

**STATE BOARD OF EDUCATION**  
*(State Board for Career and Technology Education)*

**DONNA BAHORICH, Houston**  
Chair of the State Board of Education  
District 6

**MARTY ROWLEY, Amarillo**  
Vice Chair of the State Board of  
Education  
District 15

**GEORGINA PÉREZ, El Paso**  
Secretary of the State Board of  
Education  
District 1

**Board Members**

**LAWRENCE ALLEN, JR., Houston**  
District 4

**PAM LITTLE, Fairview**  
District 12

**BARBARA CARGILL, Conroe**  
District 8

**TOM MAYNARD, Florence**  
District 10

**RUBEN CORTEZ, JR., Brownsville**  
District 2

**SUE MELTON-MALONE, Robinson**  
District 14

**AICHA DAVIS, Dallas**  
District 13

**KEN MERCER, San Antonio**  
District 5

**KEVEN ELLIS, Lufkin**  
District 9

**MARISA PEREZ-DIAZ, Converse**  
District 3

**PATRICIA HARDY, Fort Worth**  
District 11

**MATT ROBINSON, Friendswood**  
District 7

## **Committees of the State Board of Education**

### **INSTRUCTION**

Sue Melton-Malone, Chair  
Pam Little, Vice-Chair  
Aicha Davis  
Georgina C. Pérez  
Marty Rowley

### **SCHOOL FINANCE/PERMANENT SCHOOL FUND**

Tom Maynard, Chair  
Lawrence Allen, Jr., Vice-Chair  
Donna Bahorich  
Patricia Hardy  
Ken Mercer

### **SCHOOL INITIATIVES**

Barbara Cargill, Chair  
Marisa Perez-Diaz, Vice-Chair  
Ruben Cortez, Jr.  
Keven Ellis  
Matt Robinson

June 11, 2019

State Board of Education  
Austin, Texas

I certify that this is the official agenda of the State Board of Education for its meeting on June 11-14, 2019. 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 long horizontal flourish extending to the right.

Mike Morath  
Commissioner of Education

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

**SCHEDULE AND AGENDAS**

**Committees and Board**

**State Board of Education, Austin, Texas**

<b>Meeting Times June 11-14, 2019</b>	
<b>Tuesday, June 11, 2019</b>	
<b>9:00 a.m.</b>	<b>Committee of the Full Board (Room 1-104)</b>
<b><u>Wednesday, June 12, 2019</u></b>	
<b>9:00 a.m.</b>	<b>Committee of the Full Board (Room 1-104)</b>
<b><u>Thursday, June 13, 2019</u></b>	
<b>9:00 a.m.</b>	<b>Committee on Instruction (Room 1-100)</b>
<b>9:00 a.m.</b>	<b>Committee on School Finance/Permanent School Fund (Room 1-104)</b>
<b>9:00 am</b>	<b>Committee on School Initiatives (Room 1-111)</b>
<b><u>Friday, June 14, 2019</u></b>	
<b>9:00 am</b>	<b>General Meeting (Room 1-104)</b>

If the Committee of the Full Board does not complete its agenda Tuesday, it will resume its meeting in Room 1-104 on Wednesday. If the Committee of the Full Board does not complete its agenda Wednesday, it will resume its meeting in Room 1-104 on Thursday or Friday. If the Committee on Instruction does not complete its agenda Thursday, it will resume its meeting in Room 1-100 on Friday. If the Committee on School Finance/Permanent School Fund does not complete its agenda Thursday, it will resume its meeting in Room 1-104 on Friday. If the Committee on School Initiatives does not complete its agenda Thursday, it will resume its meeting in Room 1-111 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.

Agenda is online at [http://tea.texas.gov/About\\_TEA/Leadership/State\\_Board\\_of\\_Education/SBOE\\_Meetings/State\\_Board\\_of\\_Education\\_Agenda/](http://tea.texas.gov/About_TEA/Leadership/State_Board_of_Education/SBOE_Meetings/State_Board_of_Education_Agenda/) on the Texas Education Agency 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**  
**June 11, 2019**

**9 a.m.**

**COMMITTEE OF THE FULL BOARD – Room 1-104**

*Public testimony – Individual testimony will be taken at the time the related item comes up for Committee discussion or action. The procedures for registering and taking public testimony at State Board of Education committee meetings and general board meetings are provided at [https://tea.texas.gov/About\\_TEA/Leadership/State\\_Board\\_of\\_Education/SBOE\\_Meetings/SBOE\\_Operating\\_Rules\\_Amended\\_1-28-19/](https://tea.texas.gov/About_TEA/Leadership/State_Board_of_Education/SBOE_Meetings/SBOE_Operating_Rules_Amended_1-28-19/) or in the information section of the agenda.*

- 1. Joint meeting of the State Board of Education and School Land Board**      **COMMITTEE – DISCUSSION**  
**(Board agenda page I- 1)**      **SBOE – NO ACTION**

Members of the State Board of Education, meeting as the Committee of the Full Board, and the School Land Board will hold a joint meeting to discuss issues related to the Permanent School Fund and operations of the School Land Board. Statutory authority for this item is the Texas Constitution, Article VII, §2 and §5 and Natural Resources Code (NRC), §32.001.

- 2. Ethics Training**      **COMMITTEE - DISCUSSION**  
**(Board agenda page I-2)**      **SBOE – NO ACTION**

This item will provide State Board of Education (SBOE) members with a discussion of the ethics statutes and rules that apply to SBOE members. Statutory authority for this item is the Texas Education Code (TEC), §43.0031 and 19 Texas Administrative Code (TAC) §33.5(s).

**Public testimony is not taken on Work Session items.**

- 3. Work Session on Texas Essential Knowledge and Skills (TEKS) Review and Instructional Materials Adoption Cycle**      **COMMITTEE – DISCUSSION**  
**(Board agenda page I-23)**      **SBOE – NO ACTION**

This item provides an opportunity for the board to discuss the schedule for review and revision of the Texas Essential Knowledge and Skills (TEKS) and the review and adoption cycle for instructional materials aligned to revised TEKS. Statutory authority for this item is the Texas Education Code (TEC), §§7.102(c)(4), 28.002, 28.025, and 31.003.

**WEDNESDAY  
June 12, 2019**

**9 a.m.**

**COMMITTEE OF THE FULL BOARD – Room 1-104**

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**1. Commissioner’s Comments  
(Board agenda page I- 25)**

**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.

**COMMITTEE OF THE FULL BOARD (continued)**

2. **Proposed Revisions to 19 TAC Chapter 110, Texas Essential Knowledge and Skills for English Language Arts and Reading, and 19 TAC Chapter 128, Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language (Second Reading and Final Adoption)**  
**(Board agenda page I-26)**

**COMMITTEE – ACTION  
SBOE - ACTION**

This item presents for second reading and final adoption proposed revisions to 19 TAC Chapter 110, Texas Essential Knowledge and Skills for English Language Arts and Reading, Subchapter A, Elementary, §§110.1-110.7, Subchapter B, Middle School, §§110.21-110.24, and Subchapter C, High School, §§110.36-110.39, and 19 TAC Chapter 128, Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language, Subchapter A, Elementary, §§128.1-128.7, Subchapter B, Middle School, §§128.20-128.23, and Subchapter C, High School, §128.34 and §128.35, to make adjustments to align with recent revisions to the college and career readiness standards (CCRS) and to make technical adjustments, including the correction of inconsistencies that have been identified. This item also presents for second reading and final adoption proposed repeal of 19 TAC Chapter 110, Texas Essential Knowledge and Skills for English Language Arts and Reading, Subchapter A, Elementary, §§110.10-110.16, and Subchapter B, Middle School, §§110.17-110.20, and 19 TAC Chapter 128, Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language, Subchapter A, Elementary, §§128.10-128.16, and Subchapter B, Middle School, §128.17 and §128.18. The proposed repeals would remove the Texas Essential Knowledge and Skills (TEKS) adopted to be effective in 2009 for elementary and middle school English and Spanish language arts and reading and related implementation language that will be superseded by new 19 TAC §§110.1-110.7, 110.21-110.24, 128.1-128.7, and 128.20-128.23 beginning with the 2019-2020 school year. Statutory authority for this action is the Texas Education Code (TEC), §§7.102(c)(4); 28.002(a) and (c); and 28.025(a).



**COMMITTEE OF THE FULL BOARD (continued)**

3. **Proposed Repeal and New 19 TAC Chapter 126, Texas Essential Knowledge and Skills for Technology Applications, Subchapter C, High School, §126.36, Digital Forensics (One Credit), Beginning with School Year 2019-2020**  
**(Second Reading and Final Adoption)**  
**(Board agenda page I-77)**

**COMMITTEE - ACTION**  
**SBOE - ACTION**

This item presents for second reading and final adoption proposed repeal and new 19 Texas Administrative Code (TAC) Chapter 126, Texas Essential Knowledge and Skills for Technology Applications, Subchapter C, High School, §126.36, Digital Forensics (One Credit), Beginning with School Year 2019-2020. The proposed repeal and new rule would update the Texas Essential Knowledge and Skills (TEKS) for the Digital Forensics course and update the amount of credit available for the course. No changes are recommended since approved for first reading. Statutory authority for this action is the Texas Education Code (TEC) §§7.102(c)(4), 28.002(a), (c), and (f)(2), and 28.025(a), (c-1)(1), and (c-10).

4. **Proposed Amendments to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.12, Foundation High School Program, and §74.13, Endorsements**  
**(Second Reading and Final Adoption)**  
**(Board agenda page I-87)**

**COMMITTEE - ACTION**  
**SBOE - ACTION**

This item presents for second reading and final adoption proposed amendments to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.12, Foundation High School Program, and §74.13, Endorsements, to update the rules to align with recent changes to the Texas Essential Knowledge and Skills (TEKS) for fine arts and to establish courses to be included in a cybersecurity pathway for the science, technology, engineering, and mathematics (STEM) endorsement. Statutory authority for this action is the Texas Education Code (TEC), §§7.102(c)(4), 28.002(a), (c), and (f)(2); and 28.025(b-1), (c-1), (c-1)(1), (c-2), and (c-10).

**COMMITTEE OF THE FULL BOARD (continued)**

- 5. Amendments to *Proclamation 2020* of the State Board of Education Advertising for Bids on Instructional Materials**  
**(Board agenda page I-105)**

**COMMITTEE - ACTION**  
**SBOE - ACTION**

This item provides an opportunity for the State Board of Education (SBOE) to amend the *Proclamation 2020* schedule of adoption procedures to extend the review window to accommodate proposed amendments to the Texas Essential Knowledge and Skills for English I–IV and English I and II for Speakers of Other Languages. *Proclamation 2020* calls for instructional materials for courses in high school English language arts and reading and English for speakers of other languages. Statutory authority for this action is the Texas Education Code (TEC), §31.022.

- 6. *Proclamation 2021* of the State Board of Education Advertising for Bids on Instructional Materials**  
**(Board agenda page I-107)**

**COMMITTEE – ACTION**  
**SBOE – ACTION**

This item provides an opportunity for the State Board of Education (SBOE) to issue *Proclamation 2021*, calling for instructional materials for prekindergarten. Instructional materials submitted in response to *Proclamation 2021* would be scheduled for adoption by the SBOE in November 2020. Statutory authority for this action is the Texas Education Code (TEC), §31.022.

- 7. Approval of Nominees to Recommend to the Governor for Appointment on the Board of Trustees of the Teacher Retirement System of Texas**  
**(Board agenda page I-108)**

**COMMITTEE – ACTION**  
**SBOE - CONSENT**

The board of trustees of the Teacher Retirement System of Texas (TRS) is comprised of nine members. Two of the members are appointed by the governor, subject to Senate confirmation, from lists of nominees submitted by the State Board of Education (SBOE). The term of office for one of the board positions expires August 31, 2019. This item provides an opportunity for the SBOE to approve a list of nominees to be sent to the governor for his consideration for an appointment to the TRS board of trustees. Statutory authority for this action is the Texas Government Code (TGC), §825.003 and §825.0032.

**COMMITTEE OF THE FULL BOARD (continued)**

8. **One-Time Procedural Action to Correct the Effective Date of the Proposed Repeal of 19 TAC Chapter 118, Texas Essential Knowledge and Skills for Economics with an Emphasis on the Free Enterprise System and Its Benefits (Board agenda page I-110)**

**COMMITTEE – ACTION  
SBOE – CONSENT**

At the November 16, 2018 meeting, the State Board of Education (SBOE) approved for second reading and final adoption proposed revisions to 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter A, Elementary, Subchapter B, Middle School, Subchapter C, High School, and Subchapter D, Other Social Studies Courses, and proposed repeal of 19 TAC Chapter 118, Texas Essential Knowledge and Skills for Economics with Emphasis on the Free Enterprise System and Its Benefits, Subchapter A, High School, and Subchapter B, Other Economics Courses. The SBOE voted to establish an effective date of August 1, 2019, for the proposed revisions to 19 TAC Chapter 113, Subchapters B, C, and D. However, the motion did not specify the same effective date for the proposed repeal of 19 TAC Chapter 118, Subchapters A and B. This item requests that the SBOE take one-time action to amend the motion made at the November 16, 2018 meeting to specify an August 1, 2019 effective date for the proposed repeal of 19 TAC Chapter 118, Subchapters A and B, in order for the repeal to take effect at the same time as the proposed revisions to 19 TAC Chapter 113, Subchapters B, C, and D. Statutory authority for this action is the Texas Education Code (TEC), §§7.102(c)(4), 28.002, and 28.025.

9. **Legislative Update (Board agenda page I-112)**

**COMMITTEE – DISCUSSION  
SBOE – NO ACTION**

This item will provide an update on legislation passed by the 86<sup>th</sup> Texas Legislature during the regular session.

**COMMITTEE OF THE FULL BOARD (continued)**

**10. Update on Texas Essential Knowledge and Skills (TEKS) Review  
(Board agenda page I-113)**

**COMMITTEE – DISCUSSION  
SBOE – NO ACTION**

This item provides the opportunity for staff to present an update on the review of the Texas Essential Knowledge and Skills (TEKS) and the English Language Proficiency Standards (ELPS). Statutory authority for this item is the Texas Education Code (TEC), §§7.102(c)(4), 28.002, and 28.025.

**11. Discussion of Pending Litigation  
(Board agenda page I-116)**

**COMMITTEE - DISCUSSION  
SBOE – NO ACTION**

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

Cases to be discussed may include:

*Tribune Company*, No. 08-13141; *The Official Committee of Unsecured Creditors of Tribune Company v. Fitzsimmons*, Adv. Pro. No. 10-54010 (Bankr. D. Del);

*Deutsche Bank v Bank of America*, No. 3:11-CV-01175-F (N. D. Tex., Dallas Div.) and *Deutsche Bank v. Employees Retirement Fund of the City of Dallas*, No. 3:11-CV-1167-F; (N. D. Tex. Dallas Div.) *CONSOLIDATED in: In re: Tribune Company Fraudulent Conveyance Litigation*; No. 11-MD-2296 *Consolidated Multidistrict Action (S.D.N.Y.)*; and

any other litigation arising after the date of posting or reasonably contemplated as of the date of the board meeting.

**THURSDAY  
June 13, 2019**

**9 a.m.**

**COMMITTEE ON INSTRUCTION – Room 1-100**

**Members: Sue Melton-Malone, chair; Pam Little, vice chair; Aicha Davis; Georgina C. Pérez; Marty Rowley. A quorum of the State Board of Education may attend the committee meeting and discuss items on the committee agenda.**

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- 1. Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.6, College and Career Readiness and Texas Essential Knowledge and Skills Alignment (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 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.6, College and Career Readiness and Texas Essential Knowledge and Skills Alignment. The proposed amendment would update the alignment charts for the College and Career Readiness Standards (CCRS) and the Texas Essential Knowledge and Skills (TEKS) to add a new alignment chart for English language arts and to reflect changes resulting from recent updates to the English language arts and mathematics CCRS. No changes are recommended since approved for first reading. Statutory authority for this action is the Texas Education Code (TEC), §7.102(c)(4) and §28.008(d).

**COMMITTEE ON INSTRUCTION (continued)**

2. **Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.11, High School Graduation Requirements**  
**(Second Reading and Final Adoption)**  
**(Board agenda page II-33)**

**COMMITTEE – ACTION**  
**SBOE - ACTION**

This item presents for second reading and final adoption a proposed amendment to 19 Texas Administrative Code (TAC) Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.11, High School Graduation Requirements. The proposed amendment would update the rules to align with the requirements of TEC, §28.025(b-7), which allows a student who completes the core curriculum of a Texas institution of higher education (IHE) while in high school to earn an endorsement, the distinguished level of achievement, and a high school diploma. No changes are recommended since approved for first reading. Statutory authority for this action is the Texas Education Code (TEC), §7.102(c)(4) and §28.025(b-7).

3. **Proposed Revisions to 19 TAC Chapter 111, Texas Essential Knowledge and Skills for Mathematics, Subchapter D, Other High School Mathematics Courses**  
**(Second Reading and Final Adoption)**  
**(Board agenda page II-40)**

**COMMITTEE – ACTION**  
**SBOE - ACTION**

This item presents for second reading and final adoption proposed revisions to 19 Texas Administrative Code (TAC) Chapter 111, Texas Essential Knowledge and Skills for Mathematics, Subchapter D, Other High School Mathematics Courses. The proposed revisions would repeal a rule that is outdated and duplicative of other SBOE rules and would add four new International Baccalaureate (IB) courses to the mathematics Texas Essential Knowledge and Skills (TEKS) for implementation in the 2019-2020 school year. No changes are recommended since approved for first reading. Statutory authority for this action is the Texas Education Code (TEC), §§7.102(c)(4); 28.002(a) and (c); and 28.025(a).

**COMMITTEE ON INSTRUCTION (continued)**

4. **Proposed Amendment to 19 TAC Chapter 114, Texas Essential Knowledge and Skills for Languages Other Than English, Subchapter C, High School, §114.53, Advanced Language for Career Applications (One Credit)**  
**(Second Reading and Final Adoption)**  
**(Board agenda page II-45)**

**COMMITTEE - ACTION**  
**SBOE - ACTION**

This item presents for second reading and final adoption a proposed amendment to 19 Texas Administrative Code (TAC) Chapter 114, Texas Essential Knowledge and Skills for Languages Other than English, Subchapter C, High School, §114.53, Advanced Language for Career Applications (One Credit). The proposed amendment would eliminate language that is outdated and no longer necessary. No changes are recommended since approved for first reading. Statutory authority for this action is the Texas Education Code (TEC), §§7.102(c)(4); 28.002(a), (c), and (t); and 28.025(a).

5. **Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.30, Identification of Honors Courses**  
**(First Reading and Filing Authorization)**  
**(Board agenda page II-50)**

**COMMITTEE – ACTION**  
**SBOE – CONSENT**

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, §74.30, Identification of Honors Courses. The proposed amendment would update the list of languages other than English (LOTE) courses designated as honors courses to align with recent changes to the LOTE Texas Essential Knowledge and Skills (TEKS). Statutory authority for this action is the Texas Education Code (TEC), §33.081.

**COMMITTEE ON INSTRUCTION (continued)**

6. **Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.28, Students with Dyslexia and Related Disorders**  
**(First Reading and Filing Authorization)**  
**(Board agenda page II-54)**

**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, §74.28, Students with Dyslexia and Related Disorders. The proposed amendment would require each school district and open-enrollment charter school to report to the Texas Education Agency (TEA) the results of the required screening for dyslexia and related disorders for students in Kindergarten and Grade 1 in accordance with Texas Education Code (TEC), §38.003(a). Statutory authority for this action is Texas Education Code (TEC), §7.102(c)(28) and §38.003(a) and (c).

7. **Proposed Approval of Innovative Courses**  
**(Board agenda page II-58)**

**COMMITTEE – ACTION**  
**SBOE – ACTION**

This item recommends approval of innovative courses that do not fall within any of the subject areas of the foundation or enrichment curriculum. Statutory authority for this action is the Texas Education Code (TEC), §28.002(f).

8. **Approval of Update of Instructional Materials**  
**(Board agenda page II-61)**

**COMMITTEE – ACTION**  
**SBOE – ACTION**

ThinkCERCA is requesting approval to update content in three of its adopted products: *ThinkCERCA, Texas Edition*, for English language arts and reading, grades 6–8. The updated content has been reviewed by curriculum subject-area specialists and determined to address the pertinent student expectations in a manner equal to the content initially reviewed and approved by the state review panel. Statutory authority for this action is the Texas Education Code (TEC), §31.003 and §31.022.



**COMMITTEE ON INSTRUCTION (continued)**

9. **Approval of Proposed Updates to the *Texas State Plan for the Education of Gifted/Talented Students* (Board agenda page II-142)**

COMMITTEE – ACTION  
SBOE – ACTION

This item provides the opportunity for the committee and board to review and approve the recommended updates to the *Texas State Plan for the Education of Gifted/Talented Students* (State Plan). Statutory authority for this action is the Texas Education Code (TEC), §7.102(c)(15) and §29.123.

10. **Discussion of Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.27, Innovative Courses and Programs (Board agenda page II-177)**

COMMITTEE – DISCUSSION  
SBOE – NO ACTION

This item provides the opportunity for the committee to discuss 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 rule to modify the requirements for approval of innovative courses and specify that innovative courses cannot be approved if they substantially duplicate the content of Texas Essential Knowledge and Skills (TEKS)-based courses. Statutory authority for this item is the Texas Education Code (TEC), §28.002(f).

**THURSDAY**  
**June 13, 2019**

**9 a.m.**

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

**Members: Tom Maynard, chair; Lawrence A. Allen, Jr., vice chair; Donna Bahorich; Patricia Hardy; Ken Mercer. A quorum of the State Board of Education may attend the committee meeting and discuss items on the committee agenda. A quorum of the Committee of Investment Advisors to the Permanent School Fund may attend the committee meeting and discuss items on the committee agenda.**

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- 1. Discussion of Proposed Amendment to 19 TAC Chapter 129, Student Attendance, Subchapter B, Student Attendance Accounting, §129.21, Requirements for Student Attendance Accounting for State Funding Purposes (Board agenda page III-1)**

**COMMITTEE – DISCUSSION  
SBOE – NO ACTION**

This item provides an opportunity for the committee to discuss a proposed amendment to 19 Texas Administrative Code (TAC) Chapter 129, Student Attendance, Subchapter B, Student Attendance Accounting, §129.21, Requirements for Student Attendance Accounting for State Funding Purposes. The proposed amendment would update the rule to allow school districts and charter schools flexibility for selecting an official attendance-taking time during a campus's instructional day. Statutory authority for this item is the Texas Education Code (TEC), §42.004 and §12.106.

**COMMITTEE ON SCHOOL FINANCE/PERMANENT SCHOOL FUND (continued)**

2. **Proposed Amendment to 19 TAC Chapter 109, Budgeting, Accounting, and Auditing, Subchapter C, Adoptions By Reference, §109.41, Financial Accountability System Resource Guide (Second Reading and Final Adoption) (Board agenda page III-4)**

COMMITTEE – ACTION  
SBOE – ACTION

This item presents for second reading and final adoption 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 reference the updated *Financial Accountability System Resource Guide* (FASRG) and remove language relating to the commissioner's role in amending the FASRG. No changes are recommended since approved for first reading. Statutory authority for this action is the Texas Education Code (TEC), §§7.055(b)(32), 7.102(c)(32), 44.001(a) and (b), 44.007(a)-(d), and 44.008(b).

3. **Per Capita Apportionment Rate for the 2018-2019 School Year** (Board agenda page III-11)

COMMITTEE – ACTION  
SBOE – CONSENT

The board is responsible for setting a per capita apportionment rate for each school year based on an estimate of the amount available for expenditures from the Available School Fund. The board adopted a preliminary 2018–2019 per capita apportionment rate of \$459.764 in September 2018. Agency staff members will propose a recommended rate of \$459.764 for the 2018–2019 school year at the June meeting of the Committee on School Finance/ Permanent School Fund. Statutory authority for this action is the Texas Education Code (TEC), §42.004 and §43.001(b).

**COMMITTEE ON SCHOOL FINANCE/PERMANENT SCHOOL FUND (continued)**

- 4. Review of Permanent School Fund Securities Transactions and the Investment Portfolio** COMMITTEE – DISCUSSION  
**(Board agenda page III-14)** SBOE – NO ACTION

Investment staff will report on the transactions executed during the months of February, March and April 2019 in the investment portfolio of the Texas Permanent School Fund. Statutory authority for this item is the Texas Constitution, Article VII, §2 and §5, and 19 Texas Administrative Code (TAC) Chapter 33.

- 5. Ratification of the Purchases and Sales of the Investment Portfolio of the Permanent School Fund for the Months of February, March and April 2019** COMMITTEE – ACTION  
**(Board agenda page III-15)** SBOE - CONSENT

This item provides an opportunity for the committee and board to consider approval of the purchases and sales of investments executed in the portfolio of the Permanent School Fund for the months of February, March and April 2019. Statutory authority for this action is the Texas Constitution, Article VII, §2 and §5, and 19 Texas Administrative Code (TAC) Chapter 33.

- 6. First Quarter 2019 Permanent School Fund Performance Report** COMMITTEE – DISCUSSION  
**(Board agenda page III-16)** SBOE – NO ACTION

The performance measurement consultant to the Permanent School Fund, BNY Mellon Asset Servicing, will report on the investment performance during the first calendar quarter 2019 and cumulative investment performance of the various portfolios of the Fund. This item allows the committee in depth discussion of various issues related to portfolio management such as risk characteristics of portfolios and portfolio attributes. Statutory authority for this item is Texas Constitution, Article VII, §2 and §5, and 19 Texas Administrative Code (TAC) Chapter 33.

**COMMITTEE ON SCHOOL FINANCE/PERMANENT SCHOOL FUND (continued)**

- 7. Permanent School Fund Pending Contract Renewals**  
**(Board agenda page III-17)** COMMITTEE – ACTION  
SBOE - CONSENT

This item provides an opportunity for the committee to review the pending Permanent School Fund contract renewals. Statutory authority for this action is the Texas Constitution, Article VII, §2 and §5, and 19 Texas Administrative Code (TAC) Chapter 33.

- 8. Review of the Bond Guarantee Program Charter Capacity**  
**(Board agenda page III-18)** COMMITTEE – ACTION  
SBOE - CONSENT

This item provides an opportunity for the committee and board to receive a presentation on bond guarantee program's charter capacity. Statutory authority for this action is Texas Constitution, Article VII, §2 and §5, Texas Education Code (TEC) §45.0532, and 19 Texas Administrative Code (TAC) Chapter 33.

- 9. Review of the Permanent School Fund Emerging Market Equities Asset Class**  
**(Board agenda page III-19)** COMMITTEE – ACTION  
SBOE - CONSENT

This item provides an opportunity for the board to review the emerging market equities asset class and to make adjustments as needed. Statutory authority for this action is the Texas Constitution, Article VII, §2 and §5, and 19 Texas Administrative Code (TAC) Chapter 33.

- 10. Permanent School Fund Related Legislation, 86<sup>th</sup> Legislature, Regular Session**  
**(Board agenda page III-20)** COMMITTEE – ACTION  
SBOE - CONSENT

This item provides an opportunity for the committee and board to review legislation related to the Permanent School Fund from the 86<sup>th</sup> Legislature, regular session, and to take action as needed. Statutory authority for this action is the Texas Constitution, Article VII, §2 and §5, and 19 Texas Administrative Code (TAC) Chapter 33.

**COMMITTEE ON SCHOOL FINANCE/PERMANENT SCHOOL FUND (continued)**

- 11. Discussion of Emerging and Diverse Investment Management in Alternative Asset Classes**      **COMMITTEE – DISCUSSION**  
**(Board agenda page III-21)**      **SBOE – NO ACTION**

This item provides an opportunity for the committee to review the emerging and diverse managers in alternative asset classes. Statutory authority for this item is Texas Constitution, Article VII, §2 and §5, and 19 Texas Administrative Code (TAC) Chapter 33.

- 12. Review of the Permanent School Fund Asset Allocation**      **COMMITTEE – ACTION**  
**(Board agenda page III-22)**      **SBOE - CONSENT**

This item provides an opportunity for the board to review the asset allocation plan of the Permanent School Fund. Statutory authority for this action is the Texas Constitution, Article VII, §2 and §5, and 19 Texas Administrative Code (TAC) Chapter 33.

- 13. Report of the Permanent School Fund Executive Administrator and Chief Executive Officer**      **COMMITTEE – DISCUSSION**  
**(Board agenda page III-23)**      **SBOE – NO ACTION**

The Permanent School Fund executive administrator will report to the committee on matters relating to the management of the Permanent School Fund and the Charter District Reserve Fund. The report may present information on historical and current status of Fund holdings, current and proposed investment policies and procedures, and historical and current Fund performance and compliance. The administrator may update the board on the bond guarantee program, the status of requests for proposal or for qualifications and current contracts for services and other administrative activities undertaken on behalf of the board. The administrator may provide an update on the PSF distribution or on the effect of legislation impacting the PSF. The administrator may provide an analysis of current and future investment market conditions, focusing upon the impact on the holdings of the Permanent School Fund. Statutory authority for this item is the Texas Constitution, Article VII, §2 and §5, and 19 Texas Administrative Code (TAC) Chapter 33.

**THURSDAY  
June 13, 2019**

**9 a.m.**

**COMMITTEE ON SCHOOL INITIATIVES – ROOM 1-111**

**Members: Barbara Cargill, chair; Marisa B. Perez-Diaz, vice chair; Ruben Cortez, Jr; Keven Ellis; Matt Robinson. 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 registering and taking public testimony at State Board of Education committee meetings and general board meetings are provided at [https://tea.texas.gov/About\\_TEA/Leadership/State\\_Board\\_of\\_Education/SBOE\\_Meetings/SBOE\\_Operating\\_Rules\\_Amended\\_1-28-19/](https://tea.texas.gov/About_TEA/Leadership/State_Board_of_Education/SBOE_Meetings/SBOE_Operating_Rules_Amended_1-28-19/) or in the information section of the agenda.*

- 1. Recommendation for Appointment to the Fort Sam Houston Independent School District Board of Trustees  
(Board agenda page IV-1)**

**COMMITTEE – ACTION  
SBOE – CONSENT**

This item provides an opportunity for board consideration of one appointment to the board of trustees of the Fort Sam Houston Independent School District. The appointment is necessary due to the expiration of the term of office for one board member. Statutory authority for this action is the Texas Education Code (TEC), §11.352, and 19 Texas Administrative Code (TAC) §61.2.

- 2. Recommendation for Appointment to the Lackland Independent School District Board of Trustees  
(Board agenda page IV-18)**

**COMMITTEE – ACTION  
SBOE – CONSENT**

This item provides an opportunity for board consideration of four appointments to the board of trustees of the Lackland Independent School District. The appointments are necessary due to the expiration of the term of office for four board members. Statutory authority for this action is the Texas Education Code (TEC), §11.352, and 19 Texas Administrative Code (TAC) §61.2.

**COMMITTEE ON SCHOOL INITIATIVES (continued)**

3. **Recommendation for Appointment to the Randolph Field Independent School District Board of Trustees**  
**(Board agenda page IV-35)**

**COMMITTEE – ACTION**  
**SBOE - CONSENT**

This item provides an opportunity for board consideration of one appointment to the board of trustees of the Randolph Field Independent School District. The appointment is necessary due to the expiration of the term of office for one board member. Statutory authority for this action is the Texas Education Code (TEC), §11.352, and 19 Texas Administrative Code (TAC) §61.2.

4. **Review of Proposed New 19 TAC Chapter 235, Classroom Teacher Certification Standards, Subchapter F, Supplemental Certificate Standards**  
**(Board agenda page IV-51)**

**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 propose new 19 Texas Administrative Code (TAC) Chapter 235, Classroom Teacher Certification Standards, Subchapter F, Supplemental Certificate Standards. The proposed new rule would specify the certification standards for the English as a Second Language (ESL) Supplemental Certificate. Statutory authority for this action is Texas Education Code (TEC), §§21.003(a), 21.031, 21.040(4), and 21.041(b)(1),(2), and (4).



**COMMITTEE ON SCHOOL INITIATIVES (continued)**

5. **Review of Proposed Amendment to 19 TAC Chapter 241, Certification as Principal, Subchapter B, Principal Certificate, §241.41, General Provisions (Board agenda page IV-59)**

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 action that would propose an amendment to 19 Texas Administrative Code (TAC) Chapter 241, Certification as Principal, Subchapter B, Principal Certificate, §241.41, General Provisions. The proposed amendment would provide a deadline for candidates to qualify and apply for the current principal certification and to take the corresponding certification examination, after which time the Principal as Instructional Leader certificate will become the only principal certification available to candidates. Statutory authority for this action is Texas Education Code (TEC), §§21.003(a), 21.040(4), 21.041(b)(1)-(4), 21.046(b)-(d), and 21.054(a),(e), and (e-2), as amended by Senate Bills (SBs) 7, 179, and 1839, 85th Texas Legislature, Regular Session, 2017.

6. **Proposed Amendment 19 TAC Chapter 157, Hearings and Appeals, Subchapter D, Independent Hearing Examiners, §157.41, Certification Criteria for Independent Hearing Examiners (First Reading and Filing Authorization) (Board agenda page IV-64)**

COMMITTEE – ACTION  
SBOE – ACTION

This item presents for first reading and filing authorization a proposed amendment to 19 Texas Administrative Code (TAC) Chapter 157, Hearings and Appeals, Subchapter D, Independent Hearing Examiners, §157.41, Certification Criteria for Independent Hearing Examiners. The proposed amendment would allow the commissioner of education to take action against the certificate of independent hearing examiner if it is determined that the law firm with which the independent hearing examiner is associated, during the time the independent hearing examiner has been certified, meets specified criteria. Statutory authority for this action is the Texas Education Code (TEC), §21.252.

**COMMITTEE ON SCHOOL INITIATIVES (continued)**

7. **Consideration of the Commissioner of Education’s Generation 24 Open-Enrollment Charter School Proposals**  
**(Board agenda page IV-70)**

**COMMITTEE – ACTION**  
**SBOE – ACTION**

This item provides the committee an opportunity to consider the commissioner’s list of proposed Subchapter D Open-Enrollment Charter Schools scheduled to open in school year 2020-2021. If awarded, the charters will have an initial five-year term with a July 31, 2025 contract end date. Statutory authority for this action is the Texas Education Code (TEC), §12.101.

**Information Materials**

1. **State Board of Education Operating Rules, Amended January 28, 2019** *Public testimony information begins on page V-8.*  
**(Board agenda page V-1)**
  
2. **Current Status of the Permanent School Fund**  
**(Board agenda page V-24)**
  
3. **2017-2021 Rule Review Plan for State Board of Education Rules**  
**(Board agenda page V-26)**

This item outlines the rule review plan for State Board of Education (SBOE) rules during the period of September 2017 through August 2021. Texas Government Code, §2001.039, requires an ongoing four-year rule review of existing state agency rules, including SBOE rules. The rule review requirement is designed to ensure that the reason for initially adopting or readopting a rule continues to exist.

4. **Review of Annual Audit Plan of the Division of Financial Compliance for 2019-2020 School Year**  
**(Board agenda page V-33)**

This item covers the annual audit plan of the Division of Financial Compliance for the 2018-2019 school year for field and independent financial reviews as specifically described in 19 TAC Chapter 109, Texas Education Agency Audit Functions, §109.21, Annual Audit Plan.

**OFFICIAL AGENDA**

**STATE BOARD OF EDUCATION  
AUSTIN, TEXAS**

**June 14, 2019  
9:00 a.m.**

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

**Invocation**

**Pledge of Allegiance**

**Roll Call**

**Approval of Minutes**

**State Board of Education, April 5, 2019**

**1. Resolutions and Presentations**

Resolution honoring Katy ISD

Presentation of Milken Educator Award

Resolution honoring the 2019 Student Heroes Award recipients

*Public testimony – Individual testimony will be taken at the time the related item comes up for Committee discussion or action. The procedures for registering and taking public testimony at State Board of Education committee meetings and general board meetings are provided at [https://tea.texas.gov/About\\_TEA/Leadership/State Board of Education/SBOE Meetings/SBOE Operating Rules Amended 1-28-19/](https://tea.texas.gov/About_TEA/Leadership/State_Board_of_Education/SBOE_Meetings/SBOE_Operating_Rules_Amended_1-28-19/) or in the information section of the agenda.*

**2. Approval of Consent Agenda**

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

**(Agenda Exhibit) ..... 31**

**COMMITTEE OF THE FULL BOARD**

**3. Proposed Revisions to 19 TAC Chapter 110, Texas Essential Knowledge and Skills for English Language Arts and Reading, and 19 TAC Chapter 128, Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language (Second Reading and Final Adoption)**

This item presents for second reading and final adoption proposed revisions to 19 TAC Chapter 110, Texas Essential Knowledge and Skills for English Language Arts and Reading, Subchapter A, Elementary, §§110.1-110.7, Subchapter B, Middle School, §§110.21-110.24, and Subchapter C, High School, §§110.36-110.39, and 19 TAC Chapter 128, Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language, Subchapter A, Elementary, §§128.1-128.7, Subchapter B, Middle School, §§128.20-128.23, and Subchapter C, High School, §128.34 and §128.35, to make adjustments to align with recent revisions to the college and career readiness standards (CCRS) and to make technical adjustments, including the correction of inconsistencies that have been identified. This item also presents for second reading and final adoption proposed repeal of 19 TAC Chapter 110, Texas Essential Knowledge and Skills for English Language Arts and Reading, Subchapter A, Elementary, §§110.10-110.16, and Subchapter B, Middle School, §§110.17-110.20, and 19 TAC Chapter 128, Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language, Subchapter A, Elementary, §§128.10-128.16, and Subchapter B, Middle School, §128.17 and §128.18. The proposed repeals would remove the Texas Essential Knowledge and Skills (TEKS) adopted to be effective in 2009 for elementary and middle school English and Spanish language arts and reading and related implementation language that will be superseded by new 19 TAC §§110.1-110.7, 110.21-110.24, 128.1-128.7, and 128.20-128.23 beginning with the 2019-2020 school year. Statutory authority for this action is the Texas Education Code (TEC), §7.102(c)(4); 28.002(a) and (c); and 28.025(a).

(Agenda Exhibit) ..... I-26

**4. Proposed Repeal and New 19 TAC Chapter 126, Texas Essential Knowledge and Skills for Technology Applications, Subchapter C, High School, §126.36, Digital Forensics (One Credit), Beginning with School Year 2019-2020 (Second Reading and Final Adoption)**

This item presents for second reading and final adoption proposed repeal and new 19 Texas Administrative Code (TAC) Chapter 126, Texas Essential Knowledge and Skills for Technology Applications, Subchapter C, High School, §126.36, Digital Forensics (One Credit), Beginning with School Year 2019-2020. The proposed repeal and new rule would update the Texas Essential Knowledge and Skills (TEKS) for the Digital Forensics course and update the amount of credit available for the course. No changes are recommended since approved for first reading. Statutory authority for this action is the Texas Education Code (TEC), §§7.102(c)(4), 28.002(a), (c), and (f)(2), and 28.025(a), (c-1)(1), and (c-10).

(Agenda Exhibit) ..... I-77

**COMMITTEE OF THE FULL BOARD (continued)**

**5. Proposed Amendments to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.12, Foundation High School Program, and §74.13, Endorsements (Second Reading and Final Adoption)**

This item presents for second reading and final adoption proposed amendments to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.12, Foundation High School Program, and §74.13, Endorsements, to update the rules to align with recent changes to the Texas Essential Knowledge and Skills (TEKS) for fine arts and to establish courses to be included in a cybersecurity pathway for the science, technology, engineering, and mathematics (STEM) endorsement. Statutory authority for this action is the Texas Education Code (TEC), §§7.102(c)(4), 28.002(a), (c), and (f)(2); and 28.025(b-1), (c-1), (c-1)(1), (c-2), and (c-10).

(Agenda Exhibit) ..... I-87

**6. Amendments to *Proclamation 2020* of the State Board of Education Advertising for Bids on Instructional Materials**

This item provides an opportunity for the State Board of Education (SBOE) to amend the *Proclamation 2020* schedule of adoption procedures to extend the review window to accommodate proposed amendments to the Texas Essential Knowledge and Skills for English I–IV and English I and II for Speakers of Other Languages. *Proclamation 2020* calls for instructional materials for courses in high school English language arts and reading and English for speakers of other languages. Statutory authority for this action is the Texas Education Code (TEC), §31.022.

(Agenda Exhibit) ..... I-105

**7. *Proclamation 2021* of the State Board of Education Advertising for Bids on Instructional Materials**

This item provides an opportunity for the State Board of Education (SBOE) to issue *Proclamation 2021*, calling for instructional materials for prekindergarten. Instructional materials submitted in response to *Proclamation 2021* would be scheduled for adoption by the SBOE in November 2020. Statutory authority for this action is the Texas Education Code (TEC), §31.022.

(Agenda Exhibit) ..... I-107

**COMMITTEE ON INSTRUCTION**

**8. Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.6, College and Career Readiness and Texas Essential Knowledge and Skills Alignment  
(Second Reading and Final Adoption)**

This item presents for second reading and final adoption a proposed amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.6, College and Career Readiness and Texas Essential Knowledge and Skills Alignment. The proposed amendment would update the alignment charts for the College and Career Readiness Standards (CCRS) and the Texas Essential Knowledge and Skills (TEKS) to add a new alignment chart for English language arts and to reflect changes resulting from recent updates to the English language arts and mathematics CCRS. No changes are recommended since approved for first reading. Statutory authority for this action is the Texas Education Code (TEC), §7.102(c)(4) and §28.008(d).

(Agenda Exhibit) ..... II-1

**9. Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.11, High School Graduation Requirements  
(Second Reading and Final Adoption)**

This item presents for second reading and final adoption a proposed amendment to 19 Texas Administrative Code (TAC) Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.11, High School Graduation Requirements. The proposed amendment would update the rules to align with the requirements of TEC, §28.025(b-7), which allows a student who completes the core curriculum of a Texas institution of higher education (IHE) while in high school to earn an endorsement, the distinguished level of achievement, and a high school diploma. No changes are recommended since approved for first reading. Statutory authority for this action is the Texas Education Code (TEC), §7.102(c)(4) and §28.025(b-7).

(Agenda Exhibit) ..... II-33

**10. Proposed Revisions to 19 TAC Chapter 111, Texas Essential Knowledge and Skills for Mathematics, Subchapter D, Other High School Mathematics Courses  
(Second Reading and Final Adoption)**

This item presents for second reading and final adoption proposed revisions to 19 Texas Administrative Code (TAC) Chapter 111, Texas Essential Knowledge and Skills for Mathematics, Subchapter D, Other High School Mathematics Courses. The proposed revisions would repeal a rule that is outdated and duplicative of other SBOE rules and would add four new International Baccalaureate (IB) courses to the mathematics Texas Essential Knowledge and Skills (TEKS) for implementation in the 2019-2020 school year. No changes are recommended since approved for first reading. Statutory authority for this action is the Texas Education Code (TEC), §§7.102(c)(4); 28.002(a) and (c); and 28.025(a).

(Agenda Exhibit) ..... II-40

**COMMITTEE ON INSTRUCTION (continued)**

**11. Proposed Amendment to 19 TAC Chapter 114, Texas Essential Knowledge and Skills for Languages Other Than English, Subchapter C, High School, §114.53, Advanced Language for Career Applications (One Credit) (Second Reading and Final Adoption)**

This item presents for second reading and final adoption a proposed amendment to 19 Texas Administrative Code (TAC) Chapter 114, Texas Essential Knowledge and Skills for Languages Other than English, Subchapter C, High School, §114.53, Advanced Language for Career Applications (One Credit). The proposed amendment would eliminate language that is outdated and no longer necessary. No changes are recommended since approved for first reading. Statutory authority for this action is the Texas Education Code (TEC), §§7.102(c)(4); 28.002(a), (c), and (t); and 28.025(a).

(Agenda Exhibit) ..... II-45

**12. Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.28, Students with Dyslexia and Related Disorders (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, §74.28, Students with Dyslexia and Related Disorders. The proposed amendment would require each school district and open-enrollment charter school to report to the Texas Education Agency (TEA) the results of the required screening for dyslexia and related disorders for students in Kindergarten and Grade 1 in accordance with Texas Education Code (TEC), §38.003(a). Statutory authority for this action is Texas Education Code (TEC), §7.102(c)(28) and §38.003(a) and (c).

(Agenda Exhibit) ..... II-54

**13. Proposed Approval of Innovative Courses**

This item recommends approval of innovative courses that do not fall within any of the subject areas of the foundation or enrichment curriculum. Statutory authority for this action is the Texas Education Code (TEC), §28.002(f).

(Agenda Exhibit) ..... II-58

**COMMITTEE ON INSTRUCTION (continued)**

**14. Approval of Update of Instructional Materials**

ThinkCERCA is requesting approval to update content in three of its adopted products: *ThinkCERCA, Texas Edition*, for English language arts and reading, grades 6–8. The updated content has been reviewed by curriculum subject-area specialists and determined to address the pertinent student expectations in a manner equal to the content initially reviewed and approved by the state review panel. Statutory authority for this action is the Texas Education Code (TEC), §31.003 and §31.022.

(Agenda Exhibit) ..... II-61

**15. Approval of Proposed Updates to the *Texas State Plan for the Education of Gifted/Talented Students***

This item provides the opportunity for the committee and board to review and approve the recommended updates to the *Texas State Plan for the Education of Gifted/Talented Students* (State Plan). Statutory authority for this action is the Texas Education Code (TEC), §7.102(c)(15) and §29.123.

(Agenda Exhibit) ..... II-142

**COMMITTEE ON SCHOOL FINANCE AND PERMANENT SCHOOL FUND**

**16. Proposed Amendment to 19 TAC Chapter 109, Budgeting, Accounting, and Auditing, Subchapter C, Adoptions By Reference, §109.41, Financial Accountability System Resource Guide (Second Reading and Final Adoption)**

This item presents for second reading and final adoption 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 reference the updated *Financial Accountability System Resource Guide* (FASRG) and remove language relating to the commissioner's role in amending the FASRG. No changes are recommended since approved for first reading. Statutory authority for this action is the Texas Education Code (TEC), §§7.055(b)(32), 7.102(c)(32), 44.001(a) and (b), 44.007(a)-(d), and 44.008(b).

(Agenda Exhibit) ..... III-4



**COMMITTEE ON SCHOOL INITIATIVES**

**17. Review of Proposed New 19 TAC Chapter 235, Classroom Teacher Certification Standards, Subchapter F, Supplemental Certificate Standards**

This item provides the State Board of Education (SBOE) an opportunity to review the State Board for Educator Certification (SBEC) rule actions that would propose new 19 Texas Administrative Code (TAC) Chapter 235, Classroom Teacher Certification Standards, Subchapter F, Supplemental Certificate Standards. The proposed new rule would specify the certification standards for the English as a Second Language (ESL) Supplemental Certificate. Statutory authority for this action is Texas Education Code (TEC), §§21.003(a), 21.031, 21.040(4), and 21.041(b)(1), (2), and (4).

(Agenda Exhibit) ..... IV-51

**18. Review of Proposed Amendment to 19 TAC Chapter 241, Certification as Principal, Subchapter B, Principal Certificate, §241.41, General Provisions**

This item provides the State Board of Education (SBOE) an opportunity to review the State Board for Educator Certification (SBEC) rule action that would propose an amendment to 19 Texas Administrative Code (TAC) Chapter 241, Certification as Principal, Subchapter B, Principal Certificate, §241.41, General Provisions. The proposed amendment would provide a deadline for candidates to qualify and apply for the current principal certification and to take the corresponding certification examination, after which time the Principal as Instructional Leader certificate will become the only principal certification available to candidates. Statutory authority for this action is Texas Education Code (TEC), §§21.003(a), 21.040(4), 21.041(b)(1)-(4), 21.046(b)-(d), and 21.054(a), (e), and (e-2), as amended by Senate Bills (SBs) 7, 179, and 1839, 85th Texas Legislature, Regular Session, 2017.

(Agenda Exhibit) ..... IV-59

**19. Proposed Amendment 19 TAC Chapter 157, Hearings and Appeals, Subchapter D, Independent Hearing Examiners, §157.41, Certification Criteria for Independent Hearing Examiners  
(First Reading and Filing Authorization)**

This item presents for first reading and filing authorization a proposed amendment to 19 Texas Administrative Code (TAC) Chapter 157, Hearings and Appeals, Subchapter D, Independent Hearing Examiners, §157.41, Certification Criteria for Independent Hearing Examiners. The proposed amendment would allow the commissioner of education to take action against the certificate of independent hearing examiner if it is determined that the law firm with which the independent hearing examiner is associated, during the time the independent hearing examiner has been certified, meets specified criteria. Statutory authority for this action is the Texas Education Code (TEC), §21.252.

(Agenda Exhibit) ..... IV-64

**COMMITTEE ON SCHOOL INITIATIVES**

**20. Consideration of the Commissioner of Education’s Generation 24 Open-Enrollment Charter School Proposals**

This item provides the committee an opportunity to consider the commissioner’s list of proposed Subchapter D Open-Enrollment Charter Schools scheduled to open in school year 2020-2021. If awarded, the charters will have an initial five-year term with a July 31, 2025 contract end date. Statutory authority for this action is the Texas Education Code (TEC), §12.101.

(Agenda Exhibit) ..... IV-70

**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, 2019**  
*Public testimony information begins on page V-8.*  
**(Board agenda page V-1)**
2. **Current Status of the Permanent School Fund**  
**(Board agenda page V-24)**
3. **2017-2021 Rule Review Plan for State Board of Education Rules**  
**(Board agenda page V-26)**

This item outlines the rule review plan for State Board of Education (SBOE) rules during the period of September 2017 through August 2021. Texas Government Code, §2001.039, requires an ongoing four-year rule review of existing state agency rules, including SBOE rules. The rule review requirement is designed to ensure that the reason for initially adopting or readopting a rule continues to exist.

4. **Review of Annual Audit Plan of the Division of Financial Compliance for 2019-2020 School Year**  
**(Board agenda page V-33)**

This item covers the annual audit plan of the Division of Financial Compliance for the 2018-2019 school year for field and independent financial reviews as specifically described in 19 TAC Chapter 109, Texas Education Agency Audit Functions, §109.21, Annual Audit Plan.

**CONSENT AGENDA  
STATE BOARD OF EDUCATION  
June 14, 2019**

**(1) Approval of Nominees to Recommend to the Governor for Appointment on the Board of Trustees of the Teacher Retirement System of Texas**

The board of trustees of the Teacher Retirement System of Texas (TRS) is comprised of nine members. Two of the members are appointed by the governor, subject to Senate confirmation, from lists of nominees submitted by the State Board of Education (SBOE). The term of office for one of the board positions expires August 31, 2019. This item provides an opportunity for the SBOE to approve a list of nominees to be sent to the governor for his consideration for an appointment to the TRS board of trustees. Statutory authority for this action is the Texas Government Code (TGC), §825.003 and §825.0032.

(Agenda Exhibit) ..... I-108

**(2) One-Time Procedural Action to Correct the Effective Date of the Proposed Repeal of 19 TAC Chapter 118, Texas Essential Knowledge and Skills for Economics with an Emphasis on the Free Enterprise System and Its Benefits**

At the November 16, 2018 meeting, the State Board of Education (SBOE) approved for second reading and final adoption proposed revisions to 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter A, Elementary, Subchapter B, Middle School, Subchapter C, High School, and Subchapter D, Other Social Studies Courses, and proposed repeal of 19 TAC Chapter 118, Texas Essential Knowledge and Skills for Economics with Emphasis on the Free Enterprise System and Its Benefits, Subchapter A, High School, and Subchapter B, Other Economics Courses. The SBOE voted to establish an effective date of August 1, 2019, for the proposed revisions to 19 TAC Chapter 113, Subchapters B, C, and D. However, the motion did not specify the same effective date for the proposed repeal of 19 TAC Chapter 118, Subchapters A and B. This item requests that the SBOE take one-time action to amend the motion made at the November 16, 2018 meeting to specify an August 1, 2019 effective date for the proposed repeal of 19 TAC Chapter 118, Subchapters A and B, in order for the repeal to take effect at the same time as the proposed revisions to 19 TAC Chapter 113, Subchapters B, C, and D. Statutory authority for this action is the Texas Education Code (TEC), §§7.102(c)(4), 28.002, and 28.025.

(Agenda Exhibit) ..... I-110

**(3) Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.30, Identification of Honors Courses (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, §74.30, Identification of Honors Courses. The proposed amendment would update the list of languages other than English (LOTE) courses designated as honors courses to align with recent changes to the LOTE Texas Essential Knowledge and Skills (TEKS). Statutory authority for this action is the Texas Education Code (TEC), §33.081.

(Agenda Exhibit) ..... II-50

**(4) Per Capita Apportionment Rate for the 2018-2019 School Year**

The board is responsible for setting a per capita apportionment rate for each school year based on an estimate of the amount available for expenditures from the Available School Fund. The board adopted a preliminary 2018–2019 per capita apportionment rate of \$459.764 in September 2018. Agency staff members will propose a recommended rate of \$459.764 for the 2018–2019 school year at the June meeting of the Committee on School Finance/ Permanent School Fund. Statutory authority for this action is the Texas Education Code (TEC), §42.004 and §43.001(b).

[\(Agenda Exhibit\)](#) ..... III-11

**(5) Ratification of the Purchases and Sales of the Investment Portfolio of the Permanent School Fund for the Months of February, March and April 2019**

This item provides an opportunity for the committee and board to consider approval of the purchases and sales of investments executed in the portfolio of the Permanent School Fund for the months of February, March and April 2019. Statutory authority for this item is the Texas Constitution, Article VII, §2 and §5, and 19 Texas Administrative Code (TAC) Chapter 33.

[\(Agenda Exhibit\)](#) ..... III-15

**(6) Permanent School Fund Pending Contract Renewals**

This item provides an opportunity for the committee to review the pending Permanent School Fund contract renewals. Statutory authority for this item is the Texas Constitution, Article VII, §2 and §5, and 19 Texas Administrative Code (TAC) Chapter 33.

[\(Agenda Exhibit\)](#) ..... III-17

**(7) Review of the Bond Guarantee Program Charter Capacity**

This item provides an opportunity for the committee and board to receive a presentation on bond guarantee program’s charter capacity. Statutory authority for this action is Texas Constitution, Article VII, §2 and §5, 19 Texas Administrative Code (TAC) Chapter 33, and Texas Education Code (TEC) §45.0532.

[\(Agenda Exhibit\)](#) ..... III-18

**(8) Review of the Permanent School Fund Emerging Market Equities Asset Class**

This item provides an opportunity for the board to review the emerging market equities asset class and to make adjustments as needed. Statutory authority for this action is the Texas Constitution, Article VII, §2 and §5, and 19 Texas Administrative Code (TAC) Chapter 33.

[\(Agenda Exhibit\)](#) ..... III-19

**(9) Permanent School Fund Related Legislation, 86<sup>th</sup> Legislature, Regular Session**

This item provides an opportunity for the committee and board to review legislation related to the Permanent School Fund from the 86<sup>th</sup> Legislature, regular session, and to take action as needed. Statutory authority for this action is the Texas Constitution, Article VII, §2 and §5, and 19 Texas Administrative Code (TAC) Chapter 33.

[\(Agenda Exhibit\)](#) ..... III-20

**(10) Review of the Permanent School Fund Asset Allocation**

This item provides an opportunity for the board to review the asset allocation plan of the Permanent School Fund. Statutory authority for this action is the Texas Constitution, Article VII, §2 and §5, and 19 Texas Administrative Code (TAC) Chapter 33.

[\(Agenda Exhibit\)](#) ..... III-22

**(11) Recommendation for Appointment to the Fort Sam Houston Independent School District Board of Trustees**

This item provides an opportunity for board consideration of one appointment to the board of trustees of the Fort Sam Houston Independent School District. The appointment is necessary due to the expiration of the term of office for one board member. Statutory authority for this action is the Texas Education Code (TEC), §11.352, and 19 Texas Administrative Code (TAC) §61.2.

[\(Agenda Exhibit\)](#) ..... IV-1

**(12) Recommendation for Appointment to the Lackland Independent School District Board of Trustees**

This item provides an opportunity for board consideration of four appointments to the board of trustees of the Lackland Independent School District. The appointments are necessary due to the expiration of the term of office for four board members. Statutory authority for this action is the Texas Education Code (TEC), §11.352, and 19 Texas Administrative Code (TAC) §61.2.

[\(Agenda Exhibit\)](#) ..... IV-18

**(13) Recommendation for Appointment to the Randolph Field Independent School District Board of Trustees**

This item provides an opportunity for board consideration of one appointment to the board of trustees of the Randolph Field Independent School District. The appointment is necessary due to the expiration of the term of office for one board member. Statutory authority for this action is the Texas Education Code (TEC), §11.352, and 19 Texas Administrative Code (TAC) §61.2.

[\(Agenda Exhibit\)](#) ..... IV-35

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# **COMMITTEE OF THE FULL BOARD**

## Joint meeting of the State Board of Education and School Land Board

June 11, 2019

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

**SUMMARY:** Members of the State Board of Education, meeting as the Committee of the Full Board, and the School Land Board will hold a joint meeting to discuss issues related to the Permanent School Fund and operations of the School Land Board.

**STATUTORY AUTHORITY:** Texas Constitution, [Article VII, §2](#) and [§5](#); and Natural Resources Code ([NRC](#)), [§32.001](#).

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

NRC, Chapters 32 and 51 outline the School Land Board's authority over the land and minerals dedicated to the PSF.

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

**FUTURE ACTION EXPECTED:** Legislation relating to the Permanent School Fund was being considered this spring by the Texas Legislature. While the final disposition of the various bills was not known at the time this agenda was prepared, any matters relating to SBOE and/or SLB implementation of passed legislation may be discussed.

**BACKGROUND INFORMATION AND JUSTIFICATION:** The SBOE and the SLB share management of the Permanent School Fund. The combined PSF is valued at approximately \$44 billion and is the largest educational endowment in the country. Of that amount, \$10 billion of land, mineral rights, and certain real asset investments are managed by the SLB. The remaining \$34 billion in financial investments is managed by the SBOE.

In order to learn more about the SLB's operations, the SBOE has invited SLB members to provide a presentation about the land board's day-to-day operations and its investments on behalf of the PSF and participate in a discussion about the PSF.

#### **Staff Members Responsible:**

Holland Timmins, Executive Administrator and Chief Investment Officer, Texas Permanent School Fund



## Ethics Training

June 11, 2019

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

**SUMMARY:** This item will provide State Board of Education (SBOE) members with a discussion of the ethics statutes and rules that apply to SBOE members.

**STATUTORY AUTHORITY:** Texas Education Code (TEC), §43.0031 and 19 Texas Administrative Code (TAC), §33.5(s).

TEC, §43.0031 requires the SBOE to adopt an ethics policy.

**BACKGROUND INFORMATION AND JUSTIFICATION:** Under the Permanent School Fund (PSF) Code of Ethics, the SBOE is required to have yearly ethics training.

**FISCAL IMPACT:** This training will help SBOE members be more aware of the applicable ethics rules and statutes and may ensure that potential ethical problems are avoided.

**PUBLIC BENEFIT AND COST TO PERSONS:** This training will help to ensure that all SBOE business is conducted according to high ethical standards.

**PROCEDURAL AND REPORTING IMPLICATIONS:** None.

**PUBLIC COMMENTS:** None.

**Staff Members Responsible:**

Von Byer, General Counsel, Legal Services  
Christopher Maska, TEA Ethics Advisor, Legal Services

**Attachment I:** A Guide to Ethics Laws for State Officers and Employees

**Attachment II:** Can I Take It?

**Attachment III:** Can I Take This Trip?

**Attachment IV:** Revolving Door

# TEXAS ETHICS COMMISSION

## A GUIDE TO ETHICS LAWS FOR STATE OFFICERS AND EMPLOYEES



**Revised September 15, 2015**

**Texas Ethics Commission, P.O. Box 12070, Austin, Texas 78711  
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**Visit us at <http://www.ethics.state.tx.us> on the Internet.**

**AN EQUAL OPPORTUNITY EMPLOYER**

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**A GUIDE TO ETHICS LAWS  
FOR STATE OFFICERS AND EMPLOYEES**

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## INTRODUCTION

As a public servant, you owe a responsibility to the people of Texas in the performance of your official duties. This guide sets out laws that govern your conduct as a public servant. As you read this guide, you should bear in mind that ethical conduct involves more than merely following these laws. As a public servant, you should act fairly and honestly and should avoid creating even the appearance of impropriety.

### **Laws Interpreted by the Texas Ethics Commission**

The Texas Ethics Commission interprets various laws governing the conduct of state officers and employees: the provisions in chapter 572 of the Government Code; the restrictions on benefits, gifts, and honoraria in chapter 36 of the Penal Code and in the lobby law, chapter 305 of the Government Code; and the restrictions on the use of government resources in chapter 39 of the Penal Code.

Some laws governing public servants, such as the nepotism law, are not under the jurisdiction of the Ethics Commission. Also, officers and employees of particular state agencies may be subject to statutes, rules, or personnel guidelines specifically applicable to that agency. Your general counsel or the Office of the Attorney General are the appropriate sources for advice about such laws.

### **Advisory Opinions**

If you are concerned about how any of the laws subject to interpretation by the Ethics Commission apply to you, you may request an advisory opinion. The request must be about the application of one or more of those laws to a specific factual situation, either existing or hypothetical. Gov't Code § 571.091. Unless you waive confidentiality in writing, the Ethics Commission must keep your name confidential.

The legal effect of an Ethics Commission advisory opinion is described in section 571.097 of the Government Code as follows:

It is a defense to prosecution or to imposition of a civil penalty that the person reasonably relied on a written advisory opinion of the commission relating to the provision of the law the person is alleged to have violated or relating to a fact situation that is substantially similar to the fact situation in which the person is involved.

Copies of Ethics Advisory Opinions are available from the Ethics Commission at (512) 463-5800 or at <http://www.ethics.state.tx.us> on the Internet.

## **PART I. STANDARDS OF CONDUCT AND CONFLICT OF INTEREST**

### **The “Should Nots”**

The legislature has adopted the following standards of conduct for state employees:

A state officer or employee should not:

- (1) accept or solicit any gift, favor, or service that might reasonably tend to influence the officer or employee in the discharge of official duties or that the officer or employee knows or should know is being offered with the intent to influence the officer’s or employee’s official conduct;
- (2) accept other employment or engage in a business or professional activity that the officer or employee might reasonably expect would require or induce the officer or employee to disclose confidential information acquired by reason of the official position;
- (3) accept other employment or compensation that could reasonably be expected to impair the officer’s or employee’s independence of judgment in the performance of the officer’s or employee’s official duties;
- (4) make personal investments that could reasonably be expected to create a substantial conflict between the officer’s or employee’s private interest and the public interest; or
- (5) intentionally or knowingly solicit, accept, or agree to accept any benefit for having exercised the officer’s or employee’s official powers or performed the officer’s or employee’s official duties in favor of another.

Gov’t Code § 572.051. A state agency may not use appropriated funds to compensate a state employee who violates those standards. Gov’t Code § 2113.014. Also, in some cases failure to follow the standards of conduct will violate one of the criminal statutes discussed in this guide.

### **Private Interest in Measure or Decision**

If a board member has a private or personal interest in a measure, proposal, or decision pending before the board, the board member must disclose that fact to the rest of the board in an open meeting and must refrain from voting or otherwise participating in the matter. Gov’t Code § 572.058. The law specifies that a person does not have a “private or personal interest” in a matter if the person is engaged in a profession, trade, or occupation, and the person’s interest in the matter is the same as others similarly engaged.

