requirements;
 - (E) summarize the purpose of protecting the body, including eyes, face, head, feet, arms, hands, ears, and torso;
 - (F) identify and describe specific causes of an incident;
 - (G) explain the necessity of a comprehensive safety program;
 - (H) outline principles of housekeeping, including order and cleanliness; and
 - (I) describe how a disorganized workplace, litter, and debris can create unsafe conditions that lead to accidents and illness in the workplace.
- (5) The student demonstrates knowledge of workplace security and violence prevention concepts. The student is expected to:
- (A) identify and describe potential types of workplace security events;
 - (B) identify and describe strategies to enhance workplace security; and
 - (C) identify and describe strategies to prevent workplace violence.
- (6) The student investigates the science of ergonomics in the workplace. The student is expected to:
- (A) define ergonomics;
 - (B) explain how the science of ergonomics is used in various industries such as manufacturing, construction, medical, and energy;
 - (C) evaluate workplace tasks to identify potential ergonomic problems related to body positions, including posture and awkward positions, and body movements, including repetitive movement, applying extreme force, reaching, pushing, pulling, bending, and weightlifting;
 - (D) describe primary body systems impacted by ergonomics; and
 - (E) evaluate workplace conditions that can produce physical fatigue.
- (7) The student recognizes and mitigates industrial hygiene and occupational health hazards that lead to injury and illness related to exposure in the workplace. The student is expected to:
- (A) explain the role of industrial hygiene in occupational safety;
 - (B) describe the process to identify hazards using various methods, including reviewing chemical inventories and evaluating potential hazards associated with chemicals found in the workplace;

- (C) identify and describe various categories of industrial hygiene hazards;
 - (D) compare various types of workplace hazards, including biological, chemical, ergonomic, and physical;
 - (E) identify categories of hazardous substances and describe short- and long-term health effects resulting from exposure to each hazardous substance;
 - (F) explain industrial hygiene and occupational exposures concepts, including acute and chronic exposures; and
 - (G) describe essential responsibilities of supervisors, managers, and safety personnel in the prevention of occupational hazards.
- (8) The student demonstrates an understanding of hazardous materials safety and handling competencies. The student is expected to:
- (A) describe the Occupational Safety Health Administration (OSHA) Hazard Communication Standard, including standards for hazard classification;
 - (B) interpret and analyze SDS and container labeling requirements;
 - (C) explain the purpose and importance of proper chemical storage;
 - (D) describe physical properties of hazardous materials;
 - (E) identify and describe ways in which hazardous materials enter the body;
 - (F) explain various strategies to protect from inhalation of harmful airborne substances; and
 - (G) discuss the significance of safety precautions when handling and using compressed gas in the workplace.
- (9) The student evaluates hazard control functions in various occupational settings. The student is expected to:
- (A) identify and describe steps to reduce noise exposure;
 - (B) explain the noise reduction rating (NRR) developed by the EPA;
 - (C) explain the purpose and importance of eye washes and emergency showers in the workplace;
 - (D) identify and describe possible hazards related to heating, ventilation, and air conditioning systems;
 - (E) identify and describe possible hazards related to indoor air quality, including ventilation and adequate air flow;
 - (F) identify steps to reduce hazards related to general machine guarding, power hand tools, and tool safety;
 - (G) identify and describe motor vehicle safety and security management techniques such as accident prevention strategies, driver training programs, and vehicle inspection protocols;
 - (H) describe steps to reduce hazards related to powered industrial trucks; and
 - (I) identify and describe possible hazards related to ladders and scaffolds.
- (10) The student investigates fire safety and emergency management in occupational safety. The student is expected to:
- (A) identify and describe proper storage techniques for flammable or combustible materials;
 - (B) identify and describe the importance of fire systems inspections, fire confinement, emergency exits, and emergency lighting;
 - (C) describe the importance and maintenance of portable fire extinguishers;

- (D) differentiate between fire and combustion; and
 - (E) describe classes of fire related to the extinguishing agents.
- (11) The student examines special hazard fire suppression systems. The student is expected to:
 - (A) describe characteristics of fixed wet and dry chemical extinguishing systems;
 - (B) describe physical characteristics of carbon dioxide, halogenated hydrocarbons, halocarbons, and inert gases;
 - (C) describe design goals for smoke and fire controls and the corresponding management systems; and
 - (D) explain fire extinguisher operation, inspection, testing, and maintenance procedures and proper use.
- (12) The student examines how accidents impact the workplace. The student is expected to:
 - (A) evaluate the financial impact on an organization resulting from an accident;
 - (B) explain workplace accident legal compliance, including OSHA accident reporting, OSHA recordkeeping regulations, and worker's compensation claims; and
 - (C) identify and compare accident categories, including near miss, minor injury, major injury, and catastrophic injury.
- (13) The student demonstrates an understanding of accident prevention and the principles of an effective corrective action plan. The student is expected to:
 - (A) describe the purpose of corrective actions;
 - (B) develop an effective corrective action plan for an organization; and
 - (C) write a report documenting an accident.
- (14) The student analyzes accidents and accident reports. The student is expected to:
 - (A) explain common unsafe actions such as purposefully working at unsafe speeds or knowingly using unsafe tools;
 - (B) describe human, job, and workplace factors that lead to accidents;
 - (C) explain the importance of timely reporting workplace accidents;
 - (D) complete a standard accident report form;
 - (E) write an effective accident report, including a summary of an incident, findings, and recommendations, using factual communication;
 - (F) identify and report causal factors of an accident; and
 - (G) analyze accident reports of small damage and near misses and describe future prevention of major accidents.
- (15) The student understands the process of accident investigations. The student is expected to:
 - (A) identify and discuss the purpose and benefits of accident investigations in the workplace;
 - (B) identify and discuss the role that workers, supervisors, managers, and safety personnel have in the accident investigation process; and
 - (C) identify and describe the phases of an accident investigation.

ATTACHMENT II
Text of Proposed New 19 TAC

Chapter 127. Texas Essential Knowledge and Skills for Career Development and Career and Technical Education

Subchapter N. Law and Public Service

§127.752. Foundations of Fire Protection (One Credit), Adopted 2026.

- (a) Implementation.
- (1) The provisions of this section may be implemented by school districts beginning with the 2026-2027 school year.
 - (2) School districts shall implement the employability skills student expectations listed in §127.15(d)(1) of this chapter (relating to Career and Technical Education Employability Skills) as an integral part of this course.
- (b) General requirements. This course is recommended for students in Grades 9-12. 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 and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) The Law and Public Service Career Cluster focuses on planning, managing, and providing legal services, public safety, protective services, and homeland security, including professional and technical support services.
 - (3) Foundations of Fire Protection provides students with an overview of opportunities and foundational knowledge and skills needed for careers in fire service. Students explore the history of fire science and structure of fire departments and are introduced to basic chemistry, physics, and classifications of fires; extinguishing methods; and firefighting equipment. Additionally, the course reviews employment requirements and certification processes for careers in fire science.
 - (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations that foster leadership and career development in the profession.
 - (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 examines the importance of developing specific, measurable, achievable, realistic, time-bound (SMART) goals and action plans to ensure appropriate physical ability, age, education, and certification requirements for fire service employment and career advancement. The student is expected to:
 - (A) identify and explain the process for developing a SMART goal, including identifying a specific goal, establishing measurable benchmarks for the goal, ensuring the goal is achievable and relevant to desired outcomes, and creating a realistic timeline to achieve the goal;
 - (B) explain benefits of identifying SMART goals, including process, outcome, and performance goals, for fire science professionals and how SMART goals can contribute to career advancement, performance improvement, and operational effectiveness; and

- (C) describe tasks for creating an action plan to achieve a SMART goal, including clarifying the goal, brainstorming action steps, prioritizing tasks, setting timelines, anticipating obstacles, and monitoring progress.
- (2) The student examines employment requirements for various fire service careers. The student is expected to:
 - (A) identify employment requirements and job roles and responsibilities for private sector fire service careers, including insurance investigators, fire alarm technicians, fire sprinkler contractors, wildland firefighters, and fire protection engineers;
 - (B) identify employment requirements and job roles and responsibilities for various municipal fire service careers, including firefighter, fire inspector, fire marshal, dispatcher, paramedic, emergency medical technician, and public education specialist;
 - (C) identify employment requirements and job roles and responsibilities for various State of Texas fire service careers, including state fire marshal, fire inspector, arson investigator, wildland firefighter, and education specialist;
 - (D) identify employment requirements and job roles and responsibilities for various federal fire service careers, including military firefighter, wildland firefighter, heavy equipment operator, fire and explosion investigator, and education specialist; and
 - (E) describe common employment processes used in selecting public sector firefighters, including applications, written tests, physical agility tests, psychological evaluations, background investigations, interview boards, and medical examinations.
- (3) The student understands the role of the Texas Commission on Fire Protection (TCFP). The student is expected to:
 - (A) describe the firefighter certification process in Texas as required by the TCFP;
 - (B) differentiate between education, training, and certification requirements established by the TCFP; and
 - (C) explain the role of the TCFP in the firefighter certification process, including developing training standards, developing certification tests, administering tests, issuing certifications, auditing firefighter continuing education to maintain certification, auditing fire departments, certifying fire training facilities, and maintaining firefighter certification records.
- (4) The student recognizes the different types of communication used within the fire service. The student is expected to explain the five modes of communication used in the fire service, including face-to-face, written, radio, telephone, and electronic communication.
- (5) The student understands the use of communication techniques to effectively engage with stakeholders. The student is expected to:
 - (A) explain and demonstrate key elements of adaptive communication, including active listening, interpersonal intelligence, communication style, and observational skills;
 - (B) analyze the importance of adaptive communication in the fire service to enhance communication with stakeholders;
 - (C) describe effective interpersonal skills that support effective teamwork in fire service, including active listening, time management, self-discipline, resilience, and interpersonal intelligence; and
 - (D) describe conflict resolution strategies, including avoiding, competing, accommodating, compromising, and collaborating, and how they may be applied in fire service team dynamics and operational settings.
- (6) The student examines legal obligations and ethical behaviors associated with fire service careers. The student is expected to:

- (A) discuss the impact of social media, peer influence, drug use, and criminal history on employability in fire science careers;
- (B) identify and analyze the role of each of the four Texas Fire Service Organizations state agencies including the: 1) Texas Commission on Fire Protection (TCFP); 2) Texas State Fire Marshal's Office (SFMO); 3) Texas A & M Forest Service (TFS); and 4) Texas A & M Engineering Extension Service (TEE);
- (C) identify and compare professional code of ethics relevant to fire service, including the Firefighter Code of Ethics developed by the National Society of Executive Fire Officers (NSEFO) and the Congressional Fire Services Institute (CFSI) and the International Association of Fire Chiefs (IAFC) Fire Service Code of Ethics;
- (D) discuss how the legal concept of "Duty to Act" is applied in Texas and impacts fire service professionals; and
- (E) describe the Texas Good Samaritan Act as defined in Texas Civil Practice and Remedies Code, §74.151, and explain its relevance to fire service professionals and civil liability protection.
- (7) The student examines the evolution of the fire service and explains the impact of fire on the development of fire laws, codes, and standards. The student is expected to:
 - (A) summarize key milestones and technological advancements and how roles have evolved over time in fire science;
 - (B) differentiate between local, state, and federal fire laws; model codes; and National Fire Protection Association (NFPA) standards, and explain their roles in regulating fire service operations; and
 - (C) explain how fire losses have influenced the development of national building and fire codes and NFPA standards.
- (8) The student examines firefighting apparatus, personal protective equipment (PPE), appliances, tools, and hoses used by various fire departments. The student is expected to:
 - (A) identify and describe different types of structural firefighting apparatus used by municipal fire departments, including fire engines, aerial ladder trucks, quint trucks, tiller trucks, and heavy rescue vehicles;
 - (B) identify and describe different types of wildland firefighting apparatus, including wildland engines, brush trucks, and water tenders;
 - (C) identify and describe different types of aircraft rescue firefighting apparatus, including rotary blade aircraft and fixed-wing aircraft;
 - (D) identify and describe structural, wildland, and aircraft firefighting PPE;
 - (E) identify and explain the purpose of common appliances used by structural firefighters, including wyes, water-thieves, Siamese valves, smooth-bore nozzles, different types of fog nozzles, and hydrant valves;
 - (F) identify and explain the purpose of common tools used by structural firefighters, including Halligan bars, axes, pike poles, ladders, hydrant wrenches, spanner wrenches, saws, and rescue tools;
 - (G) identify and explain the purpose of common tools used by wildland firefighters, including the McLeod tool, flapper, Pulaski tool, fire rake, and saws; and
 - (H) differentiate among various hoses used by structural and wildland firefighters.
- (9) The student researches the Community Risk Reduction (CRR) process. The student is expected to:

- (A) define CRR;
 - (B) describe how a Community Risk Assessment (CRA) impacts the development of a CRR plan;
 - (C) identify and explain the role of key CRR stakeholders, including the lead agency, CRR coordinator, planning group, risk manager, fire chief, and community leaders;
 - (D) describe the United States Fire Administration's 5 E's strategies for CRR, including education, engineering, enforcement, economic incentives, and emergency response; and
 - (E) explain how community, state, and federal governments use CRAs.
- (10) The student researches the National Incident Management System (NIMS) and Incident Command System (ICS). The student is expected to:
- (A) describe the purpose of NIMS, including common terminology, management by objectives, span of control, resource management, command structure, modular organization, incident action planning, integrated communications, and accountability; and
 - (B) identify and explain components of the ICS structure, including the Incident Commander (IC), finance, logistics, operations, planning, command posts, public information, liaison officers, safety officers, and emergency operations centers.
- (11) The student examines common hierarchical structure of a fire department. The student is expected to:
- (A) explain the concept of authority having jurisdiction (AHJ);
 - (B) describe the common hierarchical structure of a fire department; and
 - (C) describe the roles and responsibilities of the fire chief.
- (12) The student examines various support functions within a fire department. The student is expected to:
- (A) identify and describe support functions provided by the fire prevention division, including code enforcement, public education, cause and origin investigation, arson and explosion investigation, background investigation, internal affairs investigation, and public information;
 - (B) identify and describe support functions provided by fire service special operations teams, including hazardous materials response, high-angle rescue, swift water rescue, confined-space rescue, and urban search and rescue;
 - (C) identify and describe support functions provided by the fire training division, including recruiting, hiring, and training recruits for initial TCFP certification and providing continuing education training;
 - (D) identify and describe support functions provided by the equipment maintenance division, including vehicle repairs, service, and testing;
 - (E) describe the core responsibilities of 911 communication centers, including receiving emergency and non-emergency calls, dispatching response units, maintaining contact with dispatched units, and coordinating with other agencies; and
 - (F) describe the core responsibilities of the Office of Emergency Management.
- (13) The student examines basic principles of fire science, including the chemistry and physics of combustion, methods of heat transfer, and stages of fire development. The student is expected to:
- (A) define fire;
 - (B) identify and list the components of the fire triangle and fire tetrahedron;

- (C) describe the physical characteristics of the three states of matter: solid, liquid, and gas;
- (D) differentiate between an oxidizing agent and a fuel;
- (E) explain the process of pyrolysis and its role in fire development;
- (F) define the terms "fuel rich" and "fuel lean" in relation to the flammable range of a gas;
- (G) analyze the difference between temperature and heat;
- (H) differentiate between ignition temperature and flash point;
- (I) define specific gravity and explain its relevance to fire suppression and hazardous materials;
- (J) define vapor density and describe its significance in fire and hazardous materials incidents;
- (K) describe the stages of fire development, including incipient, growth, free-burning, and decay;
- (L) differentiate between flashover and backdraft; and
- (M) explain the three primary methods of heat transfer (conduction, convection, and radiation), and describe the role of direct flame contact in fire spread.
- (14) The student examines classifications of fire and extinguishing methods. The student is expected to:
 - (A) identify the five classifications of fire: Class A, B, C, D, and K; and
 - (B) describe various extinguishing methods for each classification of fire.
- (15) The student researches basic components of a municipal water supply system. The student is expected to:
 - (A) identify the basic components of a municipal water supply system, including water sources, treatment facilities, elevated and in-ground storage tanks, pumps, distribution networks, and fire hydrants;
 - (B) identify various types of fire hydrants, including dry barrel hydrants and wet barrel hydrants; and
 - (C) explain the purpose of fire hydrant color coding.

§127.753. Crisis Care (One Credit), Adopted 2026.

- (a) Implementation.
 - (1) The provisions of this section may be implemented by school districts beginning with the 2026-2027 school year.
 - (2) School districts shall implement the employability skills student expectations listed in §127.15(d)(2) of this chapter (relating to Career and Technical Education Employability Skills) as an integral part of this course.
- (b) General requirements. This course is recommended for students in Grades 11 and 12. Prerequisite: at least one credit in a course from the Law and Public Service Career Cluster. 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 and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.

- (2) The Law and Public Service Career Cluster focuses on planning, managing, and providing legal services, public safety, protective services, and homeland security, including professional and technical support services.
- (3) Crisis Care is designed for future first responders to build awareness, psychological preparedness, and resilience for times of personal or community crisis. Students explore various types of acute crises and examine appropriate crisis intervention techniques to assist in de-escalation and recovery. Additionally, students examine specialized crisis care teams and support agencies during emergencies and disasters.
- (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations that foster leadership and career development in the profession.
- (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 examines what constitutes a personal crisis and identifies warning signs of a personal crisis. The student is expected to:
 - (A) differentiate between a personal crisis, a problem, and an emergency;
 - (B) describe basic elements of a personal crisis, including a stressful situation, an individual's difficulty coping, and the timing of the intervention;
 - (C) examine factors that may lead to a personal crisis, including trauma, family conflict, financial instability, community issues, significant life events, and natural disasters;
 - (D) analyze impacts of various types of personal crises, including mental health, emotional, and trauma-related crises and physical emergencies;
 - (E) identify and describe warning signs of a personal crisis requiring immediate attention, including threats of physical harm, delusions, hallucinations, extreme withdrawal, not sleeping or eating for several days, verbal abuse, and physical abuse; and
 - (F) identify and describe indicators of a personal crisis that may require intervention, including expression of intense hopelessness or anger, eating or sleeping difficulties, neglect of personal hygiene, social isolation, and signs of depression, apathy, or anxiety.
 - (2) The student examines various interventions used to de-escalate a personal crisis. The student is expected to:
 - (A) explain the key principles of Psychological First Aid (PFA) and how these principles are used to reduce stress and aid in crisis recovery;
 - (B) describe grounding techniques used in crisis de-escalation, including breathing exercises, sensory awareness and touch, the 5-4-3-2-1 technique, and nature-based calming strategies;
 - (C) describe communication techniques used in crisis de-escalation, including focusing attention, displaying empathy, asking open-ended questions, reflecting feelings, and summarizing; and
 - (D) describe how body language, including having an open posture, open hands, or a Duchenne smile and adjusting proximity, influences crisis de-escalation.
 - (3) The student examines professional resources available to aid in crisis intervention. The student is expected to:
 - (A) identify the roles and services of local crisis intervention resources such as mental health providers, law enforcement, and community-based organizations;
 - (B) identify and describe crisis resources provided by the Texas Department of State Health Services (DSHS), including the Health and Human Services Commission (HHSC) Crisis

Services Guide and Texans Recovering Together Crisis Counseling and Disaster Behavioral Health Services; and

- (C) describe the role of national crisis intervention resources, including the 988 Suicide and Crisis Lifeline, Crisis Text Line, Disaster Distress Helpline (DDH), Substance Abuse and Mental Health Services Administration (SAMHSA) National Helpline, and National Alliance on Mental Illness (NAMI).
- (4) The student evaluates the effects of acute and chronic exposure to traumatic events on the health and performance of first responders. The student is expected to:
 - (A) identify and describe potential warning signs of a mental health crisis in first responders, including emotional distress, behavioral changes, relationship strain, cognitive difficulty, and suicidal ideation;
 - (B) discuss and analyze potential psychological impacts to first responders, including post-traumatic stress disorder (PTSD), chronic stress, anxiety, depression, emotional numbing, and survivor guilt, after exposure to trauma;
 - (C) describe potential physical impacts to first responders, including burnout, sleep disturbances, fatigue, and a weakened immune system, after exposure to trauma;
 - (D) explain how trauma-related stress impacts interpersonal relationships and social functioning such as irritability, anger, mood swings, and emotional distancing;
 - (E) analyze how traumatic events can affect job performance, including impaired decision-making, compassion fatigue, absenteeism, and turnover; and
 - (F) discuss and analyze potential psychological impacts of a line of duty death (LODD) on first responders, including grief reactions, survivor guilt, intrusive memories, substance abuse, and other maladaptive coping behaviors.
- (5) The student examines how public safety agencies use Critical Incident Stress Management (CISM) teams in supporting crisis interventions. The student is expected to:
 - (A) explain the use of Critical Incident Stress Debriefing (CISD) and critical incident stress defusing techniques in mitigating the impact of stress on first responders after traumatic events;
 - (B) describe the roles of CISM team members, including peer support personnel, clergy, and mental health professionals;
 - (C) evaluate the benefits of CISM teams within public safety professions, including psychological support, PTSD mitigation, provision of coping mechanisms, increased resilience, increased job satisfaction, reduced stigma, enhanced teamwork, enhanced communication, and increased confidence;
 - (D) describe common CISM interventions recognized by the National Fallen Firefighter Foundation (NFFF), including defusing, debriefing, peer counseling, individual crisis intervention, pre-incident briefing, and crisis management briefings; and
 - (E) explain the importance of supporting the needs of first responder families by demonstrating availability, providing timely support, offering assistance, and maintaining trust.
- (6) The student examines the structure and function of a Local Assistance State Team (LAST) provided by NFFF in supporting crisis response. The student is expected to:
 - (A) describe the composition of a LAST, including mental health professionals, crisis responders, clergy, and survivors of suicide loss; and
 - (B) discuss and analyze the functions of a LAST, including supporting survivors, administering emotional first aid, providing resource information and referrals, and assisting in funeral planning.

- (7) The student examines the role of chaplains within public safety agencies. The student is expected to:
- (A) describe qualifications of a public safety agency chaplain, including training in crisis response, endorsement by a recognized religious organization, completion of chaplaincy certification programs, and experience in providing emotional and spiritual support in high-stress environments;
 - (B) identify and explain support services provided by first responder organizations such as the International Association of Fire Chiefs (IAFC), the Federation of Fire Chaplains (FFC), the International Association of Chiefs of Police (IACP), and the International Conference of Police Chaplains (ICPC);
 - (C) describe the different roles and responsibilities of public safety agency chaplains, including providing spiritual care to agency members, making hospital visits, and conducting weddings, funerals, and LODD ceremonies; and
 - (D) explain the role of chaplains during critical incidents or emergencies, including support for public safety agency members, members' families, victims' families, and the community.
- (8) The student identifies and examines strategies used by first responders to build resilience and overcome challenges. The student is expected to:
- (A) explain the concept of resilience and its role in coping with stress, trauma, and challenges in public safety professions;
 - (B) describe common characteristics of resilient individuals and evaluate the benefits of resilience for professional performance;
 - (C) identify internal factors, including mindset and self-awareness, that contribute to resilience;
 - (D) identify strategies to overcome challenges, including creating a support system, focusing on setting goals, and adapting to change;
 - (E) discuss how experiencing a crisis can present opportunities to problem-solve, including decision making, critical thinking, creativity, ethical reasoning, adaptability, and build resiliency;
 - (F) describe the stop, think, observe, and proceed (STOP) method of problem solving; and
 - (G) describe the identify, develop, evaluate, and assess (IDEA) method of problem-solving, including identifying the problem, developing possible solutions, evaluating options, and assessing the result.

§127.756. Disaster Response (One Credit), Adopted 2026.

- (a) Implementation.
- (1) The provisions of this section may be implemented by school districts beginning with the 2026-2027 school year.
 - (2) School districts shall implement the employability skills student expectations listed in §127.15(d)(1) of this chapter (relating to Career and Technical Education Employability Skills) as an integral part of this course.
- (b) General requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Law, Public Safety, Corrections, and Security. 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 and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) The Law and Public Service Career Cluster focuses on planning, managing, and providing legal services, public safety, protective services, and homeland security, including professional and technical support services.
 - (3) Disaster Response includes basic training in disaster survival and rescue skills that improve the ability of citizens to survive until responders or other assistance arrives. Students receive education and training to make communities safer, stronger, and better prepared to respond to public health issues and threats of various disasters, terrorism, and crime.
 - (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations that foster leadership and career development in the profession.
 - (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 examines the functions of the community emergency response team (CERT) and the CERT's role during disasters. The student is expected to:
 - (A) analyze and compare roles and functions of CERT members before, during, and after a disaster;
 - (B) analyze how CERT members respond to various types of hazards commonly present in disasters, including their roles in mitigation, response, and recovery; and
 - (C) analyze state and local laws that protect first responders, including CERT members, during emergency operations.
 - (2) The student examines various disaster situations. The student is expected to:
 - (A) classify types of disasters, including man-made and natural; and
 - (B) identify common causes of disasters, including accidental causes, weather, and acts of human conflict, including domestic terrorism.
 - (3) The student researches disasters and associated hazard mitigation. The student is expected to:
 - (A) identify potential hazards associated with different types of disaster events;
 - (B) describe strategies used to manage hazards and reduce the impact of disasters; and
 - (C) summarize measures taken prior to a disaster, during the time of the disaster, and after the disaster occurs to mitigate hazards.
 - (4) The student develops a disaster and emergency preparedness (DEP) response plan. The student is expected to:
 - (A) develop a response plan and evacuation route in the case of a fire that includes a meeting location; and
 - (B) develop a response plan that includes a safe shelter location in the event of severe weather emergencies.
 - (5) The student examines disaster preparedness recommendations provided by various federal, state, and local agencies. The student is expected to:
 - (A) identify components of a first aid kit for home and vehicle use as recommended by organizations such as the American Red Cross or American Heart Association;
 - (B) identify essential tools and supplies for disaster supply kits as recommended by different agencies, including the Federal Emergency Management Agency (FEMA);

- (C) identify appropriate food, water, kitchen items, clothing, bedding, documents, and contact numbers for inclusion in disaster kits, as recommended by FEMA and other agencies;
 - (D) simulate assisting first responders in fire safety, search and rescue, and disaster medical operations in accordance with standard operating procedures outlined in sponsoring agencies' Emergency Operations Plans (EOPs); and
 - (E) identify fire safety components of disaster preparedness in the Volunteer Protection Act of 1997.
- (6) The student demonstrates knowledge and skills related to fire safety to assist in disaster situations. The student is expected to:
 - (A) explain the role of CERT members in fire safety and conduct an assessment in response to a simulated fire emergency;
 - (B) explain safety precautions used in a disaster event, including a buddy system, backup teams, safety equipment, and utility controls;
 - (C) identify and predict locations of hazardous materials in residential and community settings; and
 - (D) define and explain the limit, isolate, eliminate, separate (LIES) method for reducing exposure to hazardous materials and potential harm.
- (7) The student investigates fire chemistry and the application of fire chemistry in disasters. The student is expected to:
 - (A) explain how fires start and identify factors that perpetuate fires;
 - (B) identify the elements that are required for a fire;
 - (C) identify the fire hazards associated with ordinary combustibles, flammable and combustible liquids, energized electrical equipment, and combustible metals; and
 - (D) describe and differentiate between the classes of fires.
- (8) The student recognizes common firefighting resources and fire suppression techniques. The student is expected to:
 - (A) identify fire containment techniques and methods used to restrict the spread of smoke and heat;
 - (B) compare types of fire accelerants and fuels;
 - (C) select appropriate firefighting resources to fight a fire based on fuel type or other contributing factors;
 - (D) explain the information commonly provided on fire extinguisher labels;
 - (E) identify types of fire extinguishers and the components of a portable fire extinguisher;
 - (F) simulate the use of a portable fire extinguisher using the pull, aim, squeeze, sweep (PASS) technique; and
 - (G) compare best practices for fire suppression based on local standard operating procedures and precautions.
- (9) The student demonstrates knowledge of hazardous materials and related safety standards. The student is expected to:
 - (A) identify and evaluate the associated risks of characteristics of hazardous materials based on the type of material, including solids, pressurized substances, liquids, and gases;
 - (B) define and classify types of hazardous materials according to the National Fire Protection Association (NFPA) 704 standards;

- (C) explain the NFPA 704 diamond placard used for hazardous material identification;
 - (D) explain the meaning of different hazardous material placard colors and how each color contributes to hazmat assessment during disaster response; and
 - (E) explain common acronyms and symbols used by the NFPA.
- (10) The student explores first aid assessment and basic treatment techniques used in disaster response and emergency situations. The student is expected to:
 - (A) simulate the head tilt chin lift method to open an airway of a patient;
 - (B) identify the primary types of bleeding and main methods for controlling bleeding, including tourniquet application and wound packing;
 - (C) research and explain the physiological effects of shock on the human body;
 - (D) explain signs of shock, including clammy skin, rapid pulse, and nausea;
 - (E) simulate procedures for treating victims of shock;
 - (F) explain techniques for controlling symptoms of shock such as elevating the feet and covering the patient with a blanket;
 - (G) explain and demonstrate correct procedures for administering cardiopulmonary resuscitation (CPR); and
 - (H) explain and demonstrate correct procedures for using an automated external defibrillator (AED) during CPR.
- (11) The student investigates how to maintain personal hygiene and sanitation in a disaster situation. The student is expected to:
 - (A) define and analyze steps to maintain proper hygiene during a disaster, including getting enough sleep, practicing dental care, bathing regularly, and washing hands frequently;
 - (B) explain how to dispose of bacterial sources and waste products during a disaster; and
 - (C) test or simulate the use of a water purification system.
- (12) The student organizes and establishes disaster medical triage areas. The student is expected to:
 - (A) define and explain the concept of simple triage and rapid treatment (START) used to prioritize casualties in a disaster;
 - (B) explain major sub-functions of disaster medical operations, including triage, sanitation, and treatment areas;
 - (C) select and evaluate a designated triage area based on proximity to an incident;
 - (D) evaluate a designated triage area for accessibility by transportation vehicles and potential expansion;
 - (E) assign triage areas for immediate care, delayed care, and morgue operations; and
 - (F) develop a documentation protocol for triage victims that includes available identifying information, physical description, clothing, injuries, treatment provided, and transfer location.
- (13) The student simulates a head-to-toe patient evaluation to identify and document injuries. The student is expected to:
 - (A) define and summarize indicators of injury observed during a head-to-toe assessment;
 - (B) distinguish between the severity of various injuries and the appropriate level of treatment needed;
 - (C) document patient injuries, including location and type of injuries; and

- (D) describe common closed-head, neck, or spinal injuries.
- (14) The student explores treatment techniques for injuries commonly encountered in disaster situations. The student is expected to:
 - (A) define terms related to the layers of skin;
 - (B) classify the severity of burns;
 - (C) define and identify methods for controlling bleeding and preventing secondary infection;
 - (D) simulate techniques used for cleaning wounds and the application of dressings and bandages while on an incident scene;
 - (E) identify treatment options and actions for managing a foreign object impaled in a patient's body; and
 - (F) define and demonstrate methods for immobilization of joints immediately above and below an injury.
- (15) The student examines search and rescue operations. The student is expected to:
 - (A) assess a rescue scene and formulate a plan of action based on available information;
 - (B) explain safe techniques for debris removal and victim extrication from below ground entrapments;
 - (C) create a plan for assigning staff to perform tasks for debris removal and victim extrication;
 - (D) identify necessary materials for stabilizing various hazards on an accident scene;
 - (E) describe how to stabilize an object prior to lifting to ensure responder and victim safety; and
 - (F) simulate a lift to gain access to a victim and troubleshoot possible impediments.
- (16) The student researches documentation required during a disaster response by CERT members. The student is expected to simulate the collection and recording of documentation on incident status, location, access routes, identified hazards, and support locations.
- (17) The student examines rescuer safety during search and rescue operations. The student is expected to:
 - (A) classify response activities based on team capabilities and training levels and scope and type of incident;
 - (B) evaluate an accident scene involving a trapped victim to determine whether a rescue can be safely attempted;
 - (C) define and use common terminology that supports effective communication and shared understanding at a rescue site; and
 - (D) determine team member roles based on the scope of an incident, strategic planning, review of resources, and evaluation of actions and results.
- (18) The student examines the psychological impact of a disaster on rescuers and victims and principles of psychological first aid. The student is expected to:
 - (A) describe appropriate communication techniques for crises and disaster response situations;
 - (B) explain and analyze the emotional responses that can follow a disaster;
 - (C) identify steps rescuers can take to reduce stressors on disaster survivors and rescuers;
 - (D) analyze psychological and physiological responses observed in rescuers after a disaster;

- (E) describe potential emotional responses experienced by survivors and rescuers and explain emotional response mitigation strategies that aid first responders during an emergency; and
- (F) explain goals of on-scene psychological intervention.
- (19) The student discusses terrorism and its implications on CERT operations and community preparedness. The student is expected to:
 - (A) define vocabulary related to terrorism and homeland security; and
 - (B) identify how to interpret environmental indicators and warning signs of a biological or chemical attack.

§127.757. Emergency Medical Technician-Basic (Two Credits), Adopted 2026.

(a) Implementation.

- (1) The provisions of this section may be implemented by school districts beginning with the 2026-2027 school year.
- (2) School districts shall implement the employability skills student expectations listed in §127.15(d)(2) of this chapter (relating to Career and Technical Education Employability Skills) as an integral part of this course.

(b) General requirements. This course is recommended for students in Grades 11 and 12. Prerequisite: Principles of Law, Public Safety, Corrections, and Security or Disaster Response. Recommended prerequisite: Biology, Medical Terminology, Pathophysiology, and Anatomy and Physiology. 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 and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
- (2) Law and Public Service Career Cluster focuses on planning, managing, and providing legal services, public safety, protective services, and homeland security, including professional and technical support services.
- (3) Emergency Medical Technician (EMT)-Basic provides students with the foundational knowledge needed to provide entry-level emergency medical care, life support, and ambulance service. Students are introduced to key concepts, knowledge, and skills needed by EMT-Basics in the areas of communications, assessment, treatment, transportation, and recordkeeping. This introductory course equips students interested in working in public safety, including fire, police, and emergency medical services (EMS), to perform the duties of an EMT-Basic safely and effectively.
- (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations that foster leadership and career development in the profession.
- (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 explores EMS systems and roles and responsibilities of an EMT-Basic. The student is expected to:
 - (A) describe and explain the EMS systems available to patients;
 - (B) differentiate the roles, scope of practice, and responsibilities of an EMT-Basic from other pre-hospital care providers such as firefighters and law enforcement;

- (C) describe roles and responsibilities of EMT-Basics related to personal safety and the safety of the crew, patient, and bystanders while responding to, operating at the scene of, and transporting from an emergency incident;
 - (D) summarize key Texas statutes and regulations governing EMS systems, including provisions from 25 Texas Administrative Code (TAC) Chapter 157 (relating to Emergency Medical Care) and Texas Health and Safety Code, Chapter 773; and
 - (E) research and analyze various methods of accessing an EMS system within a local community.
- (2) The student explores medical, legal, and ethical considerations in emergency medical services operations as an EMT-Basic provider. The student is expected to:
 - (A) describe out-of-hospital (OOH) and do not resuscitate (DNR) directives as described in 25 TAC §157.25 (relating to Out-of-Hospital Do Not Resuscitate (OOH-DNR) Order), and explain local protocol regarding EMS application of DNR directives, including field termination procedures;
 - (B) define consent and differentiate between expressed and implied consent in emergency situations;
 - (C) summarize appropriate methods for obtaining patient consent;
 - (D) determine the conditions necessary for an EMT-Basic to have a duty to act;
 - (E) explain the importance, necessity, and legal protections of patient confidentiality;
 - (F) describe actions an EMT-Basic should take to preserve a crime scene; and
 - (G) identify conditions that require an EMT-Basic to notify local law enforcement officials.
- (3) The student develops foundational knowledge of human anatomy and physiology to support emergency medical care. The student is expected to:
 - (A) define anatomical terms such as medial, lateral, proximal, distal, superior, inferior, anterior, posterior, midline, right and left, mid-clavicular, bilateral, and mid-axillary; and
 - (B) describe the basic anatomy and physiology of the respiratory, circulatory, musculoskeletal, nervous, and endocrine systems and explain the function of major organs within each system.
- (4) The student demonstrates the importance of basic life support and the priority of artificial ventilation and airway protective skills. The student is expected to:
 - (A) compare signs of adequate and inadequate breathing;
 - (B) explain the importance of having a suction unit ready for immediate use when managing a patient's airway;
 - (C) explain and demonstrate proper suctioning techniques to clear a patient's airway of blood, vomitus, and other obstructions to prevent aspiration;
 - (D) explain and demonstrate proper techniques and devices for securing air flow for patients, including bag-valve-mask, Sellick maneuver, and pocket mask artificial ventilation;
 - (E) explain and demonstrate the skills of basic airway techniques, including use of oropharyngeal and nasopharyngeal airway adjuncts with a bag-valve-mask;
 - (F) explain and demonstrate the use of end-tidal capnography (ETCO2) by correctly applying ETCO2 nasal canula and endotracheal tube devices;
 - (G) interpret ETCO2 waveform and numeric value to assess adequate ventilation of patient's lungs; and
 - (H) explain and demonstrate proper use of a supraglottic airway device.

- (5) The student recognizes that patient assessment serves as the foundation for all treatment decisions for any emergency scene. The student is expected to:
- (A) evaluate an emergency scene for potential hazards to responders, patients, and bystanders;
 - (B) assess an emergency scene by identifying the number of patients, mechanism of injury or nature of illness, and severity of each patient's condition to determine if additional resources are needed;
 - (C) conduct an initial patient assessment, including forming a general impression, determining responsiveness, and assessing airway, breathing, and circulation;
 - (D) demonstrate a triage method to determine patient priority at emergency scenes with multiple casualties;
 - (E) describe and demonstrate methods of assessing patient traumatic injuries, including the rapid trauma assessment;
 - (F) explain and demonstrate the components of conducting a patient assessment, including documenting medical history of patients with medical complaints or signs and symptoms of medical need;
 - (G) explain and demonstrate the components of a detailed physical examination of a patient using a systematic head-to-toe approach to identify injuries or conditions not immediately apparent and determine interventions needed and reassess interventions to assure appropriate ongoing continuum of care;
 - (H) explain the components of common EMS communication systems, including radio procedures, interpersonal communication techniques, and patient care reporting formats;
 - (I) explain the components of a pre-hospital patient care written report, including documentation of chief complaint, history of present illness, allergies to medications, current medications, treatments provided during transport, and any changes to the patient's condition as a result of those treatments;
 - (J) describe components of a no transport report, including documentation of chief complaint, history of present illness, and attempts to gain consent from a patient for transport; and
 - (K) analyze legal considerations related to a patient refusal, including patient decision-making capacity and documentation of associated risks.
- (6) The student explores the signs, symptoms, and pathophysiology of medical emergencies. The student is expected to:
- (A) describe signs and symptoms of diabetic, cardiac, respiratory, neurological, and integumentary system emergencies and emergencies related to heat and cold exposure, bites, stings, and poisoning;
 - (B) describe the medical care for patients experiencing diabetic, cardiac, respiratory, neurological, and integumentary system emergencies and emergencies related to heat and cold exposure, bites, stings, and poisoning;
 - (C) identify common medications administered by an EMT-Basic and identify the steps for assisting a patient with self-administration of prescribed medications;
 - (D) identify common respiratory emergencies, including asthma, chronic obstructive pulmonary disease (COPD), and anaphylaxis;
 - (E) describe appropriate emergency medical care for respiratory distress, including the administration of oxygen, prescribed inhalers, and nebulized medications;

- (F) identify cardiovascular emergencies, including heart attack, stroke, and cardiac arrest, and describe signs and symptoms of cardiovascular disease;
- (G) describe and demonstrate standard placement protocols for applying 4-lead and 12-lead electrocardiogram (ECG) electrodes to a patient for cardiac monitoring;
- (H) explain the purpose and procedures for transmitting a 12-lead ECG to a receiving hospital using appropriate communication equipment and procedures;
- (I) simulate the administration of prescribed nitroglycerin for chest pain, following proper dosage, indications, and contraindications;
- (J) explain the function and demonstrate the proper use of an automated external defibrillator (AED) for a cardiac arrest scenario;
- (K) identify signs and symptoms of altered mental status associated with a patient taking diabetic medications;
- (L) list steps in emergency medical care for a hypoglycemic patient, including the administration of oral glucose;
- (M) identify the signs and symptoms of an allergic reaction, including respiratory distress, hives, and swelling;
- (N) describe emergency care procedures for allergic reactions, including airway assessment and administration of a prescribed epinephrine auto-injector;
- (O) identify the signs and symptoms of poisoning or overdose and ways poisons enter the body;
- (P) explain emergency medical care for suspected poisoning, including indications, contraindications, and procedures for administering activated charcoal;
- (Q) identify, assess, and record patient vital signs, including pulse, respiratory rate, blood pressure, and oxygen saturation;
- (R) describe and demonstrate proper techniques for lifting and moving patients;
- (S) list signs and symptoms of water-related emergencies and describe complications and medical care of near-drowning victims;
- (T) define behavioral emergencies and explain their impact on patient care, scene safety, and EMS response;
- (U) identify medical and legal considerations in psychological emergencies and describe common causes of psychological crises;
- (V) describe emergency medical care for a patient experiencing behavioral distress, including assessment and de-escalation techniques;
- (W) describe safe restraint techniques for violent or combative patients;
- (X) list common pre-delivery pregnancy signs and symptoms related to medical complications that require immediate attention by a physician; and
- (Y) identify practical steps to stabilize pregnant patient who exhibits signs and symptoms related to medical complications that require immediate attention by a physician
- (7) The student explores mechanisms of injury and pathophysiology of traumatic injury across body systems. The student is expected to:
 - (A) describe how shock affects major body systems, including the cardiovascular, respiratory, and renal systems, and demonstrate emergency medical care appropriate for a patient exhibiting signs and symptoms of shock;

- (B) describe and demonstrate emergency care for controlling external bleeding, including the use of direct pressure, pressure points, and tourniquets;
 - (C) identify signs and symptoms of internal bleeding and describe appropriate emergency medical care;
 - (D) identify signs and symptoms of internal bleeding based on mechanism of injury;
 - (E) identify types of soft tissue injuries, including open, closed, and burn-related injuries;
 - (F) describe emergency care for closed soft tissue injuries, including contusions, hematomas, and crush injuries;
 - (G) describe and demonstrate proper techniques for dressing wounds, bandaging, and applying splints and tourniquets;
 - (H) identify bones of the musculoskeletal system and describe functions of each bone group;
 - (I) identify the difference between open fractures and closed fractures and explain how each type of fracture affects the implementation of musculoskeletal care;
 - (J) demonstrate proper immobilization of a painful, swollen, and deformed extremity using appropriate splinting techniques;
 - (K) analyze functional relationship between the skeletal and nervous systems;
 - (L) evaluate specific mechanisms of cervical spine injury; and
 - (M) describe and apply stabilization techniques for cervical spine injuries to a patient in a simulated setting.
- (8) The student analyzes medical emergencies involving ill or injured infants and children. The student is expected to:
- (A) differentiate emergency response care for infants, children, and adults based on anatomical and physiological differences;
 - (B) describe and demonstrate proper techniques of foreign body airway obstruction removal in children and infants;
 - (C) describe and demonstrate proper medical assessments, bag-valve-mask ventilations, and oxygen delivery for infants and children; and
 - (D) describe emergency care procedures for managing seizures, respiratory emergencies, hypoperfusion, and cardiac arrest in infants and children.
- (9) The student describes the safe operation of an ambulance and related emergency response procedures. The student is expected to:
- (A) describe state laws related to the operation of an ambulance;
 - (B) define cleaning, disinfection, high-level disinfection, and sterilization according to infection control standards;
 - (C) describe procedures for cleaning and disinfecting patient care equipment and preparing an ambulance for the next emergency response;
 - (D) identify the types and uses of personal protective equipment (PPE) required for an EMT-Basic in various emergency response scenarios;
 - (E) explain the purpose and fundamental components of patient extrication in emergency situations;
 - (F) distinguish between simple and complex access methods used during vehicle entrapment and describe considerations for patient safety;

- (G) describe the roles and responsibilities of an EMT-Basic during a hazardous materials incident;
- (H) describe the actions and sequential steps an EMT-Basic should take when responding to a hazardous materials call in accordance with safety protocols;
- (I) identify the criteria used to identify a multiple-casualty incident;
- (J) describe the criteria used to initiate disaster operations in response to large-scale emergencies; and
- (K) explain and demonstrate triage principles used during a mass casualty incident and describe the components of an established triage system.

