ATTACHMENT II
Text of Adopted Revisions to 19 TAC

Chapter 102. Educational Programs

Subchapter BB. Commissioner's Rules Concerning Master Teacher Grant Programs

§102.1011. Master Reading Teacher Grant Program.

(a) Definitions. The following words and terms, when used in this section, shall have the following meanings, unless the context clearly indicates otherwise.

(1) Identified high-need campus--An identified high-need campus is a campus where the percentage of students reported passing the statewide assessment in reading averages less than or equal to a percentage designated by the commissioner of education. An identified high-need campus does not include:

(A) a discipline alternative education program operated under the Texas Education Code (TEC), §37.008;

(B) a juvenile justice alternative education program; and

(C) a campus where fewer than 30 students took the statewide assessment in reading over the previous three school years for which data are considered.

(2) Master reading teacher--An educator who is employed by a school district and has satisfactorily completed the requirements for master reading teacher certification. The master reading teacher teaches reading and serves as a reading teacher mentor to other teachers.

(3) Master Reading Teacher Grant Program--An annual grant program established in accordance with the TEC, §21.410, under which a school district may apply to the commissioner of education for a grant to pay stipends to selected certified master reading teachers who teach at high-need campuses, in accordance with the provisions of this section.

(4) School district--For the purposes of this section, the definition of school district includes open-enrollment charter school.

(5) School district board of trustees--For the purposes of this section, the definition of a school district board of trustees includes a charter holder board.

(b) Purpose. The Master Reading Teacher Grant Program is established to encourage teachers to:

(1) become certified as master reading teachers; and

(2) work with other teachers and with students in order to improve student reading performance.

(c) Qualifications. A certified master reading teacher is:

(1) a person who holds a reading specialist certificate and has satisfactorily completed a course of instruction approved by the State Board for Educator Certification (SBEC) for the purpose of becoming a master reading teacher; or

(2) a person who holds a teaching certificate who:

(A) has at least three years of teaching experience;

(B) has satisfactorily completed a course of instruction approved by the SBEC for the purpose of becoming a master reading teacher; and

(C) has successfully performed on the master reading teacher certification examination prescribed by the SBEC.

(d) Primary duties. The primary duties of a master reading teacher are to teach reading and to serve as a reading teacher mentor to other teachers for the amount of time and in the manner established by the school district.

(1) Teaching reading is performed when a teacher:

(A) applies knowledge of the interrelated components of reading from early childhood through Grade 12 and uses expertise at the primary, intermediate/middle, or high school level to plan, implement, and monitor reading instruction;

(B) selects, constructs, and administers appropriate reading assessments on an ongoing basis and uses the results to design, inform, and adjust reading instruction to promote student achievement;

(C) applies knowledge of primary and secondary language acquisition, reading difficulties, and dyslexia and related reading disorders to facilitate and promote literacy;

(D) designs and implements instruction based on the Texas Essential Knowledge and Skills (TEKS) in reading at the appropriate grade level; and

(E) creates a positive learning environment that promotes positive student attitudes toward reading and provides equitable opportunities for all students to achieve at a high level.

(2) A reading teacher mentor:

(A) provides mentoring and leadership that facilitate appropriate standards-based and research-based reading instruction;

(B) communicates and collaborates with educational professionals, parents, and others;

(C) coaches and consults with colleagues;

(D) provides professional development opportunities for faculty; and

(E) makes instructional decisions based on data and supported by evidence from research.

(e) Campus eligibility. Test score averages for the statewide assessment in reading for the three previous years will be used to identify a high-need campus.

(1) A school district may receive a grant to pay state stipends for up to three certified master reading teachers per identified high-need campus as determined annually by the commissioner.