**Note:** This guide addresses only the laws that the Ethics Commission interprets. Other laws may contain additional “conflict of interest” provisions. In particular, state agency counsels should be aware of the common-law rule restricting a contract between agencies and agency board members. See Attorney General Opinion JM-671 (1987).

## **PART II. ACCEPTANCE OF BENEFITS**

Chapter 36 of the Penal Code prohibits public servants from accepting certain gifts or benefits. Violations of the laws in this chapter carry criminal penalties, and complaints alleging such violations are handled by local prosecutors, not by the Texas Ethics Commission.

### **Bribery**

As a public servant, you commit the offense of bribery if you solicit, offer, or accept a “benefit” in exchange for your decision, opinion, recommendation, vote, or other exercise of official discretion. Penal Code § 36.02. Common sense should tell you if something is a bribe. If it is, don’t take it.

### **Honoraria**

You may not solicit, agree to accept, or accept an honorarium in consideration for services you would not have been asked to provide but for your official position. Penal Code § 36.07. Thus, for example, you may not take a speaker’s fee for speaking if your position with the state is one of the reasons you were asked to speak. The honorarium law does not, however, prohibit acceptance of food, transportation, and lodging in connection with a speech that is more than merely perfunctory. If a state officer or the executive head of an agency accepts food, transportation, or lodging under these circumstances, the officer must report it on Part XIII of the annual personal financial statement. (A travel regulation provides that a state employee may not accept money for a travel expense reimbursement from a person that the employee’s employing state agency intends to audit, examine, or investigate or is auditing, examining, or investigating. Gov’t Code § 660.016.)

### **Prohibitions on Gifts**

Most public servants are subject to one or more prohibitions on the acceptance of “benefits” from persons subject to their jurisdiction. Penal Code § 36.08. For example, a public servant in an agency performing regulatory functions or conducting inspections or investigations may not accept a benefit from a person the public servant “knows to be subject to regulation, inspection, or investigation by the public servant or his agency.” *Id.* § 36.08(a). Similarly, a public servant who “exercises discretion in connection with contracts, purchases, payments, claims, or other pecuniary transactions” of the agency may not accept a benefit from a person the public servant knows is interested in or likely to become interested in such a transaction. *Id.* § 36.08(d). (The Appendix contains the full text of section 36.08.) *These prohibitions apply regardless of whether the donor is asking for something in return.*

The statutory definition of “benefit” is “anything reasonably regarded as pecuniary gain or pecuniary advantage.” Penal Code § 36.01(3). In advisory opinions, the Ethics Commission has stated that the following gifts are benefits: a \$50 clock, a hotel room, a hunting trip, football tickets, a \$160 rifle, and a \$60 restaurant meal. Ethics Advisory Opinion Nos. 97, 94, 90, 69, 60 (1992).

### **Exceptions to Gift Prohibitions**

There are exceptions to the prohibitions set out in Penal Code section 36.08. These exceptions are exceptions to criminal liability under that section. You should also make sure that the laws and rules specifically applicable to your agency permit you to accept a benefit permitted under the Penal Code. Even if the acceptance of a gift is legally permissible, you should consider whether the gift raises the appearance of impropriety.

The following exceptions are most likely to be relevant to state officers or employees. (The Appendix contains the full text of section 36.10, which sets out the exceptions to section 36.08.)

- You may accept non-cash items of less than \$50 in value. Penal Code § 36.10(a)(6). If a *lobbyist* provides you with food, beverages, entertainment, lodging, or transportation, however, the lobbyist must be present at the event.
- You may accept benefits in the form of food, lodging, transportation, or entertainment in any amount if you accept them as a “guest” and report them if there is an applicable reporting requirement. Penal Code § 36.10(b). In order for you to accept something as a “guest,” the donor must be present.

*Lobbyists may provide you with transportation and lodging only in connection with a fact-finding trip related to your official duties or in connection with an event, such as a conference, at which you will be providing “more than perfunctory” services in your official capacity.*

State officers and agency heads: You will be required to report on your personal financial statement the acceptance of gifts worth more than \$250, except for gifts from a member of your immediate family or from a lobbyist required to report the gift. You must also report on your personal financial statement your acceptance of meals, transportation, or lodging provided in connection with a speech or other services you provided in your official capacity. (See above discussion on “Honoraria.”)

- You may accept a benefit from a person such as a friend, relative, or business associate with whom you have a relationship independent of your official status *if the benefit is given on account of that relationship rather than your official status*. Penal Code § 36.10(a)(2).
- You may accept a payment for which you give legitimate consideration *in a capacity other than as a public servant*. Penal Code § 36.10(a)(1). The use of the term “legitimate consideration” means that the payment you receive must reflect the actual value of the services or goods you provide in exchange for the payment. Ethics Advisory Opinion No. 41 n.1 (1992).

- You may accept certain gifts, awards, and mementos from persons required to register as lobbyists. “Gift” in this context does not include food, entertainment, transportation, or lodging, which are discussed above. Penal Code § 36.10(a)(5). (*See* discussion of “Gifts Prohibited by the Lobby Statute” below.)

### **Gifts Prohibited by the Lobby Statute**

The lobby law, chapter 305 of the Government Code, contains restrictions on gifts from a person required to register under that chapter. For the most part, the lobby statute is stricter than the Penal Code. For instance, you may not accept transportation and lodging in connection with a pleasure trip from a lobbyist. There is, however, one exception to the general rule that the lobby law is stricter than the Penal Code: Under section 36.10(a)(5) of the Penal Code, there is an exception from the Penal Code prohibition on the acceptance of benefits for a gift, award, or memento that is required to be reported by a lobbyist. Because of this exception, there are circumstances in which it is permissible for you to accept a gift from a lobbyist that you could not accept from a non-lobbyist. If you are thinking about relying on this exception, you should ask the Ethics Commission for advice before you do so.

### **Gifts to State Agencies**

The Ethics Commission has issued several opinions in response to questions about the acceptance of gifts by a state agency. Ethics Advisory Opinion Nos. 118 (1993), 63, 62, 51, 31 (1992). Chapter 305 of the Government Code, which regulates lobbying, and chapter 36 of the Penal Code, which regulates gifts to public officers and employees, do not apply to gifts given to a state agency. Ethics Advisory Opinion Nos. 62, 31 (1992). The statutes applicable to a specific state agency determine whether the agency has authority to accept gifts. *Id.* Also, even if an agency has authority to accept gifts, it may do so only in accordance with the provisions of Government Code chapter 575.

Although questions about the specific authority of a state agency to accept gifts are outside the Ethics Commission’s advisory opinion authority, previous ethics advisory opinions have set out some general guidelines about the acceptance of gifts by a state agency. First, the commission has noted that even if a state agency has authority to accept gifts generally, the agency may accept gifts on behalf of the agency only if the gifts can be used in carrying out the agency’s powers and duties. A gift to a state agency becomes state property, and an officer or employee of the agency cannot be permitted to use it for private purposes. Consequently, acceptance of gifts by a state agency is not a permissible way of acquiring gifts for the personal enjoyment of individual state officers and employees.

Gifts to state agencies, even if legally permissible, may raise questions about impropriety. If the donor is subject to agency regulation or oversight, or engages in a business that can be affected by agency action, then it may be that the donor hopes or expects to gain favor with the agency. Even if that is not the case, it may appear to be so, especially to someone whose interests are different from those of the donor and who may feel at a disadvantage because of the donor’s generosity.



## Donation of Gifts to Charity

What should you do if someone sends you an unsolicited gift that you may not accept? Often public servants would prefer to donate such gifts to charity or to a governmental body, rather than returning them to the donor. A provision of the Penal Code allows such donations in specified circumstances:

A public servant who receives an unsolicited benefit that the public servant is prohibited from accepting under [section 36.08] may donate the benefit to a governmental entity that has the authority to accept the gift or may donate the benefit to a recognized tax-exempt charitable organization formed for educational, religious, or scientific purposes.

Penal Code § 36.08(i).

## PART III. ABUSE OF OFFICE

Chapter 39 of the Penal Code contains several provisions prohibiting a public servant from using his or her official position in various ways for non-governmental purposes.

### Misuse of Government Property

As a public servant, you commit an offense if, with intent to obtain a benefit or harm another, you *misapply any thing of value belonging to the government* that has come into your custody or possession by virtue of your public office or employment. Penal Code § 39.02(a)(2). Simply stated, this means that you are to use government property for governmental purposes, not for personal or private purposes.

***Frequent Flyer Miles:*** Penal Code section 39.02(d) specifically provides that travel discount awards such as “frequent flyer” miles, hotel or rental car discounts, or food coupons are not things of value belonging to the government for purposes of the criminal law prohibiting misapplication of a thing of value belonging to the government. This means that personal or private use of travel awards accrued on state business is not a crime. The law does not, however, prevent a particular agency from adopting a policy requiring that such travel awards be used for agency purposes.

***Political Campaigns:*** Do not use state time or state equipment to work on an individual’s political campaign. See Ethics Advisory Opinion No. 172 (1993). Also, chapter 556 of the Government Code prohibits a state agency from using appropriated funds in connection with a political campaign. Further, it prohibits a state officer or employee from using official authority to interfere with or attempt to influence the result of an election. Gov’t Code § 556.004. The Ethics Commission does not have authority to interpret chapter 556 of the Government Code.

### Misuse of Official Information

As a public servant, you may have access to information that has not been made public. Chapter 39 of the Penal Code restricts your use of such information in the following ways:

- You may not use the information to acquire or help another person to acquire a pecuniary interest in any property, transaction, or enterprise affected by the information. Penal Code § 39.06(a)(1).
- You may not speculate or aid another to speculate on the basis of the information. Penal Code § 39.06(a)(2).
- You may not disclose or use the information with the intent to obtain a benefit or to harm another. Penal Code § 39.06(b).

## PART IV. OTHER EMPLOYMENT

### Concurrent Employment

Some of the laws under the jurisdiction of the Ethics Commission are relevant to questions about other employment by a state officer or employee. For example, under the bribery law, you may not solicit or accept a “benefit” in exchange for your decision, opinion, recommendation, vote, or other exercise of discretion as a public servant. Penal Code § 36.02. A salary is a benefit. *See generally* Ethics Advisory Opinion No. 155 (1993). Therefore, the crime of bribery occurs if a state officer accepts other employment in exchange for official action or inaction. In addition, under the honorarium law a state officer may not accept an honorarium for performing services that he or she would not have been asked to provide but for his or her official status. Other laws outside the Ethics Commission’s jurisdiction may also restrict your employment. For information about such laws, consult your general counsel or the Office of the Attorney General.

### Future Employment

If you are about to leave your position with the state, you should be aware of laws that might restrict your future employment. Chapter 572 of the Government Code contains three “revolving door” provisions. Each provision applies to different groups of former officers and employees of state agencies.

**Note:** If other law restricts you from representing a person before an agency after you leave your position, that law prevails over the second and third Government Code provisions (in section 572.054) discussed below.

#### Revolving Door #1

The first revolving door provision will apply to you if you are a former state officer or employee of a state agency. For two years after you cease to be a state officer or employee of an agency, you may not accept employment from a person if you participated on behalf of the state agency in a procurement or contract negotiation involving that person.

**Note:** The first revolving door provision only applies to a state officer or employee whose service or employment with a state agency ceases on or after September 1, 2015.

## Revolving Door #2

The second revolving door provision will apply to you if you are a former board member or executive director of a regulatory agency. For two years after you cease to be a member of the board, you may not make any communication to or appearance before an officer or employee of the board on behalf of any person with the intent to influence agency action in connection with any matter on which that person seeks official action. The restriction applies even if the agency initiates the contact and even if you are communicating on your own behalf (subject to your due process rights). It does not, however, prevent you from merely providing information to the agency, as long as you are not doing so with the intent to influence agency action on behalf of a person.

## Revolving Door #3

The third revolving door provision applies to all former board members and executive directors of regulatory agencies. It also applies to former employees who, at the time of leaving the agency, were compensated at or above a certain salary level. The law applies to a former employee whose compensation at the time of leaving state employment was at or above the level prescribed by the general appropriations act for step 1, salary group A17, of the position classification salary schedule. (The 2015 General Appropriations Act prescribed the minimum annual salary for salary group A17 to be \$36,976 for fiscal years 2016 and 2017.)

A former board member or employee covered by the third provision may *never* represent a person or receive compensation for services rendered on behalf of any person regarding a “particular matter” in which he or she “participated” while serving with the agency. A “particular matter” is a *specific* matter before the agency, such as an investigation, application, contract, rulemaking proceeding, administrative proceeding, request for a ruling, etc. This revolving door provision prohibits you from representing a person, or getting paid to help a person, regarding a *specific* matter in which you were either personally involved or that was a matter within your official responsibility while a state officer or employee. It does not prohibit you from working on the *type of matters* you worked on at the agency. *This restriction lasts forever.*

**Note:** For purposes of the Government Code revolving door statutes, a “person” is an individual or business entity. Gov’t Code § 572.002(7). The statutes do not restrict former state officers or employees from representing or providing services on behalf of nonprofit or governmental entities. Ethics Advisory Opinion No. 232 (1994).

Violation of either of the second or third revolving door provisions is a Class A misdemeanor. The Texas Ethics Commission may assess a civil penalty for a violation of any of the three revolving door laws.

## PART V. PERSONAL FINANCIAL STATEMENTS

Board members and executive directors of most state agencies are required to file a personal financial statement with the commission on or before April 30 each year if they served at any time

beginning on January 1 and continuing through April 30 of that year. Gov't Code § 572.026(a). If your term as a board member is ending or if you plan to resign from a board, you should be aware of the "holdover" provision of the Texas Constitution. Under this provision, a state officer "holds over" in office until replaced. A person who no longer attends meetings may nonetheless "holdover" as a board member. Thus, if you resign or your term expires before January 1 of a given year, you will still be required to file a financial statement for that year if your successor was not appointed before January 1.

However, if you are an appointed officer, as defined by section 572.002 of the Government Code, you are not required to file a personal financial statement if the following criteria are met before January 1 of the year the statement is due: (1) your term expired, you resigned, your agency was abolished, or your agency functions were transferred to another agency; and (2) you ceased to participate in the state agency's functions. If your term expired or if you resigned, you are required to provide written notice of your intent to not participate in the agency's functions to the Office of the Governor and to the Texas Ethics Commission.

Anyone who asks for extra time to file by April 30 is entitled to a one-time, 60-day extension. Call the Ethics Commission legal staff at (512) 463-5800 if you have questions when completing the form.

**Note:** New state law requires a personal financial statement filed with the Ethics Commission to be filed electronically. Please visit the Ethics Commission website at [www.ethics.state.tx.us](http://www.ethics.state.tx.us) for information regarding the filing application and instructions.

**Note:** The commission imposes a civil penalty of \$500 for late filings. The commission has the authority to raise this penalty. There are criminal penalties for failing to file at all.

## **PART VI. LOBBYING BY STATE OFFICERS AND EMPLOYEES**

The provisions of Government Code chapter 556 prohibit the use of appropriated funds to influence legislation. Those provisions are not under the Ethics Commission's jurisdiction. The lobby law, chapter 305 of the Government Code, is not applicable in this context. Note, however, that a *gift* from a state agency to a legislator may be prohibited under the Penal Code.

### **SUMMARY**

This guide is intended to make you familiar with the laws interpreted by the Texas Ethics Commission that govern your conduct as a state officer. For further guidance, you should consult your agency's ethics advisor or general counsel. Also, feel free to call the Ethics Commission at (512) 463-5800 for advice or visit our Internet site at <http://www.ethics.state.tx.us>.

## APPENDIX

### *Penal Code Provisions Regarding Gifts to a Public Servant*

#### **§ 36.08. Gift to Public Servant by Person Subject to His Jurisdiction**

- (a) A public servant in an agency performing regulatory functions or conducting inspections or investigations commits an offense if he solicits, accepts, or agrees to accept any benefit from a person the public servant knows to be subject to regulation, inspection, or investigation by the public servant or his agency.
- (b) A public servant in an agency having custody of prisoners commits an offense if he solicits, accepts, or agrees to accept any benefit from a person the public servant knows to be in his custody or the custody of his agency.
- (c) A public servant in an agency carrying on civil or criminal litigation on behalf of government commits an offense if he solicits, accepts, or agrees to accept any benefit from a person against whom the public servant knows litigation is pending or contemplated by the public servant or his agency.
- (d) A public servant who exercises discretion in connection with contracts, purchases, payments, claims, or other pecuniary transactions of government commits an offense if he solicits, accepts, or agrees to accept any benefit from a person the public servant knows is interested in or likely to become interested in any contract, purchase, payment, claim, or transaction involving the exercise of his discretion.
- (e) A public servant who has judicial or administrative authority, who is employed by or in a tribunal having judicial or administrative authority, or who participates in the enforcement of the tribunal's decision, commits an offense if he solicits, accepts, or agrees to accept any benefit from a person the public servant knows is interested in or likely to become interested in any matter before the public servant or tribunal.
- (f) A member of the legislature, the governor, the lieutenant governor, or a person employed by a member of the legislature, the governor, the lieutenant governor, or an agency of the legislature commits an offense if he solicits, accepts, or agrees to accept any benefit from any person.
- (g) A public servant who is a hearing examiner employed by an agency performing regulatory functions and who conducts hearings in contested cases commits an offense if the public servant solicits, accepts, or agrees to accept any benefit from any person who is appearing before the agency in a contested case, who is doing business with the agency, or who the public servant knows is interested in any matter before the public servant. The exception provided by Section 36.10(b) does not apply to a benefit under this subsection.
- (h) An offense under this section is a Class A misdemeanor.

- (i) A public servant who receives an unsolicited benefit that the public servant is prohibited from accepting under this section may donate the benefit to a governmental entity that has the authority to accept the gift or may donate the benefit to a recognized tax-exempt charitable organization formed for educational, religious, or scientific purposes.

**§ 36.09. Offering Gift to Public Servant**

- (a) A person commits an offense if he offers, confers, or agrees to confer any benefit on a public servant that he knows the public servant is prohibited by law from accepting.
- (b) An offense under this section is a Class A misdemeanor.

**§ 36.10. Non-Applicable**

- (a) Sections 36.08 (Gift to Public Servant) and 36.09 (Offering Gift to Public Servant) do not apply to:
  - (1) a fee prescribed by law to be received by a public servant or any other benefit to which the public servant is lawfully entitled or for which he gives legitimate consideration in a capacity other than as a public servant;
  - (2) a gift or other benefit conferred on account of kinship or a personal, professional, or business relationship independent of the official status of the recipient;
  - (3) a benefit to a public servant required to file a statement under Chapter 572, Government Code, or a report under Title 15, Election Code, that is derived from a function in honor or appreciation of the recipient if:
    - (A) the benefit and the source of any benefit in excess of \$50 is reported in the statement; and
    - (B) the benefit is used solely to defray the expenses that accrue in the performance of duties or activities in connection with the office which are nonreimbursable by the state or political subdivision;
  - (4) a political contribution as defined by Title 15, Election Code;
  - (5) a gift, award, or memento to a member of the legislative or executive branch that is required to be reported under Chapter 305, Government Code;
  - (6) an item with a value less than \$50, excluding cash or a negotiable instrument as described by Section 3.104, Business & Commerce Code;
  - (7) an item issued by a governmental entity that allows the use of property or facilities owned, leased, or operated by the governmental entity;

- (8) transportation, lodging, and meals described by Section 36.07(b); or
- (9) complimentary legal advice or legal services relating to a will, power of attorney, advance directive, or other estate planning document rendered:
  - (A) to a public servant who is a first responder; and
  - (B) through a program or clinic that is:
    - (i) operated by a local bar association or the State Bar of Texas; and
    - (ii) approved by the head of the agency employing the public servant, if the public servant is employed by an agency.
- (b) Section 36.08 (Gift to Public Servant) does not apply to food, lodging, transportation, or entertainment accepted as a guest and, if the donee is required by law to report those items, reported by the donee in accordance with that law.
- (c) Section 36.09 (Offering Gift to Public Servant) does not apply to food, lodging, transportation, or entertainment accepted as a guest and, if the donor is required by law to report those items, reported by the donor in accordance with that law.
- (d) Section 36.08 (Gift to Public Servant) does not apply to a gratuity accepted and reported in accordance with Section 11.0262, Parks and Wildlife Code. Section 36.09 (Offering Gift to Public Servant) does not apply to a gratuity that is offered in accordance with Section 11.0262, Parks and Wildlife Code.
- (e) In this section, “first responder” means:
  - (1) a peace officer whose duties include responding rapidly to an emergency;
  - (2) fire protection personnel, as that term is defined by Section 419.021, Government Code;
  - (3) a volunteer firefighter who performs firefighting duties on behalf of a political subdivision and who is not serving as a member of the Texas Legislature or holding a statewide elected office;
  - (4) an ambulance driver; or
  - (5) an individual certified as emergency medical services personnel by the Department of State Health Services.

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- ✓ **FEES FOR SERVICES:** You may accept a payment to which you are lawfully entitled in a capacity other than your official status. In this case you may accept the offer without restriction. Remember, you may not take an honorarium for a service that you would not have been asked to provide but for your official status.
- ✓ **POLITICAL CONTRIBUTIONS:** You may accept a political contribution as a candidate or officeholder.
- ✓ **GOVERNMENT PROPERTY:** You may accept an item issued by a governmental entity that allows the use of property or facilities owned, leased, or operated by the entity.
- ✓ **FOOD, ENTERTAINMENT, TRANSPORTATION, & LODGING:** Benefits in the form of food, lodging, transportation, or entertainment are permissible if accepted as a "guest" and reported in accordance with any applicable reporting requirement. To accept something as a guest, the donor must be present. As to reporting requirements, the Governor, the Lieutenant Governor and members of the legislature are required to file annual personal financial statements on which they must report certain gifts worth more than \$250. For most state *employees* there is no applicable reporting requirement.

**DONATIONS TO CHARITY**

**If you receive an unsolicited benefit that you are prohibited from accepting, you may donate the benefit to a recognized tax-exempt charitable organization formed for educational, religious, or scientific purposes.**

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# Can I Take It?



*A Guide for Officers and Employees in the Executive Branch of State Government.*

*Note: Employees of the Governor or Lieutenant Governor should refer to the "Can I Take It?" brochure specifically applicable to those offices.*

*Revised October 25, 2016*



# Can I Take It?

## RULE NO. 1

### YOU MAY NEVER TAKE ANYTHING AS CONSIDERATION FOR AN OFFICIAL ACT

The bribery law prohibits payments or gifts made in exchange for an official act. An official act includes a vote, a recommendation, and any other exercise of official discretion.

## RULE NO. 2

### YOU MAY NOT ACCEPT AN HONORARIUM FOR SERVICES YOU WOULD NOT HAVE BEEN ASKED TO PROVIDE BUT FOR YOUR OFFICIAL STATUS

This means, for example, that you may not accept a gift or payment for giving a speech if your official position was a reason for your being asked to give the speech. You may, however, accept meals, transportation, and lodging in connection with a speech as long as your speech is more than merely perfunctory. Also, you may accept a gift that is not a "benefit" such as a plaque or something of minimal value like a coffee cup, key chain, or "gimme" cap.

**THE OTHER RULES:** If acceptance of a gift or payment is permissible under Rule Nos. 1 and 2, the next step is to determine whether or not the person making the offer is a registered lobbyist.

## A. IF THE PERSON MAKING THE OFFER IS A REGISTERED LOBBYIST:

### 1. You may not accept:

- ✗ Loans, cash, or negotiable instruments other than political contributions.
- ✗ Travel or lodging for a pleasure trip. (Incidental transportation such as a short ride in a car or taxi is permissible.)

### 2. You may accept:

- ✓ Political contributions as a candidate or officeholder.
- ✓ Food and beverages if the lobbyist is with you. There is no annual limit on the value of food and beverages you may accept from a lobbyist.
- ✓ Entertainment worth up to \$500 in a calendar year. (Entertainment includes, for example, sports events and concerts.) The lobbyist providing the entertainment must be present for the event.
- ✓ Gifts, other than awards and mementos, that together do not exceed \$500 in value during a calendar year.
- ✓ Awards and mementos worth not more than \$500. This is not an annual cap, but a cap on the value of each individual award or memento.
- ✓ Travel and lodging in connection with a fact-finding trip or to a seminar or conference at which you are providing services, such as speaking, and the services are more than perfunctory. Any lobbyist who is providing travel or lodging must be present at the event.
- ✓ Tickets or other expenditures for attendance at a political fundraiser or charitable event if the lobbyist is present at the event.

Note: You can find out if someone is a registered lobbyist by calling the disclosure filings section of the Texas Ethics Commission at 512-463-5800 or 800-325-8506 or by going to [www.ethics.state.tx.us/dfs/search\\_LOBBY.html](http://www.ethics.state.tx.us/dfs/search_LOBBY.html) on the Internet.

## PLEASE NOTE

Your name will appear on a lobbyist's activities report:

- if expenditures for your food, lodging, transportation, or entertainment in a day exceed \$114, which is 60 percent of the amount of the legislative per diem;
- if expenditures for a gift, award, or memento exceed \$50; or
- each time an expenditure is made for you to attend political fundraisers or charity

## B. IF THE PERSON MAKING THE OFFER IS NOT A REGISTERED LOBBYIST:

You are subject to a general prohibition on taking any benefit from anybody. (A "benefit" is anything reasonably regarded as pecuniary gain or advantage.) There are, however, many exceptions to this general rule. **You may accept a gift, payment, or contribution as long as the gift, payment, or contribution fits into *any one* of the following categories.**

- ✓ ITEMS WORTH LESS THAN \$50: You may accept an item with a value of less than \$50. This exception does not apply to cash, checks, or negotiable instruments.
- ✓ INDEPENDENT RELATIONSHIP: There is an exception from the general prohibition on the acceptance of benefits for a gift based on
  - kinship
  - a personal relationship independent of your official status
  - a professional relationship independent of your official status
  - a business relationship independent of your official status.

(over)

## HONORARIUM LAW

As a public servant, you may not accept an honorarium in consideration for services that you would not have been requested to provide but for your official position or duties. You may, however, accept food, transportation, and lodging in connection with services rendered at a conference or seminar.

## CAMPAIGN AND OFFICEHOLDER CONTRIBUTIONS

A candidate or elected officeholder must report all campaign or officeholder contributions, this includes contributions in the form of transportation or lodging.

**No corporate contributions.** A candidate may not accept a campaign contribution, nor may an officeholder accept an officeholder contribution, from a corporation or labor union.

## FINANCIAL STATEMENT

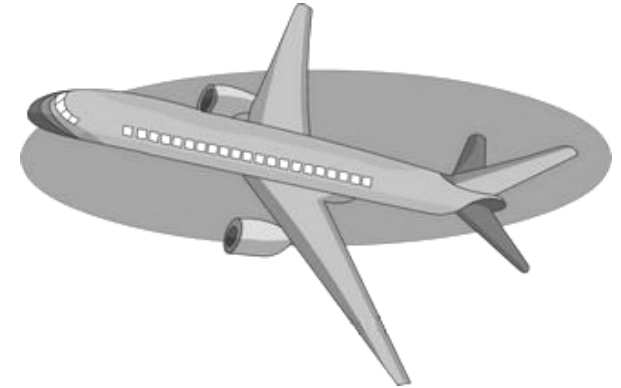
Some government officials are required to file an annual personal financial statement. A filer must report any gifts, including trips, that exceed \$250 in value, except gifts reportable as a political contribution, or a lobby expenditure, or a gift received from an individual related within the second degree by consanguinity or affinity. Also, a filer must report transportation, meals, or lodging provided by a third party in connection with a conference or similar event, unless a lobbyist reports the expenditures.

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# Can I Take This Trip?



A Texas Ethics Commission guide  
to the acceptance of trips by  
government officers and employees.

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*Revised February 24, 1997*

# Can I Take This Trip?

Officers and employees of governmental bodies often ask the Ethics Commission whether it is permissible to take a trip paid for by a third party. To answer such questions, it is first necessary to determine whether the third party is providing the trip to the governmental body or to the individual. If the trip is being provided to an individual government officer or employee, rather than to the governmental body itself, the individual must consider the restrictions and reporting requirements in *all* of the following laws:

- ◆ the lobby law in chapter 305, Government Code
- ◆ the gift laws in chapter 36, Penal Code
- ◆ the honorarium law in chapter 36, Penal Code
- ◆ the campaign finance law in title 15, Election Code
- ◆ the law requiring certain government officials to file an annual personal financial statement in chapter 572, Government Code.

It is important to review the restrictions in all of those laws because what is permissible under one law may not be permissible under another.

## GIFTS TO THE GOVERNMENT

Under the appropriate circumstances, a governmental body may accept an offer by a third party to pay travel expenses for a government officer or employee to conduct government business.

## ATTACHMENT III

Whether a governmental body may accept a gift depends on the laws specifically applicable to the governmental body, not on the laws under the jurisdiction of the Texas Ethics Commission. Individual employees may not make decisions about accepting gifts on behalf of a governmental body; only the governing board may make such decisions.

An individual government officer or employee who intends to accept a trip for himself or herself should first review the restrictions and reporting requirements in the laws discussed below.

## LOBBY LAW

Under the lobby law, an officer or employee in the legislative or executive branch of *state government* is subject to a general prohibition on the acceptance of transportation and lodging from a registered lobbyist. There are exceptions to this rule: one for transportation and lodging in connection with a fact-finding trip, one for transportation and lodging in connection with a conference or similar event, and one for incidental transportation.

**Fact-finding trips.** There is an exception to the prohibition on lobbyist-paid trips for necessary expenditures for transportation and lodging when the purpose of the travel is to explore matters directly related to the duties of a member of the legislative or executive branch, such as fact-finding trips, but not including attendance at merely ceremonial events or pleasure trips. A lobbyist who provides transportation or lodging in connection with a fact-finding trip must be present at the event.

**Conferences or similar events.** There is also an exception for necessary expenditures for transportation and lodging provided in connection with a conference or similar event in which the member renders services, such as addressing an audience or engaging in a seminar, to the extent that those services are more than merely perfunctory. A lobbyist who provides transportation or lodging in connection with a conference or similar event must be present at the event.

**Incidental transportation.** The prohibition on lobbyist-paid transportation does not apply to transportation of incidental value, such as a short ride in a car or taxi.

*Note: A lobbyist is required to report lobby expenditures, including expenditures for transportation and lodging.*

## GIFT LAWS

Under chapter 36 of the Penal Code, most public servants, at both the state and local level, are subject to a prohibition on the acceptance of a benefit from someone subject to their jurisdiction. (The Governor and the Governor's employees, the Lieutenant Governor and the Lieutenant Governor's employees, and members of the legislature and legislative employees are subject to a prohibition on the acceptance of a benefit from anyone.) There are, however, exceptions to those prohibitions, including an exception for something worth less than \$50 and an exception for something from a close friend or family member. There is also a specific exception for benefits in the form of transportation and lodging accepted as a "guest" and reported in accordance with any applicable reporting requirement. In order for something to be accepted as a guest, the donor must be present.

# Revolving Door

## A GUIDE TO THE REVOLVING DOOR PROVISIONS

*THIS GUIDE IS FOR former board members, officers, and employees of certain agencies in the executive branch of state government. Chapter 572 of the Government Code contains three revolving door provisions. Each provision applies to different groups of former members, officers, and employees.*

*The revolving door provisions do not apply to former officers or employees of the legislative or judicial branches of state government.*

**Caveat:** *Other law “that restricts the representation of a person before a particular state agency by a former state officer or employee of that agency” prevails over the second and third provisions in section 572.054. For example, a former employee of the Public Utility Commission is not subject to the second or third revolving door provisions because the Public Utilities Regulatory Act contains a specific revolving door provision that applies to former employees of the Public Utility Commission.*

### The First Revolving Door Rule

#### Two-year Prohibition Applicable to Former State Officers and Employees

The first revolving door rule applies to all former state officers and employees of a state agency. If a state officer or employee of a state agency participated on behalf of the agency in a procurement or contract negotiation involving any person, then he or she *may not* accept employment from that person for two years after the date he or she leaves the agency. This

revolving door rule applies only to a state officer or employee whose service or employment ceases on or after September 1, 2015.

### The Second Revolving Door Rule

#### Two-year Prohibition Applicable to Former Board Members and Executive Directors

The second revolving door rule applies to all former board members and former executive heads of regulatory agencies. For two years after a board member or executive head leaves a regulatory agency, he or she *may not* appear before or communicate with officers or employees of the agency with the intent to influence the board on behalf of any person in connection with any matter on which the person seeks official action.

The law is not an absolute prohibition on communications to an agency by a former board member or former executive head of the agency. *The restriction applies only to communications and appearances intended to influence agency action.* If, for example, a current board member calls a former board member to get information about past board activities, the former board member is free to provide information—as long as the former board member does not try to influence the actions of the current board.

This restriction applies regardless of who initiated the contact and even if a former board member or executive head is communicating on their own behalf with the intent to influence agency action, subject to any constitutional due process right to be heard by the agency.

### The Third Revolving Door Rule

#### Continual Prohibition Applicable to Former Board Members and Upper-level Employees

The third revolving door rule deals with work on specific “matters” and applies to all former officers and certain former employees of regulatory agencies.

**Former Officers.** The provision applies to a former “officer” of a regulatory agency. Board members of state agencies are officers. An individual elected or appointed as the head of an agency that does not have a board is an officer. For example, the Agriculture Commissioner and the Insurance Commissioner are state officers.

**Former Employees Paid At or Above Certain Level.** The provision applies to a former employee of a regulatory agency whose ending pay was at or above the amount prescribed for step 1, salary group A17, of the state position classification salary schedule. (The 2015 General Appropriations Act prescribed the minimum annual salary for salary group A17 as \$36,976 for fiscal years 2016 and 2017.) A former employee who received that amount or more at the time of leaving state employment is subject to the third revolving door rule, regardless of whether the former employee held a classified position or a position exempt from the classification schedule.

An officer or employee subject to the third revolving door prohibition *may never* represent a person or receive compensation for services rendered on behalf of any person regarding a “particular matter” in which he or

she “participated” while serving with the agency, either through personal involvement or because the matter was within his or her official responsibility. In this context, “participated” means to have taken action as an officer or employee through decision, approval, disapproval, recommendation, giving advice, investigation, or similar action.

The most common question raised about the third revolving door rule is whether proposed future employment would involve work on a “particular matter” that a person participated in as a state officer or employee. A “particular matter” is defined narrowly to mean something quite specific, such as an investigation, application, contract, rulemaking or other administrative proceeding.

This means a person subject to the third revolving door prohibition may work on matters similar to matters he or she worked on as a state employee, but not on exactly the same matters. For example, a former employee of a regulatory agency who worked on Permit Application X at the agency could not leave the agency and work on Permit Application X on behalf of the applicant. The former employee could, however, work on Permit Application Z, even if Permit Application Z involved issues similar to the issues raised in connection with Permit Application X.

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### **Representation of Nonprofit Organizations or Governmental Bodies**

All of the revolving door laws apply to activity on behalf of a “person.” Under the revolving door laws, a “person” is an individual or business entity. It does not include a nonprofit

organization or governmental body.

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### **Penalties**

A violation of the second or third revolving door provisions is a Class A misdemeanor. The Texas Ethics Commission may assess a civil penalty for a violation of any of the three revolving door laws.

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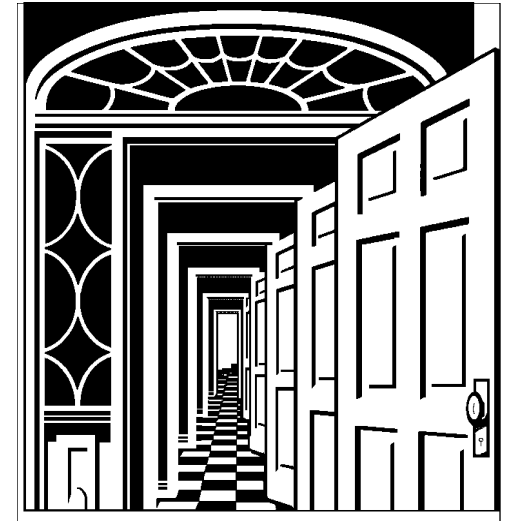
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*Revised August 26, 2015*

# **REVOLVING DOOR**



## *LEAVING A STATE AGENCY?*

*A Texas Ethics Commission Guide to the  
Revolving Door Provisions in Chapter 572 of  
the Texas Government Code*

## **Work Session on Texas Essential Knowledge and Skills (TEKS) Review and Instructional Materials Adoption Cycle**

**June 11, 2019**

**COMMITTEE OF THE FULL BOARD: DISCUSSION**

**STATE BOARD OF EDUCATION: NO ACTION**

**SUMMARY:** This item provides an opportunity for the board to discuss the schedule for review and revision of the Texas Essential Knowledge and Skills (TEKS) and the review and adoption cycle for instructional materials aligned to revised TEKS.

**STATUTORY AUTHORITY:** Texas Education Code (TEC), §§7.102(c)(4), 28.002, 28.025, and 31.003.

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

TEC, §28.002, 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 addressed on the state assessment instruments.

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

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

**BOARD RESPONSE:** This item is presented for review and comment.

**PREVIOUS BOARD ACTION:** The SBOE adopted the TEKS for all subjects effective September 1, 1998. The English language arts and reading TEKS were amended effective September 4, 2008. The Spanish language arts and reading TEKS were amended effective November 26, 2008. The TEKS for high school English elective courses were amended effective August 23, 2010. In May 2017, the SBOE gave final approval to revisions to The English and Spanish language arts and reading TEKS for Kindergarten-Grade 8 were again amended effective September 25, 2017 with a scheduled implementation date of the 2019-2020 school year. The English language arts and reading and English as a second language (ESL) TEKS for high school were amended again effective September 25, 2017 with a scheduled implementation date of the 2020-2021 school year. The mathematics TEKS were amended effective August 1, 2006. The secondary mathematics TEKS were amended effective February 22, 2009. The mathematics TEKS were again amended effective September 12, 2012. The science TEKS were amended effective August 4, 2009. The SBOE adopted streamlined science TEKS effective August 27, 2018. The social studies TEKS were amended effective August 23, 2010. The SBOE adopted streamlined social studies TEKS for middle and high school to be implemented beginning with the 2019-2020 school year and Kindergarten-Grade 5 to be implemented beginning with the 2020-2021 school year. The career and technical education (CTE) TEKS were amended effective August 23, 2010. The CTE TEKS were again amended effective August 28, 2017. The fine arts TEKS were amended effective August 24, 2015. The TEKS for languages other than English (LOTE) were amended effective July 15, 2014, and December 31, 2014, and were implemented in the 2017-2018 school year. The technology applications TEKS were amended effective September 26, 2011.

*Proclamation 2010* was issued by the SBOE in November 2007. *Proclamation 2011* was issued by the SBOE in May 2008. In May 2010, the board voted to postpone *Proclamation 2012* indefinitely. In its place, the board issued a Request for Supplemental Science Materials for science, grades 5-8, Biology, Chemistry, Integrated Physics and Chemistry (IPC), and Physics. *Proclamation 2014* was issued by the SBOE in April 2012. *Proclamation 2015* was issued by the SBOE in April 2013. At the July 2014 meeting, the board took action to delay the effective date of *Proclamation 2016* for one calendar year and to combine the subject areas that were scheduled to be included in *Proclamation 2016* with those that were scheduled to be included in *Proclamation 2017*. *Proclamation 2017* was issued by the SBOE in April 2015. *Proclamation 2018* was issued by the SBOE in November 2016. In April 2017, the SBOE issued *Proclamation 2019*. The SBOE issued *Proclamation 2020* in April 2018. The SBOE is scheduled to issue *Proclamation 2021* as a separate item in this agenda.

**BACKGROUND INFORMATION AND JUSTIFICATION:** A revised adoption cycle for instructional materials was approved by the SBOE in January 2012. In July 2014, House Bill 188, 80th Texas Legislature, 2007, required the SBOE to designate each proclamation by the school year in which the instructional materials are intended to be made available in classrooms. Following a work session in 2017, the SBOE approved a revised TEKS and instructional materials review and adoption schedule. The schedule includes review of courses for two to three career and technical education (CTE) clusters each year rather than review and revision of all CTE courses at one time.

The SBOE began the review of the English Language Proficiency Standards (ELPS) in early 2019, in accordance with the SBOE's approved TEKS and instructional materials review schedule. The review of the health education TEKS is scheduled take place concurrently with the review of the physical education TEKS. In March 2019, applications to serve on the health education and physical education TEKS review work groups were posted on the TEA website. At the April meeting, SBOE members were asked to designate content advisors for the health education and physical education TEKS reviews. Names of content advisors were due May 8, 2019. In May 2019, TEA distributed surveys to collect information from educators regarding the review and revision of the health education and physical education TEKS.

**PUBLIC BENEFIT AND COST TO PERSONS:** Benefits include better alignment of the ELPS and TEKS and coordination of the standards with the adoption of instructional materials.

**Public Comments:** None.

**Staff Members Responsible:**

Monica Martinez, Associate Commissioner, Standards and Support Services  
Shelly Ramos, Senior Director, Curriculum Standards and Student Support  
Kelly Callaway, Senior Director, Instructional Materials

## Commissioner's Comments

**June 12, 2019**

**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.

**OTHER COMMENTS AND RELATED ISSUES:** None.

**Staff Member Responsible:**

Debbie Ratcliffe, Executive Director, State Board of Education Support Division



**Proposed Revisions to 19 TAC Chapter 110, Texas Essential Knowledge and Skills for English Language Arts and Reading, and 19 TAC Chapter 128, Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language**  
**(Second Reading and Final Adoption)**

**June 14, 2019**

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

**SUMMARY:** This item presents for second reading and final adoption proposed revisions to 19 Texas Administrative Code (TAC) Chapter 110, Texas Essential Knowledge and Skills for English Language Arts and Reading, Subchapter A, Elementary, §§110.1-110.7, Subchapter B, Middle School, §§110.21-110.24, and Subchapter C, High School, §§110.36-110.39, and 19 TAC Chapter 128, Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language, Subchapter A, Elementary, §§128.1-128.7, Subchapter B, Middle School, §§128.20-128.23, and Subchapter C, High School, §128.34 and §128.35, to make adjustments to align with recent revisions to the college and career readiness standards (CCRS) and to make technical adjustments, including the correction of inconsistencies that have been identified. This item also presents for second reading and final adoption proposed repeal of 19 TAC Chapter 110, Texas Essential Knowledge and Skills for English Language Arts and Reading, Subchapter A, Elementary, §§110.10-110.16, and Subchapter B, Middle School, §§110.17-110.20, and 19 TAC Chapter 128, Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language, Subchapter A, Elementary, §§128.10-128.16, and Subchapter B, Middle School, §128.17 and §128.18. The proposed repeals would remove the Texas Essential Knowledge and Skills (TEKS) adopted to be effective in 2009 for elementary and middle school English and Spanish language arts and reading and related implementation language that will be superseded by new 19 TAC §§110.1-110.7, 110.21-110.24, 128.1-128.7, and 128.20-128.23 beginning with the 2019-2020 school year.

**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 by rule identify the essential knowledge and skills of each subject in the required curriculum that all students should be able to demonstrate and that will be used in evaluating instructional materials and addressed on the state assessment instruments.

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

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

**EFFECTIVE DATE:** The proposed effective date of the proposed revisions to 19 TAC Chapter 110 and Chapter 128 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 2020-2021 school year. The earlier effective date will enable districts to finish preparing for the implementation of the revised English and Spanish language arts and reading TEKS.

**PREVIOUS BOARD ACTION:** The SBOE adopted the TEKS for English language arts and reading and Spanish language arts and reading and English as a second language effective September 1, 1998. Amendments to the TEKS for English language arts and reading were adopted effective September 4, 2008, and August 22, 2011. Amendments to the TEKS for Spanish language arts and reading and English as a second language were adopted effective November 26, 2008. In April 2014, the board began the review and revision of the English and Spanish language arts and reading TEKS. At the April 2017 meeting, the SBOE approved for second reading and final adoption proposed revisions to 19 TAC Chapter 110, Texas Essential Knowledge and Skills for English Language Arts and Reading, Subchapter A, Elementary, and Subchapter B, Middle School, and 19 TAC Chapter 128, Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language, Subchapter A, Elementary, and Subchapter B, Middle School, with an implementation date of the 2019-2020 school year. At the June 2017 SBOE meeting, the board approved for second reading and final adoption proposed revisions to 19 TAC Chapter 110, Texas Essential Knowledge and Skills for English Language Arts and Reading, Subchapter C, High School, and 19 TAC Chapter 128, Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language, Subchapter C, High School, with an implementation date of the 2020-2021 school year. The SBOE approved for first reading and filing authorization proposed revisions to 19 TAC Chapters 110 and 128 at the April 2019 meeting.

**BACKGROUND INFORMATION AND JUSTIFICATION:** In 2006, the 79th Texas Legislature required Texas Education Agency (TEA) and Texas Higher Education Coordinating Board (THECB) to establish vertical teams composed of public school educators and faculty from institutions of higher education to develop CCRS in the areas of English/language arts, mathematics, science, and social studies. The THECB adopted the CCRS in January 2008. The commissioner of education approved the CCRS, and the SBOE incorporated them into the TEKS as follows: English language arts and reading TEKS in 2008; mathematics and science TEKS in 2009; and social studies TEKS in 2010. In 2018, the THECB adopted updates to the CCRS for English/language arts and mathematics. The proposed revisions to 19 TAC Chapter 110 and Chapter 128 include the addition of student expectations to the TEKS to ensure complete alignment with the updated CCRS.

In 2017, the SBOE adopted revisions to the English and Spanish language arts and reading and English as a second language TEKS. The revised TEKS for elementary and middle school are scheduled to be implemented beginning with the 2019-2020 school year, and the revised TEKS for high school are scheduled to be implemented beginning with the 2020-2021 school year, depending on the availability of funding for instructional materials. Since the time of adoption, inconsistencies and necessary technical adjustments in the TEKS have been identified. The proposed revisions to 19 TAC Chapter 110 and Chapter 128 include making technical adjustments and clarifying student expectations.

Additionally, with the implementation of the revised English and Spanish language arts and reading TEKS for elementary and middle school scheduled for the 2019-2020 school year, the current TEKS in 19 TAC §§110.10-110.16 and 110.17-110.20 and 19 TAC §§128.10-128.18 are no longer needed and may now be repealed.

At the April 2019 SBOE meeting, the board approved for first reading and filing authorization proposed revisions to 19 TAC Chapter 110 and Chapter 128 to make adjustments to align with revisions to the CCRS and to make technical adjustments.

Attachment I reflects the text of proposed revisions to 19 TAC Chapter 110, Subchapters A-C, and Attachment II reflects the text of proposed revisions to 19 TAC Chapter 128, Subchapters A-C, for consideration by the SBOE for second reading and final adoption.

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

The TEA has determined that there are no additional costs to state or local government 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. The proposed rulemaking would not create or eliminate a government program; would not require the creation of new employee positions or elimination of existing employee positions; would not require an increase or decrease in future legislative appropriations to the agency; would not require an increase or decrease in fees paid to the agency; would not create a new regulation; would not expand, 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 include additional clarification of the reading language arts standards to avoid confusion. 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.

The 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 April 2019 SBOE meeting, notice of proposed revisions to 19 TAC Chapter 110 and Chapter 128 was filed with the Texas Register, initiating the public comment period. The public comment period on the proposal began May 3, 2019, and ended June 7, 2019. A summary of public comments received regarding the proposal will be provided to the SBOE prior to and during the June 2019 meeting. The SBOE will take registered oral and written comments on the proposal at the appropriate committee meeting in June 2019 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 revisions to 19 TAC Chapter 110, Texas Essential Knowledge and Skills for English Language Arts and Reading, and 19 TAC Chapter 128, Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language; and

Make an affirmative finding that immediate adoption of proposed revisions to 19 TAC Chapter 110, Texas Essential Knowledge and Skills for English Language Arts and Reading, and 19 TAC Chapter 128, Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language, 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:**

Monica Martinez, Associate Commissioner, Standards and Support Services  
Shelly Ramos, Senior Director, Curriculum Standards and Student Support

**Attachment I:** Text of Proposed Revisions to 19 TAC Chapter 110, Texas Essential Knowledge and Skills for English Language Arts and Reading, Subchapter A, Elementary, §§110.1-110.7 and 110.10-110.16, Subchapter B, Middle School, §§110.21-110.24 and 110.17-110.20, and Subchapter C, High School, §§110.36-110.39

**Attachment II:** Text of Proposed Revisions to 19 TAC Chapter 128, Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language, Subchapter A, Elementary, §§128.1-128.7 and 128.10-128.16, Subchapter B, Middle School, §§128.17, 128.18, and 128.20-128.23, and Subchapter C, High School, §128.34 and §128.35

**ATTACHMENT I**  
**Text of Proposed Revisions to 19 TAC**

**Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading**

**Subchapter A. Elementary**

**§110.1. Implementation of Texas Essential Knowledge and Skills for English Language Arts and Reading, Elementary, Adopted 2017.**

- (a) The provisions of this section and §§110.2-110.7 of this title shall be implemented by school districts.
- (b) No later than August 31, 2018, the commissioner of education shall determine whether instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills for English language arts and reading as adopted in §§110.2-110.7 of this title.
- (c) If the commissioner makes the determination that instructional materials funding has been made available under subsection (b) of this section, §§110.2-110.7 of this title shall be implemented beginning with the 2019-2020 school year and apply to the 2019-2020 and subsequent school years.
- (d) If the commissioner does not make the determination that instructional materials funding has been made available under subsection (b) of this section, the commissioner shall determine no later than August 31 of each subsequent school year whether instructional materials funding has been made available. If the commissioner determines that instructional materials funding has been made available, the commissioner shall notify the State Board of Education and school districts that §§110.2-110.7 of this title shall be implemented for the following school year.

~~[(e) Sections 110.11-110.16 of this title shall be superseded by the implementation of this section and §§110.2-110.7 of this title.]~~

**§110.2. English Language Arts and Reading, Kindergarten, Adopted 2017.**

- (a) (No change.)
- (b) Knowledge and skills.
  - (1)-(7) (No change.)
  - (8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
    - (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;
    - (B) discuss rhyme and rhythm in nursery rhymes and a variety of poems;
    - (C) discuss main characters in drama;
    - (D) recognize characteristics and structures of informational text, including:
      - (i) the central idea and supporting evidence with adult assistance;
      - (ii) titles and simple graphics to gain information; and
      - (iii) the steps in a sequence with adult assistance;
    - (E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; ~~and~~
    - (F) recognize characteristics of multimodal and digital texts ; ~~and~~ [ ]

(G) discuss with adult assistance the characteristics of literary nonfiction.

(9)-(12) (No change.)

**§110.3. English Language Arts and Reading, Grade 1, Adopted 2017.**

(a) (No change.)

(b) Knowledge and skills.

(1)-(5) (No change.)

(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

- (A) establish purpose for reading assigned and self-selected texts with adult assistance;
- (B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;
- (C) make and [ ] correct [ ] or confirm predictions using text features, characteristics of genre, and structures with adult assistance;
- (D) create mental images to deepen understanding with adult assistance;
- (E) make connections to personal experiences, ideas in other texts, and society with adult assistance;
- (F) make inferences and use evidence to support understanding with adult assistance;
- (G) evaluate details to determine what is most important with adult assistance;
- (H) synthesize information to create new understanding with adult assistance; and
- (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.

(7)-(8) (No change.)

(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

- (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;
- (B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems;
- (C) discuss elements of drama such as characters and setting;
- (D) recognize characteristics and structures of informational text, including:
  - (i) the central idea and supporting evidence with adult assistance;
  - (ii) features and simple graphics to locate or gain information; and
  - (iii) organizational patterns such as chronological order and description with adult assistance;
- (E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; and [ ]
- (F) recognize characteristics of multimodal and digital texts ; and [ ]
- (G) discuss with adult assistance the characteristics of literary nonfiction.

(10)-(13) (No change.)

**§110.4. English Language Arts and Reading, Grade 2, Adopted 2017.**

(a) (No change.)

(b) Knowledge and skills.

(1)-(5) (No change.)

(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

- (A) establish purpose for reading assigned and self-selected texts;
- (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
- (C) make and [ ] correct [ ] or confirm predictions using text features, characteristics of genre, and structures;
- (D) create mental images to deepen understanding;
- (E) make connections to personal experiences, ideas in other texts, and society;
- (F) make inferences and use evidence to support understanding;
- (G) evaluate details read to determine the main idea and key ideas;
- (H) synthesize information to create new understanding; and
- (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.

(7)-(8) (No change.)

(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

- (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales;
- (B) explain visual patterns and structures in a variety of poems;
- (C) discuss elements of drama such as characters, dialogue, and setting;
- (D) recognize characteristics and structures of informational text, including:
  - (i) the central idea and supporting evidence with adult assistance;
  - (ii) features and graphics to locate and gain information; and
  - (iii) organizational patterns such as chronological order and cause and effect stated explicitly;
- (E) recognize characteristics of persuasive text, including:
  - (i) stating what the author is trying to persuade the reader to think or do; and
  - (ii) distinguishing facts from opinion; and
- (F) recognize characteristics of multimodal and digital texts ; and [ ]
- (G) recognize the distinguishing characteristics of literary nonfiction such as biographies and autobiographies.



(10)-(13) (No change.)

**§110.5. English Language Arts and Reading, Grade 3, Adopted 2017.**

(a) (No change.)

(b) Knowledge and skills.

(1)-(5) (No change.)

(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

- (A) establish purpose for reading assigned and self-selected texts;
- (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
- (C) make and [ ] correct [ ] or confirm predictions using text features, characteristics of genre, and structures;
- (D) create mental images to deepen understanding;
- (E) make connections to personal experiences, ideas in other texts, and society;
- (F) make inferences and use evidence to support understanding;
- (G) evaluate details read to determine the main idea and key ideas;
- (H) synthesize information to create new understanding; and
- (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

(7)-(8) (No change.)

(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

- (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths;
- (B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems;
- (C) discuss elements of drama such as characters, dialogue, setting, and acts;
- (D) recognize characteristics and structures of informational text, including:
  - (i) the central idea with supporting evidence;
  - (ii) features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding; and
  - (iii) organizational patterns such as cause and effect and problem and solution;
- (E) recognize characteristics and structures of argumentative text by:
  - (i) identifying the claim;
  - (ii) distinguishing facts from opinion; and
  - (iii) identifying the intended audience or reader; and [ ]
- (F) recognize characteristics of multimodal and digital texts ; and [ ]

(G) explain the distinguishing characteristics of literary nonfiction such as personal narratives, biographies, and autobiographies.

(10)-(13) (No change.)

**§110.6. English Language Arts and Reading, Grade 4, Adopted 2017.**

(a) (No change.)

(b) Knowledge and skills.

(1)-(5) (No change.)

(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

- (A) establish purpose for reading assigned and self-selected texts;
- (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
- (C) make and [and] correct [and] or confirm predictions using text features, characteristics of genre, and structures;
- (D) create mental images to deepen understanding;
- (E) make connections to personal experiences, ideas in other texts, and society;
- (F) make inferences and use evidence to support understanding;
- (G) evaluate details read to determine the main idea and key ideas;
- (H) synthesize information to create new understanding; and
- (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

(7)-(8) (No change.)

(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

- (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales;
- (B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images;
- (C) explain structure in drama such as [~~character tags,~~] acts, scenes, and stage directions;
- (D) recognize characteristics and structures of informational text, including:
  - (i) the central idea with supporting evidence;
  - (ii) features such as pronunciation guides and diagrams to support understanding; and
  - (iii) organizational patterns such as compare and contrast;
- (E) recognize characteristics and structures of argumentative text by:
  - (i) identifying the claim;
  - (ii) explaining how the author has used facts for an argument; and
  - (iii) identifying the intended audience or reader; [~~and~~]

- (F) recognize characteristics of multimodal and digital texts ; and [ ]
- (G) explain the distinguishing characteristics of literary nonfiction such as personal narratives, biographies, and autobiographies.

(10)-(13) (No change.)

**§110.7. English Language Arts and Reading, Grade 5, Adopted 2017.**

(a) (No change.)

(b) Knowledge and skills.

(1)-(5) (No change.)

(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

- (A) establish purpose for reading assigned and self-selected texts;
- (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
- (C) make and [ ] correct [ ] or confirm predictions using text features, characteristics of genre, and structures;
- (D) create mental images to deepen understanding;
- (E) make connections to personal experiences, ideas in other texts, and society;
- (F) make inferences and use evidence to support understanding;
- (G) evaluate details read to determine the main idea and key ideas;
- (H) synthesize information to create new understanding; and
- (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

(7)-(8) (No change.)

(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

- (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales;
- (B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms;
- (C) explain structure in drama such as [~~character tags,~~] acts, scenes, and stage directions;
- (D) recognize characteristics and structures of informational text, including:
  - (i) the central idea with supporting evidence;
  - (ii) features such as insets, timelines, and sidebars to support understanding; and
  - (iii) organizational patterns such as logical order and order of importance;
- (E) recognize characteristics and structures of argumentative text by:
  - (i) identifying the claim;
  - (ii) explaining how the author has used facts for or against an argument; and

- (iii) identifying the intended audience or reader; ~~and~~
- (F) recognize characteristics of multimodal and digital texts ; ~~and~~ [ ]
- ~~(G) analyze the distinguishing characteristics of literary nonfiction such as diaries, journals, and personal narratives.~~
- (10) (No change.)
- (11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
  - (A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;
  - (B) develop drafts into a focused, structured, and coherent piece of writing by:
    - (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and
    - (ii) developing an engaging idea reflecting depth of thought with specific facts and details;
  - (C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;
  - (D) edit drafts using standard English conventions, including:
    - (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;
    - (ii) past tense of irregular verbs;
    - (iii) collective nouns;
    - (iv) adjectives, including their comparative and superlative forms;
    - (v) conjunctive adverbs;
    - (vi) prepositions and prepositional phrases and their influence on subject-verb agreement;
    - (vii) pronouns, including indefinite;
    - (viii) subordinating conjunctions to form complex sentences;
    - (ix) capitalization of abbreviations, initials, acronyms, and organizations;
    - (x) ~~[punctuation marks, including]~~ commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis; and
    - (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and
  - (E) publish written work for appropriate audiences.
- (12)-(13) (No change.)

**~~§110.10. Implementation of Texas Essential Knowledge and Skills for English Language Arts and Reading, Elementary, Beginning with School Year 2009-2010.~~**

The text proposed for repeal is available online at <http://ritter.tea.state.tx.us/rules/tac/chapter110/index.html>.

**~~§110.11. English Language Arts and Reading, Kindergarten, Beginning with School Year 2009-2010.~~**

The text proposed for repeal is available online at <http://ritter.tea.state.tx.us/rules/tac/chapter110/index.html>.

**§110.12. English Language Arts and Reading, Grade 1, Beginning with School Year 2009-2010.**

*The text proposed for repeal is available online at <http://ritter.tea.state.tx.us/rules/tac/chapter110/index.html>.*

**§110.13. English Language Arts and Reading, Grade 2, Beginning with School Year 2009-2010.**

*The text proposed for repeal is available online at <http://ritter.tea.state.tx.us/rules/tac/chapter110/index.html>.*

**§110.14. English Language Arts and Reading, Grade 3, Beginning with School Year 2009-2010.**

*The text proposed for repeal is available online at <http://ritter.tea.state.tx.us/rules/tac/chapter110/index.html>.*

**§110.15. English Language Arts and Reading, Grade 4, Beginning with School Year 2009-2010.**

*The text proposed for repeal is available online at <http://ritter.tea.state.tx.us/rules/tac/chapter110/index.html>.*

**§110.16. English Language Arts and Reading, Grade 5, Beginning with School Year 2009-2010.**

*The text proposed for repeal is available online at <http://ritter.tea.state.tx.us/rules/tac/chapter110/index.html>.*

## Subchapter B. Middle School

**~~§110.17. Implementation of Texas Essential Knowledge and Skills for English Language Arts and Reading, Middle School, Beginning with School Year 2009-2010.~~**

*The text proposed for repeal is available online at <http://ritter.tea.state.tx.us/rules/tac/chapter110/index.html>.*

**~~§110.18. English Language Arts and Reading, Grade 6, Beginning with School Year 2009-2010.~~**

*The text proposed for repeal is available online at <http://ritter.tea.state.tx.us/rules/tac/chapter110/index.html>.*

**~~§110.19. English Language Arts and Reading, Grade 7, Beginning with School Year 2009-2010.~~**

*The text proposed for repeal is available online at <http://ritter.tea.state.tx.us/rules/tac/chapter110/index.html>.*

**~~§110.20. English Language Arts and Reading, Grade 8, Beginning with School Year 2009-2010.~~**

*The text proposed for repeal is available online at <http://ritter.tea.state.tx.us/rules/tac/chapter110/index.html>.*

**§110.21. Implementation of Texas Essential Knowledge and Skills for English Language Arts and Reading, Middle School, Adopted 2017.**

- (a) The provisions of this section and §§110.22-110.24 of this title shall be implemented by school districts.
- (b) No later than August 31, 2018, the commissioner of education shall determine whether instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills for English language arts and reading as adopted in §§110.22-110.24 of this title.
- (c) If the commissioner makes the determination that instructional materials funding has been made available under subsection (b) of this section, §§110.22-110.24 of this title shall be implemented beginning with the 2019-2020 school year and apply to the 2019-2020 and subsequent school years.
- (d) If the commissioner does not make the determination that instructional materials funding has been made available under subsection (b) of this section, the commissioner shall determine no later than August 31 of each subsequent school year whether instructional materials funding has been made available. If the commissioner determines that instructional materials funding has been made available, the commissioner shall notify the State Board of Education and school districts that §§110.22-110.24 of this title shall be implemented for the following school year.

~~[(e) Sections 110.18-110.20 of this title shall be superseded by the implementation of this section and §§110.22-110.24 of this title.]~~

**§110.22. English Language Arts and Reading, Grade 6, Adopted 2017.**

- (a) (No change.)
- (b) Knowledge and skills.
  - (1)-(4) (No change.)
  - (5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
    - (A) establish purpose for reading assigned and self-selected text;
    - (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
    - (C) make and [ ] correct [ ] or confirm predictions using text features, characteristics of genre, and structures;
    - (D) create mental images to deepen understanding;

- (E) make connections to personal experiences, ideas in other texts, and society;
- (F) make inferences and use evidence to support understanding;
- (G) evaluate details read to determine the main idea and key ideas;
- (H) synthesize information to create new understanding; and
- (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

(6)-(7) (No change.)

(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

- (A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths;
- (B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms;
- (C) analyze how playwrights develop characters through dialogue and staging;
- (D) analyze characteristics and structural elements of informational text, including:
  - (i) the central or controlling idea or thesis with supporting evidence;
  - (ii) features such as introduction, foreword, preface, references, or acknowledgements to gain background information; and
  - (iii) organizational patterns such as definition, classification, advantage, and disadvantage;
- (E) analyze characteristics and structures of argumentative text by:
  - (i) identifying the claim;
  - (ii) explaining how the author uses various types of evidence to support the argument; and
  - (iii) identifying the intended audience or reader; [and]
- (F) analyze characteristics of multimodal and digital texts ; and [;]
- (G) analyze the distinguishing characteristics of literary nonfiction such as diaries, journals, and personal narratives.

(9)-(10) (No change.)

(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

- (A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;
- (B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear central or controlling idea or thesis statement and genre characteristics and craft;
- (C) compose multi-paragraph argumentative texts using genre characteristics and craft; and
- (D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.