**Proposed New 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter F, Business, Marketing, and Finance; Subchapter J, Health Science; and Subchapter O, Manufacturing
(Second Reading and Final Adoption)**

November 21, 2025

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

SUMMARY: This item presents for second reading and final adoption proposed new 19 Texas Administrative Code (TAC) Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter F, Business, Marketing, and Finance; Subchapter J, Health Science; and Subchapter O, Manufacturing. The proposed new rules would add new Texas Essential Knowledge and Skills (TEKS) developed by subject matter experts convened by the Texas State Technical College (TSTC) and Education Service Center (ESC) Region 4 that are needed for completion of career and technical education (CTE) programs of study. No changes are recommended since approved for first reading.

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), allows the SBOE to develop by rule and implement a plan designed to incorporate foundation curriculum requirements into the CTE curriculum required in TEC, §28.002.

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 ensure by rule that a student may comply with 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 links above.

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 2026-2027 school year. The earlier effective date will enable districts to begin preparing for the implementation of the new 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. In April 2024, 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. In April 2025, the SBOE adopted TEKS in the CTE engineering career cluster and for a set of state-approved innovative courses in CTE career clusters for agriculture, food, and natural resources; business, marketing, and finance; health science; hospitality and tourism; information technology; and law and public service, also effective August 1, 2025. At the June 2025 meeting, the SBOE approved for first reading and filing authorization the proposed new courses in 19 TAC Chapter 127, Subchapters F, J, and O. A discussion item regarding proposed new CTE TEKS in occupational safety and compliance and courses in the career cluster for fire science was presented to the Committee of the Full Board at the September 2025 SBOE meeting.

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.

In 2023, CTE advisory committees 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 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 were implemented beginning with the engineering TEKS review process. The SBOE completed 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 in 2024 with its approval of new engineering TEKS for adoption in April 2025.

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 Engineering and Scientific Research and Design. Additionally, Texas Education Agency (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.

At the June 2024 meeting, the board considered next steps related to the adoption of CTE courses that are needed to complete programs of study and a schedule for future CTE TEKS reviews. The SBOE approved recommendations that TEA present a set of innovative courses with minor edits for consideration for adoption as TEKS-based courses. Additionally, the SBOE authorized TEA to enter into interagency contracts with Collin College, Texas State Technical College, and ESC Region 4 to develop initial drafts of TEKS for the CTE courses.

A discussion item regarding proposed new CTE TEKS for courses in the Arts, Audio Visual Technology, and Communications; Business, Marketing, and Finance; Health Science; Law and Public Service; Manufacturing; and Transportation, Distribution, and Logistics Career Clusters was presented to the Committee of the Full Board at the January 2025 SBOE meeting, and the subject matter experts convened to complete final recommendations for the proposed new courses. At the June 2025 meeting, the SBOE approved for first reading and filing authorization new CTE TEKS for courses in the Business, Marketing, and Finance; Health Science; and Manufacturing Career Clusters for implementation in the 2026-2027 school year.

This item presents proposed new CTE TEKS for 19 TAC Chapter 127, Subchapters F, J, and O, for second reading and final adoption. The proposal would ensure the standards for these career clusters support relevant and meaningful programs of study. The attachments to this item reflect the text of the proposed new TEKS.

Proposed new TEKS for CTE courses in 19 TAC Chapter 127, Subchapter B, High School, and Subchapter N, Law and Public Service, is presented for first reading and filing authorization as a separate item in this agenda.

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

TEA has determined that for the first five years the proposal is in effect (2025-2029), there are no additional costs to state government. However, in fiscal year 2025 there was a cost to the state of approximately \$285,000 to secure contracts for the development of the proposed new CTE TEKS. In addition, there will be implications for TEA if the state develops professional development to help teachers and administrators understand the revised TEKS. Any professional development that is created would be based on whether TEA received an appropriation for professional development in the next biennium.

There may be fiscal implications for school districts and 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: 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 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: 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 create new regulations by proposing new CTE TEKS required to be taught by school districts and charter schools offering the courses.

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 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 add course options for students 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: 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 2025 SBOE meeting, notice of proposed new 19 TAC Chapter 127, Subchapters F, J, and O, was filed with the Texas Register, initiating the public comment period. The public comment period on the proposal began on October 10, 2025, and ended at 5:00 p.m. on November 10, 2025. No 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 2025 meeting. The SBOE will take registered oral and written comments on the proposal at the appropriate committee meeting in November 2025 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 new 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter F, Business, Marketing, and Finance; Subchapter J, Health Science; and Subchapter O, Manufacturing; and

Make an affirmative finding that immediate adoption of proposed new 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter F, Business, Marketing, and Finance; Subchapter J, Health Science; and Subchapter O, Manufacturing, is necessary and shall have an effective date of 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.)*

Staff Member Responsible:

Jessica Snyder, Senior Director, Curriculum Standards and Student Support

Attachment I:

Text of Proposed New 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter F, Business, Marketing, and Finance

Attachment II:

Text of Proposed New 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter J, Health Science

Attachment III:

Text of Proposed New 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter O, Manufacturing

ATTACHMENT I
Text of Proposed New 19 TAC

Chapter 127. Texas Essential Knowledge and Skills for Career Development and Career and Technical Education

Subchapter F. Business, Marketing, and Finance

§127.270. Commercial Lending and Real Estate (One Credit), Adopted 2025.

- (a) Implementation.
- (1) The provisions of this section shall be implemented by school districts beginning with the 2026-2027 school year.
 - (2) School districts shall implement the employability skills student expectations listed in §127.15(d)(2) of this chapter (relating to Career and Technical Education Employability Skills, Adopted 2025) as an integral part of this course.
- (b) General requirements. This course is recommended for students in Grades 10-12. Prerequisite: at least one credit in a Level 2 or higher course from the Business, Marketing, and Finance Career Cluster. 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 and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) The Business, Marketing, and Finance Career Cluster focuses on planning, managing, organizing, directing, and evaluating business functions essential to efficient and productive business management, finance, operations, and marketing.
 - (3) Commercial Lending and Real Estate is designed to equip students with the knowledge and skills needed to excel in the field of commercial lending. Students gain an understanding of commercial lending principles and practices, develop expertise in analyzing commercial real estate properties, learn about various types of commercial loans and their underwriting processes, and explore the role of commercial lenders in driving economic development.
 - (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other organizations that foster leadership and career development in the profession such as student chapters of related professional associations.
 - (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 understands the fundamental concepts of commercial lending and real estate. The student is expected to:
 - (A) define commercial lending and distinguish commercial lending from residential lending;
 - (B) explain how the role of commercial lending affects economic development and the growth of the real estate market; and
 - (C) describe the relationship between commercial real estate and commercial lending practices.
 - (2) The student examines different types of commercial real estate. The student is expected to:
 - (A) identify and describe various types of commercial properties, including office buildings, retail centers, industrial facilities, and multifamily housing;

- (B) analyze the unique characteristics and investment potential of each type of commercial property; and
 - (C) identify and evaluate the impact of market trends on different sectors of commercial real estate.
- (3) The student understands the processes involved in commercial lending. The student is expected to:
 - (A) describe the steps involved in originating a commercial loan, including application, underwriting, and approval;
 - (B) analyze the criteria, including income, credit history, and collateral, that lenders use to assess creditworthiness of borrowers; and
 - (C) explain the role of risk assessment and mitigation in the commercial lending process.
- (4) The student uses financial analysis techniques to evaluate commercial real estate investments. The student is expected to:
 - (A) calculate key financial metrics such as net operating income (NOI), cap rate, and return on investment (ROI) for a given commercial lending scenario;
 - (B) use financial modeling to project cash flows and assess the profitability of commercial real estate projects through consideration of market trends, financing options, and risk assessment; and
 - (C) analyze the impact of financing terms, interest rates, and loan structures on commercial real estate investments.
- (5) The student examines commercial lending and real estate legal and regulatory environments. The student is expected to:
 - (A) identify key laws and regulations, including zoning laws, environmental regulations, and fair lending practices, that govern commercial real estate transactions;
 - (B) analyze the role of contracts in commercial real estate, including purchase agreements, lease agreements, and loan documents; and
 - (C) identify and discuss how regulatory changes impact commercial lending and real estate markets.
- (6) The student explores the various structures and terms used in commercial loans. The student is expected to:
 - (A) describe common loan structures, including fixed-rate, adjustable-rate, and interest-only loans;
 - (B) analyze the advantages and disadvantages of different loan terms, including loan-to-value ratio, amortization period, and prepayment penalties; and
 - (C) compare creative commercial financing options such as mezzanine financing and bridge loans in commercial real estate transactions.
- (7) The student analyzes commercial real estate markets to inform investment and lending decisions. The student is expected to:
 - (A) conduct market research to assess supply and demand dynamics in commercial real estate;
 - (B) evaluate the impact of economic indicators, including employment and interest rates on commercial real estate markets; and
 - (C) analyze and evaluate emerging trends in commercial real estate such as urbanization and technology-driven changes.

- (8) The student understands the importance of risk management in commercial lending and real estate. The student is expected to:
- (A) identify common risks associated with commercial lending, including default risk, interest rate risk, and market risk;
 - (B) research and describe risk mitigation strategies, including diversification, insurance, and due diligence, used in commercial lending and real estate transactions; and
 - (C) evaluate the role of loan covenants and credit enhancements in protecting lenders.
- (9) The student examines the processes involved in servicing commercial loans and managing real estate assets. The student is expected to:
- (A) describe the responsibilities of loan servicers, including payment processing, account management, and collections;
 - (B) analyze asset management strategies for maximizing the value of commercial real estate investments, including financial analysis, performance monitoring, property management, tenant relations, market analysis, strategic planning, risk management, portfolio diversification, and exit strategy planning; and
 - (C) research and describe the challenges of managing distressed assets and non-performing loans such as valuation difficulties, legal and regulatory complexities, operational challenges, market and economic factors, and reputational risks.
- (10) The student understands the principles and practices of commercial real estate development. The student is expected to:
- (A) describe the stages of commercial real estate development from site selection to project completion;
 - (B) analyze the financial, legal, and regulatory considerations of commercial development projects; and
 - (C) analyze various impacts of development on communities, including benefits and challenges.
- (11) The student identifies and understands ethical considerations in commercial lending and real estate transactions. The student is expected to:
- (A) discuss ethical issues related to lending practices, including predatory lending, conflicts of interest, and transparency, and evaluate the impact of these issues on consumers and financial institutions; and
 - (B) propose strategies for promoting integrity and ethical behavior in the commercial lending and real estate professions, including transparency, accountability, and compliance with regulations.
- (12) The student explores career opportunities in commercial lending and real estate. The student is expected to:
- (A) identify various career paths in commercial lending and real estate, including loan officers, underwriters, real estate analysts, and developers, and describe the primary responsibilities and qualifications for each role;
 - (B) research and identify the education, skills, and certifications required for different roles in the industry, including loan officers, underwriters, real estate analysts, and developers; and
 - (C) develop a career plan that includes short- and long-term goals for entering and advancing in the commercial lending and real estate fields.

ATTACHMENT II
Text of Proposed New 19 TAC

Chapter 127. Texas Essential Knowledge and Skills for Career Development and Career and Technical Education

Subchapter J. Health Science

§127.472. Introduction to Pharmacy Science (One Credit), Adopted 2025.

- (a) Implementation.
- (1) The provisions of this section shall be implemented by school districts beginning with the 2026-2027 school year.
 - (2) School districts shall implement the employability skills student expectations listed in §127.15(d)(1) of this chapter (relating to Career and Technical Education Employability Skills, Adopted 2025) as an integral part of this course.
- (b) General requirements. This course is recommended for students in Grades 9 and 10. 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 and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) The Health Science Career Cluster focuses on planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.
 - (3) The Introduction to Pharmacy Science course is designed to provide an overview of the history of the pharmacy profession, legal and ethical aspects of pharmacy, and the skills necessary to work in the field of pharmacy. The course addresses certifications/registration and state and federal regulations and rules pertaining to the field. Students acquire a foundational understanding of medical terminology and math, anatomy and physiology, pathophysiology, pharmacology, and wellness as they pertain to pharmacy sciences.
 - (A) To pursue a career in the health science industry, students should learn to reason, think critically, make decisions, solve problems, and communicate effectively. Students should recognize that quality healthcare depends on the ability to work well with others.
 - (B) Professional integrity in the health science industry is dependent on acceptance of ethical responsibilities. Students employ their ethical responsibilities, recognize limitations, and understand the implications of their actions.
 - (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other organizations that foster leadership and career development in the profession such as student chapters of related professional associations.
 - (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 researches the history of medicine and pharmacy and how it differs from modern practices. The student is expected to:
 - (A) identify ancient beliefs associated with illness and medicine from 440 BC through AD 1600;

- (B) describe treatments, including herbal remedies and supernatural explanations, that were commonly practiced prior to the Enlightenment period in Western Civilization; and
 - (C) describe eighteenth and nineteenth century medicine, including bloodletting, purging, blistering, inoculation, amputation, and surgery and how major wars influenced medicine.
- (2) The student explains the ethical and legal responsibilities of pharmacists and pharmacy technicians. The student is expected to:
- (A) describe basic laws and regulations that govern pharmacy at the state and federal level;
 - (B) describe legal terms, including medical malpractice, negligence, mislabeling, adverse drug event (ADE), and wrongful death, and consequences associated with medication errors, including civil lawsuits, professional disciplinary action, and criminal charges, related to dispensing and compounding medications;
 - (C) differentiate between negligence, product liability, contributory negligence, and regulatory law;
 - (D) differentiate between the roles and responsibilities of a pharmacist and a pharmacy technician;
 - (E) describe why maintaining confidentiality of patient information is vital and summarize the Health Insurance Portability and Accountability Act (HIPAA);
 - (F) identify tort law and explain how HIPPA relates to medical negligence cases; and
 - (G) define professional liability.
- (3) The student demonstrates professionalism and effectively communicates with healthcare workers and patients. The student is expected to:
- (A) define appropriate and professional attire required for laboratory work;
 - (B) describe appropriate hygiene expected of pharmaceutical professionals;
 - (C) discuss professional attitudes and behaviors expected of pharmacy employees;
 - (D) identify the key characteristics of effective and ineffective communication in pharmacy practice;
 - (E) accurately interpret, transcribe, and communicate medical vocabulary using appropriate technologies;
 - (F) identify ways to eliminate barriers to effective communication in a pharmacy setting; and
 - (G) identify communication skills needed to work with individuals who are terminally ill, intellectually disabled or hearing and vision impaired or have other impairments in a pharmacy setting.
- (4) The student examines skills, training, and certifications necessary to work in the field of pharmacy. The student is expected to:
- (A) explain how time management, stress management, and change management skills can support the ability to thrive in a continuously evolving pharmacy profession;
 - (B) analyze applicability of interpersonal skills, including negotiation skills, conflict resolution, customer service, and teamwork within a pharmacy setting;
 - (C) demonstrate problem-solving skills by developing and implementing effective solutions to pharmacy challenges within a specified time frame;
 - (D) explain methods to maintain competency in the pharmacy industry through continuing education and continuing professional development; and

- (E) compare the various career paths in pharmacy, including pharmacist, pharmacy technician, sales representative, and pharmaceutical research.
- (5) The student uses appropriate medical vocabulary to communicate effectively with other healthcare professionals. The student is expected to:
 - (A) identify the various routes of drug medication;
 - (B) differentiate between the various classes of drugs;
 - (C) define prefixes, roots, suffixes, and abbreviations common to the pharmacy profession;
 - (D) define common terms associated with pharmacology; and
 - (E) apply knowledge of word roots, prefixes, and suffixes to comprehend unfamiliar terms in pharmacy science.
- (6) The student uses mathematical calculations and systems of measurement to solve problems in pharmacy. The student is expected to:
 - (A) perform medication calculations using different systems of measurement, including metric, apothecary, and household systems;
 - (B) convert units within and between the metric and imperial measurement systems;
 - (C) convert measurements between the metric, apothecary, and avoirdupois systems; and
 - (D) perform multistep ratio and proportion drug concentration problems.
- (7) The student understands the fundamental principles of human anatomy, physiology, pathophysiology, and basic pharmacology. The student is expected to:
 - (A) describe the anatomy and physiology of the human body systems, including integumentary, musculoskeletal, nervous, immune, lymphatic, endocrine, cardiovascular, respiratory, gastrointestinal, renal, genitourinary, and hematological systems, and the senses;
 - (B) describe the pathophysiology of the main human body systems, including integumentary, musculoskeletal, nervous, immune, lymphatic, endocrine, cardiovascular, respiratory, gastrointestinal, renal, genitourinary, and hematological systems, and the senses; and
 - (C) identify the basic drug categories that affect each of the main human body systems, including integumentary, musculoskeletal, nervous, immune, lymphatic, endocrine, cardiovascular, respiratory, gastrointestinal, renal, genitourinary, and hematological systems, and the senses.
- (8) The student explores the application of basic wellness concepts and disease prevention strategies. The student is expected to:
 - (A) describe the recommended vaccination schedule, including how to counsel on recommendations for patient populations with certain chronic illnesses;
 - (B) explain standard procedures for delivery and documentation of immunizations;
 - (C) analyze the effectiveness and safety of complementary and alternative medicines (CAM) such as acupuncture, acupressure, and coining and CAM's potential impact on traditional medical treatments;
 - (D) explain the role of health screenings in maintaining a healthy population;
 - (E) research and describe the impact of external factors such as alcohol, tobacco, vaping, and drug use on patient health; and
 - (F) explain the role of medication therapy management (MTM) in optimizing patient health and medication compliance.

- (9) The student understands pharmaceutical regulations that are enforced by state and federal agencies. The student is expected to:
- (A) define Occupational Safety and Health Administration (OSHA) requirements for prevention of exposure to hazardous substances, including risk assessment;
 - (B) define National Institute of Occupational Safety and Health (NIOSH) requirements for prevention of exposure to hazardous substances, including risk assessment;
 - (C) define United States Pharmacopeia (USP) requirements for prevention of exposure to hazardous substances, including risk assessment;
 - (D) identify, handle, dispense, and safely dispose of hazardous medications and materials using information from Safety Data Sheets (SDS), NIOSH Hazardous Drug List, and USP;
 - (E) describe requirements for prevention and response to blood-borne pathogen exposure, including accidental needle stick and post-exposure prophylaxis; and
 - (F) explain OSHA Hazard Communication Standards.

§127.512. Science of Nursing (One Credit), Adopted 2025.

- (a) Implementation.
- (1) The provisions of this section shall be implemented by school districts beginning with the 2026-2027 school year.
 - (2) School districts shall implement the employability skills student expectations listed in §127.15(d)(1) of this chapter (relating to Career and Technical Education Employability Skills, Adopted 2025) as an integral part of this course.
- (b) General requirements. This course is recommended for students in Grades 10 and 11. Recommended prerequisite: Principles of Nursing Science or Principles of Health Science. 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 and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) The Health Science Career Cluster focuses on planning, managing, and providing therapeutic services, diagnostics services, health informatics, support services, and biotechnology research and development.
 - (3) The Science of Nursing course introduces students to basic research-based concepts in nursing. Topics include the nursing process, regulatory agencies, professional organizations, and the importance of critical thinking in patient care. Instruction includes skills needed to pursue a nursing degree and training requirements for specialty nursing roles. Knowledge and skills include emergency care, patient assessment, basic interpretation of vital signs, identification of patients with physical and mental disabilities, patient positioning, use of assistive devices, and application of nursing theories in patient care plans.
 - (A) To pursue a career in the health science industry, students should learn to reason, think critically, make decisions, solve problems, and communicate effectively. Students should recognize that quality healthcare depends on the ability to work well with others.
 - (B) Professional integrity in the health science industry is dependent on acceptance of ethical responsibilities. Students employ their ethical responsibilities, recognize limitations, and understand the implications of their actions.

- (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other organizations that foster leadership and career development in the profession such as student chapters of related professional associations.
 - (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 understands tiers of nursing careers and the associated licensures. The student is expected to:
 - (A) identify and describe the educational and certification requirements for an entry-level patient care technician (PCT);
 - (B) identify and describe common work settings, including hospitals, doctors' offices, and healthcare agencies for PCTs;
 - (C) list qualifications to become a certified nursing assistant (CNA);
 - (D) identify and describe scope of practice for CNAs;
 - (E) describe the professional responsibilities of unlicensed assistive personnel (UAP) and explain how UAPs assist individuals with physical disabilities, mental disorders, and other healthcare needs;
 - (F) compare coursework required to obtain nursing credentials, including a licensed vocational nurse (LVN), Associate Degree Registered Nurse (ADN RN), and Bachelor of Science in Nursing Registered Nurse (BSN RN);
 - (G) analyze the requirements for advanced practice registered nurse (APRN) certification, including certified registered nurse anesthetist (CRNA), certified nurse midwife (CNM), certified nurse practitioner (CNP), and certified clinical nurse specialist (CNS); and
 - (H) compare nursing specialty options, including pediatric, critical care, emergency room, mental health, forensic, geriatric, and hospice nursing roles.
 - (2) The student examines how the nursing process is used to collect subjective and objective data in patient assessment. The student is expected to:
 - (A) describe the steps of a basic patient intake interview, including recording family history, biographical information, reason for seeking healthcare, present illness or health concerns, past health history, current medication list, and review of systems;
 - (B) explain the visual and physical head-to-toe assessment, including abnormal and normal structure and function of the body systems, used to evaluate patient condition;
 - (C) describe the importance of patient vital signs, including temperature, systolic and diastolic pressures, pulse, respiratory rate, pulse oximetry, and pain assessment using appropriate pain scales, in assessing a patient's overall health status;
 - (D) identify equipment, including a thermometer, sphygmomanometer, stethoscope, pulse oximeter, and time keeping device, used to measure and record patient vital signs;
 - (E) compare patient vital signs, including values outside of normal ranges, that establish baseline homeostasis; and
 - (F) explain how the steps in the nursing process are used to assist the patient to reach optimal physiological, social, mental, and emotional wellness.
 - (3) The student demonstrates knowledge of therapeutic care by reviewing patient activities of daily living (ADL). The student is expected to:
 - (A) define and differentiate between essential ADLs;

- (B) explain the procedures for assessing patient independence, identifying functional limitations, and developing appropriate care plans;
 - (C) explain how a nurse promotes optimal patient function and quality of life;
 - (D) identify mental health disorders, including depression and anxiety, on patient ADLs;
 - (E) evaluate physical disabilities and limitations to recommend the correct assistive device for patient care; and
 - (F) identify and align therapeutic care to specific deficiencies in ADLs such as performing personal care, ambulating, and orienting to and using assistive devices to promote patient independence and optimize functional outcomes.
- (4) The student understands the role of the nurse in providing first aid and emergency care. The student is expected to:
- (A) identify and describe first aid and emergency care certifications such as Basic Life Support (BLS), Automated External Defibrillator (AED), First Aid, and Mental Health First Aid;
 - (B) discuss the advantages of obtaining first aid and emergency care certifications;
 - (C) identify and describe first aid and emergency care skills used by nurses; and
 - (D) explain the significance of the role of a nurse in an emergency setting such as an emergency room, intensive care unit, urgent care, or a life-saving event.
- (5) The student applies nursing theory to simulate the implementation of patient care. The student is expected to:
- (A) identify and explain the purpose of medical equipment that is used to assist patients with varied needs, including a Hoyer lift, hospital beds, foley catheter and drainage system, wheelchairs, gait belts, and bedside commodes;
 - (B) compare patient care needs throughout the lifespan using theories such as Maslow's Hierarchy of Needs, Erik Erikson's Stages of Psychosocial Development, Jean Piaget's Theory of Child Development, and Lev Vygotsky's Contemporary Theories on Development;
 - (C) identify proper patient positioning for patient needs, including Trendelenburg, Fowler's, supine, prone, lithotomy, and lateral recumbent;
 - (D) identify methods used to educate patients, family members, and caregivers in techniques for managing disabilities; and
 - (E) model the proper use of assistive medical equipment used in a variety of medical facilities, including long-term care, nursing and rehabilitation, home healthcare settings, and classroom environment.
- (6) The student examines technology used in the practice of nursing. The student is expected to:
- (A) identify and describe the technology, including electronic medical records, mobile computer workstations, scanning devices, and charting software, used to collect patient information;
 - (B) describe how to access laboratory values and normal ranges for diagnostic tests such as complete blood count, comprehensive metabolic panel, basic metabolic panel, and urinalysis to determine patient health status; and
 - (C) identify and describe advancements in technology, including remote patient monitoring systems, wearable monitoring systems, electronic intake patient interviews, interpreting services, deaf-link communication services, and patient safety alarms.

- (7) The student understands the importance of using critical-thinking skills in the nursing process. The student is expected to:
- (A) analyze the components of conducting a comprehensive patient assessment;
 - (B) identify and differentiate between subjective and objective data, including what the patient reports and what is observable and quantifiable;
 - (C) compare trends in health outcomes between various populations across the lifespan, including birth rates, life expectancy, mortality rates, and morbidity rates;
 - (D) analyze peer-reviewed medical research articles to evaluate the efficacy of specific treatments in improving patient care outcomes;
 - (E) create a patient care plan using procedures, including assess, diagnose, plan, implement and evaluate (ADPIE) and subjective, objective, assess, plan, implement, and evaluate (SOAPIE);
 - (F) analyze the impact of nursing interventions on patient condition in a simulated setting; and
 - (G) examine and describe clinical outcomes based upon patient assessment, care plan, and nursing interventions.
- (8) The student understands pharmacology terminology associated with nursing practices. The student is expected to:
- (A) identify and describe the eight rights of medication administration, including right patient, medication, dose, route, time, documentation, diagnosis, and response;
 - (B) identify and describe the principles of pharmacodynamics, including receptor binding, drug-receptor interactions, dose-response relationships, and therapeutic index;
 - (C) explain pharmacokinetics in the human body system, including the course of drug absorption, distribution, metabolism, and excretion;
 - (D) analyze the advantages of various routes of drug administration, including oral, injection, topical, buccal, suppository, mucosal, intravenous, interosseous, nebulization, and intrathecal; and
 - (E) analyze the disadvantages of various routes of drug administration, including oral, injection, topical, buccal, suppository, mucosal, intravenous, interosseous, nebulization, and intrathecal.

ATTACHMENT III
Text of Proposed New 19 TAC

Chapter 127. Texas Essential Knowledge and Skills for Career Development and Career and Technical Education

Subchapter O. Manufacturing

§127.824. Blueprint Reading for Manufacturing Applications (One Credit), Adopted 2025.

- (a) Implementation.
- (1) The provisions of this section shall be implemented by school districts beginning with the 2026-2027 school year.
 - (2) School districts shall implement the employability skills student expectations listed in §127.15(d)(1) of this chapter (relating to Career and Technical Education Employability Skills, Adopted 2025) as an integral part of this course.
- (b) General requirements. This course is recommended for students in Grades 9-12. Recommended prerequisites: Algebra I and 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 and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) The Manufacturing Career Cluster focuses on planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.
 - (3) In Blueprint Reading for Manufacturing Applications, students gain knowledge and skills in an introduction to reading and interpreting working drawings for basic machining processes, mechanical maintenance, basic electrical, basic fluid power, and basic facility prints. Students also use sketching techniques to create pictorial and multiple-view drawings.
 - (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other organizations that foster leadership and career development in the profession such as student chapters of related professional associations.
 - (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 an understanding of blueprint and technical drafting terminology and functions. The student is expected to:
 - (A) explain the function of various parts of a title block such as scale, materials, and print title;
 - (B) interpret and explain the function of multi-view drawings;
 - (C) describe fractional, decimal, and metric dimensions used in technical drawings;
 - (D) interpret and explain the function of section views;
 - (E) identify and describe projection methods, including isometric, oblique, and orthographic, used in engineering drawings;
 - (F) explain the function of auxiliary views;

- (G) identify and explain types of dimensions, including linear, radial, angular, ordinate, and arc length;
- (H) explain the function of pictorial drawings in manufacturing applications;
- (I) explain the function of geometric dimensioning and tolerancing in manufacturing applications;
- (J) explain tolerances with parts from a print;
- (K) explain the function of scaling in a print;
- (L) differentiate between a pictorial and a schematic drawing;
- (M) explain the function of scaling in a print;
- (N) explain the function of call outs in a print; and
- (O) differentiate between electrical schematics, fluid power schematics, and piping and instrumentation diagram (P&ID) drawings.
- (2) The student demonstrates an understanding of tools and symbols to produce technical schematics, facility prints, P&ID prints, and blueprints. The student is expected to:
 - (A) explain the function of and use a compass for drawing arcs in a print;
 - (B) explain the function of and use measuring devices such as scales, micrometers, and dial calipers;
 - (C) explain and demonstrate basic functions of computer-aided design and drafting (CADD) software;
 - (D) identify blueprint symbols, including surface profile, position, run out, countersink, and depth symbols;
 - (E) differentiate between driving and reference dimensions;
 - (F) identify basic electrical print symbols, including switch, lamp, relay, and contact symbols;
 - (G) identify basic fluid power print symbols, including power unit, actuator, directional control valve, and flow control symbols;
 - (H) identify various P&ID symbols, including valve, gauge, meter, and regulator symbols; and
 - (I) identify symbols for components, including threads, fasteners, and springs, used in the manufacturing process.
- (3) The student interprets facility drawings related to manufacturing buildings. The student is expected to:
 - (A) interpret and explain floor plan drawings;
 - (B) interpret and explain elevation drawings;
 - (C) interpret and explain section views and details;
 - (D) locate electrical components, including distribution panels, lights, switches, and outlets, on facility drawings;
 - (E) identify plumbing components, including drains, water supply, and boilers, on facility drawings; and
 - (F) identify heating, ventilation, and air conditioning (HVAC) components, including condensers, evaporators, and plenum, in facility drawings.

- (4) The student applies drafting principles to create sketch pictorials and construct multi-view drawings. The student is expected to:
 - (A) sketch auxiliary projected views, including inclined and oblique surfaces, in pictorial drawings;
 - (B) create a sketch using multi-views; and
 - (C) annotate a series of multi-view projections using proper dimensioning standards.
- (5) The student demonstrates knowledge of tolerances as applied to technical drawings and prints. The student is expected to:
 - (A) illustrate and explain how bilateral and unilateral tolerances are expressed in drawings; and
 - (B) calculate tolerances for mating parts based on maximum material conditions, tolerance stacking, and allowance.
- (6) The student demonstrates knowledge of revision information related to drawings. The student is expected to:
 - (A) describe standard drawing practices such as title blocks, revision history, and change orders for drawing revisions;
 - (B) apply standard drawing practices to revise technical drawings, ensuring accuracy and compliance with industry standards; and
 - (C) apply revision information, including date of revision, description of changes, and approval signatures, to mechanical and electrical industrial prints.

§127.828. Industrial Maintenance (One Credit), Adopted 2025.

- (a) Implementation.
 - (1) The provisions of this section shall be implemented by school districts beginning with the 2026-2027 school year.
 - (2) School districts shall implement the employability skills student expectations listed in §127.15(d)(1) of this chapter (relating to Career and Technical Education Employability Skills, Adopted 2025) as an integral part of this course.
- (b) General requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Algebra I or 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 and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) The Manufacturing Career Cluster focuses on planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.
 - (3) Industrial Maintenance is designed to introduce students to knowledge and skills used in the proper application of industrial maintenance. The study of manufacturing technology allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of relevant maintenance tasks. Students gain an understanding of what employers require to gain and maintain employment in manufacturing careers.

- (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other organizations that foster leadership and career development in the profession such as student chapters of related professional associations.
 - (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 applies mechanical skills to maintain and repair industrial equipment using the appropriate tools and equipment while adhering to safety policies. The student is expected to:
 - (A) identify equipment malfunctions using visual, audible, and other sensory inspection skills to detect issues such as lack of lubrication, misalignment, excess wear, vibration, and over-temperature;
 - (B) differentiate between mechanical, hydraulic, pneumatic, and electrical systems;
 - (C) identify safety concerns with equipment maintenance such as dangers with rotating equipment, hot surfaces from operating equipment, potential for shock from electrical power cords and grounding, and sharp surfaces from equipment wear;
 - (D) create a safe plan of action to address safety concerns for an industrial training environment such as sparks, metal shavings, and electrical shock hazards;
 - (E) identify tools and describe procedures used in cutting, drilling, cleaning, and abrasive processes;
 - (F) explain safety practices for various types of manufacturing tools used for cutting, drilling, cleaning, and abrasive processes;
 - (G) identify and demonstrate proper use of precision measuring tools, including micrometers, dial calipers, and scales, to verify proper repair and alignment; and
 - (H) identify and explain the applications such as material and fastener strength for various types of fasteners such as bolts, screws, washers, and nuts.
 - (2) The student applies communication and documentation skills to manufacturing activities. The student is expected to:
 - (A) compose written and oral technical communication such as maintenance plans, equipment breakdowns, and repair part ordering in a clear, concise, and effective manner for a variety of purposes and audiences;
 - (B) identify documentation methods such as maintenance logbooks and checklists for maintenance tasks and plans; and
 - (C) develop and execute a plan for maintenance task completion such as equipment lubrication, filter changes, and equipment visual checks.
 - (3) The student maintains and repairs industrial equipment using the appropriate tools, equipment, machines, materials, and technical processes. The student is expected to:
 - (A) describe the processes needed to complete a project, including initiating, planning, executing, monitoring, controlling, and closing;
 - (B) use appropriate tools to complete maintenance repair processes, including drilling, tapping, layout, and tightening fasteners to spec; and
 - (C) use various wrenches such as open and box end wrenches, filter wrenches, and adjustable pliers to disassemble filter housings to change filters and fluids.
 - (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 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;
- (C) explain and discuss how OSHA inspections are conducted;
- (D) explain and discuss the role of national and state safety and health regulatory entities;
- (E) explain types of industrial hygiene hazards, including physical, chemical, biological, and ergonomic, and explain the role industrial hygiene plays in occupational safety;
- (F) identify and explain the appropriate use of types of personal protective equipment (PPE) used in industry;
- (G) discuss the importance of safe walking and working surfaces and best practices for preventing or reducing slips, trips, and falls in the workplace;
- (H) describe types of electrical hazards in the workplace;
- (I) describe control methods to prevent electrical hazards in the workplace;
- (J) analyze the hazards of handling, storing, using, and transporting hazardous materials;
- (K) discuss ways to reduce exposure to hazardous materials in the workplace;
- (L) identify workplace health and safety resources, including emergency plans and Safety Data Sheets (SDS), and discuss how these resources are used to make decisions in the workplace;
- (M) describe elements of a safety and health program, including management leadership, worker participation, and education and training;
- (N) explain the purpose and importance of written emergency action and fire protection plans;
- (O) describe key components of evacuation plans, emergency exit routes, and fire hazards lists;
- (P) explain the role of emergency personnel within an organization;
- (Q) explain components of a hazard communication program; and
- (R) explain and provide examples of safety and health training requirements specified by standard setting organizations.
- (5) The student examines safe work habits in an industrial maintenance setting. The student is expected to:
 - (A) identify and describe proper storage and disposal procedures for hazardous materials using Material Safety Data Sheets (MSDS);
 - (B) identify and demonstrate use of proper PPE and safety requirements in the manufacturing industry such as hearing protection, eye protection, and gloves;
 - (C) describe and demonstrate proper lockout/tagout procedures;
 - (D) describe and demonstrate safe operation of power tools, including drills, saws, grinders, and sanders; and
 - (E) identify and select appropriate PPE needed to operate various power tools, including drills, saws, grinders, and sanders.
- (6) The student examines the importance of preventative maintenance in an industrial maintenance environment. The student is expected to:

- (A) perform preventative maintenance (PM), including lubrication, cleaning of parts, and tightening of fasteners, on equipment such as motors, gearboxes, chain drives, and conveyors;
 - (B) determine a PM schedule based on data collected from machine breakdowns, including frequency of failures, types of malfunctions, and repair times; and
 - (C) differentiate between reactive maintenance such as breakdown repairs, preventative maintenance such as lubrication, and predictive maintenance such as planning repairs based on previous breakdown frequencies.
- (7) The student examines career opportunities and educational requirements in manufacturing and technology. The student is expected to:
- (A) identify special skill career pathways in manufacturing such as maintenance technician, engineer, designer, and automation technician;
 - (B) identify and explain the importance of industry networking opportunities such as career or job fairs; and
 - (C) describe the roles and functions of engineers, technologists, and technicians in an industrial maintenance setting.

§127.829. Mechanical Maintenance (One Credit), Adopted 2025.

(a) Implementation.

- (1) The provisions of this section shall be implemented by school districts beginning with the 2026-2027 school year.
- (2) School districts shall implement the employability skills student expectations listed in §127.15(d)(2) of this chapter (relating to Career and Technical Education Employability Skills, Adopted 2025) as an integral part of this course.