[~~(1) The commissioner shall determine, based upon student enrollment, whether a district may receive a grant to pay stipends to one or two certified master reading teachers per identified high-need campus.~~]

[~~(A) A school district may receive a grant to pay state stipends to two certified master reading teachers per identified high-need campus having a large student population as determined annually by the commissioner.~~]

[~~(B) A school district may receive a grant to pay state stipends to one certified master reading teacher per identified high-need campus having a small student population as determined annually by the commissioner.~~]

(2) Following the initial year of the grant, a district is not required to reapply for a grant for two consecutive years if the district:

(A) continues to pay a stipend as provided by this subsection;

(B) notifies the commissioner, in accordance with the application instructions, that the circumstances on which the grant was based have not changed; and

(C) notifies the commissioner of changes in the circumstances on which the grant was based, including:

(i) number of months of the teacher's service under master reading teacher certification;

(ii) new designated master reading teachers on previously unserved identified high-need campuses, as defined in [~~this~~] subsection (a)(1) of this section ;

(iii) changes in designated master reading teachers on already served identified high-need campuses; and

(iv) additional changes affecting the Master Reading Teacher Grant Program, including any information required by the commissioner.

(f) Allocation and use of funds. A school district may apply to the commissioner for grants for each identified high-need campus as defined in subsection (a)(1) [~~(a)(3)~~] of this section to be used to pay a year-end stipend to certified master reading teachers in accordance with this section.

(1) The application must contain a certification by the school superintendent that the grants will be used only for the purpose set forth in the TEC, §21.410.

(2) Applications and reports must be filed with the commissioner during the school year in which a stipend is to be paid in accordance with the application instructions.

(3) Grant funds can only be used for the purpose of paying a year-end stipend to a master reading teacher, as defined in subsections (a)(2) [~~(a)(4)~~] and (c) of this section, whose primary duties are to teach reading and to serve as a reading teacher mentor to others for the amount of time and in the manner established by the school district.

(g) Payments. A decision of the commissioner concerning the amount of money to which a school district is entitled under this section is final and may not be appealed. The commissioner shall reduce payments to a school district proportionately to the extent an eligible teacher does not meet the requirements under subsection (c) of this section for the entire school year. In the event a teacher qualifies as a master reading teacher for a partial month, the district's written policy will determine how the district counts the partial month (e.g., as no month served or as an entire month served). Only whole months shall be entered on the application by the district on the teacher's behalf.

(h) Designations by the district. A district that employs more certified master reading teachers than the number of grants available under this section shall designate which certified master reading teacher(s) to assign the duties required to receive the state stipend(s).

(1) The designation is based on a written policy adopted by the board of trustees of the district.

(2) Each district shall provide to the commissioner proof acceptable to the commissioner of the master reading teacher certification of a teacher to whom the district is paying a stipend under this section.

(3) The district shall pay a state stipend for only one designated master reading teacher per designated slot on an identified high-need campus.

(4) In unforeseen circumstances (e.g., teacher becomes seriously ill and cannot continue), the district may request from the commissioner an exception to the provisions in this subsection to be considered on a case-by-case basis and only under extreme circumstances.

(5) A decision of the district under this subsection is final and may not be appealed.

(6) The district may use local money to pay additional stipends in amounts determined by the district.

(7) State stipends to certified master reading teachers must be paid by local school districts no later than 30 days after receipt of the grant by the school district.

(i) Audit of expenditures. The commissioner may audit the expenditure of grant funds appropriated for purposes of this section.

§102.1013. Master Mathematics Teacher Grant Program.

(a) Definitions. The following words and terms, when used in this section, shall have the following meanings, unless the context clearly indicates otherwise.

(1) Identified high-need campus--An identified high-need campus is a campus where the percentage of students reported passing the statewide assessment in mathematics averages less than or equal to a percentage designated by the commissioner of education. An identified high-need campus does not include:

(A) a discipline alternative education program operated under the Texas Education Code (TEC), §37.008;

(B) a juvenile justice alternative education program; and

(C) a campus where fewer than 30 students took the statewide assessment in mathematics over the previous three school years for which data are considered.

(2) Master mathematics teacher--An educator who is employed by a school district and has satisfactorily completed the requirements for master mathematics teacher certification. The master mathematics teacher teaches mathematics and serves as a mathematics teacher mentor to other teachers.

(3) Master Mathematics Teacher Grant Program--An annual grant program established in accordance with the TEC, §21.411, under which a school district may apply to the commissioner of education for a grant to pay stipends to selected certified master mathematics teachers who teach at high-need campuses, in accordance with the provisions of this section.

(4) School district--For the purposes of this section, the definition of school district includes open-enrollment charter school.

