

**Report of the State Board of Education
Committee of the Full Board
Wednesday, September 11, 2024**

The State Board of Education Committee of the Full Board met at 8:04 a.m. on Wednesday, September 11, 2024, in the State Board of Education Room, #1-104, of the William B. Travis Building, 1701 N. Congress Avenue, Austin, Texas. Attendance was noted as follows:

Present: Aaron Kinsey, chair; Rebecca Bell-Metereau; Evelyn Brooks; Staci Childs; LJ Francis; Patricia Hardy; Will Hickman; Keven Ellis; Pam Little; Tom Maynard; Melissa Ortega; Marisa B. Perez-Diaz; Julie Pickren; Audrey Young

Public Testimony

The Committee of the Full Board heard public testimony on agenda item(s) #4 and #5. Information regarding the individuals who presented public testimony is included in the discussion of that item.

The Committee of the Full Board considered items in the following order: Item number 1, 2, 3, 4, 5, 6, 7, 12, 10, 8, 9.

DISCUSSION ITEM

1. Commissioner's Comments

(Board agenda page I-24)

The Commissioner of Education, Mike Morath, provided the board an update on the accountability system. He also followed up on previous conversations regarding the local grievance process. He explained to the board that there are two pathways for parents to address concerns, either through the local grievance process or through the TEA complaint pathway.

ACTION ITEMS

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

(Board agenda page I-25)

[Consent agenda item #5]

Steve Lecholop, deputy commissioner, governance, introduced the item and reviewed for the committee the amendments included in the draft rule text.

MOTION: *It was moved by Mr. Hickman and seconded by Mr. Maynard to recommend that the State Board of Education approve for first reading and filing authorization the proposed amendment to 19 TAC Chapter 61, School Districts, Subchapter A, Board of Trustees Relationship, §61.1, Board of Trustees Relationship.*

MOTION: *It was moved by Mr. Hickman and seconded by Dr. Ellis to recommend that the State Board of Education amend subsection (c) along with paragraphs (1) and (2) to read as follows:*

“(c) For the purposes of this section, a registered provider has demonstrated proficiency in the content required for a specific training. An individual applicant shall register with the TEA to provide the board member continuing education required in subsection (b)(3), (5), and (7) of this section. Groups and organizations are no longer eligible for registration.

- (1) The applicant’s registration application shall include documentation of the applicant’s training, experience, educational background, and/or expertise in the activities and areas covered in the framework for governance leadership. A registration application that does not demonstrate the training, experience, educational background, and/or expertise shall be rejected.
- (2) TEA will provide each applicant with a list of at least five (5) TEA approved background check providers. The applicant’s registration application shall include a background check report from one of the approved providers. A registration application that does not include a background check report shall be rejected; or a registration application that includes a background check report documenting an applicant’s felony or crime of moral turpitude conviction shall be rejected. TEA shall revoke a registered provider’s status upon notification and confirmation that a registered provider has been convicted of a felony or a crime of moral turpitude. A registered provider will be given an opportunity to promptly contest a claim the registered provider was convicted.”

MOTION AND VOTE: *It was moved by Ms. Childs, seconded by Mr. Francis, and carried to recommend that the State Board of Education amend Mr. Hickman’s motion to split paragraph (2) into two paragraphs and add language allowing an applicant to contest a claim to read as follows:*

- (2) TEA will provide each applicant with a list of at least five (5) TEA approved background check providers. The applicant’s registration application shall include a background check report from one of the approved providers. A registration application that does not include a background check report shall be rejected; or a registration application that includes a background check report documenting an applicant’s felony or crime of moral turpitude conviction shall be rejected.
- (3) TEA shall revoke a registered provider’s status upon notification and confirmation that a registered provider has been convicted of a felony or a crime of moral turpitude. A registered provider will be given an opportunity to promptly contest a claim in writing; within 30 days, that the registered provider was convicted. TEA will respond within 30 days of its decision. An informal hearing will be conducted by TEA upon request from the registered provider. Registration shall be withheld until confirmation of registration is received from TEA.

VOTE: *A vote was taken on the Mr. Hickman’s motion as amended. The motion carried.*

MOTION AND VOTE: *It was moved by Mr. Hickman, seconded by Ms. Brooks, and carried without objection to recommend that the State Board of Education amend paragraph (d)(1) to read as follows:*

“A school district or individual may be authorized by TEA to provide the board member training required in subsection (b)(4) and (6) of this section.”