(b) General requirements. This course is recommended for students in Grades 10-12. Prerequisite: at least one credit in a course from the Manufacturing Career Cluster. Recommended prerequisite: Algebra I or 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 and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
- (2) The Manufacturing Career Cluster focuses on planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.
- (3) Mechanical Maintenance is designed to introduce students to knowledge and skills used in the proper application of mechanical maintenance. The study of mechanical maintenance and hands-on application allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of relevant activities. Students gain an understanding of what employers require to gain and maintain employment in manufacturing careers and potential hazards faced by the maintenance technician in an industrial setting.
- (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other organizations that foster leadership and career development in the profession such as student chapters of related professional associations.
- (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 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 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;
 - (C) explain and discuss the importance of how OSHA inspections are conducted;
 - (D) explain and discuss the role of national and state regulatory entities;
 - (E) explain the role industrial hygiene plays in occupational safety and explain types of industrial hygiene hazards, including physical, chemical, biological, and ergonomic;
 - (F) identify and explain personal protective equipment (PPE) used in industry;
 - (G) discuss the importance of safe walking and working surfaces in the workplace;
 - (H) discuss best practices for preventing or reducing slips, trips, and falls in the workplace;
 - (I) describe types of electrical hazards in the workplace and the risks associated with these hazards;
 - (J) describe control methods to prevent electrical hazards in the workplace;
 - (K) analyze the hazards of handling, storing, using, and transporting hazardous materials;
 - (L) identify and discuss ways to reduce exposure to hazardous materials in the workplace;
 - (M) identify workplace health and safety resources, including emergency plans and Safety Data Sheets (SDS), and discuss how these resources are used to make decisions in the workplace;
 - (N) describe elements of a safety and health program, including management leadership, worker participation, and education and training;
 - (O) explain the purpose and importance of written emergency action plans and fire protection plans;
 - (P) describe key components of evacuation plans, emergency exit routes, fire hazards lists;
 - (Q) explain the role of emergency personnel within an organization;
 - (R) explain components of a hazard communication program; and
 - (S) explain and provide examples of safety and health training requirements specified by standard setting organizations such as OSHA and industrial companies.
- (2) The student demonstrates safe work habits while performing mechanical activities in a mechanical maintenance setting. The student is expected to:
- (A) identify and describe proper storage and disposal procedures for hazardous materials using Material Safety Data Sheets (MSDS);
 - (B) identify and demonstrate use of proper PPE, including ear plugs, safety glasses, dust masks, and respirators, in the manufacturing industry;
 - (C) describe and demonstrate proper lockout/tagout procedures;
 - (D) describe and demonstrate safe operation of hand tools needed for disassembly and reassembly of mechanical parts; and
 - (E) identify and select appropriate PPE needed to operate various hand tools, including gloves for protection from pinch points, sharp edges, and hot surfaces.
- (3) The student examines the operation of various pumps. The student is expected to:

- (A) identify components of a centrifugal pump, including vane, internal seals, and bearings;
 - (B) identify components of a positive displacement piston pump, including rings, seals, pistons, and crankshaft;
 - (C) identify components of a positive displacement diaphragm pump, including diaphragm, check valves, and internal seals;
 - (D) explain the function of a pressure tank and effects on flow with a diaphragm pump;
 - (E) explain and demonstrate how to fill a suction line to prime a pump;
 - (F) identify components of a check valve in pumps; and
 - (G) explain the function of a check valve in maintaining pump priming by preventing back flow and ensuring fluid flow.
- (4) The student examines the operation of various compressors. The student is expected to:
- (A) identify components of compressors, including the piston, crankshaft, and cylinders, and explain how these components work together to compress air;
 - (B) explain the operation of a piston compressor and how the components work together to increase pressure;
 - (C) differentiate between a single-stage and two-stage piston compressor;
 - (D) identify and explain the function of intercoolers in two-stage piston compressors;
 - (E) identify and explain the function of after coolers in two-stage piston compressors;
 - (F) identify components of a rotary screw compressor, including screws, compression chamber, intake valves, and discharge valves;
 - (G) explain the operation of a rotary screw compressor and how the components work together to increase pressure; and
 - (H) explain the importance of dryers with industrial compressors, including how dryers prevent corrosion, improve efficiency, and extend equipment lifespan.
- (5) The student analyzes test or performance data to assess equipment operation. The student is expected to:
- (A) inspect equipment parts, including bearings, bolts, housing, and shafts, to identify typical defects such as breakage or excessive wear;
 - (B) observe equipment in operation to check for potential problems such as leaks, misalignment, and overheating; and
 - (C) test mechanical equipment to ensure proper functioning of equipment after replacement or repair of parts.
- (6) The student uses prints, specifications, and diagrams to perform installation, disassembly, and assembly of mechanical systems. The student is expected to:
- (A) identify components of pumps, compressors, and mechanical drives in mechanical drawings and diagrams;
 - (B) apply torque to fasteners as prescribed in equipment manuals during reassembly;
 - (C) identify input and output capability of pumps and compressors according to manufacturer specifications;
 - (D) identify input and output speed and torque capability of belt, chain, and gear driven mechanical drives systems according to manufacturer specifications;
 - (E) locate part numbers using a diagram; and

- (F) use a logbook or computer to record information about parts, materials, and repair procedures.
- (7) The student uses industrial maintenance skills to safely disassemble and assemble various types of pumps for the purpose of maintenance and repair. The student is expected to:
 - (A) identify safety hazards, including electrical, mechanical, and thermal risks, associated with assembly and disassembly of pumps;
 - (B) explain the purpose of lockout/tagout procedures for pumps to reduce electrical, mechanical, and thermal hazards;
 - (C) identify tools and describe procedures used in the disassembly and assembly of a centrifugal pump;
 - (D) identify tools and describe procedures used in the disassembly and assembly of a diaphragm pump;
 - (E) inspect pumps to locate damage, defects, and wear;
 - (F) operate pumps to ensure correct function such as rotation direction, prime, and flow;
 - (G) explain and demonstrate proper lubrication procedures for pumps; and
 - (H) use a logbook or computer to record information about parts, materials, and repair procedures.
- (8) The student uses industrial maintenance skills to safely disassemble and assemble various types of compressors for the purpose of maintenance and repair. The student is expected to:
 - (A) identify safety hazards, including electrical, mechanical, and thermal risks, associated with assembly and disassembly of compressors;
 - (B) explain the purpose of lockout/tagout procedures for compressors to reduce electrical, mechanical, and thermal hazards;
 - (C) identify tools and describe procedures used in the disassembly and assembly of a reciprocating compressor;
 - (D) identify tools and describe procedures used in the disassembly and assembly of a rotary screw compressor;
 - (E) inspect compressors to locate damage, defects, and wear;
 - (F) operate newly reassembled compressor to ensure correct function such as direction of rotation;
 - (G) explain and demonstrate proper lubrication procedures for compressors; and
 - (H) use a logbook or computer to record information about parts, materials, and repair procedures.
- (9) The student examines and recognizes internal components of various pumps and compressors. The student is expected to:
 - (A) identify internal seals and vanes in various compressors and pumps, including centrifugal, vane, and diaphragm pumps;
 - (B) inspect vanes in a centrifugal pump for wear and damage;
 - (C) inspect internal seals in pumps and compressors for wear and damage;
 - (D) inspect diaphragm for damage, defects, and wear;
 - (E) identify bearings on pumps and compressors; and
 - (F) inspect bearings on pumps and compressors for damage and wear.

- (10) The student understands the purpose of specific internal components of various pumps and compressors. The student is expected to:
- (A) explain the purpose of internal seals on compressors and pumps;
 - (B) explain the function and operation of bearings on compressors and pumps;
 - (C) identify and explain the function of check valves in a diaphragm pump; and
 - (D) explain lubrication requirements for pumps and compressors.
- (11) The student understands the purpose of specific internal components of gear boxes. The student is expected to:
- (A) identify and explain the function of spur gears in mechanical drive systems;
 - (B) identify and explain the function of helical gears in mechanical drive systems;
 - (C) identify and explain the function of miter and bevel gears in mechanical drive systems;
 - (D) differentiate between miter and bevel gears in mechanical drive systems; and
 - (E) identify and explain the function of slingers for lubrication distribution in mechanical drive systems.
- (12) The student applies industrial maintenance skills to safely disassemble and assemble various types of mechanical drives. The student is expected to:
- (A) identify tools and describe procedures used in the disassembly and assembly of belt, chain, and gear driven mechanical drives; and
 - (B) identify safety hazards associated with assembly and disassembly of belt, chain, and gear driven mechanical drives.
- (13) The student understands the use of drive belts and chains for speed control. The student is expected to:
- (A) identify belt style, size, and application on a mechanical drive system to meet speed and torque specifications;
 - (B) identify proper sheave for belt application on a mechanical drive system;
 - (C) differentiate between a drive and driven sheave in mechanical drive systems;
 - (D) calculate sheave ratios for speed adjustments on a mechanical drive system;
 - (E) inspect sheave and belt for wear and possible replacement on a mechanical drive system;
 - (F) identify drive chain size to match sprocket used on a mechanical drive system;
 - (G) calculate sprocket ratios for speed adjustments on a mechanical drive system;
 - (H) adjust chain length by breaking roller chain with special chain breaking tools;
 - (I) assemble a chain on a mechanical drive system according to length and tension requirements; and
 - (J) inspect sprocket and chain for wear and possible replacement on a mechanical drive system.
- (14) The student examines career opportunities and educational requirements in manufacturing and technology. The student is expected to:
- (A) identify special skill career pathways in manufacturing such as an industrial maintenance technician, mechanical installer, mechanical repair, and mechanical troubleshooter;
 - (B) identify and explain the importance of industry networking opportunities such as career or job fairs; and

- (C) describe the roles and functions of an industrial maintenance technician in manufacturing.

§127.830. Basic Fluid Power (One Credit), Adopted 2025.

(a) Implementation.

- (1) The provisions of this section shall be implemented by school districts beginning with the 2026-2027 school year.
- (2) School districts shall implement the employability skills student expectations listed in §127.15(d)(2) of this chapter (relating to Career and Technical Education Employability Skills, Adopted 2025) as an integral part of this course.

(b) General requirements. This course is recommended for students in Grades 10-12. Prerequisite: at least one credit in a course from the Manufacturing Career Cluster. Recommended prerequisites: Algebra I and 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 and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
- (2) The Manufacturing Career Cluster focuses on planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.
- (3) In Basic Fluid Power, students gain knowledge and skills in hydraulic and pneumatic systems as applied to industrial manufacturing. Instruction includes terminology and fluid power theory, interpreting technical drawings, component identification, mathematical calculations as applied to fluid power systems, and component functions. Students gain basic knowledge of fluid power system design with basic system components, installing basic fluid power system components, and building maintenance schedules for preventative and reactive maintenance.
- (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other organizations that foster leadership and career development in the profession such as student chapters of related professional associations.
- (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 examines career opportunities and safety concerns in the manufacturing industry. The student is expected to:
- (A) research and describe trends of manufacturing careers in industry; and
- (B) identify safety, health, environmental, and ergonomic issues in the manufacturing industry.
- (2) The student examines terminology and fundamental concepts of fluid power in manufacturing. The student is expected to:
- (A) explain the function of Pascal's Law in hydraulic systems;
- (B) identify and explain the function of actuators in fluid power systems;
- (C) identify and explain the function of valves in fluid power systems;
- (D) describe the relationship between pressure, force, and cylinder volume in fluid power systems;

- (E) analyze the application of Gay Lussac's Law, Charles's Law, and Boyle's Law in pneumatic systems;
- (F) explain how the law of conservation of energy applies to specific fluid power systems, including hydraulic and pneumatic systems;
- (G) explain how pressure is generated in a fluid power circuit;
- (H) explain how different seal types and operating temperatures can impact fluid compatibility;
- (I) explain the difference between flash point, fire point, and auto ignition regarding hydraulic fluid;
- (J) explain displacement regarding hydraulic pumps; and
- (K) identify specific hazards such as high-pressure injection injuries and equipment damage resulting from unrelieved pressure in the lines of a fluid power system.
- (3) The student reads and interprets technical drawings in a fluid power system. The student is expected to:
 - (A) identify common fluid power symbols, including cylinders, motors, pumps, reservoirs, and directional control valves;
 - (B) differentiate between schematic and pictorial diagrams;
 - (C) match fluid power schematic symbols to physical components in a system;
 - (D) construct and operate a basic fluid power circuit given a schematic with a directional control valve and a double-acting cylinder; and
 - (E) draw a fluid power schematic from a given fluid power application.
- (4) The student demonstrates understanding of the characteristics and applications of fluid power systems. The student is expected to:
 - (A) analyze pressure gauge readings to identify potential internal and external leakage issues in fluid power systems;
 - (B) analyze flow meters to detect proper and improper system flow in fluid power systems;
 - (C) analyze temperature gauges to detect heat issues within fluid power systems;
 - (D) explain the operational difference between hydraulic and pneumatic systems;
 - (E) explain the importance of dryers in pneumatic systems, including the prevention of moisture-related issues; and
 - (F) explain the importance of lubrication in a pneumatic system, including the reduction of friction, prevention of wear and tear, and enhancement of system efficiency.
- (5) The student applies mathematical calculations to various operations of a fluid power system. The student is expected to:
 - (A) describe and analyze pressure, force, and volume in the context of fluid power systems;
 - (B) calculate output force and rod speed given cylinder size, flow rate, and pressure applied;
 - (C) describe and calculate how a change in pressure or volume results in change in force;
 - (D) describe and calculate how change in volume results in change of rod speed and force applied; and
 - (E) calculate the force output of an extending cylinder using Pascal's Law.
- (6) The student understands the function of various components in fluid power systems. The student is expected to:

- (A) differentiate between a pneumatic compressor and a hydraulic pump;
- (B) describe the functions of a hydraulic reservoir such as fluid storage, fluid cooling, and contaminant separation;
- (C) describe the function of various pumps, including piston, gear, and vane pumps;
- (D) differentiate between a fixed and variable displacement pump;
- (E) explain the purpose of an actuator in fluid power systems;
- (F) explain the purpose of various gauges and meters in fluid power systems;
- (G) explain the purpose of various pressure controlling devices in hydraulic systems, including pressure relief valves, pressure reducing valves, sequence valves, and counterbalance valves;
- (H) explain the purpose of various pressure controlling devices in pneumatic systems, including regulators and pressure relief valves;
- (I) explain the purpose of various flow controlling devices in fluid power systems, including check valves, directional control valves, needle valves, and flow controls;
- (J) explain the purpose of various motors in fluid power systems, including unidirectional and bi-directional motors;
- (K) describe the function of hydraulic and pneumatic actuators, including motor, cylinder, and rotary actuators;
- (L) describe the function of various hydraulic and pneumatic cylinders, including single- and double-acting, single- and double-rod, and rodless cylinders;
- (M) describe the function of a fluid power double-acting cylinder;
- (N) describe and analyze the function of flow control valves in regulating actuator speed in a fluid power circuit;
- (O) identify and explain the function of a check valve; and
- (P) explain the function of an accumulator.
- (7) The student designs basic fluid power circuits using various components in a fluid power system. The student is expected to:
 - (A) design a fluid power circuit with a unidirectional motor;
 - (B) design a fluid power circuit with a bi-directional motor;
 - (C) design a fluid power circuit with multiple cylinders;
 - (D) design a fluid power circuit with a flow control valve to regulate actuator speed;
 - (E) design a fluid power circuit incorporating a check valve;
 - (F) design a basic fluid power circuit incorporating various configurations of directional control valves to alter flow direction;
 - (G) design fluid power circuits using various operators for directional control, including lever, solenoid, pilot, and push button operator;
 - (H) design a hydraulic sequence valve to operate multiple actuators in sequence; and
 - (I) design a hydraulic pressure reducing valve to lower pressure in a branch circuit.
- (8) The student installs various components in a fluid power system. The student is expected to:
 - (A) connect fluid power circuits using various connecting methods, including threaded, push-fit, and quick disconnect fittings;

- (B) identify and demonstrate proper safety procedures required for system installation such as lockout/tagout to control hazardous energy;
- (C) install a fluid power circuit with a unidirectional motor;
- (D) install a fluid power circuit with a bi-directional motor;
- (E) install a fluid power circuit with multiple cylinders;
- (F) install a fluid power circuit with a flow control valve to regulate actuator speed;
- (G) install a fluid power circuit using a check valve;
- (H) install a basic fluid power circuit using various configurations of directional control valves to change flow direction;
- (I) install fluid power circuits using various operators for the directional control valve, including lever, solenoid, pilot, and push button operator;
- (J) install and adjust a pneumatic system regulator to match a defined system pressure setting;
- (K) install and adjust a hydraulic power unit relief valve to match a defined system pressure setting;
- (L) install a hydraulic sequence valve to operate multiple actuators in sequence; and
- (M) install a hydraulic pressure reducing valve to lower pressure in a branch circuit.
- (9) The student uses industry standard practices to maintain functional capacity in fluid power systems. The student is expected to:
 - (A) analyze service data to develop and implement preventive maintenance schedules;
 - (B) analyze and document repair data to develop and implement predictive maintenance schedules;
 - (C) inspect components in a fluid power system to identify signs of malfunction, including discoloration, vibration, and loud sounds;
 - (D) inspect hydraulic fluid to identify contaminants and signs of viscosity breakdown;
 - (E) explain and demonstrate procedures to change filters in a fluid power system; and
 - (F) explain and demonstrate procedures to drain and replace hydraulic fluid.
- (10) The student understands the function of a basic vacuum system. The student is expected to:
 - (A) identify and explain the function of a venturi vacuum application;
 - (B) connect and read a vacuum gauge;
 - (C) connect and read a manometer;
 - (D) connect and operate a vacuum generator;
 - (E) identify and explain the function of a vacuum generator; and
 - (F) connect a venturi to a pneumatic system.

Commissioner's Comments

November 19, 2025

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:

Tracy Young, Executive Director of Communications, Texas Education Agency

Annual Member Meeting of the Texas Permanent School Fund Corporation

November 19, 2025

COMMITTEE ON SCHOOL FINANCE/PERMANENT SCHOOL FUND: DISCUSSION STATE BOARD OF EDUCATION: NO ACTION

SUMMARY: This item serves to fulfill the requirement of both Chapter 22 of the Texas Business Organization Code and Article VI, Section 6.3 of the Corporation's Bylaws to hold an annual member meeting of the Texas Permanent School Fund (PSF) Corporation, of which the State Board of Education (SBOE) is the sole member. It also provides an opportunity for the Texas PSF Corporation's management to update members of the Committee of the Full Board (COFB) and to take questions regarding PSF. Statutory authority is the Texas Constitution, Article VII, §2 and §5, Texas Education Code (TEC) Chapter 43; and 19 Texas Administrative Code (TAC) Chapter 33, Subchapters A and B.

STATUTORY AUTHORITY: Under [Chapter 22 of the Texas Business Organization Code](#) and [Article VI, Section 6.3 of its Bylaws](#), the Texas PSF Corporation is required to hold an annual member meeting. Article VI, Section 6.1 of those Bylaws name the SBOE as the sole member of the Texas PSF Corporation. The Bylaws further state that such a meeting is anticipated to be held as a part of or in conjunction with a meeting of the SBOE.

The full text of statutory citations can be found in the links above.

PREVIOUS BOARD ACTION: At the September 2024 meeting of the COFB, the chief executive officer of the Texas PSF Corporation provided an update and answered questions 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. This constituted the last annual member meeting of the Corporation.

BACKGROUND INFORMATION AND JUSTIFICATION: Senate Bill (SB) 1232 was passed by the 87th Texas Legislature, Regular Session, 2021, which authorized the SBOE to create the Texas Permanent School Fund Corporation and rendered that corporation subject to certain statutes, including the Business Organizations Code (BOC), Chapter 22. In November 2021, the SBOE adopted articles of incorporation for the corporation and named the SBOE as its sole member. BOC Chapter 22 requires an annual member meeting of any corporation subject to that chapter.

Staff Member Responsible:

Robert Borden, Chief Executive Officer/Chief Investment Officer, Texas PSF Corporation

**Texas Education Agency Administrative and Program Budget by Major Component
for the 2026-2027 Biennium**

November 19, 2025

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

SUMMARY: Texas Education Agency (TEA) staff will provide an overview of the agency's Administrative and Program budget by major component for both the fiscal years and the biennium totals for 2026-2027.

STATUTORY AUTHORITY: Texas Education Code (TEC), [§7.055\(b\)\(6\)](#) and [\(c\)](#).

(TEC), §7.055(b)(6), requires the commissioner to adopt an annual budget for operating the Foundation School Program as prescribed by Subsection (c).

(TEC), §7.055(c), requires the commissioner to adopt a budget under Subsection (b) for operating the Foundation School Program must be in accordance with legislative appropriations and provide funds for the administration and operation of the agency and any other necessary expense. Before adopting the budget, the commissioner must submit the budget to the board for review and, after receiving any comments of the board, present the operating budget to the governor and the Legislative Budget Board.

The full text of statutory citations can be found in the link above.

BACKGROUND INFORMATION AND JUSTIFICATION: This item presents the TEA's administrative and program budget by major component for both the fiscal years and the biennium totals for 2024-2025 and the agency's appropriation for the 2026-2027 biennium.

Staff Member Responsible:

Carla Steffen, Deputy Commissioner of Finance

**Discussion of Proposed Amendments to 19 TAC Chapter 74, Curriculum Requirements,
Subchapter B, Graduation Requirements, §74.11, High School Graduation Requirements, and
§74.12, Foundation High School Program**

November 19, 2025

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

SUMMARY: This item provides an opportunity for the committee to discuss proposed amendments to 19 Texas Administrative Code (TAC) Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.11, High School Graduation Requirements, and §74.12, Foundation High School Program. The proposed amendments would update high school graduation requirements to align with House Bill (HB) 27, 89th Texas Legislature, Regular Session, 2025, related to personal financial literacy, and Senate Bill (SB) 2314, 89th Texas Legislature, Regular Session, 2025, related to the Texas Higher Education Coordinating Board (THECB) direct admission program.

STATUTORY AUTHORITY: Texas Education Code (TEC), [§7.102\(c\)\(4\)](#); [§28.025\(a\)](#), [\(b-1\)\(3\)](#), [\(b-24\)](#), and [\(c\)\(1\)](#); and [§28.0257](#), as amended by SB 2314, 89th Texas Legislature, Regular Session, 2025.

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

TEC, [§28.025\(a\)](#), requires the SBOE to determine by rule the curriculum requirements for the foundation high school program that are consistent with the required curriculum and requires the SBOE to designate specific courses that are required for the foundation high school program.

TEC, [§28.025](#), [\(b-1\)\(3\)](#), requires the SBOE to require that the curriculum requirements for the foundation high school program include a requirement that students successfully complete at least one-half credit in personal financial literacy.

TEC, [§28.025](#), [\(b-24\)](#), requires the SBOE to allow a student to comply with the curriculum requirement for a one-half credit in personal financial literacy by successfully completing an advanced placement (AP) course designated by the SBOE as containing substantively similar and rigorous academic content.

TEC, [§28.025\(c\)\(1\)](#), permits a student to graduate and receive a diploma only if the student successfully completes the curriculum requirements identified by the SBOE under TEC, [§28.025\(a\)](#), and complies with TEC, [§§28.0256](#), [28.0257](#), and [39.025](#).

TEC, [§28.0257](#), as added by SB 2314, 89th Texas Legislature, Regular Session, 2025, requires a student to elect whether to opt in to allowing the THECB to share the student's data and education records, as necessary, with institutions of higher education to allow the student to participate in the direct admissions program established by THECB.

The full text of statutory citations can be found in the links above.

BACKGROUND INFORMATION AND JUSTIFICATION: The 89th Texas Legislature, Regular Session, 2025, passed HB 27, requiring students to successfully complete a one-half credit personal financial literacy course instead of the option to complete either a one-half credit economics course or a one-half credit course in economics and personal financial literacy to satisfy the economics requirement

under the Foundation High School Program. The bill changed the current one-half credit economics course to a one-credit course and permits students to select the third social studies credit required for graduation from economics, world geography, or world history. The bill also added new TEC, §28.025(b-24), requiring the SBOE to allow a student to comply with the personal financial literacy requirement by successfully completing an advanced placement (AP) course.

The 89th Texas Legislature, Regular Session, 2025, also adopted SB 2314, amending the state graduation requirements in TEC, §28.025(c), to require students to elect whether to allow the THECB to share the student's data and education records, as necessary, with institutions of higher education to allow the student to participate in the direct admission program established by THECB.

This item provides the opportunity for the committee to discuss possible amendments to the high school graduation requirements in §74.11 and §74.12 to align with requirements of HB 27 and SB 2314. The attachment to this item reflects the text of proposed amendments for discussion.

Staff Member Responsible:

Jessica Snyder, Senior Director, Curriculum Standards and Student Support

Attachment:

Text of Proposed Amendments to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.11, High School Graduation Requirements, and §74.12, Foundation High School Program

ATTACHMENT
Text of Proposed Amendments to 19 TAC

Chapter 74. Curriculum Requirements

Subchapter B. Graduation Requirements

§74.11. High School Graduation Requirements.

(a)-(b) (No change.)

(c) ~~Beginning with students enrolled in Grade 12 during the 2026-2027 school year, before graduating high school, a student must elect whether to opt in to allowing the Texas Higher Education Coordinating Board (THECB) to share the student's data and education records, as necessary, with institutions of higher education to allow the student to participate in the direct admission program established by the THECB pursuant to TEC, §61.0511(b)(2). A student is not required to comply with this requirement if:~~

- ~~(1) the student's parent or guardian submits a signed form approved by the THECB authorizing the student to decline to complete and submit information necessary to participate in the program;~~
- ~~(2) the student is 18 years or older or has had the disabilities of minority removed and signs and submits the form described by paragraph (1) of this subsection; or~~
- ~~(3) a school counselor authorizes the student in writing to decline to complete and submit the information necessary to participate in the program.~~

(d) ~~(e)~~ A school district shall clearly indicate the distinguished level of achievement under the Foundation High School Program, an endorsement, and a performance acknowledgment on the transcript or academic achievement record (AAR) of a student who satisfies the applicable requirements.

(e) ~~(d)~~ A student entering Grade 9 in the 2014-2015 school year and thereafter shall enroll in the courses necessary to complete the curriculum requirements for the Foundation High School Program specified in §74.12 of this title and the curriculum requirements for at least one endorsement specified in §74.13 of this title (relating to Endorsements).

(f) ~~(e)~~ 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~~ TEA, allowing the student to graduate under the Foundation High School Program without earning an endorsement.

(g) ~~(f)~~ A student may earn a distinguished level of achievement by successfully completing the curriculum requirements for the Foundation High School Program and the curriculum requirements for at least one endorsement required by the Texas Education Code (TEC), §28.025(b-15), including four credits in science and four credits in mathematics to include Algebra II.

(h) ~~(g)~~ An out-of-state or out-of-country transfer student (including foreign exchange students) or a transfer student from a Texas nonpublic school is eligible to receive a Texas diploma but must complete all requirements of this section to satisfy state graduation requirements. Any course credit required in this section that is not completed by the student before he or she enrolls in a Texas school district may be satisfied through the provisions of §74.23 of this title (relating to Correspondence Courses and Distance Learning) and §74.24 of this title (relating to Credit by Examination) or by completing the course or courses according to the provisions of §74.26 of this title (relating to Award of Credit).

(i) ~~(h)~~ Elective credits may be selected from the following:

- (1) high school courses not required for graduation that are listed in the following chapters of this title:
 - (A) Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading);
 - (B) Chapter 111 of this title (relating to Texas Essential Knowledge and Skills for Mathematics);
 - (C) Chapter 112 of this title (relating to Texas Essential Knowledge and Skills for Science);
 - (D) Chapter 113 of this title (relating to Texas Essential Knowledge and Skills for Social Studies);
 - (E) Chapter 114 of this title (relating to Texas Essential Knowledge and Skills for Languages Other Than English);
 - (F) Chapter 115 of this title (relating to Texas Essential Knowledge and Skills for Health Education);
 - (G) Chapter 116 of this title (relating to Texas Essential Knowledge and Skills for Physical Education);
 - (H) Chapter 117 of this title (relating to Texas Essential Knowledge and Skills for Fine Arts); and
 - (I) Chapter 127 of this title (relating to Texas Essential Knowledge and Skills for Career Development and Career and Technical Education);
 - ~~[(J) Chapter 130 of this title (relating to Texas Essential Knowledge and Skills for Career and Technical Education);]~~
 - (2) state-approved innovative courses as specified in §74.27 of this title (relating to Innovative Courses and Programs);
 - (3) Junior Reserve Officer Training Corps (JROTC)--one to four credits;
 - (4) Driver Education--one-half credit; and
 - (5) College preparatory English language arts or mathematics courses developed and offered pursuant to the TEC, §28.014.
- (j) ~~[(4)]~~ Courses offered for dual credit at or in conjunction with an institution of higher education that provide advanced academic instruction beyond, or in greater depth than, the essential knowledge and skills for the equivalent high school course required for graduation may satisfy graduation requirements, including requirements for required courses, advanced courses, and courses for elective credit as well as requirements for endorsements.
- (k) ~~[(4)]~~ A student may not be enrolled in a course that has a required prerequisite unless:
- (1) the student has successfully completed the prerequisite course(s);
 - (2) the student has demonstrated equivalent knowledge as determined by the school district; or
 - (3) the student was already enrolled in the course in an out-of-state, an out-of-country, or a Texas nonpublic school and transferred to a Texas public school prior to successfully completing the course.
- (l) ~~[(4)]~~ A district may exempt a student from a specific career and technical education (CTE) course prerequisite for a CTE course that satisfies a mathematics or science credit if the district determines the student is not using the course to complete a CTE program of study.
- (m) ~~[(4)]~~ A district may award credit for a course a student completed without meeting the prerequisites if the student completed the course in an out-of-state, an out-of-country, or a Texas nonpublic school where there was not a prerequisite.

(n) ~~(m)~~ A district shall allow a student who successfully completes AP Computer Science A or IB Computer Science Higher Level to satisfy both one advanced mathematics requirement and one languages other than English requirement for graduation.

(o) ~~(n)~~ Each school district shall annually report to ~~(the)~~ TEA the names of the locally developed courses, programs, institutions of higher education, and internships in which the district's students have enrolled as authorized by the TEC, §28.002(g-1). ~~(The)~~ TEA shall make available information provided under this subsection to other districts. If a district chooses, it may submit any locally developed course for approval under §74.27 of this title as an innovative course.

(p) ~~(o)~~ Each school district shall annually report to ~~(the)~~ TEA the names of cybersecurity courses approved by the board of trustees for credit and the institutions of higher education in which the district's students have enrolled as authorized by the TEC, §28.002(g-3). ~~(The)~~ TEA shall make available information provided under this subsection to other districts. If a district chooses, it may submit any locally developed course for approval under §74.27 of this title as an innovative course.

(q) ~~(p)~~ A school district shall permit a student to comply with the curriculum requirements under the Foundation High School Program by successfully completing appropriate courses in the core curriculum of an institution of higher education (IHE). A student who has completed the core curriculum of an IHE in accordance with TEC, §61.822, as certified by the IHE in accordance with §4.28 of this title (relating to Core Curriculum):

- (1) is considered to have earned an endorsement by successfully completing the appropriate courses for that endorsement;
- (2) is considered to have earned a distinguished level of achievement under the Foundation High School Program; and
- (3) is entitled to receive a high school diploma.

§74.12. Foundation High School Program.

(a) (No change.)

(b) Core courses. A student must demonstrate proficiency in the following.

(1)-(3) (No change.)

(4) Social studies--three credits.

(A) One credit must consist of United States History Studies Since 1877.

(B) One-half credit must consist of United States Government.

(C) One-half credit must be selected from the following:

(i) Personal Financial Literacy; or

(ii) AP Business with Personal Finance.

~~[(i) Economics with Emphasis on the Free Enterprise System and Its Benefits; or~~

~~[(ii) Personal Financial Literacy/Economics.]~~

(D) One credit must be selected from the following:

(i) World History Studies;

(ii) World Geography Studies; or

(iii) a comparable AP or IB world history or world geography course that does not count toward another credit required for graduation.

(5)-(7) (No change.)

(c)-(d) (No change.)

Discussion of Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.3, Description of a Required Secondary Curriculum

November 19, 2025

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

SUMMARY: This item provides an opportunity for the board to discuss 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 personal financial literacy and economics that are required to be offered to students to align with the requirements of House Bill (HB) 27, 89th Texas Legislature, Regular Session, 2025.

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 links above.

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, 2025.

BACKGROUND INFORMATION AND JUSTIFICATION: In accordance with statutory requirements that the SBOE establish curriculum and graduation requirements, the SBOE has identified high school courses that school districts must offer. For social studies, §74.3, Description of a Required Secondary Curriculum, requires school districts to offer 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 89th Texas Legislature adopted HB 27 in 2025, requiring students to successfully complete a one-half credit personal financial literacy course instead of the option to complete either a one-half credit economics course or a one-half credit course in economics and personal financial literacy to satisfy the economics requirement under the Foundation High School Program. The bill changed the current one-half credit economics course to a one-credit course and permits students to select the third social studies credit required for graduation from economics, world geography, or world history. The bill also added new TEC, §28.025(b-24), requiring the SBOE to allow a student to comply with the personal financial literacy requirement by successfully completing an advanced placement course.

This item provides the opportunity for the committee to discuss a possible amendment to the required secondary social studies course offerings in §74.3 to align with requirements of HB 27. The attachment to this item reflects the text of current rules in §74.3 for discussion.

The following additional item related to requirements regarding HB 27 is presented separately on this agenda:

- Discussion of Proposed Amendments to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.11, High School Graduation Requirements, and §74.12, Foundation High School Program

Staff Member Responsible:

Jessica Snyder, Senior Director, Curriculum Standards and Student Support

Attachment:

Text of 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.3, Description of a Required Secondary Curriculum

ATTACHMENT
Text of 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) (No change.)
 - (2) A school district must offer courses listed in subparagraphs (A)-(J) of this paragraph, unless selection from a list of courses is specified, and maintain evidence that students have the opportunity to take these courses:
 - (A) (No change.)
 - (B) (No change.)
 - (C) (No change.)
 - (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;
 - (E) (No change.)
 - (F) (No change.)
 - (G) (No change.)
 - (H) (No change.)
 - (I) (No change.)
 - (J) (No change.)
 - (3) The following requirements 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:
 - (A) (No change.)
 - (B) the requirement to offer both Economics with Emphasis on the Free Enterprise System and Its Benefits and Personal Financial Literacy and Economics.
 - (4) (No change.)
 - (5) (No change.)
- (c) (No change.)

Discussion of Literary Works Lists for Kindergarten-Grade 12 Reading Language Arts

November 19, 2025

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

SUMMARY: This item provides the opportunity for the committee to discuss the process being used for selecting recommendations from the agency for literary works to be taught in each grade level as required by House Bill 1605, 88th Texas Legislature, 2023.

STATUTORY AUTHORITY: Texas Education Code (TEC), [§28.002\(c-4\)](#).

TEC, §28.002(c-4), requires the State Board of Education, in adopting essential knowledge and skills for English language arts under Subsection (a)(1)(A), to specify a list of required vocabulary and at least one literary work to be taught in each grade level.

The full text of statutory citations can be found in the links above.

BACKGROUND INFORMATION AND JUSTIFICATION: The 88th Texas Legislature, Regular Session, 2023, passed House Bill (HB) 1605 relating to instructional material and technology. HB 1605 added section 28.002(c-4), which requires the State Board of Education, in adopting essential knowledge and skills for English language arts, to specify a list of required vocabulary and at least one literary work to be taught in each grade level. This is a preliminary discussion. An action item will be presented to the board at a future meeting.

Staff Member Responsible:

Shannon Trejo, Deputy Commissioner, Office of School Programs

Discussion of Required Civics Training Program

November 19, 2025

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

SUMMARY: This item provides an opportunity for the committee to receive an update on and discuss the structure of the required civics training program.

STATUTORY AUTHORITY: Texas Education Code (TEC), [§21.4555\(d\)](#).

TEC, §21.4555(d) requires the State Board of Education (SBOE) to review and approve each civics training program developed by the Texas Education Agency (TEA).

The full text of statutory citations can be found in the links above.

BACKGROUND INFORMATION AND JUSTIFICATION: The 87th Texas Legislature, Second Called Session, 2025, passed Senate Bill (SB) 3 to require the commissioner to develop and make available civics training programs for teachers and administrators to facilitate the teaching of curriculum consistent with TEC, §28.002(h-2). SB 3 requires the State Board of Education to review and approve each civics training program that is developed. The SBOE must also annually review each civics training program. TEA entered into a contract with Education Service Center Region 18 for development of content related to the civics training program. Training content will be presented to the board for approval at a future meeting.

Staff Member Responsible:

Shannon Trejo, Deputy Commissioner, Office of School Programs

Discussion of Social Studies Framework Key Topics

November 19, 2025

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

SUMMARY: This item provides an opportunity for the committee to discuss key topics to be included in the Social Studies Texas Essential Knowledge and Skills (TEKS) Framework.

STATUTORY AUTHORITY: Texas Education Code (TEC), §§7.102(c)(4), 28.002(a) and (c), and 28.025(a).

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, §28.025(a), requires the SBOE to determine by rule the curriculum requirements for the foundation high school program that are consistent with the required curriculum and requires the SBOE to designate specific courses that are required for the foundation high school program.

The full text of statutory citations can be found in the links above.

BACKGROUND INFORMATION AND JUSTIFICATION: In October 2024, the Chairman of the SBOE established an Ad Hoc Committee on Social Studies Standards. The committee was charged with evaluating Texas's current social studies learning standards, researching best practices in history and civics education, and providing recommendations for developing exemplary state standards, ensuring that Texas students receive a high-quality social studies education that prepares them for informed citizenship.

The goal of the committee is to provide clear, actionable recommendations for developing social studies curriculum standards that will position Texas as a national leader in history and civics education. The standards should equip students with essential knowledge of American and Texas history, geography, and civic institutions while fostering the skills and dispositions needed for engaged citizenship in a diverse democratic republic.

A public hearing on recommendations for a framework to guide the organization of the TEKS for social studies, including the identification of core content topics that students should know in U.S. history, Texas history, world history, geography and civics in Kindergarten - Grade 12, was conducted during the April 10, 2025 Ad Hoc Committee on Social Studies meeting. Agency staff presented an update on the status and progress of the Social Studies Ad Hoc Committee's charges and the Committee of the Full Board heard public testimony at the June 2025 SBOE meeting. At the September 2025 meeting, the SBOE approved the social studies framework course sequence and strands for grades K – 8.

Staff Member Responsible:

Shannon Trejo, Deputy Commissioner, Office of School Programs

Discussion of Pending Litigation

November 19, 2025

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 a room (to be determined) 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

Cara Pierce, Individually, and as Next of Friend of J.P. Next Friend of J.P. Minor v. University of Interscholastic Leave and Jamey Harrison, Executive Director, et al., in the District Court of Travis County, Texas 53rd Judicial District, Cause No. D-1-GN-25-007719

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

**Proposed Amendment to 19 TAC Chapter 89, Adaptations for Special Populations, Subchapter A,
Gifted/Talented Education, §89.1, Student Identification
(Second Reading and Final Adoption)**

November 21, 2025

COMMITTEE ON INSTRUCTION: 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 89, Adaptations for Special Populations, Subchapter A, Gifted/Talented Education, §89.1, Student Identification. The proposed amendment would ensure that a district's identification of gifted and talented students complies with all legal requirements and federal and state law. No changes are recommended since approved for first reading.

STATUTORY AUTHORITY: Texas Education Code (TEC), [§§29.121](#), [29.122](#), [29.123](#), [39.236](#), and [48.109](#).

TEC, §29.121, establishes the definition of a gifted and talented student.

TEC, §29.122, establishes that each school district shall adopt a process for identifying and serving gifted and talented students.

TEC, §29.123, establishes that the State Board of Education (SBOE) shall develop and update a state plan for the education of gifted and talented students to guide school districts.

TEC, §39.236, establishes criteria for the commissioner to adopt standards to evaluate school district programs for gifted and talented students.

TEC, §48.109, establishes criteria for utilizing the gifted and talented student allotment funds.

The full text of statutory citations can be found in the links above.

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 2026-2027 school year. The earlier effective would ensure school district policies comply with state and federal requirements as soon as possible.

PREVIOUS BOARD ACTION: The SBOE adopted §89.1 effective September 1, 1996. The SBOE amended §89.1 effective September 1, 2024. A discussion item on the proposed amendment to §89.1 was presented to the Committee on Instruction at the June 2025 SBOE meeting, and the board approved the proposed amendment for first reading and filing authorization at its September 2025 meeting.

BACKGROUND INFORMATION AND JUSTIFICATION: Section 89.1 establishes requirements for the identification of gifted and talented students. The proposed amendment would add new paragraph (4) to align identification criteria with all legal requirements and federal and state executive orders and revise paragraph (5) to require that the selection committee be trained in the identification of gifted students.

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 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: 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 to ensure identification for students in the gifted and talented program is made in compliance with all legal requirements and federal and state executive orders.

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 identification for students in the gifted and talented program is made in compliance with all legal requirements and federal and state executive orders. 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 new 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 2025 SBOE meeting, notice of the proposed amendment to §89.1 was filed with the Texas Register, initiating the public comment period. The public comment period began on October 10, 2025, and ended at 5:00 p.m. on November 10, 2025. No comments had been received at the time this item was prepared. A summary of public comments received will be provided to the SBOE during the November 2025 meeting. The SBOE will take registered oral and written comments on the proposal at the appropriate committee meeting in November 2025 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 the proposed amendment to 19 TAC Chapter 89, Adaptations for Special Populations, Subchapter A, Gifted/Talented Education, §89.1, Student Identification; and

Make an affirmative finding that immediate adoption of the proposed amendment to 19 TAC Chapter 89, Adaptations for Special Populations, Subchapter A, Gifted/Talented Education, §89.1, Student Identification, 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:

Kristin McGuire, Interim Deputy Commissioner, Special Populations and Student Supports
Laura Briones, Director, Special Populations Policy, Integration, and Technical Assistance
Monica Brewer, Coordinator, Gifted and Talented

Attachment:

Text of Proposed Amendment to 19 TAC Chapter 89, Adaptations for Special Populations, Subchapter A, Gifted/Talented Education, §89.1, Student Identification

ATTACHMENT
Text of Proposed Amendment to 19 TAC

Chapter 89. Adaptations for Special Populations

Subchapter A. Gifted/Talented Education

§89.1. Student Identification.

School districts shall develop written policies on student identification that are approved by the local board of trustees and disseminated to parents. The policies must:

- (1) include provisions for ongoing screening and selection of students who perform or show potential for performing at remarkably high levels of accomplishment in the areas defined in the Texas Education Code, §29.121;
- (2) include assessment measures collected from multiple sources according to each area defined in the Texas State Plan for the Education of Gifted/Talented Students;
- (3) include data and procedures designed to ensure that students from all populations in the district have access to assessment and, if identified, services for the gifted/talented program;
- (4) prohibit a scoring value based on race, ethnicity, sex, socioeconomic status, or disability if the selection process utilizes a matrix or threshold system;
- (5) ~~[(4)]~~ provide for final selection of students to be made by a committee composed of at least three local district educators who have received training in the nature and needs and identification of gifted students;
- (6) ~~[(5)]~~ include provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, and appeals of district decisions regarding program placement; and
- (7) ~~[(6)]~~ not limit the number of students the district may identify as gifted/talented or served under the district's program for gifted/talented students.

**Adoption of Review of 19 TAC Chapter 74, Curriculum Requirements
(Adoption of Review)**

November 21, 2025

**COMMITTEE ON INSTRUCTION: ACTION
STATE BOARD OF EDUCATION: CONSENT**

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 adoption of the review of 19 Texas Administrative Code (TAC) Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, Subchapter B, Graduation Requirements, Subchapter C, Other Provisions, Subchapter F, Graduation Requirements, Beginning with School Year 2007-2008, and Subchapter G, Graduation Requirements, Beginning with School Year 2012-2013. The rules being reviewed provide curriculum requirements for school districts, outline graduation requirements, and include other provisions that relate to curriculum requirements.

STATUTORY AUTHORITY: The statutory authority for the rule review is Texas Government Code, (TGC), §2001.039. The statutory authority for 19 TAC Chapter 74, Subchapters A-C, F, and G, is Texas Education Code (TEC), §§7.102, as amended by House Bill (HB) 2 and Senate Bill (SB) 568, 89th Texas Legislature, Regular Session, 2025; 25.007, as amended by SB 569, 89th Texas Legislature, Regular Session, 2025; 28.002, as amended by HB 824, SB 12, SB 24, SB 25, and SB 1207, 89th Texas Legislature, Regular Session, 2025; 28.0021; 28.0023; 28.008; 28.011; 28.012; 28.014; 28.018; 28.023; 28.025, as amended by HB 2, HB 27, SB 568, and SB 2314, 89th Texas Legislature, Regular Session, 2025; 28.0256; 28.053; 28.054; 29.907; 33.081; and 38.003, as amended by HB 2 and SB 568, 89th Texas Legislature, Regular Session, 2025.