(12) (No change.)

**§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.**

(a) (No change.)

(b) Knowledge and skills.

(1)-(4) (No change.)

(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

- (A) establish purpose for reading assigned and self-selected texts;
- (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
- (C) make and [ ] correct [ ] or confirm predictions using text features, characteristics of genre, and structures;
- (D) create mental images to deepen understanding;
- (E) make connections to personal experiences, ideas in other texts, and society;
- (F) make inferences and use evidence to support understanding;
- (G) evaluate details read to determine the main idea and key ideas;
- (H) synthesize information to create new understanding; and
- (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

(6)-(7) (No change.)

(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

- (A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction;
- (B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms;
- (C) analyze how playwrights develop characters through dialogue and staging;
- (D) analyze characteristics and structural elements of informational text, including:
  - (i) the central or controlling idea or thesis with supporting evidence;
  - (ii) features such as references or acknowledgements; and
  - (iii) organizational patterns that support multiple topics, categories, and subcategories;
- (E) analyze characteristics and structures of argumentative text by:
  - (i) identifying the claim;
  - (ii) explaining how the author uses various types of evidence and consideration of alternatives to support the argument; and
  - (iii) identifying the intended audience or reader; and [ ]
- (F) analyze characteristics of multimodal and digital texts ; and [ ]



(G) analyze the distinguishing characteristics of literary nonfiction such as diaries, journals, and memoirs.

(9)-(10) (No change.)

(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

- (A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;
- (B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear central or controlling idea or thesis statement and genre characteristics and craft;
- (C) compose multi-paragraph argumentative texts using genre characteristics and craft; and
- (D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.

(12) (No change.)

**§110.24. English Language Arts and Reading, Grade 8, Adopted 2017.**

(a) (No change.)

(b) Knowledge and skills.

(1)-(4) (No change.)

(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

- (A) establish purpose for reading assigned and self-selected texts;
- (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
- (C) make and [ ] correct [ ] or confirm predictions using text features, characteristics of genre, and structures;
- (D) create mental images to deepen understanding;
- (E) make connections to personal experiences, ideas in other texts, and society;
- (F) make inferences and use evidence to support understanding;
- (G) evaluate details read to determine the main idea and key ideas;
- (H) synthesize information to create new understanding; and
- (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

(6) (No change.)

(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

- (A) analyze how themes are developed through the interaction of characters and events;
- (B) analyze how characters' motivations and behaviors influence events and resolution of the conflict;

- (C) analyze non-linear plot development such as flashbacks, [foreshadowing] subplots, and parallel plot structures and compare it to linear plot development; and
  - (D) explain how the setting influences the values and beliefs of characters.
- (8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
- (A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, fantasy, science fiction, and short stories;
  - (B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry;
  - (C) analyze how playwrights develop dramatic action through the use of acts and scenes;
  - (D) analyze characteristics and structural elements of informational text, including:
    - (i) the central or controlling idea or thesis with supporting evidence;
    - (ii) features such as footnotes, endnotes, and citations; and
    - (iii) multiple organizational patterns within a text to develop the thesis;
  - (E) analyze characteristics and structures of argumentative text by:
    - (i) identifying the claim and analyzing the argument;
    - (ii) identifying and explaining the counter argument; and
    - (iii) identifying the intended audience or reader; [and]
  - (F) analyze characteristics of multimodal and digital texts ; and [-]
  - (G) analyze the distinguishing characteristics of literary nonfiction such as diaries, journals, and memoirs.
- (9)-(10) (No change.)
- (11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
- (A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;
  - (B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear central or controlling idea or thesis statement and genre characteristics and craft;
  - (C) compose multi-paragraph argumentative texts using genre characteristics and craft; and
  - (D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.
- (12) (No change.)

## Subchapter C. High School

### §110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.

- (a)-(b) (No change.)
- (c) Knowledge and skills.
  - (1)-(3) (No change.)
  - (4) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
    - (A) establish purpose for reading assigned and self-selected texts;
    - (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
    - (C) make and correct or confirm predictions using text features, characteristics of genre, and structures;
    - (D) create mental images to deepen understanding;
    - (E) make connections to personal experiences, ideas in other texts, and society;
    - (F) make inferences and use evidence to support understanding;
    - (G) evaluate details read to determine the main idea and key ideas;
    - (H) synthesize information from two texts to create new understanding; and
    - (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
  - (5) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
    - (A) describe personal connections to a variety of sources, including self-selected texts;
    - (B) write responses that demonstrate understanding of texts, including comparing texts within and across genres;
    - (C) use text evidence and original commentary to support a comprehensive response;
    - (D) paraphrase and summarize texts in ways that maintain meaning and logical order;
    - (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
    - (F) respond using acquired content and academic vocabulary as appropriate;
    - (G) discuss and write about the explicit or implicit meanings of text;
    - (H) respond orally or in writing with appropriate register, vocabulary, tone, and voice;
    - (I) reflect on and adjust responses when valid evidence warrants; [~~and~~]
    - (J) defend or challenge the authors' claims using relevant text evidence ; and [~~z~~]
    - (K) explain the ways in which diverse texts generate understanding of varied perspectives.
  - (6) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
    - (A) analyze how themes are developed through characterization and plot in a variety of literary texts;

- (B) analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils;
  - (C) analyze non-linear plot development such as flashbacks, [~~foreshadowing,~~] subplots, and parallel plot structures and compare it to linear plot development; and
  - (D) analyze how the setting influences the theme.
- (7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
- (A) read and respond to American, British, and world literature;
  - (B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms;
  - (C) analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire;
  - (D) analyze characteristics and structural elements of informational texts such as:
    - (i) clear thesis, relevant supporting evidence, pertinent examples, and conclusion; and
    - (ii) multiple organizational patterns within a text to develop the thesis;
  - (E) analyze characteristics and structural elements of argumentative texts such as:
    - (i) clear arguable claim, appeals, and convincing conclusion;
    - (ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals; and
    - (iii) identifiable audience or reader; [~~and~~]
  - (F) analyze characteristics of multimodal and digital texts ; and [;]
  - (G) analyze the characteristics and purpose of literary nonfiction such as speeches and literary essays.
- (8) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
- (A) analyze the author's purpose, audience, and message within a text;
  - (B) analyze use of text structure to achieve the author's purpose;
  - (C) evaluate the author's use of print and graphic features to achieve specific purposes;
  - (D) analyze how the author's use of language achieves specific purposes;
  - (E) analyze the use of literary devices such as irony and oxymoron to achieve specific purposes;
  - (F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; [~~and~~]
  - (G) explain the purpose of rhetorical devices such as understatement and overstatement and the effect of logical fallacies such as straw man and red herring arguments ; and [;]
  - (H) discuss the artistic qualities of diverse texts.

(9)-(11) (No change.)

**§110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.**

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

(c) Knowledge and skills.

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

(4) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

- (A) establish purpose for reading assigned and self-selected texts;
- (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
- (C) make and correct or confirm predictions using text features, characteristics of genre, and structures;
- (D) create mental images to deepen understanding;
- (E) make connections to personal experiences, ideas in other texts, and society;
- (F) make inferences and use evidence to support understanding;
- (G) evaluate details read to determine the main idea and key ideas;
- (H) synthesize information from multiple texts to create new understanding; and
- (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

(5) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

- (A) describe personal connections to a variety of sources, including self-selected texts;
- (B) write responses that demonstrate understanding of texts, including comparing texts within and across genres;
- (C) use text evidence and original commentary to support an interpretive response;
- (D) paraphrase and summarize texts in ways that maintain meaning and logical order;
- (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
- (F) respond using acquired content and academic vocabulary as appropriate;
- (G) discuss and write about the explicit or implicit meanings of text;
- (H) respond orally or in writing with appropriate register, vocabulary, tone, and voice;
- (I) reflect on and adjust responses when valid evidence warrants; [and]
- (J) defend or challenge the authors' claims using relevant text evidence ; and [z]
- (K) explain the ways in which diverse texts generate understanding of varied perspectives.

(6) (No change.)

(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

- (A) read and analyze world literature across literary periods;

- (B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms;
  - (C) analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire;
  - (D) analyze characteristics and structural elements of informational texts such as:
    - (i) clear thesis, relevant supporting evidence, pertinent examples, and conclusion; and
    - (ii) the relationship between organizational design and thesis;
  - (E) analyze characteristics and structural elements of argumentative texts such as:
    - (i) clear arguable claim, appeals, and convincing conclusion;
    - (ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals; and
    - (iii) identifiable audience or reader; ~~and~~
  - (F) analyze characteristics of multimodal and digital texts ; ~~and~~ [ ]
  - (G) analyze the characteristics and purpose of literary nonfiction such as speeches and literary essays.
- (8) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
- (A) analyze the author's purpose, audience, and message within a text;
  - (B) analyze use of text structure to achieve the author's purpose;
  - (C) evaluate the author's use of print and graphic features to achieve specific purposes;
  - (D) analyze how the author's use of language informs and shapes the perception of readers;
  - (E) analyze the use of literary devices such as irony, sarcasm, and motif to achieve specific purposes;
  - (F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; ~~and~~
  - (G) analyze the purpose of rhetorical devices such as appeals, antithesis, parallelism, and shifts and the effects of logical fallacies ; ~~and~~ [ ]
  - (H) discuss the artistic qualities of diverse texts.
- (9)-(11) (No change.)

**§110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.**

- (a)-(b) (No change.)
- (c) Knowledge and skills.
  - (1)-(3) (No change.)
  - (4) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
    - (A) establish purpose for reading assigned and self-selected texts;

- (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
  - (C) make and correct or confirm predictions using text features, characteristics of genre, and structures;
  - (D) create mental images to deepen understanding;
  - (E) make connections to personal experiences, ideas in other texts, and society;
  - (F) make inferences and use evidence to support understanding;
  - (G) evaluate details read to understand the main idea and key ideas;
  - (H) synthesize information from a variety of text types to create new understanding; and
  - (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.
- (5) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
- (A) describe personal connections to a variety of sources, including self-selected texts;
  - (B) write responses that demonstrate analysis of texts, including comparing texts within and across genres;
  - (C) use text evidence and original commentary to support an analytic response;
  - (D) paraphrase and summarize texts in ways that maintain meaning and logical order;
  - (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
  - (F) respond using acquired content and academic vocabulary as appropriate;
  - (G) discuss and write about the explicit and implicit meanings of text;
  - (H) respond orally or in writing with appropriate register and effective vocabulary, tone, and voice;
  - (I) reflect on and adjust responses when valid evidence warrants; [~~and~~]
  - (J) defend or challenge the authors' claims using relevant text evidence ; and [;]
  - (K) explain the ways in which diverse texts generate understanding of varied perspectives.
- (6) (No change.)
- (7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
- (A) read and analyze American literature across literary periods;
  - (B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms;
  - (C) analyze how the relationships among dramatic elements advance the plot;
  - (D) analyze characteristics and structural elements of informational texts such as:
    - (i) clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion; and
    - (ii) the relationship between organizational design and author's purpose;

- (E) analyze characteristics and structural elements of argumentative texts such as:
    - (i) clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action;
    - (ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals; and
    - (iii) identifiable audience or reader; ~~[and]~~
  - (F) analyze the effectiveness of characteristics of multimodal and digital texts ; and [ ]
  - (G) analyze and critique literary nonfiction such as speeches and literary essays.
- (8) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
- (A) analyze the author's purpose, audience, and message within a text;
  - (B) evaluate use of text structure to achieve the author's purpose;
  - (C) evaluate the author's use of print and graphic features to achieve specific purposes;
  - (D) evaluate how the author's use of language informs and shapes the perception of readers;
  - (E) evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes;
  - (F) evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text; ~~[and]~~
  - (G) analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood ; and [ ]
  - (H) evaluate the artistic qualities of diverse texts.

(9)-(11) (No change.)

**§110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.**

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

(c) Knowledge and skills.

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

- (4) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
- (A) establish purpose for reading assigned and self-selected texts;
  - (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
  - (C) make and correct or confirm predictions using text features, characteristics of genre, and structures;
  - (D) create mental images to deepen understanding;
  - (E) make connections to personal experiences, ideas in other texts, and society;
  - (F) make inferences and use evidence to support understanding;
  - (G) evaluate details read to analyze the main idea and key ideas;



- (H) synthesize information from a variety of text types to create new understanding; and
  - (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.
- (5) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
- (A) describe personal connections to a variety of sources, including self-selected texts;
  - (B) write responses that demonstrate analysis of texts, including comparing texts within and across genres;
  - (C) use text evidence and original commentary to support an evaluative response;
  - (D) paraphrase and summarize texts in ways that maintain meaning and logical order;
  - (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
  - (F) respond using acquired content and academic vocabulary as appropriate;
  - (G) discuss and write about the explicit and implicit meanings of text;
  - (H) respond orally or in writing with appropriate register and purposeful vocabulary, tone, and voice;
  - (I) reflect on and adjust responses when valid evidence warrants; and
  - (J) defend or challenge the authors' claims using relevant text evidence ; and [z]
  - (K) explain the ways in which diverse texts generate understanding of varied perspectives.
- (6) (No change.)
- (7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
- (A) read and analyze British literature across literary periods;
  - (B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures;
  - (C) analyze and evaluate how the relationships among the dramatic elements advance the plot;
  - (D) critique and evaluate characteristics and structural elements of informational texts such as:
    - (i) clear thesis, effective supporting evidence, pertinent examples, commentary, summary, and conclusion; and
    - (ii) the relationship between organizational design and author's purpose;
  - (E) critique and evaluate characteristics and structural elements of argumentative texts such as:
    - (i) clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action;
    - (ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals; and
    - (iii) identifiable audience or reader; and

- (F) critique and evaluate the effectiveness of characteristics of multimodal and digital texts ; and [z]
  - (G) analyze and critique literary nonfiction such as speeches and literary essays.
- (8) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
- (A) evaluate the author's purpose, audience, and message within a text;
  - (B) evaluate use of text structure to achieve the author's purpose;
  - (C) evaluate the author's use of print and graphic features to achieve specific purposes;
  - (D) critique and evaluate how the author's use of language informs and shapes the perception of readers;
  - (E) evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes;
  - (F) evaluate how the author's diction and syntax contribute to the effectiveness of a text; [and]
  - (G) analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood ; and [z]
  - (H) evaluate the artistic qualities of diverse texts.

(9)-(11) (No change.)

ATTACHMENT II  
Text of Proposed Revisions to 19 TAC

**Chapter 128. Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language**

**Subchapter A. Elementary**

**§128.1. Implementation of Texas Essential Knowledge and Skills for Spanish Language Arts and Reading, Elementary, Adopted 2017.**

- (a) The provisions of this section and §§128.2-128.7 of this title shall be implemented by school districts.
- (b) No later than August 31, 2018, the commissioner of education shall determine whether instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills for Spanish language arts and reading as adopted in §§128.2-128.7 of this title.
- (c) If the commissioner makes the determination that instructional materials funding has been made available under subsection (b) of this section, §§128.2-128.7 of this title shall be implemented beginning with the 2019-2020 school year and apply to the 2019-2020 and subsequent school years.
- (d) If the commissioner does not make the determination that instructional materials funding has been made available under subsection (b) of this section, the commissioner shall determine no later than August 31 of each subsequent school year whether instructional materials funding has been made available. If the commissioner determines that instructional materials funding has been made available, the commissioner shall notify the State Board of Education and school districts that §§128.2-128.7 of this title shall be implemented for the following school year.

~~[(e) Sections 128.11-128.16 of this title shall be superseded by the implementation of this section and §§128.2-128.7 of this title.]~~

**§128.2. Spanish Language Arts and Reading, Kindergarten, Adopted 2017.**

- (a) (No change.)
- (b) Knowledge and skills.
  - (1)-(7) (No change.)
  - (8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
    - (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;
    - (B) discuss rhyme and rhythm in nursery rhymes and a variety of poems;
    - (C) discuss main characters in drama;
    - (D) recognize characteristics and structures of informational text, including:
      - (i) the central idea and supporting evidence with adult assistance;
      - (ii) titles and simple graphics to gain information; and
      - (iii) the steps in a sequence with adult assistance;
    - (E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; ~~and~~
    - (F) recognize characteristics of multimodal and digital texts ; ~~and~~ [ ]

(G) discuss with adult assistance the characteristics of literary nonfiction.

(9)-(12) (No change.)

**§128.3. Spanish Language Arts and Reading, Grade 1, Adopted 2017.**

(a) (No change.)

(b) Knowledge and skills.

(1) (No change.)

(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

(A) demonstrate phonological awareness by:

- (i) producing a series of rhyming words;
- (ii) recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sound;
- (iii) recognizing the change in spoken word when a specified syllable is added, changed, or removed;
- (iv) segmenting spoken words into individual syllables;
- (v) blending spoken complex syllables, including sílabas trabadas, to form multisyllabic words;
- (vi) segmenting spoken words into syllables, including words with sílabas trabadas; and
- (vii) manipulating syllables within words;

(B) demonstrate and apply phonetic knowledge by:

- (i) identifying and matching sounds to individual letters;
- (ii) decoding words with sílabas trabadas [~~such as /bla/, /bra/, and /gla/~~]; digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x;
- (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-;
- (iv) decoding words with diphthongs such as /ai/, /au/, and /ei/;
- (v) decoding contractions such as al and del;
- (vi) decoding three- to four-syllable words;
- (vii) using knowledge of base words to decode common compound words; and
- (viii) decoding words with common prefixes and suffixes;

(C) demonstrate and apply spelling knowledge by:

- (i) spelling common letter and sound correlations;
- (ii) spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV;
- (iii) spelling words with silent h; consonant digraphs such as /ch/, /rr/, and /ll/; and sílabas trabadas such as /bla/, /bra/, /gla/, and /gra/;

- (iv) spelling multisyllabic words, including words with que-, qui-, gue-, gui-, güe-, and güi-;
  - (v) spelling contractions such as al and del;
  - (vi) spelling words with diphthongs such as /ai/, /au/, and /ie/ as in quie-ro, na-die, and ra-dio and hiatus such as le-er and ri-o; and
  - (vii) spelling words with common prefixes and suffixes;
- (D) demonstrate print awareness by identifying the information that different parts of a book provide;
- (E) alphabetize a series of words to the first or second letter and use a dictionary to find words; and
- (F) develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.
- (3)-(5) (No change.)
- (6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
- (A) establish purpose for reading assigned and self-selected texts with adult assistance;
  - (B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;
  - (C) make and [x] correct [x] or confirm predictions using text features, characteristics of genre, and structures with adult assistance;
  - (D) create mental images to deepen understanding with adult assistance;
  - (E) make connections to personal experiences, ideas in other texts, and society with adult assistance;
  - (F) make inferences and use evidence to support understanding with adult assistance;
  - (G) evaluate details to determine what is most important with adult assistance;
  - (H) synthesize information to create new understanding with adult assistance; and
  - (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.
- (7)-(8) (No change.)
- (9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
- (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;
  - (B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems;
  - (C) discuss elements of drama such as characters and setting;
  - (D) recognize characteristics and structures of informational text, including:
    - (i) the central idea and supporting evidence with adult assistance;
    - (ii) features and simple graphics to locate or gain information; and

- (iii) organizational patterns such as chronological order and description with adult assistance;
- (E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; [~~and~~]
- (F) recognize characteristics of multimodal and digital texts ; and [~~;~~]
- (G) discuss with adult assistance the characteristics of literary nonfiction.

(10)-(13) (No change.)

**§128.4. Spanish Language Arts and Reading, Grade 2, Adopted 2017.**

(a) (No change.)

(b) Knowledge and skills.

(1)-(5) (No change.)

(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

- (A) establish purpose for reading assigned and self-selected texts;
- (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
- (C) make and [~~;~~] correct [~~;~~] or confirm predictions using text features, characteristics of genre, and structures;
- (D) create mental images to deepen understanding;
- (E) make connections to personal experiences, ideas in other texts, and society;
- (F) make inferences and use evidence to support understanding;
- (G) evaluate details read to determine the main idea and key ideas;
- (H) synthesize information to create new understanding; and
- (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.

(7)-(8) (No change.)

(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

- (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales;
- (B) explain visual patterns and structures in a variety of poems;
- (C) discuss elements of drama such as characters, dialogue, and setting;
- (D) recognize characteristics and structures of informational text, including:
  - (i) the central idea and supporting evidence with adult assistance;
  - (ii) features and graphics to locate and gain information; and
  - (iii) organizational patterns such as chronological order and cause and effect stated explicitly;

- (E) recognize characteristics of persuasive text, including:
  - (i) stating what the author is trying to persuade the reader to think or do; and
  - (ii) distinguishing facts from opinion; [~~and~~]
- (F) recognize characteristics of multimodal and digital texts ; and [~~;~~]
- (G) recognize the distinguishing characteristics of literary nonfiction such as biographies and autobiographies.

(10)-(13) (No change.)

**§128.5. Spanish Language Arts and Reading, Grade 3, Adopted 2017.**

- (a) (No change.)
- (b) Knowledge and skills.
  - (1) (No change.)
  - (2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
    - (A) demonstrate and apply phonetic knowledge by:
      - (i) decoding words with a prosodic or orthographic accent;
      - (ii) decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x;
      - (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-;
      - (iv) becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents;
      - (v) decoding and differentiating meaning of a word based on a diacritical accent; and
      - (vi) decoding words with prefixes and suffixes;
    - (B) demonstrate and apply spelling knowledge by:
      - (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable);
      - (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent;
      - (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents;
      - (iv) using accents on words commonly used in questions and exclamations;
      - (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más;
      - (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, past participle [~~perfect~~], conditional, and future tenses;
      - (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-;
      - (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x;

- (ix) spelling words with hard and soft r;
  - (x) spelling words using n before v; m before b; and m before p;
  - (xi) spelling words with sílabas trabadas; [and]
  - (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es;
  - (xiii) spelling common abbreviations; and
  - (xiv) spelling words with prefixes and suffixes;
  - (C) alphabetize a series of words to the third letter; and
  - (D) write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.
- (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
- (A) use print or digital resources to determine meaning, syllabication, and pronunciation;
  - (B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;
  - (C) identify the meaning of and use words with affixes such as [-including] in-, des-, ex-, -mente, -dad, -oso, -eza, and -ura, and know how the affix changes the meaning of the word;
  - (D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; and
  - (E) differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.
- (4)-(5) (No change.)
- (6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
- (A) establish purpose for reading assigned and self-selected texts;
  - (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
  - (C) make and [¿] correct [¿] or confirm predictions using text features, characteristics of genre, and structures;
  - (D) create mental images to deepen understanding;
  - (E) make connections to personal experiences, ideas in other texts, and society;
  - (F) make inferences and use evidence to support understanding;
  - (G) evaluate details read to determine the main idea and key ideas;
  - (H) synthesize information to create new understanding; and
  - (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
- (7)-(8) (No change.)
- (9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within



and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

- (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths;
  - (B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems;
  - (C) discuss ~~the~~ elements of drama such as characters, dialogue, setting, and acts;
  - (D) recognize characteristics and structures of informational text, including:
    - (i) the central idea with supporting evidence;
    - (ii) features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding; and
    - (iii) organizational patterns such as cause and effect and problem and solution;
  - (E) recognize characteristics and structures of argumentative text by:
    - (i) identifying the claim;
    - (ii) distinguishing facts from opinion; and
    - (iii) identifying the intended audience or reader; ~~and~~
  - (F) recognize characteristics of multimodal and digital texts ; ~~and~~ ~~;~~
  - (G) explain the distinguishing characteristics of literary nonfiction such as personal narratives, biographies, and autobiographies.
- (10) (No change.)
- (11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
- (A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;
  - (B) develop drafts into a focused, structured, and coherent piece of writing by:
    - (i) organizing with purposeful structure, including an introduction and a conclusion; and
    - (ii) developing an engaging idea with relevant details;
  - (C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;
  - (D) edit drafts using standard Spanish conventions, including:
    - (i) complete simple and compound sentences with subject-verb agreement;
    - (ii) simple past, present, and future verb tense and imperfect past, past participle ~~[perfect]~~ , and conditional verb tenses, including the difference between ser and estar;
    - (iii) singular, plural, common, and proper nouns, including gender-specific articles;
    - (iv) adjectives, including their comparative and superlative forms;
    - (v) adverbs that convey time and adverbs that convey manner;
    - (vi) prepositions and prepositional phrases;
    - (vii) pronouns, including personal, possessive, objective, and reflexive pronouns;

- (viii) coordinating conjunctions to form compound subjects, predicates, and sentences;
  - (ix) capitalization of proper nouns, geographical names and places, historical periods, and official titles of people;
  - (x) punctuation marks, including commas in a series [~~and dates~~], and correct mechanics, including indentations; and
  - (xi) correct spelling of words with grade-appropriate orthographic patterns and rules; and
- (E) publish written work for appropriate audiences.
- (12)-(13) (No change.)

**§128.6. Spanish Language Arts and Reading, Grade 4, Adopted 2017.**

- (a) (No change.)
- (b) Knowledge and skills.
  - (1) (No change.)
  - (2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
    - (A) demonstrate and apply phonetic knowledge by:
      - (i) decoding palabras agudas, graves, esdrújulas, and sobresdrújulas [~~sobreesdrújulas~~] (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate);
      - (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;
      - (iii) decoding and differentiating the meaning of a word based on the diacritical accent; and
      - (iv) decoding words with prefixes and suffixes;
    - (B) demonstrate and apply spelling knowledge by:
      - (i) spelling palabras agudas and graves (words with the stress on the last and penultimate syllable) with an orthographic accent;
      - (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent;
      - (iii) spelling words with diphthongs and hiatus; [~~and~~]
      - (iv) spelling common abbreviations;
      - (v) spelling words with prefixes and suffixes;
      - (vi) using accents in words commonly used in questions and exclamations;
      - (vii) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más;
      - (viii) [~~(iv)~~] marking accents appropriately when conjugating verbs in simple and imperfect past, past participle [~~perfect~~], conditional, and future tenses; [~~and~~]
      - (ix) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-;

- (x) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x;
  - (xi) spelling words with hard and soft r;
  - (xii) spelling words using n before v; m before b; and m before p;
  - (xiii) spelling the plural form of words ending in z by replacing the z with c before adding -es; and
- (C) write legibly in cursive to complete assignments.
- (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
- (A) use print or digital resources to determine meaning, syllabication, and pronunciation;
  - (B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;
  - (C) identify the meaning of and use [base] words with affixes such as [including] mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, grafia, metro, fono, and tele;
  - (D) identify, use, and explain the meaning of idioms, homographs, and homophones such as abrasar/abrazar; and
  - (E) differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.
- (4)-(5) (No change.)
- (6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
- (A) establish purpose for reading assigned and self-selected texts;
  - (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
  - (C) make and [¿] correct [¿] or confirm predictions using text features, characteristics of genre, and structures;
  - (D) create mental images to deepen understanding;
  - (E) make connections to personal experiences, ideas in other texts, and society;
  - (F) make inferences and use evidence to support understanding;
  - (G) evaluate details read to determine the main idea and key ideas;
  - (H) synthesize information to create new understanding; and
  - (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
- (7)-(8) (No change.)
- (9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
- (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales;

- (B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images;
  - (C) explain structure in drama such as [~~character tags,~~] acts, scenes, and stage directions;
  - (D) recognize characteristics and structures of informational text, including:
    - (i) the central idea with supporting evidence;
    - (ii) features such as pronunciation guides and diagrams to support understanding; and
    - (iii) organizational patterns such as compare and contrast;
  - (E) recognize characteristics and structures of argumentative text by:
    - (i) identifying the claim;
    - (ii) explaining how the author has used facts for an argument; and
    - (iii) identifying the intended audience or reader; [~~and~~]
  - (F) recognize characteristics of multimodal and digital texts ; and [ ]
  - (G) explain the distinguishing characteristics of literary nonfiction such as personal narratives, biographies, and autobiographies.
- (10) (No change.)
- (11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
- (A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;
  - (B) develop drafts into a focused, structured, and coherent piece of writing by:
    - (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and
    - (ii) developing an engaging idea with relevant details;
  - (C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;
  - (D) edit drafts using standard Spanish conventions, including:
    - (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;
    - (ii) simple past, present, and future verb tense and imperfect past, past participle, and conditional verb tense;
    - ~~[(ii) irregular verbs;]~~
    - (iii) singular, plural, common, and proper nouns, including gender-specific articles;
    - (iv) adjectives, including their comparative and superlative forms;
    - (v) adverbs that convey frequency and adverbs that convey degree;
    - (vi) prepositions and prepositional phrases;
    - (vii) pronouns, including personal, possessive, objective, reflexive, and prepositional;
    - (viii) coordinating conjunctions to form compound subjects, predicates, and sentences;

- (ix) capitalization of historical events and documents, titles of books, stories, and essays;
  - (x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and
  - (xi) correct spelling of words with grade-appropriate orthographic patterns and rules; and
- (E) publish written work for appropriate audiences.
- (12)-(13) (No change.)

**§128.7. Spanish Language Arts and Reading, Grade 5, Adopted 2017.**

- (a) (No change.)
- (b) Knowledge and skills.
  - (1) (No change.)
  - (2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
    - (A) demonstrate and apply phonetic knowledge by:
      - (i) decoding palabras agudas, graves, [~~and~~] esdrújulas , and sobresdrújulas (words with the stress on the last, penultimate, and antepenultimate [~~penultimate, and last~~] syllable and words with the stress on the syllable before the antepenultimate);
      - (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;
      - (iii) decoding and differentiating meaning of word based on the diacritical accent; and
      - (iv) decoding words with prefixes and suffixes;
    - (B) demonstrate and apply spelling knowledge by:
      - (i) spelling words with more advanced orthographic patterns and rules;
      - (ii) spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable) with a prosodic or orthographic accent;
      - (iii) spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent;
      - (iv) spelling words with diphthongs and hiatus; [~~and~~]
      - (v) using accents in words commonly used in questions and exclamations;
      - (vi) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más;  
and
      - (vii) [~~v~~] marking accents appropriately when conjugating verbs in simple and imperfect past, past participle [~~perfect~~] , conditional, and future tenses; and
    - (C) write legibly in cursive.
  - (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

- (A) use print or digital resources to determine meaning, syllabication, pronunciation, and word origin;
  - (B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;
  - (C) identify the meaning of and use [base] words with affixes such as ~~[-including]~~ trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr;
  - (D) identify, use, and explain the meaning of idioms, adages, and puns; and
  - (E) differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.
- (4)-(5) (No change.)
- (6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
- (A) establish purpose for reading assigned and self-selected texts;
  - (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
  - (C) make and [ ] correct [ ] or confirm predictions using text features, characteristics of genre, and structures;
  - (D) create mental images to deepen understanding;
  - (E) make connections to personal experiences, ideas in other texts, and society;
  - (F) make inferences and use evidence to support understanding;
  - (G) evaluate details read to determine the main idea and key ideas;
  - (H) synthesize information to create new understanding; and
  - (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
- (7)-(8) (No change.)
- (9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
- (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales;
  - (B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms;
  - (C) explain structure in drama such as [character tags] acts, scenes, and stage directions;
  - (D) recognize characteristics and structures of informational text, including:
    - (i) the central idea with supporting evidence;
    - (ii) features such as insets, timelines, and sidebars to support understanding; and
    - (iii) organizational patterns such as logical order and order of importance;
  - (E) recognize characteristics and structures of argumentative text by:
    - (i) identifying the claim;

- (ii) explaining how the author has used facts for or against an argument; and
  - (iii) identifying the intended audience or reader; [~~and~~]
  - (F) recognize characteristics of multimodal and digital texts ; and [ ]
  - (G) analyze the distinguishing characteristics of literary nonfiction such as diaries, journals, and personal narratives.
- (10) (No change.)
- (11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
- (A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;
  - (B) develop drafts into a focused, structured, and coherent piece of writing by:
    - (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and
    - (ii) developing an engaging idea reflecting depth of thought with specific facts and details;
  - (C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;
  - (D) edit drafts using standard Spanish conventions, including:
    - (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;
    - (ii) simple past, present, and future verb tense and imperfect past, past participle, and conditional verb tense;
    - [~~(ii) —irregular verbs;~~]
    - (iii) collective nouns;
    - (iv) adjectives, including those indicating origin, and their comparative and superlative forms;
    - (v) conjunctive adverbs;
    - (vi) prepositions and prepositional phrases and their influence on subject-verb agreement;
    - (vii) pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite;
    - (viii) subordinating conjunctions to form complex sentences;
    - (ix) capitalization of initials, acronyms, and organizations;
    - (x) [~~punctuation marks, including~~] commas in compound and complex sentences, em dash for dialogue, italics and underlining for titles and emphasis, and quotation marks for titles; and
    - (xi) correct spelling of words with grade-appropriate orthographic patterns and rules; and
  - (E) publish written work for appropriate audiences.
- (12)-(13) (No change.)

**~~§128.10. Implementation of Texas Essential Knowledge and Skills for Spanish Language Arts and Reading, Elementary, Beginning with School Year 2009-2010.~~**

The text proposed for repeal is available online at <http://ritter.tea.state.tx.us/rules/tac/chapter128/index.html>.

**~~§128.11. Spanish Language Arts and Reading, Kindergarten, Beginning with School Year 2009-2010.~~**

The text proposed for repeal is available online at <http://ritter.tea.state.tx.us/rules/tac/chapter128/index.html>.

**~~§128.12. Spanish Language Arts and Reading, Grade 1, Beginning with School Year 2009-2010.~~**

The text proposed for repeal is available online at <http://ritter.tea.state.tx.us/rules/tac/chapter128/index.html>.

**~~§128.13. Spanish Language Arts and Reading, Grade 2, Beginning with School Year 2009-2010.~~**

The text proposed for repeal is available online at <http://ritter.tea.state.tx.us/rules/tac/chapter128/index.html>.

**~~§128.14. Spanish Language Arts and Reading, Grade 3, Beginning with School Year 2009-2010.~~**

The text proposed for repeal is available online at <http://ritter.tea.state.tx.us/rules/tac/chapter128/index.html>.

**~~§128.15. Spanish Language Arts and Reading, Grade 4, Beginning with School Year 2009-2010.~~**

The text proposed for repeal is available online at <http://ritter.tea.state.tx.us/rules/tac/chapter128/index.html>.

**~~§128.16. Spanish Language Arts and Reading, Grade 5, Beginning with School Year 2009-2010.~~**

The text proposed for repeal is available online at <http://ritter.tea.state.tx.us/rules/tac/chapter128/index.html>.



## Subchapter B. Middle School

### ~~§128.17. Implementation of Texas Essential Knowledge and Skills for Spanish Language Arts and Reading, Middle School, Beginning with School Year 2009-2010.~~

The text proposed for repeal is available online at <http://ritter.tea.state.tx.us/rules/tac/chapter128/index.html>.

### ~~§128.18. Spanish Language Arts and Reading, Grade 6, Beginning with School Year 2009-2010.~~

The text proposed for repeal is available online at <http://ritter.tea.state.tx.us/rules/tac/chapter128/index.html>.

### §128.20. Implementation of Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language, Middle School, Adopted 2017.

- (a) The provisions of this section and §§128.21-128.23 of this title shall be implemented by school districts.
- (b) No later than August 31, 2018, the commissioner of education shall determine whether instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills for Spanish language arts and reading and English as a Second Language as adopted in §§128.21-128.23 of this title.
- (c) If the commissioner makes the determination that instructional materials funding has been made available under subsection (b) of this section, §§128.21-128.23 of this title shall be implemented beginning with the 2019-2020 school year and apply to the 2019-2020 and subsequent school years.
- (d) If the commissioner does not make the determination that instructional materials funding has been made available under subsection (b) of this section, the commissioner shall determine no later than August 31 of each subsequent school year whether instructional materials funding has been made available. If the commissioner determines that instructional materials funding has been made available, the commissioner shall notify the State Board of Education and school districts that §§128.21-128.23 of this title shall be implemented for the following school year.

~~[(e) Section 128.18 of this title shall be superseded by the implementation of this section and §§128.21-128.23 of this title.]~~

### §128.21. Spanish Language Arts and Reading, Grade 6, Adopted 2017.

- (a) (No change.)
- (b) Knowledge and skills.
  - (1) (No change.)
  - (2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
    - (A) demonstrate and apply phonetic knowledge by:
      - (i) differentiating between commonly confused terms such as porque/porqué/por qué/por que, asimismo (adverbio)/así mismo (de la misma manera), sino/si no, and también/tan bien;
      - (ii) decoding palabras agudas, graves, esdrújulas, and sobresdrújulas (words with the stress on the last, penultimate, and antepenultimate [~~penultimate, and ultimate/last~~] syllable and words with the stress on the syllable before the antepenultimate);
      - (iii) decoding words with hiatus and diphthongs; and
      - (iv) using knowledge of syllable division patterns and morphemes to decode multisyllabic words;

- (B) demonstrate and apply spelling knowledge by:
    - (i) spelling palabras agudas, graves, esdrújulas, and sobresdrújulas (words with the stress on the antepenultimate, penultimate, and ultimate/last syllable and words with the stress on the syllable before the antepenultimate);
    - (ii) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect conditional, and future tenses; and
    - (iii) spelling words with diphthongs and hiatus; and
  - (C) write legibly in cursive.
- (3)-(5) (No change.)
- (6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
- (A) establish purpose for reading assigned and self-selected text;
  - (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
  - (C) make and [¿] correct [¿] or confirm predictions using text features, characteristics of genre, and structures;
  - (D) create mental images to deepen understanding;
  - (E) make connections to personal experiences, ideas in other texts, and society;
  - (F) make inferences and use evidence to support understanding;
  - (G) evaluate details read to determine the main idea and key ideas;
  - (H) synthesize information to create new understanding; and
  - (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
- (7)-(8) (No change.)
- (9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
- (A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths;
  - (B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms;
  - (C) analyze how playwrights develop characters through dialogue and staging;
  - (D) analyze characteristics and structural elements of informational text, including:
    - (i) the central or controlling idea or thesis with supporting evidence;
    - (ii) features such as introduction, foreword, preface, references, or acknowledgements to gain background information; and
    - (iii) organizational patterns such as definition, classification, advantage, and disadvantage;
  - (E) analyze characteristics and structures of argumentative text by:
    - (i) identifying the claim;

- (ii) explaining how the author uses various types of evidence to support the argument; and
  - (iii) identifying the intended audience or reader; and [ ]
  - (F) analyze characteristics of multimodal and digital texts ; and [ ]
  - (G) analyze the distinguishing characteristics of literary nonfiction such as diaries, journals, and personal narratives.
- (10)-(11) (No change.)
- (12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
- (A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;
  - (B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear central or controlling idea or thesis statement and genre characteristics and craft;
  - (C) compose multi-paragraph argumentative texts using genre characteristics and craft; and
  - (D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.
- (13) (No change.)

**§128.22. English Learners Language Arts (ELLA), Grade 7, Adopted 2017.**

- (a)-(b) (No change.)
- (c) Knowledge and skills.
  - (1)-(5) (No change.)
  - (6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:
    - (A) establish purpose for reading assigned and self-selected texts;
    - (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
    - (C) make and [ ] correct [ ] or confirm predictions using text features, characteristics of genre, and structures;
    - (D) create mental images to deepen understanding;
    - (E) make connections to personal experiences, ideas in other texts, and society;
    - (F) make inferences and use evidence to support understanding;
    - (G) evaluate details read to determine the main idea and key ideas;
    - (H) synthesize information to create new understanding; and
    - (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
  - (7)-(8) (No change.)
  - (9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within

and across increasingly complex traditional, contemporary, classical, and diverse texts. Based on the student's language proficiency level, the student is expected to:

- (A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction;
- (B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms;
- (C) analyze how playwrights develop characters through dialogue and staging;
- (D) analyze characteristics and structural elements of informational text, including:
  - (i) the central or controlling idea or thesis with supporting evidence;
  - (ii) features such as references or acknowledgements, chapters, sections, subsections, bibliography, tables, graphs, captions, bullets, and numbers; and
  - (iii) organizational patterns that support multiple topics, categories, and subcategories;
- (E) analyze characteristics and structures of argumentative text by:
  - (i) identifying the claim;
  - (ii) explaining how the author uses various types of evidence and consideration of alternatives to support the argument; and
  - (iii) identifying the intended audience or reader; and
- (F) analyze characteristics of multimodal and digital texts ; and [ ]
- (G) analyze the distinguishing characteristics of literary nonfiction such as diaries, journals, and memoirs.

(10)-(11) (No change.)

(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. Based on the student's language proficiency level, the student is expected to:

- (A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;
- (B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear central or controlling idea or thesis statement and genre characteristics and craft;
- (C) compose multi-paragraph argumentative texts using genre characteristics and craft; and
- (D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.

(13) (No change.)

**§128.23. English Learners Language Arts (ELLA), Grade 8, Adopted 2017.**

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

(c) Knowledge and skills.

(1)-(5) (No change.)

(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:

- (A) establish purpose for reading assigned and self-selected texts;

- (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
  - (C) make and [ ] correct [ ] or confirm predictions using text features, characteristics of genre, and structures;
  - (D) create mental images to deepen understanding;
  - (E) make connections to personal experiences, ideas in other texts, and society;
  - (F) make inferences and use evidence to support understanding;
  - (G) evaluate details read to determine the main idea and key ideas;
  - (H) synthesize information to create new understanding; and
  - (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
- (7) (No change.)
- (8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. Based on the student's language proficiency level, the student is expected to:
- (A) analyze how themes are developed through the interaction of characters and events;
  - (B) analyze how characters' motivations and behaviors influence events and resolution of the conflict;
  - (C) analyze non-linear plot development such as flashbacks, [~~foreshadowing,~~] subplots, and parallel plot structures and compare it to linear plot development; and
  - (D) explain how the setting influences the values and beliefs of characters.
- (9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. Based on the student's language proficiency level, the student is expected to:
- (A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, fantasy, science fiction, and short stories;
  - (B) identify structural elements such as rhyme, repetition, and alliteration and analyze how language contributes to the meaning of a poem;
  - (C) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry;
  - (D) analyze how playwrights develop dramatic action through the use of acts and scenes;
  - (E) analyze characteristics and structural elements of informational text, including:
    - (i) the central or controlling idea or thesis with supporting evidence;
    - (ii) features such as footnotes, endnotes, and citations; and
    - (iii) multiple organizational patterns within a text to develop the thesis;
  - (F) analyze characteristics and structures of argumentative text by:
    - (i) identifying the claim and analyzing the argument;
    - (ii) identifying and explaining the counter argument; and
    - (iii) identifying the intended audience or reader; [~~and~~]
  - (G) analyze characteristics of multimodal and digital texts ; and [ ]

(H) analyze the distinguishing characteristics of literary nonfiction such as diaries, journals, and memoirs.

(10)-(11) (No change.)

(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. Based on the student's language proficiency level, the student is expected to:

(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;

(B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear central or controlling idea or thesis statement and genre characteristics and craft;

(C) compose multi-paragraph argumentative texts using genre characteristics and craft; and

(D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.

(13) (No change.)

## Subchapter C. High School

### §128.34. English I for Speakers of Other Languages (One Credit), Adopted 2017.

- (a)-(b) (No change.)
- (c) Knowledge and skills.
  - (1)-(5) (No change.)
  - (6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and comprehend increasingly complex texts. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:
    - (A) establish purpose for reading assigned and self-selected texts;
    - (B) answer and generate questions about text before, during, and after reading to acquire and deepen understanding and gain information;
    - (C) make and correct or confirm predictions using text features, characteristics of genre, and structures;
    - (D) create mental images to deepen understanding;
    - (E) make connections to personal experiences, ideas in other texts, and society;
    - (F) make inferences and use evidence to support understanding;
    - (G) actively participate in discussions to identify, understand, and evaluate details read to determine the main idea and key ideas;
    - (H) synthesize information from two texts to create new understanding; and
    - (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
  - (7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:
    - (A) describe personal connections to a variety of sources, including self-selected texts;
    - (B) write responses that demonstrate understanding of texts, including comparing texts within and across genres;
    - (C) use text evidence and original commentary to support a comprehensive response;
    - (D) paraphrase and summarize texts in ways that maintain meaning and logical order;
    - (E) interact with sources in meaningful ways such as labeling, notetaking, annotating, freewriting, or illustrating;
    - (F) respond using acquired content and academic vocabulary as appropriate;
    - (G) discuss and write about the explicit or implicit meanings of text;
    - (H) respond orally or in writing with appropriate register, vocabulary, tone, and voice;
    - (I) reflect on and adjust responses when valid evidence warrants;
    - (J) defend or challenge the authors' claims using relevant text evidence; and
    - (K) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions ; and [ ]
    - (L) explain the ways in which diverse texts generate understanding of varied perspectives.

- (8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:
- (A) identify and analyze how themes are developed through characterization and plot in a variety of literary texts;
  - (B) identify and analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils;
  - (C) identify and analyze non-linear plot development such as flashbacks, [~~foreshadowing~~] subplots, and parallel plot structures and compare it to linear plot development; and
  - (D) identify and analyze how the setting influences the theme.
- (9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:
- (A) read and respond to American, British, and world literature;
  - (B) identify and analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms;
  - (C) identify and analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire;
  - (D) identify and analyze characteristics and structural elements of informational texts such as:
    - (i) controlling idea and clear thesis, relevant supporting evidence, pertinent examples, and conclusion;
    - (ii) chapters, sections, subsections, bibliography, tables, graphs, captions, bullets, and numbers; and
    - (iii) multiple organizational patterns within a text to develop the thesis;
  - (E) identify and analyze characteristics and structural elements of argumentative texts such as:
    - (i) clear arguable claim, appeals, and convincing conclusion;
    - (ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals; and
    - (iii) identifiable audience or reader; [~~and~~]
  - (F) identify and analyze characteristics of multimodal and digital texts ; and [ ]
  - (G) analyze the characteristics and purpose of literary nonfiction such as speeches and literary essays.
- (10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:
- (A) identify and analyze the author's purpose, audience, and message within a text;
  - (B) identify and analyze use of text structure to achieve the author's purpose;



- (C) identify and evaluate the author's use of print and graphic features to achieve specific purposes;
- (D) identify and analyze how the author's use of language achieves specific purposes;
- (E) identify and analyze the use of literary devices such as irony and oxymoron to achieve specific purposes;
- (F) identify and analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text;
- (G) identify and analyze the use of rhetorical devices, including allusion, repetition, appeals, and rhetorical questions; ~~and~~
- (H) identify and explain the purpose of rhetorical devices such as understatement and overstatement and the effect of logical fallacies such as straw man and red herring arguments ; and [;]
- (I) discuss the artistic qualities of diverse texts.

(11)-(13) (No change.)

**§128.35. English II for Speakers of Other Languages (One Credit), Adopted 2017.**

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

(c) Knowledge and skills.

(1)-(5) (No change.)

(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:

- (A) establish purpose for reading assigned and self-selected texts;
- (B) generate questions about text before, during, and after reading to acquire and deepen understanding and gain information;
- (C) make and correct or confirm predictions using text features, characteristics of genre, and structures;
- (D) create mental images to deepen understanding;
- (E) make connections to personal experiences, ideas in other texts, and society;
- (F) make inferences and use evidence to support understanding;
- (G) evaluate details read to determine the main idea and key ideas;
- (H) synthesize information from multiple texts to create new understanding; and
- (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:

- (A) describe personal connections to a variety of sources, including self-selected texts;
- (B) write responses that demonstrate understanding of texts, including comparing texts within and across genres;
- (C) use text evidence and original commentary to support an interpretive response;

- (D) paraphrase and summarize texts in ways that maintain meaning and logical order;
  - (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
  - (F) respond using acquired content and academic vocabulary as appropriate;
  - (G) discuss and write about the explicit or implicit meanings of text;
  - (H) respond orally or in writing with appropriate register, vocabulary, tone, and voice;
  - (I) reflect on and adjust responses when valid evidence warrants;
  - (J) defend or challenge the authors' claims using relevant text evidence; [and]
  - (K) express opinions, ideas, and feelings ranging from communicating in single words and short phrases to participating in extended discussions ; and [;]
  - (L) explain the ways in which diverse texts generate understanding of varied perspectives.
- (8) (No change.)
- (9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:
- (A) read and analyze world literature across literary periods;
  - (B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms;
  - (C) analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire;
  - (D) analyze characteristics and structural elements of informational texts such as:
    - (i) clear thesis, relevant supporting evidence, pertinent examples, and conclusion;
    - (ii) chapters, sections, subsections, bibliography, tables, graphs, captions, bullets, and numbers to locate, explain, or use information and gain understanding of text;
    - (iii) organizational patterns such as description, temporal sequence, cause and effect, compare and contrast, and problem and solution; and
    - (iv) the relationship between organizational design and thesis;
  - (E) analyze characteristics and structural elements of argumentative texts such as:
    - (i) controlling idea and clear arguable claim, appeals, and convincing conclusion;
    - (ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals; and
    - (iii) identifiable audience or reader; [and]
  - (F) analyze characteristics of multimodal and digital texts ; and [;]
  - (G) analyze the characteristics and purpose of literary nonfiction such as speeches and literary essays.
- (10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. Based on the student's

language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:

- (A) analyze the author's purpose, audience, and message within a text;
- (B) analyze use of text structure to achieve the author's purpose;
- (C) evaluate the author's use of print and graphic features to achieve specific purposes;
- (D) analyze how the author's use of language informs and shapes the perception of readers;
- (E) analyze the use of literary devices such as irony, sarcasm, and motif to achieve specific purposes;
- (F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; [~~and~~]
- (G) analyze the purpose of rhetorical devices such as appeals, antithesis, parallelism, and shifts and the effects of logical fallacies ; and [ ]
- (H) discuss the artistic qualities of diverse texts.

(11)-(13) (No change.)

**Proposed Repeal and New 19 TAC Chapter 126, Texas Essential Knowledge and Skills for Technology Applications, Subchapter C, High School, §126.36, Digital Forensics (One Credit), Beginning with School Year 2019-2020**  
**(Second Reading and Final Adoption)**

**June 14, 2019**

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

**SUMMARY:** This item presents for second reading and final adoption proposed repeal and new 19 Texas Administrative Code (TAC) Chapter 126, Texas Essential Knowledge and Skills for Technology Applications, Subchapter C, High School, §126.36, Digital Forensics (One Credit), Beginning with School Year 2019-2020. The proposed repeal and new rule would update the Texas Essential Knowledge and Skills (TEKS) for the Digital Forensics course and update the amount of credit available for the course. No changes are recommended since approved for first reading.

**STATUTORY AUTHORITY:** Texas Education Code (TEC), §§7.102(c)(4); 28.002(a), (c), and (f)(2); and 28.025(a), (c-1)(1), and (c-10).

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

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

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

TEC, §28.002(f)(2), requires the SBOE to approve courses in cybersecurity for credit for high school graduation.

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

TEC, §28.025(c-1)(1), establishes that an endorsement may be earned in science, technology, engineering, and mathematics (STEM), which includes courses related to science, including environmental science; technology, including computer science, cybersecurity, and computer coding; engineering; and advanced mathematics.

TEC, §28.025(c-10), requires the SBOE to adopt or select five technology applications courses on cybersecurity to be included in a cybersecurity pathway for the science, technology, engineering, and mathematics endorsement.

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

**EFFECTIVE DATE:** The proposed effective date of the proposed repeal and new rule is August 1, 2019. 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 2020-

2021 school year. The earlier effective date will make the updated course available to students beginning with the 2019-2020 school year.

**PREVIOUS BOARD ACTION:** The SBOE adopted the technology applications TEKS effective September 1, 1998. In April 2011, the SBOE adopted revisions to the technology applications TEKS effective September 26, 2011. At the April 2019 SBOE meeting, the board approved for first reading and filing authorization the proposed repeal and new 19 TAC §126.36.

**BACKGROUND INFORMATION AND JUSTIFICATION:** The 85th Texas Legislature, Regular Session, 2017, passed House Bill (HB) 3593, adding TEC, §28.002(f)(2), to require that the SBOE approve courses in cybersecurity for credit for high school graduation. HB 3593 amended TEC, §28.025(c-1)(1), to add cybersecurity and computer coding to the courses to be included in a STEM endorsement. HB 3593 also added TEC, §28.025(c)(10), to require that the SBOE adopt or select five technology applications courses on cybersecurity to be included in a cybersecurity pathway for the STEM endorsement.

In August 2018, a committee of secondary and postsecondary educators and business and industry representatives was selected to develop recommendations for TEKS for new cybersecurity courses for the required pathway. The committee convened for the first face-to-face meeting in Austin in September 2018 to begin working on recommendations for a TEKS-based foundational course in cybersecurity based on the Principles in Cybersecurity innovative course. The committee participated in an additional face-to-face meeting in October 2018 to develop recommendations for a second cybersecurity course that would serve as a capstone for the cybersecurity pathway. At the November 2018 meeting, the SBOE discussed proposed new TEKS for the new courses, and in December 2018 draft TEKS for the proposed courses were sent to interested stakeholders to provide feedback. In January 2019, the committee participated in another face-to-face meeting to review comments provided by interested stakeholders and to finalize recommendations for the TEKS for the two new courses.

At the January-February 2019 meeting, the SBOE approved for first reading and filing authorization proposed new TEKS for Foundations of Cybersecurity and Cybersecurity Capstone. At that meeting, the SBOE agreed with the cybersecurity TEKS committee's suggestion to make additional recommendations for amendments to the Digital Forensics course. In March 2019, the committee participated in another face-to-face meeting to review and make recommendations for adjustments to the Digital Forensics course.

At the April 2019 SBOE meeting, the board approved for first reading and filing authorization the proposed repeal and new 19 TAC §126.36.

The attachment to this item reflects the text of the proposed repeal and new 19 TAC §126.36 for consideration by the SBOE for second reading and final adoption. No changes are recommended since approved for first reading.

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

Texas Education Agency (TEA) has determined that the proposal would have fiscal implications for state government. For fiscal year 2019, the estimated cost to the TEA to reimburse the cybersecurity TEKS committee members for travel to review the TEKS is \$10,000. There would also be implications for the TEA if the state creates professional development to help teachers and administrators understand the revised TEKS. Any professional development that is created would be based on whether the TEA receives an appropriation for professional development in the next biennium.

The proposal may have fiscal implications for school districts and charter schools to implement the revised TEKS. The costs 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 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. The proposed rulemaking would not create or eliminate a government program; would not require the creation of new employee positions or elimination of existing employee positions; would not require an increase or decrease in future legislative appropriations to the agency; would not require an increase or decrease in fees paid to the agency; would not create a new regulation; would not expand, 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 revise the existing Digital Forensics course and would better align the course with the proposed cybersecurity pathway to increase flexibility for students in meeting graduation requirements. 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.

The 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 April 2019 SBOE meeting, notice of the proposed repeal and new 19 TAC §126.36 was filed with the Texas Register, initiating the public comment period. The public comment period on the proposal began May 3, 2019, and ended June 7, 2019. No comments had been received at the time this item was prepared. A summary of any public comments received regarding the proposal will be provided to the SBOE prior to and during the June 2019 meeting. The SBOE will take registered oral and written comments on the proposal at the appropriate committee meeting in June 2019 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 repeal and new 19 TAC Chapter 126, Texas Essential Knowledge and Skills for Technology Applications, Subchapter C, High School, §126.36, Digital Forensics (One Credit), Beginning with School Year 2019-2020; and

Make an affirmative finding that immediate adoption of proposed repeal and new 19 TAC Chapter 126, Texas Essential Knowledge and Skills for Technology Applications, Subchapter C, High School, §126.36, Digital Forensics (One Credit), Beginning with School Year 2019-2020, is necessary and shall have an effective date of August 1, 2019. *(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:**

Monica Martinez, Associate Commissioner, Standards and Support Services  
Shelly Ramos, Senior Director, Curriculum Standards and Student Support

**Attachment:** Text of Proposed Repeal and New 19 TAC Chapter 126, Texas Essential Knowledge and Skills for Technology Applications, Subchapter C, High School, §126.36, Digital Forensics (One Credit), Beginning with School Year 2019-2020

ATTACHMENT  
Text of Proposed Repeal and New 19 TAC

**Chapter 126. Texas Essential Knowledge and Skills for Technology Applications**

**Subchapter C. High School**

**§126.36. Digital Forensics (One Credit), Beginning with School Year 2019-2020.**

- (a) General requirements. Students shall be awarded one credit for successful completion of this course. The prerequisite for this course is proficiency in the knowledge and skills relating to Technology Applications, Grades 6-8. This course is recommended for students in Grades 9-12.
- (b) Introduction.
- (1) Digital forensics is an evolving discipline concerned with analyzing anomalous activity on computers, networks, programs, and data. As a discipline, it has grown with the emergence of a globally-connected digital society. As computing has become more sophisticated, so too have the abilities of malicious agents to access systems and private information. By evaluating prior incidents, digital forensics professionals have the ability to investigate and craft appropriate responses to disruptions to corporations, governments, and individuals. Whereas cybersecurity takes a proactive approach to information assurance to minimize harm, digital forensics takes a reactive approach to incident response.
- (2) Digital Forensics introduces students to the knowledge and skills of digital forensics. The course provides a survey of the field of digital forensics and incident response.
- (3) 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.
- (c) Knowledge and skills.
- (1) Employability skills. The student identifies necessary skills for career development and employment opportunities. The student is expected to:
- (A) investigate the need for digital forensics;
- (B) research careers in digital forensics along with the education and job skills required for obtaining a job in both the public and private sector;
- (C) identify job and internship opportunities as well as accompanying duties and tasks;
- (D) identify and discuss certifications for digital forensics careers;
- (E) explain ethical and legal responsibilities in relation to the field of digital forensics;
- (F) identify and describe businesses and government agencies that use digital forensics;
- (G) identify and describe the kinds of crimes investigated by digital forensics specialists; and
- (H) solve problems and think critically.
- (2) Employability skills. The student communicates and collaborates effectively. The student is expected to:
- (A) apply effective teamwork strategies;
- (B) collaborate with a community of peers and professionals;
- (C) create, review, and edit a report summarizing technical findings; and
- (D) present technical information to a non-technical audience.
- (3) Ethics and laws. The student recognizes and analyzes ethical and current legal standards, rights, and restrictions related to digital forensics. The student is expected to:



- (A) develop a plan to advocate for ethical and legal behaviors both online and offline among peers, family, community, and employers;
  - (B) research local, state, national, and international law such as the Electronic Communications Privacy Act of 1986, Title III (Pen Register Act); USA PATRIOT Act of 2001; and Digital Millennium Copyright Act;
  - (C) research historic cases or events regarding digital forensics or cyber;
  - (D) examine ethical and legal behavior when presented with confidential or sensitive information in various scenarios related to cyber activities;
  - (E) analyze case studies of computer incidents;
  - (F) use the findings of a computer incident investigation to reconstruct the incident;
  - (G) identify and discuss intellectual property laws, issues, and use;
  - (H) contrast legal and illegal aspects of information gathering;
  - (I) contrast ethical and unethical aspects of information gathering;
  - (J) analyze emerging legal and societal trends affecting digital forensics; and
  - (K) discuss how technological changes affect applicable laws.
- (4) Digital citizenship. The student understands and demonstrates the social responsibility of end users regarding digital technology, safety, digital hygiene, and cyberbullying. The student is expected to:
- (A) identify and use digital information responsibly;
  - (B) use digital tools responsibly;
  - (C) identify and use valid and reliable sources of information; and
  - (D) gain informed consent prior to investigating incidents.
- (5) Digital forensics skills. The student locates, processes, analyzes, and organizes data. The student is expected to:
- (A) identify sources of data;
  - (B) analyze and report data collected;
  - (C) maintain data integrity;
  - (D) examine metadata of a file; and
  - (E) examine how multiple data sources can be used for digital forensics, including investigating malicious software (malware) and email threats.
- (6) Digital forensics skills. The student understands software concepts and operations as they apply to digital forensics. The student is expected to:
- (A) compare software applications as they apply to digital forensics;
  - (B) describe the purpose of various application types such as email, web, file sharing, security applications, and data concealment tools;
  - (C) identify the different purposes of data formats such as pdf, wav, jpeg, and exe;
  - (D) describe how application logs and metadata are used for investigations;
  - (E) describe digital forensics tools;
  - (F) select the proper software tool based on appropriateness, effectiveness, and efficiency for a given digital forensics scenario; and

- (G) describe components of applications such as configurations settings, data, supporting files, and user interface.
- (7) Digital forensics skills. The student understands operating systems concepts and functions as they apply to digital forensics. The student is expected to:
  - (A) compare various operating systems;
  - (B) describe file attributes, including access and creation times;
  - (C) describe how operating system logs are used for investigations;
  - (D) compare and contrast the file systems of various operating systems;
  - (E) compare various primary and secondary storage devices; and
  - (F) differentiate between volatile and non-volatile memory.
- (8) Digital forensics skills. The student understands networking concepts and operations as they apply to digital forensics. The student is expected to:
  - (A) examine networks, including Internet Protocol (IP) addressing and subnets;
  - (B) describe the Open Systems Interconnection (OSI) model;
  - (C) describe the Transmission Control Protocol/Internet Protocol (TCP/IP) model;
  - (D) use network forensic analysis tools to examine network traffic data from sources such as firewalls, routers, intrusion detection systems (IDS), and remote access logs; and
  - (E) identify malicious or suspicious network activities such as mandatory access control (MAC) spoofing and rogue wireless access points.
- (9) Digital forensics skills. The student explains the principles of access controls. The student is expected to:
  - (A) define the principle of least privilege;
  - (B) describe the impact of granting access and permissions;
  - (C) identify different access components such as passwords, tokens, key cards, and biometric verification systems;
  - (D) explain the value of an access log to identify suspicious activity;
  - (E) describe the risks of granting third parties access to personal and proprietary data on social media and systems;
  - (F) describe the risks involved with accepting Terms of Service (ToS) or End User License Agreements (EULA) without a basic understanding of the terms or agreements; and
  - (G) identify various access control methods such as MAC, role-based access control (RBAC), and discretionary access control (DAC).
- (10) Incident response. The student follows a methodological approach to prepare for and respond to an incident. The student is expected to:
  - (A) define the components of the incident response cycle, including preparation; detection and analysis; containment, eradication, and recovery; and post-incident activity;
  - (B) describe incident response preparation;
  - (C) discuss incident response detection and analysis;
  - (D) discuss containment and eradication of and recovery from an incident;
  - (E) describe post-incident activities such as reflecting on lessons learned, using collected incident data, and retaining evidence of an incident;

- (F) develop an incident response plan; and
- (G) describe ways a user may compromise the validity of existing evidence.
- (11) Incident response. The student objectively analyzes collected data from an incident. The student is expected to:
  - (A) identify the role of chain of custody in digital forensics;
  - (B) describe safe data handling procedures;
  - (C) explain the fundamental concepts of confidentiality, integrity, availability, authentication, and authorization;
  - (D) identify and report information conflicts or suspicious activity;
  - (E) identify events of interest and suspicious activity by examining network traffic; and
  - (F) identify events of interest and suspicious activity by examining event logs.
- (12) Incident response. The student analyzes the various ways systems can be compromised. The student is expected to:
  - (A) analyze the different signatures of cyberattacks; and
  - (B) identify points of weakness and attack vectors such as online spoofing, phishing, and social engineering.