MOTION AND VOTE: *It was moved by Mr. Hickman, seconded by Ms. Hardy, and carried without objection to recommend that the State Board of Education amend subparagraph (b)(4)(D) to read as follows:*

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

MOTION: *It was moved by Mr. Maynard and seconded by Dr. Ellis to recommend that the State Board of Education add a new subsection (d) to read as follows:*

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

- (1) If a provider is required to register under subsection (c), the provider shall provide a written acknowledgement, provided by the agency, indicating that the provider shall not engage in political or issue advocacy while providing training. A registration application that does not include an acknowledgement shall be rejected.
- (2) If the agency determines a provider engaged in political or issue advocacy while providing training, the agency shall:
 - A) issue a warning to the provider;
 - B) request that the provider submit a written explanation from the provider explaining the events and what action, if any, has or will be taken to prevent a future violation; and
 - C) notify members of the State Board of Education of the warning issued to the provider and include any written explanation from the provider.
- (3) The board may remove the registration or the authorization to provide training under this section for an individual, school district, or regional service center if the board determines that the provider engaged in political or issue advocacy while providing training under this section.
- (4) Removal of registration or authorization under paragraph (3) of this subsection shall be for a term of one year unless modified by the board.
- (5) A provider is presumed to have provided political or issue advocacy while providing training under this section if the political or issue advocacy occurs in the same geographical location in a successive time period that a reasonable person would conclude it to be part of the same event.”

MOTION AND VOTE: *It was moved by Dr. Ellis, seconded by Ms. Hardy, and carried without objection to recommend that the State Board of Education remove the words ‘or issue’ from the phrase ‘political or issue advocacy’ throughout Mr. Maynard’s amendment.*

VOTE: *A vote was taken on the Mr. Maynard’s original motion to add new subsection (d) as amended. The motion carried.*

MOTION AND VOTE: *It was moved by Dr. Ellis, seconded by Mr. Maynard, and carried without objection to recommend that the State Board of Education change the term ‘framework for governance leadership’ to ‘framework for school board development’ throughout 19 TAC Chapter 61, School Districts, Subchapter A, Board of Trustees Relationship, §61.1, Board of Trustees Relationship*

MOTION AND VOTE: *It was moved by Mr. Francis, seconded by Dr. Young, and carried without objection to recommend that the State Board of Education amend subsection (b) to read as follows:*

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

VOTE: *A vote was taken on the Mr. Hickman’s original motion to recommend that the State Board of Education approve for first reading and filing authorization the proposed amendment to 19 TAC Chapter 61, School Districts, Subchapter A, Board of Trustees Relationship, §61.1, Board of Trustees Relationship as amended. The motion carried.*

3. Proposed New 19 TAC Chapter 120, Other Texas Essential Knowledge and Skills, Subchapter B, English Language Proficiency Standards

(Second Reading and Final Adoption)

(Board agenda page I-21)

[Official agenda item #6]

Monica Martinez, associate commissioner, standards and programs, explained that a handout of the cumulative public comments received on the proposal was distributed to board members. She explained that staff recommended two amendments in response to public comments.

MOTION: *It was moved by Mr. Maynard and seconded by Ms. Hardy to recommend that the State Board of Education approve for second reading and final adoption proposed new 19 TAC Chapter 120, Other Texas Essential Knowledge and Skills, Subchapter B, English Language Proficiency Standards, §120.20, English Language Proficiency Standards, Kindergarten-Grade 3, Adopted 2024, and §120.21, English Language Proficiency Standards, Grades 4-12, Adopted 2024. and*

Make an affirmative finding that immediate adoption of proposed new 19 TAC Chapter 120, Other Texas Essential Knowledge and Skills, Subchapter B, English Language Proficiency Standards, §120.20, English Language Proficiency Standards, Kindergarten-Grade 3, Adopted 2024, and §120.21, English Language Proficiency Standards, Grades 4-12, Adopted 2024, is necessary and shall have an effective date of 20 days after filing with the Texas Register.

MOTION AND VOTE: *It was moved by Mr. Maynard, seconded by Ms. Hardy, and carried without objection to recommend that the State Board of Education amend §120.20 and §120.21 as follows:*

§120.20(b)(3) and §120.21(b)(3)

“provide content-based instruction, including the cross-curricular second language acquisition essential knowledge and skills in subsection (d) of this section, in a manner that is linguistically accommodated to help the student acquire English language proficiency; and”

§120.21(d)(3)(E)

“use pre-reading strategies, including previewing the text features, connecting to prior knowledge, organizing ideas, and making predictions, to develop comprehension;”

Kindergarten-Grade 3 (K-3) and Grades 4-12 Figure, Listening

“1 PRE-PRODUCTION

2 BEGINNING

3 INTERMEDIATE

4 HIGH INTERMEDIATE

5 ADVANCED”

Page I-72 of the Grades 4-12 Figure, Listening – Mathematics, Following Directions, Pre-Production proficiency level

“participate in a simple₅ mathematical process provided orally by observing and imitating others”

Page I-48 of the K-3 Figure, Listening – Mathematics, Language Structures/Pragmatics, Beginning proficiency level