Texas Government Code, §2001.039, requires all state agencies to review their rules at least once every four years.

TEC, §7.102, as amended by HB 2 and SB 568, 89th Texas Legislature, Regular Session, 2025, identifies state and regional organization and governance and duties and establishes the authority of the SBOE to establish curriculum and graduation requirements, adopt rules to carry out the required curriculum, establish guidelines for credit by examination, adopt transcript forms and standards for purposes of reporting academic achievement, adopt guidelines for determining financial need for the Texas Advanced Placement Incentive Program, and approve a program for testing students for dyslexia and related disorders.

TEC, §25.007, as amended by SB 569, 89th Texas Legislature, Regular Session, 2025, requires the agency to assist the transition of students who are homeless or in substitute care from one school to another.

TEC, §28.002, as amended by HB 824, SB 12, SB 24, SB 25, and SB 1207, 89th Texas Legislature, Regular Session, 2025, identifies the subjects of the required curriculum and requires the SBOE by rule to 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 will be addressed on the state assessment instruments.

TEC, §28.0021, requires school districts and charter schools to offer an elective course in personal financial literacy that meets the requirements for a one-half elective credit.

TEC, §28.0023, requires that the SBOE by rule require school districts and open-enrollment charter schools to provide instruction in cardiopulmonary resuscitation (CPR) and the use of an automated external defibrillator (AED) and for students to receive the instruction at least once before graduation.

TEC, §28.008, requires the SBOE to incorporate the College and Career Readiness Standards (CCRS) approved by the commissioner of education and the Texas Higher Education Coordinating Board (THECB) into the Texas Essential Knowledge and Skills (TEKS) and to adopt by rule a chart that clearly indicates the alignment of the CCRS with the TEKS.

TEC, §28.011, allows school districts to offer an elective course on the Hebrew Scriptures and an elective course on the New Testament.

TEC, §28.012, requires the SBOE and the Texas Commission on Law Enforcement (TCOLE) to enter into a memorandum of understanding to provide instruction regarding proper interaction between civilians and peace officers in public schools, driver education courses, and peace officer training.

TEC, §28.014, requires each school district partner with at least one institution of higher education to develop and provide courses in college preparatory mathematics and English language arts.

TEC, §28.018, requires the SBOE by rule to establish an advanced computer science program for high school students that permits students to earn advanced math or science credit by successfully completing an advanced computer science course and under which participating districts would implement rigorous standards for advanced computer science courses that are focused on the creation and use of software and computing technologies.

TEC, §28.023, requires the SBOE to establish guidelines for school districts to follow in developing or selecting examinations for acceleration for elementary grade levels and for credit for secondary grade level academic subjects, including a requirement that a school district give a student in Grade 6 or above credit for a subject if the student earns a scaled score of 50 or higher on an examination approved by the board of trustees and administered through the College-Level Examination Program.

TEC, §28.025, as amended by HB 2, HB 27, SB 568, and SB 2314, 89th Texas Legislature, Regular Session, 2025, 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, §28.0256, requires each student to complete a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA) in order to graduate. A student may opt-out of the financial aid application graduation requirement if a parent or guardian submits a signed opt-out form; if the student is 18 years of age or older and submits a signed opt-out form; or if a school counselor authorizes the student to decline to complete and submit the application for good cause.

TEC, §28.053, identifies the types of awards for which schools participating in the Texas Advanced Placement Incentive Program are eligible and identifies the manner in which funds awarded are to be used.

TEC, §28.054, identifies the requirements for students' entitlement to fee subsidies for a fee paid to take an Advanced Placement or International Baccalaureate examination.

TEC, §29.907, designates the week in which September 17 falls as Celebrate Freedom Week and allows the Texas Education Agency (TEA), in cooperation with other state agencies who voluntarily participate, to promote Celebrate Freedom Week through a coordinated program.

TEC, §33.081, requires the SBOE to adopt rules to limit student participation for extracurricular activities during the school day and the school week and identifies requirements related to the suspension from participation in extracurricular activities of a student who receives a grade lower than the equivalent of 70 on a scale of 100 in academic classes identified in this section.

TEC, §38.003, as amended by HB 2 and SB 568, 89th Texas Legislature, Regular Session, 2025, identifies requirements for the screening or testing of all students enrolling in Texas public schools for dyslexia and related disorders.

The full text of statutory citations can be found in the links above.

PREVIOUS BOARD ACTION: The review of Chapter 74 was presented to the Committee on Instruction for discussion at the September 2025 meeting.

BACKGROUND INFORMATION AND JUSTIFICATION: Chapter 74 is organized as follows: Subchapter A, Required Curriculum; Subchapter B, Graduation Requirements; Subchapter C, Other Provisions; Subchapter F, Graduation Requirements, Beginning with School Year 2007-2008; and Subchapter G, Graduation Requirements, Beginning with School Year 2012-2013.

The following information provides a summary of each subchapter and the actions that have occurred since the last rule review to meet requirements from legislation passed by the 87th and 88th Texas Legislatures in 2021 and 2023.

Subchapter A, Required Curriculum

Subchapter A establishes definitions, requirements, and procedures related to required curricula for Kindergarten through Grade 12, the academic achievement record (transcript), and CCRS and TEKS alignment charts.

SB 1063, 87th Texas Legislature, Regular Session, 2021, amended TEC, §28.025, to add a one-half credit course in personal financial literacy and economics as an option to meet the one-half credit graduation requirement for economics under the Foundation High School Program. At the June 2022 meeting, the SBOE adopted TEKS for the new combined personal financial literacy and economics course to meet the requirements in SB 1063. Also at the meeting, the SBOE adopted an amendment to 19 TAC §74.3, Description of Required Secondary Curriculum, requiring school districts to offer the new course in addition to the two separate, existing one-half credit personal financial literacy and one-half credit economics courses.

SB 1888, 87th Texas Legislature, Regular Session, 2021, added new TEC, §28.0253, to establish the Texas First Early High School Completion Program. TEA, in coordination with the Texas Higher Education Coordinating Board, was required to establish the program to allow public high school students who demonstrate early readiness for college to graduate early from high school. In April 2023, the board adopted an amendment to 19 TAC §74.5, Academic Achievement Record (Transcript), to require school districts and open-enrollment charter schools to indicate on a student's transcript completion of the Texas First Early High School Completion Program.

HB 4375, 88th Texas Legislature, Regular Session, 2023, amended TEC, §28.0023, to add instruction in the use of an AED to the existing requirements for instruction in CPR for students in Grades 7-12. In April 2024, the SBOE amended 19 TAC §74.5 to require that completion of instruction in the use of an AED be indicated on a student's academic achievement record in addition to the existing requirement to indicate completion of instruction in CPR.

Subchapter B, Graduation Requirements

Subchapter B specifies high school graduation requirements for the foundation high school program, established by HB 5, 83rd Texas Legislature, 2013, for students entering Grade 9 in the 2014-2015 school year and thereafter.

SB 369, 87th Texas Legislature, Regular Session, 2021, amended TEC, §28.0256(d), to specify that a school counselor may not indicate that a student has not complied with the financial aid requirement for high school graduation if the school district or open-enrollment charter school fails to provide an opt-out form to the student or the student's parent or other person standing in parental relation to the student. The SBOE amended the graduation requirements in 19 TAC §74.11 to align with requirements in SB 369 related to the financial aid application requirement in April 2022. Also at the April 2022 meeting, the SBOE amended the Foundation High School Program requirements in 19 TAC §74.12 to include the option to complete a personal financial and economics course to satisfy the economics requirement added by SB 1063, 87th Texas Legislature, Regular Session, 2021.

In April 2025, the SBOE adopted an amendment to §74.12 and endorsement requirements in §74.13 to align with newly adopted career and technical education (CTE) TEKS and CTE programs of study that underwent a refresh in 2023.

Subchapter C, Other Provisions

Subchapter C includes provisions relating to options for offering courses, including correspondence courses and distance learning courses; credit by examination; high school credit for college courses; award of credit; innovative courses and programs; students with dyslexia and related disorders; the Texas Advanced Placement Incentive Program; identification of honors courses; health classifications for physical education; additional requirements for social studies classes for Grades 3-12; additional requirements for high school health classes; requirements for elective courses on the Bible's Hebrew Scriptures (Old Testament) and the New Testament and their impact on the history and literature of Western civilization; public school physical education curriculum; and requirements for instruction in CPR.

TEC, §38.003(c), requires the SBOE to adopt any rules and standards necessary to administer requirements for screening and services for dyslexia and related disorders under TEC, §38.003. HB 3928, 88th Texas Legislature, Regular Session, 2023, amended TEC, §29.0031, to clarify that evaluations for dyslexia and related disorders must go through the process required by the Individuals with Disabilities Education Act. In April 2024, the board adopted updates to 19 TAC §74.28 and the *Dyslexia Handbook* to align with requirements in HB 3928.

In November 2023, the SBOE adopted amendments to its rules related to innovative courses in 19 TAC §74.28 to shift from the commissioner of education back to the SBOE the authority to approve innovative courses that fall under the foundation or enrichment curriculum, specify the number of years for initial approval and renewal of innovative courses, and exempt CTE courses that support an approved program of study from the pilot requirement in the rules. The rules, as amended, also require TEA to conduct a

periodic review of all approved innovative courses and to identify courses for possible sunset in accordance with specific criteria.

At the April 2024 meeting, the SBOE amended 19 TAC §74.38 to align with the requirements of HB 4375 to provide instruction not only in CPR but also in the use of an AED, beginning with students who enter Grade 7 in the 2024-2025 school year.

Subchapter F, Graduation Requirements, Beginning with School Year 2007-2008, and Subchapter G, Graduation Requirements, Beginning with School Year 2012-2013

Subchapter F specifies high school graduation requirements for students entering Grade 9 in the 2007-2008, 2008-2009, 2009-2010, 2010-2011, or 2011-2012 school year.

Subchapter G specifies high school graduation requirements for students entering Grade 9 in the 2012-2013 or 2013-2014 school year.

No changes have been required to the rules in Subchapters F or G since the last rule review in 2021.

In January 2022, the SBOE repealed 19 TAC Chapter 74, Subchapters D and E, to remove high school graduation requirements that were outdated and no longer necessary.

This item presents the rule review of 19 TAC Chapter 74, which is designed to ensure that the SBOE continues to have statutory authority for these rules and that the reason for adopting these rules continues to exist. The text of 19 TAC Chapter 74 is not included as an attachment to this item; however, the rules are viewable on the TEA's website at

<https://tea.texas.gov/about-tea/laws-and-rules/texas-administrative-code/19-tac-chapter-74>.

If authorized by the SBOE, TEA will file the adopted review with the Texas Register stating that the SBOE finds the reasons for adopting Chapter 74 continue to exist. The filing of the adopted review stating that the reasons for adoption continue to exist would not preclude any amendments that may be proposed at different dates through a separate rulemaking process.

At a future meeting, the SBOE will consider proposed amendments to Chapter 74, Subchapter B, to align graduation requirement rules with changes related to recently adopted legislation from the 89th Texas Legislature, Regular Session, 2025. Also at a future meeting, the SBOE will consider for approval revised charts adopted in 19 TAC §74.6, College and Career Readiness and Texas Essential Knowledge and Skills Alignment, to demonstrate the alignment of the science TEKS adopted in 2021 and 2022 and CTE TEKS adopted in 2023, 2024, and 2025 with the CCRS. The SBOE may also need to consider a proposed amendment to 19 TAC §74.35, Additional Requirements for High School Health Classes, to address new requirements added by SB 1207, 89th Texas Legislature, Regular Session, 2025, to the parenting and paternity awareness (PAPA) program districts must use.

PUBLIC COMMENTS: TEA filed the proposed review of 19 TAC Chapter 74, Subchapters A-C, F, and G, with the Texas Register following the September 2025 SBOE meeting. The public comment period on the proposed review began October 17, 2025, and ended at 5:00 p.m. on November 17, 2025. At the time this item was prepared, no comments had been received regarding this review. Any public comments received will be provided to the SBOE during the November 2025 meeting. The SBOE will take registered oral and written comments on the proposed review at the appropriate committee meeting in November 2025 in accordance with the SBOE operating policies and procedures.

MOTION TO BE CONSIDERED: The State Board of Education:

Adopt the review of 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, Subchapter B, Graduation Requirements, Subchapter C, Other Provisions, Subchapter F, Graduation Requirements, Beginning with School Year 2007-2008, and Subchapter G, Graduation Requirements, Beginning with School Year 2012-2013.

Staff Members Responsible:

Monica Martinez, Associate Commissioner, Standards and Programs

Jessica Snyder, Senior Director, Curriculum Standards and Student Support

**Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.27, Innovative Courses and Programs
(First Reading and Filing Authorization)**

November 21, 2025

COMMITTEE ON INSTRUCTION: 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 C, Other Provisions, §74.27, Innovative Courses and Programs. The proposed amendment would update the process for review and approval of proposed innovative courses and sunset of existing courses and would update requirements for implementation of approved innovative courses.

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 link above.

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 2026-2027 school year. The earlier effective date will allow for adjustments to be made, as necessary, to the process to be used for consideration of innovative courses in future school years.

PREVIOUS BOARD ACTION: The SBOE adopted §74.27 effective September 1, 1996, with amendments effective September 1, 1998; September 1, 2001; December 25, 2007; December 25, 2019; February 26, 2023; February 18, 2024; and November 10, 2024. A discussion item on §74.27 was presented to the Committee on Instruction at the September 2025 SBOE meeting.

BACKGROUND INFORMATION AND JUSTIFICATION: After the SBOE adopted new rules concerning graduation requirements, the previously approved experimental courses were phased out as of August 31, 1998. Following the adoption of the Texas Essential Knowledge and Skills (TEKS), school districts now submit requests for innovative course approval for courses that do not have TEKS. The process outlined in §74.27 provides authority for the SBOE to approve innovative courses. Each year, the Texas Education Agency (TEA) provides the opportunity for school districts and other entities to submit applications for proposed innovative courses. TEA staff works with applicants to fine tune their applications, which are then submitted to the Committee on Instruction for consideration.

At the June 2023 meeting, the Committee on Instruction discussed an amendment to §74.27 to add a provision for the sunset of innovative courses that meet certain criteria. The board approved for first reading and filing authorization the proposed amendment to §74.27 at its August-September 2023 meeting. At the November 2023 SBOE meeting, the board approved for second reading and final adoption the proposed amendment to §74.27, which included as a criteria for consideration for sunset a

provision that a course must have been approved for at least three years and meet at least one additional criteria. When TEA staff filed the rule as adopted with the Texas Register, the filing did not include the provision that a course must have been approved for at least three years and meet at least one additional criteria to be considered for sunset. The amendment became effective February 18, 2024. In order to correct the error made by TEA, the board adopted an additional amendment effective November 10, 2024.

At the September 2025 meeting, the Committee on Instruction discussed the innovative course approval process and asked TEA staff to prepare a possible amendment to the rule for the committee to consider.

The attachment to this item reflects possible changes to §74.27 for consideration by the Committee on Instruction. The proposal would set more specific criteria for a course to be considered by the board as an innovative course; establish new timelines for SBOE action related to innovative courses; clarify requirements related to instructional materials for innovative courses; and adjust requirements for implementation of approved innovative courses.

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 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 setting more specific criteria for a course to be considered by the board as an innovative course, establishing new timelines for SBOE action related to innovative courses, and further clarifying other components of the rule.

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 update the process for review and approval of proposed innovative courses and sunset of existing courses and would update requirements for implementation of approved innovative courses. 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 19, 2025, and ends at 5:00 p.m. on January 20, 2026. The SBOE will take registered oral and written comments on the proposal at the appropriate committee meeting in January 2026 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 19, 2025.

MOTION TO BE CONSIDERED: The State Board of Education:

Approve for first reading and filing authorization the proposed amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.27, Innovative Courses and Programs.

Staff Member Responsible:

Shannon Trejo, Deputy Commissioner, School Programs

Attachment:

Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.27, Innovative Courses and Programs

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. After the State Board of Education (SBOE) approves an application for a new course or a renewal, a district shall obtain local board approval prior to offering the course.
- (1) The SBOE ~~[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 at least one of the following: [that the proposed course is academically rigorous and addresses documented student needs.]
- (A) is academically rigorous and addresses documented student needs;
- (B) applies to a specialized group of students such as students with disabilities or gifted/talented students;
- (C) is content agnostic and supports generalized skills that prepare students for career and/or college; or
- (D) a need is identified in an emerging career and technical education (CTE) field for a course that does not already exist as a Texas Essential Knowledge and Skills (TEKS)-based course.
- (2) The SBOE shall take action related to innovative courses on the following timelines.
- (A) An application window shall be made available every two years for new courses.
- (B) For existing courses, at the appropriate two-year or four-year mark as described by paragraph (8) of this subsection, the SBOE shall:
- (i) invite the applicant to submit updates to be considered as part of a renewal;
- (ii) set the course for expiration; or
- (iii) initiate a process for the course to become a TEKS-based course.
- (C) Notice of an upcoming application opportunity shall be published on the SBOE website at least six months in advance of the start of the application window.
- (D) Applications for new courses and renewals shall be approved not later than the January SBOE meeting for implementation of a course in the subsequent school year.
- (3) ~~(2)~~ Applications shall not be approved if the proposed course significantly duplicates the content of a TEKS-based ~~[Texas Essential Knowledge and Skills (TEKS) based]~~ course or can reasonably be taught within an existing TEKS-based course.
- (4) ~~(3)~~ To request approval from the SBOE, the applying school district or organization must submit a request for approval, including the following information, within the window designated by the SBOE ~~[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;~~
- (D) ~~[(E)]~~ the methods of evaluating student outcomes;
- (E) ~~[(F)]~~ the qualifications of the teacher;
- (F) ~~[(G)]~~ any training required in order to teach the course and any associated costs;
- (G) ~~[(H)]~~ the amount of credit requested; and
- (H) ~~[(I)]~~ a copy of or electronic access to any teacher resources and student-facing instructional materials required to teach ~~[recommended instructional resources for]~~ the course.
- (5) ~~[(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.
- (6) ~~[(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.
- (7) ~~[(6)]~~ The requirements of paragraphs (4)(C) ~~[(3)(C)]~~ and (6) ~~[(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.
- (8) ~~[(7)]~~ Newly approved innovative courses shall be approved for a period of two ~~[(three)]~~ years, and courses approved for renewal shall be approved for a period of four ~~[(five)]~~ years.
- (9) ~~[(8)]~~ Following SBOE approval, with ~~[(With)]~~ the approval of the local board of trustees, a school district may offer, without changes or deletions to the approved standards and instructional materials ~~[(content)]~~, any state-approved innovative course.
- (10) ~~[(9)]~~ Texas Education Agency shall review all approved innovative courses once every year ~~[(two years)]~~ and provide for consideration for sunset a list of innovative courses that have been approved as an innovative course for at least two ~~[(three)]~~ years and meet at least one of 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.

Consideration of Instructional Materials Contracts Not in Compliance

November 21, 2025

COMMITTEE ON INSTRUCTION: ACTION STATE BOARD OF EDUCATION: ACTION

SUMMARY: This item provides an opportunity for the committee and board to consider terminating instructional materials contracts with publishers out of compliance from Proclamations 2018, 2019, 2020, and 2024 and remove the respective products from the list of adopted instructional materials.

STATUTORY AUTHORITY: Texas Education Code (TEC), §§31.003, 31.026, and 31.151(a)(11).

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, §31.026, requires the State Board of Education (SBOE) to execute contracts with publishers of adopted materials that specify a price fixed for the term of the contract that does not exceed the lowest price paid by any other state or any school or school district.

TEC, §31.151(a)(11), requires publishers to comply with contractual standard terms and conditions adopted by the SBOE for the procurement of instructional materials.

The full text of statutory citations can be found in the links above.

BACKGROUND INFORMATION AND JUSTIFICATION: Publishers with approved instructional materials from the proclamation process prior to the passage of HB 1605, 88R, 2023, executed contracts with the SBOE to be listed in the EMAT system. As part of an annual review of instructional materials contracts for vendor compliance verifications, TEA staff identified publishers that are out of compliance with the terms of their respective instructional materials contracts.

Vendors were reviewed for compliance with the following due diligence requirements:

Debarment Check

TEA must check the debarred vendor list posted on the Comptroller of Public Accounts (CPA) website to establish that the publisher has not been debarred by the Texas State Procurement Department. The SBOE and TEA may not award a contract to a debarred vendor.

Federal Database Checks

TEA must check the SAM (System for Award Management) database to verify that the publisher is not excluded from contract participation at the federal level. In addition, a contract cannot be awarded to a publisher named on the U.S. Treasury Department, Office of Foreign Assets Control (OFAC) Specially Designated Nationals & Blocked Persons (SDN) list (with limited exceptions set forth in the Order). The SAM database is not the same as the OFAC SDN List. However, data from the OFAC list can be found within the SAM database. The U.S. General Services Administration operates the SAM database, and the U.S. Department of Treasury administers the OFAC SDN list.

Iran, Sudan, and Foreign Terrorist Organization Check

A governmental entity may not contract with a company doing business with Iran, Sudan, or a foreign terrorist organization prior to contract award. TEA must check the divestment lists to determine if the potential publisher is in violation of this requirement. The divestment lists are maintained by the Texas Safekeeping Trust Company and posted to the CPA website. If the publisher is in violation, the contract may not be awarded to that publisher.

Boycott Israel Check

If the contract is (1) between a governmental entity and a company with 10 or more full-time employees and (2) has a value of \$100,000 or more that is to be paid wholly or partly from public funds of the governmental entity, then the governmental entity may not contract with a company for goods or services unless the contract contains a written verification from the company that it does not boycott Israel and will not boycott Israel during the term of the contract. Prior to award, TEA must check the divestment lists to determine if the potential awardee is in violation of this requirement. The divestment lists are maintained by the Texas Safekeeping Trust Company and posted to the CPA website.

Energy Company Boycott Check

If the contract is (1) between a governmental entity and a company with 10 or more full-time employees and (2) has a value of \$100,000 or more that is to be paid wholly or partly from public funds of the governmental entity, then the governmental entity may not contract with a company for goods or services unless the contract contains a written verification from the company that it does not boycott energy companies and will not boycott energy companies during the term of the contract. Prior to award, TEA must check the divestment lists to determine if the potential awardee is in violation of this requirement. The divestment lists are maintained by the Texas Safekeeping Trust Company and posted to the CPA website.

Franchise Tax Check

TEA must verify the publisher's franchise tax account status using the online Franchise Tax Account Status Search located on the CPA website. Not all vendors are required to pay franchise tax. The Texas franchise tax is a privilege tax imposed on each taxable entity formed or organized in Texas or doing business in Texas. CPA is required by law to forfeit a company's right to transact business in Texas if the company has not filed a franchise tax report or paid a franchise tax required under Chapter 171 of the Tax Code. If the corporate privileges are forfeited, the entity will be denied the right to sue or defend itself in a Texas court, and each director or officer will be liable for the debt of the entity.

Texas Secretary of State Filing Check

TEA must verify the publisher's filing status through the Texas Secretary of State SOSDirect system. Entities transacting business with the State of Texas are required to register and be in good standing with the Texas Secretary of State.

Executive Order Check

TEA must verify that the publisher is in compliance with any other relevant Executive Orders from the Governor.

The attached list provides information regarding contracts not in compliance with the terms of the contract.

MOTION TO BE CONSIDERED: The State Board of Education:

Terminate instructional materials contracts not in compliance with the terms of the contract and remove those products from the list of adopted instruction materials as shown in the attachment.

Staff Member Responsible:

Colin Dempsey, Director, District Operations, Technology, and Sustainability Supports

Attachment:

List of Instructional Material Contract Terminations to Consider

November 2025 List of Contract Terminations to Consider

Publisher	Proclamation	Reason
Tanglewood	<i>Proclamation 2018</i>	Staff unable to verify publisher's registration to transact business with the Texas Secretary of State. Publisher has been non-responsive to all requests for additional information. Only one order placed in EMAT for \$16.45 since contract execution in 2018.
Universal Publishing	<i>Proclamation 2019</i>	Publisher is not registered to transact business with the Texas Secretary of State. Publisher has been non-responsive to all requests for additional information. Thirty-five orders in EMAT from May 2019 to July 2025.
Better Rhetor	<i>Proclamation 2020</i>	Staff unable to verify publisher's registration to transact business with the Texas Secretary of State. Publisher is non-responsive to all requests for information. No orders have been placed in EMAT since contract execution.
Strong Mind	<i>Proclamation 2019 and Proclamation 2020</i>	Publisher has indicated they will not register to transact business with the Texas Secretary of State. No orders have been placed in EMAT since contract execution.
Assessment Technologies Institute, LLC dba National Healthcareer Association ("NHA") (also known as Ascend Learning Holdings LLC)	<i>Proclamation 2024</i>	Staff unable to verify publisher's registration to transact business with the Texas Secretary of State. Eight orders in EMAT from June 2024 to August 2025.

Discussion of Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.14, Performance Acknowledgments

November 20, 2025

**COMMITTEE ON INSTRUCTION: DISCUSSION
STATE BOARD OF EDUCATION: NO ACTION**

SUMMARY: This item provides an opportunity for the committee to discuss possible amendments to 19 Texas Administrative Code (TAC) Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.14, Performance Acknowledgments, to align language related to ACT with language related to SAT and to consider addition of the Classic Learning Test® to appropriate performance acknowledgments.

STATUTORY AUTHORITY: Texas Education Code (TEC), [§7.102\(c\)\(4\)](#) and [§28.025\(c-5\)](#).

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

TEC, §28.025(c-5), requires the SBOE to adopt rules permitting a student to earn a performance acknowledgment on the student's transcript for outstanding performance in a dual credit course; in bilingualism and biliteracy; on a college advanced placement test or international baccalaureate examination; 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 on an established, valid, reliable, and nationally norm-referenced assessment instrument used by colleges and universities as part of their undergraduate admissions process; or for earning a state recognized or nationally or internationally recognized business or industry certification or license.

The full text of statutory citations can be found in the links above.

BACKGROUND INFORMATION AND JUSTIFICATION: The SBOE adopted rules in 19 TAC Chapter 74, Subchapter B, to implement the Foundation High School Program effective July 8, 2014. In April 2018, the SBOE adopted an amendment to update the number of subject tests on the ACT Aspire™ examination that are required to earn a performance acknowledgement and to update the qualifying score on the SAT® exam to a single composite score of 1310. The committee was recently made aware that the amended language that was adopted in 2018 for SAT and ACT is inconsistent. This item provides the opportunity for the committee to discuss a possible amendment to correct the inconsistency. Additionally, this item would allow the committee to discuss the addition of the Classic Learning Test® to appropriate performance acknowledgments.

Staff Member Responsible:

Jessica Snyder, Senior Director, Curriculum Standards and Student Support

[Attachment:](#)

Text of 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.14, Performance Acknowledgments

**ATTACHMENT
Text of 19 TAC**

Chapter 74. Curriculum Requirements

Subchapter B. Graduation Requirements

§74.14. Performance Acknowledgments.

- (a) A student may earn a performance acknowledgment on the student's transcript for outstanding performance in a dual credit course by successfully completing:
 - (1) at least 12 hours of college academic courses, including those taken for dual credit as part of the Texas core curriculum, and advanced technical credit courses, including locally articulated courses, with a grade of the equivalent of 3.0 or higher on a scale of 4.0; or
 - (2) an associate degree while in high school.
- (b) A student may earn a performance acknowledgment on the student's transcript for outstanding performance in bilingualism and biliteracy as follows.
 - (1) A student may earn a performance acknowledgment by demonstrating proficiency in accordance with local school district grading policy in two or more languages by:
 - (A) completing all English language arts requirements and maintaining a minimum grade point average (GPA) of the equivalent of 80 on a scale of 100; and
 - (B) satisfying one of the following:
 - (i) completion of a minimum of three credits in the same language in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100; or
 - (ii) demonstrated proficiency in the Texas Essential Knowledge and Skills for Level IV or higher in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100; or
 - (iii) completion of at least three credits in foundation subject area courses in a language other than English with a minimum GPA of 80 on a scale of 100; or
 - (iv) demonstrated proficiency in one or more languages other than English through one of the following methods:
 - (I) a score of 3 or higher on a College Board Advanced Placement examination for a language other than English; or
 - (II) a score of 4 or higher on an International Baccalaureate examination for a higher-level languages other than English course; or
 - (III) performance on a national assessment of language proficiency in a language other than English of at least Intermediate High or its equivalent.
 - (2) In addition to meeting the requirements of paragraph (1) of this subsection, to earn a performance acknowledgment in bilingualism and biliteracy, an emergent bilingual student must also have:
 - (A) participated in and met the exit criteria for a bilingual or English as a second language (ESL) program; and
 - (B) scored at the Advanced High level on the Texas English Language Proficiency Assessment System (TELPAS).
- (c) A student may earn a performance acknowledgment on the student's transcript for outstanding performance on a College Board Advanced Placement test or International Baccalaureate examination by earning:

- (1) a score of 3 or above on a College Board Advanced Placement examination; or
 - (2) a score of 4 or above on an International Baccalaureate examination.
- (d) A student may earn a performance acknowledgment on the student's transcript for outstanding performance 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 on an established valid, reliable, and nationally norm-referenced assessment instrument used by colleges and universities as part of their undergraduate admissions process by:
- (1) earning a score on the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT®) that qualifies the student for recognition as a commended scholar or higher by the National Merit Scholarship Corporation or as an awardee of the National Recognition Programs of the College Board;
 - (2) earning a composite score of 442 on the ACT Aspire™ examination;
 - (3) earning a composite score of 29 on the ACT PreACT® examination;
 - (4) earning a total score of at least 1350 on the SAT®; or
 - (5) earning a composite score on the ACT® examination of 29 (excluding the writing subscore).
- (e) A student may earn a performance acknowledgment on the student's transcript for earning a state-recognized or nationally or internationally recognized business or industry certification or license as follows.
- (1) A student may earn a performance acknowledgment with:
 - (A) performance on an examination or series of examinations sufficient to obtain a nationally or internationally recognized business or industry certification; or
 - (B) performance on an examination sufficient to obtain a government-required credential to practice a profession.
 - (2) Nationally or internationally recognized business or industry certification shall be defined as an industry-validated credential that complies with knowledge and skills standards promulgated by a nationally or internationally recognized business, industry, professional, or government entity representing a particular profession or occupation that is issued by or endorsed by:
 - (A) a national or international business, industry, or professional organization;
 - (B) a state agency or other government entity; or
 - (C) a state-based industry association.
 - (3) Certifications or licensures for performance acknowledgements shall:
 - (A) be age appropriate for high school students;
 - (B) represent a student's substantial course of study and/or end-of-program knowledge and skills;
 - (C) include an industry-recognized examination or series of examinations, an industry-validated skill test, or demonstrated proficiency through documented, supervised field experience; and
 - (D) represent substantial knowledge and multiple skills needed for successful entry into a high-skill occupation.

**COMMITTEE ON SCHOOL FINANCE/
PERMANENT SCHOOL FUND**

Discussion of Proposed Revisions to 19 TAC Chapter 109, Budgeting, Accounting, and Auditing, Subchapter B, Texas Education Agency Audit Functions, §109.25, State Compensatory Education Program Reporting and Auditing System, and Subchapter D, Uniform Bank Bid or Request for Proposal and Depository Contract

November 20, 2025

**COMMITTEE ON SCHOOL FINANCE/PERMANENT SCHOOL FUND: DISCUSSION
STATE BOARD OF EDUCATION: NO ACTION**

SUMMARY: This item provides an opportunity for the committee to discuss proposed revisions to 19 Texas Administrative Code (TAC) Chapter 109, Budgeting, Accounting, and Auditing, Subchapter B, Texas Education Agency Audit Functions, §109.25, State Compensatory Education Program Reporting and Auditing System, and Subchapter D, Uniform Bank Bid or Request for Proposal and Depository Contract. The proposed revisions would repeal §109.25, whose statutory authority, Texas Education Code (TEC), §48.104(j-1), (k), (l), (m), (n), and (o), was removed by House Bill (HB) 2, 89th Texas Legislature, Regular Session, 2025. The proposed revisions would also align language in Subchapter D with TEC, §45.208, which no longer requires depository contracts to be submitted to the Texas Education Agency (TEA).

STATUTORY AUTHORITY: [HB 2, Section 7.24, 89th Texas Legislature, Regular Session, 2025](#); and (TEC), [§45.208](#).

HB 2, Section 7.24, 89th Texas Legislature, Regular Session, 2025, amended TEC, §48.104, to repeal the authority of the SBOE to direct how the state compensatory education allotments funds are spent and how the expenditures are reported to TEA.

TEC, §45.208, requires that a school district use the depository contract prescribed by the SBOE and that the depository bank secure the highest daily amount of cash in the bank using a bond or other surety agreements.

The full text of statutory citations can be found in the links above.

FUTURE ACTION EXPECTED: The proposed revisions to Chapter 109 will be presented for first reading and filing authorization at the January 2026 SBOE meeting.

BACKGROUND INFORMATION AND JUSTIFICATION: Section 109.25 requires each school district and charter school to report financial information relating to the expenditure of the state compensatory education allotment under the Foundation School Program to TEA. HB 2, 89th Texas Legislature, Regular Session, 2025, repealed the SBOE's authority to direct how the state compensatory education allotment funds are spent and how the funds are reported to TEA. Therefore, the proposed repeal of §109.25 is necessary to implement HB 2.

Section 109.52 establishes the requirement that each school district select at least one bank as a depository and enter into a depository contract with the bank, providing the completed contract to TEA. Section 109.52 also establishes the requirement that a district provide a completed surety bond form to TEA if the depository bank uses a surety bond to secure district deposits. The section includes the depository contract form and surety bond form with the content prescribed by the SBOE. Senate Bill (SB) 1376, 86th Texas Legislature, 2019, repealed the requirement for districts to submit certain depository information to TEA. Therefore, §109.52 would be amended to remove filing requirements.

Section 109.51 would be amended to make non-substantive changes to align with language in §109.52.

Staff Member Responsible:

David Marx, Senior Director, Financial Compliance

Attachment I:

Text of Proposed Revisions to 19 TAC Chapter 109, Budgeting, Accounting, and Auditing, Subchapter B, Texas Education Agency Audit Functions, §109.25, State Compensatory Education Program Reporting and Auditing System, and Subchapter D, Uniform Bank Bid or Request for Proposal and Depository Contract

Attachment II:

Figure: 19 TAC §109.51(c)

Attachment III:

Figure: 19 TAC §109.51(d)

Attachment IV:

Figure: 19 TAC §109.52(b)

Attachment V:

Figure: 19 TAC §109.52(d)

ATTACHMENT
Text of Proposed Revisions to 19 TAC

Chapter 109. Budgeting, Accounting, and Auditing

Subchapter B. Texas Education Agency Audit Functions

§109.25. State Compensatory Education Program Reporting and Auditing System.

- ~~(a) Each school district and charter school shall report financial information relating to expenditure of the state compensatory education allotment under the Foundation School Program to the Texas Education Agency (TEA). Each school district and charter school shall report the information according to standards for financial accounting provided in §109.41 of this title (relating to Financial Accountability System Resource Guide.) The financial data will be reported annually through the Public Education Information Management System. The commissioner of education shall ensure that districts follow guidelines contained in the "Financial Accountability System Resource Guide" in attributing supplemental direct costs to state compensatory education and accelerated instruction programs and services. Costs charged to state compensatory education shall be for programs and services that supplement the regular education program.~~
- ~~(b) Each school district and charter school shall ensure that supplemental direct costs and personnel attributed to compensatory education and accelerated instruction are identified in district and/or campus improvement plans at the summary level for financial units or campuses. Each school district and charter school shall maintain documentation that supports the attribution of supplemental costs and personnel to compensatory education. School districts and charter schools must also maintain sufficient documentation supporting the appropriate identification of students in at risk situations, under criteria established in Texas Education Code (TEC), §29.081.~~
- ~~(c) The TEA shall conduct risk assessment and desk audit processes to identify the school districts, charter schools, or campuses most at risk of inappropriate allocation and/or underexpenditure of the compensatory education allotment. In the risk assessment and desk audit processes, the TEA shall consider the following factors:~~
- ~~(1) aggregate performance of students in at risk situations on the state assessment instruments that is below the standards for the "acceptable" rating, as defined in the state accountability system;~~
- ~~(2) the financial management of compensatory education funds; and/or~~
- ~~(3) the quality of data related to compensatory education submitted by a school district or charter school.~~
- ~~(d) The TEA shall use the results of risk assessment and desk audit processes to prioritize school districts or charter schools for the purpose of on-site visits and may conduct on-site visits.~~
- ~~(e) The TEA shall issue a preliminary report resulting from a desk audit or an on-site visit before submitting a final report to the school district or charter school. After issuance of a preliminary report, a school district or charter school must file with the TEA the following:~~
- ~~(1) a response to the preliminary report within 20 calendar days from the date of the preliminary report outlining steps the school district or charter school will take to resolve the issues identified in the preliminary report; and~~
- ~~(2) a corrective action plan within 60 calendar days from the date of the preliminary report if the school district's or charter school's response to the preliminary report does not resolve issues identified in the preliminary report.~~
- ~~(f) The TEA shall issue a final report that indicates whether the school district or charter school has resolved the findings in the preliminary report and whether the corrective action plan filed under subsection (e)(2) of this section is adequate.~~
- ~~(1) If the final report contains a finding of noncompliance with TEC, §48.104(k), the report shall include a financial penalty authorized under TEC, §48.104(o).~~

~~(2) If the school district or charter school responds with an appropriate corrective action plan, the TEA shall rescind the financial penalty and release the amount of the penalty to the school district or charter school.~~

~~(g) The TEA may conduct an on-site visit to verify the implementation of a school district's or charter school's corrective action plan.]~~

Subchapter D. Uniform Bank Bid or Request for Proposal and Depository Contract

§109.51. Uniform Depository Bank Bid or Proposal Form.

- (a) At least 60 days before the end of the current depository contract, each school district must decide to use either competitive bidding or a request for proposals to choose a new depository.
- (b) At least 30 days before the end of the current depository contract, the district must mail the uniform blank form for the selected process to each bank located in the district. The district must use either the uniform bid form specified in subsection (c) of this section or the uniform proposal form specified in subsection (d) of this section. The district may add other terms to the uniform bid or proposal form if the added terms do not unfairly restrict competition between banks as stated in [the] Texas Education Code, §45.206(b). The district must maintain [keep] the selected bid or proposal form [in the district] and make it available to the Texas Education Agency upon request.
- (c) This subsection provides the uniform bid blank form, entitled "Bid Form for Depository Services."
Figure: 19 TAC §109.51(c)
- (d) This subsection provides the uniform proposal blank form, entitled "Proposal Form for Depository Services."
Figure: 19 TAC §109.51(d)

§109.52. Uniform Depository Bank Contract and Surety Bond Forms.

- (a) Each school district must use the uniform depository contract form as provided in subsection (b) of this section. The district must complete the form [and file it electronically with the Texas Education Agency (TEA)] as specified in [the] Texas Education Code (TEC), §45.208, and in accordance with filing instructions provided on the Texas Education Agency (TEA) [TEA] website. The district must maintain the selected bid or proposal form and make it available to TEA upon request.
- (b) This subsection provides the uniform depository contract form, entitled "Depository Contract for Funds of Independent School Districts under the Texas Education Code, Chapter 45, Subchapter G, School District Depositories."
Figure: 19 TAC §109.52(b)
- (c) If a district's depository elects a surety bond to secure the district's deposit amounts less any applicable Federal Deposit Insurance Corporation insurance, the depository must complete the surety bond form provided in subsection (d) of this section, attach it to the contract, and file it with the district. The district must maintain [file] a copy of the contract and the surety bond form [with the TEA] as specified in [the] TEC, §45.208, and in accordance with filing instructions provided on the TEA website. The district must maintain a copy of the contract and the surety bond form and make it available to TEA upon request.
- (d) This subsection provides the uniform surety bond form, entitled "Texas School Depository Surety Bond Form."
Figure: 19 TAC §109.52(d)
- (e) If [the] TEA receives a contract form and determines that it is incomplete, [the] TEA will notify the district.
- (f) A district that has no current depository contract in force and filed with [the] TEA will receive its warrants from [the] TEA by US mail.

- (g) For depository contract filing requirements for charter schools, refer to §100.1063 [~~§100.1043~~] of this title (relating to Status and Use of State Funds; Depository Contract).

Bid Form

for Depository Services

by _____ Independent School District

Definitions and Instructions

In this document, the terms “you” and “your” refer to the depository bank, and “we,” “our,” and “us” refer to the district named above.

You must answer all questions in this form and provide it to us as your bid.

We have the right to reject any bid. If any part of this bid or any contract entered into between you and us is invalid, the remainder, at our option, remains in force and is not affected. We have the right to use a sub-depository bank other than the primary bank and those deposits will be collateralized.

Bank Compensation

We may pay for your services by targeted balances or by fees and change the methodology when appropriate. Please detail any differences in related costs to us with either option.

Compensation Based on a Targeted Balance

We may choose to pay for your services by maintaining a targeted amount of our funds in the depository. We will maintain balances in the checking accounts to compensate you in full or in part for services provided. You must provide a monthly account analysis that reflects the earnings credited for these balances.

You may invest any excess collected balance daily as directed by us in an overnight investment that we approve, an interest bearing account, or a money market mutual fund registered with the Securities and Exchange Commission (SEC) which strives to maintain a \$1 NAV. Please list below the overnight investment and any index upon which the rate will be based.

The rate history at your bank for the months beginning MM/YY and ending MM/YY was:

Earnings Credit Rate (ECR):	_____	%
Interest Bearing Accounts:	_____	%
Money Market Accounts:	_____	%
Sweep Accounts:	_____	%

[Alternatively, the district may require the depository bank to complete the information by month according to Attachment A, Historical Information about the Bank.]