(5) School district board of trustees--For the purposes of this section, the definition of a school district board of trustees includes a charter holder board.

(b) Purpose. The Master Mathematics Teacher Grant Program is established to encourage teachers to:

(1) become certified as master mathematics teachers; and

(2) work with other teachers and with students in order to improve student mathematics performance.

(c) Qualifications. A certified master mathematics teacher is a person who holds a teaching certificate who:

(1) has at least three years of teaching experience;

(2) has satisfactorily completed a course of instruction approved by the State Board for Educator Certification (SBEC) for the purpose of becoming a master mathematics teacher; and

(3) has successfully performed on the master mathematics teacher certification examination prescribed by the SBEC.

(d) Primary duties. The primary duties of a master mathematics teacher are to teach mathematics and to serve as a mathematics teacher mentor to other teachers for the amount of time and in the manner established by the school district.

(1) Teaching mathematics is performed when a teacher:

(A) applies knowledge of the interrelated components of mathematics, including number concepts, patterns and algebra, geometry and measurement, probability and statistics, and mathematical processes, and uses expertise in mathematics instruction at the primary, intermediate/middle, or high school level to select, design, implement, and monitor appropriate mathematics instruction;

(B) selects, constructs, and administers appropriate mathematics assessments on an ongoing basis and uses the results to design, inform, and adjust mathematics instruction to promote student achievement;

(C) applies knowledge of a range of mathematical achievement (e.g., advanced learners, students demonstrating mathematics difficulties) and effective instructional approaches to facilitate and promote mathematics achievement;

(D) designs and implements instruction based on the Texas Essential Knowledge and Skills (TEKS) in mathematics at the appropriate grade level; and

(E) creates a positive learning environment that promotes positive student attitudes toward mathematics and provides equitable opportunities for all students to achieve at a high level.

(2) A mathematics teacher mentor:

(A) provides mentoring and leadership that facilitate appropriate standards-based and research-based mathematics instruction;

(B) communicates and collaborates with educational professionals, parents, and others;

(C) coaches and consults with colleagues;

(D) provides professional development opportunities for faculty; and

(E) makes instructional decisions based on data and supported by evidence from research.

(e) Campus eligibility. Test score averages for the statewide assessment in mathematics for the three previous years will be used to identify a high-need campus.

(1) A school district may receive a grant to pay state stipends for up to three certified master mathematics teachers per identified high-need campus as determined annually by the commissioner.

[~~(1) The commissioner shall determine, based upon student enrollment, whether a district may receive a grant to pay stipends to one or two certified master mathematics teachers per identified high-need campus.~~]

[~~(A) A school district may receive a grant to pay state stipends to two certified master mathematics teachers per identified high-need campus having a large student population as determined annually by the commissioner.~~]

[~~(B) A school district may receive a grant to pay state stipends to one certified master mathematics teacher per identified high-need campus having a small student population as determined annually by the commissioner.~~]

(2) Following the initial year of the grant, a district is not required to reapply for a grant for two consecutive years if the district:

(A) continues to pay a stipend as provided by this subsection;

(B) notifies the commissioner, in accordance with the application instructions, that the circumstances on which the grant was based have not changed; and

(C) notifies the commissioner of changes in the circumstances on which the grant was based, including:

(i) number of months of the teacher's service under master mathematics teacher certification;

(ii) new designated master mathematics teachers on previously unserved identified high-need campuses, as defined in [~~this~~] subsection (a)(1) of this section ;

(iii) changes in designated master mathematics teachers on already served identified high-need campuses; and

(iv) additional changes affecting the Master Mathematics Teacher Grant Program, including any information required by the commissioner.

(f) Allocation and use of funds. A school district may apply to the commissioner for grants for each identified high-need campus as defined in subsection (a)(1) [~~(a)(3)~~] of this section to be used to pay a year-end stipend to certified master mathematics teachers in accordance with this section.

(1) The application must contain a certification by the school superintendent that the grants will be used only for the purpose set forth in the TEC, §21.411.

(2) Applications and reports must be filed with the commissioner during the school year in which a stipend is to be paid in accordance with the application instructions.