“use concrete or pictorial representations to support listening comprehension of common mathematical language structures used for comparisons (less than, greater than, equal to); descriptions; (attributes); and operations (plus, minus, equal)”

Page I-72 of the Grades 4-12 Figure, Listening – Mathematics, Language Structures/Pragmatics, Beginning proficiency level

“use concrete or pictorial representations to comprehend common language structures such as compare/contrast (less than, greater than, equal to); descriptions; (attributes); sequence (order of operations); and operations (plus and minus) presented orally”

Page I-52 of the K-3 Figure, Speaking – General, Vocabulary, Beginning proficiency level

“recite high-frequency₂ content-area words, including cognates”

Page I-75 of the Grades 4-12 Figure, Speaking – General, Vocabulary, Beginning proficiency level

“recite high-frequency₂ content-area words, including cognates and Greek and Latin prefixes, suffixes, and roots”

Page I-52 of the K-3 Figure, Speaking, General, Vocabulary, Intermediate proficiency level

“recite high-frequency₂ content area words, including cognates”

Page I-75 of the Grades 4-12 Figure, Speaking – General, Vocabulary, Intermediate proficiency level

“speak in simple phrases using high-frequency₂ content-area words with support from cognates and Greek and Latin prefixes, suffixes, and roots”

Page I-53 of the K-3 Figure, Speaking – General, Respond to Information, Pre-Production proficiency level and page I-76 of the Grades 4-12 Figure, Speaking – General, Respond to Information, Pre-Production proficiency level

“respond with gestures or mimic simple₂ modeled responses”

Page I-55 of the K-3 Figure, Speaking – Mathematics, Language Structures/Syntax, Intermediate proficiency level and page I-78 of the Grades 4-12 Figure, Speaking – Mathematics, Language Structures/Syntax, Intermediate proficiency level

“speak using mathematical words or phrases about mathematical relationships, processes, problem-solving₂ or mathematical models”

Page I-58 of the K-3 Figure, Reading – General, Vocabulary, Advance proficiency level and page I-81 of the Grades 4-12 Figure, Reading – General, Vocabulary, Advance proficiency level

“demonstrate comprehension of familiar and unfamiliar content-area concepts found in text by responding orally or in writing using key vocabulary₅ with accuracy”

Page I-81 of the Grades 4-12 Figure, Reading – General, Purpose for Reading, Beginning proficiency level

“preview the text using pre-reading strategies, including asking simple questions and making predictions about the text with a combination of primary language and English₁ when prompted”

Page I-81 of the Grades 4-12 Figure, Reading – General, Purpose for Reading, Intermediate proficiency level

“preview the text using pre-reading strategies, including asking simple questions and making predictions about the text, when prompted”

Page I-59 of the K-3 Figure, Reading – General, Fluency, Pre-Production proficiency level

“mimic word-by-word during shared or choral reading of familiar grade-level, content-area text”

Page I-59 of the K-3 Figure, Reading – General, Fluency, Beginning proficiency level

“read word-by-word when reading familiar grade-level, content-area text”

Page I-59 of the K-3 Figure, Reading – General, Fluency, Intermediate proficiency level

“read in two-word phrases with some three- or four-word groupings when reading familiar grade-level, content-area text”

Page I-59 of the K-3 Figure, Reading – General, Fluency, High Intermediate proficiency level

“read in three- or four-word phrase groups up to simple sentences when reading familiar grade-level, content-area text”

Page I-59 of the K-3 Figure, Reading – General, Fluency, Advanced proficiency level

“read in larger, meaningful phrase groups or sentences when reading familiar grade-level, content-area text”

I-82 of the Grades 4-12 Figure, Reading – General, Fluency, Pre-Production proficiency level

“mimic word-by-word during shared or choral reading of familiar grade-level, content-area text”

I-82 of the Grades 4-12 Figure, Reading – General, Fluency, Beginning proficiency level

“read word-by-word when reading familiar grade-level, content-area text”

I-82 of the Grades 4-12 Figure, Reading – General, Fluency, Intermediate proficiency level

“read in two-word phrases with some three- or four-word groupings when reading familiar grade-level, content-area text”

I-82 of the Grades 4-12 Figure, Reading – General, Fluency, High Intermediate proficiency level

“read ~~reads~~ in three- or four-word phrase groups up to simple sentences when reading familiar grade-level, content-area text”

I-82 of the Grades 4-12 Figure, Reading – General, Fluency, Advanced proficiency level

“read ~~reads~~ in larger, meaningful phrase groups or sentences when reading familiar grade-level, content-area text with expressive interpretation”

Page I-61 of the K-3 Figure, Reading – Mathematics, Language Structure: Semantics/Pragmatics, Pre-Production proficiency level

“use pictures, manipulatives, or primary language to demonstrate an understanding of mathematical language structures and symbols read such as sum, equal, (=), greater than, (>), less than, and (<) in mathematical problems”