If any of these rates is based on an index rate (such as the T-Bill auction rate), stipulate how you will use the index to calculate the rate.

Compensation Based on Fees

We may choose to pay for your services on a straight fee basis in which we will not maintain a targeted balance. You will assess fees, and we will pay them in accordance with your proposed fees as listed on Attachment A, Volumes for Pricing Transactions.

District Investments

We reserve the right to purchase, sell, and invest our funds and funds under our control, including bond funds, as authorized by the Texas Government Code, Chapter 2256, Public Funds Investment Act, and in compliance with our investment policy, a copy of which is attached as Attachment C *[alternatively, the district may provide the link to the investment policy on the district's website]*.

[The district chooses to insert language of Option A or Option B]

Option A

We may choose to invest in time deposits at the depository, but all investments including certificates of deposit are bid competitively at the time of purchase.

Option B

We may choose to invest in time deposits at the depository. You will pay interest on our funds placed in time deposits with maturities we chose. The interest rate spread on the deposits should be indicated as above, below, or equal to the "asked" yield on the comparable maturity T-Bill of the proposed time deposit being purchased as reported in an independent, financial source.

Single Maturity Time Deposits of more than \$250,000:

Maturity	Basis point spread over (+) or under (-) T-Bill "asked" yield <i>[District-specified rate]</i>
7 – 29 Days	_____
30 – 59 Days	_____
60 – 89 Days	_____
90 – 179 Days	_____
180 – 364 Days	_____
365 Days or More	_____

Collateral

Collateral Conditions

You must provide collateral equal to 102 percent of all our time and demand deposits plus accrued interest minus applicable Federal Deposit Insurance Corporation (FDIC) coverage. Collateral will be pledged to us and held in an independent safekeeping institution by a custodian or permitted institution as specified by the Texas Government Code, Chapter 2257, Public Funds Collateral Act. You will be liable for monitoring and maintaining the collateral and the required margin at all times and will provide an original safekeeping notice and a monthly report of the collateral including at least the security description, par amount, cusip, and market value.

You and we must execute a collateral agreement in accordance with the Financial Institutions Reform, Recovery, and Enforcement Act of 1989 (FIRREA). Provide a sample collateral agreement as Attachment D, Sample Collateral Agreement.

We estimate our maximum anticipated collateral requirement to be \$_____.

If voluntary collateral pooling is legislated during the period of this contract, you and we may consider it and agree to use it under this contract.

Eligible Collateral

We will accept only approved securities as specified by the TEC, §45.201, as pledged collateral, voluntary pooled collateral (if available) or a Federal Home Loan Bank Letter of Credit.

[Alternatively, the district may require specific collateral in accordance with its investment policy. In that case, the district would refer to its investment policy and use the following paragraph instead:

We will accept only the following as pledged collateral in accordance with our investment policy (see Attachment C, District Investment Policy):

The district lists items here.]

Banking Services Fees

Based on the services we require from you, complete the proposed fee schedule, Attachment A, Volumes for Pricing Transactions. All fees which may be charged to supply the services must be included or will not be eligible under the contract. We and you reserve the right to mutually agree upon any change of contract terms or pricing during the contract extension periods.

Depository Information

Please answer the following questions about your depository bank.

1. State the full name and address of the depository and any parent holding company. List all branch locations within our boundary.
2. Provide the annual audited financial statement for the most current fiscal year. This may be in printed form, but we prefer an electronic link to the website. Members of your holding companies must include corporate annual financial statements and your individual call report for the most recent operating quarter. Audited financial statements are required each year of the contract.
3. State your rating from an independent depository rating agency or, if that rating is not available, the rating on your senior and subordinate debt. You must inform us of any change in this rating during the period of the contract within a reasonable period.

4. Contact Information

To ensure smooth communication and continuation of services, you must assign a specific account executive and a backup to our account to coordinate services and help solve any problem encountered.

- a. Designate a depository officer as a primary contact with us.

Name _____

Title _____

Telephone # _____

Fax # _____

Email _____

- b. Designate a depository representative as a backup contact with us.

Name _____

Title _____

Telephone # _____

Fax # _____

Email _____

- c. If the primary and backup contacts are not available, how do we contact someone in an emergency? After hours?
- d. Describe in detail how you handle problem resolution, customer service, day-to-day contact, and ongoing maintenance for governmental clients. Please be specific about exactly whom we will be calling and working with for the situations described above.
5. List references from at least three of your current, comparable governmental clients. Include the length of time under contract and a client contact, title, and telephone number.

6. Based on the services we require, please provide a proposed timeline for implementing the contract; include the timeline activities and direct responsibilities of both our district and your depository bank during implementation.
7. Provide a copy of all agreements (including those not directly referenced in this bid) that will be required under the contract.
8. If we award the contract to you, you must review our then-current district investment policy and certify in writing to that review in accordance with the Public Funds Investment Act verifying that you have sufficient controls in place to avoid transactions not authorized by the policy. *[The district specifies one: We have attached our investment policy to this bid notice. or We have provided a link to our investment policy on our website.]*

Banking Services

1. Consolidated Account Structure with Sweep Mechanism

We are interested in earning at then-current interest rates available at all times. We want the option to use an automated, daily sweep to a money market mutual fund or depository alternative account (if competitive) to reach our full investment goal. *[District option: We will not accept a repurchase agreement or offshore investments as sweep investment vehicles.]*

Our current account structure is listed as Attachment B, District's Current Account Structure. We do not guarantee that we will maintain the balances or structure at these same levels.

You must clearly describe your most cost-effective account structure (interest bearing accounts, zero balance accounts [ZBAs], or sweep, etc.).

- a. Fully describe the proposed account structure. Would a sweep be from a master account with ZBAs or directly swept from the individual accounts? Is interest distributed at the account level?
- b. State the average interest rate on the recommended alternative structure for the past 12 months.
- c. If an SEC-registered money market fund is used for the sweep proposal, provide the full name and a copy of the prospectus. It must strive to maintain a \$1 NAV.
- d. Interest earned on interest bearing accounts must **not** be charged as an expense on the account analysis. Confirm acceptance of this condition.

We may be required or may desire to open additional accounts, close accounts, or change account types during the contract period. If this occurs, the new accounts and services must be charged at the same contracted amount or, if unanticipated, at not more than published rates.

2. Automated Cash Management Information

We are interested in automated balance and detail information and online retention. Minimum automated services must include the following *[The district specifies the requirements.]*:

- prior-day summary and detail balance reporting on all accounts
 - intraday detail and summary balances (on local main and payroll accounts)
 - initiation and monitoring of stop payments
 - positive pay exception transactions
 - initiation and monitoring of internal and wire transfers
 - image access
 - controlled disbursement presentment totals [optional]
- a. Fully describe your online service. **List** the system capabilities (for example, balance reporting, wires, positive pay, stop payment, etc.).
 - b. What is your backup process to report balances and transactions in case the system is not available?
 - c. When is daily balance information available?

- d. Submit samples of major screens available, or provide web link access to a demonstration module.
- e. How is an individual security sign-on assigned, and who maintains the security module? How many levels of security are available?
- f. [Optional] With regard to controlled disbursements:
 - What is the cutoff time for disbursements?
 - What Federal Reserve location do these accounts clear through?
 - How do we have access to this information?

3. Deposit Services

We require standard commercial deposit services for all accounts.

We expect all deposited checks to clear based on your current published availability schedule, but please note any options for expedited availability in your bid. For all cleared deposits you receive by your established deadline, you must process them for same-day ledger credit. If you fail to credit our accounts in a timely fashion, you must pay interest to us at the then-current effective federal funds rate.

- a. What is your daily cutoff time to ensure same-day ledger credit?
- b. Describe how and when you send credit and debit advices to us.
- c. What type of deposit bags do you use or require? Are these available from you?
- d. In what city does item processing occur?

Remote Deposit

We are interested in establishing (or using) remote check deposit for a few high-volume locations during the contract period. These deposits include both consumer and commercial checks.

- e. What are your current capabilities in remote check deposit? Describe how checks are processed and cleared. Please state the cutoff time for same-day ledger credit.
- f. Give two comparable references with contact information.
- g. Do you produce a daily balancing report? Provide a sample.
- h. What scanner equipment is required to operate the system? Is this equipment available through your depository bank for purchase or lease? Please list the equipment required along with its cost.

4. Standard Disbursing Services

We are interested in standard disbursing services for designated accounts.

- a. Do you image all paid checks, deposit items, and deposit slips?
- b. Are check and deposit images available online? When? Do you provide a monthly compact disc (CD)? If not, are reports downloadable?
- c. How long do you maintain check and deposit images online?
- d. Do you pay all our checks without charge upon presentation?

5. Positive Pay

We require positive pay services if available at the bank for designated accounts on which checks are written. The positive pay process should be fully automated and web based. We will transmit check information electronically to you on each check run and as we create checks manually.

- a. Describe the data transmission and transfer requirements for automated and manual checks.
- b. Is input available online for manual checks? If it is not available online, how do we transmit information on individual manual checks to you?
- c. How can we change or delete check records, if necessary?
- d. How do you notify us of a positive pay exception?
- e. When do you report exception information to us? When is the deadline for our exception elections? Are images of exceptions available?
- f. Are all checks, including those received by the tellers and vault, verified against the positive pay file before processing? How often do you update teller information?
- g. Do you offer payee positive pay?
- h. Please provide a copy of your file layout format.

6. Account Reconciliation

We anticipate using partial or full reconciliation services on all accounts in concert with positive pay, depending on cost effectiveness.

- a. Describe the partial and full reconciliation processes.
- b. With what format(s) does your system interface? What record formats are required? *[Alternatively, the district can specify its interface format for the depository to determine compatibility.]* How do you send reconciled data to us? When?
- c. Please provide references of customers who use the XX ledger system?
- d. Specify all reporting alternatives.
- e. Are reports available online? How long are reports maintained online? Provide a sample copy of reports.

7. Funds Transfer and Wire Services

Incoming wire transfers must receive immediate same-day collected credit. Wire initiation should be available online. We require that wires be released the same business day if information is provided by the established deadline.

- a. Describe the process of online wire initiation. What backup process is available for the online process in case the system is unavailable?
- b. Is any paper transaction required for transfers or wires as follow-up?
- c. How and when will you notify us of incoming wires? Online? Email?
- d. Is future dating available for both repetitive and non repetitive wires and transfers? How far in advance?
- e. What is the deadline for initiation:
 - by telephone?
 - online?

- f. Are templates and template storage available?

8. Optical Imaging

We desire optical images that are downloadable or on CD on all accounts.

- a. What items and reports are available online (checks, statements, deposit slips, deposited items, etc.)? How long are each available online?
- b. What items are captured on the monthly CD, if provided?
- c. When do you make the monthly CD or imaged reports available?
- d. When and for how long are statements and account analyses available online?

9. Automated Clearinghouse (ACH) Services

We require ACH transactions for payable and receivable transactions. We require a pre-notification (pre-note) on all new transactions.

- a. Describe the transmission alternatives for individual ACH transactions. Can we initiate individual ACH transactions online?
- b. What filters and blocks are available on our accounts for ACH transactions?
- c. Are ACH addenda shown in their entirety online and in reports?
- d. What is your policy on pre-notification? Is the pre-note charged as a standard ACH transaction?
- e. What is the deadline for transmission (hour and day) for a payroll to credit employee accounts on a Friday?
- f. Is ACH positive pay available?
- g. Does ACH debit the account on day of initiation or settlement?

10. Safekeeping Services

We may require you or another eligible offeror to provide book-entry safekeeping services for any securities we own. We will make all our investments and transmit instructions for clearing and safekeeping to you in writing or electronically.

All securities must be cleared on a **delivery versus payment (DVP)** basis. Ownership must be documented by original clearing confirmations, and safekeeping of receipts must be provided within one business day of the transaction. Funds for investments must be drawn from our designated demand deposit account. All principal and interest payments, coupon payments, and maturities must receive automated same-day collected credit on our designated account without requiring any additional action by us.

If you use a correspondent bank for safekeeping our securities, the transactions must be handled through your systems and must not require additional interaction by us with the correspondent bank. No delay in transactions, wires, or flow of funds is acceptable under a correspondent relationship.

- a. Are you a member of either the Federal Reserve or a Federal Home Loan Bank? If not, name the correspondent depository you would use for clearing and safekeeping.

Describe any safekeeping arrangement proposed with a correspondent depository including processing requirements by us.

- b. Are security transactions available online for either originating or monitoring?
- c. What is the deadline for settlement instructions on a cash (same-day) settlement? Would we incur any charge for late instructions?

We may choose to purchase time deposits from you, but all time deposits will be competitively bid at the time of purchase.

11. Collateral Requirements

You must meet all the requirements, including those beyond the Public Funds Collateral Act, as stated below. The bid must state that you agree to the following terms and conditions:

- All collateral pledged to us must be held by a custodian or permitted institution as specified by the Texas Government Code, Chapter 2257, Public Funds Collateral Act. *[Alternatively, the district may specify any limitations on its preferred custodial arrangement.]*
- We, you, and the safekeeping bank must execute a triparty safekeeping agreement for custody of pledged securities in full compliance with the FIRREA requiring a depository resolution. (Or completion of Circular 7 if a Federal Reserve bank is acting as custodian. Even if a Federal Reserve bank is used, you and we must still execute a depository agreement.)
- All time and demand deposits above FDIC coverage must be collateralized at a minimum of 102 percent of principal plus accrued interest at all times (110 percent on mortgage-backed securities).
- You are contractually liable for continuously monitoring and maintaining collateral at our required margin levels.
- The custodian must provide evidence of pledged collateral by sending original safekeeping receipts or a report directly to us within one business day of receipt.
- We must receive a monthly report of collateral pledged including description, par, market value, and cusip, at a minimum.
- We may grant substitution rights if you obtain our prior approval and if substituting securities are received before previously pledged securities are removed from safekeeping.

Authorized collateral includes only approved securities as specified by the Texas Government Code, Chapter 2257, Public Funds Collateral Act and noted above.

- a. Do you propose any collateral charges? If so, under what conditions are they charged, and how is the charge applied?
- b. What is your deadline for requesting collateral in excess of existing requirements?

12. Account Analysis

You should provide monthly account analysis reports for each account and on a consolidated account basis.

- a. When is the account analysis available each month?
- b. Is the account analysis available online? Is it imaged monthly on electronic media?

- c. Are paper statements also sent to us? If so, when?
- d. How long will it take you to correct any billing errors on the account analysis?

13. Monthly Statements

You must provide monthly account statements on all accounts with complete supporting documentation.

- a. State when monthly statements will be available each month online and on paper.
- b. Is the monthly statement available online? If so, when and for how long? Are the statements imaged and/or put on electronic media monthly?
- c. If imaged, are paper statements also sent to us? If so, when?

14. Overdrafts

- a. Are all accounts aggregated for overdraft calculation purposes?
- b. State the rate basis for intraday and interday overdrafts.
- c. What is the policy for daylight overdrafts?

15. Stop Payments

We desire an automated stop payment process.

- a. What are the time period options available for stop payments?
- b. What are the options for extended stop payment periods? How are they extended?
- c. What is the cutoff hour for same-day action on stop payments?
- d. Can we initiate stop payment orders online? If so, do you require any paper follow-up document?
- e. What information on current and expiring stop payments is available online?

16. Customer Service

- a. Do you offer customer services in languages other than English?
- b. What languages are offered?

17. Service Enhancements

Based on the information you provide in the bid and your knowledge of the public sector, please describe any services or technological enhancements, not previously mentioned, that we should consider to manage our treasury operations more effectively.

Optional Services

1. Nonsufficient Funds (NSF) Checks Re-presented as ACH (Re-presented Check [RCK] Entry)

We may want the option of the second presentment to be made by ACH to targeted dates for maximum collection potential.

- a. Are you currently using ACH for collection of NSF checks? How long have you been providing this service? Provide two comparable references with contact information.
- b. How are the NSF and the later ACH transactions matched and reconciled? Does your system cross-reference the two transactions in any way?
- c. Is the NSF information, image, or occurrence available online? When and how? For how long is it available online?
- d. Can we specify any target pay day(s)?

2. Merchant Services.

We currently accept Visa, MasterCard, American Express, Discover, and debit card payments approximating \$_____ in collections per month with an average ticket size of \$_____. There are _____ (specify number) locations with _____ (specify number) terminals. *[Alternatively: We are interested in possibly accepting credit card payments for various activities.]* The service should include daily capture, transmission, and authorization of payments at point of sale and on the web. The service must include reporting by location.

[The district inserts this statement if it is true: We can and do comply with Payment Card Industry Data Security Standards.]

- a. Do you currently offer merchant card processing services? How long has this service been available? What interface format(s) does your system supply?
- b. How many institutions and end customers do you have?
- c. Describe the fee components of a merchant card processing relationship. Provide a list of all the fees to us. State the association fees, the discount rates, and your fee per transaction.
- d. Do you have software that allows online payments to us through your portal?
- e. Describe the reporting functions and data availability.
- f. Describe billing options.
- g. Describe the authorization method or process used. How are incorrect authorizations reversed?
- h. Describe your debit card processing capabilities. Do you distinguish between debit and credit cards on your bank identification number (BIN)? Can you program a debit card to the lowest cost network?
- i. Describe your transmission process. Describe the monitoring and notification process if transmissions fail.
- j. Is data imaging available online? What is available online? When? For how long?
- k. Describe the dispute resolution process.
- l. Describe your security measures for Internet transactions and unauthorized use.

3. Payroll Cards or Debit Cards

We are exploring the use of stored-value cards (payroll cards or debit cards) as a payroll option for employees at a minimum. Cardholders should be able to use the cards as debit

cards for purchases at point of sale as well as for cash withdrawals at financial institutions and automated teller machines.

The purchasing ability of the cards must be limited to the stored value of the card. We may choose not to pay for access fees for the employees issued the stored-value cards.

We will be responsible for any marketing of the program and have total discretion on the distribution of the cards. We will enroll the employees. You must provide cardholders with all processing and transaction information and reports. We expect the following services from you, at a minimum:

- embossing, encoding, and distributing standard cards as directed by us
- providing paper and electronic statements to cardholders
- administering accounts, including maintenance of accounts, application of funds, authorization of transactions, and related tracking
- customer service functions
 - a. Do you currently provide this service? If so, how long has it been available?
 - b. How many institutions and end customers use the service? Provide three comparable references for the service.
 - c. Which program (authorization marks) does your program use? (Visa, MasterCard, etc.)
 - d. Describe the enrollment process. Is enrollment batched and web-based?
 - e. Describe the manner by which funds will be made available to the cardholders.
 - f. What are the inactivity levels for the program? Do these generate additional fees? Describe any other potential fees.
 - g. Are all funding transmissions by standard ACH? Describe the data transmission requirements and deadlines.

4. Purchasing Cards

We may consider a purchasing card program during the contract period. Cards would be assigned to our employees for defined use.

- a. What card platforms do you support (MasterCard, Visa)? Do you use a third-party processor?
- b. What, if any, information is available online? When? Describe data download and integration capabilities. Describe reporting capabilities.
- c. What client support is available? How is it provided?
- d. Describe the diverse parameters and restrictions available for the card control. How many access levels are available?
- e. Discuss settlement and corporate liability terms. Include information on your support for the program and your experience, settlement terms on payment, security procedures, and license requirements. How will we receive billing?
- f. Describe how cards are issued, deleted, or replaced. How do you handle lost or stolen cards?
- g. Provide three comparable references for the service.

5. Check Printing

- a. Do you offer check printing services? Describe?
- b. What is the deadline for same-day and next day printing?
- c. Where are checks printed and sent from?

6. Smart Safes

- a. Do you offer smart safes? Describe.
- b. From our deposit history is this cost effective?

Schedules and Attachments

We provide the following:

- copy of our audited financial statements *[or link to website]*
- Attachment A, Volumes for Pricing Transactions (filled in with volumes)
- Attachment B, District's Current Account Structure
- Attachment C, District Investment Policy *[or link to website]*

You must include the following information with the bid:

- copy of your audited financial statements *[or link to website]*
- corporate audited financial statements and the individual depository's call report (for members of your holding companies) *[or link to website]*
- Uniform Bank Performance Report reference
- Attachment A, Volumes for Pricing Transactions (filled in with rates)
- Sample Account Analysis Statement
- Attachment D, Sample Collateral Agreement
- any service agreements (including those not directly referenced in this bid) that must be executed under the contract (if applicable)
- screen shots of major pages within your automated cash management system, or online web demo access (if available)
- sample daily balancing report for remote deposit (if applicable)
- sample account reconciliation reports (if applicable)

Optional Acknowledgments *[The district has the option to insert these acknowledgments.]*

You confirm that you will not charge interest earned on the account analysis.

If awarded the contract, you must review our then-current district investment policy and certify in writing to that review in accordance with the Public Funds Investment Act verifying that you have sufficient controls in place to avoid transactions not authorized by the policy.

You accept the investment options and/or collateral conditions as specified in our investment policy.

By submitting this bid, you acknowledge that you agree with and accept all specifications in the bid except as you expressly qualified in the bid.

Bank: _____

Address: _____

City, State, Zip: _____

Phone Number: _____

Fax Number: _____

Email Address: _____

Typed Name: _____

Date: _____

Proposal Form

for Depository Services

by _____ Independent School District

Definitions and Instructions

In this document, the terms “you” and “your” refer to the depository bank, and “we,” “our,” and “us” refer to the district named above.

You must answer all questions in this form and provide it to us as your proposal.

We have the right to reject any proposal. If any part of this proposal or any contract entered into between you and us is invalid, the remainder, at our option, remains in force and is not affected. We have the right to use a sub-depository bank other than the primary bank and those deposits will be collateralized.

Bank Compensation

We may pay for your services by targeted balances or by fees and change the methodology when appropriate? Please detail any differences in related costs to us with either option.

Compensation Based on a Targeted Balance

We may choose to pay for your services by maintaining a targeted amount of our funds in the depository. We will maintain balances in the checking accounts to compensate you in full or in part for services provided. You must provide a monthly account analysis that reflects the earnings credited for these balances.

You may invest any excess collected balance daily as directed by us in an overnight investment that we approve, an interest bearing account, or a money market mutual fund registered with the Securities and Exchange Commission (SEC) which strives to maintain a \$1 NAV. Please list below the overnight investment and any index upon which the rate will be based.

The rate history at your bank for the months beginning MM/YY and ending MM/YY was:

Earnings Credit Rate (ECR):	_____	%
Interest Bearing Accounts:	_____	%
Money Market Accounts:	_____	%
Sweep Accounts:	_____	%

[Alternatively, the district may require the depository bank to complete the information by month according to Attachment A, Historical Information about the Bank.]

If any of these rates is based on an index rate (such as the T-Bill auction rate), stipulate how you will use the index to calculate the rate.

Compensation Based on Fees

We may choose to pay for your services on a straight fee basis in which we will not maintain a targeted balance. You will assess fees, and we will pay them in accordance with your proposed fees as listed on Attachment A, Volumes for Pricing Transactions.

District Investments

We reserve the right to purchase, sell, and invest our funds and funds under our control, including bond funds, as authorized by the Texas Government Code, Chapter 2256, Public Funds Investment Act, and in compliance with our investment policy, a copy of which is attached as Attachment C *[alternatively, the district may provide the link to the investment policy on the district's website]*.

[The district chooses to insert language of Option A or Option B]

Option A

We may choose to invest in time deposits at the depository, but all investments including certificates of deposit are bid competitively at the time of purchase.

Option B

We may choose to invest in time deposits at the depository. You will pay interest on our funds placed in time deposits with maturities we chose. The interest rate spread on the deposits should be indicated as above, below, or equal to the "asked" yield on the comparable maturity T-Bill of the proposed time deposit being purchased as reported in an independent, financial source.

Single Maturity Time Deposits of more than \$100,000:

Maturity	Basis point spread over (+) or under (-) T-Bill "asked" yield <i>[District-specified rate]</i>
7 – 29 Days	_____
30 – 59 Days	_____
60 – 89 Days	_____
90 – 179 Days	_____
180 – 364 Days	_____
365 Days or More	_____

Collateral

Collateral Conditions

You must provide collateral equal to 102 percent of all our time and demand deposits plus accrued interest minus applicable Federal Deposit Insurance Corporation (FDIC) coverage. Collateral will be pledged to us and held in an independent safekeeping institution by a custodian or permitted institution as specified by the Texas Government Code, Chapter 2257, Public Funds Collateral Act. You will be liable for monitoring and maintaining the collateral and the required margin at all times and will provide an original safekeeping notice and a monthly report of the collateral including at least the security description, par amount, cusip, and market value.

You and we must execute a collateral agreement in accordance with the Financial Institutions Reform, Recovery, and Enforcement Act of 1989 (FIRREA). Provide a sample collateral agreement as Attachment D, Sample Collateral Agreement.

We estimate our maximum anticipated collateral requirement to be \$_____.

If voluntary collateral pooling is legislated during the period of this contract, you and we may consider it and agree to use it under this contract.

Eligible Collateral

We will accept only approved securities as specified by the TEC, §45.201, as pledged collateral, voluntary pooled collateral (if available) or a Federal Home Loan Bank Letter of Credit.

[Alternatively, the district may require specific collateral in accordance with its investment policy. In that case, the district would refer to its investment policy and use the following paragraph instead:

We will accept only the following as pledged collateral in accordance with our investment policy (see Attachment C, District Investment Policy):

The district lists items here.]

Banking Services Fees

Based on the services we require from you, complete the proposed fee schedule, Attachment A, Volumes for Pricing Transactions. All fees which may be charged to supply the services must be included or will not be eligible under the contract. We and you reserve the right to mutually agree upon any change of contract terms or pricing during the contract extension periods.

Depository Information

Please answer the following questions about your depository bank.

1. State the full name and address of the depository and any parent holding company. List all branch locations within our boundary.
2. Provide the annual audited financial statement for the most current fiscal year. This may be in printed form, but we prefer an electronic link to the website. Members of your holding companies must include corporate annual financial statements and your individual call report for the most recent operating quarter. Audited financial statements are required each year of the contract.
3. State your rating from an independent depository rating agency or, if that rating is not available, the rating on your senior and subordinate debt. You must inform us of any change in this rating during the period of the contract within a reasonable period.

4. Contact Information

To ensure smooth communication and continuation of services, you must assign a specific account executive and a backup to our account to coordinate services and help solve any problem encountered.

- a. Designate a depository officer as a primary contact with us.

Name _____

Title _____

Telephone # _____

Fax # _____

Email _____

- b. Designate a depository representative as a backup contact with us.

Name _____

Title _____

Telephone # _____

Fax # _____

Email _____

- c. If the primary and backup contacts are not available, how do we contact someone in an emergency? After hours?
- d. Describe in detail how you handle problem resolution, customer service, day-to-day contact, and ongoing maintenance for governmental clients. Please be specific about exactly whom we will be calling and working with for the situations described above.
5. List references from at least three of your current, comparable governmental clients. Include the length of time under contract and a client contact, title, and telephone number.

6. Based on the services we require, please provide a proposed timeline for implementing the contract; include the timeline activities and direct responsibilities of both our district and your depository bank during implementation.
7. Provide a copy of all agreements (including those not directly referenced in this proposal) that will be required under the contract.
8. If we award the contract to you, you must review our then-current district investment policy and certify in writing to that review in accordance with the Public Funds Investment Act verifying that you have sufficient controls in place to avoid transactions not authorized by the policy. *[The district specifies one: We have attached our investment policy to this proposal notice. or We have provided a link to our investment policy on our website.]*
9. We may conduct a preaward interview on-site at your depository bank before awarding the contract. Please provide us with a contact name for arranging the preaward interview.
10. Are you offering any transition or retention incentive to us? If so, please describe it in detail

Banking Services

1. Consolidated Account Structure with Sweep Mechanism

We are interested in earning at then-current interest rates available at all times. We want the option to use an automated, daily sweep to a money market mutual fund or depository alternative account (if competitive) to reach our full investment goal. *[District option: We will not accept a repurchase agreement or offshore investments as a sweep investment vehicle.]*

Our current account structure is listed as Attachment B, District's Current Account Structure. We do not guarantee that we will maintain the balances or structure at these same levels.

You must clearly describe your most cost-effective account structure (interest bearing accounts, zero balance accounts [ZBAs], or sweep, etc.).

- a. Fully describe the proposed account structure. Would a sweep be from a master account with ZBAs or directly swept from the individual accounts? Is interest distributed at the account level?
- b. State the average interest rate on the recommended alternative structure for the past 12 months.
- c. If an SEC-registered money market fund is used for the sweep proposal, provide the full name and a copy of the prospectus. It must strive to maintain a \$1 NAV.
- d. Interest earned on interest bearing accounts must **not** be charged as an expense on the account analysis. Confirm acceptance of this condition.

We may be required or may desire to open additional accounts, close accounts, or change account types during the contract period. If this occurs, the new accounts and services must be charged at the same contracted amount or, if unanticipated, at not more than published rates.

2. Automated Cash Management Information

We are interested in automated balance and detail information and online retention. Minimum automated services must include the following *[The district specifies the requirements.]*:

- prior-day summary and detail balance reporting on all accounts
 - intraday detail and summary balances (on local main and payroll accounts)
 - initiation and monitoring of stop payments
 - positive pay exception transactions
 - initiation and monitoring of internal and wire transfers
 - image access
 - controlled disbursement presentment totals [optional]
- a. Fully describe your online service. **List** the system capabilities (for example, balance reporting, wires, positive pay, stop payment, etc.).
 - b. What is your backup process to report balances and transactions in case the system is not available?
 - c. When is daily balance information available?

- d. Submit samples of major screens available, or provide web link access to a demonstration module.
- e. How is an individual security sign-on assigned, and who maintains the security module? How many levels of security are available?
- f. [Optional] With regard to controlled disbursements:
 - What is the cutoff time for disbursements?
 - What Federal Reserve location do these accounts clear through?
 - How do we have access to this information?

3. Deposit Services

We require standard commercial deposit services for all accounts.

We expect all deposited checks to clear based on your current published availability schedule, but please note any options for expedited availability in your proposal. For all cleared deposits you receive by your established deadline, you must process them for same-day ledger credit. If you fail to credit our accounts in a timely fashion, you must pay interest to us at the then-current effective federal funds rate.

- a. What is your daily cutoff time to ensure same-day ledger credit?
- b. Describe how and when you send credit and debit advices to us.
- c. What type of deposit bags do you use or require? Are these available from you?
- d. In what city does item processing occur?

Remote Deposit

We are interested in ☐ establishing or using remote check deposit for a few high-volume locations during the contract period. These deposits include both consumer and commercial checks.

- e. What are your current capabilities in remote check deposit? Describe how checks are processed and cleared. Please state the cutoff time for same-day ledger credit.
- f. Give two comparable references with contact information.
- g. Do you produce a daily balancing report? Provide a sample.
- h. What scanner equipment is required to operate the system? Is this equipment available through your depository bank for purchase or lease? Please list the equipment required along with its cost.

4. Standard Disbursing Services

We are interested in standard disbursing services for designated accounts.

- a. Do you image all paid checks, deposit items and deposit slips?
- b. Are check and deposit images available online? When? Do you provide a monthly compact disc (CD)? If not, are reports downloadable?
- c. How long do you maintain check and deposit images online?
- d. Do you pay all our checks without charge upon presentation?

5. Positive Pay

We require positive pay services if available at the bank for designated accounts on which checks are written. The positive pay process should be fully automated and web based. We will transmit check information electronically to you on each check run and as we create checks manually.

- a. Describe the data transmission and transfer requirements for automated and manual checks.
- b. Is input available online for manual checks? If it is not available online, how do we transmit information on individual manual checks to you?
- c. How can we change or delete check records, if necessary?
- d. How do you notify us of a positive pay exception?
- e. When do you report exception information to us? When is the deadline for our exception elections? Are images of exceptions available?
- f. Are all checks, including those received by the tellers and vault, verified against the positive pay file before processing? How often do you update teller information?
- g. Do you offer payee positive pay?
- h. Please provide a copy of your file layout format.

6. Account Reconciliation

We anticipate using partial or full reconciliation services on all accounts in concert with positive pay, depending on cost effectiveness.

- a. Describe the partial and full reconciliation processes.
- b. With what format(s) does your system interface? What record formats are required? *[Alternatively, the district can specify its interface format for the depository to determine compatibility.]* How do you send reconciled data to us? When?
- c. Please provide references of customers who use the XX ledger system?
- d. Specify all reporting alternatives.
- e. Are reports available online? How long are reports maintained online? Provide a sample copy of reports.

7. Funds Transfer and Wire Services

Incoming wire transfers must receive immediate same-day collected credit. Wire initiation should be available online. We require that wires be released the same business day if information is provided by the established deadline.

- a. Describe the process of online wire initiation. What backup process is available for the online process in case the system is unavailable?
- b. Is any paper transaction required for transfers or wires as follow-up?
- c. How and when will you notify us of incoming wires? Online? Email?
- d. Is future dating available for both repetitive and non repetitive wires and transfers? How far in advance?
- e. What is the deadline for initiation:
 - by telephone?
 - online?
- f. Are templates and template storage available?

8. Optical Imaging

We desire optical images that are downloadable or on CD on all accounts.

- a. What items and reports are available online (checks, statements, deposit slips, deposited items, etc.)? How long are each available?
- b. What items are captured on the monthly CD, if provided?
- c. When do you make the monthly CD or imaged reports available?
- d. When and for how long are statements and account analyses available online?

9. Automated Clearinghouse (ACH) Services

We require ACH transactions for payable and receivable transactions. We require a pre-notification (pre-note) on all new transactions.

- a. Describe the transmission alternatives for individual ACH transactions. Can we initiate individual ACH transactions online?
- b. What filters and blocks are available on our accounts for ACH transactions?
- c. Are ACH addenda shown in their entirety online and in reports?
- d. What is your policy on pre-notification? Is the pre-note charged as a standard ACH transaction?
- e. What is the deadline for transmission (hour and day) for a payroll to credit employee accounts on a Friday?
- f. Is ACH positive pay available?
- g. Does ACH debit the account on day of initiation or settlement?

10. Safekeeping Services

We may require you or another eligible offeror to provide book-entry safekeeping services for any securities we own. We will make all our investments and transmit instructions for clearing and safekeeping to you in writing or electronically.

All securities must be cleared on a **delivery versus payment (DVP)** basis. Ownership must be documented by original clearing confirmations, and safekeeping of receipts must be provided within one business day of the transaction. Funds for investments must be drawn from our designated demand deposit account. All principal and interest payments, coupon payments, and maturities must receive automated same-day collected credit on our designated account without requiring any additional action by us.

If you use a correspondent bank for safekeeping our securities, the transactions must be handled through your systems and must not require additional interaction by us with the correspondent bank. No delay in transactions, wires, or flow of funds is acceptable under a correspondent relationship.

- a. Are you a member of either the Federal Reserve or a Federal Home Loan Bank? If not, name the correspondent depository you would use for clearing and safekeeping. Describe any safekeeping arrangement proposed with a correspondent depository including processing requirements by us.
- b. Are security transactions available online for either originating or monitoring?

- c. What is the deadline for settlement instructions on a cash (same-day) settlement?
Would we incur any charge for late instructions?

We may choose to purchase time deposits from you, but all time deposits will be competitively bid at the time of purchase.

11. Collateral Requirements

You must meet all the requirements, including those beyond the Public Funds Collateral Act, as stated below. The proposal must state that you agree to the following terms and conditions:

- All collateral pledged to us must be held by a custodian or permitted institution as specified by the Texas Government Code, Chapter 2257, Public Funds Collateral Act. *[Alternatively, the district may specify any limitations on its preferred custodial arrangement.]*
- We, you, and the safekeeping bank must execute a triparty safekeeping agreement for custody of pledged securities in full compliance with the FIRREA requiring a depository resolution. (Or completion of Circular 7 if a Federal Reserve bank is acting as custodian. Even if a Federal Reserve bank is used, you and we must still execute a depository agreement.)
- All time and demand deposits above FDIC coverage must be collateralized at a minimum of 102 percent of principal plus accrued interest at all times (110 percent on mortgage-backed securities).
- You are contractually liable for continuously monitoring and maintaining collateral at our required margin levels.
- The custodian must provide evidence of pledged collateral by sending original safekeeping receipts or a report directly to us within one business day of receipt.
- We must receive a monthly report of collateral pledged including description, par, market value, and cusip, at a minimum.
- We must grant substitution rights if you obtain our prior approval and if substituting securities are received before previously pledged securities are removed from safekeeping.

Authorized collateral includes only approved securities as specified by the Texas Government Code, Chapter 2257, Public Funds Collateral Act and noted above.

- a. Do you propose any collateral charges? If so, under what conditions are they charged, and how is the charge applied?
- b. What is your deadline for requesting collateral in excess of existing requirements?

12. Account Analysis

You should provide monthly account analysis reports for each account and on a consolidated account basis.

- a. When is the account analysis available each month?
- b. Is the account analysis available online? Is it imaged on electronic media monthly?
- c. Are paper statements also sent to us? If so, when?
- d. How long will it take you to correct any billing errors on the account analysis?

13. Monthly Statements

You must provide monthly account statements on all accounts with complete supporting documentation.

- a. State when monthly statements will be available each month online and on paper.
- b. Is the monthly statement available online? If so, when and for how long? Are the statements imaged and/or put on electronic media monthly?
- c. If imaged, are paper statements also sent to us? If so, when?

14. Overdrafts

- a. Are all accounts aggregated for overdraft calculation purposes?
- b. State the rate basis for intraday and interday overdrafts.
- c. What is the policy for daylight overdrafts?

15. Stop Payments

We desire an automated stop payment process.

- a. What are the time period options available for stop payments?
- b. What are the options for extended stop payment periods? How are they extended?
- c. What is the cutoff hour for same-day action on stop payments?
- d. Can we initiate stop payment orders online? If so, do you require any paper follow-up document?
- e. What information on current and expiring stop payments is available online?

16. Customer Service

- a. Do you offer customer services in languages other than English?
- b. What languages are offered?

17. Service Enhancements

Based on the information you provide in the proposal and your knowledge of the public sector, please describe any services or technological enhancements, not previously mentioned, that we should consider to manage our treasury operations more effectively.

Optional Services

1. Nonsufficient Funds (NSF) Checks Re-presented as ACH (Re-presented Check [RCK] Entry)

We may want the option of the second presentment to be made by ACH to targeted dates for maximum collection potential.

- a. Are you currently using ACH for collection of NSF checks? How long have you been providing this service? Provide two comparable references with contact information.
- b. How are the NSF and the later ACH transactions matched and reconciled? Does your system cross-reference the two transactions in any way?
- c. Is the NSF information, image, or occurrence available online? When and how? For how long is it available online?
- d. Can we specify any target pay day(s)?

2. Merchant Services.

We currently accept Visa, MasterCard, American Express, Discover, and debit card payments approximating \$_____ in collections per month with an average ticket size of \$_____. There are _____ (specify number) locations with _____ (specify number) terminals. *[Alternatively: We are interested in possibly accepting credit card payments for various activities.]* The service should include daily capture, transmission, and authorization of payments at point of sale and on the web. The service must include reporting by location.

[The district inserts this statement if it is true: We can and do comply with Payment Card Industry Data Security Standards.]

- a. Do you currently offer merchant card processing services? How long has this service been available? What interface format(s) does your system supply?
- b. How many institutions and end customers do you have?
- c. Describe the fee components of a merchant card processing relationship. Provide a list of all the fees to us. State the association fees, the discount rates, and your fee per transaction.
- d. Do you have software that allows online payments to us through your portal?
- e. Describe the reporting functions and data availability.
- f. Describe billing options.
- g. Describe the authorization method or process used. How are incorrect authorizations reversed?
- h. Describe your debit card processing capabilities. Do you distinguish between debit and credit cards on your bank identification number (BIN)? Can you program a debit card to the lowest cost network?
- i. Describe your transmission process. Describe the monitoring and notification process if transmissions fail.
- j. Is data imaging available online? What is available online? When? For how long?
- k. Describe the dispute resolution process.
- l. Describe your security measures for Internet transactions and unauthorized use.

3. Payroll Cards or Debit Cards

We are exploring the use of stored-value cards (payroll cards or debit cards) as a payroll option for employees at a minimum. Cardholders should be able to use the cards as debit

cards for purchases at point of sale as well as for cash withdrawals at financial institutions and automated teller machines.

The purchasing ability of the cards must be limited to the stored value of the card. We may choose not to pay for access fees for the employees issued the stored-value cards.

We will be responsible for any marketing of the program and have total discretion on the distribution of the cards. We will enroll the employees. You must provide cardholders with all processing and transaction information and reports. We expect the following services from you, at a minimum:

- embossing, encoding, and distributing standard cards as directed by us
- providing paper and electronic statements to cardholders
- administering accounts, including maintenance of accounts, application of funds, authorization of transactions, and related tracking
- customer service functions
 - a. Do you currently provide this service? If so, how long has it been available?
 - b. How many institutions and end customers use the service? Provide three comparable references for the service.
 - c. Which program (authorization marks) does your program use? (Visa, MasterCard, etc.)
 - d. Describe the enrollment process. Is enrollment batched and web-based?
 - e. Describe the manner by which funds will be made available to the cardholders.
 - f. What are the inactivity levels for the program? Do these generate additional fees? Describe any other potential fees.
 - g. Are all funding transmissions by standard ACH? Describe the data transmission requirements and deadlines.

4. Purchasing Cards

We may consider a purchasing card program during the contract period. Cards would be assigned to our employees for defined use.

- a. What card platforms do you support (MasterCard, Visa)? Do you use a third-party processor?
- b. What, if any, information is available online? When? Describe data download and integration capabilities. Describe reporting capabilities.
- c. What client support is available? How is it provided?
- d. Describe the diverse parameters and restrictions available for the card control. How many access levels are available?
- e. Discuss settlement and corporate liability terms. Include information on your support for the program and your experience, settlement terms on payment, security procedures, and license requirements. How will we receive billing?
- f. Describe how cards are issued, deleted, or replaced. How do you handle lost or stolen cards?
- g. Provide three comparable references for the service.

5. Check Printing

- a. Do you offer check printing services? Describe?
- b. What is the deadline for same-day and next day printing?
- c. Where are checks printed and sent from?