(3) Grant funds can only be used for the purpose of paying a year-end stipend to a master mathematics teacher, as defined in subsections (a)(2) [~~(a)(4)~~] and (c) of this section, whose primary duties are to teach mathematics and to serve as a mathematics teacher mentor to others for the amount of time and in the manner established by the school district.

(g) Payments. A decision of the commissioner concerning the amount of money to which a school district is entitled under this section is final and may not be appealed. The commissioner shall reduce payments to a school district proportionately to the extent an eligible teacher does not meet the requirements under subsection (c) of this section for the entire school year. In the event a teacher qualifies as a master mathematics teacher for a partial month, the district's written policy will determine how the district counts the partial month (e.g., as no month served or as an entire month served). Only whole months shall be entered on the application by the district on the teacher's behalf.

(h) Designations by the district. A district that employs more certified master mathematics teachers than the number of grants available under this section shall designate which certified master mathematics teacher(s) to assign the duties required to receive the state stipend(s).

(1) The designation is based on a written policy adopted by the board of trustees of the district.

(2) Each district shall provide to the commissioner proof acceptable to the commissioner of the master mathematics teacher certification of a teacher to whom the district is paying a stipend under this section.

(3) The district shall pay a state stipend for only one designated master mathematics teacher per designated slot on an identified high-need campus.

(4) In unforeseen circumstances (e.g., teacher becomes seriously ill and cannot continue), the district may request from the commissioner an exception to the provisions in this subsection to be considered on a case-by-case basis and only under extreme circumstances.

(5) A decision of the district under this subsection is final and may not be appealed.

(6) The district may use local money to pay additional stipends in amounts determined by the district.

(7) State stipends to certified master mathematics teachers must be paid by local school districts no later than 30 days after receipt of the grant by the school district.

(i) Audit of expenditures. The commissioner may audit the expenditure of grant funds appropriated for purposes of this section.

§102.1015. Master Science Teacher Grant Program.

(a) Definitions. The following words and terms, when used in this section, shall have the following meanings, unless the context clearly indicates otherwise.

(1) Identified high-need campus--An identified high-need campus is a campus where the percentage of students reported passing the statewide assessment in science averages less than or equal to a

percentage designated by the commissioner of education. An identified high-need campus does not include:

(A) a discipline alternative education program operated under the Texas Education Code (TEC), §37.008;

(B) a juvenile justice alternative education program; and

(C) a campus where fewer than 30 students took the statewide assessment in science over the previous three school years for which data are considered.

(2) Master science teacher--An educator who is employed by a school district and has satisfactorily completed the requirements for master science teacher certification. The master science teacher teaches science and serves as a science teacher mentor to other teachers.

(3) Master Science Teacher Grant Program--An annual grant program established in accordance with the TEC, §21.413, under which a school district may apply to the commissioner of education for a grant to pay stipends to selected certified master science teachers who teach at high-need campuses, in accordance with the provisions of this section.

(4) School district--For the purposes of this section, the definition of school district includes open-enrollment charter school.

(5) School district board of trustees--For the purposes of this section, the definition of a school district board of trustees includes a charter holder board.

(b) Purpose. The Master Science Teacher Grant Program is established to encourage teachers to:

(1) become certified as master science teachers; and

(2) work with other teachers and with students in order to improve student science performance.

(c) Qualifications. A certified master science teacher is a person who holds a teaching certificate who:

(1) has at least three years of teaching experience;

(2) has satisfactorily completed a course of instruction approved by the State Board for Educator Certification (SBEC) for the purpose of becoming a master science teacher; and

(3) has successfully performed on the master science teacher certification examination prescribed by the SBEC.

(d) Primary duties. The primary duties of a master science teacher are to teach science and to serve as a science teacher mentor to other teachers for the amount of time and in the manner established by the school district.