Page I-61 of the K-3 Figure, Reading – Mathematics, Language Structure: Semantics/Pragmatics, Beginning proficiency level

“use pictures, manipulatives, or primary language to demonstrate an understanding of mathematical structures and symbols read such as sum, equal, (=), greater than, (>), less than, and (<) in mathematical problems”

Page I-61 of the K-3 Figure, Reading – Mathematics, Language Structure: Semantics/Pragmatics, Intermediate proficiency level

“identify keywords or phrases that correspond to mathematical symbols such as sum, equal, (=), greater than, (>), less than, and (<) read in mathematical problems”

Page I-61 of the K-3 Figure, Reading – Mathematics, Language Structure: Semantics/Pragmatics, High Intermediate proficiency level

“identify language structures that correspond to mathematical symbols such as sum, equal, (=), greater than, (>), less than, and (<) read in mathematical problems”

Page I-61 of the K-3 Figure, Reading – Mathematics, Language Structure: Semantics/Pragmatics, Advanced proficiency level

“distinguish between language structures that correspond to mathematical symbols such as sum, equal, (=), greater than, (>), less than, and (<) read in mathematical problems”

Page I-62 of the K-3 Figure, Reading – Science, Comprehension: Monitor and Adjust, High Intermediate proficiency level

“predict, make connections, or draw a conclusion using text features to construct meaning from procedural texts or informational texts about phenomena read, with some accuracy”

Page I-62 of the K-3 Figure, Reading – Science, Comprehension: Monitor and Adjust, Advanced proficiency level

“predict, make connections, or draw a conclusion using text features to construct meaning from procedural texts or informational texts about phenomena read, with some accuracy”

Page I-85 of the Grades 4-12 Figure, Reading – Science, Comprehension: Monitor and Adjust, High Intermediate proficiency level

“predict, make connections, or draw a conclusion using text features to construct meaning from procedural texts or informational texts about phenomena read, with some accuracy”

Page I-85 of the Grades 4-12 Figure, Reading – Science, Comprehension: Monitor and Adjust, Advanced proficiency level

“predict, make connections, or draw a conclusion using text features to construct meaning from procedural texts or informational texts about phenomena read, with some accuracy”

Page I-91 of the Grades 4-12 Figure, Reading – Science, Vocabulary, Intermediate proficiency level
“write using high-frequency science and engineering terms and simple phrases with support from cognates and Greek and Latin prefixes, suffixes, and roots”

MOTION AND VOTE: *It was moved by Mr. Maynard, seconded by Mrs. Brooks, and carried without objection to recommend that the State Board of Education amend §120.20 and §120.21 as follows:*

K-3 Figure, Listening – Pre-Production proficiency level and of the Grades 4-12 Figure, Listening – Pre-Production proficiency level

“With highly scaffolded instruction and linguistic support, the EB student may can”

MOTION AND VOTE: *It was moved by Mr. Maynard, seconded by Mrs. Brooks, and carried without objection to recommend that the State Board of Education amend §120.20 and §120.21 as follows:*

Page I-64 of the K-3 Figure, Writing – General, Encoding, Advanced proficiency level
“write words by sounding out phonemes or letter clusters with increasing accuracy”

MOTION: *It was moved by Mr. Maynard and seconded by Ms. Hardy to recommend that the State Board of Education amend §120.20 and §120.21 as follows:*

“§120.20(c)(7)(B) and §120.21(c)(7)(B)
demonstrate targeted and intentional academic language skills to ensure content-area teachers are able to accurately evaluate the abilities of EB students and scaffold toward the increasingly complex English that students hear, speak, and are expected to read and write; and”

Page I-47 of the K-3 Figure, Listening – ELAR, Phonology, Pre-Production proficiency level
“listen to and repeat letter-sound correspondence ~~associations~~ (phonemes)”

Page I-71 of the Grade 4-12 Figure, Listening – ELAR, Phonology, Pre-Production proficiency level
“repeat letter-sound correspondence ~~associations~~, vowel sounds, and consonant sounds, including consonant clusters, when heard”

Page I-71 of the Grades 4-12 Figure, Listening – ELAR, Comprehension, Beginning proficiency level
“use one- to two- ~~1-to-2-~~ word responses or short phrases to respond to oral prompts and questions about aural information or text read aloud”

Page I-72 of the Grades 4-12 Figure, Listening – Mathematics, Language Structures/Pragmatics, Advanced proficiency level
“participate in mathematical discussions using unfamiliar ~~language~~ and familiar language structures such as comparative, descriptive, sequential, and operational structures modeled orally in the classroom”

Page I-50 of the K-3 Figure, Listening – Science, Vocabulary, Pre-Production proficiency levels
“match pre-taught ~~academic~~ scientific vocabulary with images and concepts when prompted orally”