**§126.36. Digital Forensics (One Half to One Credit), Beginning with School Year 2012-2013.**

~~[(a) — General requirements. Students shall be awarded one half to one credit for successful completion of this course. The prerequisite for this course is proficiency in the knowledge and skills relating to Technology Applications, Grades 6-8. This course is recommended for students in Grades 9-12.]~~

~~[(b) — Introduction.]~~

~~[(1) — The technology applications curriculum has six strands based on the National Educational Technology Standards for Students (NETS•S) and performance indicators developed by the International Society for Technology in Education (ISTE): creativity and innovation; communication and collaboration; research and information fluency; critical thinking, problem-solving, and decision-making; digital citizenship; and technology operations and concepts.]~~

~~[(2) — Digital Forensics will foster students' creativity and innovation by presenting opportunities to investigate simulations and case studies of crimes, reconstructing computer security incidents, troubleshooting operational problems, and recovering from accidental system damage. Students will collaborate to develop forensic techniques to assist with computer security incident response. Students will learn methods to identify, collect, examine, and analyze data while preserving the integrity of the information and maintaining a strict chain of custody for data. Students will solve problems as they study the application of science to the law. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of computing and networking systems that transmit or store electronic data.]~~

~~[(3) — 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.]~~

~~[(c) — Knowledge and skills.]~~

~~[(1) — Creativity and innovation. The student develops products and generates new understanding by extending existing knowledge. The student is expected to:]~~

~~[(A) — explain the need for digital forensics, staffing requirements, and team interactions;]~~

~~[(B) — develop policies to define staff roles and responsibilities;]~~

~~[(C) — develop guidelines, procedures, and recommendations for digital forensics tool use; and]~~

- ~~[(D) — investigate simulations and case studies of crimes to reconstruct computer security incidents.]~~
- ~~[(2) — Communication and collaboration. The student communicates and collaborates with peers to contribute to his or her own learning and the learning of others. The student is expected to:]~~
  - ~~[(A) — describe the characteristics and behaviors of a given system;]~~
  - ~~[(B) — justify and describe the impact of selecting a given system;]~~
  - ~~[(C) — apply effective teamwork practices;]~~
  - ~~[(D) — collaborate with multiple participants;]~~
  - ~~[(E) — document use, functionality, and implementation;]~~
  - ~~[(F) — seek and respond to advice from peers and professionals; and]~~
  - ~~[(G) — describe considerations required for incident response.]~~
- ~~[(3) — Research and information fluency. The student locates, analyzes, processes, and organizes data. The student is expected to:]~~
  - ~~[(A) — identify possible sources of data;]~~
  - ~~[(B) — acquire data;]~~
  - ~~[(C) — analyze and report data collected;]~~
  - ~~[(D) — collect files by copying files from media while maintaining data file integrity;]~~
  - ~~[(E) — examine data files by locating files, extracting data, and using a digital forensics toolkit;]~~
  - ~~[(F) — examine and analyze operating system data;]~~
  - ~~[(G) — collect volatile and non volatile operating system data;]~~
  - ~~[(H) — collect, examine, and analyze application data;]~~
  - ~~[(I) — use traffic data sources, including firewalls and routers, packet sniffers and protocol analyzers, intrusion detection systems, remote access, security event management software, and network forensic analysis tools;]~~
  - ~~[(J) — describe how a file scan can be accessed and modified;]~~
  - ~~[(K) — collect, examine, and analyze data from multiple sources; and]~~
  - ~~[(L) — provide examples of how multiple data sources can be used during digital forensics, including investigating worm infections, viruses, and email threats.]~~
- ~~[(4) — Critical thinking, problem solving, and decision making. The student uses appropriate strategies to analyze problems and design algorithms. The student is expected to:]~~
  - ~~[(A) — resolve information conflicts and validate information through data acquisition, research, and comparison; and]~~
  - ~~[(B) — examine and analyze network traffic data, including identifying events of interest, examining data sources, and identifying attacks.]~~
- ~~[(5) — Digital citizenship. The student explores and understands safety, legal, cultural, and societal issues relating to the use of technology and information. The student is expected to:]~~
  - ~~[(A) — identify and use digital information appropriately;]~~
  - ~~[(B) — identify and use appropriate methods for citing sources;]~~
  - ~~[(C) — identify and discuss intellectual property laws, issues, and use;]~~
  - ~~[(D) — identify intellectual property stakeholders and their needs and perspectives;]~~

- ~~[(E) — identify and describe the kinds of crimes investigated by digital forensics specialists;]~~
- ~~[(F) — identify legal, illegal, ethical, and unethical aspects of information gathering;]~~
- ~~[(G) — compare and contrast legal, illegal, ethical, and unethical information gathering methods and identify possible gray areas;]~~
- ~~[(H) — identify and describe ways in which developing laws and guidelines affect digital forensics practices;]~~
- ~~[(I) — identify and describe legal considerations and technical issues related to collecting network traffic data;]~~
- ~~[(J) — identify and describe ways in which technological changes affect applicable laws; and]~~
- ~~[(K) — identify and describe businesses and government agencies that use digital forensics.]~~
- ~~[(6) — Technology operations and concepts. The student understands technology concepts, systems, and operations as they apply to computer science. The student is expected to:]~~
  - ~~[(A) — demonstrate knowledge of and appropriately use operating systems, software applications, and communication and networking components;]~~
  - ~~[(B) — compare, contrast, and appropriately use various input, processing, output, and primary and secondary storage devices;]~~
  - ~~[(C) — make decisions regarding the selection, acquisition, and use of software, including its quality, appropriateness, effectiveness, and efficiency;]~~
  - ~~[(D) — demonstrate knowledge of data formats;]~~
  - ~~[(E) — demonstrate knowledge of networks, including the Internet, intranets, and extranets;]~~
  - ~~[(F) — compare and contrast non-volatile and volatile data;]~~
  - ~~[(G) — describe file basics, including file storage, file systems, and other types of storage media;]~~
  - ~~[(H) — describe file modification, including access and creation times;]~~
  - ~~[(I) — describe operating systems, including terminology and functions;]~~
  - ~~[(J) — describe technical procedures related to collecting operating system data;]~~
  - ~~[(K) — describe the significance to digital forensics of the Transmission Control Protocol/Internet Protocol (TCP/IP) model, including application, transport, IP, and hardware layers;]~~
  - ~~[(L) — describe the function and use of application components, including configurations settings, authentications, logs, application data, supporting files, and application architecture; and]~~
  - ~~[(M) — describe the functions and use of application types, including email, web usage, interactive communications, file sharing, document usage, security applications, and data concealment tools.]~~

**Proposed Amendments to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.12, Foundation High School Program, and §74.13, Endorsements  
(Second Reading and Final Adoption)**

**June 14, 2019**

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

**SUMMARY:** This item presents for second reading and final adoption proposed amendments to 19 Texas Administrative Code (TAC) Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.12, Foundation High School Program, and §74.13, Endorsements, to update the rules to align with recent changes to the Texas Essential Knowledge and Skills (TEKS) for fine arts and to establish courses to be included in a cybersecurity pathway for the science, technology, engineering, and mathematics (STEM) endorsement.

**STATUTORY AUTHORITY:** Texas Education Code (TEC), §§7.102(c)(4); 28.002(a), (c), and (f)(2); and 28.025(b-1), (c-1), (c-1)(1), (c-2), and (c-10).

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

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

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

TEC, §28.002(f)(2), requires the SBOE to approve courses in cybersecurity for credit for high school graduation.

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

TEC, §28.025(b-1), requires the SBOE to by rule require that the curriculum requirements for the foundation high school program include a requirement that students successfully complete four credits in English language arts, including one credit in English I, one credit in English II, one credit in English III, and one credit in an advanced English course; three credits in mathematics, including one credit in Algebra I, one credit in geometry, and one credit in any advanced mathematics course; three credits in science, including one credit in biology, one credit in any advanced science course, and one credit in integrated physics and chemistry or in an additional advanced science course; three credits in social studies, including one credit in United States history, at least one-half credit in government and at least one-half credit in economics, and one credit in world geography or world history; two credits in the same language in a language other than English; five elective credits; one credit in fine arts; and one credit in physical education.

TEC, §28.025(c-1), requires the SBOE to by rule provide students with multiple options for earning each endorsement, including, to the greatest extent possible, coherent sequences of courses. The SBOE by rule must permit a student to enroll in courses under more than one endorsement curriculum before the student's junior year.

TEC, §28.025(c-1)(1), establishes that an endorsement may be earned in STEM, which includes courses related to science, including environmental science; technology, including computer science, cybersecurity, and computer coding; engineering; and advanced mathematics.

TEC, §28.025(c-2), requires the SBOE, in adopting rules, to require a student in order to earn any endorsement to successfully complete four credits in mathematics, which must include Algebra I, geometry, and two advanced mathematics courses; four credits in science, which must include biology, integrated physics and chemistry or an additional advanced science course, and two advanced science courses or an advanced career and technology course; and two additional elective credits. The SBOE, in adopting rules, is also required to develop additional curriculum requirements for each endorsement with the direct participation of educators and business, labor, and industry representatives and to require each school district to report to the agency the categories of endorsements for which the district offers all courses for curriculum requirements, as determined by board rule.

TEC, §28.025(c-10), requires the SBOE to adopt or select five technology applications courses on cybersecurity to be included in a cybersecurity pathway for the STEM endorsement.

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

**EFFECTIVE DATE:** The proposed effective date of the proposed amendments is August 1, 2019. 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 2020-2021 school year. The earlier effective date will allow districts of innovation that begin school prior to the statutorily required start date to implement these amendments when they begin their school year.

**PREVIOUS BOARD ACTION:** The SBOE adopted rules in 19 TAC Chapter 74, Subchapter B, to implement the Foundation High School Program effective July 8, 2014. The SBOE adopted amendments to 19 TAC Chapter 74, Subchapter B, effective August 22, 2016, and August 28, 2017. The SBOE last adopted amendments effective August 27, 2018. At the January-February 2019 SBOE meeting, the board approved proposed amendments to 19 TAC §74.12 and §74.13 for first reading and filing authorization. At the April 2019 SBOE meeting, the board postponed action on the item for second reading and final adoption until the June 2019 meeting.

**BACKGROUND INFORMATION AND JUSTIFICATION:** The 83rd Texas Legislature, Regular Session, 2013, passed House Bill (HB) 5, amending TEC, §28.025, to transition from three high school graduation programs to one foundation high school program with endorsement options to increase flexibility for students. HB 5 gave the SBOE the authority to identify advanced courses related to the new graduation program, identify the curriculum requirements for the endorsements, and determine the requirements for performance acknowledgments related to the new graduation program.

The 85th Texas Legislature, Regular Session, 2017, passed HB 3593, amending TEC, §28.025(c-1)(1), to add cybersecurity and computer coding to the courses to be included in a STEM endorsement. HB 3593 also added TEC, §28.025(c-10), to require the SBOE to adopt or select five technology applications courses to be included in a cybersecurity pathway for the STEM endorsement. In August 2018, a committee of secondary and postsecondary educators and business and industry representatives was

selected to develop recommendations for TEKS for new cybersecurity courses and for the cybersecurity pathway. The committee met again in October 2018 and January 2019 to finalize their recommendations.

For students to earn state credit toward specific graduation requirements, a course must be approved by the SBOE and included in SBOE rule. At the September 2017 SBOE meeting, the board discussed International Baccalaureate (IB) courses that are not currently included in SBOE rule and considerations regarding the appropriate amount of state credit that should be awarded for IB courses. At that time, the board requested that agency staff prepare rule text to address these issues. Throughout 2018, the SBOE adopted rules to align the TEKS with current course offerings by the International Baccalaureate Organization. In September 2018, the SBOE discussed the addition of two currently approved innovative courses, IB Film Standard Level and IB Film Higher Level, to the TEKS for fine arts, and in November 2018, the SBOE approved for first reading and filing authorization the proposal to add the two new courses. At the January-February 2019 meeting, the SBOE approved for second reading and final adoption the TEKS for IB Film Standard Level and IB Film Higher Level.

Proposed amendments to 19 TAC §74.12 and §74.13 were approved for first reading and filing authorization at the January-February 2019 SBOE meeting. At the April 2019 SBOE meeting, the board postponed action on the item until the June 2019 meeting and requested that staff provide proposed language to allow two-credit IB courses in mathematics or science to satisfy more than one graduation requirement.

The attachment to this item reflects the text of the proposed amendments to 19 TAC §74.12 and §74.13 for consideration by the SBOE for second reading and final adoption.

**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 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. The proposed rulemaking would not create or eliminate a government program; would not require the creation of new employee positions or elimination of existing employee positions; would not require an increase or decrease in future legislative appropriations to the agency; would not require an increase or decrease in fees paid to the agency; would not create a new regulation; would not expand, 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 add flexibility in course options for students to meet high school graduation requirements. 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 January-February 2019 SBOE meeting, notice of the proposed amendments to 19 TAC §74.12 and §74.13 was filed with the Texas Register, initiating the public comment period. The public comment period on the proposal began February 22, 2019, and ended March 29, 2019, and the SBOE took registered oral and written comments on the proposal at the committee meeting in April 2019. A summary of public comments received regarding the proposal was provided to the SBOE prior to and during the April 2019 meeting. The SBOE will take registered oral and written comments on the proposal at the committee meeting in June 2019 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 amendments to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.12, Foundation High School Program, and §74.13, Endorsements; and

Make an affirmative finding that immediate adoption of the proposed amendments to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.12, Foundation High School Program, and §74.13, Endorsements, is necessary and

shall have an effective date of August 1, 2019. *(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:**

Monica Martinez, Associate Commissioner, Standards and Support Services

Shelly Ramos, Senior Director, Curriculum Standards and Student Support

**Attachment:**

Text of Proposed Amendments to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.12, Foundation High School Program, and §74.13, Endorsements

**ATTACHMENT**  
**Text of Proposed Amendments to 19 TAC**

**Chapter 74. Curriculum Requirements**

**Subchapter B. Graduation Requirements**

**§74.12. Foundation High School Program.**

- (a) (No change.)
- (b) Core courses. A student must demonstrate proficiency in the following.
  - (1) English language arts--four credits. Two of the credits must consist of English I and II. (Students with limited English proficiency who are at the beginning or intermediate level of English language proficiency, as defined by §74.4(d) of this title (relating to English Language Proficiency Standards), may satisfy the English I and English II graduation requirements by successfully completing English I for Speakers of Other Languages and English II for Speakers of Other Languages.) A third credit must consist of English III  ~~, [or]~~ a comparable Advanced Placement (AP) ~~[or International Baccalaureate (IB)]~~ English language arts course that does not count toward another credit required for graduation  ~~, or a comparable International Baccalaureate (IB) English language arts course that meets all the requirements in §110.33 of this title (relating to English Language Arts and Reading, English III (One Credit), Beginning with School Year 2009-2010) .~~ A fourth credit may be selected from one full credit or a combination of two half credits from two different courses, subject to prerequisite requirements, from the following courses:
    - (A) English IV;
    - (B) Independent Study in English;
    - (C) Literary Genres;
    - (D) Creative Writing;
    - (E) Research and Technical Writing;
    - (F) Humanities;
    - (G) Public Speaking III;
    - (H) Communication Applications, which must be combined with another half credit from the other courses listed in subparagraphs (A)-(G) and (I)-(S) of this paragraph;
    - (I) Oral Interpretation III;
    - (J) Debate III;
    - (K) Independent Study in Speech;
    - (L) Independent Study in Journalism;
    - (M) Advanced Broadcast Journalism III;
    - (N) Advanced Journalism: Newspaper III;
    - (O) Advanced Journalism: Yearbook III;
    - (P) a comparable Advanced Placement (AP) ~~[or International Baccalaureate (IB)]~~ English language arts course that does not count toward another credit required for graduation;
    - (Q) a comparable International Baccalaureate (IB) English language arts course that meets all the requirements in §110.34 of this title (relating to English Language Arts and Reading, English IV (One Credit), Beginning with School Year 2009-2010);

~~(R)~~ ~~[(Q)]~~ after the successful completion of English I, II, and III, a locally developed English language arts course or other activity, including an apprenticeship or training hours needed to obtain an industry-recognized credential or certificate that is developed pursuant to the Texas Education Code (TEC), §28.002(g-1);

~~(S)~~ ~~[(R)]~~ Business English; and

~~(T)~~ ~~[(S)]~~ a college preparatory English language arts course that is developed pursuant to the TEC, §28.014.

(2) Mathematics--three credits. Two of the credits must consist of Algebra I and Geometry.

(A) The additional credit may be selected from one full credit or a combination of two half credits from two different courses, subject to prerequisite requirements, from the following courses or a credit selected from the courses listed in subparagraph (B) of this paragraph:

- (i) Mathematical Models with Applications;
- (ii) Mathematical Applications in Agriculture, Food, and Natural Resources;
- (iii) Digital Electronics;
- (iv) Robotics Programming and Design;
- (v) Financial Mathematics;
- (vi) Applied Mathematics for Technical Professionals;
- (vii) Accounting II;
- (viii) Manufacturing Engineering Technology II; and
- (ix) Robotics II.

(B) The additional credit may be selected from one full credit or a combination of two half credits from two different courses, subject to prerequisite requirements, from the following courses:

- (i) Algebra II;
- (ii) Precalculus;
- (iii) Advanced Quantitative Reasoning;
- (iv) Independent Study in Mathematics;
- (v) Discrete Mathematics for Problem Solving;
- (vi) Algebraic Reasoning;
- (vii) Statistics;
- (viii) a comparable AP or IB mathematics course that does not count toward another credit required for graduation;
- (ix) AP Computer Science A;
- (x) IB Computer Science Higher Level;
- (xi) Engineering Mathematics;
- (xii) Statistics and Business Decision Making;
- (xiii) Mathematics for Medical Professionals;
- (xiv) Discrete Mathematics for Computer Science;
- (xv) pursuant to the TEC, §28.025(b-5), after the successful completion of Algebra II, a mathematics course endorsed by an institution of higher education as a

course for which the institution would award course credit or as a prerequisite for a course for which the institution would award course credit. The Texas Education Agency (TEA) shall maintain a current list of courses offered under this clause [subparagraph] ; and

- (xvi) after the successful completion of Algebra I and Geometry, a locally developed mathematics course or other activity, including an apprenticeship or training hours needed to obtain an industry-recognized credential or certificate that is developed pursuant to the TEC, §28.002(g-1).

(C) One credit of a two-credit IB mathematics course selected from Chapter 111 of this title (relating to Texas Essential Knowledge and Skills for Mathematics) may satisfy the additional mathematics credit.

~~[(C) A single two-credit IB mathematics course may only satisfy one mathematics requirement.]~~

- (3) Science--three credits. One credit must consist of Biology or a comparable AP or IB biology course.

(A) One credit must be selected from the following laboratory-based courses:

- (i) Integrated Physics and Chemistry;
- (ii) Chemistry;
- (iii) Physics;
- (iv) Principles of Technology; and
- (v) a comparable AP or IB chemistry or physics course that does not count toward another credit required for graduation.

(B) The additional credit may be selected from one full credit or a combination of two half credits from two different courses, subject to prerequisite requirements, from the following laboratory-based courses:

- (i) Chemistry;
- (ii) Physics;
- (iii) Aquatic Science;
- (iv) Astronomy;
- (v) Earth and Space Science;
- (vi) Environmental Systems;
- (vii) a comparable AP or IB science course that does not count toward another credit required for graduation;
- (viii) Advanced Animal Science;
- (ix) Advanced Plant and Soil Science;
- (x) Anatomy and Physiology;
- (xi) Medical Microbiology;
- (xii) Pathophysiology;
- (xiii) Food Science;
- (xiv) Forensic Science;
- (xv) Biotechnology I;
- (xvi) Biotechnology II;

- (xvii) Principles of Technology;
  - (xviii) Scientific Research and Design;
  - (xix) Engineering Design and Problem Solving;
  - (xx) Engineering Science;
  - (xxi) pursuant to the TEC, §28.025(b-5), after the successful completion of physics, a science course endorsed by an institution of higher education as a course for which the institution would award course credit or as a prerequisite for a course for which the institution would award course credit. The TEA shall maintain a current list of courses offered under this clause; and
  - (xxii) a locally developed science course or other activity, including an apprenticeship or training hours needed to obtain an industry-recognized credential or certificate that is developed pursuant to the TEC, §28.002(g-1).
- (C) Credit may not be earned for both physics and Principles of Technology to satisfy science credit requirements.
- (D) One credit of a two-credit IB science course selected from Chapter 112 of this title (relating to Texas Essential Knowledge and Skills for Science) may satisfy the additional science credit.
- ~~[(D) A single two-credit IB science course may only satisfy one science requirement.]~~
- (4) Social studies--three credits. Two of the credits must consist of United States History Studies Since 1877 (one credit), United States Government (one-half credit), and Economics with Emphasis on the Free Enterprise System and Its Benefits (one-half credit). The additional credit may be selected from the following courses:
- (A) World History Studies; ~~or~~ and
  - (B) World Geography Studies; ~~or~~ and
  - (C) a comparable AP or IB world history or world geography course that does not count toward another credit required for graduation.
- (5) Languages other than English (LOTE)--two credits.
- (A) The credits may be selected from the following:
    - (i) any two levels in the same language, including comparable AP or IB language courses that do not count toward another credit required for graduation; or
    - (ii) two credits in computer programming languages, including computer coding, to be selected from Computer Science I, II, and III, AP Computer Science Principles, AP Computer Science A, IB Computer Science Standard Level, and IB Computer Science Higher Level.
  - (B) A single two-credit IB LOTE course may only satisfy one LOTE requirement.
  - (C) If a student, in completing the first credit of LOTE, demonstrates that the student is unlikely to be able to complete the second credit, the student may substitute another appropriate course as follows:
    - (i) Special Topics in Language and Culture;
    - (ii) World History Studies or World Geography Studies for a student who is not required to complete both by the local district;
    - (iii) another credit selected from Chapter 114 of this title (relating to Texas Essential Knowledge and Skills for Languages Other Than English); or
    - (iv) computer programming languages, including computer coding.

- (D) The determination regarding a student's ability to complete the second credit of LOTE must be agreed to by:
  - (i) the teacher of the first LOTE credit course or another LOTE teacher designated by the school district, the principal or designee, and the student's parent or person standing in parental relation;
  - (ii) the student's admission, review, and dismissal (ARD) committee if the student receives special education services under the TEC, Chapter 29, Subchapter A; or
  - (iii) the committee established for the student under Section 504, Rehabilitation Act of 1973 (29 United States Code, Section 794) if the student does not receive special education services under the TEC, Chapter 29, Subchapter A, but is covered by the Rehabilitation Act of 1973.
- (E) A student, who due to a disability, is unable to complete two credits in the same language in a language other than English, may substitute a combination of two credits that are not being used to satisfy another specific graduation requirement selected from English language arts, mathematics, science, or social studies or two credits in career and technical education or technology applications for the LOTE credit requirements. The determination regarding a student's ability to complete the LOTE credit requirements will be made by:
  - (i) the student's ARD committee if the student receives special education services under the TEC, Chapter 29, Subchapter A; or
  - (ii) the committee established for the student under Section 504, Rehabilitation Act of 1973 (29 United States Code, Section 794) if the student does not receive special education services under the TEC, Chapter 29, Subchapter A, but is covered by the Rehabilitation Act of 1973.
- (F) A student who successfully completes a dual language immersion/two-way or dual language immersion/one-way program in accordance with §89.1210(d)(3) and (4) of this title (relating to Program Content and Design), §89.1227 of this title (relating to Minimum Requirements for Dual Language Immersion Program Model), and §89.1228 of this title (relating to Two-Way Dual Language Immersion Program Model Implementation) at an elementary school may satisfy one credit of the two credits required in a language other than English.
  - (i) To successfully complete a dual language immersion program, a student must:
    - (I) have participated in a dual language immersion program for at least five consecutive school years;
    - (II) achieve high levels of academic competence as demonstrated by performance of meets or masters grade level on the State of Texas Assessments of Academic Readiness (STAAR®) in English or Spanish, as applicable; and
    - (III) achieve proficiency in both English and a language other than English as demonstrated by scores of proficient or higher in the reading and speaking domains on language proficiency or achievement tests in both languages.
  - (ii) The second credit of a language other than English must be in the same language as the successfully completed dual language immersion program.
- (6) Physical education--one credit.
  - (A) The required credit may be selected from any combination of the following one-half to one credit courses:
    - (i) Foundations of Personal Fitness;

- (ii) Adventure/Outdoor Education;
  - (iii) Aerobic Activities; and
  - (iv) Team or Individual Sports.
- (B) In accordance with local district policy, the required credit may be earned through completion of any Texas essential knowledge and skills-based course that meets the requirement in subparagraph (E) of this paragraph for 100 minutes of moderate to vigorous physical activity per five-day school week and that is not being used to satisfy another specific graduation requirement.
- (C) In accordance with local district policy, credit for any of the courses listed in subparagraph (A) of this paragraph may be earned through participation in the following activities:
- (i) Athletics;
  - (ii) Junior Reserve Officer Training Corps (JROTC); and
  - (iii) appropriate private or commercially sponsored physical activity programs conducted on or off campus. The district must apply to the commissioner of education for approval of such programs, which may be substituted for state graduation credit in physical education. Such approval may be granted under the following conditions.
    - (I) Olympic-level participation and/or competition includes a minimum of 15 hours per week of highly intensive, professional, supervised training. The training facility, instructors, and the activities involved in the program must be certified by the superintendent to be of exceptional quality. Students qualifying and participating at this level may be dismissed from school one hour per day. Students dismissed may not miss any class other than physical education.
    - (II) Private or commercially sponsored physical activities include those certified by the superintendent to be of high quality and well supervised by appropriately trained instructors. Student participation of at least five hours per week must be required. Students certified to participate at this level may not be dismissed from any part of the regular school day.
- (D) In accordance with local district policy, up to one credit for any one of the courses listed in subparagraph (A) of this paragraph may be earned through participation in any of the following activities:
- (i) Drill Team;
  - (ii) Marching Band; and
  - (iii) Cheerleading.
- (E) All substitution activities allowed in subparagraphs (B)-(D) of this paragraph must include at least 100 minutes per five-day school week of moderate to vigorous physical activity.
- (F) Credit may not be earned more than once for any course identified in subparagraph (A) of this paragraph. No more than four substitution credits may be earned through any combination of substitutions allowed in subparagraphs (B)-(D) of this paragraph.
- (G) A student who is unable to participate in physical activity due to disability or illness may substitute an academic elective credit (English language arts, mathematics, science, or social studies) or a course that is offered for credit as provided by the TEC, §28.002(g-1), for the physical education credit requirement. The determination regarding a student's ability to participate in physical activity will be made by:



- (i) the student's ARD committee if the student receives special education services under the TEC, Chapter 29, Subchapter A;
  - (ii) the committee established for the student under Section 504, Rehabilitation Act of 1973 (29 United States Code, Section 794) if the student does not receive special education services under the TEC, Chapter 29, Subchapter A, but is covered by the Rehabilitation Act of 1973; or
  - (iii) a committee established by the school district of persons with appropriate knowledge regarding the student if each of the committees described by clauses (i) and (ii) of this subparagraph is inapplicable. This committee shall follow the same procedures required of an ARD or a Section 504 committee.
- (7) Fine arts--one credit.
- (A) The credit may be selected from the following courses subject to prerequisite requirements:
    - (i) Art, Level I, II, III, or IV;
    - (ii) Dance, Level I, II, III, or IV;
    - (iii) Music, Level I, II, III, or IV;
    - (iv) Music Studies;
    - (v) Theatre, Level I, II, III, or IV;
    - (vi) Musical Theatre, Level I, II, III, or IV;
    - (vii) Technical Theatre, Level I, II, III, or IV;
    - (viii) IB Film Standard or Higher Level;
    - (ix) [~~(viii)~~] Floral Design;
    - (x) [~~(ix)~~] Digital Art and Animation; and
    - (xi) [~~(x)~~] 3-D Modeling and Animation.
  - (B) In accordance with local district policy, credit may be earned through participation in a community-based fine arts program not provided by the school district in which the student is enrolled. The district must apply to the commissioner of education for approval of such programs, which may be substituted for state graduation credit in fine arts. Approval may be granted if the fine arts program provides instruction in the essential knowledge and skills identified for a fine arts course as defined by Chapter 117, Subchapter C, of this title (relating to High School, Adopted 2013).

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

**§74.13. Endorsements.**

(a)-(d) (No change.)

- (e) To earn an endorsement a student must demonstrate proficiency in the following.
  - (1) The curriculum requirements for the Foundation High School Program as defined by §74.12 of this title (relating to Foundation High School Program).
  - (2) A fourth credit in mathematics that may be selected from one full credit or a combination of two half credits from two different courses, subject to prerequisite requirements, from the following courses:
    - (A) Algebra II;
    - (B) Precalculus;

- (C) Advanced Quantitative Reasoning;
  - (D) Independent Study in Mathematics;
  - (E) Discrete Mathematics for Problem Solving;
  - (F) Algebraic Reasoning;
  - (G) Statistics;
  - (H) a comparable Advanced Placement (AP) ~~[or International Baccalaureate (IB)]~~ mathematics course that does not count toward another credit required for graduation;
  - (I) AP Computer Science A;
  - (J) International Baccalaureate (IB) ~~[IB]~~ Computer Science Higher Level;
  - (K) Engineering Mathematics;
  - (L) Statistics and Business Decision Making;
  - (M) Mathematics for Medical Professionals;
  - (N) Discrete Mathematics for Computer Science;
  - (O) pursuant to the Texas Education Code (TEC), §28.025(b-5), after the successful completion of Algebra II, a mathematics course endorsed by an institution of higher education as a course for which the institution would award course credit or as a prerequisite for a course for which the institution would award course credit. The Texas Education Agency (TEA) shall maintain a current list of courses offered under this subparagraph; and
  - (P) after the successful completion of Algebra I and Geometry, a locally developed mathematics course or other activity, including an apprenticeship or training hours needed to obtain an industry-recognized credential or certificate that is developed pursuant to the TEC, §28.002(g-1).
- (3) A student may complete a course listed in paragraph (2) of this subsection before or after completing a course listed in §74.12(b)(2)(A) of this title.
- (4) The fourth mathematics credit may be a college preparatory mathematics course that is developed and offered pursuant to the TEC, §28.014.
- ~~(5) The fourth mathematics credit may be satisfied with one credit of a two-credit IB mathematics course selected from Chapter 111 of this title (relating to Texas Essential Knowledge and Skills for Mathematics) that does not count toward another credit required for graduation.~~
- ~~[(5) A single two-credit IB mathematics course may only satisfy one mathematics requirement.]~~
- (6) An additional credit in science that may be selected from one full credit or a combination of two half credits from two different courses, subject to prerequisite requirements, from the following courses:
- (A) Chemistry;
  - (B) Physics;
  - (C) Aquatic Science;
  - (D) Astronomy;
  - (E) Earth and Space Science;
  - (F) Environmental Systems;
  - (G) a comparable AP ~~[or IB]~~ science course that does not count toward another credit required for graduation;

- (H) Advanced Animal Science;
  - (I) Advanced Plant and Soil Science;
  - (J) Anatomy and Physiology;
  - (K) Medical Microbiology;
  - (L) Pathophysiology;
  - (M) Food Science;
  - (N) Forensic Science;
  - (O) Biotechnology I;
  - (P) Biotechnology II;
  - (Q) Principles of Technology;
  - (R) Scientific Research and Design;
  - (S) Engineering Design and Problem Solving;
  - (T) Engineering Science;
  - (U) pursuant to the TEC, §28.025(b-5), after the successful completion of physics, a science course endorsed by an institution of higher education as a course for which the institution would award course credit or as a prerequisite for a course for which the institution would award course credit. The TEA shall maintain a current list of courses offered under this subparagraph;
  - (V) a locally developed science course or other activity, including an apprenticeship or training hours needed to obtain an industry-recognized credential or certificate that is developed pursuant to the TEC, §28.002(g-1);
  - (W) pursuant to the TEC, §28.025(c-3), a student pursuing an arts and humanities endorsement who has the written permission of the student's parent or a person standing in parental relation to the student may substitute a course that is not being used to satisfy another specific graduation requirement selected from:
    - (i) Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading);
    - (ii) Chapter 113 of this title (relating to Texas Essential Knowledge and Skills for Social Studies) or Chapter 118 of this title (relating to Texas Essential Knowledge and Skills for Economics with Emphasis on the Free Enterprise System and Its Benefits);
    - (iii) Chapter 114 of this title (relating to Texas Essential Knowledge and Skills for Languages Other Than English); or
    - (iv) Chapter 117 of this title (relating to Texas Essential Knowledge and Skills for Fine Arts); and
  - (X) credit may not be earned for both physics and Principles of Technology to satisfy science credit requirements.
  - (Y) The fourth science credit may be satisfied with one credit of a two-credit IB science course selected from Chapter 112 of this title (relating to Texas Essential Knowledge and Skills for Science) that does not count toward another credit required for graduation.
  - ~~(Y) A single two-credit IB science course may only satisfy one science requirement.~~
- (7) Two additional elective credits that may be selected from the list of courses specified in §74.11(g) or (h) of this title (relating to High School Graduation Requirements).

- (f) A student may earn any of the following endorsements.
- (1) Science, technology, engineering, and mathematics (STEM). A student may earn a STEM endorsement by completing the requirements specified in subsection (e) of this section, including Algebra II, chemistry, and physics or Principles of Technology and:
- (A) a coherent sequence of courses for four or more credits in career and technical education (CTE) that consists of at least two courses in the same career cluster and at least one advanced CTE course. The courses may be selected from Chapter 130 of this title (relating to Texas Essential Knowledge and Skills for Career and Technical Education), Chapter 127 of this title (relating to Texas Essential Knowledge and Skills for Career Development), or CTE innovative courses approved by the commissioner of education. The final course in the sequence must be selected from Chapter 130, Subchapter O, of this title (relating to Science, Technology, Engineering, and Mathematics) or Career Preparation I or II and Project-Based Research in Chapter 127, Subchapter B, of this title (relating to High School), if the course addresses a STEM-related field; or
- (B) a coherent sequence of four credits in computer science selected from the following:
- (i) Fundamentals of Computer Science; or
  - (ii) Computer Science I; or
  - (iii) Computer Science II; or
  - (iv) Computer Science III; or
  - (v) Digital Forensics; or
  - (vi) Discrete Mathematics for Computer Science; or
  - (vii) Game Programming and Design; or
  - (viii) Mobile Application Development; or
  - (ix) Robotics Programming and Design; or
  - (x) Independent Studies in Technology Applications; or
  - (xi) AP Computer Science A; or
  - (xii) AP Computer Science Principles; or
  - (xiii) IB Computer Science, Standard Level; or
  - (xiv) IB Computer Science, Higher Level; or
- (C) three credits in mathematics by successfully completing Algebra II and two additional mathematics courses for which Algebra II is a prerequisite by selecting courses from subsection (e)(2) of this section; or
- (D) four credits in science by successfully completing chemistry, physics, and two additional science courses by selecting courses from subsection ~~(e)(6)~~ ~~[(e)(5)]~~ of this section; or
- (E) a coherent sequence of four courses in cybersecurity to consist of Foundations in Cybersecurity and Cybersecurity Capstone and two additional courses to be selected from the following:
- (i) AP Computer Science A; or
  - (ii) Computer Science I; or
  - (iii) AP Computer Science Principles; or
  - (iv) Digital Forensics; or
  - (v) Computer Maintenance; or

(vi) Internetworking Technologies I; or

(vii) Internetworking Technologies II; or

(viii) Networking; or

(F) ~~(E)~~ in addition to Algebra II, chemistry, and physics, a coherent sequence of three additional credits from no more than two of the categories or disciplines represented by subparagraphs (A), (B), (C), and (D) of this paragraph.

(2) Business and industry. A student may earn a business and industry endorsement by completing the requirements specified in subsection (e) of this section and:

(A) a coherent sequence of courses for four or more credits in CTE that consists of at least two courses in the same career cluster and at least one advanced CTE course. The courses may be selected from Chapter 130 of this title, Chapter 127 of this title, or CTE innovative courses approved by the commissioner. The final course in the sequence must be selected from one of the following:

(i) Chapter 130, Subchapter A, of this title (relating to Agriculture, Food, and Natural Resources); or

(ii) Chapter 130, Subchapter B, of this title (relating to Architecture and Construction); or

(iii) Chapter 130, Subchapter C, of this title (relating to Arts, Audio/Video Technology, and Communications); or

(iv) Chapter 130, Subchapter D, of this title (relating to Business Management and Administration); or

(v) Chapter 130, Subchapter F, of this title (relating to Finance); or

(vi) Chapter 130, Subchapter I, of this title (relating to Hospitality and Tourism); or

(vii) Chapter 130, Subchapter K, of this title (relating to Information Technology); or

(viii) Chapter 130, Subchapter M, of this title (relating to Manufacturing); or

(ix) Chapter 130, Subchapter N, of this title (relating to Marketing); or

(x) Chapter 130, Subchapter P, of this title (relating to Transportation, Distribution, and Logistics); or

(xi) Career Preparation I or II and Project-Based Research in Chapter 127, Subchapter B, of this title if the course addresses a career from a field listed in clauses (i)-(x) of this subparagraph; or

(B) four English credits by selecting courses from Chapter 110 of this title to include three levels in one of the following areas:

(i) public speaking; or

(ii) debate; or

(iii) advanced broadcast journalism; or

(iv) advanced journalism: newspaper; or

(v) advanced journalism: yearbook; or

(vi) advanced journalism: literary magazine; or

(C) four technology applications credits by selecting from the following:

(i) Digital Design and Media Production; or

(ii) Digital Art and Animation; or

- (iii) 3-D Modeling and Animation; or
  - (iv) Digital Communications in the 21st Century; or
  - (v) Digital Video and Audio Design; or
  - (vi) Web Communications; or
  - (vii) Web Design; or
  - (viii) Web Game Development; or
  - (ix) Independent Study in Evolving/Emerging Technologies; or
  - (D) a coherent sequence of four credits from subparagraph (A), (B), or (C) of this paragraph.
- (3) Public services. A student may earn a public services endorsement by completing the requirements specified in subsection (e) of this section and:
- (A) a coherent sequence of courses for four or more credits in CTE that consists of at least two courses in the same career cluster and at least one advanced CTE course. The courses may be selected from Chapter 130 of this title, Chapter 127 of this title, or CTE innovative courses approved by the commissioner. The final course in the sequence must be selected from one of the following:
    - (i) Chapter 130, Subchapter E, of this title (relating to Education and Training); or
    - (ii) Chapter 130, Subchapter G, of this title (relating to Government and Public Administration); or
    - (iii) Chapter 130, Subchapter H, of this title (relating to Health Science); or
    - (iv) Chapter 130, Subchapter J, of this title (relating to Human Services); or
    - (v) Chapter 130, Subchapter L, of this title (relating to Law, Public Safety, Corrections, and Security); or
    - (vi) Career Preparation I or II and Project-Based Research in Chapter 127, Subchapter B, of this title if the course addresses a field from a cluster listed in clauses (i)-(v) of this subparagraph; or
  - (B) four courses in Junior Reserve Officer Training Corps (JROTC).
- (4) Arts and humanities. A student may earn an arts and humanities endorsement by completing the requirements specified in subsection (e) of this section and:
- (A) five social studies credits by selecting courses from Chapter 113 of this title or Chapter 118 of this title (relating to Texas Essential Knowledge and Skills for Economics with Emphasis on the Free Enterprise System and Its Benefits); or
  - (B) four levels of the same language in a language other than English by selecting courses in accordance with Chapter 114 of this title, which may include Advanced Language for Career Applications; or
  - (C) two levels of the same language in a language other than English and two levels of a different language in a language other than English by selecting courses in accordance with Chapter 114 of this title; or
  - (D) four levels of American sign language by selecting courses in accordance with Chapter 114 of this title; or
  - (E) a coherent sequence of four credits by selecting courses from one or two categories or disciplines in fine arts from Chapter 117 of this title or innovative courses approved by the commissioner; or
  - (F) four English credits by selecting from the following:

- (i) English IV; or
  - (ii) Independent Study in English; or
  - (iii) Literary Genres; or
  - (iv) Creative Writing; or
  - (v) Research and Technical Writing; or
  - (vi) Humanities; or
  - (vii) Communication Applications; or
  - (viii) AP English Literature and Composition; or
  - (ix) AP English Language and Composition; or
  - (x) IB Language Studies A: Language and Literature Standard Level; or
  - (xi) IB Language Studies A: Language and Literature Higher Level; or
  - (xii) IB Language Studies A: Literature Standard Level; or
  - (xiii) IB Language Studies A: Literature Higher Level; or
  - (xiv) IB Literature and Performance Standard Level.
- (5) Multidisciplinary studies. A student may earn a multidisciplinary studies endorsement by completing the requirements specified in subsection (e) of this section and:
- (A) four advanced courses that prepare a student to enter the workforce successfully or postsecondary education without remediation from within one endorsement area or among endorsement areas that are not in a coherent sequence; or
  - (B) four credits in each of the four foundation subject areas to include chemistry and/or physics and English IV or a comparable AP or IB English course; or
  - (C) four credits in Advanced Placement, International Baccalaureate, or dual credit selected from English, mathematics, science, social studies, economics, languages other than English, or fine arts.
- (g) (No change.)

**Amendments to *Proclamation 2020* of the State Board of Education Advertising for  
Bids on Instructional Materials**

**June 14, 2019**

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

**SUMMARY:** This item provides an opportunity for the State Board of Education (SBOE) to amend the *Proclamation 2020* schedule of adoption procedures to extend the review window to accommodate proposed amendments to the Texas Essential Knowledge and Skills for English I–IV and English I and II for Speakers of Other Languages. *Proclamation 2020* calls for instructional materials for courses in high school English language arts and reading and English for speakers of other languages.

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

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

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

**PREVIOUS BOARD ACTION:** *Proclamation 2020* was issued by the SBOE in April 2018 and amended by the SBOE in November 2018.

**BACKGROUND INFORMATION AND JUSTIFICATION:** A revised adoption cycle for instructional materials was approved by the SBOE in January 2012. The cycle was most recently adjusted in July 2017.

**FISCAL IMPACT:** None.

**PUBLIC BENEFIT AND COST TO PERSONS:** Benefits include the availability of instructional materials aligned to new and revised standards in the year in which new and revised standards are implemented.

**PUBLIC COMMENTS:** None.

**MOTION TO BE CONSIDERED:** The State Board of Education:

Approve proposed amendments to *Proclamation 2020* of the State Board of Education Advertising for Bids for Instructional Materials.

**Staff Members Responsible:**

Monica Martinez, Associate Commissioner, Standards and Support Services  
Kelly Callaway, Senior Director, Instructional Materials

**Attachment:** Proposed Amendments to *Proclamation 2020* Schedule of Adoption Procedures



## ATTACHMENT

### Proposed Amendments to *Proclamation 2020*, Schedule of Adoption Procedures

#### June–August 2019

- TEA conducts training for the state review panels ([TAC §66.36\(a\)](#)).
- The state review panels evaluate TEKS and ELPS coverage in instructional materials submitted for consideration ([TAC §66.36\(b\)\(1\)](#)).
- TEA releases a preliminary report on instructional materials under consideration ([TAC §66.63\(a\)](#)).

#### \*Friday, August 9, 2019

- The *Certification of Editorial Review* is due from publishers to TEA by 5:00 p.m. CDT ([TAC §66.28\(c\)\(11\)](#)). This form affirms that instructional materials have been edited for accuracy, content, and compliance with proclamation requirements.
- *Correlations to the New TEKS Added by the SBOE in June 2019* and electronic samples of any new content developed to address the new and revised TEKS, if applicable, are due from publishers to TEA and each of the ESCs by 5:00 p.m. CDT.

**Monday, August 12–Friday, August 23, 2019** The state review panels evaluate coverage of the new TEKS added by the SBOE in June 2019 ([TAC §66.36\(b\)\(1\)](#)).

#### \*Friday, August 16, 2019

- Electronic samples of new content that was provided to and approved by the state review panels during the summer review and certification that all new content approved by the state review panel will be included in the final product are due from publishers to TEA by 5:00 p.m. CDT. TEA will post new content on the agency website.
- The *Identification of Corrections and Editorial Changes* either certifying that no corrections or edits are required or listing the corrections and editorial revisions to be made to the instructional materials is due from publishers to TEA by 5:00 p.m. CDT ([TAC §66.28\(c\)\(11\)](#)).
- The *Application for Texas Identification Number* is due from publishers to TEA by 5:00 p.m. CDT.
- Alleged factual errors in instructional materials under consideration for adoption identified by Texas residents are due to TEA by 5:00 p.m. CDT.
- Official written comments from Texas residents concerning materials under consideration for adoption are due to TEA by 5:00 p.m. CDT.

*Note: Written comments and alleged factual errors received by this deadline will be presented to the SBOE at the September meeting and posted to the TEA website. Comments received after the deadline will be forwarded to the SBOE.*

**\*Friday, August 30, 2019** Eligible publishers who elect to protest the preliminary report must file a request for a show-cause hearing with TEA by 5:00 p.m. CDT ([TAC §66.63\(d\)](#)).

\*All documents and forms must be submitted in a format approved by the commissioner of education.

## ***Proclamation 2021 of the State Board of Education Advertising for Bids on Instructional Materials***

**June 14, 2019**

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

**SUMMARY:** This item provides an opportunity for the State Board of Education (SBOE) to issue *Proclamation 2021*, calling for instructional materials for prekindergarten. Instructional materials submitted in response to *Proclamation 2021* would be scheduled for adoption by the SBOE in November 2020.

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

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

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

**PREVIOUS BOARD ACTION:** *Proclamation 2010* was issued by the SBOE in November 2007. *Proclamation 2011* was issued by the SBOE in May 2008. In May 2010, the board voted to postpone *Proclamation 2012* indefinitely. In its place, the board issued a Request for Supplemental Science Materials for science, grades 5-8, Biology, Chemistry, Integrated Physics and Chemistry (IPC), and Physics. *Proclamation 2014* was issued by the SBOE in April 2012. *Proclamation 2015* was issued by the SBOE in April 2013. At the July 2014 meeting, the board took action to delay the effective date of *Proclamation 2016* for one calendar year and to combine the subject areas that were scheduled to be included in *Proclamation 2016* with those that were scheduled to be included in *Proclamation 2017*. *Proclamation 2017* was issued by the SBOE in April 2015. *Proclamation 2018* was issued by the SBOE in November 2016. *Proclamation 2019* was issued by the SBOE in April 2017. *Proclamation 2020* was issued by the SBOE in April 2018.

**BACKGROUND INFORMATION AND JUSTIFICATION:** A revised adoption cycle for instructional materials was approved by the SBOE in January 2012. The cycle was most recently adjusted in July 2017.

**PUBLIC BENEFIT AND COST TO PERSONS:** Benefits include the availability of instructional materials aligned to new and revised standards in the year in which new and revised standards are implemented. There is no anticipated economic cost to persons who are required to comply with the proposal.

#### **Staff Members Responsible:**

Monica Martinez, Associate Commissioner, Standards and Support Services  
Kelly Callaway, Senior Director, Instructional Materials

**Separate Exhibit:** *Proclamation 2021 of the State Board of Education Advertising for Bids on Instructional Materials*

**Approval of Nominees to Recommend to the Governor  
for Appointment on the Board of Trustees  
of the Teacher Retirement System of Texas**

**June 14, 2019**

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

**SUMMARY:** The board of trustees of the Teacher Retirement System of Texas (TRS) is comprised of nine members. Two of the members are appointed by the governor, subject to Senate confirmation, from lists of nominees submitted by the State Board of Education (SBOE). The term of office for one of the board positions expires August 31, 2019. This item provides an opportunity for the SBOE to approve a list of nominees to be sent to the governor for his consideration for an appointment to the TRS board of trustees.

**STATUTORY AUTHORITY:** Texas Government Code (TGC), [§825.003](#) and [§825.0032](#)

TGC, §825.003 requires the governor to appoint two members of the board of trustees of TRS from lists of nominees submitted by the SBOE. The appointment is subject to Senate confirmation. The nominees must be persons who have demonstrated financial expertise, have worked in private business or industry, and have broad investment experience, preferably in the investment of pension funds.

TGC, §825.0032 lists those who are ineligible to serve on the TRS board of trustees.

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

**PREVIOUS BOARD ACTION:** From a list of nominees submitted by the SBOE, Governor Rick Perry appointed David Corpus to a six-year-term of office on the TRS board. His term expires August 31, 2019. Based on a list of nominees submitted by the board, Governor Greg Abbott appointed Christopher Moss to a six-year term on the TRS board. His term expires August 31, 2021.

**BACKGROUND INFORMATION AND JUSTIFICATION:** The Texas Government Code, Title 8, Public Retirement Systems, Subtitle C, Teacher Retirement System of Texas, relates to the functions, systems, and programs administered by the TRS, and Chapter 825, Administration, pertains to the administration of the TRS. In accordance with the Texas Government Code, §825.003, Trustees Appointed by Governor From Nominees of Board of Education, the governor shall appoint two members of the board of trustees for the TRS, subject to confirmation by two-thirds of the Senate, from lists of nominees submitted by the SBOE. The law specifies that these members must be persons who have demonstrated financial expertise, have worked in private business or industry, and have broad investment experience, preferably in investment of pension funds. The Texas Government Code, §825.0032, Ineligibility for Board and of Certain Employees, contains information regarding persons who are not eligible for appointment to the board.

The board administers TRS and invests its funds. The assets of the TRS pension fund are required by state and federal law to be held in trust for the exclusive benefit of plan participants and beneficiaries.

**FISCAL IMPACT:** Trustees serve without compensation but are entitled to reimbursement from the expense account of the retirement system for all necessary expenses that they incur in the performance of official board duties.

**PUBLIC BENEFIT AND COST TO PERSONS:** The board of trustees is responsible for the general administration and operation of the retirement system, which provides health care and retirement services to 1.6 million public education employees and retirees.

**PUBLIC COMMENTS:** None

**MOTION TO BE CONSIDERED:** The State Board of Education:

Approve the list of nominees to be submitted to the governor for consideration for appointment to the board of trustees of the Teacher Retirement System of Texas for a term expiring on August 31, 2025.

**Staff Members Responsible:**

Debbie Ratcliffe, Executive Director, State Board of Education Support Division

**Separate Exhibit:** Nominations from the State Board of Education members for the board of trustees of the Teacher Retirement System of Texas  
(to be distributed at the board meeting)

**One-Time Procedural Action to Correct the Effective Date of the Proposed Repeal of 19 TAC Chapter 118, Texas Essential Knowledge and Skills for Economics with an Emphasis on the Free Enterprise System and Its Benefits**

**June 14, 2019**

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

**SUMMARY:** At the November 16, 2018 meeting, the State Board of Education (SBOE) approved for second reading and final adoption proposed revisions to 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter A, Elementary, Subchapter B, Middle School, Subchapter C, High School, and Subchapter D, Other Social Studies Courses, and proposed repeal of 19 TAC Chapter 118, Texas Essential Knowledge and Skills for Economics with Emphasis on the Free Enterprise System and Its Benefits, Subchapter A, High School, and Subchapter B, Other Economics Courses. The SBOE voted to establish an effective date of August 1, 2019, for the proposed revisions to 19 TAC Chapter 113, Subchapters B, C, and D. However, the motion did not specify the same effective date for the proposed repeal of 19 TAC Chapter 118, Subchapters A and B. This item requests that the SBOE take one-time action to amend the motion made at the November 16, 2018 meeting to specify an August 1, 2019 effective date for the proposed repeal of 19 TAC Chapter 118, Subchapters A and B, in order for the repeal to take effect at the same time as the proposed revisions to 19 TAC Chapter 113, Subchapters B, C, and D.

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

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

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

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

**BACKGROUND INFORMATION AND JUSTIFICATION:** In 2011, Senate Bill 6, 82nd Texas Legislature, First Called Session, amended the required curriculum to include economics, with emphasis on the free enterprise system and its benefits, as part of the subjects that constitute social studies rather than as a separate subject area. As a result of this change, the Texas Essential Knowledge and Skills (TEKS) for economics in 19 TAC Chapter 118 would be moved to the social studies TEKS in 19 TAC Chapter 113 as part of the streamlining process.

A discussion item regarding proposed revisions to 19 TAC Chapter 113, Subchapters A-D, and proposed repeal of 19 TAC Chapter 118, Subchapters A and B, was presented to the Committee of the Full Board at the June 2018 meeting. At the September 2018 meeting, the board approved for first reading and filing authorization proposed revisions to 19 TAC Chapter 113 and proposed repeal of 19 TAC Chapter 118. The SBOE approved the proposed revisions to 19 TAC Chapter 113 and proposed repeal of 19 TAC Chapter 118 for second reading and final adoption at the November 2018 meeting. However, the motion

made at the meeting to establish August 1, 2019, as the effective date for the implementation of the streamlined social studies TEKS in 19 TAC Chapter 113, Subchapters B, C, and D, did not include the repeal of 19 TAC Chapter 118. This omission would delay the repeal of the economics TEKS in 19 TAC Chapter 118 until August 1, 2020, resulting in two sets of economics TEKS in effect between August 1, 2019, and August 1, 2020. This one-time procedural action provides the opportunity for the board to specify an August 1, 2019 effective date for the proposed repeal of 19 TAC Chapter 118, Subchapters A and B.

If approved by the SBOE, the TEA will file a correction of error with the Texas Register to specify an August 1, 2019 effective date for the proposed repeal of 19 TAC Chapter 118, Subchapters A and B, in order for the repeal to take effect at the same time as the proposed revisions to 19 TAC Chapter 113, Subchapters B, C, and D.

**MOTION TO BE CONSIDERED:** The State Board of Education:

Amend the motion from the November 16, 2018 minutes of the State Board of Education that established an August 1, 2019 effective date for the proposed revisions to 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter B, Middle School, Subchapter C, High School, and Subchapter D, Other Social Studies Courses, to include an August 1, 2019 effective date for the proposed repeal of 19 TAC Chapter 118, Texas Essential Knowledge and Skills for Economics with Emphasis on the Free Enterprise System and Its Benefits, Subchapter A, High School, and Subchapter B, Other Economics Courses.

**Staff Members Responsible:**

Monica Martinez, Associate Commissioner, Standards and Support Services  
Shelly Ramos, Senior Director, Curriculum Standards and Student Support

## Legislative Update

June 12, 2019

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

**SUMMARY:** This item will provide an update on legislation passed by the 86<sup>th</sup> Texas Legislature during the regular session.

**BOARD RESPONSE:** Review and comment.

**FUTURE ACTION EXPECTED:** Staff will provide a report on legislation affecting public education.

**BACKGROUND INFORMATION AND JUSTIFICATION:** The 86<sup>th</sup> Session of the Texas Legislature convened on January 9, 2019 and concluded on May 27, 2019.

**OTHER COMMENTS AND RELATED ISSUES:** An agenda item related to legislation impacting the Permanent School Fund will be heard June 13 in the Committee on School Finance/Permanent School Fund.

**Staff Member Responsible:**

Hunter Thompson, Director, Governmental Relations

## Update on Texas Essential Knowledge and Skills (TEKS) Review

June 12, 2019

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

**SUMMARY:** This item provides the opportunity for staff to present an update on the review of the Texas Essential Knowledge and Skills (TEKS) and the English Language Proficiency Standards (ELPS).

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

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

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

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

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

**PREVIOUS BOARD ACTION:** The SBOE adopted the TEKS for all subjects effective September 1, 1998. The English language arts and reading TEKS were amended effective September 4, 2008. The Spanish language arts and reading TEKS were amended effective November 26, 2008. The TEKS for high school English elective courses were amended effective August 23, 2010. In May 2017, the SBOE gave final approval to revisions to the English and Spanish language arts and reading TEKS for Kindergarten-Grade 8 with a scheduled implementation date of the 2019-2020 school year. The SBOE gave final approval to revisions to the English language arts and reading and English as a second language (ESL) TEKS for high school with a scheduled implementation date of the 2020-2021 school year. The mathematics TEKS were amended effective August 1, 2006. The secondary mathematics TEKS were amended effective February 22, 2009. The mathematics TEKS were again amended effective September 12, 2012. The science TEKS were amended effective August 4, 2009. The SBOE gave final approval to streamlined science TEKS in April 2017 for implementation in the 2018-2019 school year. The social studies TEKS were amended effective August 23, 2010. The SBOE gave final approval to streamlined social studies TEKS in November 2018. The streamlined social studies TEKS for middle and high school social studies are scheduled for implementation beginning with the 2019-2020 school year and Kindergarten-Grade 5 social studies TEKS are scheduled for implementation in the 2020-2021 school year. The career and technical education (CTE) TEKS were amended effective August 23, 2010. The CTE TEKS were again amended effective August 28, 2017 and implemented in the 2017-2018 school year. The fine arts TEKS were amended effective August 24, 2015. The TEKS for languages other than English (LOTE) were amended effective July 15, 2014, and December 31, 2014, and were implemented in the 2017-2018 school year. The technology applications TEKS were amended effective September 26, 2011.

**BACKGROUND INFORMATION AND JUSTIFICATION:** The board received training from a standards writing advisor at the July 2014 meeting. The standards writing advisor provided additional



training to Texas Education Agency (TEA) staff in October 2014 to support future facilitation of the TEKS review committees.

The 2017 TEKS review and revision process was used for the streamlining of the social studies TEKS. The board directed work groups to make recommendations for Kindergarten-Grade 8 and the following high school courses: U.S. History Studies, World History Studies, World Geography Studies, U.S. Government, and Economics, with Emphasis on the Free Enterprise System and Its Benefits. Five different work groups were convened from February-August 2018 to make recommendations to the board. At its November 2018 meeting, the SBOE approved for second reading and final adoption proposed revisions to streamline the social studies TEKS. The TEKS for middle school and high school social studies are scheduled for implementation beginning with the 2019-2020 school year and the TEKS for Kindergarten-Grade 5 social studies are scheduled for implementation in the 2020-2021 school year.

In 2011, Senate Bill 6, 82nd Texas Legislature, First Called Session, amended the required curriculum to include economics, with emphasis on the free enterprise system and its benefits, as part of the subjects that constitute social studies rather than as a separate subject area. As a result of this change, the TEKS for economics were moved from 19 TAC Chapter 118 to 19 TAC Chapter 113 at the time the social studies TEKS were streamlined.

At the November 2018 meeting, the SBOE approved updates to the 2017 TEKS review and revision process to better clarify the process. The complete updated process will be used for the review of the physical education and health education TEKS.

The SBOE began the review of the English Language Proficiency Standards (ELPS) in early 2019, in accordance with the SBOE's approved TEKS and instructional materials review schedule. Applications to serve on ELPS review work groups were posted on the TEA website in December 2018. Also in December 2018, TEA distributed a survey to collect information from educators regarding the review and revision of the ELPS. TEA staff provided initial applications for the ELPS review work groups to SBOE members by email on January 14, 2019, and the members were asked to submit approvals to the agency by February 1. At the January-February 2019 SBOE meeting, TEA provided SBOE members with additional applications for the ELPS review work groups, and the members were asked to submit approvals to the agency by March 1, 2019. TEA staff provided additional ELPS review applications to SBOE members by email on March 5, 2019, and members were asked to submit approvals to the agency by April 12. At the April 2019 SBOE meeting, TEA staff provided SBOE members with additional applications by email on May 6, 2019, and the members were asked to submit approvals to the agency by June 14.

In preparation for the review and revision of the health education TEKS, the board in September 2017 approved a request for the commissioner to convene a group of experts to develop a study to provide guidance for the development of revised health education TEKS. At that time, the SBOE also approved parameters for the recommendations of the commissioner's committee to include a framework for what the strands should be for Kindergarten-Grade 12, distinctions regarding grade levels and/or grade bands at which health concepts are most appropriately taught, and a summary of all statutory requirements related to health education and suggestions regarding the most appropriate way to integrate those requirements into the framework. In 2018, TEA convened a group of experts to develop recommendations to address the SBOE's charge related to the health education TEKS. This health education advisory committee drafted a response to the SBOE's charge, and the response will be provided to the SBOE at the June 2019 meeting.

The review of the health education TEKS is scheduled take place concurrently with the review of the physical education TEKS. In March 2019, applications to serve on the health education and physical

education TEKS review work groups were posted on the TEA website. At the April meeting, SBOE members were asked to designate content advisors for the health education and physical education TEKS reviews. Names of content advisors were due May 8, 2019. In May 2019, TEA distributed surveys to collect information from educators regarding the review and revision of the health education and physical education TEKS.

**PUBLIC BENEFIT AND COST TO PERSONS:** Benefits include better alignment of the ELPS and TEKS and coordination of the standards with the adoption of instructional materials.

**PUBLIC COMMENTS:** None.

**Staff Members Responsible:**

Monica Martinez, Associate Commissioner, Standards and Support Services  
Shelly Ramos, Senior Director, Curriculum Standards and Student Support

## Discussion of Pending Litigation

June 12, 2019

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

**SUMMARY:** The State Board of Education may enter executive session in accordance with the Texas Government Code, §551.071(1)(A), to discuss pending and contemplated litigation with the general counsel, legal staff, and, if necessary, attorney(s) from the Attorney General's Office. The Committee of the Full Board will meet in Room 1-103 to discuss this item.

Cases to be discussed may include:

*Tribune Company*, No. 08-13141; *The Official Committee of Unsecured Creditors of Tribune Company v. Fitzsimmons, Adv. Pro.* No. 10-54010 (*Bankr. D. Del.*);

*Deutsche Bank v Bank of America*, No. 3:11-CV-01175-F (*N. D. Tex., Dallas Div.*) and *Deutsche Bank v. Employees Retirement Fund of the City of Dallas*, No. 3:11-CV-1167-F; (*N. D. Tex. Dallas Div.*) *CONSOLIDATED in: In re: Tribune Company Fraudulent Conveyance Litigation*; No. 11-MD-2296 *Consolidated Multidistrict Action (S.D.N.Y.)*; and

any other 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.

**PREVIOUS BOARD ACTION:** The committee is apprised of pending litigation when the need arises.

**FUTURE ACTION EXPECTED:** Continued briefing on procedural developments.

**BACKGROUND INFORMATION AND SIGNIFICANT ISSUES:** None.

**Staff Member Responsible:**

Von Byer, General Counsel, Legal Services

# **COMMITTEE ON INSTRUCTION**

**Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements,  
Subchapter A, Required Curriculum, §74.6, College and Career Readiness and Texas Essential  
Knowledge and Skills Alignment  
(Second Reading and Final Adoption)**

**June 14, 2019**

**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 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.6, College and Career Readiness and Texas Essential Knowledge and Skills Alignment. The proposed amendment would update the alignment charts for the College and Career Readiness Standards (CCRS) and the Texas Essential Knowledge and Skills (TEKS) to add a new alignment chart for English language arts and to reflect changes resulting from recent updates to the English language arts and mathematics CCRS. No changes are recommended since approved for first reading.

**STATUTORY AUTHORITY:** Texas Education Code (TEC), §7.102(c)(4) and §28.008(d).

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

TEC, §28.008(d), requires the SBOE to adopt a chart by rule that clearly indicates the alignment of the college readiness standards and expectations with the TEKS.

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

**EFFECTIVE DATE:** The proposed effective date of the proposed amendment is 20 days after filing as adopted with the Texas Register. Under TEC, §7.102(f), the SBOE must approve the rule action at second reading and final adoption by a vote of two-thirds of its members to specify an effective date earlier than the beginning of the 2020-2021 school year. The earlier effective date will ensure accurate information is available related to alignments at the start of the 2019-2020 school year.