6. Smart Safes

- a. Do you offer smart safes? Describe.
- b. From our deposit history is this cost effective?

Schedules and Attachments

We provide the following:

- copy of our audited financial statements *[or link to website]*
- Attachment A, Volumes for Pricing Transactions (filled in with volumes)
- Attachment B, District's Current Account Structure
- Attachment C, District Investment Policy *[or link to website]*

You must include the following information with the proposal:

- copy of your audited financial statements *[or link to website]*
- corporate audited financial statements and the individual depository's call report (for members of your holding companies) *[or link to website]*
- Uniform Bank Performance Report reference
- Attachment A, Volumes for Pricing Transactions (filled in with rates)
- Sample Account Analysis Statement
- Attachment D, Sample Collateral Agreement
- any service agreements (including those not directly referenced in this proposal) that must be executed under the contract (if applicable)
- screen shots of major pages within your automated cash management system, or online web demo access (if available)
- sample daily balancing report for remote deposit (if applicable)
- sample account reconciliation reports (if applicable)

Optional Acknowledgments *[insert as required by district preference]*

You confirm that you will not charge interest earned on the account analysis.

If awarded the contract, you must review our then-current district investment policy and certify in writing to that review in accordance with the Public Funds Investment Act verifying that you have sufficient controls in place to avoid transactions not authorized by the policy.

You accept the investment options and/or collateral conditions as specified in our investment policy.

By submitting this proposal, you acknowledge that you agree with and accept all specifications in the proposal except as you expressly qualified in the proposal.

Bank: _____

Address: _____

City, State, Zip: _____

Phone Number: _____

Fax Number: _____

Email Address: _____

Typed Name: _____

Date: _____

**Depository Contract for Funds
of Independent School Districts
under the Texas Education Code, Chapter 45, Subchapter G,
School District Depositories**

* = Required Field

State of Texas

County of *

**County-District Number*

Article I. The *, referred to in this contract

Name of District

as the "District," is located in* County, Texas. The board of trustees of the District has selected
Name of County

*, referred to in this contract as the "Depository," to serve as the Depository of the

Name of Depository Bank

school funds of the District (or if there are tie bids or proposals as defined in the Texas Education Code [TEC], as one of the Depositories). This selection was made in accordance with the TEC, Chapter 45, Subchapter G. The Depository will serve under this contract for a two-year term starting with the fiscal year beginning * and ending *, and until its successor is selected and has qualified unless

Date

Date

this contract is terminated sooner by the Depository's failure to adhere to all requirements of the TEC and of this contract. The school funds of the District include all school funds except those permitted by law to be deposited or invested otherwise at the sole discretion of the District's board of trustees.

The Depository is located at * County, State of Texas, and is a
Bank Mailing Address, City, Zip Code *Name of County*

bank as defined in the TEC, §45.201.

Article II. The District selected the Depository based on the Depository's written bid or proposal submitted as provided by State Board of Education rule. The District determined that the Depository's written bid or proposal was the best, or equal to the best, among * bids or
Number Submitted

proposals submitted to the District and opened on *. The bid or proposal is incorporated in this contract by reference.
Date

This contract is subject to the TEC and any amendments to it and to any acts of the Texas Legislature that affect public moneys held by the District during the term of this contract.

Article III. The Depository has elected a method to adequately protect the funds of the District deposited with the Depository in accordance with the TEC, §45.208, and a copy of the election is attached to this contract and incorporated by reference.

Article IV.

- A. The TEC, §45.205, requires that this contract and any extension of this contract coincide with the District's fiscal year. If the District changes its fiscal year in accordance with the TEC, §44.0011, the parties may agree to shorten or extend the two-year term of the contract by no more than one year to coincide with the end of the new fiscal year, provided that this contract remains in effect until the Depository's successor is selected and has qualified. If the parties cannot agree, the District has the option to change the term of this contract to coincide with the end of a new fiscal year closest to its original expiration date.
- B. The District and the Depository may agree to extend this contract for three additional two-year terms in accordance with the TEC, §45.205(b). The contract may be modified for each two-year extension if both parties mutually agree to the terms. An extension under this subsection is not subject to the requirements of the TEC, §45.206.
- C. The District must electronically file this contract and any additional two-year extension of this contract with the Texas Education Agency.
- D. The Depository must allow the District to purchase time deposits that mature after the ending date of this contract; however, the Depository may apply new interest rates to the time deposits after the ending date of this contract. The District is entitled to withdraw these time deposits without penalty when this contract expires. But in that event, the Depository will be obligated only to pay interest rates comparable to rates offered in the contract for the term the time deposits were actually held. The Depository may impose an early withdrawal penalty on a time deposit withdrawn within six days of creation of the deposit, to the extent required to comply with federal regulations defining time deposits.
- E. If a contractual dispute results in litigation between the Depository and the District, the trial will be held in the county in which the District has its central office, but only if this venue designation is not considered to be a waiver of any immunity that either party to this contract may be entitled to claim.

Article V. The District and the Depository execute this contract and each retain a copy, both of which are considered to be originals, and file the contract with the TEA electronically as specified in Article IV, item C, above.

**To Be Completed by the District and Verified by the Depository
(For all funds received from the Texas Education Agency)**

--	--	--	--	--	--	--	--	--	--	--	--	--

* Routing Transit Number
(Must be 9 digits)

Type of Account:

Check One:
Checking
Savings

* Account Number
(Up to 13 digits)

___ Check here if the TEA currently sends funds to an investment pool and no change is required in routing of funds.

Please note that the account information above must match the current direct deposit information on file with the Texas Education Agency, Accounting Division. If the District is changing the current direct deposit information, the District must submit a Vendor Direct Deposit Authorization form along with the depository contract.

Agreed and accepted on behalf of the District this * _____ day of * _____, *

Signature of President of School Board

Agreed and accepted on behalf of the Depository this * _____ day of * _____, *

* Typed Name of Depository

Signature of Authorized Officer

* Title of Authorized Officer

Acknowledgment

Acknowledged before me in * _____ County, Texas, on * _____, 20* ____, by

* _____, bank officer of the Depository named in the preceding document, for the Depository.

(SEAL)

Signature of Notary

Notary Public in and for * _____
County, Texas

**Election of Collateral Method for Funds
of Independent School Districts
under the Texas Education Code, Chapter 45, Subchapter G,
School District Depositories**

In accordance with Article III of the Depository Contract for Funds, the Depository has elected to use the following method(s) to protect the funds of the District:

___ Surety bond (TEC, §45.208[b])

___ Deposit or pledge securities (TEC, §45.208[f])

- A. If the Depository elected to file with the District a corporate surety bond, then the corporate surety bond is in an initial amount of \$ _____, which is equal to the estimated highest daily balance of the District funds determined by the board of trustees of the District to be on deposit with the Depository during the term of this contract. The corporate surety bond is executed in the form and with the content prescribed by State Board of Education rule. A fully executed copy of the corporate surety bond is attached to and made a part of this contract by reference, provided further that:
- (1) the initial amount of the corporate surety bond may rise or fall from day to day so long as all deposits of the District are fully protected;
 - (2) the bond is made payable to the District and is signed by the Depository and the surety company authorized to do business in this state;
 - (3) the bond and the surety on the bond are approved by the board of trustees of the District;
 - (4) the bond exists under the condition that the Depository must:
 - (a) faithfully perform all duties and obligations required by law and this contract;
 - (b) pay on presentation all checks or drafts ordered according to law by the District's board of trustees;
 - (c) pay on demand any demand deposit in the Depository;
 - (d) pay any time deposit after the required notice period expires;
 - (e) faithfully keep school district funds and account for the funds according to law; and
 - (f) faithfully pay over to the successor depository all balances remaining in the account; and
 - (5) the District may not pay a premium on the depository bond out of school district funds.
- B. If the Depository did not elect to make the corporate surety bond in the amount and as referred to in A, above, then the Depository must either deposit or pledge with the District, or with a trustee designated by the District, approved securities as defined in the TEC, §45.201. The pledged or deposited securities must meet the following conditions:
- (1) The pledged securities must be approved securities and authorized by law and must be in a total market value sufficient to protect the funds of the District on deposit as directed at any time by the District in accordance with standards acceptable to the Texas Education Agency.
 - (2) The pledge of approved securities must be waived only to the extent of the exact dollar amount of Federal Deposit Insurance Corporation insurance protection for the District's funds on deposit with the Depository from day to day, and if the insurance protection ends, this contract must immediately become void except as provided in (4) below.
 - (3) The conditions of the pledge of approved securities required by this contract are that the Depository must:
 - (a) credit the account(s) of the District with the full amount of all State of Texas warrants presented to the Depository for the District's account no later than the next banking day after the day the Depository receives the warrants credit the account(s) of the District with the full amount of electronically transferred funds on the effective settlement date;
 - (b) faithfully perform all duties and obligations required by law and this contract;
 - (c) pay upon presentation all checks or drafts ordered according to law by the District's board of trustees;
 - (d) pay upon demand any demand deposit of the District in the Depository;
 - (e) pay any time deposit or certificate of deposit upon maturity or after the required notice period expires;
 - (f) faithfully keep school district funds and account for the funds according to law; and
 - (g) faithfully pay over to the successor depository all balances of funds remaining in the account.
 - (4) The pledge of approved securities required by this contract must continue until either this contract ends or the Depository fulfills all its duties and obligations arising out of this contract, whichever is later. And a continuing security interest in the District's favor must immediately apply to any pledge to all proceeds of sale and to all substitutions, replacements, and exchanges of the securities, and in no event may this continuing security interest be voided by any act of the Depository; however, the Depository will have the right, with the District's consent, to purchase and sell, and substitute or replace with other approved securities, any of the approved securities pledged under this contract, provided that the Depository adheres to all the other conditions of this contract, and the pledge is in addition to all other remedies available in law to the District.
 - (5) The Depository must immediately furnish or cause to be furnished to the District original and valid safekeeping or trust receipts issued by the custodian holding the approved securities pledged under this contract, marked on their face by the custodian to show the pledge and market value as required above, and the Depository must upon the District's request provide a description of securities being pledged and evidence that the securities are legally acceptable in accordance with (1) above.
 - (6) The District may examine and verify at any reasonable time a pledged investment security or a record that a custodian maintains in accordance with the Texas Government Code, §2257.061. The District or its agent may inspect at any time an investment security evidenced by trust receipt.
 - (7) Upon any closing or failure of the Depository, or any event considered by a state or federal regulatory agency to constitute a closing or failure of the Depository, title to all securities pledged under this depository contract must be considered to be vested in, and to be held by

the District. The District is empowered to take immediate possession of and to sell any such pledged securities, whether in safekeeping at another bank or in possession of the District or the Depository, and the District is specifically so empowered by execution of this contract.

- (8) The collateral pledge agreement must conform to Title 12 United States Code Annotated, §1823(e), so to defeat the claim of the Federal Deposit Insurance Corporation, its successor, or any other receiver to the securities, and be:
- (a) in writing;
 - (b) executed by the Depository at the same time the asset is acquired;
 - (c) approved by the Depository's board of directors or loan committee, with the approval reflected in the board's or committee's minutes; and
 - (d) maintained continuously from the date of its execution as an official record of the Depository.

The Depository must furnish the minutes of the Depository's board of directors or loan committee to the District.

- C. If the Depository elects to give both a corporate surety bond and to pledge approved securities, the corporate surety bond and pledged approved securities must be in an aggregate amount that, together with applicable Federal Deposit Insurance Corporation insurance, will adequately protect the total amount of District funds on deposit with the Depository from day to day. The provisions of A, above, permitting the amount of the corporate surety bond to rise or fall from day to day, and all the provisions of B, above, relating to the amount and conditions of pledge of approved securities, including but not limited to substitution and conditions of pledge, apply to the election permitted by this paragraph C.
- D. The Depository agrees to cover by corporate surety bond, pledge of approved securities, or both an amount that is equal to funds anticipated to be on deposit from day to day, which is estimated not to exceed \$ * _____. The amount of collateral will be calculated in accordance with the Texas Government Code, Chapter 2257, Collateral for Public Funds Act.
- E. After the beginning date of this contract if the amount of deposit exceeds that which is initially covered by corporate surety bond, pledged approved securities, and FDIC insurance, the amount covered will be increased, and original and valid safekeeping or trust receipts of the additional securities, increased corporate surety bond, or both will be provided in accordance with the TEC and Texas Education Agency rules.

Texas School Depository Surety Bond Form**Bond Number** _____**I.
Guarantee**

1. Under all the terms and conditions of this bond, _____ (referred to in this document as *the Surety Company*) and _____ (referred to in this document as *the Bank*) agree that:
 - a. the Bank will pay a premium to the Surety Company and
 - b. the Surety Company will guarantee the deposits in certain Designated Depository Accounts in the Bank, in excess of the \$250,000.00 deposit insurance provided by the Federal Deposit Insurance Corporation (FDIC).
2. The Surety Company must promptly reimburse the Owner(s) of a Designated Depository Account or Accounts (referred to in this document as *the Owner*) up to a limit of liability as specified in Section III of this bond if the Bank becomes insolvent and fails.
3. "Becomes insolvent and fails" means that either:
 - a. the Bank must be taken over by a regulatory authority, either state or federal, and ordered liquidated or
 - b. the FDIC must sell the Bank's deposits in such a manner that the FDIC refuses to sell or reimburse the deposits in excess of the \$250,000.00 deposit insurance.

**II.
Designation of Account Owner and Depository Account(s)**

Designated Owner of the Depository Account(s):

[_____ *Independent School District (ISD)*].

Address of the Owner:

Designated Depository Account Number(s):

[List Various Depository Accounts in the Name of _____ ISD]

**III.
Limit of Liability**

The Surety Company's total liability under this bond is [**written dollar amount \$XXXXXXXX**], which is the maximum guaranteed amount. Regardless of the number of Owners and the number of Designated Depository Accounts, the maximum amount of payment under this bond must not exceed [**\$XXXXXXXX**].

**IV.
Payment of Loss**

If the Bank should be declared insolvent and fail, the Surety Company must pay the Owner of the Designated Depository Account(s) for which this bond has been issued the amount that the receiver's certificate indicates to be uninsured by the FDIC. The amount of the payment is limited to the maximum guaranteed amount specified in Section III of this bond. This bond does not cover any indirect or consequential damages or loss. The Surety Company must pay the Owner promptly upon receiving assignment of the receiver's certificate from the Owner or upon demand.

**V.
Termination or Cancellation**

This bond becomes effective at 12:01 a.m. on [*date*] and remains in effect until terminated or canceled for any of the following reasons:

1. The Surety Company cancels the bond for nonpayment of the annual premium 15 days after notifying the Bank of the nonpayment and impending cancellation.
2. The Owner notifies the Surety Company in writing of the Owner's desire to cancel the bond, and the Surety Company cancels the bond immediately.
3. The Surety Company desires to cancel the bond for reasons allowed by the laws of Texas.
 - a. The Surety Company sends a written notice by facsimile transmission, hand delivery, or certified mail, return receipt requested to the Bank and to the Owner's address as shown on this bond. The notice is considered effective upon receipt by the parties to whom the notice is addressed.
 - b. The cancellation is effective 90 days after the notice is effective.
4. This bond is automatically terminated if all funds in the Designated Depository Account(s) listed in Section II of this bond are withdrawn, the account(s) are closed, or both.

If this bond is canceled or terminated, the Surety Company has no obligation to make any payment to any Owner.

VI.
Responsibility of the Bank

It is understood and agreed that this bond is for and on behalf of the Bank to enable the Bank to protect the Owner of its Designated Depository Account(s). All designations of accounts are the complete responsibility of the Bank. The Surety Company's liability to the Owner begins upon the declaration of insolvency and failure of the Bank, and not before that event. In addition, under the Texas Education Code, §45.208, the Surety Company and the Bank agree that the Bank must:

1. faithfully perform all duties and obligations required by law,
2. pay on presentation all checks or drafts ordered according to law by the district's board of trustees,
3. pay on demand any demand deposit in the Bank,
4. pay any time deposit of the school district after the required notice period expires,
5. faithfully keep the school district funds and account for the funds according to law, and
6. faithfully pay over to any successor depository all balances remaining in the accounts of the Bank.

VII.
Consolidation or Merger

This bond becomes void at 12:01 a.m. on the date the Bank consolidates with or merges into any other bank or financial institution. The Bank must notify the Surety Company and the Owner 90 days before any consolidation or merger of the Bank's intention to merge into another bank or financial institution. Any deposits in the Designated Depository Account(s) in excess of the \$250,000.00 FDIC deposit limit must be guaranteed by a new bond or other means as authorized by Texas law at the time of the consolidation or merger.

**VIII.
Sole Use and Benefit**

This bond is for the sole use and benefit of the Owner. This bond is nonnegotiable and may not be assigned under any circumstances by the Owner or any other person, entity, or holder. The Bank may not be considered an agent or representative of the Surety Company for any purpose in connection with this bond.

Signed, sealed, and dated this _____ day of _____, _____.

[Bank]
(Address)
(Phone)

[Surety Company]
(Address)
(Phone)

By _____

By _____

Title _____

Title _____

Acknowledgment

Acknowledged before me in _____ County, Texas, on _____, 20____, by _____, officer of the Bank named in the preceding document, for the Bank, and by _____, officer of the Surety Company named in the preceding document, for the Surety Company.

(SEAL)

Signature of Notary

Notary Public in and for _____
County, Texas
My Commission Expires _____

Last Modified: 12/12/2013

Surrender of Bond Form

By signature below of the Owner, the Owner gives notice to the Surety Company of the Owner's desire to cancel Bond Number _____ in its entirety.

By _____

Date _____

OR

Surrender of Bond for Reissuance Form

By signature below of the Owner, the Owner gives notice to the Surety Company of the Owner's desire to cancel Bond Number _____ in its entirety, on the condition that another similar bond is issued with the following listed Owner, Owner address, Designated Depository Account Number(s) and limit of liability:

Requested Designated Depository Account Owner:

Address of Requested Designated Owner:

Requested Designated Depository Account Number(s):

Requested Limit of Liability:

By _____

Date _____

Last Modified: 12/12/2013

Discussion of Proposed Amendment to 19 TAC Chapter 109, Budgeting, Accounting, and Auditing, Subchapter C, Adoptions By Reference, §109.41, Financial Accountability System Resource Guide

November 20, 2025

**COMMITTEE ON SCHOOL FINANCE/PERMANENT SCHOOL FUND: DISCUSSION
STATE BOARD OF EDUCATION: NO ACTION**

SUMMARY: This item provides an opportunity for the committee to discuss a proposed amendment to 19 Texas Administrative Code (TAC) Chapter 109, Budgeting, Accounting, and Auditing, Subchapter C, Adoptions By Reference, §109.41, Financial Accountability System Resource Guide. The proposed amendment would adopt by reference the updated *Financial Accountability System Resource Guide* (FASRG), which includes annual updates and removes information related to the compensatory education allotment to align with House Bill 2, 89th Texas Legislature, Regular Session, 2025.

STATUTORY AUTHORITY: Texas Education Code (TEC), §§7.102(c)(32), 44.001(a) and (b), 44.007(a)-(d), and 44.008(b).

TEC, §7.102(c)(32), requires the State Board of Education (SBOE) to adopt rules concerning school district budgets and audits of school district fiscal accounts as required under TEC, Chapter 44, Subchapter A.

TEC, §44.001(a), requires the commissioner to establish advisory guidelines relating to the fiscal management of a school district. TEC, §44.001(b), requires the commissioner to report annually to the SBOE the status of school district fiscal management as reflected by the advisory guidelines and by statutory requirements.

TEC, §44.007(a), requires the board of trustees of each school district to adopt and install a standard school fiscal accounting system that conforms with generally accepted accounting principles. TEC, §44.007(b), requires the accounting system to meet at least the minimum requirements prescribed by the commissioner, subject to review and comment by the state auditor. TEC, §44.007(c), requires a record to be kept of all revenues realized and of all expenditures made during the fiscal year for which a budget is adopted. A report of the revenues and expenditures for the preceding fiscal year is required to be filed with the agency on or before the date set by the SBOE. TEC, §44.007(d), requires each district, as part of the report required by TEC, §44.007, to include management, cost accounting, and financial information in a format prescribed by the SBOE in a manner sufficient to enable the board to monitor the funding process and determine educational system costs by district, campus, and program.

TEC, §44.008(b), requires the independent audit to meet at least the minimum requirements and be in the format prescribed by the SBOE, subject to review and comment by the state auditor. The audit must include an audit of the accuracy of the fiscal information provided by the district through the Public Education Information Management System (PEIMS).

The full text of the statutory authority can be found in the links above.

FUTURE ACTION EXPECTED: The proposed amendment to §109.41 will be presented for first reading and filing authorization at the January 2026 SBOE meeting.

BACKGROUND INFORMATION AND JUSTIFICATION: The FASRG describes the rules of financial accounting for school districts, charter schools, and education service centers and is adopted by reference under §109.41. In addition, revisions to the FASRG would align the content with current governmental accounting and auditing standards, remove obsolete requirements, and remove descriptions and discussions of best practices and other non-mandatory elements.

Requirements for financial accounting and reporting are derived from generally accepted accounting principles (GAAP). School districts and charter schools are required to adhere to GAAP. Legal and contractual considerations typical of the government environment are reflected in the fund structure basis of accounting.

An important function of governmental accounting systems is to enable administrators to assure and report on compliance with finance-related legal provisions. This assurance and reporting means that the accounting system and its terminology, fund structure, and procedures must be adapted to satisfy finance-related legal requirements. However, the basic financial statements of school districts and charter schools should be prepared in conformity with GAAP.

School district and charter school accounting systems shall use the accounting code structure presented in the Account Code section of the FASRG (Module 1). Funds shall be classified and identified on required financial statements by the same code number and terminology provided in the Account Code section of the FASRG (Module 1).

The following changes would be made to FASRG Modules 1 through 6.

Module 1, Financial Accounting and Reporting (FAR) and FAR Appendices

Module 1 would align with current governmental accounting standards. Proposed Module 1 would include the following changes. Updates would be made to accounting codes and accounting guidance, and previous guidance would be clarified, including additional information on shared services arrangements. School districts and charter schools would be required to maintain proper budgeting and financial accounting and reporting systems. In addition, school districts would be required to establish principles and policies to ensure uniformity in accounting in conformity with GAAP established by the Governmental Accounting Standards Board (GASB).

Module 2, Special Supplement - Charter Schools

Module 2 would align with current financial accounting reporting standards. Proposed Module 2 would include the following changes. Updates would be made to accounting codes and accounting guidance, and previous guidance would be clarified. The proposed module would establish financial and accounting requirements for Texas public charter schools to ensure uniformity in accounting in conformity with GAAP. The proposed module would also include current guidance that complements the American Institute of Certified Public Accountants (AICPA) *Audit and Accounting Guide, State and Local Governments* and supplements the *Government Auditing Standards* of the United States Government Accountability Office (GAO). These requirements facilitate preparation of financial statements that conform to GAAP established by the FASB.

Module 3, Special Supplement - Non-profit Charter Schools Chart of Accounts

Module 3 would align with current financial accounting standards. Proposed Module 3 would include the following changes. Updates would be made to accounting codes and accounting guidance, and previous guidance would be clarified. Charter schools would be required to maintain proper budgeting and

financial accounting and reporting systems that are in conformity with Texas Education Data Standards (TEDS) in the Texas Student Data Systems (TSDS) Public Education Information Management System (PEIMS). In addition, charter schools would be required to establish principles and policies to ensure uniformity in accounting in conformity with GAAP established by the FASB. The proposed module would also include current auditing guidance that complements the *AICPA Audit and Accounting Guide, State and Local Governments* and supplements the *Government Auditing Standards* of the United States GAO. These requirements facilitate preparation of financial statements that conform to GAAP established by the FASB.

Module 4, Auditing

Module 4 would align with current auditing standards. Proposed Module 4 would include the following changes. Updates would be made to accounting codes and accounting guidance, and previous guidance would be clarified. The proposed module would establish auditing requirements for Texas public school districts and charter schools and include current requirements from TEC, §44.008, as well as Code of Federal Regulations, Title 2, Part 200, Subpart F, Audit Requirements, that implement the federal Single Audit Act. The proposed module would also include current auditing guidance that complements the *AICPA Audit and Accounting Guide, State and Local Governments* and supplements the *Government Auditing Standards* of the United States GAO. These requirements facilitate preparation of financial statements that conform to GAAP established by the GASB.

Module 5, Purchasing

Module 5 would align with current purchasing laws and standards. Proposed Module 5 would include the following changes. Updates would be made to purchasing guidance that has changed from previous legislation. Purchasing rules that needed additional explanation would be clarified. School districts and charter schools would be required to establish procurement policies and procedures that align with their unique operating environment and ensure compliance with relevant statutes and policies.

Module 6, Compensatory Education, Guidelines, Financial Treatment, and an Auditing and Reporting System

Module 6, which provides information to assist school districts and charter schools with using the state compensatory education allotment, would be deleted because House Bill 2, 89th Texas Legislature, Regular Session, 2025, repealed TEC, §48.104(j-1) and (k)-(o), which set requirements for using the allotment.

Staff Member Responsible:

David Marx, Senior Director, Financial Compliance

Attachment:

Text of Proposed Amendment to 19 TAC Chapter 109, Budgeting, Accounting, and Auditing, Subchapter C, Adoptions By Reference, §109.41, Financial Accountability System Resource Guide

ATTACHMENT
Text of Proposed Amendment to 19 TAC

Chapter 109. Budgeting, Accounting, and Auditing

Subchapter C. Adoptions By Reference

§109.41. Financial Accountability System Resource Guide.

The rules for financial accounting are described in the official Texas Education Agency (TEA) publication Financial Accountability System Resource Guide, Version 20 [~~19~~] , which is adopted by this reference as the agency's official rule. A copy is available on the TEA website with information related to financial compliance.

**Approval of Costs to Administer the 2025–2026 State-Developed Assessments
to Private School Students**

November 21, 2025

**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 2025–2026 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.

PREVIOUS BOARD ACTION: On November 21, 2024, the SBOE approved the costs of administering STAAR and TELPAS assessments to private school students for the 2024–2025 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 2024–2025 school year, participation in these voluntary assessments for grades 3 through 12 involved 22 private schools and 6,549 students. Attachment I lists participating private schools from the spring 2025 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 2025–2026 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 2024–2025 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.

FISCAL IMPACT: The figures provided in Attachment II cover the costs of developing and administering STAAR and TELPAS assessments. There are no additional fiscal implications.

PUBLIC BENEFIT AND COST TO PERSONS: Both the public and students will benefit from the approval of these private school testing costs. Private schools can administer state-developed tests and use test results for program planning and as a guide for individual student remediation. Public schools will benefit in that students entering public-school systems from private schools may have test scores available on the same instruments for which public schools are held accountable.

DATA AND REPORTING IMPACT: Private schools choosing to administer the statewide tests must agree to follow standard procedures for test administration, maintain security and confidentiality, and report to the commissioner their test results and other information outlined in TEC, §39.053(c) and §39.301(c).

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 2025–2026 school year as listed in Attachment II.

Staff Member Responsible:

Julie Cole, Director of Policy and Publications, Student Assessment

Attachment I:

Private School Participation List for Spring 2025 Administrations

Attachment II:

Recommended Private School Costs for the 2025–2026 School Year

**Private School Participation List
Spring 2025 Administrations**

District ID	Campus Name	STAAR Grades 3–8	STAAR End-of-Course	TELPAS	Grand Total
246602	Community Montessori School	0	11	0	11
991101	CYE Christ Academy	2	2	0	4
101604	Darul Arqam North	327	78	0	405
079150	Everest Academy	587	56	0	643
043602	Good Tree Academy	331	89	0	420
101614	Houston Quran Academy	369	95	0	464
991102	Houston Quran Academy Spring	312	35	0	347
057607	IANT Quranic Academy	310	58	0	368
101607	Iman Academy Southeast	607	74	0	681
101299	Iman Academy Southwest	346	93	0	439
057606	Islamic School of Irving	1,005	287	0	1,292
000101	Madrassat Al Nur	13	6	0	19
057199	Momentous School	197	0	0	197
991103	Mumineen Academy	71	0	0	71
079602	New Millennium Montessori School	46	0	0	46
991104	Pioneer Trail	2	0	0	2
057613	Qalam Collegiate Academy	421	100	0	521
101620	Quba Academy	140	0	0	140
001227	Renaissance Academy	341	55	0	396
003130	St. Cyprian's Episcopal School	70	2	0	72
019601	St. James Day School	0	4	0	4
166601	St. Paul Lutheran School	0	7	0	7
Totals	22	5,497	1,052	0	6,549

Recommended Private School Costs for the 2025–2026 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*	3,690,349	\$41,525,878.38	\$11.25	\$11.25
	Mathematics*	2,851,199	\$18,122,485.78	\$6.36	\$6.36
	Science*	1,281,996	\$10,334,602.98	\$8.06	\$8.06
	Social Studies	848,723	\$6,970,212.57	\$8.21	\$8.21
TELPAS	Kindergarten–Grade 12	1,233,021	\$17,711,507.24	\$14.36	\$14.36

*Includes English and Spanish versions for grades 3–5.

COMMITTEE ON SCHOOL INITIATIVES

Review of Adoption of Proposed Amendments to 19 TAC Chapter 229, Accountability System for Educator Preparation Programs, Subchapter A, Accountability System for Education Preparation Program Procedures, Subchapter B, Accountability System for Educator Preparation Accreditation Statuses, Subchapter C, Accreditation Sanctions, and Subchapter F, Required Fees

November 21, 2025

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, Subchapter A, Accountability System for Education Preparation Program Procedures, Subchapter B, Accountability System for Educator Preparation Accreditation Statuses, Subchapter C, Accreditation Sanctions, and Subchapter F, Required Fees. Chapter 229 establishes the performance standards and procedures for educator preparation program (EPP) accountability. The proposed amendments would provide for adjustments to the Accountability System for Educator Preparation (ASEP) Manual; would clarify and streamline language and definitions; would provide an updated approach for the implementation of the student growth indicator; would provide additional flexibility for small programs; would clarify closure procedures; and would include technical updates.

STATUTORY AUTHORITY: The statutory authority for the SBOE to review rules that the SBEC proposes to adopt is Texas Education Code (TEC), [§21.042](#). The statutory authority for 19 TAC Chapter 229 is 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, §21.042, requires the SBEC to submit a written copy of each rule it proposes to adopt to the SBOE for review. The SBOE may reject a 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 proposed by the SBEC.

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), require SBEC to provide EPPs with data, as determined in coordination with stakeholders, based on information reported through 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), require 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 educator programs in this state available to the public through the SBEC's Internet website.

The full text of statutory citations can be found in the links above.

BACKGROUND INFORMATION AND JUSTIFICATION: EPPs are entrusted to prepare educators for success in the classroom. The 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. The 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.

The following is a description of the proposed amendments to 19 TAC Chapter 229 included in Attachment I. The updated ASEP Manual (Figure: 19 TAC §229.1(c)) is included in Attachment II.

Subchapter A. Accountability System for Educator Preparation Program Procedures

§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 to do the following:

Updates to the title page would reflect the updated table of contents.

Updates to the table of contents would provide consistent descriptive language for the Principal Survey and Teacher Survey throughout the manual.

Updates to Chapter 2 would add process language and a diagram explaining the modified small group aggregation procedure described in proposed new 19 TAC §229.4(c)(6) and simplify references to demographic categories to refer to the definitions in the rule chapter.

Updates to Chapter 3 would clarify the contents of the chapter, remove expired language, and add language to specify the inclusion of Texas Assessment of Sign Communication (TASC 072) and the Texas Assessment of Sign Communication – American Sign Language (TASC-ASL 073) in the

calculations for certification category evaluation, along with clarifying the evaluation procedure. Updates would also remove repetitive language and streamline the methodological language. The worked examples would be updated to remove repetitive language, point to the methods described elsewhere in the chapter, include broader examples of included tests, and match the description with the example.

Updates to Chapter 4 would streamline and remove repetitive information, add the enhanced standard certificate to the certificate list, more clearly align with practice and provide additional transparency for what individuals are included in the population, clarify the use of the certificate effective date when identifying individuals, and clarify the practice for when teachers are at multiple campuses. Updates to the worked example would add a step to further describe current practice, remove repetitive language, and correct a number to match the description with the example.

Updates to Chapter 5 would modify the individuals included section to align with practice and provide additional transparency to the field about the time span of data used, add a reference to existing definitions, and add the enhanced standard certificate to the list of certificates. Updates to the scoring approach section would provide additional clarity on the process when there are multiple subject areas for one teacher, better describe the individual standard aligned with the measurement definition of STAAR annual growth points, and correct for grammar and usage. Updates to the worked example would remove repetitive language.

Updates to Chapter 6 would add the residency experience as an evaluated field experience, clarify that, beginning in the 2025-2026 academic year, individuals completing clinical teaching would be identified using the clinical experience record, and add the enhanced standard certificate to the list of certificates. Updates would also point to existing definitions, add specificity to the observation frequency requirements used as the standard for the 2024-2025 academic year, generalize the reference to 19 TAC Chapter 228, Requirements for Educator Preparation Programs, Subchapter F, Support for Candidates During Required Clinical Experiences, to simplify future rulemaking, and use the language of reporting year. Updates would also move the description of the scoring approach from the worked example to the main section of the chapter without modifying the process and would align language about the small group aggregation throughout the manual. Updates to the worked example would remove repetitive language.

Updates to Chapter 7 would align the approach of providing the alternative name of the survey with the approach in Chapter 4, add the enhanced standard certificate to the certificate list, provide more aligned descriptions of practice and provide additional transparency for what individuals are included in the sample, clarify the use of the certificate effective date when identifying individuals, and clarify the practice for when teachers are at multiple campuses. Updates to the worked example would add a step to further describe current practice and remove repetitive language.

Updates to Chapter 8 would remove the EPP commendations. Commendations would be introduced in 19 TAC Chapter 228 related to the Continuing Approval Review. This provides clarity by removing potentially conflicting language.

Updates to Chapter 9 would modify the examples to data for Indicator 3, since it would no longer be report only. This would provide clarity to the field. The updates would also align language with the definitions section of 19 TAC Chapter 229.

Update to Commendations

The proposed amendment to §229.1(d) would remove the language related to commendations. Commendations would be introduced in 19 TAC Chapter 228 related to the Continuing Approval Review. This update would provide clarity by removing potentially conflicting language.

§229.2. Definitions.

The proposed amendment to §229.2(2), (3), (20)-(23), and (28) would remove definitions of terms not included in the chapter. The remaining definitions would be renumbered accordingly.

The proposed amendment to §229.2(7) “Clinical experience” would provide a new definition that aligns with the definition in 19 TAC Chapter 228.

The proposed amendment to §229.2(23) “Reporting Year” would include a definition for the term of September 1 – August 31.

The proposed amendment to §229.2(24) “Residency” would provide a new definition to align with the definition in 19 TAC Chapter 228.

Subchapter B. Accountability System for Educator Preparation Accreditation Statuses

§229.4. Determination of Accreditation Status.

The proposed amendment to §229.4(a)(3) would provide a timeline for the introduction of the performance standard. The amendment would allow for the 2024-2025 and 2025-2026 academic years to have a standard of 60%, the 2026-2027 academic year to have a standard of 65%, and the 2027-2028 academic year to have a standard of 70%. This rolled-in standard was recommended by EPP stakeholders to allow programs the opportunity to adjust to the implementation of the new standard and make programmatic improvements.

The proposed amendment to §229.4(a)(4) would add residencies to the list of evaluated field experiences in the observation indicator. This would include these similar experiences and ensure that they are included in the accountability system.

The proposed amendment to §229.4(a)(4)(i) would remove the specific reference to 19 TAC Chapter 228, Subchapter F, because the organization of 19 TAC Chapter 228 by subchapter was not in effect August 31, 2024. This would provide clarity to the field about which observation requirements are actionable for which evaluation year.

Proposed new §229.4(b)(2)(B) would provide an accreditation status of Accredited – Not Rated in any years when an EPP does not generate enough data for the recommendation of a status by the ASEP Index system. In cases where this status is assigned immediately following a year where the EPP had a status of Accredited – Probation, any associated sanctions would continue and the count of years on Accredited – Probation would not be reset. This would ensure alignment with statutory requirements.

The proposed amendment to §229.4(b)(5)(F) would provide clarification of the two-year revocation period. This is responsive to questions from the field.

The proposed amendment to §229.4(b)(5)(G) would require EPPs subject to closure due to revocation to submit a letter to TEA within 14 days after the revocation, identifying a closure date aligned with 19 TAC §228.21(a)(1). If the EPP fails to provide the letter, the closure date would be the last day of the current academic year. This would provide clarity to candidates about closure procedures and time frames.

Proposed new §229.4(b)(5)(H) would further provide specific alignment with closure procedures in 19 TAC Chapter 228. This amendment would provide a definitive closure date and fully cease preparation

activities at the revoked EPP. EPPs closed as such would be able to reapply as specified, providing additional clarity for candidates and EPPs about revocation under ASEP.

The proposed amendment to §229.4(c)(5) would remove language about the process when there is no data for measurement. This case would be handled under proposed new §229.4(b)(2)(B). The updated language would allow for an alternative evaluation under the small group aggregation procedure. If the aggregated group fails to meet the standard, the current year group would also be evaluated against the standard. If the current year group met the standard, then the count of consecutive years would not advance, for the purposes of the ASEP index or the count of years of failing to meet the standard for a certification class or category. This would provide flexibility for small programs or certificate categories. This was recommended by stakeholders to provide additional time for small improving programs to continue their improvement without additional negative impacts on their index scores or certification category offerings.

Subchapter C. Accreditation Sanctions

§229.5. Accreditation Sanctions and Procedures.

The proposed amendment to §229.5(c) would remove the alternative closure procedure. This would allow for the language in proposed new subsection (c)(3) and (4) to be salient. Without removal this would be conflicting language in the rule.

Proposed new §229.5(c)(3) would align the closure procedures for an individual certification class or category with the closure procedures for the entire program and the closure procedures offered in 19 TAC Chapter 228. This amendment would allow EPPs subject to closure of a certification class or category to submit a letter identifying a closure date within a specific timeframe, aligned with the procedure in §228.21(a)(1). If the EPP were to fail to provide such a letter a default closure date of the last day of the current academic year would be specified. This would provide clarity to candidates about closure procedures and time frames.

Proposed new §229.5(c)(4) would further provide specific alignment with closure procedures in 19 TAC Chapter 228 with the closure of a certification class or category. Current rule allows for EPPs revoked under §229.5(c) to continue to teach out candidates indefinitely, misaligned with voluntary closure procedures in 19 TAC Chapter 228 that contain a specific end date. This amendment would provide a definitive closure date for the certification class or category and fully cease preparation activities for that certificate. Certificates closed as such would be able to be re-added as specified in 19 TAC Chapter 228. This would align the closure procedures and provide clarity for candidates and EPPs about certificate class or category revocation.

Subchapter F. Required Fees

§229.9. Fees for Educator Preparation Program Approval and Accountability.

The proposed amendment to §229.9(6) would add applications for the residency route to the existing fee schedule.

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 rules would be in effect, enforcing or administering the rule does not have foreseeable implications relating to cost or revenues of the state or local governments. 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 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 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, 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 that for the first five years the proposal is in effect, the public benefit anticipated would be aligning the rules with statute and reflecting current procedures. 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 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. The 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 amendments to 19 TAC Chapter 229, Accountability System for Educator Preparation Programs, Subchapter A, Accountability System for Education Preparation Program Procedures, Subchapter B, Accountability System for Educator Preparation Accreditation Statuses, Subchapter C, Accreditation Sanctions, and Subchapter F, Required Fees.

Staff Members Responsible:

Jeremy Landa, Director, EDRS-EPCE

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, Subchapter A, Accountability System for Education Preparation Program Procedures, Subchapter B, Accountability System for Educator Preparation Accreditation Statuses, Subchapter C, Accreditation Sanctions, and Subchapter F, Required Fees

Attachment II:

Text of Proposed 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(e)]

- ~~[(d) An accredited EPP that is not under an active SBEC order or otherwise sanctioned by the SBEC may receive commendations for success as prescribed in the figure in subsection (c) of this section. Commendations will not be awarded for the 2023-2024 reporting year.]~~

§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@.]~~
- (2) ~~[(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.
- (3) ~~[(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.
- (4) ~~[(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.
- (5) ~~[(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).
- (6) ~~[(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.

- (7) Clinical experience--An assignment, as described in §228.2 of this title (relating to Definitions).
- (8) ~~(9)~~ Clinical teaching--An assignment, as described in §228.2 of this title (relating to Definitions).
- (9) ~~(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.
- (10) ~~(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).
- (11) ~~(12)~~ Content Pedagogy Test--Examination listed in the column labeled "Required Content Pedagogy Test(s)" in Figure 19 TAC §230.21(e).
- (12) ~~(13)~~ Cooperating teacher--An individual, as described in §228.2 of this title (relating to Definitions), who supports a candidate during a candidate's clinical teaching experience.
- (13) ~~(14)~~ Demographic group--Male and female, as to gender; and African American, Hispanic, White, and Other, as to race and ethnicity.
- (14) ~~(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.
- (15) ~~(16)~~ Educator preparation program data--Data reported to meet requirements under the Texas Education Code, §21.045(b) and §21.0452.
- (16) ~~(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.
- (17) ~~(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.
- (18) ~~(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.]~~
- (19) ~~(24)~~ Internship--An assignment, as described in §228.2 of this title (relating to Definitions).
- (20) ~~(25)~~ Mentor--An individual, as described in §228.2 of this title (relating to Definitions), who supports a candidate during a candidate's internship experience.
- (21) ~~(26)~~ Pedagogy Test--Examination listed in the column labeled "Pedagogical Requirement(s)" in Figure: 19 TAC §230.21(e).
- (22) ~~(27)~~ Practicum--An assignment, as described in §228.2 of this title (relating to Definitions).
- ~~(28) SAT®--The college entrance examination from the College Board.]~~
- (23) Reporting Year--September 1 through August 31.