Page I-75 of the Grades 4-12 Figure, Speaking – General, Vocabulary, Intermediate proficiency levels
“speak using high-frequency and general content-area ~~specific~~ words and phrases, including vocabulary terms and cognates”

Page I-53 of the K-3 Figure, Speaking – General, Register, Intermediate proficiency level and page I-75 of the Grades 4-12 Figure, Speaking – General, Register, Intermediate proficiency level
“adjust speech structure, form, vocabulary, and register to specific audiences and purposes with increasing ~~to increase~~ frequency”

Page I-53 of the K-3 Figure, Speaking – General, Discourse, Intermediate proficiency level
“describe and justify ideas and reasoning orally using high-frequency terms and phrases ~~with language supports~~”

Page I-76 of the Grade 4-12 Figure, Speaking – General, Discourse, Intermediate proficiency level
“express an opinion with evidence orally using phrases ~~with language supports~~”

Page I-53 of the K-3 Figure, Speaking – General, Respond to Information, Beginning proficiency level
“repeat orally some key words ~~word~~ or details about a topic”

Page I-76 of the Grades 4-12 Figure, Speaking – General, Respond to Information, Beginning proficiency level
“repeat orally some key words ~~word~~ or details about an academic topic”

Page I-53 of the K-3 Figure, Speaking – General, Respond to Information, Advanced proficiency level
“articulate key words and details when retelling information about a topic using ~~in~~ a variety of sentence types”

Page I-53 of the K-3 Figure, Speaking – General, Respond to Information, Intermediate proficiency level
“ask questions orally about content-area topics using question words and phrases
~~use question words in phrases orally when asking a question about a content-area topic~~”

Page I-76 of the Grades 4-12 Figure, Speaking – General, Respond to Information, Intermediate proficiency level
“ask questions orally about content-area topics using question words in simple sentences
~~use question words in simple sentences orally when asking a question about a content-area topic~~”

Page I-53 of the K-3 Figure, Speaking – General, Respond to Information, High Intermediate proficiency level
“ask questions orally about content-area topics using question words in simple sentences
~~use question words in simple sentences orally when asking a question about a content-area topic~~”

Page I-76 of the Grades 4-12 Figure, Speaking – General, Respond to Information, High Intermediate proficiency level
“ask questions orally about content-area topics using question words in simple sentences
~~use question words in simple sentences orally when asking a question about a content-area topic~~”

Page I-54 of the K-3 Figure, Speaking – ELAR, Respond to Information, Language Pattern and on page I-77 of the Grades 4-12 Figure, Speaking – ELAR, Respond to Information, Language Pattern
“Respond ~~Response~~ to Information”

Page I-54 of the K-3 Figure, Speaking – ELAR, Respond to Information, Beginning proficiency level
“speak using high-frequency vocabulary to describe a literary or informational text ~~with language supports~~”

Page I-54 of the K-3 Figure, Speaking – ELAR, Respond to Information, Intermediate proficiency level
“speak using high-frequency vocabulary and routinely modeled language structures to describe or respond to a literary or informational text ~~with language supports~~”

Page I-77 of the Grades 4-12 Figure, Speaking – ELAR, Respond to Information, Beginning proficiency level
“speak using high-frequency vocabulary to describe or respond to a literary or informational text ~~with language supports~~”

Page I-77 of the Grades 4-12 Figure, Speaking – ELAR, Respond to Information, Intermediate proficiency level

“speak using high-frequency vocabulary and routinely modeled language structures to describe or respond to a literary or informational text ~~with language supports~~”

Page I-78 of the Grades 4-12 Figure, Speaking – Mathematics, Discourse, Beginning proficiency level
“describe mathematical ideas and reasoning orally through isolated words and mathematical terms ~~with support~~”

Page I-55 of the K-3 Figure, Speaking – Mathematics, Discourse, High Intermediate proficiency level
“use sentences to orally ~~to~~ describe and justify mathematical ideas, reasoning, ~~and~~ arguments, and application of multiple representations, including symbols, diagrams, or graphs”

Page I-78 of the Grades 4-12 Figure, Speaking – Mathematics, Discourse, High Intermediate proficiency level
“use sentences often to describe and justify mathematical ideas, reasoning, ~~and~~ arguments, and application of multiple representations, including symbols, diagrams, and graphs”

Page I-55 of the K-3 Figure, Speaking – Mathematics, Discourse, Advanced proficiency level
“use sentences and precise mathematical language to explain and justify mathematical ideas, reasoning, ~~and~~ arguments, and application of multiple representations, including symbols, diagrams, or graphs”

Page I-78 of the Grades 4-12 Figure, Speaking – Mathematics, Discourse, Advanced proficiency level
“use sentences and precise mathematical language to explain and justify mathematical ideas, reasoning, ~~and~~ arguments, and application of multiple representations, including symbols, diagrams, and graphs”