**PREVIOUS BOARD ACTION:** The SBOE adopted the TEKS for all subjects effective September 1, 1998. The mathematics TEKS were amended effective August 1, 2006, and September 12, 2012. The secondary mathematics TEKS were also amended effective February 22, 2009. These amendments included incorporation of the mathematics CCRS. The English language arts and reading TEKS were amended effective September 4, 2008, and included incorporation of the English language arts CCRS. The SBOE gave final approval for the revised English language arts and reading TEKS in May 2017. The science TEKS were amended effective August 4, 2009, and included incorporation of the science CCRS. The social studies TEKS were amended effective August 23, 2010, and the social studies TEKS included incorporation of the social studies CCRS. The SBOE approved 19 TAC §74.6 for second reading and final adoption at the January 2016 SBOE meeting, and the section became effective April 6, 2016.

The English language arts and reading TEKS were revised after the January 2016 SBOE meeting. Committee members revising the reading and language arts TEKS were careful to incorporate the CCRS into the revised curriculum standards. The Texas Higher Education Coordinating Board (THECB)

updated the CCRS in April 2018, which has necessitated updating the alignment charts for the CCRS and the TEKS.

The board approved for first reading and filing authorization the proposed amendment to 19 TAC §74.6 at the April 2019 meeting.

**BACKGROUND INFORMATION AND JUSTIFICATION:** In 2006, the 79th Texas Legislature required Texas Education Agency (TEA) and THECB to establish vertical teams composed of public school educators and faculty from institutions of higher education to develop college- and career-ready standards in the areas of English/language arts, mathematics, science, and social studies. The work of the vertical teams was organized in three phases. The first phase included a series of team meetings to create the CCRS for the four subject areas. Phase two required the vertical teams to make recommendations regarding alignment of the TEKS with the CCRS. Phase three required the vertical teams to develop or establish instructional strategies, professional development materials, and online support materials for students who need additional assistance in preparing to successfully perform college-level work. Teams also engaged in a series of gap analyses to ensure alignment between the adopted TEKS and the CCRS.

THECB adopted the CCRS in January 2008. The commissioner of education approved the CCRS, and the SBOE incorporated them into the TEKS as follows: English language arts and reading TEKS in 2008; mathematics and science TEKS in 2009; and social studies TEKS in 2010.

The 84th Texas Legislature, Regular Session, 2015, passed House Bill 1613, amending TEC, §28.008, to require the SBOE to adopt a chart by rule that clearly indicates the alignment of the college readiness standards and expectations with the TEKS. In January 2016, the SBOE approved 19 TAC §74.6, which adopted in rule charts demonstrating the alignment of the TEKS with the mathematics, science, social studies, and cross-disciplinary CCRS. The board did not adopt charts for English language arts and reading because the TEKS for that subject area were being updated at the time the rule was adopted.

The SBOE gave final approval for the revised English language arts and reading TEKS in May 2017. The revised TEKS will be implemented in the 2019-2020 school year for Kindergarten-Grade 8. The high school TEKS will be implemented in the 2020-2021 school year.

In 2018, THECB updated the CCRS for language arts and mathematics. As a result, the mathematics alignment chart would be updated to reflect the changes to the CCRS. The proposed new English language arts chart would also reflect the revisions to the CCRS.

Attachment I reflects the text of the proposed amendment to 19 TAC §74.6. Attachment II reflects the proposed updates to the CCRS-TEKS mathematics alignment chart. Attachment III reflects the proposed updates to the CCRS-TEKS alignment chart for English language arts. The three attachments are presented for consideration by the SBOE for second reading and final adoption.

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

The TEA has determined that there are no additional costs to state or local government 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 a 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. The proposed rulemaking would not create or eliminate a government program; would not require the creation of new employee positions or elimination of existing employee positions; would not require an increase or decrease in future legislative appropriations to the agency; would not require an increase or decrease in fees paid to the agency; would not create a new regulation; would not expand, 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 provide the public with a clear understanding of the integration of college and career readiness standards in the TEKS. 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.

The 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 April 2019 SBOE meeting, notice of the proposed amendment to 19 TAC §74.6 was filed with the Texas Register, initiating the public comment period. The public comment period on the proposal began May 3, 2019, and ended June 7, 2019. No comments had been received at the time this item was prepared. A summary of any public comments received regarding the proposal will be provided to the SBOE prior to and during the June 2019 meeting. The SBOE will take registered oral and written comments on the proposal at the appropriate committee meeting in June 2019 in accordance with the SBOE board operating policies and procedures.

**MOTION TO BE CONSIDERED:** The State Board of Education:

Approve for second reading and final adoption proposed amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.6, College and Career Readiness and Texas Essential Knowledge and Skills Alignment; and

Make an affirmative finding that immediate adoption of proposed amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.6, College and Career Readiness and Texas Essential Knowledge and Skills Alignment, 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:**

Monica Martinez, Associate Commissioner, Standards and Support Services  
Shelly Ramos, Senior Director, Curriculum Standards and Student Support

**Attachment I:** Text of Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.6, College and Career Readiness and Texas Essential Knowledge and Skills Alignment

**Attachment II:** Figure: 19 TAC §74.6(b), Mathematics CCRS-TEKS Alignment Chart

**Attachment III:** Figure: 19 TAC §74.6(f), English Language Arts CCRS-TEKS Alignment Chart



**ATTACHMENT**  
**Text of Proposed Amendment to 19 TAC**

**Chapter 74. Curriculum Requirements**

**Subchapter A. Required Curriculum**

**§74.6. College and Career Readiness and Texas Essential Knowledge and Skills Alignment.**

(a) In accordance with the Texas Education Code, §28.008, the State Board of Education shall incorporate College and Career Readiness Standards approved by the commissioner of education and the Texas Higher Education Coordinating Board into the essential knowledge and skills and indicate the alignment of the College and Career Readiness Standards with the essential knowledge and skills.

(b) The figure in this subsection identifies the alignment of the College and Career Readiness Standards for mathematics with the essential knowledge and skills.

Figure: 19 TAC §74.6(b) [~~Figure: 19 TAC §74.6(b)~~]

(c) The figure in this subsection identifies the alignment of the College and Career Readiness Standards for science with the essential knowledge and skills.

Figure: 19 TAC §74.6(c)

(d) The figure in this subsection identifies the alignment of the College and Career Readiness Standards for social studies with the essential knowledge and skills.

Figure: 19 TAC §74.6(d)

(e) The figure in this subsection identifies the alignment of the College and Career Readiness Standards for cross-disciplinary studies with the essential knowledge and skills.

Figure: 19 TAC §74.6(e)

(f) The figure in this subsection identifies the alignment of the College and Career Readiness Standards for English language arts with the essential knowledge and skills.

Figure: 19 TAC §74.6(f)

College and Career Readiness Standards / Texas Essential Knowledge and Skills Alignment

Mathematics

CCRS	Foundation		Enrichment	
	Math	Science	CTE	Technology Applications
<b>I. Numeric Reasoning</b>				
<b>A. Number representations and operations</b>				
I.A.1. Compare relative magnitudes of rational and irrational numbers, [real numbers] and understand that numbers can be represented in different ways.	<p>Kindergarten: (2)(A), (2)(C), (2)(E)-(H)                      Grade 1: (2)(D)-(G), (5)(A), (5)(C)                      Grade 2: (2)(C)-(F), (3)(B), (7)(B), (9)(B)-(C)                      Grade 3: (2)(B)-(D), (3)(F)-(H)                      Grade 4: (2)(A), (2)(C), (2)(F)-(H), (3)(D), (3)(G)                      Grade 5: (2)(B), (4)(A)                      Grade 6: (2)(B), (2)(D), (5)(C), (5)(F)                      Grade 8: (2)(D), (12)(D)                      Advanced Quantitative Reasoning: (2)(A)</p>	<p>Grade 8: <del>(5)(F)</del>, (8)(B)-(C), <del>(8)(B)-(D)</del>                      Astronomy: (6)(A)-(D), (9)(A)-(B), (10)(A), (11)(E)                      Chemistry: (5)(C)                      Earth and Space Science: (5)(E)-(F), (15)(C)                      Integrated Physics and Chemistry: (4)(C)-(D), (4)(F) <del>(4)(G)</del>, (5)(F), <del>(6)(H)</del>, <del>(6)(A)</del>, (6)(C) <del>(4)(E)</del>, (7)(B)-(C) <del>(7)(A)-(F)</del>                      Physics: (4)(A)-(D), (5)(B)-(C), <del>(5)(H)</del>, (7)(B)-(E) <del>(7)(B)-(D)</del>, (8)(B)-(C)</p>	<p><del>Accounting II: (1)(B), (4)(H), (6)(K)(iii), (6)(K)(v), (6)(R)(v); Applied Mathematics for Technical Professionals: (5)(C); Engineering Mathematics: (6)(B), (7)(C), (8)(E), (9)(D), (9)(G), (11)(A), (11)(D)-(F); Financial Mathematics: (3)(B), (3)(G), (3)(K)-(L), (4)(E), (4)(K), (5)(D)-(F), (6)(A), (6)(C), (7)(A), (7)(C), (7)(I), (7)(K)-(L), (8)(C)-(D), (9)(A), (9)(C)-(D), (10)(A), (10)(E), (11)(A), (14), (15)(C), (17)(F); Manufacturing Engineering Technology II: (3)(B); Mathematical Applications in Agriculture, Food, and Natural Resources: (5)(A); Mathematics for Medical Professionals: (3)(B), (6)(A)-(B); Robotics II: (8)(F)-(G), (8)(I); Statistics and Business Decision Making: (6)(A)-(B), (7)(B)-(C); Principles of Technology: (4)(F), (12)(D), (13)(D); Engineering Science: (12)(E); Biotechnology I: (7)(C); Biotechnology II: (4)(G); Scientific Research and Design: (4)(G); Securities and Investments: (4)(A)-(E); Banking and Financial Services: (9)(B); Accounting I: (10)(C)(E), (11)(C)-(E); Financial Analysis: (5)(B)-(C), (6)(B); Welding II: (3)(E)</del></p> <p>Accounting II: (4)(H); Engineering Mathematics: (9)(D), (11)(E); Financial Mathematics: (3)(K), (4)(K), (7)(I), (8)(C)-(D); Mathematical Applications in Agriculture, Food, and Natural Resources: (5)(A); Mathematics for Medical Professionals: (6)(A)-(B); Principles of Technology: (4)(E), (12)(D); Engineering Science: (12)(E); Biotechnology II: (4)(G); Scientific Research and Design: (4)(G); Securities and Investments: (4)(A)-(E); Banking and Financial Services: (9)(B); Accounting I: (10)(C)(E), (11)(C)-(E); Financial Analysis: (5)(B)-(C), (6)(B); Welding II: (3)(E)</p>	<p>Robotics Programming and Design: (5)(E), (7)(R)</p>
I.A.2. Perform computations with rational and irrational numbers. [Define and give examples of complex numbers.]	<p>Kindergarten: (2)(I), (3)(A)-(C)                      Grade 1: (3)(A)-(F), (4)(C), (5)(B), (5)(F)-(G)                      Grade 2: (2)(A)-(B), (4)(A)-(D), (7)(A), (7)(C), (5)(A), (10)(C), (11)(A)                      Grade 3: (2)(A), (3)(D), (4)(A)-(K), (5)(B), (5)(D), (6)(C)-(D), (7)(B)-(C), (8)(B)                      Grade 4: (3)(A), (3)(E)-(F), (4)(A)-(F), (4)(H), (5)(D), (7)(E), (8)(B)-(C), (10)(B)                      Grade 5: (2)(A), (3)(B)-(L), (4)(B), (4)(E), (4)(G), (6)(B), (7), (10)(F)                      Grade 6: (3)(A)-(B), (3)(D)-(E), (3)(H), (5)(B), (7)(A), (8)(D), (9)(B), (13)(C), (14)(C)                      Grade 7: (3)(A)-(B), (4)(B)-(E), (5)(C), (6)(B)-(I), (9)(A)-(D), (11)(A)-(C), (13)(A)-(B), (13)(D)-(E)                      Geometry: (2)(A), (13)(A)                      Mathematical Models with Applications: (8)(A)                      Algebra II: (7)(A)                      Advanced Quantitative Reasoning: (2)(E)                      Precalculus: (5)(C), (5)(E)                      Statistics: (6)(C)-(D)                      Algebraic Reasoning: (2)(D), (5)(A)-(E)</p>	<p>Grade 6: (6)(B), (8)(C)                      Grade 8: (6)(A)                      Chemistry: (6)(C), (8)(B)-(E), (9)(A), (10)(C)-(D), (10)(H), (11)(C)-(D)                      Integrated Physics and Chemistry: (4)(A), (4)(D), (5)(F), (6)(A)-(D), (7)(B), (7)(E), (8)(C)-(D)                      Aquatic Science: (2)(I), (4)(B)-(C), (5)(A), (6)(B), (7)(A), (8)(A), (11)(A), (12)(A)                      Astronomy: (7)(B), (8)(B), (9)(C), (11)(C)                      Earth and Space Science: (2)(H), (5)(B), (7)(B), (10)(D)                      Environmental Systems: (2)(J), (7)(B)</p>	<p>Accounting II: (1)(B), (1)(E), (3)(C)-(D), (3)(F), (3)(I), (4)(C)-(G), (4)(I), (5)(B), (5)(D)-(F), (5)(I), (5)(K)-(P), (6)(D)(i)-(iii), (6)(E)(iii), (6)(E)(v)-(vi), (6)(G)(iii)-(iv), (6)(H), (6)(K)(i)-(iii), (6)(K)(vi)-(vii); Applied Mathematics for Technical Professionals: (2)(A), (2)(D), (2)(F)-(H), (3)(B)-(H), (4)(A), (4)(E)-(F), (5)(A)-(B), (5)(D), (6)(B); Digital Electronics: (7)(A); Entrepreneurship: (8)(C); Forestry and Woodland Ecosystems: (4)(A); Advanced Marketing: (16)(A), (16)(C), (20)(A); Basic Collision Repair and Refinishing: (3)(C); Collision Repair: (2)(D), (5)(D), (10)(K)-(M); Paint and Refinishing: (3)(C); Engineering Mathematics: (3)(A)-(D), (4)(A)-(L), (5)(A)-(B), (6)(A), (6)(C)-(D), (6)(G), (6)(I)-(L), (6)(N), (7)(A)-(B), (7)(G)-(I), (8)(A), (8)(D), (8)(G)-(H), (8)(L)-(S), (9)(A), (9)(D)-(F), (10)(A)-(D), (10)(F)-(H), (10)(J), (10)(M)-(N), (11)(B), (11)(D), (11)(F); Financial Mathematics: (3)(C), (3)(F), (3)(H)-(I), (4)(A)-(C), (4)(F)-(I), (5)(C)-(D), (6)(B), (7)(A)-(B), (7)(D), (7)(F)-(G), (8)(A)-(D), (8)(F), (9)(A)-(B), (10)(A)-(C), (10)(F), (11)(A)-(D), (12), (14), (15)(A), (17)(C), (17)(G); Manufacturing Engineering Technology II: (8)(B); Mathematical Applications in Agriculture, Food, and Natural Resources: (4)(A)-(F), (5)(F), (6)(A)-(B), (7)(A)-(C), (8)(A)-(B), (9)(A)-(B), (10)(A)-(B), (11)(A)-(C), (12)(A)-(C), (12)(E); Mathematics for Medical Professionals: (3)(A), (3)(C), (4)(D)-(F), (5)(C), (6)(F)-(G), (7)(A)-(D); Robotics II: (7)(A), (7)(C)-(D), (7)(G)-(I), (8)(E), (8)(G), (9)(B); Statistics and Business Decision Making: (10)(A), (11)(B), (12)-(14), (15)(A), (16)(D), (16)(F), (18)-(19), (20)(B)-(C), (21); Principles of Technology: (8)(B), (9)(B)-(C), (9)(G), (10)(B)-(C), (12)(C); Robotic II: (7)(H)-(I); Engineering Science: (7)(D), (7)(F), (8)(B)-(D), (9)(G), (10)(A), (10)(D), (10)(G)-(J), (11)(B), (12)(D), (14)(C), (14)(E)-(F), (15)(A)-(H), (16)(A)-(D); Biotechnology I: (3)(F), (11)(C); Biotechnology II: (14)(C); Diversified Manufacturing II: (9)(A); Metal Fabrication and Machining II: (3)(C), (8)(A); Introduction to Welding: (5)(A), (5)(E)-(F); Welding I: (3)(B), (3)(G)-(I); Welding II: (3)(A); Small Engine Technology I: (5)(D), (6)(A)(C)-(E); Small Engine Technology II: (5)(C), (7)(A)(E)-(G); Automotive Basics: (3)(C); Automotive Technology I: Maintenance and Light Repair: (2)(C); Aircraft Airframe Technology: (5)(A), (5)(F); Aircraft Powerplant Technology: (5)(B), (7)(D);</p>	<p>Discrete Mathematics for Computer Science: (2)(D), (4)(L)-(N), (6)(B), (6)(H)-(K), (6)(M)                      Robotics Programming and Design: (5)(B), (7)(I), (7)(L)-(M), (7)(R)</p>

B. Number sense and number concepts [ operations]				
<p>I.B.1. Use estimation to check for errors and reasonableness of solutions. [Perform computations with real and complex numbers.]</p>	<p>[Kindergarten: (2)(I), (3)(A)-(C), Grade 1: (3)(A)-(F), (4)(C), (5)(B), (5)(F)-(G), Grade 2: (2)(A)-(B), (4)(A)-(D), (7)(A), (7)(C), (5)(A), (10)(G), (11)(A), Grade 3: (2)(A), (3)(D), (4)(A)-(K), (5)(B), (5)(D), (6)(C)-(D), (7)(B)-(C), (8)(B), Grade 4: (3)(A), (3)(E)-(F), (4)(A)-(F), (4)(H), (5)(D), (7)(E), (8)(B)-(C), (10)(B), Grade 5: (2)(A), (3)(B)-(L), (4)(B), (4)(E), (4)(G), (6)(B), (7), (10)(F), Grade 6: (3)(A)-(B), (3)(D)-(E), (3)(H), (5)(B), (7)(A)-(8)(D), (9)(B), (13)(G), (14)(G), Grade 7: (3)(A)-(B), (4)(B)-(E), (5)(C), (6)(B)-(H), (9)(A)-(D), (11)(A)-(C), (13)(A)-(B), (13)(D)-(E), Geometry: (2)(A), (13)(A), Mathematical Models with Applications: (8)(A), Algebra II: (7)(A), Advanced Quantitative Reasoning: (2)(E), Precalculus: (5)(C), (5)(E), Statistics: (6)(C)-(D), Algebraic Reasoning: (2)(D), (5)(A)-(E)]</p> <p>Kindergarten - Grade 12: (1)(B)-(C), Grade 2: (9)(E), Grade 3: (4)(B), Grade 4: (2)(D), (3)(F), (4)(G), Grade 5: (3)(A), (8)(A), Grade 8: (2)(B), Algebra I: (3)(G), Algebra II: (3)(D), (3)(G), (4)(G), (5)(E), (6)(J), Advanced Quantitative Reasoning: (2)(A), (2)(H), Statistics: (6)(H), (6)(J), (7)(C), (7)(E)-(F), Algebraic Reasoning: (7)(C)</p>	<p>[Grade 6: (6)(B), (8)(C), Grade 8: (5)(F), (6)(A), Aquatic Science: (2)(I), Chemistry: (2)(G), (6)(C)-(D), (8)(B)-(E), (9)(A)-(B), (10)(C)-(D), (10)(I), (11)(C)-(D), Earth and Space Science: (7)(B), (10)(D), Environmental Systems: (2)(J), (7)(B), Integrated Physics and Chemistry: (4)(A)-(B), Physics: (2)(L), (3)(F), (4)(D)-(E), (5)(B)-(C), (5)(F), (6)(A), (6)(C)-(D)]</p> <p>Grades 1&amp;2: (4)(A), Grade 3-5: (4), Astronomy: (6)(A-E), Biology: (12)(C), Earth and Space Systems: (2)(H)</p>	<p>[Accounting II: (1)(B), (1)(E), (3)(C)-(D), (3)(F), (3)(I), (4)(C)-(G), (4)(I), (5)(B), (5)(D)-(F), (5)(I), (5)(K)-(P), (6)(D)(i)-(iii), (6)(E)(iii), (6)(E)(v)-(vi), (6)(G)(iii)-(iv), (6)(H), (6)(K)(i)-(iii), (6)(K)(vi)-(vii), Applied Mathematics for Technical Professionals: (2)(A), (2)(D), (2)(F)-(H), (3)(B)-(H), (4)(A), (4)(E)-(F), (5)(A)-(B), (5)(D), (6)(B), Digital Electronics: (7)(A), Entrepreneurship: (8)(C), Forestry and Woodland Ecosystems: (4)(A), Advanced Marketing: (16)(A), (16)(C), (20)(A), Basic Collision Repair and Refinishing: (3)(C), Collision Repair: (2)(D), (5)(D), (10)(K)-(M), Paint and Refinishing: (3)(C), Engineering Mathematics: (3)(A)-(D), (4)(A)-(L), (5)(A)-(B), (6)(A), (6)(C)-(D), (6)(G), (6)(I)-(L), (6)(N), (7)(A)-(B), (7)(G)-(I), (8)(A), (8)(D), (8)(G)-(H), (8)(L)-(S), (9)(A), (9)(D)-(F), (10)(A)-(D), (10)(F)-(H), (10)(J), (10)(M)-(N), (11)(B), (11)(D), (11)(F), (11)(I), Financial Mathematics: (3)(C), (3)(F), (3)(H)-(I), (4)(A)-(C), (4)(F)-(I), (5)(C)-(D), (6)(B), (7)(A)-(B), (7)(D), (7)(F)-(G), (8)(A)-(D), (8)(F), (9)(A)-(B), (10)(A)-(C), (10)(F), (11)(A)-(D), (12), (14), (15)(A), (17)(C), (17)(G), Manufacturing Engineering Technology II: (8)(B), Mathematical Applications in Agriculture, Food, and Natural Resources: (4)(A)-(F), (5)(F), (6)(A)-(B), (7)(A)-(C), (8)(A)-(B), (9)(A)-(B), (10)(A)-(B), (11)(A)-(C), (12)(A)-(C), (12)(E), Mathematics for Medical Professionals: (3)(A), (3)(C), (4)(D)-(F), (5)(C), (6)(F)-(G), (7)(A)-(D), Robotics II: (7)(A), (7)(C)-(D), (7)(G)-(I), (8)(E), (8)(G), (9)(B)-(C), Statistics and Business Decision Making: (10)(A), (11)(B), (12)-(14), (15)(A), (16)(D), (16)(E), (18)-(19), (20)(B)-(C), (21), Principles of Technology: (8)(B), (9)(B)-(C), (9)(G), (10)(B)-(C), (12)(C), Robotic II: (7)(H)-(I), Engineering Science: (7)(D), (7)(F), (8)(B)-(D), (9)(G), (10)(A), (10)(D), (10)(G)-(J), (11)(B), (12)(D), (14)(C), (14)(E)-(F), (15)(A)-(H), (16)(A)-(D), Biotechnology I: (3)(F), (11)(C), Biotechnology II: (14)(C), Diversified Manufacturing II: (9)(A), Metal Fabrication and Machining II: (3)(C), (8)(A), Introduction to Welding: (5)(A), (5)(E)-(F), Welding I: (3)(B), (3)(G)-(I), Welding II: (3)(A), Small Engine Technology I: (5)(D), (6)(A)-(C)-(E), Small Engine Technology II: (5)(C), (7)(A)-(E)-(G), Automotive Basics: (3)(C), Automotive Technology I: Maintenance and Light Repair: (2)(C), Aircraft Airframe Technology: (5)(A), (6)(F), Aircraft Powerplant Technology: (5)(B), (7)(D)]</p> <p>Accounting II: (2)(B)-(C), Applied Mathematics for Technical Professionals: (1)(B)-(C), (2)(D), (5)(F), Digital Electronics: (2)(B)-(C), Engineering Mathematics: (2)(B)-(C), (6)(H), (11)(A), (11)(E)-(F), Financial Mathematics: (2)(B)-(C), (10)(B)-(C), Mathematical Applications in Agriculture, Food, and Natural Resources: (2)(B)-(C), Mathematics for Medical Professionals: (2)(B)-(C), (3)(E), Statistics and Business Decision Making: (2)(B)-(C), Practicum in Marketing: (6)(E), Principles of Technology: (3)(H), Engineering Design and Presentation I: (8)(B), Engineering Design and Presentation II: (8)(B), Engineering Design and Problem Solving: (3)(F), (5)(I), (11)(A)-(F), Engineering Science: (3)(F), Biotechnology I: (3)(F), Biotechnology II: (3)(F), Scientific Research and Design: (3)(F), Metal Fabrication and Machining II: (3)(C), Metal Fabrication and Machining II: (8)(A), Introduction to Welding: (5)(A), Welding I: (3)(B), Welding II: (3)(A), (3)(G), Dollars and Sense: (3)(C), (3)(L)</p>	<p>[Discrete Mathematics for Computer Science: (2)(D), (4)(L)-(N), (6)(B), (6)(H)-(K), (6)(M), Robotics Programming and Design: (5)(B), (7)(I), (7)(L)-(M), (7)(R)]</p> <p>Robotics Programming and Design: (1)(B)-(C)</p>
<p>I.B.2. Interpret the relationships between the different representations of numbers.</p>	<p>Kindergarten: (2)(A), (2)(C)-(D), (2)(I), Grade 1: (2)(A)-(C), Grade 2: (2)(A), (2)(B), (2)(E)-(F), (3)(A), (3)(C)-(D), Grade 3: (2)(A)-(B), (3)(A)-(G), Grade 4: (2)(A)-(B), (2)(E), (2)(G)-(H), (3)(A)-(C), (3)(G), Grade 5: (2)(A), (4)(F), Grade 6: (7)(A), Grade 8: (2)(C), Algebra: (11)(A)</p>	<p>Grades 1&amp;2: (4)(A), Grade 3-5: (4), Astronomy: (6)(A-E), Biology: (12)(C), Earth and Space Systems: (2)(H)</p>	<p>Applied Mathematics for Technical Professionals: (2)(E)-(F), (2)(D), (5)(F), Mathematics for Medical Professionals: (3)(D), (3)(F)</p>	<p>Robotics Programming and Design: (1)(B)-(C)</p> <p>Robotics Programming and Design: (5)(A)-(B), (7)(G)-(I), (7)(L)-(P)</p>
C. Systems of measurement [Number sense and number concepts]				
<p>I.C.1. Select or use the appropriate type of method, unit, and tool for the attribute being measured. [Use estimation to check for errors and reasonableness of solutions.]</p>	<p>[Kindergarten - Grade 12: (1)(B)-(C), Grade 2: (9)(E), Grade 3: (4)(B), Grade 4: (2)(D), (3)(F), (4)(G), Grade 5: (3)(A), (8)(A), Grade 8: (2)(B), Algebra I: (3)(G), Algebra II: (3)(D), (3)(G), (4)(G), (5)(E), (6)(J), Advanced Quantitative Reasoning: (2)(A), (2)(H), Statistics: (6)(H), (6)(J), (7)(C), (7)(E)-(F), Algebraic Reasoning: (7)(G)]</p> <p>Kindergarten: (7)(A), Grade 1: (7)(A)-(E), Grade 2: (9)(A)-(B), (9)(D), (9)(F)-(G), Grade 3: (7)(E), Grade 4: (7)(B)-(C), (8)(A), Grade 5: (6)(A)-(B), Grade 8: (10)(D), Geometry: (10)(B), (12)(D), Advanced Quantitative Reasoning: (2)(A)</p>	<p>Kindergarten - Grade 8: (4)(A), Grade 6 - Grade 8: (4)(B), Astronomy: (2)(E), Biology: (2)(E-F), Chemistry: (1)(A), (2)(E), Earth and Space Systems: (2)(E-F), Environmental Systems: (2)(E-F), Integrated Physics and Chemistry: (1)(A), (2)(B), Physics: (2)(D-F)</p>	<p>[Accounting II: (2)(B)-(C), Applied Mathematics for Technical Professionals: (1)(B)-(C), (2)(D), (5)(F), Digital Electronics: (2)(B)-(C), Engineering Mathematics: (2)(B)-(C), (6)(H), (11)(A), (11)(E)-(F), Financial Mathematics: (2)(B)-(C), (10)(B)-(C), Mathematical Applications in Agriculture, Food, and Natural Resources: (2)(B)-(C), Mathematics for Medical Professionals: (2)(B)-(C), (3)(E), Statistics and Business Decision Making: (2)(B)-(C), Practicum in Marketing: (6)(E), Principles of Technology: (3)(H), Engineering Design and Presentation I: (8)(B), Engineering Design and Presentation II: (8)(B), Engineering Design and Problem Solving: (3)(F), (5)(I), (11)(A)-(F), Engineering Science: (3)(F), Biotechnology I: (3)(F), Biotechnology II: (3)(F), Scientific Research and Design: (3)(F), Metal Fabrication and Machining II: (3)(C), Metal Fabrication and Machining II: (8)(A), Introduction to Welding: (5)(A), Welding I: (3)(B), Welding II: (3)(A), (3)(G), Dollars and Sense: (3)(C), (3)(L)]</p> <p>Applied Mathematics for Technical Professionals: (4)(A)-(B), (4)(D)-(F), Engineering Mathematics: (3)(A)-(D), (4)(A)-(M), (5)(A)-(B), (6)(A), (6)(C)-(H), (6)(J)-(O), (7)(F)-(G), (8)(A)-(S), (9)(A)-(H), (10)(B)-(N), (11)(A)-(F), Mathematical Applications in Agriculture, Food, and Natural Resources: (4)(B), (4)(E)-(F), (5)(F), (7)(A), (7)(C), (8)(A)-(B), (9)(B), (10)(A)-(B), (11)(A)-(C), (12)(A)-(C), (12)(E), Mathematics for Medical Professionals: (5)(A)-(F), Robotics II: (7)(F)-(K), (8)(G), Forestry and Woodland Ecosystems: (4)(A)-(D), (6)(D), Principles of Technology: (3)(H), (5)(F), AC/DC Electronics: (6)(F)-(G), Engineering Design and Presentation II: (5)(F), Engineering Design and Problem Solving: (5)(J), Principles of Manufacturing: (3)(E), Diversified Manufacturing I: (10)(E), Diversified Manufacturing II: (11)(E), Precision Metal Manufacturing I: (3)(B), (3)(D)-(E), Small Engine Technology I: (9)(G)-(H), Small Engine Technology II: (10)(H)-(I)</p>	<p>Robotics Programming and Design: (1)(B)-(C)</p> <p>Robotics Programming and Design: (5)(A)-(B), (7)(G)-(I), (7)(L)-(P)</p>

I.C.2. Convert units within and between systems of measurement.	Grade 4: (8)(B) Grade 5: (7) Grade 6: (4)(H) Grade 7: (4)(E) Geometry: (12)(D)	Astronomy: (6)(E) Chemistry: (2)(G) Environmental Systems: (2)(F) Physics: (3)(E)	Applied Mathematics for Technical Professionals: (4)(A), (4)(E) Engineering Mathematics: (3)(A); Mathematical Applications in Agriculture, Food, and Natural Resources: (4)(B), (5)(F), (7)(A), (12)(A); Mathematics for Medical Professionals: (5)(C); HVAC Tech I: (3)(A), (3)(C); Precision Metal Manufacturing I: (3)(B); Introduction to Welding: (5)(G); Welding I: (3)(J)	
<b>II. Algebraic Reasoning</b>				
A. Identifying expressions [Expressions] and equations				
II.A.1. Explain the difference [and differentiate] between expressions and equations. [using words such as "solve," "evaluate," and "simplify."] ]	Grade 1: (5)(E) Grade 5: (4)(F) Grade 6: (7)(B), (10)(A)-(B) Grade 8: (5)(E), (7)(A)-(D), (8)(C), (12)(A)-(B), (12)(D) Algebra I: (5)(A)-(C), (8)(A), (10)(A)-(D), (11)(A)-(B), (12)(B), (12)(E) Geometry: (9)(A)-(B), (11)(A)-(D), (12)(B)-(C) Algebra II: (3)(B)-(C), (3)(F), (4)(F), (4)(H), (5)(D), (6)(B), (6)(E)-(F), (6)(I), (6)(L), (7)(A)-(H) Precalculus: (5)(A), (5)(C)-(E), (5)(G)-(N) Advanced Quantitative Reasoning: (2)(C)-(E) Algebraic Reasoning: (4)(A)-(C), (5)(A)-(E), (6)(B)-(C)			
B. Manipulating expressions				
II.B.1. Recognize and use algebraic [(field)] properties, concepts, [procedures], and algorithms to combine, transform, and evaluate expressions (e.g., polynomials, radicals, rational expressions).	Grade 5: (4)(E)-(F) Grade 6: (7)(A), (7)(C)-(D) Algebra I: (3)(B), (3)(E), (5)(A), (6)(B)-(C), (7)(B)-(C), (10)(A)-(F), (11)(A)-(B), (12)(B), (12)(E) Algebra II: (2)(B)-(D), (4)(D), (5)(C), (7)(A)-(G) Precalculus: (5)(A), (5)(C), (5)(E)-(G), (5)(M) Advanced Quantitative Reasoning: (2)(F) Algebraic Reasoning: (3)(D)-(F), (4)(A)-(C), (5)(A)-(E)	Physics: (3)(EE)	Digital Electronics: (7)(M) Mathematical Applications in Agriculture, Food, and Natural Resources: (5)(F), (6)(A)-(B), (7)(A)-(C), (8)(A)-(B), (9)(A)-(B), (10)(A)-(B), (11)(A)-(C), (12)(A)-(C), (12)(E) Mathematics for Medical Professionals: (4)(E)	
C. Solving equations, inequalities, and systems of equations and inequalities				
II.C.1. Describe and interpret solution sets of equalities and inequalities. [Recognize and use algebraic (field) properties, concepts, procedures, and algorithms to solve equations, inequalities, and systems of linear equations.] ]	[Grade 6: (5)(A), (10)(A); Grade 8: (8)(C); Algebra I: (5)(A)-(C), (8)(A), (12)(E); Algebra II: (3)(B)-(D), (3)(F), (4)(F)-(H), (5)(D)-(E), (6)(B), (6)(E)-(F), (6)(I), (7)(A)-(H); Precalculus: (5)(H)-(N); Advanced Quantitative Reasoning: (2)(C)-(E); Algebraic Reasoning: (5)(D)-(E), (6)(B)-(C)]  Grade 6: (9)(B), (10)(A) Grade 7: (10)(B), (11)(B) Grade 8: 8(9) Algebra: (3)(F), (3)(G), (3)(H) Algebra 2: (3)(D), (3)(G), (4)(G)	[Chemistry (8)(D)] [Physics: (2)(L), (3)(F)]	[Applied Mathematics for Technical Professionals: (2)(C)-(D); Mathematical Applications in Agriculture, Food, and Natural Resources: (4)(A)-(F), (5)(F), (6)(A)-(B), (7)(A)-(C), (8)(A)-(B), (8)(A)-(B), (10)(A)-(B), (11)(A)-(C), (12)(A)-(C), (12)(E); Mathematics for Medical Professionals: (4)(D)-(E); Construction Management II: (18)(B); Principles of Technology: (3)(J), (3)(L), (4)(E), (5)(H), (5)(K), (8)(A); Biotechnology II: (3)(I), (4)(G), (10)(A); Scientific Research and Design: (3)(I), (4)(G), (10)(A)]  Applied Mathematics for Technical Professionals: (2)(C)-(D) Mathematical Applications in Agriculture, Food, and Natural Resources: (5)(F), (6)(A)-(B), (7)(A)-(C), (8)(A)-(B), (8)(A)-(B), (10)(A)-(B), (11)(A)-(C), (12)(A)-(C), (12)(E) Mathematics for Medical Professionals: (4)(D)-(E)	
II.C.2. Explain the difference between the solution set of an equation and the solution set of an inequality.	Grade 6: (10)(B) Grade 7: (11)(A) Algebra I: (3)(F)-(H), (5)(A)-(C), (8)(A) Algebra II: (3)(B)-(C), (3)(F)-(G), (4)(F), (4)(H), (6)(E)-(F), (6)(I) Precalculus: (5)(J)-(L)			
II.C.3. Recognize and use algebraic properties, concepts, and algorithms to solve equations, inequalities, and systems of linear equations and inequalities.	Grade 6: (5)(A), (10)(A) Grade 8: (8)(C) Algebra I: (5)(A)-(C), (8)(A), (12)(E) Algebra II: (3)(B)-(D), (3)(F), (4)(F)-(H), (5)(D)-(E), (6)(B), (6)(E)-(F), (6)(I), (7)(A)-(H) Precalculus: (5)(H)-(N) Advanced Quantitative Reasoning: (2)(C)-(E) Algebraic Reasoning: (5)(D)-(E), (6)(B)-(C)	Chemistry (8)(E) Physics: (2)(J), (3)(E)	Applied Mathematics for Technical Professionals: (2)(C)-(D); Mathematical Applications in Agriculture, Food, and Natural Resources: (4)(A)-(F), (5)(F), (6)(A)-(B), (7)(A)-(C), (8)(A)-(B), (8)(A)-(B), (10)(A)-(B), (11)(A)-(C), (12)(A)-(C), (12)(E); Mathematics for Medical Professionals: (4)(D)-(E); Construction Management II: (18)(B); Principles of Technology: (3)(J), (3)(L), (4)(E), (5)(H), (5)(K), (8)(A); Biotechnology II: (3)(I), (4)(G), (10)(A); Scientific Research and Design: (3)(I), (4)(G), (10)(A)	

D. Representing relationships (Representations)				
II.D.1. Interpret multiple representations of equations, <u>inequalities</u> , and relationships.	Kindergarten - Grade 12: (1)(D) Grade 4: (5)(B) Grade 5: (4)(B)-(D) Grade 6: (4)(A), (8)(B)-(C), (9)(A) Grade 7: (4)(A)-(C), (7) Grade 8: (5)(F), (5)(H), (6)(A)-(C), (8)(B) Algebra I: (2)(B)-(I), (3)(A)-(C), (7)(A)-(B) Algebra II: (2)(A), (2)(C), (4)(B) Precalculus: (2)(H)-(I), (4)(A)-(C), (4)(J) Statistics: (7)(A)-(B) Algebraic Reasoning: (2)(A)-(D), (3)(A)-(F), (6)(B)-(C), (7)(D)-(E)	Grade 6: <del>(2)(D)</del> , (8)(D) <u>Grade 7: (2)(D)</u> Grade 8: <del>(2)(D)</del> , (6)(A), (6)(C) <u>Chemistry: (2)(H), (11)(C)</u> <u>Physics: (2)(H-J), (4)(B-C)</u>	Accounting II: (2)(D); Applied Mathematics for Technical Professionals: (1)(D), (6)(A), (6)(D), (7)(D); Digital Electronics: (2)(D); Engineering Mathematics: (2)(D), (3)(B), (4)(C), (4)(G), (11)(C)-(D); Financial Mathematics: (2)(D); Manufacturing Engineering Technology II: (2)(D); Mathematical Applications in Agriculture, Food, and Natural Resources: (2)(D), (4)(F), (5)(F), (6)(B), (7)(B), (8)(A), (9)(A), (10)(A), (11)(B), (12)(B); Mathematics for Medical Professionals: (2)(D), (4)(A)-(C); Robotics II: (2)(D); Statistics and Business Decision Making: (2)(D); Entrepreneurship (8)(D); Principles of Technology: (3)(J), (3)(L), (4)(E), (5)(H), (5)(K), (8)(A); Biotechnology II: (3)(I), (4)(G), (10)(A); Scientific Research and Design: (3)(I), (4)(G), (10)(A)	Robotics Programming and Design: (1)(D)
II.D.2. <u>Convert (Translate)</u> among multiple representations of equations, <u>inequalities</u> , and relationships.	Kindergarten - Grade 12: (1)(D) Grade 6: (6)(B)-(C) Grade 7: (4)(A), (7) Grade 8: (5)(A)-(B), (5)(I), (8)(A)-(C), (9) Algebra I: (2)(B)-(I), (3)(A)-(C), (6)(B), (12)(C)-(D) Algebra II: (2)(A)-(B), (3)(A), (3)(E), (5)(B), (6)(D), (6)(H), (6)(L), (8)(B) Precalculus: (3)(A)-(B), (3)(E), (3)(H)-(I), (4)(I), (5)(D), (5)(F)-(G) Algebraic Reasoning: (2)(C)-(D)	Physics: <del>(2)(J)</del> <del>(2)(L)</del> , <del>(3)(E)</del> <del>(3)(F)</del>	Accounting II: (2)(D); Applied Mathematics for Technical Professionals: (1)(D), (6)(A); Digital Electronics: (2)(D); Engineering Mathematics: (2)(D); Financial Mathematics: (2)(D); Manufacturing Engineering Technology II: (2)(D); Mathematical Applications in Agriculture, Food, and Natural Resources: (2)(D); Mathematics for Medical Professionals: (2)(D); Robotics II: (2)(D); Statistics and Business Decision Making: Principles of Technology: (3)(J), (3)(L), (4)(E), (5)(H), (5)(K), (8)(A); Biotechnology II: (3)(I), (4)(G), (10)(A); Scientific Research and Design: (3)(I), (4)(G), (10)(A)	Robotics Programming and Design: (1)(D)
III. Geometric and Spatial Reasoning				
A. Figures and their properties				
III.A.1. Recognize <u>characteristics and dimensional changes of two- and three- dimensional figures.</u> <u>Identify and represent the features of plane and space figures.</u>	Kindergarten: (6)(A)-(F) Grade 1: (6)(A)-(H) Grade 2: (8)(A)-(E) Grade 3: (6)(A)-(B) Grade 4: (6)(A)-(D) Grade 5: (5) Grade 6: (8)(D) Geometry: (10)(A), (12)(E) Precalculus: (3)(F)-(I)	<u>Integrated Physics and Chemistry: (6)(A)-(B)</u> Chemistry (7)(E) Physics: <del>(3)(E)</del> <del>(3)(F)</del>	Applied Mathematics for Technical Professionals: (3)(A), (3)(I)-(K), (7)(A)-(C); Robotics II: (7)(B), (7)(I)-(K); Precision Metal Manufacturing I: (3)(D); Precision Metal Manufacturing II: (6)(B), (9)(K), (10)(F), (10)(K); Precision Metal Manufacturing II Lab: (5)(K); Welding I: (3)(L), (5)(B); Small Engine Technology I: (6)(C), (7)(B); Small Engine Technology II: (7)(E), (8)(B);	Robotics Programming and Design: (4)(B), (4)(D), (5)(A)-(B), (7)(G)-(I), (7)(L), (7)(N)-(O)
III.A.2. <u>Form and validate (Make, test, and use)</u> conjectures about one-, two-, and three-dimensional figures and their properties.	Kindergarten: <del>(6)(E)</del> , (7)(A)-(B) Grade 6: (8)(A)-(B) Grade 7: (5)(A)-(B), (8)(A)-(D) <del>(6)(C)</del> Grade 8: (6)(B), (8)(D) Geometry: (4)(B)-(C), (5)(A), (5)(D), (6)(A)-(B), (6)(D)-(E), (7)(A)-(B), (8)(A)-(B), (9)(A)-(B), (10)(B), (12)(A)-(E) Precalculus: (4)(A)-(C), (4)(J) Mathematical Models with Applications: <del>(6)(A)</del> , (7)(B), (7)(D)	<u>Grade 8: (8)(A)-(B)</u> Astronomy: (8)(A) <u>Chemistry: (7)(E)</u> Earth and Space Science: <del>(5)(C)</del> , <del>(6)(C)</del> <del>(14)(A)</del> Integrated Physics and Chemistry: (6)(B) Physics: (4)(B)-(D) <del>(6)</del>	Engineering Mathematics: (3)(C), (4)(D), (4)(G), (6)(A), (6)(K)-(O), (8)(D); Mathematical Applications in Agriculture, Food, and Natural Resources: (7)(C), (8)(A)-(B), (9)(B), (10)(A)-(B), (11)(A)-(C), (12)(C), (12)(E); Robotics II: (7)(B), (7)(I)-(K), (9)(A)-(C); Principles of Technology: (8)(A); Precision Metal Manufacturing II: (12)(A)-(C); Precision Metal Manufacturing II Lab: (7)(A)-(C)	Robotics Programming and Design: (4)(B), (4)(D), (5)(A)-(B), (7)(G)-(I), (7)(J), (7)(L), (7)(N)-(O), (7)(Q), (7)(S)
III.A.3. Recognize and apply right triangle relationships including basic trigonometry.	Grade 8: (6)(C), (7)(C)-(D) Geometry: (7)(A)-(B), (9)(A)-(B) Precalculus: (2)(O)-(P), (4)(E)-(H) Mathematical Models with Applications: (6)(C)-(D), (7)(B), (7)(D) Advanced Quantitative Reasoning: (2)(D)	Physics: (4)(D)	Applied Mathematics for Technical Professionals: (3)(C)-(D), (3)(F)-(G); Engineering Mathematics: (4)(C), (5)(A)-(B); Mathematical Applications in Agriculture, Food, and Natural Resources: (7)(C), (8)(B) ;; Masonry Technology II: (2)(D); Precision Metal Manufacturing II: (11)(A)-(C); Precision Metal Manufacturing II Lab: (6)(A)-(C); Welding I: (3)(K); Welding II: (3)(F)	
B. Transformations and symmetry				
III.B.1. Identify <u>and apply</u> transformations <u>and symmetries of [te]</u> figures.	Grade 4: (6)(B) Grade 8: (3)(A)-(D) <del>(6)(C)</del> , (10)(A)-(D) Geometry: (3)(A)-(D) <del>(6)(C)</del> , (6)(C), (7)(A)-(B), (8)(A)-(B), (9)(A)-(B), (10)(B) Mathematical Models with Applications: (6)(A)-(B), (7)(B), (7)(D) Precalculus: (2)(D)	<u>Astronomy: (8)(A)</u> <u>Earth and Space Science: (14)(A)</u> <u>Physics: (7)(E)</u>	Robotics II: (7)(H)-(K)	Robotics Programming and Design: (4)(B), (5)(A)-(B), (7)(L), (7)(O)-(P)
III.B.2. <u>Use transformations to investigate congruence, similarity, and symmetries of figures. Identify the symmetries of a plane figure.</u>	<del>Grade 4: (6)(B)</del> <del>Geometry: (3)(D)</del> <del>Precalculus: (2)(D)</del> Grade 7: (5)(A) Grade 8: (3)(A)-(C), (4)(A), (10)(A)-(D) Geometry: (3)(A)-(C), (6)(C), (7)(A)-(B), (8)(A)-(B), (9)(A)-(B), (10)(B) Mathematical Models with Applications: (6)(A)-(B), (7)(B), (7)(D) Advanced Quantitative Reasoning: (2)(D), (2)(F)			

<p><u>III.B.3. Use congruence transformations and dilations to investigate congruence, similarity, and symmetries of plane figures.</u></p>	<p>[Grade 8: (3)(A)-(C), (4)(A), (10)(A)-(D)]  [Geometry: (3)(A)-(C), (6)(C), (7)(A)-(B), (8)(A)-(B), (9)(A)-(B), (10)(B)]  [Mathematical Models with Applications: (6)(A)-(B), (7)(B), (7)(E)]  [Advanced Quantitative Reasoning: (2)(D), (2)(F)]</p>			
<p>C. Connections between geometry and other mathematical content strands</p>				
<p>III.C.1. Make connections between geometry and <u>algebraic equations.</u> [algebra.]</p>	<p>Grade 4: (5)(C), (7)(E)  Grade 5: (4)(A), (4)(G), (6)(A)-(B), (8) (A)-(C)  Grade 6: (8)(A), (8)(C), (10)(A)  Grade 7: (8)(A)-(C), (11)(C)  Grade 8: (3)(B)-(C), (4)(A), (8)(D), (10)(A)-(D)  Geometry: (2)(A)-(C), (3)(A)-(D), (7)(A)-(B), (8)(B), (10)(B), (12)(A)-(E)  Precalculus: (3)(H)-(I), (4)(A)-(C), (4)(J)  Mathematical Models with Applications: (6)(B)-(D), (7)(A)-(D)  Advanced Quantitative Reasoning: (2)(C)-(D), (2)(F)</p>	<p>Physics: <u>(3)(E), (3)(E), (4)(B)-(D), (4)(E)</u></p>	<p>Applied Mathematics for Technical Professionals: (3)(A)-(H), (4)(D), (4)(F); Engineering Mathematics: (3)(A)-(D), (4)(A)-(M), (5)(A)-(B), (6)(A), (6)(C)-(H), (6)(J)-(O), (8)(A)-(S), (9)(A)-(H), (10)(B)-(N), (11)(A)-(F); Mathematical Applications in Agriculture, Food, and Natural Resources: (4)(E)-(F), (7)(A), (7)(C), (8)(A)-(B), (9)(B), (10)(A)-(B), (11)(A)-(C), (12)(A), (12)(C), (12)(E); Mathematics for Medical Professionals: (7)(A)-(D); Robotics II: (7)(A)-(E), (7)(G)-(K), (11)(D), (12)(D)-(E); Principles of Technology: (3)(J), (3)(L), (4)(E), (5)(H), (5)(K), (8)(A); Biotechnology II: (3)(I), (4)(G), (10)(A); Scientific Research and Design: (3)(I), (4)(G), (10)(A)</p>	<p>Robotics Programming and Design: (4)(B), (5)(A)-(B), (7)(B), (7)(L), (7)(O)-(P)</p>
<p>III.C.2. Make connections between geometry, statistics, and probability.</p>	<p>Grade 8: (11)(A)  Algebra I: (4)(C), (8)(B)  Algebra II: (8)(A)-(C)  Geometry: (13)(B)</p>		<p>Applied Mathematics for Technical Professionals: (6)(C); Mathematical Applications in Agriculture, Food, and Natural Resources: (8)(C), (10)(C), (11)(D), (12)(D); Mathematics for Medical Professionals: (4)(A); Statistics and Business Decision Making: (10)(C), (12)-(13), (16)(G)-(H); Engineering Design and Problem Solving: (3)(G); Engineering Science: (3)(G); Biotechnology I: (3)(H), (13)(B); Biotechnology II: (3)(G), (8)(G), (10)(B), (13)(B); Scientific Research and Design: (3)(G), (8)(G), (10)(B)</p>	
<p><u>III.C.3. Make connections between geometry and measurement.</u></p>	<p>[Grade 4: (7)(E), (8)(C)]  [Grade 5: (6)(A)-(B)]  [Grade 6: (8)(B)]  [Grade 7: (8)(A)-(C)]  [Grade 8: (7)(B)-(D), (8)(D), (10)(D)]  [Geometry: (7)(B), (8)(A)-(B), (9)(A)-(B), (10)(B), (12)(B)-(C)]  [Advanced Quantitative Reasoning: (2)(A), (2)(D)]</p>		<p>[Applied Mathematics for Technical Professionals: (4)(A)-(F); Engineering Mathematics: (3)(A)-(D), (4)(A)-(M), (5)(A)-(B), (6)(A), (6)(C)-(H), (6)(J)-(O), (7)(G)-(H), (8)(A)-(S), (9)(A)-(H), (10)(A)-(N), (11)(A)-(F); Mathematical Applications in Agriculture, Food, and Natural Resources: (4)(B), (4)(E), (7)(A)-(C), (8)(A)-(B), (9)(B), (10)(A)-(B), (11)(A)-(C), (12)(A), (12)(C), (12)(E); Mathematics for Medical Professionals: (7)(A)-(D); Robotics II: (7)(A)-(E), (7)(G)-(K), (9)(B)-(C), (11)(D), (12)(D)-(F); HVAC Technology I: (3)(B); Principles of Technology: (3)(J), (3)(L), (4)(E), (5)(H), (5)(K), (8)(A); Biotechnology II: (3)(I), (4)(G), (10)(A); Scientific Research and Design: (3)(I), (4)(G), (10)(A); Small Engine Technology I: (6)(C); Small Engine Technology II: (7)(E)]</p>	<p>[Robotics Programming and Design: (4)(B), (5)(A)-(B), (7)(B), (7)(J), (7)(L), (7)(O)-(P), (7)(S)]</p>
<p>D. Measurements involving geometry and algebra [Logic and reasoning in geometry]</p>				
<p>III.D.1. Find the perimeter and area of two-dimensional figures. [Make and validate geometric conjectures.]</p>	<p>[Kindergarten: (6)(E); Grade 6: (8)(A); Grade 8: (6)(B), (8)(D); Geometry: (4)(B)-(C), (5)(A), (5)(D), (6)(A)-(B), (6)(D)-(E), (7)(A)-(B), (8)(A)-(B), (9)(A)-(B), (12)(A)-(D); Mathematical Models with Applications: (6)(A)]  Grade 2: (9)(F)  Grade 3: (6)(C)-(E), (7)(B)  Grade 4: (5)(C)-(D)  Grade 5: (4)(H)  Grade 6: (8)(D)  Grade 7: (9)(B)-(C)  Grade 8: (10)(D)  Geometry: (10)(B), (11)(A)-(B), (12)(B)-(C)  Precalculus: (4)(A)-(C)</p>	<p>[Astronomy: (8)(A)]  [Earth and Space Science: (14)(A)]</p>	<p>Applied Mathematics for Technical Professionals: (3)(B), (3)(D)-(E), (3)(H)  Engineering Mathematics: (6)(A), (10)(D), (10)(G), (10)(J), (10)(M)-(N)  Mathematical Applications in Agriculture, Food, and Natural Resources: (4)(B), (4)(E), (5)(F), (7)(C), (9)(B), (10)(A), (11)(A)-(C), (12)(A), (12)(C), (12)(E); Agricultural Mechanics and Metal Technology: (11)(E); Engineering Science: (11)(B); Diversified Manufacturing II: (2)(C); Metal Fabrication and Machining I: (2)(C), (7)(A); Metal Fabrication and Machining II: (3)(E), (8)(B); Precision Metal Manufacturing I: (3)(B), (3)(E); Welding II: (3)(D)</p>	
<p>III.D.2. Determine the surface area and volume of three-dimensional figures. [Understand that Euclidean geometry is an axiomatic system.]</p>	<p>[Grade 4: (6)(A); Grade 6: (8)(A); Geometry: (4)(A), (4)(D), (6)(A)-(D), (6)(A)-(B), (6)(D)-(E), (7)(A), (12)(A)]  Grade 5: (4)(H), (6)(A)-(B)  Grade 7: (9)(A), (9)(D)  Grade 8: (6)(A)-(B), (7)(A)-(B), (10)(D)  Geometry: (10)(B), (11)(C)-(D)  Mathematical Models with Applications: (6)(B), (7)(D)</p>		<p>Applied Mathematics for Technical Professionals: (3)(B), (3)(E), (3)(H); Engineering Mathematics: (6)(K)-(O), (8)(C)-(D), (8)(G); Mathematical Applications in Agriculture, Food, and Natural Resources: (4)(B), (4)(E), (5)(F), (7)(C), (8)(A), (9)(B), (10)(B), (11)(A)-(C), (12)(C), (12)(E); Mathematics for Medical Professionals: (7)(A)-(B); Agricultural Mechanics and Metal Technology: (11)(E); Engineering Science: (11)(B); Diversified Manufacturing I: (2)(C); Diversified Manufacturing II: (2)(C); Manufacturing Engineering Technology I: (8)(B); Metal Fabrication and Machining I: (2)(C), (7)(A); Metal Fabrication and Machining II: (3)(E), (8)(B); Precision Metal Manufacturing I: (3)(B), (3)(E); Welding II: (3)(D); Small Engine Technology I: (6)(C); Small Engine Technology II: (7)(D)-(E)</p>	

<p>III.D.3. <u>Determine indirect measurements of geometric figures using a variety of methods.</u></p>	<p>Grade 4: (7)(E), (8)(C)  Grade 5: (6)(A)-(B)  Grade 6: (5)(A), (8)(A), (8)(B)  Grade 7: (5)(A), (5)(C), (8)(A)-(C)  Grade 8: (3)(A), (6)(C), (7)(B)-(D), (8)(D), (10)(D)  Geometry: (5)(A), (5)(D), (7)(B), (8)(A)-(B), (9)(A)-(B), (10)(B), (12)(B)-(C)  Precalculus: (4)(E)-(I), (4)(K)  Mathematical Models with Applications: (6)(C)-(D), (7)(A)  Advanced Quantitative Reasoning: (2)(A), (2)(D)</p>	<p><u>Astronomy: (9)(B)</u></p>	<p><u>Applied Mathematics for Technical Professionals: (3)(G)-(H), (4)(A)-(F); Engineering Mathematics: (3)(A)-(D), (4)(A)-(M), (5)(A)-(B), (6)(A), (6)(C)-(H), (6)(J)-(O), (7)(G)-(H), (8)(A)-(S), (9)(A)-(H), (10)(A)-(N), (11)(A)-(F); Mathematical Applications in Agriculture, Food, and Natural Resources: (4)(B), (4)(E), (7)(A)-(C), (8)(A)-(B), (9)(B), (10)(A)-(B), (11)(A)-(C), (12)(A), (12)(C), (12)(E); Mathematics for Medical Professionals: (7)(A)-(D); Robotics II: (7)(A)-(E), (7)(G)-(K), (9)(B)-(C), (11)(D), (12)(D)-(F); HVAC Technology I: (3)(B); Principles of Technology: (3)(J), (3)(L), (4)(E), (5)(H), (5)(K), (8)(A); Biotechnology II: (3)(I), (4)(G), (10)(A); Scientific Research and Design: (3)(I), (4)(G), (10)(A); Small Engine Technology I: (6)(C); Small Engine Technology II: (7)(E); Masonry Technology II: (2)(D); Diversified Manufacturing I: (2)(C)</u></p>	<p><u>Robotics Programming and Design: (4)(B), (5)(A)-(B), (7)(B), (7)(J), (7)(L), (7)(O)-(P), (7)(S)</u></p>
<p><b>[IV. Measurement Reasoning]</b></p>				
<p><b>[A. Measurement involving physical and natural attributes]</b></p>				
<p><u>[IV.A.1. Select or use the appropriate type of unit for the attribute being measured.]</u></p>	<p><u>[Kindergarten: (7)(A)]</u>  <u>[Grade 1: (7)(A)-(E)]</u>  <u>[Grade 2: (9)(A)-(B), (9)(D), (9)(F)-(G)]</u>  <u>[Grade 3: (7)(E)]</u>  <u>[Grade 4: (7)(B)-(C), (8)(A)]</u>  <u>[Grade 5: (6)(A)-(B)]</u>  <u>[Grade 8: (10)(D)]</u>  <u>[Geometry: (10)(B), (12)(D)]</u>  <u>[Advanced Quantitative Reasoning: (2)(A)]</u></p>	<p><u>[Integrated Physics and Chemistry: (2)(C)]</u></p>	<p><u>[Applied Mathematics for Technical Professionals: (4)(A)-(B), (4)(D)-(F); Engineering Mathematics: (3)(A)-(D), (4)(A)-(M), (5)(A)-(B), (6)(A), (6)(C)-(H), (6)(J)-(O), (7)(F)-(G), (8)(A)-(S), (9)(A)-(H), (10)(B)-(N), (11)(A)-(F); Mathematical Applications in Agriculture, Food, and Natural Resources: (4)(B), (4)(E)-(F), (5)(F), (7)(A), (7)(C), (8)(A)-(B), (9)(B), (10)(A)-(B), (11)(A)-(C), (12)(A)-(C), (12)(E); Mathematics for Medical Professionals: (5)(A)-(F); Robotics II: (7)(F)-(K), (8)(C); Forestry and Woodland Ecosystems: (4)(A)-(D), (6)(D); Principles of Technology: (3)(H), (5)(F); AC/DC Electronics: (6)(F)-(G); Engineering Design and Presentation II: (5)(F); Engineering Design and Problem Solving: (5)(J); Principles of Manufacturing: (3)(E); Diversified Manufacturing I: (10)(E); Diversified Manufacturing II: (11)(E); Precision Metal Manufacturing I: (3)(B), (3)(D)-(E); Small Engine Technology I: (9)(G)-(H); Small Engine Technology II: (10)(H)-(I)]</u></p>	<p><u>[Robotics Programming and Design: (5)(A)-(B), (7)(G)-(I), (7)(L)-(P)]</u></p>
<p><b>[B. Systems of measurement]</b></p>				
<p><u>[IV.B.1. Convert from one measurement system to another.]</u></p>	<p><u>[Grade 7: (4)(E)]</u>  <u>[Geometry: (12)(D)]</u></p>		<p><u>[Applied Mathematics for Technical Professionals: (4)(A), (4)(E); Engineering Mathematics: (3)(A); Mathematical Applications in Agriculture, Food, and Natural Resources: (4)(B), (5)(F), (7)(A), (12)(A); Mathematics for Medical Professionals: (5)(C); HVAC Tech I: (3)(A), (3)(C); Precision Metal Manufacturing I: (3)(B); Introduction to Welding: (5)(G); Welding I: (3)(J)]</u></p>	
<p><u>[IV.B.2. Convert within a single measurement system.]</u></p>	<p><u>[Grade 4: (9)(B)]</u>  <u>[Grade 5: (7)]</u>  <u>[Grade 6: (4)(H)]</u></p>	<p><u>[Grade 8: (8)(D)]</u>  <u>[Astronomy: (6)(E)]</u>  <u>[Chemistry: (2)(G)]</u>  <u>[Environmental Systems: (2)(F)]</u></p>	<p><u>[Applied Mathematics for Technical Professionals: (4)(A), (4)(E); Engineering Mathematics: (8)(H); Mathematical Applications in Agriculture, Food, and Natural Resources: (4)(B), (4)(D), (5)(F), (7)(A), (12)(A); Mathematics for Medical Professionals: (5)(C); Precision Metal Manufacturing I: (3)(B)]</u></p>	
<p><b>[C. Measurement involving geometry and algebra]</b></p>				
<p><u>[IV.C.1. Find the perimeter and area of two-dimensional figures.]</u></p>	<p><u>Grade 2: (9)(F)</u>  <u>Grade 3: (6)(C)-(E), (7)(B)]</u>  <u>Grade 4: (5)(C)-(D)]</u>  <u>Grade 5: (4)(H)]</u>  <u>Grade 6: (8)(D)]</u>  <u>Grade 7: (9)(B)-(C)]</u>  <u>Grade 8: (10)(D)]</u>  <u>Geometry: (10)(B), (11)(A)-(B), (12)(B)-(C)]</u>  <u>Precalculus: (4)(A)-(C)]</u></p>		<p><u>[Applied Mathematics for Technical Professionals: (3)(B), (3)(D)-(E), (3)(H); Engineering Mathematics: (6)(A), (10)(D), (10)(G), (10)(J), (10)(M)-(N); Mathematical Applications in Agriculture, Food, and Natural Resources: (4)(B), (4)(E), (5)(F), (7)(C), (9)(B), (10)(A), (11)(A)-(C), (12)(A), (12)(C), (12)(E); Agricultural Mechanics and Metal Technology: (11)(E); Engineering Science: (11)(B); Diversified Manufacturing II: (2)(G); Metal Fabrication and Machining I: (2)(C), (7)(A); Metal Fabrication and Machining II: (3)(E), (8)(B); Precision Metal Manufacturing I: (3)(B), (3)(E); Welding II: (3)(D)]</u></p>	
<p><u>[IV.C.2. Determine the surface area and volume of three-dimensional figures.]</u></p>	<p><u>[Grade 5: (4)(H), (6)(A)-(B)]</u>  <u>[Grade 7: (9)(A), (9)(D)]</u>  <u>[Grade 8: (6)(A)-(B), (7)(A)-(B), (10)(D)]</u>  <u>[Geometry: (10)(B), (11)(C)-(D)]</u>  <u>[Mathematical Models with Applications: (6)(B), (7)(D)]</u></p>		<p><u>[Applied Mathematics for Technical Professionals: (3)(B), (3)(E), (3)(H); Engineering Mathematics: (6)(K)-(O), (8)(C)-(D), (8)(G); Mathematical Applications in Agriculture, Food, and Natural Resources: (4)(B), (4)(E), (5)(F), (7)(C), (8)(A), (9)(B), (10)(B), (11)(A)-(C), (12)(C), (12)(E); Mathematics for Medical Professionals: (7)(A)-(B); Agricultural Mechanics and Metal Technology: (11)(E); Engineering Science: (11)(B); Diversified Manufacturing I: (2)(C); Diversified Manufacturing II: (2)(C); Manufacturing Engineering Technology I: (8)(B); Metal Fabrication and Machining I: (2)(C), (7)(A); Metal Fabrication and Machining II: (3)(E), (8)(B); Precision Metal Manufacturing I: (3)(B), (3)(E); Welding II: (3)(D); Small Engine Technology I: (6)(C); Small Engine Technology II: (7)(D)-(E)]</u></p>	
<p><u>[IV.C.3. Determine indirect measurements of figures using scale drawings, similar figures, the Pythagorean Theorem, and basic trigonometry.]</u></p>	<p><u>[Grade 6: (5)(A), (8)(A)]</u>  <u>[Grade 7: (5)(A), (5)(C)]</u>  <u>[Grade 8: (3)(A), (6)(C), (7)(C)-(D)]</u>  <u>[Geometry: (5)(A), (5)(D), (9)(B), (10)(B)]</u>  <u>[Precalculus: (4)(E)-(I), (4)(K)]</u>  <u>[Mathematical Models with Applications: (6)(C)-(D), (7)(A)]</u>  <u>[Advanced Quantitative Reasoning: (2)(D)]</u></p>	<p>II-11</p>	<p><u>[Applied Mathematics for Technical Professionals: (3)(G)-(H), (4)(D), (4)(F); Engineering Mathematics: (4)(C), (5)(A)-(B); Mathematical Applications in Agriculture, Food, and Natural Resources: (7)(C), (8)(B); Agricultural Mechanics and Metal Technology: (11)(E); Masonry Technology II: (2)(D); Diversified Manufacturing I: (2)(C)]</u></p>	