- (24) Residency--A supervised educator assignment, as described in §228.2 of this title (relating to Definitions).
- (25) ~~[(29)]~~ Site supervisor--An individual, as described in §228.2 of this title (relating to Definitions), who supports a candidate during a candidate's practicum experience.
- (26) ~~[(30)]~~ 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.

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 pedagogy tests, the performance standard shall be a pass rate of 85%.
 - (C) 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, 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. For the 2024-2025 and 2025-2026 academic years, the performance standard shall be 60% of beginning teachers from the EPP reaching the individual performance threshold. For the 2026-2027 academic year, the performance standard shall be 65% of beginning teachers from the EPP reaching the individual performance threshold. Beginning in the 2027-2028 academic year, the [The] performance standard shall be 70% of beginning teachers from the EPP reaching the individual performance threshold [For the 2023-2024 academic year, this performance standard will be a reporting year only and will not be used to determine accreditation status];
 - (4) the results of data collections establishing EPP compliance with SBEC requirements regarding the frequency, duration, and quality of field supervision to candidates completing clinical teaching, residency, 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 for 95% of the EPP's candidates. EPPs that 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, Requirements for Educator Preparation Programs, [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 teachers administered at the end of the first year of teaching as a teacher of record. 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.
 - (A) 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.
 - (B) An EPP shall be assigned Accredited-Not Rated status 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.
 - (i) Any sanction assigned as a result of an Accredited-Warned or Accredited-Probation status in the prior year shall continue unless the SBEC modifies the sanction as deemed necessary based on subsequent performance.
 - (ii) If the EPP is assigned a status of Accredited-Not Rated this shall not break a count of consecutively measured years for the purpose of paragraph (5)(A) of this subsection.
 - (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 from the closure date , 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 shall submit a letter as described in §228.21(a)(1) of this title (relating to Program Consolidation or Closure) no later than 14 days after the revocation identifying a closure date. If a letter is not submitted within 14 days after the revocation, the closure date shall be the last day of the current academic year [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] .
 - (H) Upon revocation of EPP approval, the EPP shall adhere to the requirements for program closure contained in §228.21 of this title.
- (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 subsection (c)(3) or (4) of this section results in an evaluation against the standard and the evaluated cumulated group does not meet the performance standard, the current year candidate group is separately evaluated against the performance standard. If the current year candidate group meets the performance standard, then the failure does not count as an additional consecutively measured year for the purposes of the ASEP Index as described in Figure: 19 TAC §229.1(c) of this title or for §229.5(c) of this title (relating to Accreditation Sanctions and Procedures). If the current year candidate group does not meet the performance standard, then the failure does count as an additional consecutively measured year for the purposes of the ASEP Index and for §229.5(c) of this title.
- ~~[(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) Upon revocation of certification class or category, the EPP shall submit a letter as described in §228.21(a)(1) of this title (relating to Program Consolidation or Closure) no later than 14 days after the revocation identifying a closure date. If a letter is not submitted within 14 days after the revocation, the closure date shall be the last day of the current academic year.~~
 - ~~[(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.]~~
 - ~~(4) Upon revocation of the approval to offer the certification class or category, the EPP shall adhere to the requirements for program closure contained in §228.21 of this title.~~

- (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-Warning, 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 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 of this title (relating to Continuing Educator Preparation Program Approval)--\$4,500.
- (3) Discretionary continuing approval review visit pursuant to §228.13 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, residency, 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

Contents

Chapter

Chapter 1 – Accountability Overview

Chapter 2 – Methodological Considerations

Chapter 3 – Certification Exam Pass Rate

Chapter 4 – Appraisal of First-year Teachers by Administrators (Principal Survey)

Chapter 5 – Improvement in Student Achievement of Students Taught by Beginning Teachers

Chapter 6 – Frequency, Duration, and Quality of Field Supervision

Chapter 7 – Evaluation of Educator Preparation Programs by Teachers (Teacher Survey)

[Chapter 8 – Educator Preparation Program Commendations]

Chapter 8 [Chapter 9] – Determination of ASEP Index Score

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 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)
- 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)

These indicators are further explained in the following chapters, including the performance standards and methods for calculations.

Chapter 2 – Methodological Considerations

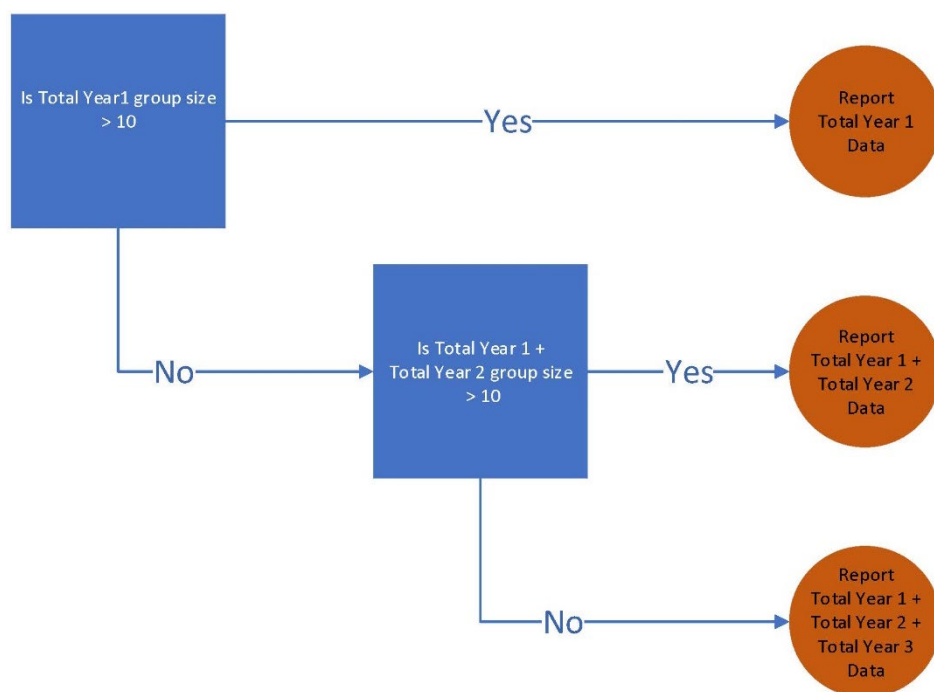
This ASEP chapter discusses methodological and reporting considerations that are relevant to ASEP accountability indicators.

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.

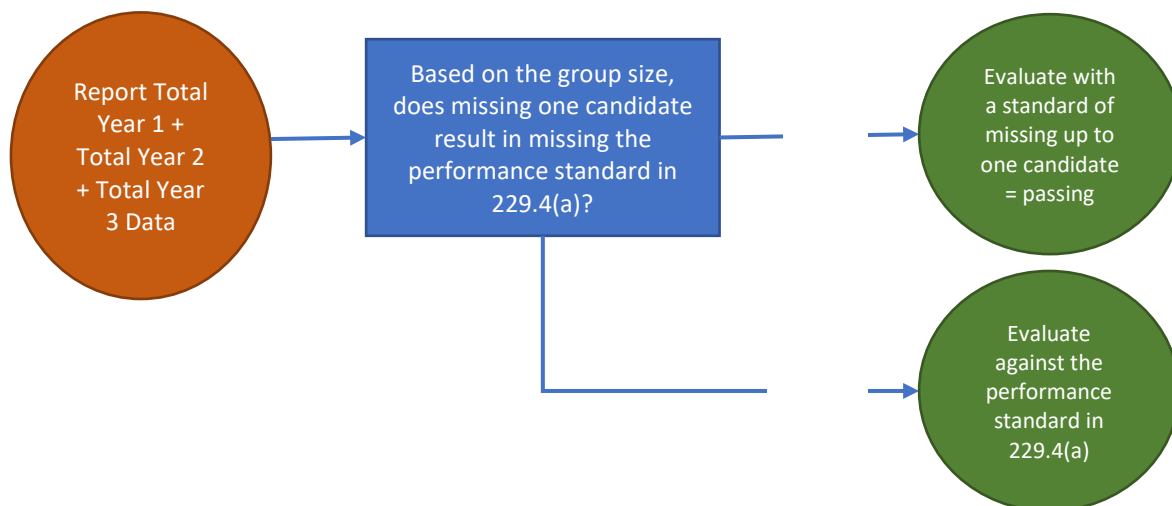
Illustration 1: Overview of Small Group Aggregation Procedure



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.

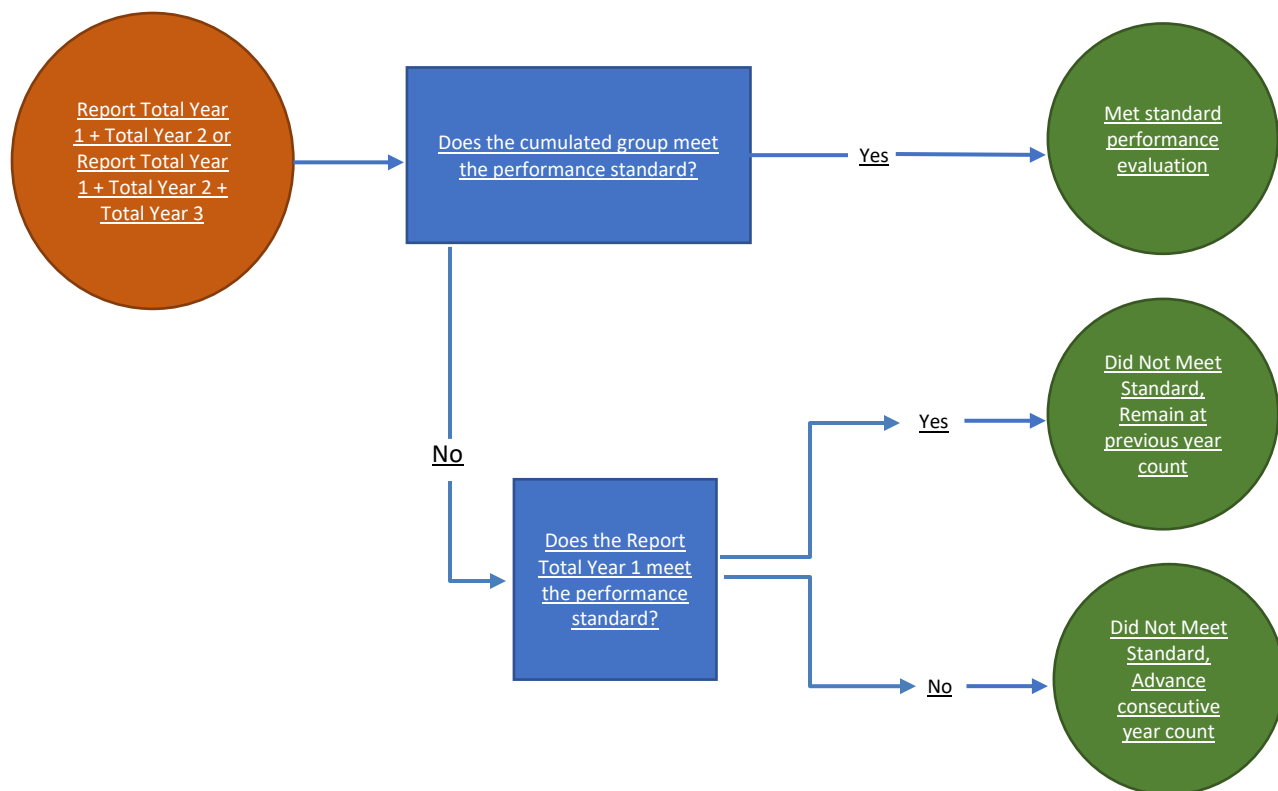
Per 19 TAC §229.4(c)(4), if the three-year cumulated group is fewer than 10 individuals, the group is measured against the more favorable outcome of the performance standard in the current year as contained in 19 TAC §229.4(a) or an alternative performance standard of up to one candidate failing to meet the requirement, whichever is more favorable.

Illustration 2: Alternative Evaluation of Three-year Cumulative Group Procedure



Per 19 TAC §229.4(c)(5), if a two- or three-year cumulated group does not meet the performance standard, then the current year group is separately evaluated against the performance standard. If the current year group meets the standard, then the evaluation does not count as an additionally consecutively measured year.

Illustration 3: Alternative Evaluation of Multi-Year Cumulative Group Procedure



Demographic Group Conventions

As prescribed by 19 TAC §229.4(a), ASEP accountability indicators are to be reported with disaggregation by demographic group. ~~[in respect to gender, race, and ethnicity.]~~ For these categories, TEA uses the demographic groups [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. This chapter also presents a worked example for a calculation of the percent of individuals passing content pedagogy tests within a certification category, as it relates to 19 TAC §229.5(c).

Individuals Included

All individuals who are approved by an EPP to register for an examination 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.

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), the Texas Assessment of Sign Communication (TASC 072), and the Texas Assessment of Sign Communication – American Sign Language (TASC-ASL 073) 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, 072, or 073 identify the category the candidate is pursuing certification that requires 293, ~~or~~ 164, 072, or 073. 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, 072, or 073 cannot be associated with a certification category that requires the 293, ~~or~~ 164, 072, or 073, 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 for ASEP Accountability Indicator 1b ~~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 use the existing rules for defining the population and counted tests, as noted in the individuals and assessments included sections above ~~[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 the population based on the Individuals Included section above [~~all individuals admitted to the EPP after December 26, 2016~~].

Step 2: Identify a list of pedagogy ~~[which]~~ tests to include in calculations as described in the assessments included section above [~~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~~].

Step 3: Retrieve pedagogy test results for individuals [~~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 individual [~~candidate~~] in each category at each EPP.

Step 5: Identify which test scores to include in calculations, as defined by the calculation section above. [~~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
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

Name	Test Attempt	Test Number/ Name	Test Result
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	F
Jermaine	1	<u>2021 K-12 Performing Arts [160: PPR EC-12]</u>	P
Lawrence	1	160 PPR EC-12	F
Mel	1	160 PPR EC-12	F
Nancy	1	160 PPR EC-12	F
Oscar	1	<u>2003 Secondary English-Language Arts (edTPA)</u> <u>[160 PPR EC-12]</u>	F
Oscar	2	<u>2003 Secondary English-Language Arts (edTPA)</u> <u>[160 PPR EC-12]</u>	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)	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.

Step 6: As necessary, perform the small group aggregation, as described in the small group aggregation Chapter 3 section above. [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 procedures.

Step 7: Calculate the pass rate using the procedures described in the calculation section for ASEP Accountability Indicator 1a above ~~[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

$$\begin{aligned} &= \frac{\text{Number of tests passed on first or second attempt}}{\text{Number of tests passed on first or second attempt or failed on second attempt}} \times 100 \\ &= \\ &\quad \frac{9}{11} \times 100 = \\ &\quad 0.81818 \times 100 = \\ &\quad 82\% \end{aligned}$$

Example Calculation: Percent of Individuals Passing Content Pedagogy Tests (ASEP Accountability Indicator 1b)

Step 1: Using the test approval list in ECOS, identify the population based on the Individuals Included section above ~~[all individuals admitted to the EPP after December 26, 2016].~~

Step 2: Identify a list of content pedagogy ~~[which]~~ tests to include in calculations as described in the assessments included section above. ~~[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.]~~

Step 3: Retrieve pedagogy test results for individuals ~~[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 individual ~~[candidate]~~ in each category at each EPP.

Step 5: Identify which test scores to include in calculations, as defined by the calculation section above. ~~[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 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	P
Imogen	1	232 Social Studies 7-12	F
Imogen	2	232 Social Studies 7-12	F
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

Name	Test Attempt	Test Number/ Name	Test Result
Patrice	1	391 Core Subjects EC-6	F
Patrice	2	391 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 Roberto are combined across 291 and 391. 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.

Step 6: As necessary, perform the small group aggregation, as described in the small group aggregation Chapter 3 section above. ~~[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 procedures.

Step 7: Calculate the pass rate using the procedures described in the calculation section for ASEP Accountability Indicator 1b above ~~[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

$$\begin{aligned}
 &= \frac{\text{Number of tests passed}}{\text{Number of tests completed}} \times 100 \\
 &= \\
 &\frac{14}{19} \times 100 = \\
 &0.736 \times 100 = \\
 &73.6\%, \text{ which rounds to } 74\%
 \end{aligned}$$

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 the population based on the Individuals Included section above ~~[all individuals admitted to the EPP after December 26, 2016]~~.

Step 2: Identify a list of [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), the Texas Assessment for Sign Communication (TASC), or the Texas Assessment for Sign Communication – American Sign Language (TASC-ASL), content pedagogy tests recommended by the EPP are included. For certificate categories that require STR, ~~[or]~~ BIL, TASC, or TASC-ASL 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 individuals ~~[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 individual ~~[candidates]~~ in each field at each EPP.

Step 5: Identify which test scores to include in calculations, as defined by the calculation section above. ~~[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 Core Subjects EC-6	Core Subjects with STR: EC-6	F
Andrea	2	391 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

Name	Test Attempt	Test Number / Name	Cert Category Pursued by Candidate	Test Result
Betty	1	391 Core Subjects EC-6	Core Subjects with STR: EC-6	P
Carlos	1	391 Core Subjects EC-6	Core Subjects with STR: EC-6	P
Dana	1	391 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 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 Core Subjects EC-6	Core Subjects with STR: EC-6	F
Faye	2	391 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 Core Subjects EC-6	Core Subjects with STR: EC-6	P
Hector	1	391 Core Subjects EC-6	Core Subjects with STR: EC-6	P
Imogen	1	391 Core Subjects EC-6	Core Subjects with STR: EC-6	F
Imogen	2	391 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 Core Subjects EC-6	Core Subjects with STR: EC-6	F
Josefina	2	391 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 Core Subjects EC-6	Core Subjects with STR: EC-6	P
Lance	1	391 Core Subjects EC-6	Core Subjects with STR: EC-6	P
Manuel	1	391 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 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 Core Subjects EC-6	Core Subjects with STR: EC-6	F
Olga	2	391 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 Core Subjects EC-6	Core Subjects with STR: EC-6	P
Quentin	1	391 Core Subjects EC-6	Core Subjects with STR: EC-6	P
Ramon	1	391 Core Subjects EC-6	Core Subjects with STR: EC-6	F
Ramon	2	391 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 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, as described in the small group aggregation Chapter 3 section above. ~~[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 procedures.

Step 7: Calculate the pass rate for each exam using the same procedures described in the calculation section for ASEP Accountability Indicator 1b above. ~~Do this for each separate exam category [by dividing the number of examinations passed on their first or second attempt (391: 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: 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

$$\frac{11}{11} \times 100 =$$

$$1 \times 100 =$$

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. 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 from ECOS and employment data from the Public Education Information Management System (PEIMS) data. This roster is loaded into ECOS and district-level human resources staff perform roster verification in alignment with the Individuals Included section below.~~[, 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, 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 at the campus for five or more months of the academic year ~~[employed as a teacher of record as of the start of the survey]~~. 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]~~ last six years including [to] the current 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 are included. See 19 TAC §229.2~~[(19)]~~ for the definition of a first-year teacher. Only teachers whose effective date of [on] their first enhanced standard, standard, intern, or probationary certificates is active as of the PEIMS fall snapshot date for the academic year are included. Individuals must be reported in the PEIMS fall snapshot to be counted as employed in any year. Any individuals who began their teaching employment in the prior academic year, after the PEIMS fall snapshot, will appear as employed for the first time in the current year because they were not reported as employed in the previous year. ~~[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.

Some first-year teachers are placed at multiple campuses. When this occurs, all principals receive a request for a survey to be completed. When multiple surveys are returned, each one is scored and the survey with the highest average score is retained for the evaluation. All other scored surveys are excluded.

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 (ASEP Accountability Indicator 2)

Step 1: Retrieve principal survey data in ECOS.

Step 2: Confirm teacher included meets the rules described in the Individuals Included section above.

Step 3 [2]: Average the item scores in each subsection.

Step 4 [3]: Average the subsection values.

Step 5 [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		
<i>Number of Questions</i>	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

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		
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.

The score for Jessie is considered meeting standard because 1.98[7] rounds to 2 (see Chapter 2).

Step 5: As necessary, perform the small group aggregation, as described in the small group aggregation section above. ~~[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 procedures.

Step 6: Calculate the number of surveys which met the criteria for being designated as sufficiently-prepared or well-prepared for each exam and the number of surveys in total using the same procedures described in the calculation section above ~~[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 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. Once values are determined for the beginning teachers, the value for the EPP is calculated and compared to the performance standard.

Individuals Included

All beginning [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 last six [five] years including [prior to] their first year employed as a certified teacher of record are eligible for inclusion. Beginning [Beginner] teachers are defined in 19 TAC §229.2 [as teachers of record with fewer than three years of experience as a certified classroom teacher]. These teachers are verified through the Public Education Information Management System (PEIMS). Certified teacher of record is identified as a teacher whose effective date for their enhanced standard, standard, intern, and probationary certificate is active in their first-year of teaching. Teachers are included in the data for up to two additional years after their first certified teacher of record year [their on standard, intern, and probationary certificates are included]. Teachers who are teaching under an emergency permit who have never held an enhanced standard, 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 an active enhanced standard, [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 with teaching assignments that include Self-Contained, English Language Arts, and Mathematics in the Class Roster data who taught students with STAAR Annual Growth Points are included. Students' STAAR Annual Growth Points are associated with the corresponding teacher in the corresponding subject area. 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 for individual students, calculated as described in 19 TAC Figure: §97.1001(b). The STAAR Annual Growth Points indicate 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. Currently, STAAR results for grades 4–8, English II, and Algebra I end-of-course (EOC), are used. 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 level: Teacher level

The value for the individual teacher is generated by first taking the average of the students' STAAR Annual Growth Points for each STAAR subject area taught by that teacher and multiplied by 100. In cases where there are multiple subject areas for one teacher, we calculate ~~Next, we find~~ the average of all the subject-level progress measures associated with the teacher. Then, this ~~This~~ value is compared to a value of 50, which corresponds with the students maintaining their learning progress ~~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

Following the first level of evaluation, the value for the EPP is determined. First, we identify the number of teachers included in the population ~~sample~~ prepared by the EPP with an Annual Growth Point ~~annual growth point~~ score. Second, we count 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 associated with the EPP ~~in the sample~~ and multiply ~~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 beginning teachers ~~in their first three years serving as a teacher of record~~ who were prepared for certification by a Texas EPP, as described in the Individuals Included section above.

Step 2: Connect student rosters to STAAR assessment outcomes and teachers to student rosters, as described in the individuals and assessments included section above.

Step 3: Average the student Annual Growth Points measures for each unique combination of teacher and STAAR area, as described in the Individuals Included section above.

EPP Code (E)	Teacher (T)	Annual Growth Points (GSs)	Course (C)
123456	111	75	Math
123456	112	65	Math
123456	112	70	ELAR
123456	113	40	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 number of teachers with Annual Growth Points and the number of teachers with Annual Growth Points that met the individual standard and complete the EPP evaluation described in the calculation section above [~~Count the total number of teachers with growth scores associated with the EPP (38).~~

~~Step 7: Count the total number of 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, residency, 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, residency, 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, or 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. Beginning in the 2025-2026 academic year, individuals completing a clinical teaching appointment will be identified using the clinical experience record.

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, residency, or clinical teaching, due to extenuating circumstances or the issuance of a standard certificate prior to the conclusion of their internship, residency, 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 enhanced standard or 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 reporting year [~~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's name, candidate's TEA ID, field supervisor's name, field supervisor's 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, residency, or clinical teaching appointment in the reporting year who had the minimum number of required observations (as specified in 19 TAC §228.35(g) effective 8/31/2024) by the number of individuals who completed an internship, residency, 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 specified in Chapter 228, Subchapter F 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.

Scoring Approach:

Individuals 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, 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.

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. Per 19 TAC §229.4(c), the small group aggregation procedure as described in ASEP Manual Chapter 2 is conducted for ASEP Accountability Indicator 4b. Only data from years in which ASEP Accountability Indicator 4b 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 Examples

Example Calculation: Frequency and Duration of [Internship and Clinical Teaching] Field Observations (ASEP Accountability Indicator 4a)

Step 1: Identify a list of all individuals completing an internship between September 1 and August 31 of the reporting year, as described in the Individuals Included ASEP Accountability Indicator 4a above. ~~[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 a list of all individuals who completed clinical teaching between September 1 and August 31 of the reporting year, as described in the Individuals Included ASEP Accountability Indicator 4a above. ~~[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 and connected to individuals on the list found in Step 3 ~~[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 Chapter 228, Subchapter F as described in the Calculation section ~~[\$228.35(g) effective 8/31/2024.]~~ for each individual [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

Name	Certificate / Assignment Type	Observation Duration
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
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

Name	Certificate / Assignment Type	Observation Duration
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
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 in blue, above, are not counted because these observations were less than the requirement in 19 TAC §228.35(g) effective 8/31/2024.

Step 6: Count the number of individuals on list 3 and the number of individuals who met the minimum requirement of observations required as described in the calculation section can complete the calculation [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: Identify a list of [Access] the Exit Survey results completed by candidates between September 1 and August 31 of the academic year who meet the criteria in the Individuals Included ASEP Accountability Indicator 4b section above [These results are recorded without personally identifiable information].

Step 2: Identify which candidate scores were within acceptable values for their field supervision rating, as described in the Scoring Approach section above. [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

Name	Total Points	Within Acceptable Values
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 individuals on list 1 and 2 to execute the calculation section above [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 (Teacher Survey)

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. This survey is referred to as the [teacher 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 of new teachers is determined using certification data from ECOS and employment data from 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.

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 first-year teachers of record currently enrolled in an EPP or who finished an EPP program within the last six [five] years including [to] the current 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 are included. See 19 TAC §229.2[~~(19)~~] for the definition of a first-year teacher. Only teachers whose effective date of [on] their first enhanced standard, standard, intern, or probationary certificates is active as of the PEIMS fall snapshot date for the academic year are included. Individuals must be reported in the PEIMS fall snapshot to be counted as employed in any year. Any individuals who began their teaching employment in the prior academic year, after the PEIMS fall snapshot, will appear as employed for the first time in the current year because they were not reported as employed in the previous year. [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 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: Teacher Survey (ASEP Accountability Indicator 5)

Step 1: Access teacher survey results from Qualtrics.

Step 2: Confirm teacher included meets the rules described in the Individuals Included section above.

Step 3 [2]: Average the item scores in each subsection.

Step 4 [3]: Average the subsection values.

Step 5 [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		
<i>Number of Questions</i>	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, as described in the small group aggregation section above. [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 procedures.

Step 6: Calculate the number of surveys which met the criteria for being designated as *sufficiently-prepared* or *well-prepared* for each exam and the number of surveys in total using the same procedures described in the calculation section above [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 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

<u>Dimension</u>	<u>High-Performing EPP Measures</u>	<u>Standard</u>
<u>Rigorous and Robust Preparation</u>	<u>First test pass rate</u>	<u>95% or greater</u>
	<u>First Test Pass rate in teacher shortage areas</u>	<u>95% or greater</u>
	<u>Principal Survey % of candidates Met Standard</u>	<u>95% or greater</u>
<u>Preparing the Educators Texas Needs</u>	<u>Preparing teachers in shortage areas</u>	<u>Top 5 EPPs</u>
	<u>Preparing Educators of Color</u>	<u>Top 5 EPPs</u>
	<u>Preparing Teachers for Rural Schools</u>	<u>Top 5 EPPs</u>
<u>Preparing Educators for Long-Term Success</u>	<u>Teacher Retention as a Texas public school teacher for 5 years</u>	<u>85% or greater</u>
	<u>Educator Retention as a Texas public school professional for 5 years</u>	<u>85% or greater</u>

Dimension	High-Performing EPP Measures	Standard
	<u>Principal Employment in Principal or Assistant Principal Role within 3 years</u>	<u>75% or greater</u>
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 8 [~~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 demographic group [~~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							
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							

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	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	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	2

The table below presents the demographic group weights.

Group	Weight
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)	Met (1)	Met (1)	Met (1)	Met (1)
2: Principal survey	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	<u>Met (1)</u> <u>[Report Only]</u>	<u>Met (1)</u> <u>[Report Only]</u>	<u>Small Group</u> <u>[Report Only]</u>	<u>Small Group</u> <u>[Report Only]</u>	<u>Met (1)</u> <u>[Report Only]</u>	<u>Small Group</u> <u>[Report Only]</u>	<u>Small Group</u> <u>[Report Only]</u>
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	Small Group	Small Group	Small Group	Small Group	Small Group
5: Teacher Survey	Met (1)	Met (1)	Met (1)	Small Group	Met (1)	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	2	2	2	2
2: Principal survey	6	1	0	1	0	1	1
3: Improvement in student achievement of students taught by beginning teachers	<u>18</u>	<u>3</u>			<u>3</u>		
4a: Frequency and duration of field observations	18	3	3	3	3	3	3
4b: Quality of field supervision	18						
5: Teacher Survey	12	2	2		2		2

Step 4: Sum all the cells to find the total points achieved (176 ~~[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	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	<u>Yes (1) [No (0)]</u>	<u>Yes (1) [No (0)]</u>	No (0)	No (0)	<u>Yes (1) [No (0)]</u>	No (0)	No (0)
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	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	6	1	1	1	1	1	1
3: Improvement in student achievement of students taught by beginning teachers	<u>18</u>	<u>3</u>			<u>3</u>		
4a: Frequency and duration of field observations	18	3	3	3	3	3	3
4b: Quality of field supervision	18						
5: Teacher Survey	12	2	2		2		2

Step 7: Sum all the cells to find the total points possible (182 ~~[158]~~).

Step 8: Divide the points achieved by the points possible. Multiply by 100. Round to the nearest whole number.

$$\frac{\text{Number of ASEP Points Earned}}{\text{Number of ASEP Points Possible}} =$$

$$\frac{176}{182} \times 100 =$$

$$[\frac{152}{158} \times 100 =]$$

96.70%, which rounds to 97%

[96.20%, which rounds to 96%]

Discussion of Ongoing State Board for Educator Certification Activities

November 20, 2025

COMMITTEE ON SCHOOL INITIATIVES: DISCUSSION STATE BOARD OF EDUCATION: NO ACTION

SUMMARY: This item provides the committee an opportunity to receive information 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 and §21.041 which 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. TEC, §21.042, requires the SBEC to submit a written copy of each rule it proposes to adopt to the State Board of Education (SBOE) for review.

STATUTORY AUTHORITY: 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 the SBEC's administrative functions and services.

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 SBEC 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 (SBOE) for review.

The full text of statutory citations can be found in the links above.

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 79th Texas Legislature enacted House Bill 1116, continuing the SBEC following sunset review. This legislation amended TEC, §21.035, to require 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 Texas Government Code, Chapter 2001. 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

Open-Enrollment Charter School Generation 31 Application Updates

November 20, 2025

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 31 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 link above.

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 31 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 that are within its jurisdiction. To that end, this item is for discussion of updates pertaining to the Generation 31 application.

Public information concerning open-enrollment charter schools is available at the division of Charter Schools – Subchapter D Charters page found on the Texas Education Agency's website (<https://tea.texas.gov/texas-schools/texas-schools-charter-schools/charter-school-applicants>). The Generation 31 applications and required attachments are also 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

**Public Hearing on the Curriculum and Materials for Parental Rights Training for
School District Trustees**

November 20, 2025

**COMMITTEE ON SCHOOL INITIATIVES: DISCUSSION
STATE BOARD OF EDUCATION: NO ACTION**

SUMMARY: A public hearing before the Committee on School Initiatives is scheduled for Thursday, November 20, 2025, in the Barbara Jordan Building, Room 2.013. Testimony will be presented in compliance with a requirement for school board trustees to complete training on the rights of a parent regarding the education of the parent's child. In accordance with SBOE operating procedures, oral testimony will be limited to two minutes per person.

STATUTORY AUTHORITY: Texas Education Code (TEC), [§11.159\(b-2\)](#), as added by Senate Bill (SB) 204, 89th Texas Legislature, Regular Session, 2025.

TEC, §11.159(b-2) requires the SBOE to require a trustee to complete training on the rights of a parent regarding the education of the parent's child. The SBOE, with assistance from the agency, must develop the curriculum and materials for the training.

The full text of statutory citations can be found in the link above.

FUTURE ACTION EXPECTED: Following the development of the training curriculum and materials, the board will approve the training curriculum and materials at a future meeting.

BACKGROUND INFORMATION AND JUSTIFICATION: This item is for the SBOE to receive public testimony on the curriculum and materials content of the parental rights training for school district trustees. In order to meet the April 1, 2026 statutory deadline, the training curriculum and materials will be submitted to the SBOE for review and final approval at a future meeting.

The SBOE has adopted continuing education requirements for school board members in 19 TAC Chapter 61, Subchapter A. A proposed amendment to 19 TAC §61.1 to add the parental rights training requirement will be presented to the board for consideration at a future meeting.

Staff Members Responsible:

Marian Schutte, Associate Commissioner, Authorizing and Policy
Christopher Lucas, Director, Research and Policy, Governance
Steve Lecholop, Deputy Commissioner, Governance

**Committee on School Initiatives Parental Rights Work Group and
Parental Rights Handbook Updates**

November 20, 2025

**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 progress of the Parental Rights Work Group and findings to date, including the discussion of the training course syllabus along with updates from agency staff on the development of the Parental Rights Handbook.

STATUTORY AUTHORITY: Texas Education Code (TEC), [§11.159\(b-2\)](#) and [§26.0025](#), as established by SB 204, 89th Texas Legislature, Regular Session, 2025.

TEC, §11.159(b-2) requires the SBOE to require a trustee to complete training on the rights of a parent regarding the education of the parent's child. The SBOE, with assistance from the agency, must develop the curriculum and materials for the training.

TEC 26.0025 requires the Texas Education Agency to create and maintain a handbook that explains all rights of a parent regarding the education of the parent's child, including a student's rights that the parent may enforce on the student's behalf.

The full text of statutory citations can be found in the links above.

FUTURE ACTION EXPECTED: Following the development of the training curriculum and materials, the board will approve the training curriculum and materials at a future meeting.

BACKGROUND INFORMATION AND JUSTIFICATION: This item permits the SBOE to discuss the curriculum and materials for the required parental rights training for school district trustees. In order to meet the April 1, 2026 statutory deadline, the training curriculum and materials will be submitted to the SBOE for review and final approval at a future meeting.

The SBOE has adopted continuing education requirements for school board members in 19 TAC Chapter 61, Subchapter A. A proposed amendment to 19 TAC §61.1 to add the parental rights training requirement will be presented to the board for consideration at a future meeting.

Staff Members Responsible:

Marian Schutte, Associate Commissioner, Authorizing and Policy
Christopher Lucas, Director, Research and Policy, Governance
Steve Lecholop, Deputy Commissioner, Governance

**Discussion of Proposed Amendments to 19 TAC Chapter 61, School Districts,
Subchapter A, Board of Trustees Relationship**

November 20, 2025

**COMMITTEE ON SCHOOL INITIATIVES: DISCUSSION
STATE BOARD OF EDUCATION: NO ACTION**

SUMMARY: This item provides an opportunity for the committee to discuss proposed amendments to 19 Texas Administrative Code (TAC) Chapter 61, School Districts, Subchapter A, Board of Trustees Relationship. The proposed amendments would reflect changes made by Senate Bill (SB) 204, 89th Texas Legislature, Regular Session, 2025, to the State Board of Education's (SBOE's) duty to provide training courses for independent school district trustees.

STATUTORY AUTHORITY: Texas Education Code (TEC), [§11.159\(b-2\)](#), as added by SB 204, 89th Texas Legislature, Regular Session, 2025.

TEC, §11.159(b-2), as added by SB 204, 89th Texas Legislature, Regular Session, 2025, requires the SBOE to require a trustee to complete training on the rights of a parent regarding the education of the parent's child. The SBOE, with assistance from the Texas Education Agency, must develop the curriculum and materials for the training.

The full text of statutory citation can be found in the link above.

FUTURE ACTION EXPECTED: The proposed amendments to 19 TAC Chapter 61, School Districts, Subchapter A, Board of Trustees Relationship, will be presented for first reading and filing authorization at a future SBOE meeting.

BACKGROUND INFORMATION AND JUSTIFICATION: TEC, §11.159, Member Training and Orientation, requires the SBOE to provide a training course for school board trustees. Chapter 61, School Districts, Subchapter A, Board of Trustees Relationship, 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 school safety.

At its September 2025 meeting, the Committee on School Initiatives discussed the required parental rights training for school board trustees. In order to meet the April 1, 2026 statutory deadline, the training curriculum and materials will be submitted to the SBOE for review and final approval at its January 2026 meeting.

Staff Members Responsible:

Steve Lecholop, Deputy Commissioner, Governance
Christopher Lucas, Director, Research, and Policy, Governance

[Attachment I:](#)

Text of SB 204, 89th Texas Legislature, Regular Session, 2025, as enrolled

[Attachment II:](#)

Text of 19 TAC Chapter 61, School Districts, Subchapter A, Board of Trustees Relationship

ATTACHMENT I

S.B. No. 204

AN ACT

relating to a handbook on parental rights in education and training requirements on parental rights in education for a member of the board of trustees of a school district.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

SECTION 1. Section 11.159, Education Code, is amended by adding Subsection (b-2) to read as follows:

(b-2) The State Board of Education shall require a trustee to complete training on the rights of a parent regarding the education of the parent's child. The state board, with assistance from the agency, shall develop the curriculum and materials for the training.

SECTION 2. Chapter 26, Education Code, is amended by adding Section 26.0025 to read as follows:

Sec. 26.0025. PARENTAL RIGHTS HANDBOOK. (a) The agency shall create and maintain a handbook that explains all rights of a parent regarding the education of the parent's child, including a student's rights that the parent may enforce on the student's behalf.

(b) The handbook must be:

(1) written in plain language;

(2) updated on an annual basis to reflect any relevant changes in applicable law or agency guidance; and

(3) made publicly available in a searchable format on the agency's Internet website.

SECTION 3. (a) Not later than January 1, 2026, the Texas Education Agency shall create the parental rights in education handbook required by Section 26.0025, Education Code, as added by this Act.

(b) Not later than April 1, 2026, the State Board of Education shall develop and make available the training required by Section 11.159(b-2), Education Code, as added by this Act.

(c) Not later than September 1, 2026, a member of the board of trustees of a school district who takes the oath of office before January 1, 2026, shall complete the training on parental rights in education required by Section 11.159(b-2), Education Code, as added by this Act.

SECTION 4. This Act takes effect September 1, 2025.

ATTACHMENT II
Text of 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 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) 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) 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 described in subsection (a) of this section.
 - (E) The assessment of needs shall be based on the framework for school board development 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 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) 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) 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 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) 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 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 eligible for registration.
- (1) The applicant's registration application shall include documentation of the applicant's training, experience, educational background, which must include a bachelor's or higher degree, and 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 expertise shall be rejected.
 - (2) TEA will provide each applicant with a list of at least five TEA-approved background check providers and a list of TEA-approved background checks associated with obtaining a professional certification or license in this state, including background checks of school district employees conducted using the criminal history clearinghouse established by the Texas Department of Public Safety pursuant to the Texas Government Code, §411.0845. The applicant's registration application shall include a background check report from one of the approved providers or a background check report performed in association with obtaining an approved professional certification or license. A registration application that does not include a background check report completed in the last 12 months shall be rejected, and a registration application that includes a background check report documenting an applicant's felony or crime of moral turpitude conviction shall be rejected.
 - (3) Any registered provider will report to TEA within 10 days if they are convicted of a felony or crime of moral turpitude. 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 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) 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 panel members, speakers, or presenters must comply with subsections (d)-(m) 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) A school district that provides continuing education exclusively for its own board members is not required to register.
 - (7) An ESC is not required to register under this subsection.
- (d) A provider of training under this section may not engage in political advocacy during the training sessions under this section.
- (1) For the purposes of this section, political advocacy means:
 - (A) 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 or opposing any measure with the intent to influence the outcome of a legislative, rulemaking, or other policy process or measure.
 - (2) Political advocacy shall not include discussions on fostering legislative relationships, legislative or rulemaking processes, or legislative or policy updates.
 - (3) 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) 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) 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) Removal of registration or authorization under paragraph (5) of this subsection shall be for a term of one year unless modified by the board.
 - (7) 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) 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 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.
 - (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.
 - (4) An updated authorization shall be required of a provider of training every three years.
- (f) 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) 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) A registration fee shall be determined by ESCs to cover the costs of providing continuing education programs offered by ESCs.
- (i) 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) To the extent possible, the entire board shall participate in continuing education programs together.
- (k) 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) 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) 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.

Information Materials

1. **State Board of Education Operating Rules (amended January 28, 2025)**
[Operating Rules | State Board of Education](#)

2. **2025-2029 Rule Review Plan for State Board of Education Rules**
[2025-2029 Rule Review Plan for State Board of Education Rules | State Board of Education](#)

MINUTES

STATE BOARD OF EDUCATION

SEPTEMBER 2025

STATE BOARD OF EDUCATION

(January 2025)

(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

WILL HICKMAN, Houston
Secretary of the State Board of Education
District 6

Board Members

GUSTAVO REVELES, El Paso
District 1

AUDREY YOUNG, Trinity
District 8

LJ FRANCIS, Corpus Christi
District 2

KEVEN ELLIS, Lufkin
District 9

MARISA PEREZ-DIAZ, San Antonio
District 3

TOM MAYNARD, Florence
District 10

STACI CHILDS, Houston
District 4

BRANDON HALL, Aledo
District 11

REBECCA BELL-METEREAU
San Marcos, District 5

TIFFANY CLARK, DeSoto
District 13

JULIE PICKREN, Pearland
District 7

EVELYN BROOKS, Frisco
District 14

Committees of the State Board of Education
(updated January 2025)

INSTRUCTION

Audrey Young-Chair
Evelyn Brooks-Vice Chair
Rebecca Bell-Metereau
Pam Little
Gustavo Reveles

SCHOOL FINANCE/PERMANENT SCHOOL FUND

Tom Maynard-Chair
Marisa Perez-Diaz-Vice Chair
Keven Ellis
Will Hickman
Aaron Kinsey

SCHOOL INITIATIVES

LJ Francis-Chair
Julie Pickren-Vice Chair
Staci Childs
Tiffany Clark
Brandon Hall

Minutes

State Board of Education

September 12, 2025

Minutes
State Board of Education
Friday, September 12, 2025

The State Board of Education met at 9:00 a.m. on Friday, September 12, 2025, in room, #2.034 of the Barbara Jordan Building, 1601 N. Congress Avenue, Austin, Texas.