Page I-56 of the K-3 Figure, Speaking – Science, Discourse, Intermediate proficiency level
“use phrases to orally justify or convey a proposed solution or hypothesis that include, ~~including~~ some ideas or opinions based on scientific data”

Page I-57 of the K-3 Figure, Speaking – Social Studies, Discourse, Beginning proficiency level and on page I-80 of the Grades 4-12 Figure, Speaking – Social Studies, Discourse, Beginning proficiency level
“describe social studies concepts or current or historical events orally using isolated words ~~with language supports~~”

Page I-58 of the K-3 Figure, Reading – General, Print Concepts, Pre-Production proficiency level and on page I-81 of the Grades 4-12 Figure, Reading – General, Print Concepts, Pre-Production proficiency level
“imitate how others read ~~reading~~ a book from top to bottom and turn ~~turning~~ pages from left to right”

Page I-64 of the K-3 Figure, Writing – General, Phonology, Intermediate proficiency level and on page I-87 of the Grades 4-12 Figure, Writing – General, Phonology, Intermediate proficiency level
“connect sounds to letters, including letter clusters and different syllable patterns, with increasing consistency, ~~including letter clusters and different syllable patterns~~”

MOTION AND VOTE: *It was moved by Dr. Bell-Metereau, seconded by Mr. Hickman, and carried without objection to recommend that the State Board of Education amend page I-56 of the K-3 Figure, Speaking, Science – Discourse, Intermediate proficiency level as follows:*

~~“use phrases to orally justify or convey a proposed solution or hypothesis using phrase that include, including some ideas or opinions based on scientific data”~~

VOTE: *A vote was taken on Mr. Maynard’s original motion to recommend that the State Board of Education amend the proposed ELPS as amended. The motion carried without objection.*

MOTION AND VOTE: *It was moved by Mr. Maynard, seconded by Mrs. Little, and carried without objection to recommend that the State Board of Education amend §120.20 and §120.21 to reflect staff recommendations as follows:*

Page I-46 of the K-3 Figure, Listening – General, Language Structures and on page I-70 of the Grades 4-12 Figure, Listening – General, Language Structures
“Language Structures/Pragmatics”

Page I-50 of the K-3 Figure, Listening – Science, Language Structures and on page I-73 of the Grades 4-12 Figure, Listening – Science, Language Structures
“Language Structures/Pragmatics”

Page I-51 of the K-3 Figure, Listening – Social Studies, Language Structures and on page I-74 of the Grades 4-12 Figure, Listening – Social Studies, Language Structures
“Language Structures/Pragmatics”

MOTION AND VOTE: *It was moved by Mr. Maynard, seconded by Mrs. Little, and carried without objection to recommend that the State Board of Education amend §120.20 and §120.21 to reflect staff recommendations as follows:*

Page I-63 of the K-3 Figure, Reading – Social Studies, Language Structures: Semantics/Pragmatics, Pre-Production proficiency level
“use pictures, manipulatives, or primary language to demonstrate an understanding of the language structure used in scaffolded social studies text”

Page I-63 of the K-3 Figure, Reading – Social Studies, Language Structures: Semantics/Pragmatics, Beginning proficiency level
“use pictures, manipulatives, or primary language to demonstrate an understanding of the language structure used in ~~scaffolded~~ social studies text”

Page I-63 of the K-3 Figure, Reading – Social Studies, Comprehension: Monitor and Adjust, Pre-Production proficiency level
~~“demonstrate the use of inferential skills such as making a connection to construct meaning using identify or point to text features such as maps, data charts, and images from historical narratives or informational texts in shared reading”~~

Page I-84 of the Grades 4-12 Figure, Reading – Mathematics, Language Structures: Semantics/Pragmatics, Pre-Production proficiency level
“use pictures, manipulatives, or primary language to demonstrate an understanding of mathematical language structures ~~and symbols~~ read in simple mathematical problems”

Page I-84 of the Grades 4-12 Figure, Reading – Mathematics, Language Structures: Semantics/Pragmatics, Beginning proficiency level
“use pictures, manipulatives, or primary language to demonstrate an understanding of mathematical language structures and symbols read in ~~simple~~ mathematical problems”

Page I-86 of the Grades 4-12 Figure, Reading – Social Studies, Comprehension: Monitor and Adjust, Pre-Production proficiency level

~~“demonstrate the use of inferential skills such as making a connection to construct meaning using identify or point to text features such as maps, data charts, and images from historical narratives or informational texts in shared reading”~~

MOTION AND VOTE: *It was moved by Mr. Maynard, seconded by Ms. Hardy, and carried without objection to recommend that the State Board of Education amend §120.20 and §120.21 to reflect staff recommendations as follows:*