<b>[D. Measurement involving statistics and probability]</b>			
<u>[IV.D.1. Compute and use measures of center and spread to describe data.]</u>	<u>[Grade 6: (12)(B), (13)(B)]</u> <u>[Grade 7: (12)(A)]</u> <u>[Grade 8: (11)(B)]</u> <u>[Mathematical Models with Applications: (9)(B)]</u> <u>[Advanced Quantitative Reasoning: (4)(K), (4)(P)]</u> <u>[Statistics: (4)(B), (E)]</u>	<u>[Aquatic Science: (2)(F)]</u> <u>[Environmental Systems: (2)(F)]</u>	<u>[Engineering Mathematics: (4)(D), (11)(B), (11)(D); Mathematical Applications in Agriculture, Food, and Natural Resources: (4)(C), (5)(E), (6)(C); Mathematics for Medical Professionals: (6)(C), (D); Statistics and Business Decision Making: (10)(A), (C), (4)(A), (C), (15)(A), (16)(F), (H), (17), (19); Engineering Science: (15)(F); Biotechnology I: (3)(F)]</u>
<u>[IV.D.2. Apply probabilistic measures to practical situations to make an informed decision.]</u>	<u>[Grade 7: (6)(B), (D), (6)(F), (6)(H)]</u> <u>[Grade 8: (11)(C)]</u> <u>[Mathematical Models with Applications: (9)(B)]</u> <u>[Advanced Quantitative Reasoning: (4)(D)-(F), (4)(H), (K), (4)(Q), (S)]</u> <u>[Statistics: (4)(C), (4)(E)-(F), (5)(D), (6)(C)-(F), (6)(I)-(J)]</u>		<u>[Mathematics for Medical Professionals: (6)(C), (G); Statistics and Business Decision Making: (12)-(13); Engineering Science: (15)(A), (15)(D)-(E); Business Information Management II: (7)(B)]</u>  <u>[Grade 7: (6)(B), (D), (6)(F), (6)(H)]</u> <u>[Grade 8: (11)(C)]</u> <u>[Mathematical Models with Applications: (9)(B)]</u> <u>[Advanced Quantitative Reasoning: (4)(D), (F), (4)(H), (K), (4)(Q), (S)]</u> <u>[Statistics: (4)(C), (4)(E)-(F), (5)(D), (6)(C)-(F), (6)(I)-(J)]</u>
<b>IV. [V.] Probabilistic Reasoning</b>			
<b>A. Counting principles</b>			
<u>IV. [V.] A.1. Determine the nature and the number of elements in a finite sample space.</u>	Grade 7: (6)(A) Geometry: (13)(A) Mathematical Models with Applications: (8)(A) Advanced Quantitative Reasoning: (2)(E)		Statistics and Business Decision Making: (9), (11)(A)  Discrete Mathematics for Computer Science: (1)(C), (2)(D), (4)(N), (6)(B), (6)(H), (6)(M)
<b>B. Computation and interpretation of probabilities</b>			
<u>IV. [V.] B.1. Compute and interpret the probability of an event and its complement.</u>	Grade 7: (6)(C)-(E), (6)(I) Geometry: (13)(B)-(E) Advanced Quantitative Reasoning: (4)(C) Statistics: (5)(A)-(B)		Statistics and Business Decision Making: (11)(B) Engineering Science: (15)(D)-(E)  Discrete Mathematics for Computer Science: (1)(C), (4)(N), (6)(J)-(K)
<u>IV. [V.] B.2. Compute and interpret the probability of conditional and compound events.</u>	Grade 7: (6)(C)-(E), (6)(I) Geometry: (13)(C)-(E) Advanced Quantitative Reasoning: (4)(A)-(F) Statistics: (5)(A)-(B)		Statistics and Business Decision Making: (11)(B) Engineering Science: (15)(D)-(E)  Discrete Mathematics for Computer Science: (1)(C), (4)(K), (4)(N), (6)(J)-(K)
<b>C. Measurement involving probability</b>			
<u>IV.C.1. Use probability to make informed decisions. [V.]</u>	Grade 7: (6)(B)-(D), (6)(F), (6)(H) Grade 8: (11)(C) Mathematical Models with Applications: (9)(B) Advanced Quantitative Reasoning: (4)(D)-(F), (4)(H)-(K), (4)(Q)-(S) Statistics: (4)(C), (4)(E)-(F), (5)(D), (6)(C)-(F), (6)(I)-(J)		Mathematics for Medical Professionals: (6)(C)-(G); Statistics and Business Decision Making: (12)-(13); Engineering Science: (15)(A), (15)(D)-(E) Business Information Management II: (7)(B)
<b>V. [VI.] Statistical Reasoning</b>			
<b>A. Design a study [Data collection]</b>			
<u>V. [VI.] A.1. Formulate a statistical question, plan an investigation, and collect data. [Plan a study.]</u>	Kindergarten - Grade 12: (1)(B) Mathematical Models with Applications: (9)(C), (10)(A) Advanced Quantitative Reasoning: (4)(K)-(O), (4)(S) Statistics: (2)(A)-(G)	Kindergarten – Grade 2: (2)(A)-(C) Grades 3 – 4: (2)(A)-(B) Grade 5 - 8: (2)(A)-(C) Aquatic Science: (2)(E) Astronomy: (2)(E) Biology: (2)(E) Chemistry: (2)(E) Environmental Systems: (2)(E) Integrated Physics and Chemistry: (2)(B) Physics: (2)(E)	Accounting II: (2)(B), (8)(A); Applied Mathematics for Technical Professionals: (1)(B); Digital Electronics: (2)(B); Engineering Mathematics: (2)(B); Financial Mathematics: (2)(B); Manufacturing Engineering Technology II: (2)(B); Mathematical Applications in Agriculture, Food, and Natural Resources: (2)(B); Mathematics for Medical Professionals: (2)(B), (6)(H); Robotics II: (2)(B); Statistics and Business Decision Making: (2)(B), (8)(A)-(E); AC/DC Electronics: (4)(D); Engineering Science: (3)(E); Biotechnology I: (3)(E); Biotechnology II: (3)(E); Scientific Research and Design: (3)(E)
<b>B. Describe data</b>			
<u>V. [VI.] B.1. Classify [Determine] types of data.</u>	Grade 5: (9)(A)-(B) Grade 6: (12)(C)-(D), (13)(B) Advanced Quantitative Reasoning: (4)(L)-(N) Statistics: (2)(D), (4)(A)	<u>[Integrated Physics and Chemistry: (4)(B)]</u> <u>[Physics: (2)(L)]</u>	Mathematical Applications in Agriculture, Food, and Natural Resources: (6)(D), (7)(D), (8)(C), (9)(C), (10)(C), (11)(D), (12)(D); Statistics and Business Decision Making: (9); Principles of Technology: (3)(F); Engineering Design and Problem Solving: (3)(F); Engineering Science: (3)(F); Scientific Research and Design: (3)(F); Principles of Information Technology: (9)(D); Business Information Management I: (7)(D)



<p>V. [VI.]B.2. Construct [Select and apply] appropriate visual representations of data.</p>	<p>Kindergarten: (8)(A)-(B) Grade 1: (8)(A)-(B) Grade 2: (10)(B) Grade 3: (8)(A) Grade 4: (9)(A) Grade 5: (9)(A)-(B) Grade 6: (12)(A) Grade 8: (11)(A) Mathematical Models with Applications: (10)(B) Advanced Quantitative Reasoning: (3)(A), (4)(P)-(R), (4)(T) Statistics: (2)(F)</p>	<p><u>Kindergarten – Grade 2: (2)(D)</u> <u>Grade 3 – 4: (2)(C)</u> <u>Grade 5: (2)(G)</u> Grades 6 - 8: (3)(C) Aquatic Science: (2)(J) Biology: (2)(H) Chemistry: (2)(I) Earth and Space Science: (2)(I) Environmental Systems: (2)(K) Integrated Physics and Chemistry: (2)(E), (3)(B), (4)(B) Physics: (2)(H)-(L), (4)(A)-(DF), (6)(D)</p>	<p>Accounting II: (1)(A), (4)(I); Digital Electronics: (1)(C); Engineering Mathematics: (1)(C); Financial Mathematics: (1)(A), (6)(F); Manufacturing Engineering Technology II: (1)(F); Mathematical Applications in Agriculture, Food, and Natural Resources: (5)(D); Mathematics for Medical Professionals: (1)(A); Robotics II: (1)(J); Statistics and Business Decision Making: (1)(A), (7)(D), (9); Principles of Technology: (3)(J)-(K), (5)(H), (5)(J); Engineering Design and Problem Solving: (3)(H); Engineering Science: (3)(H); Scientific Research and Design: (3)(J), (10)(A); Principles of Information Technology: (5)(D); Business Information Management I: (9)(A)-(C), (11)(C)</p>	
<p>V. [VI.]B.3. Compute and describe the study data with measures of center and basic notions of spread. [summary statistics of data.]</p>	<p>Grade 2, (10)(C) Grade 3: (8)(A)-(B) Grade 4: (9)(B) Grade 5: (9)(C) Grade 6: (12)(B)-(D), (13)(A)-(B) Grade 7: (6)(G), (12)(A) Grade 8: (11)(B) Mathematical Models with Applications: (9)(B), (9)(D) Advanced Quantitative Reasoning: (4)(I), (4)(K), (4)(P) Statistics: (4)(B)-(E), (5)(C)-(D)</p>	<p><u>Aquatic Science: (2)(F); Environmental Systems: (2)(F)</u></p>	<p>Engineering Mathematics: (4)(D), (11)(B), (11)(D) Mathematical Applications in Agriculture, Food, and Natural Resources: (4)(C), (5)(E), (6)(C) Mathematics for Medical Professionals: (6)(C)-(G) Statistics and Business Decision Making: (10)(A)-(C), (14)(A)-(C), (15)(A), (16)(E)-(H), (17)-(19); Engineering Science: (15)(F) Biotechnology I: (3)(F) Engineering Mathematics: (11)(B), (11)(D) Diversified Manufacturing I: (10)(B) Business Information Management I: (11)(A) Food Science: (3)(E), (H), (6)(F)</p>	
<p>V. [VI.]B.4. Describe patterns and departure from patterns in the study [a set] of data.</p>	<p>Grade 4: (5)(B) Grade 5: (4)(D), (9)(B)-(C) Grade 8: (5)(C)-(D), (11)(A) Algebra I: (4)(A) Algebra II: (8)(A) Mathematical Models with Applications: (2)(C), (8)(C), (9)(A)-(B), (9)(E)-(F) Advanced Quantitative Reasoning: (3)(B), (4)(P)-(S) Statistics: (4)(C), (7)(A)-(B), (7)(C), (7)(E)-(F)</p>	<p><u>Grades 3 - 5: (2)(D)</u> Grades 6 - 8: (2)(D) Aquatic Science: (2)(H) Astronomy: (2)(G), (9)(B) Biology: (2)(G) Chemistry: (2)(H) Earth and Space Science: (2)(G) Environmental Systems: (2)(I) Integrated Physics and Chemistry: (2)(D), (7)(F) Physics: (2)(H), (2)(J), (3)(A), (3)(E)</p>	<p>Accounting II: (8)(A) Applied Mathematics for Technical Professionals: (6)(C) Engineering Mathematics: (11)(B), (11)(D) Financial Mathematics: (6)(F) Mathematical Applications in Agriculture, Food, and Natural Resources: (4)(B), (4)(G), (5)(B), (6)(D), (7)(D), (8)(C), (9)(C), (10)(C), (11)(D), (12)(D) Mathematics for Medical Professionals: (3)(C), (4)(A) Statistics and Business Decision Making: (7)(A), (16)(F)-(H), (17)-(19), (20)(A)-(C), (21), (22)(A)-(D) Engineering Science: (15)(F) Biotechnology I: (3)(F) Business Information Management I: (11)(A)</p>	
<p>C. [Read.] A[analyze, interpret, and draw conclusions from data]</p>				
<p>V. [VI.]C.1. Analyze data sets using graphs and summary statistics. [Make predictions and draw inferences using summary statistics.]</p>	<p>Grade 5: (9)(A)-(C) Grade 6: (12)(A), (12)(C)-(D), (13)(A) Grade 7: (12)(A)-(C) Grade 8: (11)(A) Algebra I: (4)(A) Algebra II: (8)(A) Mathematical Models with Applications: (9)(A)-(B), (9)(E), (10)(B) Advanced Quantitative Reasoning: (3)(C), (4)(P)-(R) Statistics: (4)(B), (4)(D)-(E)</p>	<p>Grades 6-8: (2)(E), (3)(A) <u>[-(3)(C)]</u> Aquatic Science: (2)(F), (3)(A) <u>[-(3)(C)]</u> Astronomy: (2)(G), (3)(A) <u>[-(3)(C)]</u> Biology: (2)(G), (3)(A) <u>[-(3)(C)]</u> Chemistry: (2)(H), (3)(A) <u>[-(3)(C)]</u> Earth and Space Science: (2)(G), (3)(A) <u>[-(3)(C)]</u> Environmental Systems: (2)(F), (2)(I), (3)(A), <u>[-(3)(C)]</u> Integrated Physics and Chemistry: (2)(D), <u>[-(3)(C)]</u> <u>[-(7)(F)]</u> Physics: (2)(I)-(J), (3)(A) <u>[(C), -(3)(F)]</u></p>	<p>Applied Mathematics for Technical Professionals: (6)(C) ; Engineering Mathematics: (11)(B)-(D); Manufacturing Engineering Technology II: (8)(C); Mathematical Applications in Agriculture, Food, and Natural Resources: (4)(B)-(C), (4)(G), (5)(B), (5)(E), (6)(C), (7)(D), (8)(C), (9)(C), (10)(C), (11)(D), (12)(D); Mathematics for Medical Professionals: (3)(C), (4)(A), (6)(C)-(G); Statistics and Business Decision Making: (7)(B), (9), (10)(B)-(C), (12)-(13), (16)(E)-(H), (17)-(19), (20)(C), (21); Engineering Design and Problem Solving: (3)(H); Engineering Science: (3)(H); Scientific Research and Design: (3)(J), (10)(A); Web Technologies: (8)(G); Business Information Management I: (10)(C-D)</p>	
<p>V. [VI.]C.2. Analyze relationships between paired data using spreadsheets, graphing calculators, or statistical software. [Analyze data sets using graphs and summary statistics.]</p>	<p>Kindergarten - Grade 12: (1)(C) Grade 8: (5)(C), (11)(A) Algebra I: (4)(A), (4)(C), (8)(B), (9)(E) Algebra II: (8)(A) Mathematical Models with Applications: (8)(C), (9)(F) Advanced Quantitative Reasoning: (3)(A), (4)(P), (4)(R) Statistics: (5)(C)-(D) Algebraic Reasoning: (2)(C)-(D)</p>	<p>Grades 6-8: (2)(D)-(E), (3)(A) Aquatic Science: (2)(F), (2)(H), (2)(J), (3)(A), (3)(C), (4)(C), (5)(A)-(B) Astronomy: (2)(E)-(G), (2)(I), (3)(A), (3)(C), (6)(D), (8)(C), (11)(C), (11)(G) Biology: (2)(G), (3)(A), (2)(F), (2)(H) Chemistry: (2)(H), (3)(A), (2)(E), (2)(I), (11)(C) Earth and Space Science: (2) <u>[(G)]</u> (E)-(I) (3)(A), (4)(A), (5)(A), (13)(A)-(C), (14)(A), (15)(B), (15)(C), (15)(E) Environmental Systems: (2)(F)-(I), (2)(K), (3)(A), (4)(A)-(D), (4)(F)-(G), <u>[(6)(E)]</u> (7)(B)-(D), (8)(A), (8)(E) Integrated Physics and Chemistry: (2)(D)-(E), (3)(A), (4)(A)-(B), (4)(D)-(7)(F) Physics: (2) <u>[(H)-(I)]</u> (H)-(J), (3)(A) <u>-(D)</u>, (3)(E), (4)(A)-(D), (5)(B)-(C), (5)(F), (6)(A), (6)(C), (7)(B), (8)(C)</p>	<p><u>Accounting II: (2)(C), (8)(A)</u> <u>Applied Mathematics for Technical Professionals: (4)(C), (6)(C)</u> <u>Digital Electronics: (2)(C)</u> <u>Engineering Mathematics: (2)(C)</u> <u>Financial Mathematics: (2)(C), (4)(F), (6)(F)</u> <u>Manufacturing Engineering Technology II: (2)(C)</u> <u>Mathematical Applications in Agriculture, Food, and Natural Resources: (2)(C), (4)(C), (5)(B), (6)(C), (7)(D), (8)(C), (9)(C), (10)(C), (11)(D), (12)(D)</u> <u>Mathematics for Medical Professionals: (2)(C), (4)(A)</u> <u>Robotics II: (2)(C)</u> <u>Statistics and Business Decision Making: (2)(C), (7)(C)-(D), (17)-(19), (20)(A)-(C), (21), (22)(A)-(D)</u> <u>Principles of Technology: (3)(J)-(K), (5)(H), (5)(J)</u> <u>Engineering Design and Problem Solving: (3)(H); Engineering Science: (3)(H); Scientific Research and Design: (3)(J), (10)(A); Principles of Information Technology: (8)(E)</u></p> <p><u>Applied Mathematics for Technical Professionals: (6)(C)</u> <u>Financial Mathematics: (4)(F), (6)(F)</u> <u>Mathematical Applications in Agriculture, Food, and Natural Resources: (4)(G), (5)(B), (6)(D), (7)(D), (8)(C), (9)(C), (10)(C), (11)(D), (12)(D)</u> <u>Mathematics for Medical Professionals: (4)(A)</u> <u>Statistics and Business Decision Making: (7)(C)-(D), (20)(A)-(C), (21), (22)(A)-(D)</u> <u>Principles of Technology: (3)(I)-(K), (5)(H)-(J)</u> <u>Engineering Design and Problem Solving: (3)(G)-(H)</u> <u>Engineering Science: (3)(H)</u> <u>Scientific Research and Design: (3)(G)-(J), (10)(A); Principles of Information Technology: (8)(E)</u></p>	<p>Robotics Programming and Design: (1)(C)</p>

<p>V. [VI].C.3. <u>Make predictions using summary statistics.</u> [<u>Analyze relationships between paired data using spreadsheets, graphing calculators, or statistical software.</u>]</p>	<p>Kindergarten: (8)(C) Grade 1: (8)(C) Grade 2: (10)(D) Grade 6: (12)(C)-(D) Grade 7: (6)(F), (12)(B)-(C) Grade 8: (11)(C) Mathematical Models with Applications: (8)(C), (9)(B), (9)(D)-(F), (10)(A) Advanced Quantitative Reasoning: (3)(B), (4)(K), (4)(R) Statistics: (4)(D), (4)(F), (6)(I)-(J)</p>	<p><u>Grades 6-8: (2)(E)</u> Aquatic Science: (2)(F), (2)(H) Astronomy: (2)(G) Biology: (2)(EG) Chemistry: (2)(H) Earth and Space Science: (2)(G) Environmental Systems: (2)(F), (2)(I) Integrated Physics and Chemistry: (2)(D), (7)(F) Physics: (2)(H), (2)(J), <del>(2)(L)</del>, <del>(3)(A)</del> (3)(F)</p>	<p>Applied Mathematics for Technical Professionals: (6)(C) Engineering Mathematics: (11)(B), (11)(D) Financial Mathematics: (6)(F); Mathematical Applications in Agriculture, Food, and Natural Resources: (4)(B)-(C), (5)(E), (6)(C), (7)(D), (8)(C), (9)(C), (10)(C), (11)(D), (12)(D) Mathematics for Medical Professionals: (6)(C), (6)(F)-(G) Statistics and Business Decision Making: (16)(E)-(H), (17)-(19), (20)(C), (21); Engineering Science: (15)(F) Biotechnology I: (3)(F)</p>	
<p>V. [VI].C.4. <u>Identify and explain misleading uses of data.</u> [<u>Recognize reliability of statistical results.</u>]</p>	<p>Algebra I: (4)(A) Mathematical Models with Applications: (8)(C), (9)(E) Advanced Quantitative Reasoning: (3)(B), (4)(H)-(K), (4)(O), (4)(Q)-(S) Statistics: (7)(C), (7)(E)-(F)</p>	<p><u>Grade 3-8: (3)(A)</u> Aquatic Sciences: (3)(A)-(C) Astronomy: (3)(A)-(C) Biology: (3)(A)-(C) Chemistry: (3)(A)-(C) Earth and Space Science: (3)(A)-(C) Environmental Systems: (3)(A)-(C) Integrated Physics and Chemistry: <del>(2)(D)</del> (3)(A)-(C), <del>(3)(C)</del> Physics: (2)(I)-(J), (3)(A)-(C)</p>	<p><del>[<u>Mathematical Applications in Agriculture, Food, and Natural Resources: (5)(C);</u> ]</del> <del>[<u>Statistics and Business Decision Making: (4)(A)-(E), (5), (7)(B)</u> ]</del> <del>[<u>Principles of Technology: (3)(J)-(K), (5)(H), (5)(J)</u> ]</del> <del>[<u>Engineering Design and Problem Solving: (3)(H)</u> ]</del> <del>[<u>Engineering Science: (3)(H)</u> ]</del> <del>[<u>Scientific Research and Design: (3)(J)</u> ]</del>  <u>Mathematical Applications in Agriculture, Food, and Natural Resources: (5)(C)</u> <u>Statistics and Business Decision Making: (4)(A)-(E), (5), (7)(B)</u> <u>Principles of Technology: (3)(J)-(K), (4)(A), (5)(H), (5)(J)</u> <u>Engineering Design and Problem Solving: (3)(H)</u></p>	
<p><b>VI. [VII.] Functions</b></p>				
<p>A. Recognition and representation of functions</p>				
<p>VI.[VII].A.1. Recognize if <u>whether</u> a relation is a function.</p>	<p>Grade 8: (5)(G) Algebra I: (12)(A)</p>			
<p>VI.[VII].A.2. Recognize and distinguish between different types of functions.</p>	<p>Grade 6: (4) Grade 8: (5)(F), (5)(H), (11)(A) Algebra II: (2)(A), (8)(A)-(B) Precalculus: (2)(F), (2)(I)-(M) Mathematical Models with Applications: (7)(A) Advanced Quantitative Reasoning: (3)(A)-(H) Statistics: (7)(A) Algebraic Reasoning: (2)(A)-(D), (3)(A)-(C), (3)(F), (4)(B), (6)(A)-(C), (7)(A)-(B), (7)(D)-(E)</p>	<p>Physics: (3)(EE)</p>	<p>Applied Mathematics for Technical Professionals: (2)(B) Mathematical Applications in Agriculture, Food, and Natural Resources: (6)(B), (7)(B), (8)(A), (9)(A), (10)(A), (11)(B)</p>	
<p>B. Analysis of functions</p>				
<p>VI.[VII].B.1. Understand and analyze features of <u>a</u> functions.</p>	<p>Grade 6: (6)(A) Grade 7: (7) Grade 8: (4)(A), (4)(C), (11)(A) Algebra I: (2)(A), (3)(A)-(C), (6)(A), (7)(A), (9)(A)-(B), (9)(D) Algebra II: (2)(A), (2)(C), (5)(C), (6)(K), (7)(I) Precalculus: (2)(F)-(O) Mathematical Models with Applications: (7)(A) Advanced Quantitative Reasoning: (3)(A)-(H) Statistics: (7)(A), (7)(C), (7)(E) Algebraic Reasoning: (2)(A)-(D), (3)(A)-(F), (4)(A)-(D), (7)(A)-(B), (7)(D)-(E)</p>		<p>Applied Mathematics for Technical Professionals: (2)(B), (2)(H), (5)(A), (6)(A), (6)(C); Financial Mathematics: (4)(F), (5)(C)-(D), (7)(A), (11)(B), (11)(D), (17)(F) Mathematical Applications in Agriculture, Food, and Natural Resources: (6)(B), (7)(B), (8)(A), (9)(A), (10)(A), (11)(B) Mathematics for Medical Professionals: (4)(A)-(C), (4)(E) Statistics and Business Decision Making: (20)(A), (22)(A)-(D)</p>	
<p>VI.[VII].B.2. Algebraically construct and analyze new functions.</p>	<p>Grade 8: (5)(E) Algebra I: (2)(D), (3)(E), (7)(C) Algebra II: (2)(B), (4)(C), (4)(E), (5)(A)-(B), (6)(A), (6)(C), (6)(G)-(H), (6)(L) Precalculus: (2)(A), (2)(C), (2)(E), (2)(G), (3)(B)-(C) Mathematical Models with Applications: (9)(F) Advanced Quantitative Reasoning: (3)(A)-(H) Statistics: (7)(B) Algebraic Reasoning: (3)(D)-(F), (4)(A)-(C)</p>		<p>Applied Mathematics for Technical Professionals: (5)(E) Financial Mathematics: (6)(C), (7)(A)</p>	

C. Model real-world situations with functions				
<p><u>VI.[VH].C.1. Apply known functions to model real-world situations, [models.]</u></p>	<p>Grade 8: (5)(D)  Algebra I: (2)(D), (4)(C), (8)(B), (9)(B), (9)(E), (12)(D)  Algebra II: (3)(A), (3)(E), (4)(E), (5)(B), (6)(D), (6)(H), (6)(L), (8)(A)  )Precalculus: (2)(N)-(P)  Mathematical Models with Applications: (3)(A), (3)(C)-(D), (5)(A)-(C), (7)(A)  Advanced Quantitative Reasoning: (3)(A), (3)(C), (3)(E)-(H)  Statistics: (7)(A)-(B)  Algebraic Reasoning: (2)(A)-(D), (3)(C)-(E), (5)(D)-(E), (6)(B), (7)(D)-(E)</p>	<p>Physics: (4)(B)-(C), (7)(B)-(C)</p>	<p>Applied Mathematics for Technical Professionals: (2)(B), (2)(H), (5)(A), (6)(A), (6)(C)  Financial Mathematics: (4)(F), (5)(C), (7)(A), (11)(B), (11)(D)  Mathematical Applications in Agriculture, Food, and Natural Resources: (5)(F), (6)(B), (7)(B), (8)(A), (9)(A), (10)(A), (11)(B)  Mathematics for Medical Professionals: (4)(A)-(C), (4)(E)  Statistics and Business Decision Making: (20)(A)-(C), (21), (22)(A)-(D)  Engineering Science: (10)(G)-(H), (16)(C)-(D)  Food Science: (8)(C)</p>	
<p><u>VI.[VH].C.2. Develop a function to model a situation.</u></p>	<p>Grade 6: (6)(C)  Grade 7: (7)  Grade 8: (4)(B)-(C)  Algebra I: (2)(B)-(G), (4)(C), (6)(B)-(C), (9)(C), (9)(E), (12)(D)  Algebra II: (4)(A)-(B), (4)(E), (5)(B), (6)(D), (6)(H), (6)(L), (8)(B)  Precalculus: (2)(N)-(P), (5)(H)-(I), (5)(N)  Mathematical Models with Applications: (5)(B)-(C), (7)(A), (9)(F)  Advanced Quantitative Reasoning: (3)(A), (3)(C)-(H)  Statistics: (7)(B)-(D)  Algebraic Reasoning: (2)(C)-(D), (3)(C)-(F), (6)(B), (7)(D)-(E)</p>	<p>Physics: (3)(E) <del>(F)</del></p>	<p>Applied Mathematics for Technical Professionals: (2)(B), (2)(H), (5)(A), (6)(A), (6)(C)  Financial Mathematics: (4)(F), (5)(C), (7)(A), (11)(B), (17)(F)  Mathematical Applications in Agriculture, Food, and Natural Resources: (4)(F), (5)(F), (6)(C)  Mathematics for Medical Professionals: (4)(A)  Robotics II: (7)(H)-(K), (8)(I)-(J)  Statistics and Business Decision Making: (20)(B), (21)  Engineering Science: (10)(G)-(H), (13)(A)-(E); (16)(C)-(D)  Principles of Information Technology: (8)(C)  Precision Metal Manufacturing II: (12)(C)  Precision Metal Manufacturing II Lab: (7)(C)</p>	<p>Robotics Programming and Design: (5)(A)-(F)</p>
<b><u>VII. [VIII.] Problem Solving and Reasoning</u></b>				
A. Mathematical problem solving				
<p><u>VII.[VIII].A.1. Analyze given information.</u></p>	<p>Kindergarten - Grade 12: (1)(B), (1)(F)  Grade 8: (5)(C)-(D), (5)(F)  Algebra I: (2)(A), (3)(E), (6)(A), (9)(A), (10)(F)  Algebra II: (2)(A), (2)(C), (4)(G), (5)(A), (5)(E), (6)(A), (6)(C), (6)(G), (6)(J)-(K), (8)(A)  Geometry: (2)(A), (5)(A)-(D), (6)(A)-(B), (6)(D)-(E), (7)(A)-(B), (8)(A)-(B), (9)(A)-(B), (10)(B), (12)(B)-(E)  Precalculus: (2)(D), (2)(I)-(L), (2)(N)  Mathematical Models with Applications: (2)(C), (3)(B)-(D), (4)(A)-(C), (6)(A), (7)(A)-(D), (8)(A), (8)(C), (9)(A)-(E)  Advanced Quantitative Reasoning: (2)(B), (2)(G), (3)(B)-(H), (4)(G)-(Q)  Discrete Mathematics for Problem Solving: (2)(A)-(L), (3)(A)-(C), (5)(G), (5)(J), (6)(J), (7)(D)-(F)  Statistics: (2)(A)-(D), (2)(G), (3)(A), (3)(C)-(D), (4)(C)-(F), (5)(B), (5)(D), (6)(E), (6)(I), (7)(A), (7)(C)-(E)  Algebraic Reasoning: (2)(A), (2)(C)-(D), (3)(A)-(B), (3)(F), (4)(A)-(B), (6)(A), (7)(A)-(E)</p>	<p>Grades 6 - 8: (2)(E), (3)(A)  Grade 8: (6)(A)-(C),  Aquatic Science: (2)(H), (3)(A)-(B)  Astronomy: (2)(G), (3)(A)-(B), (7)(A)-(B), (8)(A)-(B), (9)(A)-(B)  Biology: (2)(G), (3)(A)-(B)  Chemistry: (2)(H), (3)(A)-(B)  Earth and Space Science: (2)(G), (3)(A)-(B), (4)(A), (5)(A), (13)(A)-(C), (14)(A), (15)(B), (15)(E)  Environmental Systems: (2)(I), (3)(A), (4)(A), (4)(F)-(G), (5)(E), (7)(D), (8)(A), (8)(E)  Integrated Physics and Chemistry: (2)(D), (3)(A), (4)(C), <del>(4)(G)</del>; (5)(D)-(I), (6)(A)-(E), (7)(A)-(F)  Physics: (2)(H)-(J), <del>(2)(L)</del>; (3)(A)-(BC), (4)(A)-(C), <del>(4)(E)-(F)</del>, (5)(A)-(C), <del>(6)(C)-(H)</del>; (6)(E); <del>(6)</del>; (7)(A), (7)(C), (7)(E)-(F), (8)(A), (8)(C)</p>	<p>Accounting II: (2)(B), (2)(F), (3)(A), (4)(H)-(I), (5)(B), (5)(L)-(N), (6)(B), (6)(D)(i)-(iii), (6)(E)(i)-(vi), (6)(G)(i)-(iv), (6)(H), (6)(K)(i)-(iii), (6)(K)(v), (6)(R)(i)-(vi), (8)(A); Applied Mathematics for Technical Professionals: (1)(B), (1)(F), (2)(B), (2)(D), (2)(H), (3)(E)-(F), (3)(H), (3)(J)-(K), (5)(A), (5)(C)-(E), (6)(A), (6)(C), (7)(D); Digital Electronics: (2)(B), (2)(F); Engineering Mathematics: (2)(B), (2)(F), (6)(B)-(C), (7)(C), (9)(B)-(D), (10)(B), (10)(F)-(G), (10)(I), (10)(K), (11)(B)-(E); Financial Mathematics: (2)(B), (2)(F), (3)(B)-(E), (3)(G), (3)(J)-(L), (4)(E), (4)(K), (5)(B), (5)(D)-(F), (6)(A), (6)(C)-(D), (6)(G)-(I), (7)(A), (7)(C), (7)(E), (7)(I)-(L), (8)(C)-(E), (9)(A), (9)(C)-(D), (10)(A), (10)(D)-(E); Manufacturing Engineering Technology II: (2)(B), (2)(F), (3)(B), (4)(B), (7)(B), (8)(C), (9)(C); Mathematical Applications in Agriculture, Food, and Natural Resources: (2)(B), (2)(F), (4)(B), (4)(G), (5)(B), (6)(C), (7)(D), (8)(C), (9)(C), (10)(C), (11)(D), (12)(D); Mathematics for Medical Professionals: (2)(B), (2)(F), (3)(C), (4)(A)-(C), (4)(E), (6)(A)-(C), (7)(D); Robotics II: (2)(B), (2)(F), (6)(B), (10)(A)-(C), (10)(E)-(F), (11)(B), (12)(A), (12)(E)-(F); Statistics and Business Decision Making: (2)(B), (2)(F), (3)(A), (3)(C), (4)(A)-(E), (5), (6)(A)-(C), (7)(B); Engineering Design and Problem Solving: (4)(A); Engineering Science: (4)(A); Biotechnology I: (4)(A); Biotechnology I: (4)(A); Scientific Research and Design: (4)(A); Principles of Information Technology: (8)(E); Diversified Manufacturing I: (10)(B); Diversified Manufacturing II: (6)(B), (11)(B); Manufacturing Engineering Technology I: (8)(B); Precision Metal Manufacturing II: (7)(A), (11)(D)-(H); Small Engine Technology II: (6)(B); Business Information Management I: (10)(C)-(D); Food Science: (1)(E)(4)</p>	<p>Discrete Mathematics for Computer Science: (4)(A)-(C), (4)(F), (4)(J), (4)(L)-(O), (6)(A)-(B), (6)(D)-(G), (6)(M)  Robotics Programming and Design: (1)(B), (1)(F), (2)(F), (3)(D), (4)(C), (4)(E), (5)(G), (7)(B)-(E), (7)(I), (7)(P), (7)(T)</p>

<p>VII. [VIII].A.2. Formulate a plan or strategy.</p>	<p>Kindergarten - Grade 12: (1)(B) Mathematical Models with Applications: (10)(A) Advanced Quantitative Reasoning: (2)(H) Discrete Mathematics for Problem Solving: (2)(G), (2)(K)-(L), (3)(E), (7)(G) Statistics: (2)(A)-(F) Algebraic Reasoning: (7)(D)-(E)</p>	<p>Kindergarten - Grade 2: (2)(B), Grades 3-5: (2)(A) Grades 6-8: (2)(A-B) Aquatic Science: (2)(E)-(F) Astronomy: (2)(E)-(F) Biology: (2)(E)-(F) Chemistry: (2)(E)-(F) Environmental Systems: (2)(E)-(F) Integrated Physics and Chemistry: (2)(B) Physics: (2)(E)(D)</p>	<p>Accounting II: (1)(E), (2)(B), (4)(H)-(I), (5)(L)-(N), (6)(C)-(E), (6)(G)-(H), (6)(J)-(K); Applied Mathematics for Technical Professionals: (1)(B); Digital Electronics: (2)(B), (5)(A)-(B), (5)(D); Engineering Mathematics: (2)(B); Financial Mathematics: (2)(B); Manufacturing Engineering Technology II: (2)(B), (3)(A), (3)(C)-(D), (4)(A), (5)(A), (5)(C), (8)(A), (9)(A); Mathematical Applications in Agriculture, Food, and Natural Resources: (2)(B); Mathematics for Medical Professionals: (2)(B), (6)(H) Robotics II: (2)(B), (4)(A)-(B), (6)(B), (7)(H)-(K), (8)(A)-(J), (10)(A)-(B), (11)(C), (12)(A)-(B); Statistics and Business Decision Making: (2)(B); Principles of Technology: (4)(A), (7)(A); Engineering Design and Problem Solving: (4)(A); Engineering Science: (4)(A); Biotechnology I: (4)(A); Biotechnology I: (4)(A); Scientific Research and Design: (4)(A); Principles of Information Technology: (1)(G); Web Technologies: (9)(C); Diversified Manufacturing II: (6)(B); Manufacturing Engineering Technology I: (2)(B), (8)(C); Precision Metal Manufacturing II: (7)(A)-(B), (11)(D), (12)(D)-(G); Precision Metal Manufacturing II Lab: (6)(D)-(H), (7)(D)-(G); Small Engine Technology II: (6)(B)</p>	<p>Discrete Mathematics for Computer Science: (1)(A)-(B), (4)(D)-(F), (4)(L)-(O), (6)(A)-(D), (6)(G), (6)(I), (6)(M) Robotics Programming and Design: (1)(B), (3)(A)-(B), (3)(D), (4)(B)-(C), (4)(E), (5)(A)-(G), (7)(B), (7)(H)-(I), (7)(K), (7)(M), (7)(P), (7)(T)</p>
<p>VII. [VIII].A.3. Determine a solution.</p>	<p>Kindergarten - Grade 12: (1)(B) Grade 4: (7)(E), (8)(C) Grade 6: (8)(D), (10)(A) Grade 7: (6)(G)-(H), (9)(A)-(D), (11)(A) Grade 8: (8)(C), (9) Algebra I: (5)(A)-(C), (8)(A) Algebra II: (3)(B)-(C), (3)(F)-(G), (4)(F), (4)(H), (5)(D), (6)(B), (6)(E)-(F), (6)(I), (6)(L), (7)(H) Geometry: (5)(D), (6)(A), (6)(D)-(E), (7)(B), (8)(A)-(B), (9)(A)-(B), (11)(A)-(D), (12)(A)-(C) Precalculus: (2)(N), (3)(C), (4)(D)-(K), (5)(H)-(K), (5)(N) Mathematical Models with Applications: (2)(A)-(B), (5)(A), (6)(C)-(D) Advanced Quantitative Reasoning: (2)(C)-(E) Discrete Mathematics for Problem Solving: (2)(E)-(F), (2)(J), (3)(F), (4)(J), (5)(D), (6)(K) Statistics: (6)(C)-(D) Algebraic Reasoning: (5)(D)-(E), (6)(B)-(C)</p>	<p><del>Kindergarten - Grade 2: (3)(A)</del> <del>Grades 1 &amp; 2: (3)(A)</del> <del>Grades 3 - 5: (2)(D)</del> <del>Grades 6 - 8: (2)(E)</del> <del>Aquatic Science: (2)(J)</del> <del>Astronomy: (2)(H)</del> <del>Biology: (2)(H)</del> <del>Chemistry: (2)(I)</del> <del>Integrated Physics and Chemistry: (2)(E)</del> <del>Physics: (2)(I), (3)(E)</del> <del>Environmental Systems: (2)(K)</del> <del>Earth and Space Science: (2)(I)</del></p>	<p>Accounting II: (1)(B), (1)(E), (2)(B), (3)(C)-(D), (3)(F), (3)(I), (4)(C)-(G), (4)(I), (5)(B), (5)(D)-(F), (5)(I), (5)(K)-(P), (6)(D)(i)-(iii), (6)(E)(iii), (6)(E)(v)-(vi), (6)(G)(iii)-(iv), (6)(H), (6)(K)(i)-(iii), (6)(K)(v)-(vii); Applied Mathematics for Technical Professionals: (1)(B), (2)(A), (2)(D), (2)(F)-(H), (3)(B)-(H), (4)(A), (4)(E)-(F), (5)(B), (5)(D), (5)(E)-(F), (6)(B); Digital Electronics: (2)(B); Engineering Mathematics: (2)(B), (3)(B)-(D), (4)(A)-(M), (5)(A)-(B), (6)(B)-(O), (7)(A), (7)(F)-(I), (8)(A), (8)(D), (8)(G)-(H), (8)(L)-(S), (9)(A), (9)(E)-(H), (10)(A)-(D), (10)(F)-(H), (10)(J), (10)(M)-(N), (11)(A)-(B), (11)(F); Financial Mathematics: (2)(B), (3)(F), (3)(H)-(I), (4)(A)-(C), (4)(F)-(I), (5)(C), (6)(B), (6)(E), (7)(B), (7)(D), (7)(F)-(G), (8)(A)-(B), (8)(F), (9)(B), (10)(B)-(C), (11)(B)-(D), (12), (15)(A), (17)(C), (17)(G); Manufacturing Engineering Technology II: (2)(B), (3)(C), (5)(B), (5)(D), (9)(B); Mathematical Applications in Agriculture, Food, and Natural Resources: (2)(B), (4)(A)-(F), (5)(F), (6)(A)-(B), (7)(A)-(C), (8)(A)-(B), (9)(A)-(B), (10)(A)-(B), (11)(A)-(C), (12)(A)-(C), (12)(E); Mathematics for Medical Professionals: (2)(B), (3)(A), (3)(C), (3)(E), (4)(A)-(B), (4)(D)-(F), (5)(C), (6)(F), (7)(A)-(D); Robotics II: (2)(B), (6)(A), (6)(C)-(D), (7)(A), (7)(D), (7)(F)-(K), (8)(A)-(J), (10)(A), (11)(A), (11)(D), (12)(C)-(D); Statistics and Business Decision Making: (2)(B); Collision Repair: (3)(D), (5)(D); Principles of Technology: (4)(A), (7)(A); Engineering Design and Problem Solving: (4)(A); Engineering Science: (4)(A); Biotechnology I: (4)(A); Biotechnology I: (4)(A); Scientific Research and Design: (4)(A); Diversified Manufacturing II: (6)(B), (9)(A), (11)(C); Metal Fabrication and Machining II: (3)(C), (8)(A); Precision Metal Manufacturing II: (7)(A); Small Engine Technology I: (1)(C), (5)(D), (6)(A); Small Engine Technology II: (1)(C), (5)(C), (6)(B), (7)(A)</p>	<p>Discrete Mathematics for Computer Science: (1)(A)-(B), (4)(D)-(F), (4)(L)-(N), (6)(A)-(B), (6)(G)-(M) Robotics Programming and Design: (1)(B), (2)(A), (2)(C), (2)(E), (2)(H), (3)(B), (3)(E), (4)(B)-(C), (7)(I), (7)(P), (7)(T),</p>
<p>VII. [VIII].A.4. Justify the solution.</p>	<p>Kindergarten - Grade 12: (1)(B), (1)(G) Grade 6: (10)(B) Grade 8: (9) Algebra II: (3)(D), (4)(G), (5)(E), (6)(J), (8)(C) Mathematical Models with Applications: (3)(B), (9)(E) Advanced Quantitative Reasoning: (3)(F)-(H), (4)(S) Statistics: (6)(E)-(F), (7)(E)-(F)</p>	<p><del>Grades 3 - 5: (2)(D)</del> <del>Grades 6 - 8: (2)(E)</del> <del>Aquatic Science: (2)(J)</del> <del>Astronomy: (2)(H)</del> <del>Biology: (2)(H)</del> <del>Chemistry: (2)(I)</del> <del>Integrated Physics and Chemistry: (2)(E)</del> <del>Physics: (2)(I), (3)(E)</del> <del>Environmental Systems: (2)(K)</del> <del>Earth and Space Science: (2)(I)</del></p>	<p>Accounting II: (2)(B), (2)(G), (4)(I), (5)(L)-(N), (6)(H); Applied Mathematics for Technical Professionals: (1)(B), (1)(G); Digital Electronics: (2)(B), (2)(G); Engineering Mathematics: (2)(B), (2)(G); Financial Mathematics: (2)(B), (2)(G); Manufacturing Engineering Technology II: (2)(B), (2)(G); Mathematical Applications in Agriculture, Food, and Natural Resources: (2)(B), (2)(G); Mathematics for Medical Professionals: (2)(B), (2)(G), (3)(E); Robotics II: (2)(B), (2)(G), (4)(A)-(B), (6)(B), (7)(K), (8)(C), (10)(C)-(G), (11)(B)-(D), (12)(E)-(F); Statistics and Business Decision Making: (2)(B), (2)(G), (16)(E); Principles of Technology: (4)(A), (7)(A); Engineering Design and Problem Solving: (4)(A); Engineering Science: (4)(A); Biotechnology I: (4)(A); Biotechnology I: (4)(A); Scientific Research and Design: (4)(A); Diversified Manufacturing I: (5)(A); Diversified Manufacturing II: (6)(B); Precision Metal Manufacturing II: (7)(A); Small Engine Technology II: (6)(B)</p>	<p>Robotics Programming and Design: (1)(B), (1)(G), (2)(D), (2)(F), (3)(F)-(H), (4)(A), (4)(C)-(E), (7)(T)</p>
<p>VII. [VIII].A.5. Evaluate the problem-solving process.</p>	<p>Kindergarten - Grade 12: (1)(B) Algebra II: (2)(D) Mathematical Models with Applications: (8)(C), (9)(E), (10)(A) Advanced Quantitative Reasoning: (3)(B), (4)(S) Statistics: (3)(C)-(D), (6)(G)-(J), (7)(C)-(D)</p>	<p>Grades 3 - 8: (3)(A) Aquatic Science: (3)(A) Astronomy: (3)(A) Biology: (3)(A) Chemistry: (3)(A) Earth and Space Science: (3)(A) Environmental Systems: (3)(A) Integrated Physics and Chemistry: (3)(A) Physics: (3)(A)</p>	<p>Accounting II: (2)(B); Applied Mathematics for Technical Professionals: (1)(B); Digital Electronics: (2)(B); Engineering Mathematics: (2)(B); Financial Mathematics: (2)(B); Manufacturing Engineering Technology II: (2)(B); Mathematical Applications in Agriculture, Food, and Natural Resources: (2)(B); Mathematics for Medical Professionals: (2)(B), (4)(B); Robotics II: (2)(B), (6)(B), (10)(F), (12)(E)-(F) Statistics and Business Decision Making: (2)(B), (4)(A)-(E), (5), (6)(C), (7)(B), (15)(B); Principles of Applied Engineering: (6)(C); Principles of Technology: (4)(A), (7)(A), Robotics II: (2)(B); Engineering Design and Problem Solving: (4)(A); Engineering Science: (4)(A); Biotechnology I: (4)(A); Biotechnology I: (4)(A); Scientific Research and Design: (4)(A); Diversified Manufacturing II: (6)(B); Precision Metal Manufacturing II: (7)(A); Small Engine Technology II: (6)(B)</p>	<p>Robotics Programming and Design: (1)(B), (2)(D), (2)(F), (4)(A), (4)(D), (7)(T)</p>
<p><b>B. Proportional [Logical] reasoning</b></p>				
<p>VII. [VIII].B.1. Use proportional reasoning to solve problems that require fractions, ratios, percentages, decimals, and proportions in a variety of contexts using multiple representations. [Develop and evaluate convincing arguments.]</p>	<p>Kindergarten - Grade 12: (1)(G) Grade 6: (4)(B)-(D), (4)(G)-(H), (5)(A)-(B) Grade 7: (4)(A)-(E), (5)(A)-(C), (6)(C)-(G), (6)(I), (12)(C) Grade 8: (3)(A)-(C), (4)(A)-(B), (5)(A), (5)(E), (10)(D) Algebra I: (2)(D), (3)(A)-(B), (12)(C)-(D) Algebra II: (5)(B) Geometry: (2)(A)-(B), (4)(B)-(D), (5)(A), (5)(C)-(D), (6)(A)-(E), (7)(B), (8)(A), (9)(A)-(B), (12)(A)-(D)-(E) Precalculus: (4)(B), (4)(D)-(H), (5)(B), (5)(D), (5)(M) Mathematical Models with Applications: (3)(A)-(D), (4)(A)-(C), (5)(A)-(B), (6)(A)-(B), (6)(D), (7)(A)-(D), (8)(C), (9)(A)-(D), (9)(E), (10)(B) Advanced Quantitative Reasoning: (2)(B)-(C).</p>	<p><del>Grades 6 - 8: (3)(A)</del> <del>Grade 9: (6)(A)-(C), (7)(A)-(C)</del> <del>Aquatic Science: (2)(F), (4), (3)(A)</del> <del>Astronomy: (3)(A)</del> <del>Biology: (3)(A)</del> <del>Chemistry: (3)(A)</del> <del>Earth and Space Science: (3)(A), (7)(B), (10)(D)</del> <del>Environmental Systems: (2)(F)(J), (3)(A), (7)(B)</del> <del>Integrated Physics and Chemistry: (2)(E), (3)(A), (4)(D), (3)(C), (6)(C)-(E), (7)(C)-(F)</del> <del>Physics: (2)(I), (J), (3)(A), (C)(4)(D), (5)(B)(C), (5)(F), (6)(A)(C), (7)(B), (8)(C)</del></p>	<p><del>Accounting II: (2)(G), (4)(I), (5)(L)-(N), (6)(H)</del> <del>Applied Mathematics for Technical Professionals: (1)(G)</del> <del>Biotechnology I: (7)(C), (8)(E)</del> <del>Biotechnology II: (6)(D)</del> <del>Digital Electronics: (2)(G), (8)(A)-(F), (9)(A)-(F), (10)(A)-(K), (11)(A)-(G), (12)(A)-(B), (12)(E), (12)(H)</del> <del>Engineering Mathematics: (2)(G), (6)(B)-(C), (7)(C), (9)(B)-(D), (10)(B), (10)(F)-(G), (10)(I), (10)(K), (11)(B)-(E)</del> <del>Engineering Science: (12)(E)</del> <del>Financial Mathematics: (2)(G)</del> <del>Manufacturing Engineering Technology II: (2)(G)</del> <del>Mathematical Applications in Agriculture, Food, and Natural Resources: (2)(G), (4)(G), (5)(C)</del> <del>Mathematics for Medical Professionals: (1)(C), (2)(G)</del> <del>Principles of Technology: (12)(D), (13)(B)</del> <del>Robotics II: (2)(G), (6)(B), (7)(A)-(K), (8)(A)-(J), (10)(B)-(G), (10)(D), (10)(F)-(G), (11)(C), (12)(E)-(G)</del></p>	<p>Discrete Mathematics for Computer Science: (1)(A)-(B), (3)(A)-(B), (4)(A)-(F), (4)(H), (4)(J), (4)(L)-(O), (6)(A)-(G), (6)(I), (6)(L)-(M) Robotics Programming and Design: (1)(G), (3)(D), (4)(A)-(E), (5)(A)-(G), (7)(B), (7)(H), (7)(M), (7)(P)</p>

	<p>(2)(E), (2)(G), (3)(B)-(H), (4)(G)-(L), (4)(O), (4)(Q), (4)(S)</p> <p>Discrete Mathematics for Problem Solving: (2)(K), (6)(H), (7)(A), (7)(G)</p> <p>Statistics: (6)(A)-(B), (6)(D), (6)(F), (6)(H)-(J)</p> <p>Algebraic Reasoning: (2)(A), (2)(B)</p>	<p>Grade 6: (6)(B), (8)(C)</p> <p>Grade 8: (6)(A)</p> <p>Chemistry: (6)(C), (8)(B)-(E), (9)(A), (10)(C)-(D), (10)(H), (11)(C)-(D)</p> <p>Integrated Physics and Chemistry: (4)(A), (4)(D)</p> <p>Physics: (2)(J), (3)(E), (4)(A)-(D), (5)(B)-(C), (5)(F), (6)(A)-(D), (7)(B), (7)(E), (8)(C)-(D)</p> <p>Aquatic Science: (2)(I), (4)(B)-(C), (5)(A), (6)(B), (7)(A), (8)(A), (11)(A), (12)(A)</p> <p>Astronomy: (7)(B), (8)(B), (9)(C), (11)(C)</p> <p>Earth and Space Science: (2)(H), (5)(B), (7)(B), (10)(D)</p> <p>Environmental Systems: (2)(J), (7)(B)</p>	<p>[Scientific Research and Design: (6)(D)]</p> <p>[Small Engine Technology II: (6)(B)]</p> <p>[Statistics and Business Decision Making: (2)(G), (7)(B)]</p> <p>Accounting II: (4)(E), (4)(I), (6)(H)</p> <p>Biotechnology I: (8)(E)</p> <p>Biotechnology II: (8)(D)(8)(G), (12)(B), (13)(D), (14)(B)</p> <p>Engineering Mathematics: (3)(B), (5)(A)-(B), (10)(D)</p> <p>Engineering Science: (12)(E)</p> <p>Principles of Technology: (12)(C)-(D)</p> <p>Scientific Research and Design: (4)(G), (8)(E), (8)(G)</p> <p>Small Engine Technology II: (6)(B)</p> <p>Statistics and Business Decision Making: (7)(B)</p>	
<p>[VII, VIII, B.2. Use various types of reasoning]</p>	<p>[Grade 6: (4)(B)]</p> <p>[Algebra I: (12)(C)-(D)]</p> <p>[Geometry: (4)(B)-(D), (5)(A), (5)(D), (6)(A)-(E), (9)(A), (12)(A), (12)(D)-(E)]</p> <p>[Precalculus: (5)(B), (5)(M)]</p> <p>[Mathematical Models with Applications: (3)(A)-(D), (4)(A)-(C), (6)(A), (9)(A)-(C), (9)(E)]</p> <p>[Advanced Quantitative Reasoning: (2)(B), (2)(E), (3)(B), (H), (4)(G)-(L), (4)(Q), (4)(S)]</p> <p>[Discrete Mathematics for Problem Solving: (2)(K), (6)(H), (7)(A), (7)(G)]</p> <p>[Statistics: (6)(A)-(B), (6)(F), (6)(H)-(J)]</p> <p>[Algebraic Reasoning: (2)(A)]</p>	<p>[Grades 6 – 8: (3)(A)]</p> <p>[Grade 8: (6)(A)-(C), (7)(A)-(G)]</p> <p>[Aquatic Science: (3)(A)]</p> <p>[Astronomy: (3)(A)]</p> <p>[Biology: (3)(A)]</p> <p>[Chemistry: (3)(A)]</p> <p>[Earth and Space Science: (3)(A)]</p> <p>[Environmental Systems: (3)(A)]</p> <p>[Integrated Physics and Chemistry: (3)(A), (3)(C)]</p> <p>[Physics: (3)(A)]</p>	<p>Digital Electronics: (8)(A)-(F), (9)(A)-(F), (10)(A)-(K), (11)(A)-(G), (12)(A)-(B), (12)(E), (12)(H)</p> <p>Engineering Mathematics: (6)(B)-(C), (7)(C), (9)(B)-(D), (10)(B), (10)(F)-(G), (10)(I), (10)(K), (11)(B)-(E)</p> <p>Mathematical Applications in Agriculture, Food, and Natural Resources: (4)(G)</p> <p>Mathematics for Medical Professionals: (1)(C); Robotics II: (6)(B), (7)(A)-(K), (8)(A)-(J), (10)(B)-(G), (11)(C), (12)(E), (F)</p> <p>Principles of Technology: (12)(D), (13)(B)</p> <p>Engineering Science: (12)(E)</p> <p>Biotechnology I: (7)(C), (8)(E)</p> <p>Biotechnology II: (6)(D)</p> <p>Scientific Research and Design: (6)(D)</p> <p>Small Engine Technology II: (6)(B)</p>	<p>Discrete Mathematics for Computer Science: (1)(A)-(B), (3)(A)-(B), (4)(A)-(F), (4)(H), (4)(J), (4)(L)-(O), (6)(A)-(C), (6)(I), (6)(L)-(M)</p> <p>Robotics Programming and Design: (3)(D), (4)(A)-(E), (5)(A)-(G), (7)(B), (7)(H), (7)(M), (7)(P)</p>
<p>C. Logical reasoning [Real-world problem solving]</p>				
<p>VII, VIII, C.1. Develop and evaluate convincing arguments. [Formulate a solution to a real world situation based on the solution to a mathematical problem.]</p>	<p>[Kindergarten - Grade 12: (1)(A)]</p> <p>[Grade 4: (10)(B)]</p> <p>[Grade 7: (4)(D), (5)(C), (10)(C), (13)(A), (13)(C)]</p> <p>[Grade 8: (8)(C)]</p> <p>[Algebra I: (5)(A)-(C), (8)(B), (9)(C), (9)(E)]</p> <p>[Algebra II: (5)(B)]</p> <p>[Precalculus: (5)(C), (5)(H)-(L), (5)(N)]</p> <p>[Mathematical Models with Applications: (2)(A)-(C), (5)(A)-(C), (6)(B)-(D), (7)(A), (10)(A)]</p> <p>[Advanced Quantitative Reasoning: (3)(A)-(H), (4)(L)-(O)]</p> <p>[Discrete Mathematics for Problem Solving: (2)(E)-(F), (2)(J)-(K), (3)(F), (4)(J), (5)(A)-(B), (5)(I), (6)(D), (6)(F), (6)(K)]</p> <p>[Statistics: (2)(A)-(F), (3)(A)-(B), (5)(C), (6)(C)-(G)]</p> <p>[Algebraic Reasoning: (2)(D), (3)(C)-(F), (5)(D)-(E), (6)(A)-(C), (7)(D)-(E)]</p> <p>Kindergarten - Grade 12: (1)(G)</p> <p>Geometry: (4)(B)-(D), (5)(A), (5)(C)-(D), (6)(A)-(E), (7)(B), (8)(A), (12)(A)</p> <p>Mathematical Models with Applications: (8)(C), (10)(B)</p> <p>Advanced Quantitative Reasoning: (2)(B), (2)(G), (4)(G), (4)(S)</p>	<p>[Grade 6: (6)(B), (8)(C)]</p> <p>[Grade 8: (6)(A)]</p> <p>[Aquatic Science: (2)(H)]</p> <p>[Astronomy: (2)(G)]</p> <p>[Biology: (2)(G)]</p> <p>[Chemistry: (2)(G)-(H)]</p> <p>[Earth and Space Science: (2)(G)-(H)]</p> <p>[Environmental Systems: (2)(I)-(J)]</p> <p>[Physics: (2)(L), (3)(F), (4)(D), (6)(B)-(C), (5)(F), (6)(A), (6)(G)]</p> <p>Grades 1 - 2: (2)(E)</p> <p>Grade 3: (2)(F), (3)(A)</p> <p>Grade 4: (2)(F), (3)(A)</p> <p>Grade 5: (2)(F), (3)(A)</p> <p>Grade 6 - 8: (2)(E), (3)(A)</p> <p>Aquatic Science: (2)(J), (3)(A)</p> <p>Astronomy: (2)(H), (3)(A)</p> <p>Biology: (2)(H), (3)(A)</p> <p>Chemistry: (2)(I), (3)(A)</p> <p>Earth and Space Science: (2)(I), (3)(A)</p> <p>Environmental Systems: (2)(K), (3)(A)</p> <p>Integrated Physics and Chemistry: (2)(E), (3)(A)</p> <p>Physics: (2)(I), (3)(A)-(C)</p>	<p>[Accounting II: (1)(B), (1)(E), (2)(A), (3)(C)-(D), (3)(F), (3)(I), (4)(C)-(G), (4)(I), (5)(B), (5)(D)-(F), (5)(I), (5)(K)-(P), (6)(D)(i)-(iii), (6)(E)(iii), (6)(E)(v)-(vi), (6)(G)(iii)-(iv), (6)(H), (6)(K)(i)-(iii), (6)(K)(vi)-(vii); Applied Mathematics for Technical Professionals: (1)(A), (2)(A), (2)(D), (2)(F)-(H), (3)(B)-(H), (4)(A), (4)(E)-(F), (5)(B), (5)(D)-(F), (6)(B)</p> <p>Digital Electronics: (2)(A); Engineering Mathematics: (2)(A), (3)(B)-(D), (4)(A)-(M), (5)(A)-(B), (6)(A)-(G), (7)(A), (7)(F)-(I), (8)(A), (8)(D), (8)(G)-(H), (9)(L)-(S), (9)(A), (9)(E)-(H), (10)(A)-(D), (10)(F)-(H), (10)(J), (10)(M)-(N), (11)(A)-(B), (11)(F); Financial Mathematics: (2)(A), (3)(C), (3)(F), (3)(H)-(L), (4)(A)-(C), (4)(E)-(I), (4)(K), (5)(B), (5)(E)-(F), (6)(A)-(E), (7)(A)-(G), (7)(I), (7)(K)-(L), (8)(A)-(F), (9)(A)-(D), (10)(A)-(F), (11)(A)-(D), (12)-(14), (15)(A), (15)(C), (17)(C), (17)(F)-(G); Manufacturing Engineering Technology II: (2)(A), (4)(A)-(F), (5)(F), (6)(A)-(B), (7)(A)-(C), (8)(A)-(B), (9)(A)-(B), (10)(A)-(B), (11)(A)-(C), (12)(A)-(C); Mathematics for Medical Professionals: (2)(A), (3)(A), (3)(C), (3)(E), (4)(A)-(B), (4)(D)-(F), (5)(C), (6)(F), (7)(A)-(D); Robotics II: (2)(A), (4)(A)-(B), (7)(A)-(K), (8)(A)-(J), (11)(D), (12)(A), (12)(D); Statistics and Business Decision Making: (2)(A), (6)(A), (6)(C), (7)(D), (10)(B), (11)(B), (12)-(13), (14)(A)-(C), (15)(A), (16)(B), (16)(D)-(H), (17)-(19), (20)(A)-(C), (21); Forestry and Woodland Ecosystems: (4)(A)(B)(D); Engineering Design and Problem Solving: (5)(K), (8)(A)-(I), (9)(A)-(I); Engineering Science: (6)(A), (15)(A)-(H), (16)(A)-(D); Principles of Manufacturing: (3)(C); Diversified Manufacturing I: (10)(C); Diversified Manufacturing II: (9)(A), (11)(C); Manufacturing Engineering Technology I: (3)(A); Metal Fabrication and Machining II: (3)(C), (8)(A); Precision Metal Manufacturing II: (11)(A)-(H), (12)(A)-(G); Precision Metal Manufacturing II Lab: (6)(A)-(H), (7)(A)-(G); Introduction to Welding: (5)(A); Small Engine Technology I: (5)(D), (6)(A)-(C)-(E); Small Engine Technology II: (5)(C), (6)(B), (7)(E)-(G); Automotive Technology II: Business Information Management II: (8)(A)-(B)</p>	<p>Discrete Mathematics for Computer Science: (1)(A)-(B), (3)(A)-(B), (4)(E)-(F), (4)(L)-(N), (6)(A)-(D), (6)(H)-(L)</p> <p>Robotics Programming and Design: (1)(A), (2)(A), (2)(C), (2)(E), (2)(H), (3)(A)-(B), (3)(D)-(E), (4)(C), (5)(A)-(G), (7)(E), (7)(P)</p> <p>Discrete Mathematics for Computer Science: (1)(A)-(B), (3)(A)-(B), (4)(B)-(F), (4)(H), (4)(J), (4)(L)-(O), (6)(A)-(G), (6)(I), (6)(M)</p> <p>Robotics Programming and Design: (1)(G)</p>