Ms. Childs introduced a student performance by the Rhodes School of Performing Arts.

The Invocation, Pledge of Allegiance to the Flag of the United States of America, and Salute to the Texas Flag were led by Mr. Francis.

Staff called the roll.

Present: Aaron Kinsey, chair; Gustavo Reveles; LJ Francis; Marisa B. Perez-Diaz; Staci Childs; Rebecca Bell-Metereau; Will Hickman; Julie Pickren; Audrey Young; Keven Ellis; Tom Maynard; Pam Little; Brandon Hall; Tiffany Clark; Evelyn Brooks

Approval of Minutes

State Board of Education, June 27, 2025

MOTION AND VOTE: *The State Board of Education approved the minutes of the June 27, 2025, meetings of the State Board of Education, as corrected.*

1. Resolutions and Presentation

The following resolutions was considered and adopted:

- Resolution honoring the 2025 Heroes for Children recipients

(ATTACHMENT 1, page 5)

Public Testimony

No public testimony was provided.

2. Approval of Consent Agenda

Without objection, the State Board of Education approved the following items on the consent agenda.

**C1. Proposed Amendments to 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter C, Agriculture, Food, and Natural Resources, §§127.49, 127.51, and 127.52
(Second Reading and Final Adoption)**

ADOPTED RECOMMENDATION: 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 C, Agriculture, Food, and Natural Resources, §§127.49, 127.51, and 127.52; and

Make an affirmative finding that immediate adoption of the proposed amendments to 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and

Technical Education, Subchapter C, Agriculture, Food, and Natural Resources, §§127.49, 127.51, and 127.52, is necessary and shall have an effective date of 20 days after filing with the Texas Register.

C2. Recommendation for One Reappointment to the Fort Sam Houston Independent School District Board of Trustees

ADOPTED RECOMMENDATION: That the State Board of Education, based on Brigadier General Oakland's recommendation, approve the reappointment of Mr. Aaron Braxton II, to serve a term of office from September 12, 2025, to September 11, 2027, on the Fort Sam Houston Independent School District Board of Trustees.

C3. Recommendation for One Reappointment and One Appointment to the Randolph Field Independent School District Board of Trustees

ADOPTED RECOMMENDATION: That the State Board of Education, based on Brigadier General Oakland's recommendation, approve the reappointment of Mr. Peter Duffy and the appointment of Mr. David Megeath to serve terms of office from September 12, 2025, to September 11, 2027, on the Randolph Field Independent School District Board of Trustees.

C4. Recommendation for Two Reappointments and One Appointment to the Lackland Independent School District Board of Trustees

ADOPTED RECOMMENDATION: That the State Board of Education, based on Brigadier General Oakland's recommendation, based on Brigadier General Oakland's recommendation, approve the reappointments of Mrs. Jere M. Pace and Mr. John A. Sheehan and the appointment of Mr. Zachary S. Dean to serve terms of office from September 12, 2025, to September 11, 2027, on the Lackland Independent School District Board of Trustees.

COMMITTEE OF THE FULL BOARD

3. Report from the Commissioner of Education Regarding Instructional Materials Review and Approval Cycle 2024 Confirmation of Changes
(Board agenda page I-12)

The Committee of the Full Board had no recommendations on this item, and the SBOE took no action.

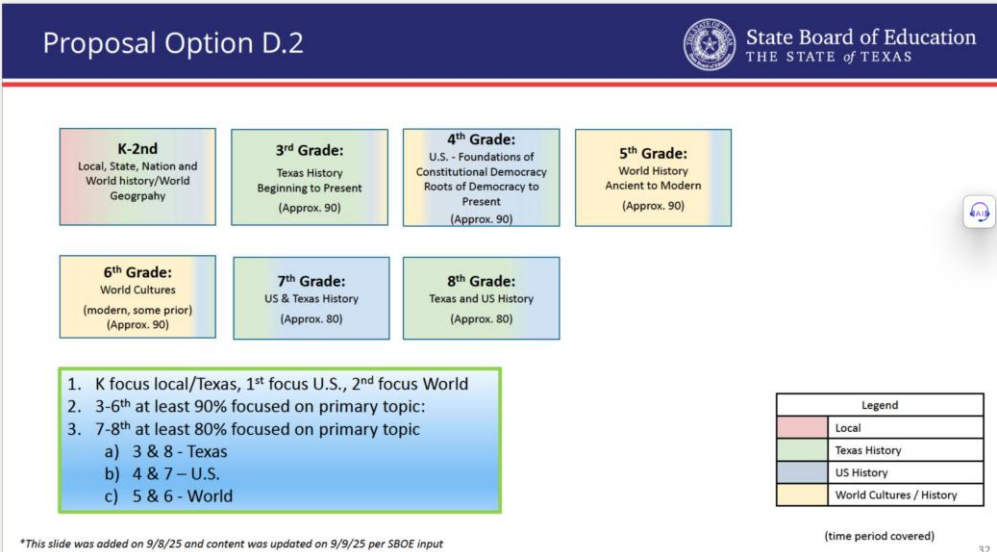
4. Approval of Proposed Quality Rubrics for Instructional Materials Review and Approval Cycle 2026
(Board agenda page I-13)

RECOMMENDATION: On behalf of the Committee of the Full Board, Mrs. Little recommended to the State Board of Education that they approve the quality rubrics for full-subject, tier-one, instructional materials for career and technical education (CTE) for high school; full-subject, tier-one, instructional materials for fine arts for grades K–12; and supplemental K–5 language arts and reading for the Instructional Materials Review and Approval process.

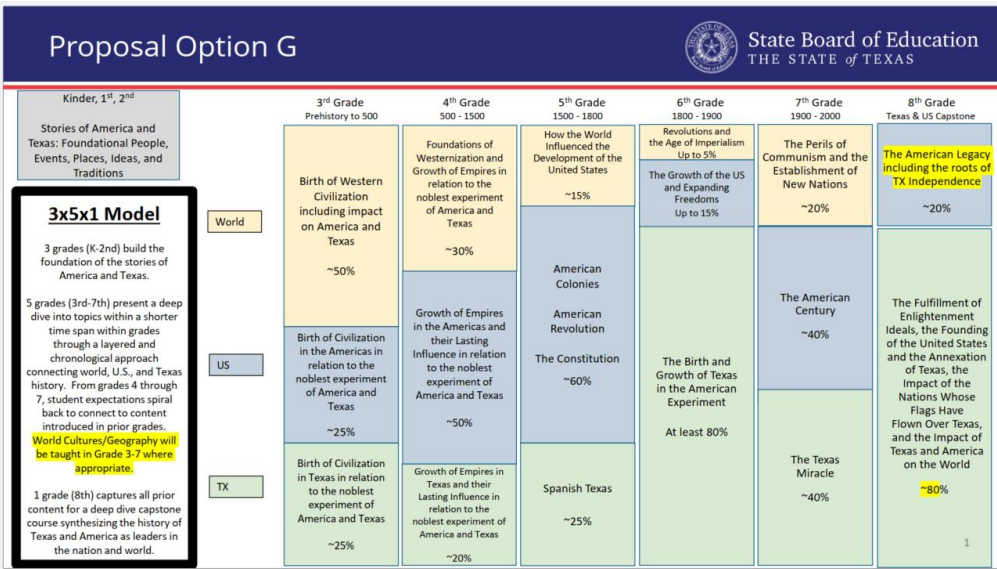
The recommendation was adopted 9-1.

5. Discussion and Action on Social Studies Texas Essential Knowledge and Skills Framework
(Board agenda page I-47)

RECOMMENDATION: On behalf of the Committee of the Full Board, Mrs. Little recommended to the State Board of Education that Course Sequence Proposal Option D.2 be adopted as presented below:



Following amendment, the State Board of Education adopted Course Sequence Proposal Option G, as shown below.



Course Sequence Proposal Option G was adopted 8-7.

RECOMMENDATION: On behalf of the Committee of the Full Board, Mrs. Little recommended to the State Board of Education the adoption of Strands Proposal C, as presented and updated on September 8, 2025.

The recommendation was adopted 12-2.

COMMITTEE ON INSTRUCTION

6. **Proposed Amendment to 19 TAC Chapter 89, Adaptations for Special Populations, Subchapter A, Gifted/Talented Education, §89.1, Student Identification (First Reading and Filing Authorization)**
(Board agenda page II-26)

RECOMMENDATION: On behalf of the Committee on Instruction, Member Young moved to recommend that the State Board of Education approve for first reading and filing authorization proposed amendment to 19 TAC Chapter 89, Adaptations for Special Populations, Subchapter A, Gifted/Talented Education, §89.1, Student Identification.

The recommendation was adopted 10-0.

COMMITTEE ON SCHOOL FINANCE/ PERMANENT SCHOOL FUND

7. **Determination as to Whether Transfers May be Made from the Permanent School Fund to the Available School Fund**

RECOMMENDATION: On behalf of the Committee on School Finance/Permanent School Fund, Member Maynard moved to recommend that the State Board of Education that, pursuant to the Texas Constitution Article VII, Section 5(a) and based on the analysis presented by staff affirming 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 approximate amount of \$1.81 billion from the PSF to the ASF for fiscal year 2026.

The recommendation was adopted.

COMMITTEE ON SCHOOL INITIATIVES

8. **Review of Adoption of Proposed New 19 TAC Chapter 235, Classroom Teacher Certification Standards, Subchapter F, Supplemental and Special Education Certificate Standards, and Proposed Repeal of 19 TAC Chapter 235, Classroom Teacher Certification Standards, Subchapter F, Supplemental Certificate Standards, and Subchapter G, Special Education Certificate Standards**
(Board agenda page IV-4)

RECOMMENDATION: On behalf of the Committee on School Initiatives, Member Francis moved to recommend that the State Board of Education take no action on the proposed new 19 TAC Chapter 235, Classroom Teacher Certification Standards, Subchapter F, Supplemental and Special Education Certificate Standards, and proposed repeal of 19 TAC Chapter 235, Classroom Teacher Certification Standards, Subchapter F, Supplemental Certificate Standards, and Subchapter G, Special Education Certificate Standards.

The recommendation was adopted 11-1.

The meeting adjourned at 10:50 a.m.

Will Hickman, Secretary

RESOLUTION

WHEREAS, the State Board of Education (SBOE) established the Heroes for Children award program in 1994 to honor individuals who exemplify excellence in educational advocacy and volunteerism; and

WHEREAS, 15 exceptional volunteers have been selected by each member of the SBOE to receive the 2025 Heroes for Children award in recognition of their dedicated service to students, schools, and communities across Texas; and

WHEREAS, Elizabeth Weaver has been a dedicated parent volunteer at Anthony Independent School District (ISD), who has selflessly contributed countless hours to student programs, academic coaching, campus events, health screenings, and critical school initiatives, including the Stronger Connections Grant Advisory Committee; and

WHEREAS, for eight years, Xochitl Garcia has been a dedicated parent volunteer at Harmony School of Innovation in Brownsville, supporting her daughters’ education and strengthening community ties through active engagement in events, programs, and family initiatives; and

WHEREAS, Ysela Gonzalez has shown outstanding leadership and dedication as Parent-Teacher Organization (PTO) president at Harmony School of Science in San Antonio, advocating for all students and strengthening the bond of the school community by increasing parent involvement and launching initiatives through major fundraisers including the 2024 Color Run, which raised \$30,000; demonstrating creativity and calm under pressure; and

WHEREAS, for four years, Ariana Sanches has actively served Sam Houston Elementary in Galena Park ISD, contributing to campus events, policy development, and student advocacy; and through her leadership and initiative, formed and coordinated a dedicated parent volunteer group, fostering meaningful engagement, strengthening collaboration, and significantly enriching the school community; and

WHEREAS, Courtenay Kehl has demonstrated exceptional commitment to the students of Wimberley ISD through her compassionate service in the Wimberley Best Buds mentoring program and support of the TEXAN Roots Character Education initiative; her dedication has fostered inclusion, strengthened student character, and positively influenced campus culture through mentorship, sponsorship of student clubs, and collaboration with school leadership; and

WHEREAS, Mary Adegbesan has shown exceptional dedication to educational equity through her leadership, volunteerism, and advocacy for underserved youth in Houston ISD and beyond; as a student leader, nonprofit founder, author, and civic advocate, she has empowered thousands through college readiness, financial aid guidance, and free computer science education; and

WHEREAS, Amberly Craft has shown unwavering dedication and compassion in service to the students, families, and staff of Little Cypress-Mauriceville High School; her consistent involvement—spanning campus events, mentorship, and support for academic and emotional growth—has made a lasting and deeply intentional impact across Little Cypress Mauriceville Consolidated ISD campuses; and

WHEREAS, Cassandra Posey who served Waller ISD and the community demonstrated an unwavering commitment to ensuring the best outcomes for all children, guided by her belief that “Education is power”, through various volunteer roles, including Chair of the Student Health Advisory Committee, Long Range Planning Committee, JROTC Booster Club, Book Review, Site-Based Decision Making, and Parent Engagement Committees, Youth Pastor Search Committee leader and 4-H volunteer; and

WHEREAS, Arnetcia Robinson has devoted four years of generous service, leadership, and unwavering support to the students and staff of Harmony School of Garland where her efforts through PTO event coordination, business outreach, and daily volunteerism have strengthened school spirit, built community partnerships, and uplifted the campus environment; and

WHEREAS, Jennifer Noonan has devoted over 800 volunteer hours and raised more than \$41,000 over 12 years in support of Meridian World School and its students in Round Rock; her creation and leadership of the Uniform Exchange program has provided thousands of uniform pieces to families, raised annual funds for teacher grants, and promoted sustainability through clothing reuse and recycling; and

WHEREAS, Marissa Villafranca has dedicated over a decade of selfless service to students and staff at Harmony Science Academy in Fort Worth; her tireless work from daily campus support and event coordination to compassionate outreach through the school clothing closet—has enriched the school environment and uplifted countless families; and

WHEREAS, Jenna Maynard is honored for her exceptional servant leadership and deep commitment to Plano ISD, having shaped lives through campus advocacy, community initiatives, and district-wide service—including securing International Baccalaureate designation at Huffman Elementary, establishing a food pantry, and raising annual funds for public education; and

WHEREAS, Juan Narvaez has embodied servant leadership and family-focused volunteerism through dedicated service at Harmony School of Innovation in Grand Prairie, inspiring student growth, character-building, and stronger bonds among families, educators, and youth; and

WHEREAS, Adrian Musquiz has shown exceptional generosity and dedication as a volunteer at Parkdale Elementary in Waco ISD, uplifting the school community through birthday treat bags, academic and attendance rewards, the annual “Drive Boo” event, and his advocacy during Bully Prevention Month—demonstrating his commitment to a positive and safe environment; and

WHEREAS, Susan Elaine Perez has championed educational excellence across Texas by empowering families, promoting civic engagement, and advocating for high academic standards; through her leadership with Citizens for Education Reform, work as an Education Empowerment Coach, and support for curriculum reform, school choice, and community prayer, she has united hundreds in pursuit of stronger schools; and now therefore, be it

RESOLVED, that the State Board of Education proudly recognizes these exemplary individuals as Heroes for Children and extends heartfelt appreciation for their enduring volunteer service and meaningful contributions to Texas public schools and communities.

WITNESS our signatures this 12th day of September, two thousand and twenty-five, in Austin, Texas.

Aaron Kinsey, SBOE Chairman

Will Hickman, SBOE Secretary

Minutes

State Board of Education Committees

September 8-11, 2025

**Report of the State Board of Education
Committee of the Full Board
Monday, September 8, 2025**

The State Board of Education Committee of the Full Board met at 1:06 p.m. on Monday, September 8, 2025, in room, #2.034 of the Barbara Jordan Building, 1601 N. Congress Avenue, Austin, Texas.

Present: Aaron Kinsey, chair; Gustavo Reveles; LJ Francis; Marisa B. Perez-Diaz; Staci Childs; Rebecca Bell-Metereau, Will Hickman; Julie Pickren; Audrey Young; Keven Ellis; Tom Maynard; Pam Little; Brandon Hall; Tiffany Clark; Evelyn Brooks

Chair Kinsey introduced new staff members and their roles.

DISCUSSION ITEMS

1. Discussion of Legislative Requirements Related to Personal Financial Literacy and Economics (Board agenda page I-1)

A member of the public provided testimony.

Jessica Snyder, Senior Director, Curriculum Standards and Student Support, discussed requirements related to personal financial literacy and economics from House Bill (HB) 27 passed by the 89th Texas Legislature and future rule action needed to implement the requirements of the bill. She focused on three actions that would require the SBOE's involvement:

1. Identify the personal financial literacy (PFL) course that will satisfy the new graduation requirement. The board may choose to start from one of the existing courses in PFL and will need to determine if the TEKS will need to be amended.
2. Amend Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, and Subchapter A, §74.3. Description of a Required Secondary Curriculum to align with HB 27.
3. Amend the TEKS for §113.31 Economics with Emphasis on the Free Enterprise System and Its Benefits to expand from a one-half credit course to a one-credit course (timeline and process will need to be determined by the SBOE).

Following discussion, the board agreed to consider both §113.49 Personal Financial Literacy (One-Half Credit), Adopted 2016, and §113.76 Personal Financial Literacy and Economics (One-Half Credit), Adopted 2022, for action at the November 2025 meeting. At that time, the COFB will decide with which course to proceed, and the process for updating the TEKS of the selected course. The SBOE will also consider the process to expand §113.31 Economics with Emphasis on the Free Enterprise System and Its Benefits from one-half credit to one credit at the November 2025 meeting. Ms. Snyder explained that the changes to the graduation requirements under HB 27 apply beginning with students entering ninth grade in the 2026-2027 school. To ensure that the necessary amendments are adopted before the 2026-2027 school year, a discussion item on possible amendments to 19 TAC Chapter 74, Subchapters A and B, will also be added to the agenda for the November 2025 meeting.

2. Work Session on Social Studies Texas Essential Knowledge and Skills Framework Course Sequence and Strands

(Board agenda page I-8)

Commissioner of Education Mike Morath presented information on the process for social studies Texas Essential Knowledge and Skills review and the framework for course sequence and strands. Commissioner Morath presented four options for potential strands, Options A-D, and the board discussed additional options to consider. Commissioner Morath also laid out potential sequences of content, Options A, B.1 and B.2, C, D, and E, for the Kindergarten-Grade 8 social studies TEKS. Additional possible course sequence options, Options B.3 and F, were also discussed.

In response to questions about social studies testing in Grade 8, Commissioner Morath stated that he would ensure additional legal analysis is completed in regard to any overlap between state and federal testing requirements, particularly as they relate to Grade 8 social studies. Commissioner Morath explained that the identification of content advisors would be the next step in the process. It was indicated that the board would have the opportunity to make decisions about the strands and course sequence during the discussion and action item on Wednesday and a timeline for identifying content advisors would be determined once those decisions have been made.

Chairman Kinsey adjourned the meeting at 6:40 p.m.

**Report of the State Board of Education
Committee of the Full Board
Tuesday, September 9, 2025**

The State Board of Education Committee of the Full Board met at 9:09 a.m. on Tuesday, September 9, 2025, in room, #2.034 of the Barbara Jordan Building, 1601 N. Congress Avenue, Austin, Texas.

Present: Aaron Kinsey, chair; Gustavo Reveles; Marisa B. Perez-Diaz; Staci Childs; Will Hickman; Julie Pickren; Audrey Young; Keven Ellis; Tom Maynard; Pam Little; Brandon Hall; Tiffany Clark; Evelyn Brooks

Absent: LJ Francis, Rebecca Bell-Metereau

DISCUSSION ITEMS

- 1. Public Hearing Regarding Instructional Materials Submitted for Approval by the State Board of Education Under Instructional Materials Review and Approval Cycle 2025**
(Board agenda page I-9)

Members of the public provided testimony.

- 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 2025**
(Board agenda page I-10)

Mr. Dempsey and Ms. Phillips reported on the IMRA Review process, emphasizing the roles of the SBOE, the Quality Reviewers, the Suitability Reviewers, public feedback, and agency staff, and providing a timeline. Information was provided on the number of programs reviewed in this cycle, and results of review. The structure of the IMRA Cycle 2025 Preliminary Summary Reports was reviewed. The timelines for publishers to appeal were shared, along with next steps. Implications of placing instructional materials on the “rejected” list were discussed.

ACTION ITEMS

- 3. Report from the Commissioner of Education Regarding Instructional Materials Review and Approval Cycle 2024 Confirmation of Changes**
(Board agenda page I-12)
(Official agenda item #3)

A member of the public provided testimony; however, she was registered for the wrong item. Without objection, the COFB returned to item #1 to allow the testimony. Staff was then asked to respond to items raised during the testimony under item #2. Questions were answered related to the appeal process.

The COFB then resumed item #3.

Ms. Phillips shared the process for confirming the changes and reported that all of the required changes had been made. The COFB took no action on the item.

4. Approval of Proposed Quality Rubrics for Instructional Materials Review and Approval Cycle 2026

(Board agenda page I-13)
(Official agenda item #4)

Members of the public provided testimony.

Mr. Dempsey reported on the timeline for the IMRA Cycle 2026 Quality Rubrics, noting that there was a vote on CTE (Full-Subject Tier One), Fine Arts (Full-Subject Tier One), and Reading Language Arts (Supplemental) scheduled for this meeting. He discussed methods of engaging stakeholders in focus groups, working groups, and the public. He then reviewed the changes to each individual rubric since the April 2025 meeting, when it had last been reviewed.

MOTION: *It was moved by Member Little to recommend that the State Board of Education approve the quality rubrics for full-subject, tier-one, instructional materials for career and technical education (CTE) for high school; full-subject, tier-one, instructional materials for fine arts for grades K–12; and supplemental K–5 language arts and reading for the Instructional Materials Review and Approval process.*

The motion was adopted.

DISCUSSION ITEMS

5. Discussion of Proposed Amendment to 19 TAC Chapter 67, State Review and Approval of Instructional Materials, Subchapter B, State Review and Approval, §67.27, IMRA Reviewers: Eligibility and Appointment

(Board agenda page I-15)

Mr. Dempsey shared a draft of the rulemaking language, which was presented for discussion. He discussed subsection (e), which deals with Suitability reviewers.

6. Subchapter D. Open-Enrollment Charter School Application Process: Five Year Review

(Board agenda page I-20)

Members of the public provided testimony.

Marian Schutte, Deputy Associate Commissioner, Authorizing and Policy, updated the COFB about the Subchapter D. Open-Enrollment Charter School application process and opening school information from the past five years. She noted that this presentation was requested by Member Hickman, and he had asked that it include the last five cycles of the charter school application process, and specifically include:

- When the school opened and whether it was on time or delayed;
- Enrollment data compared to enrollment projects;
- Performance data compared to their closest ISD neighborhood schools;
- Trends that staff could share regarding successful charter school launch.

She provided the purpose of Charter Schools, as defined in statute, and the application process.

She noted that TEA had approved 14% of the charter applicants over the last 5 years; of those, 65% opened on time. The launch delays were due to facility acquisition issues or constructions delays due to COVID.

She identified three items that have had an impact on success:

- Involved and steady board membership;
- School leader with District/School leadership experience;
- Additional philanthropic funding.

She indicated other application process requirements and supports, including mandatory information sessions and optional support seminars, launch support, ongoing management support.

She noted from an accountability perspective, Charter Schools are subject to a “three strikes” rule, a performance framework, and non-renewal standards.

Chairman Kinsey adjourned the meeting at 3:53 p.m.

**Report of the State Board of Education
Committee of the Full Board
Wednesday, September 10, 2025**

The State Board of Education Committee of the Full Board met at 9:09 a.m. on Wednesday, September 10, 2025, in room, #2.034 of the Barbara Jordan Building, 1601 N. Congress Avenue, Austin, Texas.

Present: Aaron Kinsey, chair; Gustavo Reveles; Marisa B. Perez-Diaz; Staci Childs; Will Hickman; Julie Pickren; Audrey Young; Keven Ellis; Tom Maynard; Pam Little; Brandon Hall; Tiffany Clark; Evelyn Brooks

Absent: LJ Francis; Rebecca Bell-Metereau

Order:

Items were heard in the following order: 1, 3, 2, 4

DISCUSSION ITEMS

1. Commissioner's Comments
(Board agenda page I-21)

Mike Morath, the Commissioner of Education, discussed the 2025 A-F Accountability Results, noting that expectations matter, and monitoring progress helps support students. He reported that monitoring performance with school ratings has been shown to have long-term benefits for students. 2025 A-F ratings increased overall, with over 30% of campuses showing an increase in ratings. He further noted that 361 high-poverty campuses earned an "A" rating in 2025. Accountability results are available at [TXschools.gov](https://www.txschools.gov).

Commissioner Morath then discussed the Houston ISD 2025 STAAR Results. Houston ISD has been outperforming the state since intervention, and is now outperforming in achievement in mathematics. These results are borne out in their A-F ratings trends from 2023-2025. In 2025, 90% of campuses earned an A-C rating, compared to just 53% in 2023. F ratings went from 21% in 2023 to 0% in 2025.

Commissioner Morath then discussed the methodology for assessments, focusing first on the "equating process," which helps ensure that two different tests have the same difficulty level. Equating is a method of testing the items, not the students. "Standard setting" is done the first year of STAAR to set the standard of difficulty moving forward, and establishing cut scores.

He then provided an update on the SBOE materials adoption for the 2025-2026 school year, reminding the Board that in November 2024, the SBOE approved 95 products as "high-quality instructional materials" (HQIM). TEA tracks which districts use which materials, and noted the percentage of schools adopting HQIM by subject.

The Commissioner then answered questions from members.

2. Discussion of Proposed New Texas Essential Knowledge and Skills for Career and Technical Education Courses
(Board agenda page I-22)

Jessica Snyder, Senior Director, Curriculum Standards and Student Support discussed potential CTE courses: Occupational Health and four courses related to Emergency Services and Fire Sciences courses, which were developed by SMEs convened by Collin College.

ACTION ITEMS

3. Discussion and Action on Social Studies Texas Essential Knowledge and Skills Framework
(Board agenda page I-47)
(Official agenda item #5)

Members of the public provided testimony.

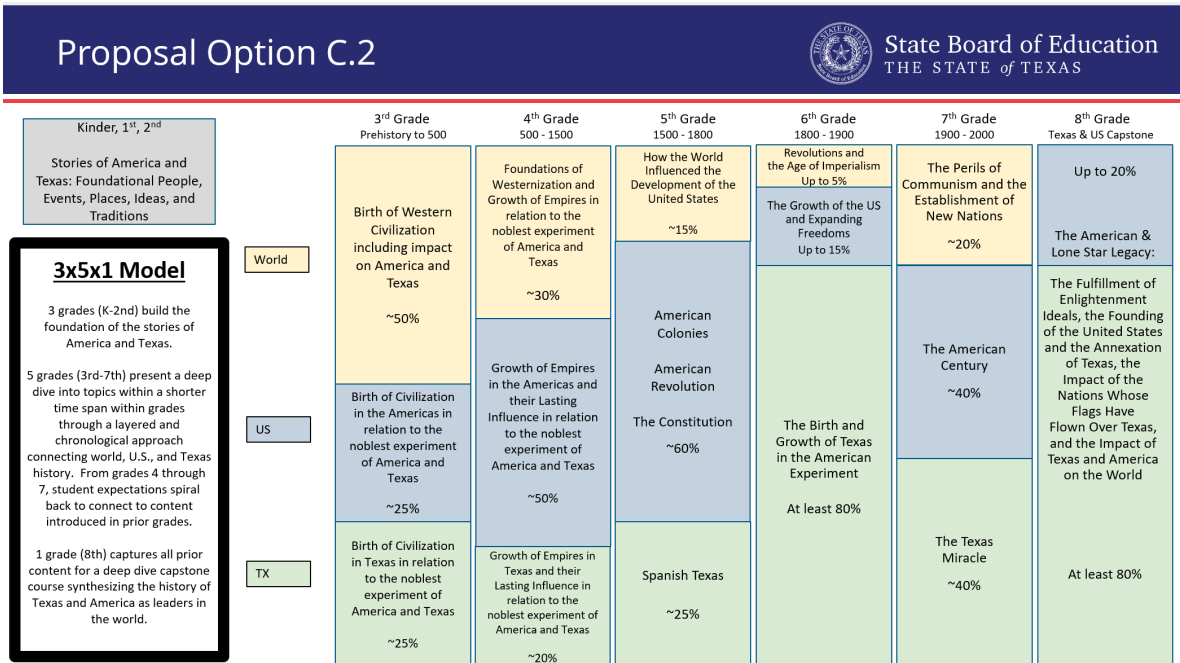
MOTION: *It was moved by Member Young to recommend that the State Board of Education:*

Adopt the Strands Proposal B, as presented on September 7, 2025, in other words, strands of:

- *Texas, United States and World History*
- *Government and Civics*
- *Economics*
- *Geography*
- *Culture and Religion*
- *Technology and Innovation*

AND

That Course Sequence Proposal Option C.2 (the 3x5x1 model) be adopted as presented below:



The question was divided, and the question of Course Sequences was voted on first. Following amendments, the following motion was adopted:

MOTION AND VOTE: *That Course Sequence Proposal Option D.2 be adopted as presented below:*

Proposal Option D.2



State Board of Education
THE STATE of TEXAS

K-2nd
Local, State, Nation and
World history/World
Geography

3rd Grade:
Texas History
Beginning to Present
(Approx. 90)

4th Grade:
U.S. - Foundations of
Constitutional Democracy
Roots of Democracy to
Present
(Approx. 90)

5th Grade:
World History
Ancient to Modern
(Approx. 90)

6th Grade:
World Cultures
(modern, some prior)
(Approx. 90)

7th Grade:
US & Texas History
(Approx. 80)

8th Grade:
Texas and US History
(Approx. 80)

1. K focus local/Texas, 1st focus U.S., 2nd focus World
2. 3-6th at least 90% focused on primary topic:
3. 7-8th at least 80% focused on primary topic
 - a) 3 & 8 - Texas
 - b) 4 & 7 – U.S.
 - c) 5 & 6 - World



Legend	
	Local
	Texas History
	US History
	World Cultures / History

(time period covered)

*This slide was added on 9/8/25 and content was updated on 9/9/25 per SBOE input

The motion was adopted 7-5

The Board returned to the other part of the motion, as divided:

MOTION: *That the COFB recommend to the SBOE the adoption of Strands Proposal B, as presented on September 7, 2025, in other words, strands of:*

- *Texas, United States and World History*
- *Government and Civics*
- *Economics*
- *Geography*
- *Culture and Religion*
- *Technology and Innovation*

Following amendments, the following motion was adopted:

MOTION AND VOTE: *That the COFB recommend to the SBOE the adoption of Strands Proposal C, as presented and updated on September 8, 2025.*

Strands Proposal C



State Board of Education
THE STATE of TEXAS

History (World,
United States, and
Texas)

Geography and
Culture

Government and
Civics



Economics

Social Studies Skills
(based on
disciplinary thinking
skills)

*Content was updated on this slide on 9/8/26 per SBOE input

20

DISCUSSION ITEMS

4. Discussion of Pending Litigation (Board agenda page I-48)

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

Chairman Kinsey adjourned the meeting at 4:50 p.m.

**Report of the State Board of Education
Committee on Instruction
Thursday, September 11, 2025**

The State Board of Education Committee on Instruction met at 9:05 a.m. on Thursday, **September 11, 2025**, in room, #2.029 of the Barbara Jordan Building, 1601 N. Congress Avenue, Austin, Texas.

Committee Members Present: Audrey Young, chair; Evelyn Brooks; Rebecca Bell-Metereau; Pam Little; and Gustavo Reveles

ACTION ITEMS

1. **Proposed Amendments to 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter C, Agriculture, Food, and Natural Resources, §§127.49, 127.51, and 127.52**
(Second Reading and Final Adoption)
(Board agenda page II-1)
[Consent agenda item #1]

Jessica Snyder, Senior Director, Curriculum Standards and Student Support, explained that the proposal would make a technical adjustment to the prerequisites for §127.49, Livestock and Poultry Production, to align with the career and technical education (CTE) programs of study; update cross references; and update language relating to employability skills to reference new 19 TAC §127.15. She further noted that no changes are recommended since approved for first reading.

MOTION AND VOTE: *It was moved by Member Little 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 C, Agriculture, Food, and Natural Resources, §§127.49, 127.51, and 127.52; and*

Make an affirmative finding that immediate adoption of the proposed amendments to 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter C, Agriculture, Food, and Natural Resources, §§127.49, 127.51, and 127.52, is necessary and shall have an effective date of 20 days after filing with the Texas Register.

DISCUSSION ITEMS

2. **Discussion of Review of 19 TAC Chapter 74, Curriculum Requirements**
(Board agenda page II-17)

Shannon Trejo, Deputy Commissioner, School Programs, explained that there is a four-year rule review cycle for all state agency rules, including State Board of Education rules. This item presents the review of 19 Texas Administrative Code (TAC) Chapter 74, Curriculum Requirements. The rules being reviewed provide curriculum requirements for school districts, outline graduation requirements, and include other provisions that relate to curriculum requirements.

3. **Discussion of Possible Amendments to 19 TAC Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.27, Innovative Courses and Programs**
(Board agenda page II-23)

Shannon Trejo, Deputy Commissioner, School Programs, discussed possible amendments to 19 Texas Administrative Code (TAC), Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.27, Innovative Courses and Programs. She shared three different ways by which a course can be established in Texas, the role of innovative courses, and data about the existing innovative courses. Many of the existing innovative courses are CTE courses. There are various other concerns about innovative courses: Are they duplicative of other innovative courses? Are they duplicative of TEKS-based courses? What makes an innovative course “innovative”? Is there a way to reduce the list of 145 innovative courses to a more manageable number?

Discussion was held on new “gateway” criteria to establish an innovative course, and possible sunset criteria.

ACTION ITEM

4. **Proposed Amendment to 19 TAC Chapter 89, Adaptations for Special Populations, Subchapter A, Gifted/Talented Education, §89.1, Student Identification (First Reading and Filing Authorization)**
(Board agenda page II-26)
[Official agenda item #6]

Kristin McGuire, Interim Deputy Commissioner, Special Populations and Student Supports explained that the proposed amendment would ensure that a district's identification of gifted and talented students complies with all legal requirements and federal and state executive orders.

MOTION AND VOTE: *It was moved by Member Little to recommend that the State Board of Education approve for first reading and filing authorization proposed amendment to 19 TAC Chapter 89, Adaptations for Special Populations, Subchapter A, Gifted/Talented Education, §89.1, Student Identification.*

The motion was adopted.

The meeting adjourned at 10:05 a.m.

**Report of the State Board of Education
Committee on School Finance/Permanent School Fund
Thursday, September 11, 2025**

The State Board of Education Committee on School Finance/Permanent School Fund met at 9:00 a.m. on Thursday, September 11, 2025, in room, #2.034 of the Barbara Jordan Building, 1601 N. Congress Avenue, Austin, Texas. Attendance was noted as follows:

Present: Tom Maynard, chair; Marisa Perez-Diaz, vice chair; Keven Ellis; Will Hickman; and Aaron Kinsey

DISCUSSION ITEM

1. Per Capita Apportionment Rate for the 2025-2026 School Year
(Board agenda page III-1)

Amy Copeland, Associate Commissioner for School Finance, at the Texas Education Agency, presented this discussion item and explained the background of the per capita apportionment rate and provided more information about the rate. She stated that the preliminary 2025–2026 per capita apportionment rate is set at \$471.190.

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-3)
(Official agenda item #7)

Jared Stout, Senior Vice President of Risk and Deputy Chief Investment Officer, Texas PSF Corporation described the Constitutional 10-Year Test, and concluded that based on this analysis, ASF 5(a) distributions in FY 2026 are NOT projected to violate 10-year test.

MOTION: Member Perez-Diaz moved that the Committee on School Finance/Permanent School Fund recommend to the State Board of Education that, pursuant to the Texas Constitution Article VII, Section 5(a) and based on the analysis presented by staff affirming 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 approximate amount of \$1.81 billion from the PSF to the ASF for fiscal year 2026.

The motion was adopted.

The meeting of the Committee on School Finance/Permanent School Fund adjourned at 9:22 a.m.

**Report of the State Board of Education
Committee on School Initiatives
Thursday, September 11, 2025**

The State Board of Education Committee on School Initiatives met at 9:18 a.m. on Thursday, September 11, 2025, in room, #2.013 of the Barbara Jordan Building, 1601 N. Congress Avenue, Austin, Texas. Attendance was noted as follows:

Present: LJ Francis, chair; Julie Pickren, vice chair; Staci Childs; Tiffany Clark, and Brandon Hall

Member Hall offered prayer.

DISCUSSION ITEMS

1. Open-Enrollment Charter School Generation 31 Application Updates
(Board agenda page IV-1)

Marian Schutte, Deputy Associate Commissioner, Authorizing and Policy reported on the process for charter school applications. She noted that the application became available on August 15, and on August 19 and 26 mandatory information sessions were held, with 97 attending, an increase over prior years.

Optional support workshops are upcoming. Additionally, TEA holds monthly office hours during which applicants can call in and get assistance with applications.

The next major deadline is November 14, the application deadline, when the no-contact period ends.

Ms. Shutte then went over the application guidelines for high-performing entities: She noted that seven attendees had attended the mandatory information session.

Ms. Shutte answered questions from committee members.

2. Discussion of Ongoing State Board for Educator Certification Activities
(Board agenda page IV-2)

Jessica McLoughlin, Associate Commissioner, shared updates on current and upcoming State Board for Educator Certification (SBEC) activities and proposed SBEC rules and amendments, including details on SBEC meeting dates, and discussion items related to 19 TAC Chapters 235 and 229. She noted that in July 2025, the SBEC adopted changes related to Chapter 235 which will be considered for review later in this CSI meeting. She also shared other topics which had been considered by SBEC at their July meeting, but which would require no review by this body.

Ms. McLoughlin then previewed upcoming meetings dates.

ACTION ITEMS

3. Review of Adoption of Proposed New 19 TAC Chapter 235, Classroom Teacher Certification Standards, Subchapter F, Supplemental and Special Education Certificate Standards, and Proposed Repeal of 19 TAC Chapter 235, Classroom Teacher

Certification Standards, Subchapter F, Supplemental Certificate Standards, and Subchapter G, Special Education Certificate Standards

(Board agenda page IV-4)

[Official agenda item #7]

DeMarco Pitre, Director, Educator Standards and Test Development, and Ms. McLoughlin introduced the item, which would update the Texas Administrative Code related to Classroom Teacher Certification Standards, especially related to Supplemental and Special Education Certificate Standards. Mr. Pitre provided the background, history and rationale for the new language, particularly as it relates to “dually-identified students” – those who may be blind, deaf, dyslexic, gifted and talented, or special ed, and are also not English proficient.

MOTION AND VOTE: *It was moved by Member Clark to recommend that the State Board of Education, take no action on the proposed new 19 TAC Chapter 235, Classroom Teacher Certification Standards, Subchapter F, Supplemental and Special Education Certificate Standards, and proposed repeal of 19 TAC Chapter 235, Classroom Teacher Certification Standards, Subchapter F, Supplemental Certificate Standards, and Subchapter G, Special Education Certificate Standards.*

The motion was adopted.

DISCUSSION ITEMS

4. Discussion of Required Parental Rights Training for School District Trustees

(Board agenda page IV-74)

Christopher Lucas, Director, Research, and Policy, Governance and Steve Lecholop, Deputy Commissioner, Governance, shared updates on parental rights school board training, a parental rights handbook, and related forms, as required by statute.

Mr. Lecholop defined the proposed timeline to meet the April 1, 2026, deadline. As part of that, SBOE school board training rules as defined in Rule 61.1 must be updated. Staff will present proposed revisions during the January 2026 meetings.

A member of the public provided testimony.

ACTION ITEMS

5. Recommendation for One Reappointment to the Fort Sam Houston Independent School District Board of Trustees

(Board agenda page IV-78)

[Consent Agenda Item #2]

Steve Lecholop, Deputy Commissioner, Office of Governance and Christopher Lucas, Director, Research and Policy, Office of Governance introduced the item.

MOTION AND VOTE: *It was moved by Member Hall to recommend that the State Board of Education, based on Brigadier General Oakland’s recommendation, approve the reappointment of Mr. Aaron Braxton II, to serve a term of office from September 12, 2025, to September 11, 2027, on the Fort Sam Houston Independent School District Board of Trustees.*

The motion was adopted.

6. Recommendation for One Reappointment and One Appointment to the Randolph Field Independent School District Board of Trustees

(Board agenda page IV-84)

[Consent Agenda Item #3]

Steve Lecholop, Deputy Commissioner, Office of Governance and Christopher Lucas, Director, Research and Policy, Office of Governance introduced the item.

MOTION AND VOTE: *It was moved by Member Pickren to recommend that the State Board of Education, based on Brigadier General Oakland's recommendation, approve the reappointment of Mr. Peter Duffy and the appointment of Mr. David Megeath to serve terms of office from September 12, 2025, to September 11, 2027, on the Randolph Field Independent School District Board of Trustees.*

The motion was adopted.

7. Recommendation for Two Reappointments and One Appointment to the Lackland Independent School District Board of Trustees

(Board agenda page IV-97)

[Consent Agenda Item #4]

Steve Lecholop, Deputy Commissioner, Office of Governance and Christopher Lucas, Director, Research and Policy, Office of Governance introduced the item.

MOTION AND VOTE: *It was moved by Member Pickren to recommend that the State Board of Education, Based on Brigadier General Oakland's recommendation, approve the reappointments of Mrs. Jere M. Pace and Mr. John A. Sheehan and the appointment of Mr. Zachary S. Dean to serve terms of office from September 12, 2025, to September 11, 2027, on the Lackland Independent School District Board of Trustees.*

The motion was adopted.

The meeting of the Committee on School Initiatives adjourned at 11:40 a.m.