(1) Teaching science is performed when a teacher:

(A) applies knowledge of the interrelated components of science, including scientific principles, such as systems and models, properties and patterns, constancy and change; scientific processes, such as inquiry in the laboratory and field, critical thinking and problem-solving; and science concepts, such as relationship between force and motion and interdependence among living systems, and uses expertise in science instruction at the primary, intermediate/middle, or high school level to select, design, implement, and monitor appropriate science instruction. The master science teacher understands ethics in science investigation and laboratory and field safety techniques and employs appropriate pedagogy techniques;

(B) selects, constructs, and administers appropriate science assessments on an ongoing basis and uses the results to design, inform, and adjust science instruction to promote student achievement;

(C) applies knowledge of a range of scientific achievement (e.g., advanced learners, students demonstrating science difficulties) and effective instructional approaches to facilitate and promote science achievement;

(D) designs and implements instruction based on the Texas Essential Knowledge and Skills (TEKS) in science at the appropriate grade level; and

(E) creates a positive learning environment that promotes positive student attitudes toward science and provides equitable opportunities for all students to achieve at a high level.

(2) A science teacher mentor:

(A) provides mentoring and leadership that facilitate appropriate standards-based and research-based science instruction;

(B) communicates and collaborates with educational professionals, parents, and others;

(C) coaches and consults with colleagues;

(D) provides professional development opportunities for faculty; and

(E) makes instructional decisions based on data and supported by evidence from research.

(e) Campus eligibility. Test score averages for the statewide assessment in science for the three previous years will be used to identify a high-need campus.

(1) A school district may receive a grant to pay state stipends for up to three certified master science teachers per identified high-need campus as determined annually by the commissioner.

[~~(1) The commissioner shall determine, based upon student enrollment, whether a district may receive a grant to pay stipends to one or two certified master science teachers per identified high-need campus.~~]

[~~(A) A school district may receive a grant to pay state stipends to two certified master science teachers per identified high-need campus having a large student population as determined annually by the commissioner.~~]

[~~(B) A school district may receive a grant to pay state stipends to one certified master science teacher per identified high-need campus having a small student population as determined annually by the commissioner.~~]

(2) Following the initial year of the grant, a district is not required to reapply for a grant for two consecutive years if the district:

(A) continues to pay a stipend as provided by this subsection;

(B) notifies the commissioner, in accordance with the application instructions, that the circumstances on which the grant was based have not changed; and

(C) notifies the commissioner of changes in the circumstances on which the grant was based, including:

(i) number of months of the teacher's service under master science teacher certification;

(ii) new designated master science teachers on previously unserved identified high-need campuses, as defined in [~~this~~] subsection (a)(1) of this section ;

(iii) changes in designated master science teachers on already served identified high-need campuses; and

(iv) additional changes affecting the Master Science Teacher Grant Program, including any information required by the commissioner.

(f) Allocation and use of funds. A school district may apply to the commissioner for grants for each identified high-need campus as defined in subsection (a)(1) [~~(a)(3)~~] of this section to be used to pay a year-end stipend to certified master science teachers in accordance with this section.

(1) The application must contain a certification by the school superintendent that the grants will be used only for the purpose set forth in the TEC, §21.413.

(2) Applications and reports must be filed with the commissioner during the school year in which a stipend is to be paid in accordance with the application instructions.

(3) Grant funds can only be used for the purpose of paying a year-end stipend to a master science teacher, as defined in subsections (a)(2) [~~(a)(4)~~] and (c) of this section, whose primary duties are to teach science [~~reading~~] and to serve as a science [~~reading~~] teacher mentor to others for the amount of time and in the manner established by the school district.

(g) Payments. A decision of the commissioner concerning the amount of money to which a school district is entitled under this section is final and may not be appealed. The commissioner shall reduce payments to a school district proportionately to the extent an eligible teacher does not meet the requirements under subsection (c) of this section for the entire school year. In the event a teacher qualifies as a master science teacher for a partial month, the district's written policy will determine how the district counts the partial month (e.g., as no month served or as an entire month served). Only whole months shall be entered on the application by the district on the teacher's behalf.

(h) Designations by the district. A district that employs more certified master science teachers than the number of grants available under this section shall designate which certified master science teacher(s) to assign the duties required to receive the state stipend(s).

(1) The designation is based on a written policy adopted by the board of trustees of the district.

(2) Each district shall provide to the commissioner proof acceptable to the commissioner of the master science teacher certification of a teacher to whom the district is paying a stipend under this section.

(3) The district shall pay a state stipend for only one designated master science teacher per designated slot on an identified high-need campus.