			Accounting II: (2)(G), (4)(I), (5)(L)-(N), (6)(H) Applied Mathematics for Technical Professionals: (1)(G) Digital Electronics: (2)(G) Engineering Mathematics: (2)(G) Financial Mathematics: (2)(G) Manufacturing Engineering Technology II: (2)(G) Mathematical Applications in Agriculture, Food, and Natural Resources: (2)(G), (5)(C) Mathematics for Medical Professionals: (2)(G) Robotics II: (2)(G), (10)(D), (10)(F)-(G), (12)(E)-(G) Statistics and Business Decision Making: (2)(G), (7)(B)	
VII.[VIII].C.2. Understand attributes and relationships with inductive and deductive reasoning. [Use a function to model a real-world situation.]	<p><u>Kindergarten – Grade 12: (1)(A), (1)(D)</u>  <u>Grade 4: (10)(B)</u>  <u>Grade 7: (4)(D), (5)(C), (10)(C), (13)(A), (13)(C)</u>  <u>Grade 8: (5)(D)-(E)</u>  <u>Algebra I: (2)(D), (3)(B), (3)(G), (5)(A)-(C), (8)(B), (9)(B)-(C)</u>  <u>Algebra II: (5)(B), (6)(H), (9)(B)</u>  <u>Precalculus: (2)(N)-(P), (4)(G)-(H), (4)(J)-(K), (5)(H)</u>  <u>Mathematical Models with Applications: (2)(A), (3)(A), (3)(C)-(D), (5)(A)-(C), (6)(A)-(D), (7)(A)</u>  <u>Advanced Quantitative Reasoning: (2)(C)-(E), (3)(A)-(H)</u>  <u>Statistics: (7)(B)-(D)</u>  <u>Algebraic Reasoning: (2)(D), (3)(D)-(F), (5)(D)-(E), (6)(B), (7)(B), (7)(D)-(E)</u></p> <p>Grade 6: (4)(B)  Algebra I: (12)(C)-(D)  Geometry: (4)(B)-(D), (5)(A), (5)(D), (6)(A)-(E), (8)(A), (12)(A), (12)(D)-(E)  Precalculus: (5)(B), (5)(M)  Mathematical Models with Applications: (3)(A)-(D), (4)(A)-(C), (6)(A), (9)(A)-(C), (9)(E)  Advanced Quantitative Reasoning: (2)(B), (2)(E), (3)(B)-(H), (4)(G)-(L), (4)(O), (4)(Q), (4)(S)  Discrete Mathematics for Problem Solving: (2)(K), (6)(H), (7)(A), (7)(G)  Statistics: (6)(A)-(B), (6)(F), (6)(H)-(J)  Algebraic Reasoning: (2)(A)</p>	<p><u>Aquatic Science: (2)(H); Astronomy: (2)(G); Earth and Space Science: (2)(I); Environmental Systems: (2)(I); Physics: (2)(L), (3)(F)</u></p> <p>Kindergarten: (2)(E), (5)(A)-(B)  Grade 1: (2)(E), (5)(A)-(C)  Grade 2: (2)(E), (5)(A)-(D)  Grade 3: (2)(F), (3)(A)-(B), (5)(A)-(D)  Grade 4: (2)(F), (3)(A)-(B), (5)(A)-(B)  Grade 5: (2)(F), (3)(A)-(B), (5)(A)-(C)  Grades 6: (3)(A)-(C), (5)(C), (6)(A), (10)(B)  Grade 7: (3)(A)-(C), (6)  Grade 8: (3)(A)-(C), (6)(A)-(C), (6)(E), (7)(A)-(C)  Aquatic Science: (3)(A)  Astronomy: (3)(A)  Biology: (3)(A), (3)(E)  Chemistry: (3)(A)  Earth and Space Science: (3)(A)  Environmental Systems: (3)(A)  Integrated Physics and Chemistry: (3)(A), (3)(C)  Physics: (3)(A)</p>	<p>Accounting II: (2)(A), (2)(D) Applied Mathematics for Technical Professionals: (1)(A), (1)(D), (2)(B), (2)(G)-(H), (5)(A), (5)(D)-(E), (6)(G) Digital Electronics: (2)(A), (2)(D), (7)(H), (7)(L)-(O), (8)(A)-(F), (9)(A)-(F), (10)(A)-(K), (11)(A)-(J), (12)(A)-(H) Engineering Mathematics: (2)(A), (2)(D), (6)(A)-(C), (7)(F), (9)(A), (9)(E)-(H), (11)(F) Financial Mathematics: (2)(A), (2)(D), (4)(F), (6)(C)-(D), (6)(F) Manufacturing Engineering Technology II: (2)(A), (2)(D) Mathematical Applications in Agriculture, Food, and Natural Resources: (2)(A), (2)(D), (6)(B) Mathematics for Medical Professionals: (2)(A), (2)(D), (4)(A)-(C), (4)(E) Robotics II: (2)(A), (2)(D), (7)(H)-(K), (8)(A)-(J), (11)(B) Statistics and Business Decision Making: (2)(A), (2)(D), (20)(B)-(C), (21), (22) Engineering Science: (40)(G)-(H), (13)(A)-(E), (16)(C)-(D); Principles of Information Technology: (8)(C)</p> <p>Digital Electronics: (8)(A)-(F), (9)(A)-(F), (10)(A)-(K), (11)(A)-(G), (12)(A)-(B), (12)(E), (12)(H)  Engineering Mathematics: (6)(B)-(C), (7)(C), (9)(B)-(D), (10)(B), (10)(F)-(G), (10)(I), (10)(K), (11)(B)-(E)  Mathematical Applications in Agriculture, Food, and Natural Resources: (4)(G);  Mathematics for Medical Professionals: (1)(C); Robotics II: (6)(B), (7)(A)-(K), (8)(A)-(J), (10)(B)-(G), (11)(C), (12)(E)-(F)  Principles of Technology: (12)(D), (13)(B)  Engineering Science: (12)(E)  Biotechnology I: (7)(C), (8)(E)  Biotechnology II: (6)(D)  Scientific Research and Design: (6)(D)  Small Engine Technology II: (6)(B)</p>	<p>Discrete Mathematics for Computer Science: (1)(A)-(B) Robotics Programming and Design: (1)(A), (1)(D), (4)(B)-(C), (5)(A)-(G), (7)(P)</p> <p>Discrete Mathematics for Computer Science: (1)(A)-(B), (3)(A)-(B), (4)(A)-(F), (4)(H), (4)(J), (4)(L)-(O), (6)(A)-(G), (6)(I), (6)(L)-(M) Robotics Programming and Design: (3)(D), (4)(A)-(E), (5)(A)-(G), (7)(B), (7)(H), (7)(M), (7)(P)</p>
VIII.C.3. Evaluate the problem-solving process.	<p><u>Kindergarten – Grade 12: (1)(B)</u>  <u>Mathematical Models with Applications: (8)(C)</u>  <u>Advanced Quantitative Reasoning: (3)(B), (4)(Q), (4)(S)</u>  <u>Statistics: (2)(G), (3)(C)-(D), (6)(G)-(H), (7)(C)-(D)</u>  <u>Algebraic Reasoning: (7)(C)</u></p>		<p>[Accounting II: (2)(B); Applied Mathematics for Technical Professionals: (1)(B); Digital Electronics: (2)(B), (7)(M), (10)(J), (12)(B); Engineering Mathematics: (2)(B); Financial Mathematics: (2)(B), (6)(E); Manufacturing Engineering Technology II: (2)(B), (4)(B), (9)(C); Mathematical Applications in Agriculture, Food, and Natural Resources: (2)(E); Mathematics for Medical Professionals: (2)(B); Robotics II: (2)(B), (6)(B), (10)(C)-(G), (11)(C)-(D), (12)(E)-(F); Statistics and Business Decision Making: (2)(B), (4)(A)-(E), (5)(6)(C), (7)(B), (15)(B); Robotics I: (4)(C)-(D); Engineering Design and Problem Solving: (5)(K), (8)(A)-(I), (9)(A)-(I); Engineering Science: (6)(A), (15)(A)-(H), (16)(A)-(D); Diversified Manufacturing II: (9)(B); Precision Metal Manufacturing I: (3)(E); Precision Metal Manufacturing II: (13)(A)-(C); Small Engine Technology II: (6)(B); Automotive Technology II: Automotive Service: (2)(B)]</p>	<p>Discrete Mathematics for Computer Science: (3)(A)-(B) Robotics Programming and Design: (1)(B), (2)(D), (2)(F), (3)(F)-(H), (4)(A), (7)(T)</p>

D. Real-world problem solving				
<p>VII. [VIII.]D.1. Interpret results of the mathematical problem in terms of the original real-world situation.</p>	<p>Kindergarten - Grade 12: (1)(A) Grade 4: (10)(B) Grade 7: (4)(D), (5)(C), (10)(C), (13)(A), (13)(C) Grade 8: (8)(C) Algebra I: (5)(A)-(C), (8)(B), (9)(C), (9)(E) Algebra II: (5)(B) Precalculus: (5)(C), (5)(H)-(L), (5)(N) Mathematical Models with Applications: (2)(A)-(C), (5)(A)-(C), (6)(B)-(D), (7)(A), (10)(A) Advanced Quantitative Reasoning: (3)(A)-(H), (4)(L)-(O) Discrete Mathematics for Problem Solving: (2)(E)-(F), (2)(J)-(K), (3)(F), (4)(J), (5)(A)-(B), (5)(I), (6)(D), (6)(F), (6)(K) Statistics: (2)(A)-(F), (3)(A)-(B), (5)(C), (6)(C)-(G) Algebraic Reasoning: (2)(D), (3)(C)-(F), (5)(D)-(E), (6)(A)-(C), (7)(D)-(E)</p>	<p>Grade 6: (6)(B), (8)(C) Grade 8: (6)(A) Aquatic Science: (2)(H) Astronomy: (2)(G) Biology: (2)(G) Chemistry: (2)(G)-(H), (8)(G), (9)(A), (10)(H), (11)(D) Earth and Space Science: (2)(G)-(H) Environmental Systems: (2)(I)-(J) Integrated Physics and Chemistry: (4)(A), (4)(D), (5)(A)-(B)-(F) Physics: (2)(J), (3)(E), (4)(D), (5)(B)-(C), (5)(F), (6)(A), (6)(C)</p>	<p>Accounting II: (1)(B), (1)(E), (2)(A), (3)(C)-(D), (3)(F), (3)(I), (4)(C)-(G), (4)(I), (5)(B), (5)(D)-(F), (5)(I), (5)(K)-(P), (6)(D)(i)-(iii), (6)(E)(iii), (6)(E)(v)-(vi), (6)(G)(iii)-(iv), (6)(H), (6)(K)(i)-(iii), (6)(K)(vi)-(vii); Applied Mathematics for Technical Professionals: (1)(A), (2)(A), (2)(D), (2)(F)-(H), (3)(B)-(H), (4)(A), (4)(E)-(F), (5)(B), (5)(D)-(F), (6)(B) Digital Electronics: (2)(A), Engineering Mathematics: (2)(A), (3)(B)-(D), (4)(A)-(M), (5)(A)-(B), (6)(A)-(O), (7)(A), (7)(F)-(I), (8)(A), (8)(D), (8)(G)-(H), (8)(L)-(S), (9)(A), (9)(E)-(H), (10)(A)-(D), (10)(F)-(H), (10)(J), (10)(M)-(N), (11)(A)-(B), (11)(F); Financial Mathematics: (2)(A), (3)(C), (3)(F), (3)(H)-(L), (4)(A)-(C), (4)(E)-(I), (4)(K), (5)(B), (5)(E)-(F), (6)(A)-(E), (7)(A)-(G), (7)(I), (7)(K)-(L), (8)(A)-(F), (9)(A)-(D), (10)(A)-(F), (11)(A)-(D), (12)-(14), (15)(A), (15)(C), (17)(C), (17)(F)-(G); Manufacturing Engineering Technology II: (2)(A); Mathematical Applications in Agriculture, Food, and Natural Resources: (2)(A), (4)(A)-(F), (5)(F), (6)(A)-(B), (7)(A)-(C), (8)(A)-(B), (9)(A)-(B), (10)(A)-(B), (11)(A)-(C), (12)(A)-(C); Mathematics for Medical Professionals: (2)(A), (3)(A), (3)(C), (3)(E), (4)(A)-(B), (4)(D)-(F), (5)(C), (6)(F), (7)(A)-(D); Robotics II: (2)(A), (4)(A)-(B), (7)(A)-(K), (8)(A)-(J), (11)(D), (12)(A), (12)(D); Statistics and Business Decision Making: (2)(A), (6)(A), (6)(C), (7)(D), (10)(B), (11)(B), (12)-(13), (14)(A)-(C), (15)(A), (16)(B), (16)(D)-(H), (17)-(19), (20)(A)-(C), (21); Forestry and Woodland Ecosystems: (4)(A)(B)(D); Engineering Design and Problem Solving: (5)(K), (8)(A)-(I), (9)(A)-(I); Engineering Science: (6)(A), (15)(A)-(H), (16)(A)-(D); Principles of Manufacturing: (3)(C); Diversified Manufacturing I: (10)(C); Diversified Manufacturing II: (9)(A), (11)(C); Manufacturing Engineering Technology I: (3)(A); Metal Fabrication and Machining II: (3)(C), (8)(A); Precision Metal Manufacturing II: (11)(A)-(H), (12)(A)-(G); Precision Metal Manufacturing II Lab: (6)(A)-(H), (7)(A)-(G); Introduction to Welding: (5)(A); Small Engine Technology I: (5)(D), (6)(A)(C)-(E); Small Engine Technology II: (5)(C), (6)(B), (7)(E)-(G); Automotive Technology II: Business Information Management II: (8)(A)-(B)</p>	<p>Discrete Mathematics for Computer Science: (1)(A)-(B), (3)(A)-(B), (4)(E)-(F), (4)(L)-(N), (6)(A)-(D), (6)(H)-(L) Robotics Programming and Design: (1)(A), (2)(A), (2)(C), (2)(E), (2)(H), (3)(A)-(B), (3)(D)-(E), (4)(C), (5)(A)-(G), (7)(E), (7)(P)</p>
<p>VII. [VIII.]D.2. Evaluate the problem-solving process.</p>	<p>Kindergarten - Grade 12: (1)(B) Mathematical Models with Applications: (8)(C) Advanced Quantitative Reasoning: (3)(B), (4)(Q), (4)(S) Statistics: (2)(G), (3)(C)-(D), (6)(G)-(H), (7)(C)-(D) Algebraic Reasoning: (7)(C)</p>		<p>Accounting II: (2)(B); Applied Mathematics for Technical Professionals: (1)(B); Digital Electronics: (2)(B), (7)(M), (10)(J), (12)(B); Engineering Mathematics: (2)(B); Financial Mathematics: (2)(B), (6)(E); Manufacturing Engineering Technology II: (2)(B), (4)(B), (9)(C); Mathematical Applications in Agriculture, Food, and Natural Resources: (2)(B); Mathematics for Medical Professionals: (2)(B); Robotics II: (2)(B), (6)(B), (10)(C)-(G), (11)(C)-(D), (12)(E)-(F); Statistics and Business Decision Making: (2)(B), (4)(A)-(E), (5), (6)(C), (7)(B), (15)(B); Robotics I: (4)(C)-(D); Engineering Design and Problem Solving: (5)(K), (8)(A)-(I), (9)(A)-(I); Engineering Science: (6)(A), (15)(A)-(H), (16)(A)-(D); Diversified Manufacturing II: (9)(B); Precision Metal Manufacturing I: (3)(E); Precision Metal Manufacturing II: (13)(A)-(C); Small Engine Technology II: (6)(B); Automotive Technology II: Automotive Service: (2)(B)</p>	<p>Discrete Mathematics for Computer Science: (3)(A)-(B) Robotics Programming and Design: (1)(B), (2)(D), (2)(F), (3)(F)-(H), (4)(A), (7)(T)</p>
VIII. [IX.] Communication and Representation				
A. Language, terms, and symbols of mathematics				
<p>VIII. [IX.] A.1. Use mathematical symbols, terminology, and notation to represent given and unknown information in a problem.</p>	<p>Kindergarten - Grade 12: (1)(D), (1)(F) Grade 1: (5)(D), (5)(F) Grade 2: (7)(C) Grade 4: (5)(A), (7)(E) Grade 5: (4)(B) Grade 6: (8)(C), (9)(A), (10)(A) Grade 7: (8)(A), (10)(A)-(C), (11)(A), (11)(C) Grade 8: (8)(A)-(C) Algebra I: (2)(A)-(I), (5)(A)-(C), (6)(C), (9)(B)-(C) Algebra II: (3)(A), (3)(E), (4)(E), (5)(B), (6)(D), (6)(H), (6)(L) Geometry: (6)(A)-(D) Precalculus: (5)(B), (5)(D), (5)(H)-(I), (5)(N) Mathematical Models with Applications: (2)(A)-(C), (5)(A)-(C), (6)(B)-(D), (7)(A), (7)(C), (10)(A) Advanced Quantitative Reasoning: (2)(C)-(E), (2)(H), (3)(A)-(H) Discrete Mathematics for Problem Solving: (2)(B)-(K), (3)(A)-(G), (5)(A)-(B), (7)(A)-(B), (7)(E)-(G) Statistics: (3)(B), (4)(B), (4)(F), (5)(A), (5)(C), (6)(C)-(D), (6)(G), (7)(B)-(D) Algebraic Reasoning: (2)(C)-(D), (3)(D)-(F), (5)(D)-(E), (6)(B), (7)(B)-(E)</p>	<p>Grade 6: (6)(B), (8)(C) Grade 8: (6)(A) Aquatic Science: (2)(I) Earth and Space Science: (2)(H) Integrated Physics and Chemistry: (4)(A)-(F), (5)(A)-(B), (5)(G) Chemistry: (2)(G), (6)(B), (9)(A), (11)(D) Physics: (3)(E), (4)(B)-(D), (4)(E), (5)(B)-(C), (5)(F), (6)(C)-(D), (7)(B)</p>	<p>Accounting II: (1)(A), (2)(D), (2)(F); Applied Mathematics for Technical Professionals: (1)(D), (1)(F), (2)(B)-(E), (2)(G)-(H), (3)(A), (3)(E), (3)(K), (5)(A), (5)(D)-(E), (6)(A), (6)(C)-(D), (7)(E); Digital Electronics: (1)(C), (2)(D), (2)(F), (7)(L), (7)(N)-(O), (8)(B)-(F), (9)(A)-(E), (10)(A)-(I), (11)(A)-(H), (11)(J), (12)(A)-(B); Engineering Mathematics: (1)(C), (2)(D), (2)(F), (3)(A)-(D), (4)(A)-(M), (5)(A)-(B), (6)(A), (6)(E)-(F), (6)(I), (6)(M), (8)(M), (8)(R), (9)(A), (9)(E), (9)(H); Financial Mathematics: (1)(A), (2)(D), (2)(F) Manufacturing Engineering Technology II: (1)(F), (2)(D), (2)(F); Mathematical Applications in Agriculture, Food, and Natural Resources: (2)(D), (2)(F), (4)(B), (4)(F), (5)(D), (6)(D); Mathematics for Medical Professionals: (1)(A), (2)(D), (2)(F), (3)(C), (4)(A)-(F), (7)(A)-(C); Robotics II: (1)(J), (2)(D), (2)(F), (10)(D)-(E), (12)(G); Statistics and Business Decision Making: (1)(A), (2)(D), (2)(F), (7)(A), (20)(B)-(C), (21), (22)(A)-(D); Engineering Science: (15)(A)-(H), (16)(A)-(D); Precision Metal Manufacturing II Lab: (6)(D)-(H)</p>	<p>Discrete Mathematics for Problem-Solving: (1)(A)-(B), (2)(A), (3)(A)-(B), (4)(A)-(F), (4)(H), (4)(J)-(O), (6)(A)-(C), (6)(H)-(L) Robotics Programming and Design: (1)(D), (1)(F), (3)(D)-(E), (3)(H)</p>
<p>VIII. [IX.] A.2. Use mathematical language to represent and communicate the mathematical concepts in a problem.</p>	<p>Kindergarten - Grade 12: (1)(D), (1)(F) Kindergarten: (3)(C) Grade 1: (3)(E) Grade 2: (3)(B), (6)(A)-(B) Grade 6: (9)(C) Grade 7: (8)(B) Grade 8: (8)(B) Algebra I: (3)(C), (7)(A), (9)(B) Algebra II: (2)(A), (2)(C) Geometry: (4)(A), (12)(D) Mathematical Models with Applications: (2)(A)-(C), (5)(A)-(C), (6)(B)-(D), (7)(A), (7)(C), (9)(D)</p>	<p>Grade 6: (6)(B), 8(C) Grade 8: (6)(B) Aquatic Science: (2)(J) Earth and Space Science: (2)(H) Environmental Systems: (2)(K) Integrated Physics and Chemistry: (2)(E) Physics: (2)(L), (3)(EE)</p>	<p>Accounting II: (1)(C), (2)(D), (2)(F), (3)(B), (3)(E)-(H), (4)(A)-(C), (4)(H)-(I), (5)(B), (5)(G)-(J), (5)(L)-(N), (5)(P), (6)(A)-(C), (6)(E)-(J), (6)(L)-(R) Applied Mathematics for Technical Professionals: (1)(D), (1)(F), (6)(D), (7)(D)-(E) Digital Electronics: (1)(C), (2)(D), (2)(F), (7)(L), (8)(B), (12)(A)-(B) Engineering Mathematics: (1)(C), (2)(D), (2)(F), (3)(A), (7)(B)-(E), (8)(B)-(C), (8)(E)-(F), (8)(K), (10)(L) Financial Mathematics: (1)(A), (2)(D), (2)(F), (15)(A) Manufacturing Engineering Technology II: (1)(F), (2)(D), (2)(F) Mathematical Applications in Agriculture, Food, and Natural Resources: (2)(D), (2)(F), (5)(D), (6)(D) Mathematics for Medical Professionals: (1)(A), (2)(D), (2)(F), (3)(C), (4)(A)-(F), (6)(A)-(E), (6)(H)-(K), (7)(D) Robotics II: (1)(J), (2)(D), (2)(F), (10)(D)-(E), (12)(G) Statistics and Business Decision Making: (1)(A), (2)(D), (2)(F), (7)(A)-(B), (8)(A)-(E), (10)(A)-(C), (11)(A)-(B), (12)-(13), (15)(B), (16)(A), (16)(C), (16)(E), (16)(G)-(H), (17), (20)(A) Principles of Technology: (4)(F); Engineering Design and Problem Solving:</p>	<p>Discrete Mathematics for Problem-Solving: (1)(A)-(B), (4)(A)-(F), (4)(H), (4)(J)-(O), (6)(H)-(K) Robotics Programming and Design: (1)(D), (1)(F), (3)(D)-(E), (3)(H)</p>

	Advanced Quantitative Reasoning: (2)(H), (4)(R), (4)(T) Discrete Mathematics for Problem Solving: (2)(A), (2)(L), (3)(A)-(G), (4)(B), (4)(D)-(I), (5)(C), (5)(E)-(K), (6)(C), (6)(E), (6)(H)-(J), (7)(D)-(G) Statistics: (2)(F), (3)(C)-(D), (4)(C)-(F), (5)(B), (5)(D), (6)(A)-(B), (6)(F), (6)(H), (6)(J), (7)(E) Algebraic Reasoning: (3)(A)-(B), (3)(F), (4)(A)-(B), (7)(B)		(5)(A)-(K); Engineering Science: (10)(A)-(J); (12)(A)-(E); Biotechnology II: (4)(G); Scientific Research and Design: (4)(G); Principles of Information Technology: (9)(F); Diversified Manufacturing II: (9)(A)	
VIII. [IX.] A.3. Use mathematical [mathematics as a] language for reasoning, problem solving, making connections, and generalizing.	Kindergarten - Grade 12: (1)(D), (1)(F)-(G) Grade 6: (4)(C)-(D), (8)(A) Grade 7: (8)(A)-(C) Grade 8: (8)(A)-(C) Algebra I: (2)(A)-(D), (4)(C), (5)(A)-(C), (8)(B), (9)(C), (9)(E) Algebra II: (3)(A), (3)(E), (4)(E), (5)(B), (6)(L) Geometry: (6)(A)-(B), (6)(D)-(E), (7)(A)-(B), (8)(A)-(B), (9)(A)-(B), (10)(B) Precalculus: (2)(D), (3)(C), (4)(D), (5)(D), (5)(H)-(L), (5)(N) Mathematical Models with Applications: (2)(A)-(C), (3)(A), (3)(C)-(D), (5)(B)-(D), (7)(A), (7)(C), (9)(A)-(B), (9)(D)-(E) Advanced Quantitative Reasoning: (2)(B), (2)(G)-(H), (4)(G)-(T) Discrete Mathematics for Problem Solving: (3)(A), (3)(E)-(G), (4)(A)-(I), (5)(A)-(K), (6)(A)-(I), (6)(K), (7)(D)-(G) Statistics: (2)(F), (3)(C)-(D), (4)(C)-(F), (5)(D), (6)(A)-(B), (6)(E)-(F), (6)(H)-(J), (7)(C)-(F) Algebraic Reasoning: (2)(A), (3)(C)-(F), (4)(A)-(B), (5)(D)-(E), (7)(B)-(E)	Grade 6: (6)(B), (8)(C) Grade 8: (6)(B)-(C) Integrated Physics and Chemistry: (2)(E), (4)(F), (5)(A)-(I), <del>(6)(A)</del> , (6)(C)-(D), <del>(6)(E)</del> , <del>(7)(D)</del> , <del>(7)(E)-(F)</del> Physics: (2)(L), (3)(E), (4)(B)-(D), <del>(4)(E)-(F)</del> , (5)(A)-(C), <del>(5)(G)-(H)</del> , (6)(D)-(G), (7)(A)-(C), (7)(E)-(F), (8)(A)-(C)	Accounting II: (1)(A), (2)(D), (2)(F)-(G), (3)(B), (3)(E)-(F), (4)(C), (4)(H)-(I), (5)(B), (5)(L)-(N), (5)(P), (6)(E)(i)-(vi), (6)(G)(i)-(iv), (6)(R)(iv)-(v); Applied Mathematics for Technical Professionals: (1)(D), (1)(F)-(G), (2)(B)-(E), (2)(G)-(H), (3)(A), (3)(E), (3)(K), (5)(A), (5)(D)-(E), (6)(A), (6)(C)-(D), (7)(E); Digital Electronics: (1)(C), (2)(D), (2)(F)-(G), (7)(L), (8)(B), (12)(A)-(B); Engineering Mathematics: (1)(C), (2)(D), (2)(F)-(G), (3)(A)-(D), (4)(A)-(M), (5)(A)-(B), (6)(A)-(O), (7)(A), (7)(F)-(I), (8)(A), (8)(D), (8)(G)-(H), (8)(M)-(S), (9)(A), (9)(E)-(H), (10)(A)-(D), (10)(F)-(H), (10)(J), (10)(M)-(N), (11)(B), (11)(F); Financial Mathematics: (1)(A), (2)(D), (2)(F)-(G), (3)(C), (3)(F)-(L), (4)(A)-(C), (4)(F)-(I), (4)(K), (5)(C)-(E), (6)(B)-(F), (6)(I), (7)(A)-(G), (8)(A)-(F), (9)(B), (10)(A)-(C), (11)(B)-(D), (12), (15)(A), (17)(C), (17)(F)-(G); Manufacturing Engineering Technology II: (1)(F), (2)(D), (2)(F)-(G); Mathematical Applications in Agriculture, Food, and Natural Resources: (2)(D), (2)(F)-(G), (4)(B), (4)(G), (5)-(12); Mathematics for Medical Professionals: (1)(A), (2)(D), (2)(F)-(G), (3)(A), (3)(C), (4)(A)-(F), (5)(C), (6)(C)-(G), (7)(A)-(D); Robotics II: (1)(J), (2)(D), (2)(F), (6)(A)-(D), (7)(A)-(K), (8)(A)-(J), (9)(A)-(C), (10)(D)-(E), (11)(C)-(D), (12)(E)-(G); Statistics and Business Decision Making: (1)(A), (2)(D), (2)(F)-(G), (6)(A), (6)(C), (7)(A), (7)(D), (9), (10)(A)-(C), (12)-(13), (16)(A), (16)(C), (16)(E), (16)(G)-(H), (17)-(19), (20)(A); Principles of Technology: (4)(F); Engineering Design and Problem Solving: (5)(A)-(K); Engineering Science: (10)(A)-(J); (12)(A)-(E); Biotechnology II: (4)(G); Scientific Research and Design: (4)(G); Precision Metal Manufacturing II: (11)(D)-(H), (12)(D)-(G); Precision Metal Manufacturing II Lab: (6)(D)-(H), (7)(D)-(G); Food Science: (8)(C)	Discrete Mathematics for Problem-Solving: (1)(A)-(B), (2)(A), (3)(A)-(B), (4)(A)-(F), (4)(H), (4)(J)-(O), (6)(A)-(D), (6)(G) Robotics Programming and Design: (1)(D), (1)(F)-(G), (3)(E), (3)(H), (4)(A)-(E), (5)(A)-(G), (7)(C)-(T)
<b>B. Interpretation of mathematical work</b>				
VIII. [IX.] B.1. Model and interpret mathematical ideas and concepts using multiple representations.	Kindergarten - Grade 12: (1)(D)-(G) Kindergarten: (3)(A) Grade 1: (2)(B)-(C), (3)(A), (3)(E), (6)(G)-(H) Grade 2: (2)(A)-(B), (3)(A), (3)(C), (6)(A)-(B), (9)(A), (9)(F) Grade 3: (3)(A)-(B), (3)(E)-(F), (5)(A), (7)(A) Grade 4: (2)(B), (2)(E), (3)(A)-(B), (3)(E), (3)(G), (4)(C), (4)(E), (5)(C) Grade 5: (3)(D), (3)(F), (3)(H)-(J), (4)(B), (4)(G)-(H), (6)(A)-(B) Grade 6: (3)(C), (4)(E)-(F), (7)(C), (8)(B), (9)(B), (10)(A) Grade 7: (7), (8)(A), (8)(C), (11)(A) Grade 8: (5)(A)-(B), (5)(I) Algebra I: (2)(A)-(I), (7)(A), (9)(D), (12)(C)-(D) Algebra II: (2)(A), (8)(A) Precalculus: (2)(F), (2)(I)-(M), (3)(A), (3)(D)-(E), (4)(A)-(C), (4)(J), (5)(B) Mathematical Models with Applications: (3)(A), (3)(C)-(D), (7)(A), (7)(C), (10)(B) Advanced Quantitative Reasoning: (2)(H), (3)(A)-(H), (4)(P)-(R), (4)(T) Discrete Mathematics for Problem Solving: (2)(A)-(L), (3)(A)-(G), (6)(B)-(C), (7)(G) Statistics: (2)(E), (3)(B), (3)(D), (4)(A)-(C), (5)(A), (7)(B) Algebraic Reasoning: (2)(A)-(D), (3)(C)-(F), (4)(A)-(D), (6)(A), (7)(B), (7)(D)-(E)	Grade 6: (8)(D) Grade 8: (6)(A), (6)(C), (7)(A)-(B), <del>(D)</del> Environmental Systems: (2)(I) Physics: (2) <del>(A)-(I)</del> -(J), (3)(F), (4)(A), <del>(4)(E)-(F)</del>	Accounting II: (1)(A), (2)(D)-(G), (4)(I); Applied Mathematics for Technical Professionals: (1)(D)-(G), (2)(A), (2)(C), (2)(G)-(H), (3)(I)-(J), (4)(D), (5)(A), (5)(D)-(E), (6)(A), (6)(C)-(D), (7)(D); Digital Electronics: (1)(C), (2)(D)-(G), (7)(L), (8)(B), (12)(A)-(B); Engineering Mathematics: (1)(C), (2)(D)-(G), (3)(B), (4)(C), (4)(G), (11)(C)-(D); Financial Mathematics: (1)(A), (2)(D)-(G), (6)(C), (6)(F), (7)(A)-(B), (8)(A), (11)(B), (12), (17)(F); Manufacturing Engineering Technology II: (1)(F), (2)(D)-(G) Mathematical Applications in Agriculture, Food, and Natural Resources: (2)(D)-(G), (4)(G), (5)(D), (5)(F), (6)(B), (6)(D), (7)(B), (7)(D), (8)(A), (8)(C), (9)(A), (9)(C), (10)(A), (10)(C), (11)(B), (12)(B); Mathematics for Medical Professionals: (1)(A), (2)(D)-(G), (4)(A)-(C), (4)(E); Robotics II: (1)(J), (2)(D)-(G), (10)(D)-(E), (11)(D), (12)(G); Statistics and Business Decision Making: (1)(A), (2)(D)-(G), (9), (12)-(13), (20)(B), (21); Principles of Technology: (4)(F); Engineering Design and Problem Solving: (5)(A)-(K); Engineering Science: (10)(A)-(J); (12)(A)-(E); Biotechnology II: (4)(G); Scientific Research and Design: (4)(G); Precision Metal Manufacturing I: (3)(D); Welding I: (5)(B); Small Engine Technology II: (7)(D); Food Science: (8)(C)	Discrete Mathematics for Problem-Solving: (1)(A)-(B), (3)(A)-(B), (4)(A), (6)(L)-(M) Robotics Programming and Design: (1)(D)-(G), (3)(D)-(E), (3)(H), (7)(C)



<p>VIII. [IX.] B.2. Summarize and interpret mathematical information provided orally, visually, or in written form within the given context.</p>	<p>Kindergarten - Grade 12: (1)(D)-(E), (1)(G)  Kindergarten: (8)(C)  Grade 3: (8)(A)  Grade 4: (5)(A), (9)(A)  Grade 5: (4)(E), (8)(A)-(B)  Grade 6: (12)(B)-(D), (13)(A)  Grade 7: (6)(F), (12)(B)  Grade 8: (8)(B)  Algebra I: (2)(A), (9)(B)  Algebra II: (3)(D), (4)(G), (5)(E), (8)(A)  Geometry: (6)(A), (6)(D)-(E), (7)(B), (8)(A)  Precalculus: (4)(I)-(K), (5)(C), (5)(K)-(L)  Mathematical Models with Applications: (2)(A)-(C), (8)(C), (10)(B)  Advanced Quantitative Reasoning: (2)(F), (2)(H), (3)(B)-(H), (4)(P)-(R), (4)(T)  Discrete Mathematics for Problem Solving: (2)(A)-(L), (3)(A)-(C), (3)(G), (4)(B), (4)(D), (4)(F), (4)(H), (5)(C), (5)(E), (5)(G)-(K), (6)(E), (6)(H)-(K), (7)(A)-(C), (7)(E)-(G)  Statistics: (2)(F)-(G), (3)(A), (3)(C)-(D), (4)(C)-(F), (5)(D), (6)(E)-(F), (6)(H)-(I), (7)(F)  Algebraic Reasoning: (2)(A)-(D), (3)(A)-(B), (3)(F), (4)(B), (7)(B)</p>	<p>Aquatic Science: (2)(J)  Astronomy: (2)(H)  Biology: (2)(H)  Chemistry: (2)(I)  Earth and Space Science: (2)(I)  Environmental Systems: (2)(K)  Integrated Physics and Chemistry: (2)(E), (7)(D), (7)(F)  Physics: (2)(K)-(L), (3)(A)-(B), (3)(E), (4)(A)-(C), (4)(E), (5)(A)-(D), (5)(G)-(H), (6)(D)-(G), (7)(A)-(C), (7)(E)-(F), (8)(A)-(D)</p>	<p>Accounting II: (1)(A), (2)(D)-(E), (2)(G), (3)(E)-(I), (4)(A)-(I), (5)(A)-(B), (5)(F)-(J), (5)(L)-(P), (6)(C)-(H), (6)(J)-(M), (6)(R)(i)-(vi); Applied Mathematics for Technical Professionals: (1)(D)-(E), (1)(G), (2)(B), (2)(H), (3)(F), (3)(K), (5)(A), (5)(C)-(D), (6)(C)-(D), (7)(D)-(E); Digital Electronics (1)(C), (2)(D)-(E), (2)(G); Engineering Mathematics: (1)(C), (2)(D)-(E), (2)(G), (3)(A), (7)(B)-(E), (8)(B)-(C), (8)(E)-(F), (8)(K), (9)(B)-(C), (10)(B), (10)(F)-(G), (10)(K)-(L); Financial Mathematics: (1)(A), (2)(D)-(E), (2)(G), (3)(D), (3)(J), (5)(D)-(E), (6)(C), (6)(F), (7)(A), (8)(A), (11)(B), (12), (17)(F); Manufacturing Engineering Technology II: (1)(F), (2)(D)-(E), (2)(G); Mathematical Applications in Agriculture, Food, and Natural Resources: (2)(D)-(E), (2)(G), (4)(G), (5)(C)-(E), (6)(C)-(D), (7)(D), (8)(C), (9)(C), (10)(C), (11)(C)-(D), (12)(D); Mathematics for Medical Professionals: (1)(A), (2)(D)-(E), (2)(G), (3)(A), (3)(C)-(D), (3)(F), (4)(A)-(F), (5)(A), (5)(D), (6)(A)-(I); Robotics II: (2)(D)-(E), (2)(G), (10)(D)-(E), (11)(D), (12)(G); Statistics and Business Decision Making: (1)(A), (2)(D)-(E), (2)(G), (4)(A)-(E), (5), (6)(C), (7)(A)-(B), (9), (10)(A)-(C), (12)-(13), (14)(A)-(C), (15)(A), (16)(B), (16)(E)-(H), (17)-(19), (20)(A)-(C), (21); Basic Collision Repair and Refinishing: (2)(C); Collision Repair: (2)(B); Paint and Refinishing: (2)(C); Diesel Equipment Technology: (3)(C), (5)(E); Principles of Technology: (1)(C), (3)(K)-(L); Engineering Design and Problem Solving: (1)(C), (6)(A)-(F); Engineering Sciences: (1)(C), (3)(F), (3)(H); Biotechnology I: (1)(C), (3)(J); Biotechnology II: (1)(C), (3)(J), (10)(A); Scientific Research &amp; Design: (1)(C), (10)(A); Diversified Manufacturing I: (2)(B); Diversified Manufacturing II: (2)(B), (2)(D); Manufacturing Engineering Technology I: (2)(B); Metal Fabrication and Machining I: (2)(B); Metal Fabrication and Machining II: (3)(D), (8)(C); Precision Metal Manufacturing I: (3)(C); Precision Metal Manufacturing II: (13)(A)-(C); Welding I: (5)(C); Welding II: (5)(B); Small Engine Technology I: (5)(D); Small Engine Technology II: (6)(B)</p>	<p>Discrete Mathematics for Problem-Solving: (3)(A)-(B) Robotics Programming and Design: (1)(D)-(E), (1)(G), (3)(D)-(E), (3)(H), (7)(C)</p>
<p>C. Presentation and representation of mathematical work</p>				
<p>VIII. [IX.] C.1. Communicate mathematical ideas, reasoning, and their implications using symbols, diagrams, models, graphs, and words.</p>	<p>Kindergarten - Grade 12: (1)(D)-(F)  Kindergarten: (8)(C)  Grade 1: (3)(A), (3)(E), (6)(G)-(H), (8)(A)-(C)  Grade 2: (3)(B), (6)(A)-(B), (7)(C)  Grade 3: (3)(A), (3)(C), (3)(H), (4)(D)-(E), (4)(H), (5)(A)-(B), (5)(E)  Grade 4: (3)(B)-(C), (5)(A)-(B)  Grade 5: (2)(B), (4)(B)-(C)  Grade 6: (5)(A), (6)(C), (7)(A), (7)(D), (8)(C), (9)(A)-(C)  Grade 7: (4)(A), (7), (8)(B), (10)(A)-(C), (11)(C)  Grade 8: (4)(B), (5)(A)-(B), (5)(D)-(E), (5)(I), (6)(B), (8)(A)-(C), (9), (11)(C)  Algebra I: (2)(B)-(J), (3)(C)-(D), (3)(F), (3)(H), (4)(C), (7)(A)-(B), (8)(B), (9)(B)-(E), (12)(A)  Algebra II: (2)(A)-(C), (3)(A), (3)(E), (4)(A)-(B), (4)(E), (5)(B), (6)(D), (6)(H), (6)(L), (8)(B)  Geometry: (4)(A)-(D), (5)(B)-(C), (6)(A)-(B), (6)(D)-(E), (8)(A)-(B), (12)(D)  Precalculus: (2)(D), (2)(F)-(K), (2)(M)-(N), (3)(A), (3)(D)-(E), (4)(B), (4)(J), (5)(C), (5)(H)-(I)  Mathematical Models with Applications: (2)(A)-(C), (3)(A), (3)(C)-(D), (5)(A)-(C), (7)(A), (7)(C), (10)(B)  Advanced Quantitative Reasoning: (2)(F), (2)(H), (3)(A), (3)(F)-(H), (4)(P), (4)(R)-(T)  Discrete Mathematics for Problem Solving: (2)(A)-(B), (2)(D)-(I), (2)(J)-(K), (3)(A)-(C), (5)(B), (6)(B), (6)(G)-(H), (7)(D), (7)(G)  Statistics: (2)(A)-(D), (2)(F)-(G), (4)(B), (5)(C), (6)(E), (6)(G), (7)(F)  Algebraic Reasoning: (2)(A)-(D), (3)(D)-(E), (4)(A)-(D), (7)(A)-(E)</p>	<p>Grade 6: (8)(D)  <del>Grade 7: (7)(A)</del>  Grade 8: (6)(A), (6)(C), (7)(A) <del>(8)(D)</del>  Aquatic Science: (2)(J)  Astronomy: (2)(H)  Biology: (2)(H)  Chemistry: (2)(I)  Earth and Space Science: (2)(I)  Environmental Systems: (2)(K)  Integrated Physics and Chemistry: (2)(E), (3)(B)  Physics: (2)(H)-(J), (3)(A)-(B), (3)(E), (4)(A)-(C), (5)(A)-(D), (6)(D), (7)(A)-(C), (7)(E), (8)(A)-(D)  <del>Physics: (2)(I)-(L), (3)(A)-(D), (3)(F), (4)(A)-(C), (4)(E), (5)(A)-(D), (5)(G)-(H), (6)(D)-(G), (7)(A)-(C), (7)(E)-(F), (8)(A)-(D)</del></p>	<p>Accounting II: (1)(A), (2)(D)-(F), (3)(B), (3)(E)-(G), (4)(C), (4)(H)-(I), (5)(B), (5)(L)-(P), (6)(E)(i)-(vi), (6)(G)(i)-(iv), (6)(R)(iv)-(v); Applied Mathematics for Technical Professionals: (1)(D)-(F), (2)(B)-(C), (2)(E), (2)(H), (3)(I)-(K), (4)(D), (4)(I), (5)(A), (5)(D)-(E), (6)(A), (6)(C)-(D), (7)(D)-(E); Digital Electronics: (1)(C), (2)(D)-(F), (7)(L), (8)(B), (12)(A)-(B); Engineering Mathematics: (1)(C), (2)(D)-(F), (4)(C), (4)(G), (4)(I), (5)(B), (6)(A), (6)(J)-(O), (7)(B), (7)(G), (7)(K), (9)(D), (11)(C)-(D); Financial Mathematics: (1)(A), (2)(D)-(F), (3)(G), (3)(J)-(L), (4)(D)-(F), (4)(K)-(L), (5)(A)-(F), (6)(A), (6)(C)-(G), (6)(I), (7)(A)-(C), (7)(E), (7)(H)-(I), (7)(K)-(L), (8)(A)-(D), (9)(A)-(D), (10)(A), (10)(E)-(G), (11)(A)-(B), (12)-(14), (15)(C), (17)(D)-(G); Manufacturing Engineering Technology II: (1)(F), (2)(D)-(F), (8)(C); Mathematical Applications in Agriculture, Food, and Natural Resources: (2)(D)-(F), (4)(G), (5)(B)-(D), (6)(C)-(D), (7)(C), (8)(C), (9)(C), (10)(C), (11)(C), (12)(D); Mathematics for Medical Professionals: (1)(A), (2)(D)-(F), (4)(A)-(E); Robotics II: (1)(J), (2)(D)-(F), (8)(A), (8)(D), (10)(D)-(E), (11)(D), (12)(G); Statistics and Business Decision Making: (1)(A), (2)(D)-(F), (7)(A)-(B), (7)(D), (9), (10)(A)-(C), (12)-(13), (16)(A), (16)(C), (16)(E), (16)(G)-(H), (20)(B)-(C), (21); Basic Collision Repair and Refinishing: (2)(B); Collision Repair: (2)(B); Paint and Refinishing: (2)(B); Principles of Technology: (1)(C), (3)(K)-(L); Engineering Design and Problem Solving: (1)(C), (6)(A)-(F); Engineering Science: (1)(C), (3)(F), (3)(H); Biotechnology I: (1)(C), (3)(J); Biotechnology II: (1)(C), (3)(J), (10)(A); Scientific Research &amp; Design: (1)(C), (10)(A), Principles of Information Technology: (9)(E)</p>	<p>Discrete Mathematics for Problem-Solving: (2)(A), (2)(D), (3)(A)-(B), (4)(A)-(D), (4)(F), (4)(H) Robotics Programming and Design: (1)(D)-(F), (2)(B), (3)(D)-(E), (3)(H), (5)(A), (7)(C)</p>

<p>VIII. <del>IX.</del> C.2. Create and use representations to organize, record, and communicate mathematical ideas.</p>	<p>Kindergarten - Grade 12: (1)(D)-(F)  Kindergarten: (3)(A), (8)(A)-(B)  Grade 1: (3)(A), (3)(E), (8)(A)-(B)  Grade 3: (3)(A), (3)(E), (3)(H), (4)(D)-(E), (5)(A)-(B), (5)(E)  Grade 4: (5)(A)-(B)  Grade 5: (5), (8)(C)  Grade 6: (5)(D), (4)(F)  Grade 7: (6)(A), (7)  Grade 8: (11)(A)  Algebra I: (4)(A), (4)(C)  Algebra II: (8)(A)-(C)  Geometry: (5)(C)  Mathematical Models with Applications: (2)(C), (3)(C)-(D), (5)(B), (7)(B)-(C), (9)(E), (10)(A)-(B)  Advanced Quantitative Reasoning: (2)(F), (3)(A), (4)(P)-(R)  Discrete Mathematics for Problem Solving: (2)(A)-(L), (4)(A), (4)(E), (4)(G), (6)(B), (6)(G), (6)(J), (7)(C), (7)(F)-(G)  Statistics: (2)(E)-(F), (4)(D), (5)(A), (5)(C)  Algebraic Reasoning: (2)(C)-(D), (3)(D)-(F), (4)(A)-(B), (4)(D)</p>	<p>Grades 6-8: (2)(D)  Grade 6: (8)(B), (8)(D)-(E)  <del>Grade 7: (7)(A)</del>  Grade 8: (6)(A), (6)(C), (7)(A) <del>[(8)(D)]</del>  Aquatic Science: (2)(J)  Astronomy: (2)(H)  Biology: (2)(H)  Chemistry: (2)(I)  Environmental Systems: (2)(K)  Integrated Physics and Chemistry: (2)(E), (3)(B)  <del>Physics: (2)(H)-(J), (3)(A)-(B), (3)(E), (4)(A)-(D), (5)(A)-(D), (7)(A)-(C), (7)(E), (8)(A)-(D)</del>  <del>Physics: (2)(I)-(L), (3)(A)-(D), (3)(F), (4)(A)-(E), (5)(A)-(D), (5)(G)-(H), (6)(E)-(G), (7)(A)-(C), (7)(E)-(F), (8)(A)-(D)</del></p>	<p>Accounting II: (1)(A), (2)(D)-(F), (3)(B), (3)(E)-(F), (4)(C), (4)(H)-(I), (5)(B), (5)(L)-(N), (5)(P), (6)(E)(i)-(vi), (6)(G)(i)-(iv), (6)(R)(iv)-(v); Applied Mathematics for Technical Professionals: (1)(D)-(F), (3)(I)-(J), (6)(A), (6)(C); Digital Electronics: (1)(C), (2)(D)-(F), (7)(L), (7)(N), (8)(B), (12)(A)-(B); Engineering Mathematics: (1)(C), (2)(D)-(F), (3)(B), (4)(C), (11)(A); Financial Mathematics: (1)(A), (2)(D)-(F), (6)(C), (6)(F), (7)(A)-(B), (8)(A), (11)(B), (12), (17)(F); Manufacturing Engineering Technology II: (1)(F), (2)(D)-(F); Mathematical Applications in Agriculture, Food, and Natural Resources: (2)(D)-(F), (4)(G), (5)(D), (6)(D), (7)(D), (8)(C), (9)(C), (10)(C); Mathematics for Medical Professionals: (1)(A), (2)(D)-(F), (4)(A)-(C); Robotics II: (1)(J), (2)(D)-(F), (10)(D)-(E), (12)(G); Statistics and Business Decision Making: (1)(A), (2)(D)-(F), (7)(A), (7)(C), (8)(A)-(E), (9), (10)(A)-(C), (12)-(13), (20)(A)-(B), (21); Basic Collision Repair and Refinishing: (2)(B); Collision Repair: (2)(B); Paint and Refinishing: (2)(B); Principles of Technology: (1)(C), (3)(K)-(L); Engineering Design and Problem Solving: (1)(C), (6)(A)-(F); Engineering Science: (1)(C), (3)(F), (3)(H); Biotechnology I: (1)(C), (3)(J); Biotechnology II: (1)(C), (3)(J), (10)(A); Scientific Research &amp; Design: (1)(C), (10)(A); Diversified Manufacturing I: (8)(A); Small Engine Technology I: (2)(E)-(F), (6)(A); Small Engine Technology II: (7)(A)(C)</p>	<p>Discrete Mathematics for Problem Solving: (1)(A), (3)(A)-(B)  Robotics Programming and Design: (1)(D)-(F), (2)(B), (3)(E), (3)(H)</p>
<p>VIII. <del>IX.</del> C.3. Explain, display, or justify mathematical ideas and arguments using precise mathematical language in written or oral communications.</p>	<p>Kindergarten - Grade 12: (1)(D), (1)(F)-(G)  Kindergarten: (3)(C)  Grade 1: (3)(E) Grade 2: (10)(A)  Grade 3: (3)(H), (7)(A)-(B)  Grade 5: (4)(E), (8)(A)-(B), (10)(B)  Grade 6: (3)(B), (4)(C)-(D), (7)(B)  Grade 8: (8)(D)  Algebra I: (4)(B)  Algebra II: (4)(G), (5)(E), (6)(J)  Geometry: (3)(A), (6)(A)-(E), (8)(A), (12)(D)  Precalculus: (2)(J)-(K), (2)(M), (4)(A), (4)(J)  Mathematical Models with Applications: (3)(B), (7)(B)-(C), (8)(C), (9)(A)-(B), (10)(B)  Advanced Quantitative Reasoning: (2)(B), (2)(G)-(H), (3)(B), (3)(F)-(H), (4)(G)-(T)  Discrete Mathematics: (2)(A), (2)(L), (3)(G), (4)(B), (4)(D)-(F), (4)(H), (5)(C), (5)(E)-(K), (6)(E), (6)(H)-(I), (6)(K), (7)(A)-(C), (7)(E)-(G)  Statistics: (2)(E)-(F), (3)(A), (3)(C)-(D), (4)(A), (4)(C)-(F), (6)(B), (6)(E)-(F), (6)(H)-(J), (7)(C)-(F)  Algebraic Reasoning: (3)(A)-(B), (3)(F), (4)(B), (7)(B)-(C)</p>	<p>Integrated Physics and Chemistry: (2)(E), (3)(B), (4)(A), (4)(D)-(F), (5)(A)-(C), (5)(E), (5)(H)-(I), (6)(A)-(E), (7)(A)-(F)  <del>Physics: (2)(J), (3)(A)-(B), (3)(E), (4)(A)-(B), (5)(A)-(D), (6)(E)-(G), (7)(A), (E)-(F), (8)(A)-(D)</del>  <del>Physics: (2)(I)-(L), (3)(A)-(D), (3)(F), (4)(A)-(E), (5)(A)-(D), (5)(G)-(H), (6)(E)-(G), (7)(A)-(C), (7)(E)-(F), (8)(A)-(D)</del></p>	<p>Accounting II: (1)(A), (2)(D), (2)(F)-(G), (3)(E)-(H), (4)(A)-(B), (4)(F), (4)(I), (5)(A)-(B), (5)(G)-(J), (5)(L)-(N), (5)(P), (6)(A)-(B), (6)(E)-(J), (6)(L)-(Q), (7)(A)-(B), (8)(B) Applied Mathematics for Technical Professionals: (1)(D), (1)(F)-(G), (2)(B), (2)(H), (3)(K), (5)(D)-(E), (6)(A), (6)(C)-(D), (7)(D)-(E) Digital Electronics: (1)(C), (2)(D), (2)(F)-(G), (7)(A), (7)(C), (7)(L), (7)(N), (8)(B), (8)(E), (9)(C), (9)(F)-(G), (11)(A)-(B), (11)(D), (11)(F), (11)(J), (12)(A)-(B), (12)(F)-(H) Engineering Mathematics: (1)(C), (2)(D), (2)(F)-(G), (3)(A), (6)(B), (6)(D)-(E), (7)(C)-(E), (8)(B)-(C), (8)(E)-(F), (8)(J)-(K), (9)(B), (10)(E), (10)(L) Financial Mathematics: (1)(A), (2)(D), 2(F)-(G), (3)(A)-(D), (3)(G), (3)(J)-(L), (4)(D)-(F), (4)(K)-(L), (5)(A)-(B), (5)(D)-(F), (6)(A), (6)(C)-(I), (7)(A)-(C), (7)(E), (7)(H)-(I), (7)(K), (8)(A), (8)(C)-(D), (9)(A)-(D), (10)(A), (10)(D)-(E), (11)(A)-(B), (12), (14), (15)(C), (17)(F) Manufacturing Engineering Technology II: (1)(F), (2)(D), (2)(F)-(G) Mathematical Applications in Agriculture, Food, and Natural Resources: (2)(D), (2)(F)-(G), (4)(G), (5)(D), (6)(D) Mathematics for Medical Professionals: (1)(A), (2)(D), (2)(F)-(G), (3)(E), (4)(A)-(C), (5)(A)-(B), (6)(H)-(K) Robotics II: (1)(J), (2)(D), (2)(F)-(G), (6)(A), (7)(B)-(C), (7)(E), (8)(B)-(C), (9)(A)-(C), (10)(B), (10)(D)-(E), (10)(G)-(H), (12)(G) Statistics and Business Decision Making: (1)(A), (2)(D), (2)(F)-(G), (3)(A), (4)(A)-(E), (5), (6)(C), (7)(A)-(B), (7)(D), (9), (10)(C), (12)-(13), (15)(B), (16)(A), (16)(C), (16)(E), (16)(G)-(H), (20)(A) Principles of Technology: (1)(C), (3)(K)-(L); Engineering Design and Problem Solving: (1)(C), (6)(A)-(F); Engineering Science: (1)(C), (3)(F), (3)(H); Biotechnology I: (1)(C), (3)(J); Biotechnology II: (1)(C), (3)(J), (10)(A); Scientific Research &amp; Design: (1)(C), (10)(A), Manufacturing Engineering Technology I: (3)(B), (8)(B); Precision Metal Manufacturing I: (3)(D); Precision Metal Manufacturing II: (6)(B)-(D), (13)(A)-(C); Welding I: (3)(B); Small Engine Technology I: (2)(E)-(F), (6)(A)</p>	<p>Discrete Mathematics for Problem Solving: (1)(B), (2)(A)-(F), (3)(A)-(B), (4)(A)-(D), (4)(F)-(O), (6)(C)-(G), (6)(L)-(M) Robotics Programming and Design: (1)(D), (1)(F)-(G), (2)(D), (2)(F), (3)(D)-(H), (4)(A), (4)(D), (7)(D)-(G), (7)(J), (7)(N), (7)(Q)-(S)</p>
<p><b>IX. <del>IX.</del> Connections</b></p>				
<p>A. Connections among the strands of mathematics</p>				
<p>IX. <del>IX.</del> A.1. Connect and use multiple <u>key concepts</u> (<u>strands</u>) of mathematics in situations and problems.</p>	<p>Kindergarten - Grade 12: (1)(A), (1)(F)  Grade 6: (4)(G), (10)(A)  Grade 7: (5)(B), (8)(A)-(C)  Grade 8: (12)(A)-(D), (12)(G)  Algebra I: (7)(A)  Algebra II: (4)(B)  Geometry: (2)(A)-(C), (4)(B)-(D), (12)(E), (13)(B)-(E)  Precalculus: (3)(B)-(I), (4)(C)-(D), (4)(F)-(K)  Mathematical Models with Applications: (2)(A)-(C), (5)(A)-(C), (6)(A)-(D)  Advanced Quantitative Reasoning: (2)(A), (2)(F), (4)(G)  Discrete Mathematics for Problem Solving: (c)(2)-(7)  Statistics: (2)(B)-(F)</p>		<p>Accounting II: (2)(A), (2)(F); Applied Mathematics for Technical Professionals: (1)(A), (1)(F); Digital Electronics: (2)(A), (2)(F), (7)(L), (7)(O), (8)(A)-(C), (9)(D), (10)(D), (10)(E), (7)(I)-(K), (12)(A)-(B); Engineering Mathematics: (2)(A), (2)(F), (6)(J)-(O); Financial Mathematics: (2)(A), (2)(F); Manufacturing Engineering Technology II: (2)(A), (2)(F), (8)(B)-(C); Mathematical Applications in Agriculture, Food, and Natural Resources: (2)(A), (2)(F), (5)(F), (6)(C), (7)(A), (8)(B)-(C), (11)(A), (11)(C); Mathematics for Medical Professionals: (2)(A), (2)(F), (4)(A); Robotics II: (2)(A), (2)(F), (6)(B), (7)(H)-(K), (8)(A)-(J), (10)(B), (11)(B)-(D), (12)(A)-(B); Statistics and Business Decision Making: (2)(A), (2)(F); Principles of Technology: (1)(C), (3)(K)-(L); Engineering Design and Problem Solving: (1)(C), (6)(A)-(F); Engineering Science: (1)(C), (3)(F), (3)(H); Biotechnology I: (1)(C), (3)(J); Biotechnology II: (1)(C), (3)(J), (10)(A); Scientific Research &amp; Design: (1)(C), (10)(A); Diversified Manufacturing II: (2)(C); Metal Fabrication and Machining I: (2)(C); Metal Fabrication and Machining II: (3)(E), (8)(B); Precision Metal Manufacturing I: (3)(B); Precision Metal Manufacturing II: (11)(A)-(H), (12)(A)-(G), (13)(A)-(C); Manufacturing Engineering Technology I: (8)(B); Precision Metal Manufacturing II Lab: (6)(A)-(H), (7)(A)-(G)</p>	<p>Discrete Mathematics for Computer Science: (1)(A)-(C), (2)(A), (2)(D), (2)(F), (3)(A)-(B), (4)(A)-(O), (5)(C), (6)(A)-(M)  Robotics Programming and Design: (1)(A), (1)(F), (2)(A), (2)(C), (2)(H), (4)(A)-(E), (5)(A)-(G), (7)(L)-(P)</p>