Page I-66 of the K-3 Figure, Writing – ELAR, Phonology and on page I-89 of the Grades 4-12 Figure, Writing – ELAR, Phonology

“Language Pattern: Encoding Phonology”

Page I-66 of the K-3 Figure, Writing – ELAR, Phonology and on page I-89 of the Grades 4-12 Figure, Writing – ELAR, Phonology

“Language Pattern: Phonology Spelling”

Page I-90 of the Grades 4-12 Figure, Writing – Mathematics, Vocabulary, Beginning proficiency level
“copy common mathematical words and symbols such as equal, (=), plus, (+), minus, (-), greater than, (>), (&), (.), and (,) in modeled word problems ~~and their meaning~~”

Page I-90 of the Grades 4-12 Figure, Writing – Mathematics, Vocabulary, High Intermediate proficiency level

“write common ~~mathematical science and engineering~~ abbreviations such as units of measurement and formulas with increasing accuracy”

Page I-90 of the Grades 4-12 Figure, Writing – Mathematics, Vocabulary, Advanced proficiency level

“write common ~~mathematical science and engineering~~ abbreviations such as units of measurement and formulas with accuracy”

Page I-69 of the K-3 Figure, Writing – Social Studies, Discourse, High Intermediate proficiency level
“write sentences using high- frequency social studies language related to cause and effect, chronology, or comparison with relevant details
~~illustrate or copy text to show understanding of social studies content~~”

Page I-69 of the K-3 Figure, Writing – Social Studies, Discourse, Advanced proficiency level

“write sentences using precise social studies language related to cause and effect, chronology, comparison, or perspective with relevant and accurate details
~~copy high- frequency vocabulary related to cause and effect and chronology~~”

VOTE: *A vote was taken on the main motion to recommend that the State Board of Education approve for second reading and final adoption proposed new 19 TAC Chapter 120, Other Texas Essential Knowledge and Skills, Subchapter B, English Language Proficiency Standards, §120.20, English Language Proficiency Standards, Kindergarten-Grade 3, Adopted 2024, and §120.21, English Language Proficiency Standards, Grades 4-12, Adopted 2024, as amended; and*

Make an affirmative finding that immediate adoption of proposed new 19 TAC Chapter 120, Other Texas Essential Knowledge and Skills, Subchapter B, English Language Proficiency Standards, §120.20, English Language Proficiency Standards, Kindergarten-Grade 3, Adopted 2024, and §120.21, English Language Proficiency Standards, Grades 4-12, Adopted 2024, is necessary and shall have an effective date of 20 days after filing with the Texas Register.

The motion carried unanimously.

MOTION AND VOTE:

4. Direction to Work Group for Middle School Advanced Mathematics Texas Essential Knowledge and Skills
(Board agenda page I-93)

Public testimony was provided by the following individual:

NAME: Paul Grey
AFFILIATION: Self

Ms. Martinez explained that this item provides an opportunity for the board to provide direction to the work group regarding establishment of Texas Essential Knowledge and Skills (TEKS) for middle school advanced mathematics. She provided data for three districts that have successfully implemented advanced mathematics pathways.

MOTION: *It was moved by Dr. Ellis and seconded by Mrs. Little to recommend that the State Board of Education direct the work group for Middle School Advanced Mathematics Texas Essential Knowledge and Skills to present two models based on the following:*

- 1. Importance of keeping 6th grade TEKS similar to the current TEKS and combine 7th and 8th grade TEKS into 7th grade. (Allen ISD Model)*
- 2. Workgroup has leeway to analyze Middle School Advanced Mathematics TEKS from Barbers Hill ISD, Tomball ISD, as well as other districts, and bring forth what they believe to be the most appropriate set of Middle School Advanced Mathematics TEKS.*

MOTION AND VOTE: *It was moved by Mr. Hickman, seconded by Dr. Ellis, and carried to amend the motion to add the following:*

Work group will recommend either option 1 or option 2 for further consideration by the SBOE.

VOTE: *A vote was taken on the original motion to recommend that the State Board of Education direct the work group for Middle School Advanced Mathematics Texas Essential Knowledge and Skills to present two models based on the following:*

- 1. Importance of keeping 6th grade TEKS similar to the current TEKS and combine 7th and 8th grade TEKS into 7th grade. (Allen ISD Model)*
- 2. Workgroup has leeway to analyze Middle School Advanced Mathematics TEKS from Barbers Hill ISD, Tomball ISD, as well as other districts, and bring forth what they believe to be the most appropriate set of Middle School Advanced Mathematics TEKS; and*

recommend either option 1 or option 2 for further consideration by the SBOE, as amended.

The motion carried.