(4) In unforeseen circumstances (e.g., teacher becomes seriously ill and cannot continue), the district may request from the commissioner an exception to the provisions in this subsection to be considered on a case-by-case basis and only under extreme circumstances.

(5) A decision of the district under this subsection is final and may not be appealed.

(6) The district may use local money to pay additional stipends in amounts determined by the district.

(7) State stipends to certified master science teachers must be paid by local school districts no later than 30 days after receipt of the grant by the school district.

(i) Audit of expenditures. The commissioner may audit the expenditure of grant funds appropriated for purposes of this section.

§102.1017. Master Technology Teacher Grant Program.

(a) Definitions. The following words and terms, when used in this section, shall have the following meanings, unless the context clearly indicates otherwise.

(1) Identified high-need campus--

(A) An identified high-need campus is a campus where:

(i) the percentage of students reported passing the statewide assessment in reading, mathematics, science, or social studies averages less than or equal to a percentage designated by the commissioner of education; or

(ii) the school is rated Early Tech or Developing Tech in the Teaching and Learning section of the Texas Campus School Technology and Readiness (STaR) chart.

(B) An identified high-need campus does not include:

(i) a discipline alternative education program operated under the Texas Education Code (TEC), §37.008;

(ii) a juvenile justice alternative education program; and

(iii) a campus where fewer than 30 students took the statewide assessment in reading, mathematics, science, or social studies over the previous three school years for which data are considered.

(2) Master technology teacher--An educator who is employed by a school district and has satisfactorily completed the requirements for master technology teacher certification. The master technology teacher serves as a technology training mentor to other teachers by coaching, modeling, and instructing effective use of technology integration across the curriculum in order to improve student achievement in all disciplines.

(3) Master Technology Teacher Grant Program--An annual grant program established in accordance with the TEC, §21.412, under which a school district may apply to the commissioner of education for a grant to pay stipends to selected certified master technology teachers who teach at high-need campuses, in accordance with the provisions of this section.

(4) School district--For the purposes of this section, the definition of school district includes open-enrollment charter school.

(5) School district board of trustees--For the purposes of this section, the definition of a school district board of trustees includes a charter holder board.

(b) Purpose. The Master Technology Teacher Grant Program is established to encourage teachers to:

(1) become certified as master technology teachers; and

(2) work with other teachers and with students in order to improve student academic achievement.

(c) Qualifications. A certified master technology teacher is:

(1) a person who holds a technology applications or technology education certificate and:

(A) has satisfactorily completed a course of instruction approved by the State Board for Educator Certification (SBEC) for the purpose of becoming a master technology teacher;

(B) has satisfactorily completed a field-based practicum prescribed by an educator preparation program approved by the SBEC;

(C) has successfully performed on the appropriate master technology teacher certification examination prescribed by the SBEC; and

(D) has satisfied any other requirement generally applicable to certificates issued under this title; or

(2) a person who holds a teaching certificate issued under this title and:

(A) has at least three years of teaching experience;

(B) has satisfactorily completed a course of instruction approved by the SBEC for the purpose of becoming a master technology teacher that includes training in:

(i) effective technology instruction techniques, including applications designed to meet the educational needs of students with disabilities;

(ii) classroom teaching methodology that engages student learning through the integration of technology;

(iii) digital learning competencies, including Internet research, graphics, animation, website mastering, and video technologies;

(iv) curriculum models designed to prepare teachers to facilitate an active student learning environment; and

(v) effective professional peer mentoring techniques;

(C) has satisfactorily completed a field-based practicum prescribed by an educator preparation program approved by the SBEC;

(D) has successfully performed on the appropriate master technology teacher certification examination prescribed by the SBEC; and

(E) has satisfied any other requirement generally applicable to certificates issued under this title.

(d) Primary duties. The primary duties of a master technology teacher are to teach technology and to serve as a technology training mentor to other teachers by coaching, modeling, and instructing effective use of technology integration across the curriculum in order to improve student achievement in all disciplines.

(1) Teaching technology is performed when a teacher:

(A) applies effective technology instruction techniques, including applications designed to meet the educational needs of students with disabilities from early childhood through Grade 12 and uses expertise at the primary, intermediate/middle, or high school level to plan, implement, and monitor technology instruction;

(B) selects, constructs, and administers appropriate technology assessments on an ongoing basis and uses the results to design, inform, and adjust technology instruction to promote student achievement;

(C) designs and implements instruction based on the Texas Essential Knowledge and Skills (TEKS) in technology applications at the appropriate grade level; and

(D) creates a positive learning environment that promotes positive student attitudes toward technology and provides equitable opportunities for all students to achieve at a high level.

(2) A technology teacher mentor:

(A) provides mentoring and leadership that facilitate appropriate standards-based and research-based technology instruction;

(B) communicates and collaborates with educational professionals, parents, and others;

(C) coaches and consults with colleagues;

(D) provides professional development opportunities for faculty; and

(E) makes instructional decisions based on data and supported by evidence from research.

(e) Campus eligibility. Test score averages of less than or equal to a percentage designated by the commissioner for the statewide assessment in reading, mathematics, science, or social studies for the three previous years or ratings of Early Tech or Developing Tech in the Teaching and Learning section of the Texas Campus School Technology and Readiness (STaR) chart will be used to identify a high-need campus.

(1) A school district may receive a grant to pay state stipends for up to three certified master technology teachers per identified high-need campus as determined annually by the commissioner.

(2) Following the initial year of the grant, a district is not required to reapply for a grant for two consecutive years if the district:

(A) continues to pay a stipend as provided by this subsection;

(B) notifies the commissioner, in accordance with the application instructions, that the circumstances on which the grant was based have not changed; and

(C) notifies the commissioner of changes in the circumstances on which the grant was based, including:

(i) number of months of the teacher's service under master technology teacher certification;

(ii) new designated master technology teachers on previously unserved identified high-need campuses, as defined in subsection (a)(1) of this section;

(iii) changes in designated master technology teachers on already served identified high-need campuses; and

(iv) additional changes affecting the Master Technology Teacher Grant Program, including any information required by the commissioner.

(f) Allocation and use of funds. A school district may apply to the commissioner for grants for each identified high-need campus as defined in subsection (a)(1) of this section to be used to pay a year-end stipend to certified master technology teachers in accordance with this section.

(1) The application must contain a certification by the school superintendent that the grants will be used only for the purpose set forth in the TEC, §21.412.

(2) Applications and reports must be filed with the commissioner during the school year in which a stipend is to be paid in accordance with the application instructions.

(3) Grant funds can only be used for the purpose of paying a year-end stipend to a master technology teacher, as defined in subsections (a)(2) and (c) of this section, whose primary duties are to teach technology and to serve as a technology teacher mentor to others for the amount of time and in the manner established by the school district.

(g) Payments. A decision of the commissioner concerning the amount of money to which a school district is entitled under this section is final and may not be appealed. The commissioner shall reduce payments to a school district proportionately to the extent an eligible teacher does not meet the requirements under subsection (c) of this section for the entire school year. In the event a teacher qualifies as a master technology teacher for a partial month, the district's written policy will determine how the district counts the partial month (e.g., as no month served or as an entire month served). Only whole months shall be entered on the application by the district on the teacher's behalf.

(h) Designations by the district. A district that employs more certified master technology teachers than the number of grants available under this section shall designate which certified master technology teacher(s) to assign the duties required to receive the state stipend(s).

(1) The designation is based on a written policy adopted by the board of trustees of the district.

(2) Each district shall provide to the commissioner proof acceptable to the commissioner of the master technology teacher certification of a teacher to whom the district is paying a stipend under this section.

(3) The district shall pay a state stipend for only one designated master technology teacher per designated slot on an identified high-need campus.

(4) In unforeseen circumstances (e.g., teacher becomes seriously ill and cannot continue), the district may request from the commissioner an exception to the provisions in this subsection to be considered on a case-by-case basis and only under extreme circumstances.

(5) A decision of the district under this subsection is final and may not be appealed.

(6) The district may use local money to pay additional stipends in amounts determined by the district.

(7) State stipends to certified master technology teachers must be paid by local school districts no later than 30 days after receipt of the grant by the school district.

(i) Audit of expenditures. The commissioner may audit the expenditure of grant funds appropriated for purposes of this section.