DISCUSSION ITEM

5. Discussion of Mathematics Instruction
(Board agenda page I-95)

Public testimony was provided by the following individual:

NAME: Paul Grey
AFFILIATION: Self

Mr. Kinsey explained that his intent was for the committee to brainstorm a list of items related to mathematics to study further and that could be turned into something more actionable. Ms. Martinez presented a history of SBOE action related to the mathematics TEKS. Mrs. Little asked for input from employers regarding mathematical skills required of students. Mr. Francis requested a copy of the gap analysis that was referenced in Ms. Martinez’s presentation. Ms. Pickren asked if there were more recent studies regarding student performance in math and stated that there is a need to close the gap.

Mr. Kinsey announced the appointment of the following members to an ad hoc committee to continue studying this issue:

Mr. Francis, chair
Ms. Childs
Mrs. Little
Mr. Maynard

6. Discussion of Proposed New Texas Essential Knowledge and Skills for Certain Career and Technical Education State-Approved Innovative Courses (Second Reading and Final Adoption)
(Board agenda page I-96)

Ms. Martinez explained the recommendation for converting certain career and technical education (CTE) state-approved innovative courses to Texas Essential Knowledge and Skills (TEKS) based courses. Ms. Martinez also provided a brief overview of the expected timeline for adoption of the new CTE TEKS.

7. Discussion of Proposed Amendments to 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.3 Description of a Required Secondary Curriculum
(Board agenda page I-163)

Jessica Snyder, special projects director, curriculum standards and support division, explained that the proposed amendment would update titles of two courses in the existing list of high school courses for science that are required to be offered to students. The titles of the courses were recently revised during the science TEKS review process. She also explained that, in addition to the list of science courses districts must offer, the existing rule includes a second list of science courses from which districts must select at least two additional courses they will offer to students. The proposed amendments would add two more courses to the second list.

ACTION ITEM

8. Consideration and Adoption of Proposed Ranges of Distributions for Fiscal Year 2026 and Fiscal Year 2027

(Board agenda page I-167)
[Official agenda item #8]

Chair Kinsey called on Mr. Maynard to introduce the item briefly. After Mr. Maynard's introduction he asked Robert L. Borden, Texas PSF Corporation chief executive officer, to make a presentation on the item.

Mr. Borden summarized the constitutional provisions for distributions from the Permanent School Fund (PSF) to the Available School Fund focusing on the process and limits for the spending rate set by the State Board of Education with specific emphasis on updates to the data and assumptions since the Board addressed the item at its June meeting. He also mentioned that the Texas PSF Corporation is considering its own distribution, which is constitutionally limited to \$600 million per year, and is expected to be addressed at the Corporation board meeting tomorrow.

Mr. Borden noted the importance of adopting a sustainable endowment spending rate that accounts for expected total return, contributions, expenses, inflation, and student population growth to maintain the purchasing power of distributions from the PSF. Based on the long-term assumptions for these factors, he recommended an annual spending rate range between 2.25% and 4.14%.

MOTION AND VOTE: *Mr. Maynard moved, and Ms. Hardy seconded, that the Committee recommend the following:*

Pursuant to the Texas Constitution, Article VII, Section 5(a), that the State Board of Education approve a range for the annual distribution rate of between 2.25% and 4.14%, leading to a total distribution of \$2.36 to \$4.34 billion for the biennium, fiscal years 2026 and 2027.

And further, pursuant to the Texas Constitution, Article VII, Section 5(a), that the State Board of Education approve a preliminary distribution rate of 3.45% resulting in an estimated annual distribution in the amount of \$1.81 billion for fiscal years 2026 and 2027, a projected \$3.62 billion for the biennium.

The motion carried.

DISCUSSION ITEM

9. Update from the Texas Permanent School Fund Corporation's Chief Executive Officer
(Board agenda page I-169)

Robert Borden, chief executive officer of the Texas PSF Corporation, provided an update on the implementation of the PSF strategic plan and many of the completed tasks related to the associated goals: optimize asset allocation, improve portfolio implementation, attract and develop talent, enhance communications, strengthen corporate governance, fortify internal controls, and build new corporate infrastructure.

ACTION ITEM

10. Texas Education Agency Administrative and Program Budget by Major Component for the 2024-2025 Biennium and Legislative Appropriations Request for the 2026-2027 Biennium
(Board agenda page I-170)

[Official agenda item #8]

Hunter Thompson, executive director, governmental relations, and Carla Steffen, associate commissioner of finance, provided a presentation with an overview of the Texas Education Agency's Legislative Appropriations Request for the 2026-2027 Biennium, as well as an overview of the agency's 2024-2025 budget by major component. No action was taken.

DISCUSSION ITEMS

11. Discussion of Legislative Recommendations for the 89th Texas Legislature
(Board agenda page I-171)

This item was postponed to the September 12, 2024, meeting of the Committee of the Full Board.

12. Discussion of Pending Litigation
(Board agenda page I-172)

Chairman Kinsey adjourned the meeting at 9:33 p.m.