<p><u>IX. IX.1</u> A.2. Connect mathematics to the study of other disciplines.</p>	<p>Kindergarten - Grade 12: (1)(A), (1)(F)  Grade 4: (10)(B)  Grade 5: (10)(B), (10)(F)  Grade 6: (14)(C)  Grade 7: (13)(A), (13)(C)-(E), (14)(A)  Grade 8: (12)(A)-(D)  Algebra I: (9)(C)  Precalculus: (4)(A), (4)(D), (4)(F), (4)(I), (4)(K)-(L), (4)(N)  Mathematical Models with Applications: (c)(2)-(10)  Advanced Quantitative Reasoning: (2)(B)-(H), (3)(A)-(H), (4)(H)-(T)  Discrete Mathematics for Problem Solving: (2)(B), (2)(J)-(K), (3)(A)-(G), (4)(A)-(J), (5)(A)-(K), (6)(A)-(K), (7)(A)-(G)  Algebraic Reasoning: (2)(D), (3)(C)-(F), (4)(A), (5)(D)-(E), (7)(C)-(E)</p>	<p>Grade 6: (6)(B), (8)(B)-(E)  <del>Grade 7: (7)(A)</del>  Grade 8: (6)(A), (6)(C), (7)(A), <del>(8)(D)</del>  Aquatic Science: (2)(I)  Astronomy: (6)(A)-(D), (9)(A)-(B), (11)(E)  Chemistry: (2)(G), (5)(C), (6)(C)-(D), (8)(B)-(E), (9)(A) <del>(-B)</del>, (10)(C)-(D), <del>(10)(H)</del>, <del>(10)(I)</del>, (11)(C)-(D)  Earth and Space Science: (2)(H), (3)(E)-(F), (7)(B), (10)(D)  Environmental Systems: (2)(J), (7)(B)  Integrated Physics and Chemistry: (3)(D)-(F), (4)(A)-(G), (5)(A)-(I)  Physics: (2)(H)-(J), (3)(A)-(C), (3)(E), (4)(A)-(D), (5)(B)-(C), (5)(F), (6)(A), (6)(C)-(D), (7)(B)-(E)  <del>Physics: (2)(I)-(L), (3)(A)-(D), (3)(F), (4)(A)-(E), (5)(B)-(C), (5)(F), (6)(A), (6)(C)-(D), (6)(G), (7)(B)-(E)</del></p>	<p>Accounting II: (c)(2)-(8); Applied Mathematics for Technical Professionals: (c)(1)-(7); Digital Electronics: (2)(A), (2)(F), (5)(A)-(D), (7)(A), (7)(I), (7)(L)-(M), (8)(B), (9)(A), (9)(E), (10)(C), (10)(H), (10)(J)-(K), (11)(A)-(J), (12)(A)-(B); Engineering Mathematics: (c)(2)-(11); Financial Mathematics: (c)(2)-(17); Manufacturing Engineering Technology II: (2)(A), (2)(F); Mathematical Applications in Agriculture, Food, and Natural Resources: (c)(2)-(12); Mathematics for Medical Professionals: (c)(2)-(7); Robotics II: (c)(2)-(12); Statistics and Business Decision Making: (c)(2)-(23); Forestry and Woodland Ecosystems: (4)(A)-(D); Basic Collision Repair and Refinishing: (3)(C)-(D); Collision Repair: (2)(D), (10)(K)-(M); Paint and Refinishing: (3)(C); Principles of Technology: (3)-(13); Engineering Design and Problem Solving: (3)-(9); Engineering Sciences: (4)-(16); Biotechnology I: (3)-(13); Biotechnology II: (3)-(14); Scientific Research &amp; Design: (3)-(10); Principles of Manufacturing: (3)(C), Diversified Manufacturing I: (10)(C); Diversified Manufacturing II: (11)(C); Metal Fabrication and Machining II: (3)(C), (8)(A); Precision Metal Manufacturing I: (3)(B)-(F); Precision Metal Manufacturing II: (6)(C)-(D), (11)(A)-(H), (12)(A)-(G), (13)(A)-(C); Precision Metal Manufacturing II Lab: (6)(A)-(H), (7)(A)-(G); Welding I: (3)(B), (5)(C); Welding II: (3)(A)-(B), (5)(B)</p>	<p>Discrete Mathematics for Computer Science: (1)(A)-(C), (2)(A)-(D), (2)(F), (3)(A)-(B), (4)(A)-(C), (5)(C) Robotics Programming and Design: (c)(1)-(7)</p>
<p>B. Connections of mathematics to nature, real-world situations, and everyday life</p>				
<p><u>IX. IX.1</u> B.1. Use multiple representations to demonstrate links between mathematical and real-world situations.</p>	<p>Kindergarten - Grade 12: (1)(A), (1)(D)  Kindergarten: (4)  Grade 1: (4)(A)-(C)  Grade 2: (5)(A)-(B), (11)(A)  Grade 3: (4)(C), (5)(E), (7)(C)-(E)  Grade 5: (3)(A), (8)(C)  Grade 6: (2)(D), (4)(B), (4)(G), (5)(A)-(B), (9)(C)  Grade 7: (4)(A)-(E), (5)(C), (6)(F), (10)(C), (12)(B)-(C), (13)(A), (13)(C)-(E)  Grade 8: (4)(B)-(C), (5)(D), (8)(A)-(C), (11)(A)  Algebra I: (2)(A), (2)(D), (2)(H)-(I), (3)(B), (3)(G), (4)(C), (8)(B), (9)(C)-(E)  Algebra II: (4)(E), (5)(B), (6)(H), (8)(A)-(C)  Geometry: (6)(A), (6)(D)-(E), (7)(B), (8)(A)-(B), (9)(A)-(B), (12)(B)-(C)  Precalculus: (2)(N)-(P), (3)(C), (4)(A), (4)(D)-(I), (4)(K), (5)(H)-(L), (5)(N)  Mathematical Models with Applications: (c)(2)-(10)  Advanced Quantitative Reasoning: (2)(A)-(H), (3)(A)-(H), (4)(H)-(T)  Discrete Mathematics for Problem Solving: (2)(B), (2)(G)-(H), (2)(J)-(K), (3)(A)-(G), (4)(A)-(J), (5)(A)-(K), (6)(A)-(K), (7)(A)-(G)  Statistics: (2)(F), (3)(B), (4)(B), (4)(D)-(F), (5)(C)-(D), (7)(A), (7)(C), (7)(E)-(F)  Algebraic Reasoning: (2)(B)-(D), (3)(C)-(F), (4)(A), (5)(D)-(E), (6)(B)-(C), (7)(B)-(E)</p>	<p>Grade 6: (6)(B), (8)(B)-(E)  <del>Grade 7: (7)(A)</del>  Grade 8: (6)(A), (6)(C), (7)(A), (8)(D)  Aquatic Science: (2)(I)  Astronomy: (6)(A)-(D), (9)(A)-(B), (11)(E)  Chemistry: (2)(G), (5)(C), (6)(C) <del>(-D)</del>, (8)(B)-(E), (9)(A) <del>(-B)</del>, (10)(C)-(D), <del>(10)(H)</del>, <del>(10)(I)</del>, (11)(C)-(D)  Earth and Space Science: (2)(H), (3)(E)-(F), (7)(B), (10)(D)  Environmental Systems: (2)(J), (7)(B)  Integrated Physics and Chemistry: (3)(D)-(F), (4)(B)  Physics: (2)(H)-(J), (3)(A)-(D), (3)(E), (4)(A), (4)(C)  <del>Physics: (2)(I)-(L), (3)(A)-(D), (3)(F), (4)(A)-(E), (5)(B)-(C), (5)(F), (6)(A), (6)(C)-(D), (6)(G), (7)(B)-(E)</del></p>	<p>Accounting II: (1)(A), (2)(D)-(F), (3)(B), (3)(E)-(G), (4)(C), (4)(H)-(I), (5)(B), (5)(L)-(P), (6)(E)(i)-(vi), (6)(G)(i)-(iv), (6)(R)(iv)-(v)  Applied Mathematics for Technical Professionals: (1)(D)-(F), (2)(B)-(C), (2)(E), (2)(H), (3)(I)-(K), (4)(D), (4)(I), (5)(A), (5)(D)-(E), (6)(A), (6)(C)-(D), (7)(D)-(E)  Digital Electronics: (1)(C), (2)(D)-(F), (7)(L), (8)(B), (12)(A)-(B)  Engineering Mathematics: (1)(C), (2)(D)-(F), (4)(C), (4)(G), (4)(I), (5)(B), (6)(A), (6)(J)-(O), (7)(B), (7)(G), (7)(K), (9)(D), (11)(C)-(D)  Financial Mathematics: (1)(A), (2)(D)-(F), (3)(G), (3)(J)-(L), (4)(D)-(F), (4)(K)-(L), (5)(A)-(F), (6)(A), (6)(C)-(G), (6)(I), (7)(A)-(C), (7)(E), (7)(H)-(I), (7)(K)-(L), (8)(A)-(D), (9)(A)-(D), (10)(A), (10)(E)-(G), (11)(A)-(B), (12)-(14), (15)(C), (17)(D)-(G)  Manufacturing Engineering Technology II: (1)(F), (2)(D)-(F), (8)(C)  Mathematical Applications in Agriculture, Food, and Natural Resources: (2)(D)-(F), (4)(G), (5)(B)-(D), (6)(C)-(D), (7)(C), (8)(C), (9)(C), (10)(C), (11)(C), (12)(D);  Mathematics for Medical Professionals: (1)(A), (2)(D)-(F), (4)(A)-(E)  Robotics II: (1)(J), (2)(D)-(F), (8)(A), (8)(D), (10)(D)-(E), (11)(D), (12)(G)  Statistics and Business Decision Making: (1)(A), (2)(D)-(F), (7)(A)-(B), (7)(D), (9), (10)(A)-(C), (12)-(13), (16)(A), (16)(C), (16)(E), (16)(G)-(H), (20)(B)-(C), (21)  Basic Collision Repair and Refinishing: (3)(C)-(D)  Collision Repair: (2)(D), (3)(D), (10)(K)-(M)  Paint and Refinishing: (3)(C)  Engineering Design and Problem Solving: (5)(K), (8)(A)-(I), (9)(A)-(I)  Engineering Science: (6)(A), (15)(A)-(H), (16)(A)-(D)  Manufacturing Engineering Technology I: (8)(B)  Precision Metal Manufacturing II Lab: (7)(A)-(C)  Automotive Technology II: Automotive Service: (2)(B)</p>	<p>Discrete Mathematics for Problem-Solving: (1)(A)-(C), (2)(A)-(F), (3)(A)-(B), (4)(F), (4)(L)-(O), (5)(C) Robotics Programming and Design: (1)(D)-(F), (2)(B), (3)(D)-(E), (3)(H), (5)(A), (7)(C)</p>
<p><u>IX. IX.1</u> B.2. Understand and use appropriate mathematical models in the natural, physical, and social sciences.</p>	<p>Kindergarten - Grade 12: (1)(A)  Grade 8: (5)(E), (5)(H), (8)(A)-(C), (11)(A), (12)(A)-(D)  Algebra I: (2)(D), (4)(C), (5)(A)-(C), (8)(A)-(C), (9)(C), (9)(E)  Algebra II: (5)(B), (6)(H), (6)(L)  Precalculus: (2)(N)-(P), (3)(C), (4)(A), (4)(D)-(K), (5)(C), (5)(J)-(L), (5)(N)  Mathematical Models with Applications: (5)(A)-(C), (6)(A)-(D), (8)(A)-(C), (9)(A)-(F), (10)(A)-(B)  Advanced Quantitative Reasoning: (2)(A)-(H), (3)(A), (3)(C)-(H), (4)(H)-(T)  Discrete Mathematics for Problem Solving: (2)(G), (2)(K), (4)(A)-(J), (5)(A)-(K), (6)(A)-(K), (7)(A)-(G)  Statistics: (c)(2)-(7)  Algebraic Reasoning: (2)(C)-(D), (3)(C)-(D), (5)(D)-(E), (6)(B)-(C), (7)(C)-(E)</p>	<p>Grades 6 - 8: <del>(2)(E)</del> (3)(B)-(C)  Grade 6: (6)(B), (8)(C)  <del>Grade 7: (7)(A)</del>  Grade 8: (6)(A), (6)(C), (7)(A), <del>(8)(D)</del>  Aquatic Science: (2)(I)  Astronomy: (6)(A)-(D), (9)(A)-(B), (11)(E)  Chemistry: (2)(G), (5)(C), (6)(C)-(D), (8)(B)-(E), (9)(A) <del>(-B)</del>, (10)(C)-(D), <del>(10)(H)</del>, (11)(C)-(D)  Earth and Space Science: (2)(H), (3)(E)-(F), (7)(B), (10)(D)  Environmental Systems: (2)(J), (7)(B)  Integrated Physics and Chemistry: (3)(D)-(F), (4)(A)-(G), (5)(A)-(I)  Physics: (2)(H)-(J), (3)(A)-(C), (3)(E), (4)(A)-(D), (5)(B)-(C), (5)(F), (6)(A), (6)(C)-(G), (7)(A)-(E), (8)(A)-(C)  <del>Physics: (2)(I)-(L), (3)(A)-(D), (3)(F), (4)(A)-(E), (5)(B)-(C), (5)(F), (6)(A), (6)(C)-(G), (7)(A)-(F), (8)(A)-(C)</del></p>	<p>Accounting II: (2)(A), (3)(B)-(D), (3)(F), (4)(B)-(I), (5)(B), (5)(D)-(F), (5)(I), (5)(K)-(P), (6)(D)-(H), (6)(J)-(O), (6)(R), (7)(A), (7)(B)(iv)-(v), (8)(A)  Applied Mathematics for Technical Professionals: (1)(A), (2)(A)-(H), (3)(A)-(K), (4)(A)-(F), (5)(A)-(E), (6)(A)-(C), (7)(A)-(E); Digital Electronics: (2)(A), (7)(A)-(O), (8)(A)-(F), (9)(A)-(F), (10)(A)-(K) - (11)(A)-(J), (12)(A)-(E); Engineering Mathematics: (c)(2)-(11); Financial Mathematics: (2)(A), (3)(C)-(L), (4)(A)-(C), (4)(E)-(K), (5)(C)-(E), (6)(B)-(G), (6)(I), (7)(A)-(I), (7)(K)-(L), (8)(A)-(F), (9)(A)-(D), (10)(A)-(C), (10)(E)-(F), (11)(A)-(D), (12), (15)(A), (15)(C), (17)(C), (17)(G); Manufacturing Engineering Technology II: (2)(A); Mathematical Applications in Agriculture, Food, and Natural Resources: (c)(2)-(12); Mathematics for Medical Professionals: (2)(A), (4)(A)-(F); Robotics II: (c)(2)-(12); Statistics and Business Decision Making: (2)(A), (6)(A), (6)(C), (7)(C)-(D), (9), (10)(A)-(C), (12)-(13), (15)(A), (16)(A)-(H), (17)-(19), (20)(A)-(C), (21), (22)(A)-(D); Basic Collision Repair and Refinishing: (3)(C); Collision Repair: (3)(D), (5)(D); HVAC Tech I: (6)(C); Engineering Design and Problem Solving: (3)(F), (4)(E), (5)(C), (5)(E), (8)(F); Engineering Science: (3)(F), (4)(E); Biotechnology I: (3)(F), (4)(E); Biotechnology II: (4)(E); Scientific Research and Design: (4)(E); Diversified Manufacturing II: (9)(A), (11)(C); Metal Fabrication and Machining II: (3)(C), (8)(A); Precision Metal Manufacturing I: (3)(C)-(D); Precision Metal Manufacturing II: (6)(C)-(D), (11)(A)-(H), (12)(A)-(G), (13)(A)-(C); Precision Metal Manufacturing II Lab: (6)(A)-(H), (7)(A)-(G); Introduction to Welding: (5)(A); Welding I: (3)(B); Welding II: (3)(A); Small Engine Technology I: (5)(D), (6)(A)(C)-(E); Small Engine Technology II: (5)(E), (7)(A)(E)-(G)</p>	<p>Discrete Mathematics for Computer Science: (1)(A)-(C), (2)(A), (3)(A)-(B), (5)(C) Robotics Programming and Design: (c)(1)-(7)</p>

<p><u>IX</u>. <del>IX</del>. B.3. Know and understand the use of mathematics in a variety of careers and professions.</p>	<p>Kindergarten - Grade 12: (1)(A)  Grade 8: (12)(A)-(G)  Precalculus: (4)(F)  Mathematical Models with Applications: (c)(2)-(10)  Advanced Quantitative Reasoning: (2)(A)-(H), (3)(C)-(H), (4)(D)-(F), (4)(H)-(T)  Discrete Mathematics for Problem Solving: (2)(B), (2)(D), (2)(G), (2)(J)-(K), (3)(A)-(G), (4)(A)-(J), (5)(A)-(K), (6)(A)-(K), (7)(A)-(G)  Statistics: (c)(2)-(7)  Algebraic Reasoning: (3)(E), (4)(A), (7)(C)-(E)</p>	<p>Aquatic Science: (3)(E)-(F)  Astronomy: (3)(E)  Biology: (3)(F)  Chemistry: (3)(E)-(F)  Earth and Space Science: (3)(E)-(F), (12)(E)  Environmental Systems: (3)(E)-(F)  Integrated Physics and Chemistry: (3)(E)-(F)  Physics: (3)(C)-(D) [<del>(E)</del>, <del>(5)(A)</del>, <del>(7)(E)</del>], (8)(D)</p>	<p>Accounting II: (c)(1)-(8); Applied Mathematics for Technical Professionals: (c)(1)-(7); Digital Electronics: (1)(A)-(E), (2)(A), (3)(A)-(I), (4)(A)-(C), (5)(A)-(D), (6)(A)-(H), (7)(A), (7)(H)-(I), (7)(L)-(O), (8)(A)-(F), (9)(A)-(F), (10)(A)-(K), (11)(A)-(G), (12)(A)-(H); Engineering Mathematics: (c)(1)-(11); Financial Mathematics: (c)(1)-(17); Manufacturing Engineering Technology II: (1)(A)-(G), (2)(A); Mathematics Applications in Agriculture, Food, and Natural Resources: (c)(1)-(12); Mathematics for Medical Professionals: (c)(1)-(7); Robotics II: (c)(1)-(12); Statistics and Business Decision Making: (c)(1)-(23); Veterinary Medical Applications: (8)(A)-(H); Forestry and Woodland Ecosystems: (4)(A)-(D); Principles of Technology: (4)(E); Biotechnology I: (4)(F); Biotechnology II: (4)(F); Scientific Research and Design: (4)(F); Engineering Design and Problem Solving: (7)(A), (7)(C); Diversified Manufacturing II: (11)(C); Precision Metal Manufacturing I: (3)(B); Precision Metal Manufacturing II: (11)(C), (12)(C); Precision Metal Manufacturing II Lab: (6)(C), (7)(C); Introduction to Welding: (5)(A); Welding I: (3)(B); Welding II: (3)(A); Automotive Technology II: Automotive Service: (3)(H); Business Information Management II: (7)</p>	<p>Discrete Mathematics for Computer Science: (1)(A)-(C), (2)(A)-(F), (3)(A)-(B), (5)(A)-(C)  Robotics Programming and Design: (c)(1)-(7)</p>
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**College and Career Readiness Standards / Texas Essential Knowledge and Skills Alignment**

**English / Language Arts**

CCRS	Foundation			Enrichment
	English Language Arts and Reading	Spanish Language Arts and Reading and ESOL	Social Studies	CTE
<b>I. Writing</b>				
A. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose.				
I.A.1. Determine effective approaches, genres, rhetorical techniques, and media that demonstrate understanding of the writer's purpose and audience.	<p>Kindergarten—(9)(A)-(D), (10)(A)</p> <p>Grade 1—(10)(A)-(D), (11)(A)</p> <p>Grade 2—(10)(A)-(D), (11)(A)</p> <p>Grade 3—(10)(A)-(G), (11)(A)</p> <p>Grade 4—(10)(A)-(E), (11)(A)</p> <p>Grade 5—(10)(A)-(F), (11)(A)</p> <p>Grade 6—(9)(A)-(F), (10)(A)</p> <p>Grade 7—(9)(A)-(F), (10)(A)</p> <p>Grade 8—(9)(A)-(G), (10)(A)</p> <p>English I—(8)(A)-(G), (9)(A)</p> <p>English II—(8)(A)-(G), (9)(A)</p> <p>English III—(8)(A)-(G), (9)(A)</p> <p>English IV—(8)(A)-(G), (9)(A)</p> <p>Reading I-III—(9)(E)</p> <p>College Readiness &amp; Study Skills—(4)(A)</p> <p>Literary Genres—(3)(D)</p> <p>Creative Writing—(1)(B), (E), (2)(C)</p> <p>Research &amp; Technical Writing—(1)(A)-(C)</p> <p>Public Speaking I-III—(3)(A), (6)(C), (8)(B)</p> <p>Independent Study, Speech—(3)(E)</p> <p>Journalism—(3)(B), (K)</p> <p>Advanced Broadcast Journalism I-III—(3)(B)</p>	<p>Kindergarten—(9)(A)-(D), (10)(A)</p> <p>Grade 1—(10)(A)-(D), (11)(A)</p> <p>Grade 2—(10)(A)-(D), (11)(A)</p> <p>Grade 3—(10)(A)-(G), (11)(A)</p> <p>Grade 4—(10)(A)-(E), (11)(A)</p> <p>Grade 5—(10)(A)-(F), (11)(A)</p> <p>Grade 6—(9)(A)-(F)</p> <p>English Learners Language Arts (ELLA)</p> <p>Grade 7—(9)(A)-(F)</p> <p>ELLA 8—(9)(A)-(F)</p> <p>English as a Second Language (ESOL)</p> <p>I—(10)(A)-(H)</p> <p>ESOL II—(10)(A)-(G)</p> <p>English Language Development and Acquisition (ELDA)—(6)(N)</p>		<p>Professional Communications—(11)(M)</p> <p>Business English—(4)(A), (10)(D)</p>
I.A.2. Generate ideas, gather information, and manage evidence relevant to the topic and purpose.	<p>Kindergarten—(10)(A), (12)(A)</p> <p>Grade 1—(11)(A), (13)(A)</p> <p>Grade 2—(11)(A), (13)(A)</p> <p>Grade 3—(11)(A), (13)(A)</p> <p>Grade 4—(11)(A), (13)(A)</p> <p>Grade 5—(11)(A), (13)(A)</p> <p>Grade 6—(10)(A), (12)(A)-(D)</p> <p>Grade 7—(10)(A), (12)(A)-(D)</p> <p>Grade 8—(10)(A), (12)(A)-(D)</p> <p>English I—(9)(A), (11)(E)</p> <p>English II—(9)(A), (11)(E)</p> <p>English III—(9)(A), (11)(E)</p> <p>English IV—(9)(A), (11)(E)</p> <p>Independent Study, English—(2)(C)-(E)</p> <p>Contemporary Media—(5)(A), (C)</p> <p>Creative Writing—(2)(A)</p> <p>Research &amp; Technical Writing—(3)(A)</p> <p>Journalism—(3)(C), (E)</p> <p>Independent Study, Journalism—(1)(A), (B), (D)</p>	<p>Kindergarten—(10)(A)</p> <p>Grade 1—(11)(A)</p> <p>Grade 2—(11)(A)</p> <p>Grade 3—(11)(A)</p> <p>Grade 4—(11)(A)</p> <p>Grade 5—(11)(A)</p> <p>Grade 6—(11)(A)</p> <p>ELLA 7—(11)(A)</p> <p>ELLA 8—(11)(A)</p> <p>ESOL I—(11)(A)</p> <p>ESOL II—(11)(A)</p> <p>ELDA—(6)(N)</p>		<p>Business English—(2)(B)</p>
I.A.3. Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information; organize material generated; and formulate a thesis or purpose statement.	<p>Kindergarten—(10)(B)</p> <p>Grade 1—(11)(B)</p> <p>Grade 2—(11)(B)</p> <p>Grade 3—(11)(B), (12)(B)</p> <p>Grade 4—(11)(B), (12)(B)</p> <p>Grade 5—(11)(B), (12)(B)</p> <p>Grade 6—(10)(B), (11)(B)</p> <p>Grade 7—(10)(B), (11)(B)</p> <p>Grade 8—(10)(B), (11)(B)</p> <p>English I—(9)(B), (10)(B)</p> <p>English II—(9)(B), (10)(B)</p> <p>English III—(9)(B), (10)(B)</p> <p>English IV—(9)(B), (10)(B)</p> <p>Independent Study, Speech—(2)(B), (3)(C)</p> <p>Research &amp; Technical Writing—(1)(D), (3)(B)</p> <p>Debate I-III—(2)(C), (3)(D), (4)(B), (6)(C)</p> <p>Advanced Journalism: Yearbook, Newspaper, Literary Magazine I-III—(1)(E)</p>	<p>Kindergarten—(10)(B)</p> <p>Grade 1—(11)(B)</p> <p>Grade 2—(11)(B), (12)(B)</p> <p>Grade 3—(11)(B), (12)(B)</p> <p>Grade 4—(11)(B), (12)(B)</p> <p>Grade 5—(11)(B), (12)(B)</p> <p>Grade 6—(11)(B), (12)(B)</p> <p>ELLA 7—(11)(B), (12)(B)</p> <p>ELLA 8—(11)(B), (12)(B)</p> <p>ESOL I—(11)(B)</p> <p>ESOL II—(11)(B)</p> <p>ELDA—(7)(C)</p>		<p>Professional Communications—(11)(L)</p> <p>Business English—(2)(F)</p>

<p>LA.4. Review feedback and revise each draft by organizing it more logically and fluidly, refining key ideas, and using language more precisely and effectively.</p>	<p>Kindergarten—(10)(C) Grade 1—(11)(C) Grade 2—(11)(C) Grade 3—(11)(C) Grade 4—(11)(C) Grade 5—(11)(C) Grade 6—(10)(C) Grade 7—(10)(C) Grade 8—(10)(C) English I—(9)(C) English II—(9)(C) English III—(9)(C) English IV—(9)(C) Creative Writing—(1)(G), (2)(E)-(F), (3)(C) Research &amp; Technical Writing—(2)(B), (D), (E) Practical Writing Skills—(2)(E) Independent Study, Speech—(3)(G)</p>	<p>V</p>		<p>Business English—(11)(A), (C), (E)</p>
<p>LA.5. Edit writing for audience, purpose, context, and style, assuring that it conforms to Standard American English, when appropriate.</p>	<p>Kindergarten—(10)(D) Grade 1—(11)(D) Grade 2—(11)(D) Grade 3—(11)(D) Grade 4—(11)(D) Grade 5—(11)(D) Grade 6—(10)(D) Grade 7—(10)(D) Grade 8—(10)(D) English I—(9)(D) English II—(9)(D) English III—(9)(D) English IV—(9)(D) Creative Writing—(2)(E)-(F), (3)(C) Research a&amp; Technical Writing—(2)(C), (E), (F) and (4)(A)-(D) Practical Writing Skills—(1)(A)-(B), (2)(C), (F)</p>	<p>Kindergarten—(10)(D) Grade 1—(11)(D) Grade 2—(11)(D) Grade 3—(11)(D) Grade 4—(11)(D) Grade 5—(11)(D) Grade 6—(11)(D) ELLA 7—(11)(D) ELLA 8—(11)(D) ESOL I—(11)(D) ESOL II—(11)(D) ELDA—(6)(F)</p>		<p>Audio/Video Production I—(2)(A) Audio/Video Production I Lab—(2)(A) Audio/Video Production II—(2)(A) Audio/Video Production II Lab—(2)(A) Practicum in Audio/Video Production—(2)(A) Professional Communication—(2)(B) Business English—(11)(D), (14)</p>
<p><b>II. Reading</b></p>				
<p>A. Identify analyze and evaluate information within and across texts of varying lengths and genres.</p>				
<p>II.A.1. Use effective reading strategies to determine a written work's purpose and intended audience.</p>	<p>Kindergarten—(5)(A), (B), (G), (9)(A)-(C) Grade 1—(6)(A), (B), (G), (10)(A)-(C) Grade 2—(6)(A), (B), (G), (10)(A)-(C) Grade 3—(6)(A), (B), (G), (10)(A)-(C) Grade 4—(6)(A), (B), (G), (10)(A)-(D) Grade 5—(6)(A), (B), (G), (10)(A)-(D) Grade 6—(5)(A), (B), (G), (9)(A)-(D) Grade 7—(5)(A), (B), (G), (9)(A)-(D) Grade 8—(5)(A), (B), (G), (9)(A)-(D) English I—(4)(A), (B), (G), (8)(A)-(D) English II—(4)(A), (B), (G), (8)(A)-(D) English III—(4)(A), (B), (G), (7)(D)(ii), (8)(A)-(D), (8)(F) English IV—(4)(A), (B), (G), (7)(D)(ii), (8)(A)-(D), (8)(F) Reading I-III—(4)(F)-(G), (6)(A) College Readiness and Study Skills—(3)(C), (E), (5)(A)</p>	<p>Kindergarten—(5)(A), (B), (G), (9)(A)-(C) Grade 1—(6)(A), (B), (G), (10)(A)-(C) Grade 2—(6)(A), (B), (G), (10)(A)-(C) Grade 3—(6)(A), (B), (G), (10)(A)-(C) Grade 4—(6)(A), (B), (G), (10)(A)-(C) Grade 5—(6)(A), (B), (G), (10)(A)-(C) Grade 6—(6)(A), (B), (G), (10)(A)-(C) ELLA 7—(6)(A), (B), (G), (10)(A)-(C) ELLA 8—(6)(A), (B), (G), (10)(A)-(C) ESOL I—(6)(A), (B), (G), (10)(A)-(C) ESOL II—(6)(A), (B), (G), (10)(A)-(C) ELDA—(2)(C), (5)(A)-(C)</p>		
<p>II.A.2. Use text features to form an overview of informational texts and to determine where to locate information.</p>	<p>Kindergarten—(5)(C), (8)(D)(ii), (9)(C) Grade 1—(6)(C), (9)(D)(ii), (10)(C) Grade 2—(6)(C), (9)(D)(ii), (10)(C) Grade 3—(6)(C), (9)(D)(ii), (10)(C) Grade 4—(6)(C), (9)(D)(ii), (10)(C) Grade 5—(6)(C), (9)(D)(ii), (10)(C) Grade 6—(5)(C), (8)(D)(ii), (9)(C) Grade 7—(5)(C), (8)(D)(ii), (9)(C) Grade 8—(5)(C), (8)(D)(ii), (9)(C) English I—(4)(C), (8)(C) English II—(4)(C), (8)(C) English III—(4)(C), (8)(C) English IV—(4)(C), (8)(C) College Readiness and Study Skills—(4)(D), (5)(C) Literary Genres—(2)(J)</p>	<p>Kindergarten—(5)(C), (8)(D)(ii), (9)(C) Grade 1—(6)(C), (9)(D)(ii), (10)(C) Grade 2—(6)(C), (9)(D)(ii), (10)(C) Grade 3—(6)(C), (9)(D)(ii), (10)(C) Grade 4—(6)(C), (9)(D)(ii), (10)(C) Grade 5—(6)(C), (9)(D)(ii), (10)(C) Grade 6—(6)(C), (9)(D)(ii), (10)(C) ELLA 7—(6)(C), (9)(D)(ii), (10)(C) ELLA 8—(6)(C), (9)(D)(ii), (10)(C) ESOL I—(6)(C), (9)(D)(ii), (10)(C) ESOL II—(6)(C), (9)(D)(ii), (10)(C) ELDA—(4)(C)</p>		
<p>II.A.3. Identify explicit and implicit textual information including main ideas and author's purpose.</p>	<p>Kindergarten—(5)(G), (8)(D)(i), (9)(A) Grade 1—(6)(G), (9)(D)(i), (10)(A) Grade 2—(6)(G), (9)(D)(i), (10)(A) Grade 3—(6)(G), (9)(D)(i), (10)(A) Grade 4—(6)(G), (9)(D)(i), (10)(A)</p>	<p>Kindergarten—(5)(G), (8)(D)(i), (9)(A) Grade 1—(6)(G), (9)(D)(i), (10)(A) Grade 2—(6)(G), (9)(D)(i), (10)(A) Grade 3—(6)(G), (9)(D)(i), (10)(A) Grade 4—(6)(G), (9)(D)(i), (10)(A)</p>		

	<p>Grade 5—(6)(G), (9)(D)(i), (10)(A)  Grade 6—(5)(G), (8)(D)(i), (9)(A)  Grade 7—(5)(G), (8)(D)(i), (9)(A)  Grade 8—(5)(G), (8)(D)(i), (9)(A)  English I—(4)(G), (7)(D)(i), (8)(A)  English II—(4)(G), (7)(D)(i), (8)(A)  English III—(4)(G), (7)(D)(i), (8)(A)  English IV—(4)(G), (7)(D)(i), (8)(A)  Reading I-III—(5)(B), (6)(A)</p>	<p>Grade 5—(6)(G), (9)(D)(i), (10)(A)  Grade 6—(6)(G), (9)(D)(i), (10)(A)  ELLA 7—(6)(G), (9)(D)(i), (10)(A)  ELLA 8—(6)(G), (9)(E)(i), (10)(A)  ESOL I—(6)(G), (9)(D)(i), (10)(A)  ESOL II—(6)(G), (9)(D)(i), (10)(A)  ELDA—(5)(A), (C)</p>		
<p>II.A.4. Make evidence-based inferences about a text's meaning, intent, and values.</p>	<p>Kindergarten—(5)(F), (6)(D)  Grade 1—(6)(F), (7)(D)  Grade 2—(6)(F), (7)(D)  Grade 3—(6)(F), (7)(D), (G)  Grade 4—(6)(F), (7)(D), (G)  Grade 5—(6)(F), (7)(D), (G)  Grade 6—(5)(F), (6)(D), (G)  Grade 7—(5)(F), (6)(D), (G)  Grade 8—(5)(F), (6)(D), (G)  English I—(4)(F), (5)(D), (G)  English II—(4)(F), (5)(D), (G)  English III—(2)(B), (4)(F), (5)(D), (G)  English IV—(2)(B), (4)(F), (5)(D), (G)  Reading I-III—(4)(D), (5)(B)-(D)  College Readiness &amp; Study Skills—(4)(D)</p>	<p>Kindergarten—(5)(F), (6)(D)  Grade 1—(6)(F), (7)(D)  Grade 2—(6)(F), (7)(D)  Grade 3—(6)(F), (7)(D), (G)  Grade 4—(6)(F), (7)(D), (G)  Grade 5—(6)(F), (7)(D), (G)  Grade 6—(6)(F), (7)(D), (G)  ELLA 7—(6)(F), (7)(D), (G)  ELLA 8—(6)(F), (7)(D), (G)  ESOL I—(6)(F), (7)(D), (G)  ESOL II—(6)(F), (7)(D), (G)  ELDA—(2)(A), (F)</p>		
<p>II.A.5. Analyze and evaluate implicit and explicit arguments in a variety of texts for the quality and coherence of evidence and reasoning.</p>	<p>Grade 6—(8)(E), (9)(G), (12)(H)(ii)  Grade 7—(8)(E), (9)(G), (12)(H)(ii)  Grade 8—(6)(J), (9)(G), (8)(E), (12)(H)(ii)  English I—(5)(J), (8)(G), (7)(E), (11)(G)(ii)  English II—(5)(J), (8)(G), (7)(E), (11)(G)(ii)  English III—(5)(J), (8)(G), (7)(E), (11)(G)(ii)  English IV—(5)(J), (8)(G), (7)(E), (11)(G)(ii)  College Readiness &amp; Study Skills—(4)(G)  Visual Media—(1)(C), (2)(A)</p>	<p>Grade 6—(9)(E), (10)(G), (13)(H)(ii)  ELLA 7—(9)(F), (10)(G), (13)(H)(ii)  ELLA 8—(9)(F), (10)(G), (13)(H)(ii)  ESOL I—(9)(E)-(F), (10)(G)-(H), (13)(G)(ii)  ESOL II—(9)(E)-(F), (10)(G), (13)(G)(ii)</p>		
<p>II.A.6. Identify and analyze the author's use of rhetorical and literary devices to create meaning and affect the reader.</p>	<p>Kindergarten—(9)(D)-(E)  Grade 1—(10)(D)-(F)  Grade 2—(10)(D)-(F)  Grade 3—(10)(D)-(G)  Grade 4—(9)(B), (10)(D)-(G)  Grade 5—(9)(B), (10)(D)-(G)  Grade 6—(9)(D)-(G)  Grade 7—(9)(D)-(G)  Grade 8—(8)(E)(i), (9)(D)-(G)  English I—(7)(C), (E)(i)-(ii), (8)(D)-(G)  English II—(7)(C), (E)(i)-(ii), (8)(D)-(G)  English III—(7)(E)(i)-(ii), (8)(D)-(G)  English IV—(7)(B), (E)(i)-(ii), (8)(D)-(G)  Literary Genres—(2)(H)-(I)</p>	<p>Kindergarten—(9)(D)-(E)  Grade 1—(10)(D)-(E)  Grade 2—(10)(D)-(F)  Grade 3—(10)(D)-(G)  Grade 4—(9)(B), (10)(D)-(G)  Grade 5—(9)(B), (10)(D)-(G)  Grade 6—(10)(D)-(G)  ELLA 7—(10)(D)-(G)  ELLA 8—(10)(D)-(G)  ESOL I—(9)(C), (E)(i)-(ii), (10)(D)-(H)  ESOL II—(9)(C), (E)(i)-(ii), (10)(D)-(G)</p>		
<p>II.A.7. Compare and analyze how features of genre are used across texts.</p>	<p>Kindergarten—(7)(A)-(D), (8)(B)  Grade 1—(8)(A)-(D), (9)(B)  Grade 2—(8)(A)-(D), (9)(B)  Grade 3—(8)(A)-(D), (9)(B)  Grade 4—(7)(B), (8)(A)-(D), (9)(B)  Grade 5—(7)(B), (8)(A)-(D), (9)(B)  Grade 6—(6)(B), (8)(B), (7)(A)-(D)  Grade 7—(6)(B), (8)(B), (7)(A)-(D)  Grade 8—(6)(B), (8)(B), (7)(A)-(D)  English I—(5)(B), (6)(A)-(D), (7)(B)  English II—(5)(B), (6)(A)-(D), (7)(B)  English III—(5)(B), (6)(A)-(D), (7)(B)  English IV—(5)(B), (6)(A)-(D), (7)(B)  Literary Genres—(2)(B), (L), (3)(D)</p>	<p>Kindergarten—(7)(A)-(D), (8)(B)  Grade 1—(8)(A)-(D), (9)(B)  Grade 2—(8)(A)-(D), (9)(B)  Grade 3—(8)(A)-(D), (9)(B)  Grade 4—(7)(B), (8)(A)-(D), (9)(B)  Grade 5—(7)(B), (8)(A)-(D), (9)(B)  Grade 6—(7)(B), (8)(A)-(D), (9)(B)  ELLA 7—(7)(B), (8)(A)-(D), (9)(B)  ELLA 8—(7)(B), (8)(A)-(D), (9)(B)  ESOL I—(7)(B), (8)(A)-(D), (9)(B)  ESOL II—(7)(B), (8)(A)-(D), (9)(B)</p>		
<p>II.A.8. Identify, analyze, and evaluate similarities and differences in how multiple texts present information, argue a position, or relate a theme.</p>	<p>Kindergarten—(7)(A), (8)(D)  Grade 1—(8)(A), (9)(D)  Grade 2—(8)(A), (9)(D)  Grade 3—(8)(A), (8)(D), (9)(E)  Grade 4—(8)(A), (8)(D), (9)(E), (10)(A)  Grade 5—(8)(A), (8)(D), (9)(E), (10)(A)  Grade 6—(7)(A), (8)(D), (8)(E)  Grade 7—(7)(A), (8)(D), (8)(E)  Grade 8—(7)(A), (8)(D), (8)(E)  English I—(6)(A), (7)(D)-(E)  English II—(6)(A), (7)(D)-(E)</p>	<p>Kindergarten—(7)(A), (8)(D)  Grade 1—(8)(A), (9)(D)  Grade 2—(8)(A), (9)(D)  Grade 3—(8)(A), (9)(D), (E)(i)-(ii)  Grade 4—(8)(A), (9)(D), (E)(i)-(ii)  Grade 5—(8)(A), (9)(D), (E)(i)-(ii)  Grade 6—(8)(A), (9)(D), (E)(i)-(ii)  ELLA 7—(8)(A), (9)(D), (E)(i)-(ii)  ELLA 8—(8)(A), (9)(D), (E)(i)-(ii)  ESOL I—(8)(A), (9)(D), (E)(i)-(ii)  ESOL II—(8)(A), (9)(D), (E)(i)-(ii)</p>		

	English III—(6)(A), (7)(D)-(E) English IV— (6)(A), (7)(D)-(E) Reading I-III—(5)(A), (10)(B) Literary Genres—(2)(A)-(B)			
<b>B. Apply a variety of strategies to determine the meanings of unfamiliar words and phrases.</b>				
<u>II.B.1. Identify new words and concepts acquired through study of their relationships to other words and concepts.</u>	Kindergarten—(3)(B) Grade 1—(3)(B) Grade 2—(3)(B) Grade 3—(3)(B) Grade 4—(3)(B) Grade 5—(3)(B) Grade 6—(2)(B) Grade 7—(2)(B) Grade 8—(2)(B) English I—(2)(B)-(C) English II—(2)(B)-(C) English III—(2)(B)-(C) English IV—(2)(B)-(C) Reading I-III—(5)(A), (10)(B) Literary Genres—(2)(B) College Readiness & Study Skills— (2)(C), (F) Reading I-III—(2)(D) Literary Genres—(1)(B)	Kindergarten—(3)(B)-(C) Grade 1—(3)(B)-(C) Grade 2—(3)(B)-(C) Grade 3—(3)(B)-(C) Grade 4—(3)(B)-(C) Grade 5—(3)(B)-(C) Grade 6—(3)(B)-(C) ELLA 7—(3)(B)-(C) ELLA 8—(3)(B)-(C) ESOL I—(3)(C) ESOL II—(3)(C)		
<u>II.B.2. Apply knowledge of roots and affixes to infer the meanings of new words.</u>	Grade 1—(3)(C) Grade 2—(3)(C) Grade 3—(3)(C) Grade 4—(3)(C) Grade 5—(3)(C) Grade 6—(2)(C) Grade 7—(2)(C) Grade 8—(2)(C) College Readiness & Study Skills— (2)(B) Practical Writing Skills—(6)(A)	Grade 1—(3)(C) Grade 2—(3)(C) Grade 3—(3)(C) Grade 4—(3)(C) Grade 5—(3)(C) Grade 6—(3)(C) Grade 7—(3)(C) Grade 8—(3)(C) ESOL I—(3)(C) ESOL II—(3)(C)		
<u>II.B.3. Use reference guides to confirm the meanings of new words or concepts.</u>	Kindergarten—(3)(A) Grade 1—(3)(A) Grade 2—(3)(A) Grade 3—(3)(A) Grade 4—(3)(A) Grade 5—(3)(A) Grade 6—(2)(A) Grade 7—(2)(A) Grade 8—(2)(A) English I—(2)(B)-(C) English II—(2)(B)-(C) English III—(2)(B)-(C) English IV—(2)(B)-(C) Reading I-III—(1)(B), (2)(E) College Readiness & Study Skills— (2)(E) Practical Writing Skills—(6)(B)	Kindergarten—(3)(A) Grade 1—(3)(A) Grade 2—(3)(A) Grade 3—(3)(A) Grade 4—(3)(A) Grade 5—(3)(A) Grade 6—(3)(A) ELLA 7—(3)(A) ELLA 8—(3)(A) ESOL I—(3)(A) ESOL II—(3)(A) ELDA—(1)(J)		
<u>II.B.4. Make inferences about the denotative and connotative meanings of unfamiliar words using context clues.</u>	English I—(2)(B) English II—(2)(B) English III—(2)(B) English IV—(2)(B) College Readiness & Study Skills— (2)(D), (F) Reading I-III—(2)(C) Literary Genres—(1)(C)	ESOL I—(3)(B) ESOL II—(3)(B)		
<b>C. Read and analyze literary and other texts from a variety of cultural and historical contexts.</b>				
<u>II.C.1. Read widely, including complete texts from American, British, and world literatures.</u>	Kindergarten—(4)(A) Grade 1—(5)(A) Grade 2—(5)(A) Grade 3—(5)(A) Grade 4—(5)(A) Grade 5—(5)(A) Grade 6—(4)(A) Grade 7—(4)(A) Grade 8—(4)(A) English I—(3)(A), (7)(A) English II—(3)(A), (7)(A) English III—(3)(A), (7)(A) English IV—(3)(A), (7)(A) Reading I-III—(3)(A)-(E) College Readiness & Study Skills— (1)(A)-(B) Humanities—(1)(B)	Kindergarten—(4)(A) Grade 1—(5)(A) Grade 2—(5)(A) Grade 3—(5)(A) Grade 4—(5)(A) Grade 5—(5)(A) Grade 6—(5)(A) ELLA 7—(5)(A) ELLA 8—(5)(A) ESOL I—(5)(A) ESOL II—(5)(A)		



<p>II.C.2. Analyze the relationships between works of literature and the historical periods and cultural contexts in which they were written.</p>	<p>Grade 4—(8)(D) Grade 5—(8)(D) Grade 6—(7)(D) English II—(6)(A), (B), (D) English III—(6)(D) English IV—(6)(D), (7)(B) Reading I-III—(10)(B) Humanities—(1)(B), (2)(D), (3)(A), (4)(D) Literary Genres—(4)(B)-(C)</p>	<p>Grade 4—(8)(D) Grade 5—(8)(D) Grade 6—(8)(D) ESOL II—(A), (B), (D)</p>			
<p>II.C.3. Examine the influence of myths, oral traditions, and Classical literature on subsequent works over time.</p>	<p>Grade 3—(9)(A) Grade 4—(9)(A) Grade 5—(9)(A) Grade 6—(8)(A) Grade 7—(8)(A) Public Speaking I-III—(1)(A)</p>	<p>Grade 3—(9)(A) Grade 4—(9)(A) Grade 5—(9)(A) Grade 6—(9)(A) ELLA 7—(9)(A)</p>			
<p><b>D. Acquire insights about oneself, others, or the world from reading diverse texts.</b></p>					
<p>II.D.1. Make text-to-self, text-to-text, and text-to-world connections.</p>	<p>Kindergarten—(5)(E), (6)(A) Grade 1—(6)(E), (7)(A) Grade 2—(6)(E), (7)(A) Grade 3—(6)(E), (7)(A) Grade 4—(6)(E), (7)(A) Grade 5—(6)(E), (7)(A) Grade 6—(5)(E), (6)(A), (H), (I) Grade 7—(5)(E), (6)(A), (H), (I) Grade 8—(6)(E), (6)(A), (H), (I) English I—(4)(E), (5)(A), (H), (I) English II—(4)(E), (5)(A), (H), (I) English III—(4)(E), (5)(A), (H), (I) English IV—(4)(E), (5)(A), (H), (I) Oral Interpretation I-III—(6)(E) Reading I-III—(3)(D), (8)(C), (10)(A) Literary Genres—(4)(A) Practical Writing Skills—(5)(H)</p>	<p>Kindergarten—(5)(E), (6)(A) Grade 1—(6)(E), (7)(A) Grade 2—(6)(E), (7)(A) Grade 3—(6)(E), (7)(A) Grade 4—(6)(E), (7)(A) Grade 5—(6)(E), (7)(A) Grade 6—(6)(E), (7)(A), (H), (I) ELLA 7—(6)(E), (7)(A), (H), (I) ELLA 8—(6)(E), (7)(A), (H), (I) ESOL I—(6)(E), (7)(A), (H), (I), (K) ESOL II—(6)(E), (7)(A), (H), (I), (K) ELDA—(2)(D)</p>			
<p>II.D.2. Recognize the potential of diverse texts to cultivate empathy.</p>					
<p>II.D.3. Appreciate the aesthetic qualities and values of diverse texts.</p>	<p>Humanities—(2)(A), (3)(A)</p>				
<p><b>III. Speaking</b></p>					
<p><b>A. Understand the elements of both formal and informal communication both in group discussions, one-on-one situations, and presentations.</b></p>					
<p>III.A.1. Participate actively, effectively, and respectfully in one-on-one oral communication as well as in group discussions.</p>	<p>Kindergarten—(1)(A) Grade 1—(1)(A), (D)-(E) Grade 2—(1)(A), (D)-(E) Grade 3—(1)(A), (D)-(E) Grade 4—(1)(A), (D) Grade 5—(1)(A), (D) Grade 6—(1)(A), (D) Grade 7—(1)(A), (D) Grade 8—(1)(A), (D) English I—(1)(A), (D) English II—(1)(A), (D) English III—(1)(A), (D) English IV—(1)(A), (D) Oral Interpretation I-III—(7)(C)-(D) Advanced Broadcast Journalism I-III—(4)(B)-(C)</p>	<p>Kindergarten—(1)(E) Grade 1—(1)(A), (D)-(E) Grade 2—(1)(A), (D)-(E) Grade 3—(1)(A), (D)-(E) Grade 4—(1)(A), (D)-(E) Grade 5—(1)(A), (D)-(E) Grade 6—(1)(A), (D)-(E) ELLA 7—(1)(A), (D)-(E) ELLA 8—(1)(A), (D)-(F) ESOL I—(1)(B), (E)-(G), (6)(G) ESOL II—(1)(B), (E)-(G)</p>			
<p>III.A.2. Engage in reasoned dialogue, including with people who have different perspectives</p>	<p>Grade 8—(1)(D) English I—(1)(D) English II—(1)(D) English III—(1)(D) English IV—(1)(D) Debate I-III—(3), (5), (6) Communication Applications—(3)(E), (H)</p>	<p>ELLA 8—(1)(E) ESOL I—(1)(A), (E) ESOL II—(1)(A), (E) ELDA—(1)(C)</p>			
<p>III.A.3. Understand how style, register, and content of spoken language vary in different contexts and influence the listener's understanding.</p>	<p>Grade 8—(1)(C) English I—(1)(C) English II—(1)(C) English III—(1)(C) English IV—(1)(C) Advanced Broadcast Journalism—(3)(F)</p>	<p>ELLA 8—(1)(E) ESOL I—(1)(A), (E) ESOL II—(1)(A), (E)</p>			

III.A.4. Adjust delivery, vocabulary, and length of message for particular audiences, purposes, and contexts.	Grade 6—(1)(C) Grade 7—(1)(C) Grade 8—(1)(C) English I—(1)(C) English II—(1)(C) English III—(1)(C) English IV—(1)(C) Oral Interpretation—(6)(C)-(D) Advanced Broadcast Journalism—(3)(F)	ELLA 8—(1)(E) ESOL I—(1)(A), (E) ESOL II—(1)(A), (E) ELDA—(3)(E)			
III.A.5. Plan and deliver focused, coherent presentations that convey clear and distinct perspectives and demonstrate sound reasoning.	Grade 5—(1)(C) Grade 6—(1)(C) Grade 7—(1)(C) Grade 8—(1)(C) English I—(1)(C) English II—(1)(C) English III—(1)(C) English IV—(1)(C) Contemporary Media—(5)(C) Communication Applications—(4)(A)-(N) Independent Study, Speech—(4)(A)-(C) Public Speaking I-III—(7)(A)-(E) Oral Interpretation I-III—(7)(D)	Grade 5—(1)(C) Grade 6—(1)(C) ELLA 7—(1)(C) ELLA 8—(1)(C), (D) ESOL I—(1)(D) ESOL II—(1)(D)	Grade 7—(22)(C) Grade 8—(30)(C) Economics—(22)(C) U.S. History Studies—(29)(A) World History Studies—(30)(C) U.S. Government—(20)(B) Economics Advanced Studies—(4)(C) Social Studies Advanced Studies—(4)(B) Psychology—(15)(D)	College and Career Readiness—(3)(F) Project-Based Research—(1)(I), (5)(E) Practicum in Agriculture, Food, and Natural Resources (AFNR)—(8)(B) Professional Standards in Agriculture—(6)(D) Principles of AFNR—(8)(A) Agricultural Lab and Field Experiences—(2)(C)	
<b>IV. Listening</b>					
A. Apply listening skills in a variety of settings and contexts					
IV.A.1. Use a variety of active listening strategies to enhance comprehension	Kindergarten—(1)(A), (5)(I) Grade 1—(1)(A), (6)(I) Grade 2—(1)(A), (6)(I) Grade 3—(1)(A), (6)(I) Grade 4—(1)(A), (6)(I) Grade 5—(1)(A), (6)(I) Grade 6—(1)(A), (5)(I) Grade 7—(1)(A), (5)(I) Grade 8—(1)(A), (5)(I) English I—(1)(A), (4)(I) English II—(1)(A), (4)(I) English III—(4)(I) English IV—(4)(I) Public Speaking I-III—(1)(E) Communication Applications—(3)(E) Debate I-III—(8)(A), (9)(C) Advanced Journalism: Yearbook, Newspaper, Literary Magazine I-III—(5)(E)	Kindergarten—(1)(A), (5)(I) Grade 1—(1)(A), (6)(I) Grade 2—(1)(A), (6)(I) Grade 3—(1)(A), (6)(I) Grade 4—(1)(A), (6)(I) Grade 5—(1)(A), (6)(I) Grade 6—(1)(A), (6)(I) ELLA 7—(1)(A), (6)(I) ELLA 8—(1)(A), (6)(I) ESOL I—(1)(A), (6)(I) ESOL II—(1)(A), (6)(I) ELDA—(1)(K), (2)(E)		Principles of Architecture—(7)(B) Business English—(5)(E) Practicum in Human Services—(3)(B) Project-Based Research—(2)(A)	
IV.A.1. Listen critically and respond appropriately	Kindergarten—(1)(A), (D) Grade 1—(1)(A), (D) Grade 2—(1)(A), (D) Grade 3—(1)(A), (D) Grade 4—(1)(A), (D) Grade 5—(1)(A), (D) Grade 6—(1)(A), (D) Grade 7—(1)(A), (D) Grade 8—(1)(A), (D) English I—(1)(A), (D) English II—(1)(A), (D) English III—(1)(B), (D) English IV—(1)(B), (D) Public Speaking I-III—(1)(E) Oral Interpretation I-III—(8)(A) Debate I-III—(8)(A), (9)(C) Advanced Journalism: Yearbook, Newspaper, Literary Magazine I-III—(5)(E)	Kindergarten—(1)(A) Grade 1—(1)(A) Grade 2—(1)(A) Grade 3—(1)(A) Grade 4—(1)(A) Grade 5—(1)(A) Grade 6—(1)(A) ELLA 7—(1)(A) ELLA 8—(1)(A) ESOL I—(1)(A) ESOL II—(1)(A) ELDA—(2)(E), (4)(B)		Principles of Architecture—(7)(B); Principles of Arts, Audio/Video Technology, and Communications—(3)(G); Animation I Lab—(3)(F); Animation II—(3)(F); Animation II Lab—(3)(F); Audio/Video Production I—(3)(F); Audio/Video Production I Lab—(3)(F); Audio/Video Production II—(3)(F); Audio/Video Production II Lab—(4)(F); Digital Audio Technology I—(3)(F); Digital Audio Technology II—(3)(F); Printing and Imaging Technology I—(3)(F); Printing and Imaging Technology I Lab—(3)(F); Printing and Imaging Technology II—(3)(F); Printing and Imaging Technology II Lab—(3)(F); Commercial Photography I—(3)(F); Commercial Photography I Lab—(3)(F); Commercial Photography II—(3)(F); Commercial Photography II Lab—(3)(F); Graphic Design and Illustration I—(3)(F); Graphic Design and Illustration I Lab—(3)(F); Graphic Design and Illustration II Lab—(3)(F); Professional Communications—(3)(G); Practicum in Animation—(3)(F); Practicum in Audio/Video Production—(3)(F); Practicum in Printing and Imaging Technology—(3)(F); Practicum in Commercial Photography—(3)(F); Practicum in Graphic Design and Illustration—(3)(F); Business English—(5)(E); Practicum in Human Services—(3)(B); Project-Based Research—(2)(A)	Digital Video and Audio Design—(5)(F)
IV.A.3. Develop an awareness of rhetorical and stylistic choices used to convey a message	English III—(1)(A), (C) English IV—(1)(A), (C) Public Speaking I-III—(1)(B)-(C), (F), (2)(A)-(F), (6)(E)-(F), (8)(B) Oral Interpretation I-III—(8)(B)-(C)	ESOL II—(1)(G) ELDA—(4)(B)			

V. Research						
A. Formulate topic and questions.						
V.A.1. Articulate and investigate research questions	Kindergarten—(12)(A) Grade 1—(13)(A) Grade 2—(13)(A) Grade 3—(13)(A) Grade 4—(13)(A) Grade 5—(13)(A) Grade 6—(12)(A) Grade 7—(12)(A) Grade 8—(12)(A) English I—(11)(A) English II—(11)(A) English III—(11)(A) English IV—(11)(A) Independent Study, English—(1)(B)-(C) Research & Technical Writing—(3)(A)-(B) Independent Study, Speech—(2)(A)-(C) Independent Study, Journalism—(1)(A), (C)-(E)	Kindergarten—(12)(A) Grade 1—(13)(A) Grade 2—(13)(A) Grade 3—(13)(A) Grade 4—(13)(A) Grade 5—(13)(A) Grade 6—(13)(A) ELLA 7—(13)(A) ELLA 8—(13)(A) ESOL I—(13)(A) ESOL II—(13)(A)	Kindergarten—(13)(A), (15) Grade 1—(16)(A), (18) Grade 2—(15)(A), (17) Grade 3—(14)(A), (16) Grade 4—(19)(A), (22) Grade 5—(23)(A), (26) Grade 6—(19)(A), (22) Grade 7—(20)(A), (23) Grade 8—(29)(A), (31) Economics—(23) U.S. History—(28)(A), (31) World History—(31) World Geography—(23)(C) U.S. Government—(21) Psychology—(16)(A) Sociology—(21)(A) Special Topics—(1)(F) Research Methods—(2)(C)-(E), (G) Advanced Studies—(1)(C), (E)	Accounting I—(12)(F)(i); Accounting II—(7)(B)(i);		
V.A.2. Explore and refine a research topic	Kindergarten—(12)(B) Grade 1—(13)(B) Grade 2—(13)(B) Grade 3—(13)(B) Grade 4—(13)(B) Grade 5—(13)(B) Grade 6—(12)(B)-(C) Grade 7—(12)(B)-(C) Grade 8—(12)(B)-(C) English I—(11)(B)-(D) English II—(11)(B)-(D) English III—(11)(B)-(D) English IV—(11)(B)-(D) Independent Study, English—(2)(A) Independent Study, Speech—(1)(A)-(B)	Kindergarten—(12)(B) Grade 1—(13)(B) Grade 2—(13)(B) Grade 3—(13)(B) Grade 4—(13)(B) Grade 5—(13)(B) Grade 6—(13)(B)-(C) ELLA 7—(13)(B)-(C) ELLA 8—(13)(B)-(C) ESOL I—(13)(B)-(D) ESOL II—(13)(B)-(D)	World Geography—(23)(A) Research Methods—(2)(B), (6)(B) Advanced Studies—(2)(B), (C)	Livestock Production—(10)(A); Advanced Animal Science—(13)(D); Advanced Plant and Soil Science—(7)(A); Agricultural Laboratory and Field Experience—(2)(D); Accounting I—(12)(F); Accounting II—(7)(B); Practicum in Local, State, and Federal Government—(5)(A); Extended Practicum in Local, State, and Federal Government—(5)(B); World Health Research (8)	K-2—(3)(B) Grade 6—(3)(A), (4)(A) Grade 7—(3)(A) Grade 8—(3)(A)	
V.A.3. Devise a plan for completing work on time	Independent Study, Speech—(1)(D) Advanced Broadcast Journalism I-III—(4)(D) Advanced Journalism: Yearbook, Newspaper, Literary Magazine I-III—(5)(D)		Psychology—(17)(B) Advanced Studies—(3)(B)			
B. Locate, evaluate, and select information from a variety of sources						
V.B.1. Explore and collect a range of potential sources	Kindergarten—(12)(C) Grade 1—(13)(C) Grade 2—(13)(C) Grade 3—(13)(C) Grade 4—(13)(C) Grade 5—(13)(C) Grade 6—(12)(D) Grade 7—(12)(D) Grade 8—(12)(D) English I—(11)(E) English II—(11)(E) English III—(11)(E) English IV—(11)(E) Literary Genres—(6)(B) Research & Technical Writing—(3)(B) Debate I-III—(6)(A) Advanced Journalism: Yearbook, Newspaper, Literary Magazine I-III—(1)(D)	Kindergarten—(12)(C) Grade 1—(13)(C) Grade 2—(13)(C) Grade 3—(13)(C) Grade 4—(13)(C) Grade 5—(13)(C) Grade 6—(13)(D) ELLA 7—(13)(D) ELLA 8—(13)(D) ESOL I—(13)(E) ESOL II—(13)(E)	Grade 3—(17)(D), (E) Grade 4—(19)(A), (C) Grade 5—(24)(A), (C) Grade 6—(19)(A), (C) Grade 7—(20)(A), (C) Grade 8—(29)(A), (C) Special Topics—(2)(A) Advanced Studies—(1)(B)	Agricultural Laboratory and Field Experience—(2)(A); Accounting I—(12)(F)(ii); Accounting II—(7)(B)(ii), (v); Statistics and Business Decision Making—(8)(B); Practicum in Local, State, and Federal Government—(5)(C)	Grade 6—(3)(C) Grade 7—(3)(C) Grade 8—(3)(C)	
V.B.2. Distinguish between and among primary and secondary sources	Grade 2—(13)(D) Grade 3—(13)(D) Grade 4—(13)(D) Grade 5—(13)(D) Grade 6—(12)(E) Grade 7—(12)(E) Grade 8—(12)(E) Research & Technical Writing—(3)(B) Independent Study, Speech—(2)(A) Independent Study, Journalism—(1)(C)	Grade 2—(13)(D) Grade 3—(13)(D) Grade 4—(13)(D) Grade 5—(13)(D) Grade 6—(13)(E) ELLA 7—(13)(E) ELLA 8—(13)(E)	Grade 4—(19)(A) Grade 5—(24)(A) Grade 6—(19)(A) Grade 7—(20)(A) Grade 8—(29)(A) Special Topics—(2)(B) Research Methods—(2)(F)			
V.B.3. Assess the relevance and credibility of sources	Grade 5—(13)(D) Grade 6—(12)(H)(i) Grade 7—(12)(H)(ii) Grade 8—(12)(H)(i) English I—(11)(G) English II—(11)(G)	Grade 5—(13)(D) Grade 6—(13)(H) ELLA 7—(13)(H) ELLA 8—(13)(H) ESOL I—(13)(G) ESOL II—(13)(G)	Grade 7—(20)(F) Grade 8—(29)(F) U.S. History—(28)(D) World History—(28)(D) World Geography—(21)(A) U.S. Government—(19)(D)	Agricultural Laboratory and Field Experience—(2)(B); Professional Communications—(11)(K); Accounting I—(12)(F)(iii); Accounting II—(7)(B)(iii); Engineering Design and Problem Solving—(6)(E)		

	English III—(11)(G) English IV—(11)(G) Advanced Journalism: Yearbook, Newspaper, Literary Magazine I-III— (2)(A)		Special Topics—(2)(G) Research Methods—(4)(G)				
<b>C. Design and produce an effective product</b>							
V.C.1. Integrate and organize material effectively	Kindergarten—(12)(D), (E) Grade 1—(13)(D), (E) Grade 2—(13)(E) Grade 3—(13)(E) Grade 4—(13)(E) Grade 5—(13)(E) Grade 6—(12)(F) Grade 7—(12)(F) Grade 8—(12)(F) English I—(11)(F) English II—(11)(F) English III—(11)(F) English IV—(11)(F)	Kindergarten—(12)(D), (E) Grade 1—(13)(D), (E) Grade 2—(13)(E) Grade 3—(13)(E) Grade 4—(13)(E) Grade 5—(13)(E) Grade 6—(12)(F) ELLA 7—(12)(F) ELLA 8—(12)(F) ESOL I—(12)(F) ESOL II—(12)(F)			Accounting II—(7)(B)(vi); Planning and Governance—(5)(C);		
V.C.2. Use and attribute source material ethically	Grade 2—(13)(F) Grade 3—(13)(G) Grade 4—(13)(G) Grade 5—(13)(G) Grade 6—(12)(I) Grade 7—(12)(I) Grade 8—(12)(I) English I—(11)(H) English II—(11)(H) English III—(11)(H) English IV—(11)(H)	Grade 2—(13)(F) Grade 3—(13)(G) Grade 4—(13)(G) Grade 5—(13)(G) Grade 6—(13)(I) ELLA 7—(13)(I) ELLA 8—(13)(I) ESOL I—(13)(H) ESOL II—(13)(H)			Principles of Information Technology—(13)(F); Digital Media—(4)(G); Engineering Design and Problem Solving—(6)(E)		
V.C.3. Follow relevant rules governing attribution	Grade 2—(13)(F) Grade 3—(13)(G) Grade 4—(13)(G) Grade 5—(13)(G) Grade 6—(12)(I) Grade 7—(12)(I) Grade 8—(12)(I) English I—(11)(H) English II—(11)(H) English III—(11)(H) English IV—(11)(H)	Kindergarten— Grade 1— Grade 2— Grade 3— Grade 4— Grade 5— Grade 6— ELLA 7— ELLA 8— ESOL I— ESOL II—			Accounting II—(7)(B)(vi);		

**Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B,  
Graduation Requirements, §74.11, High School Graduation Requirements  
(Second Reading and Final Adoption)**

**June 14, 2019**

**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 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.11, High School Graduation Requirements. The proposed amendment would update the rule to align with the requirements of TEC, §28.025(b-7), which allows a student who completes the core curriculum of a Texas institution of higher education (IHE) while in high school to earn an endorsement, the distinguished level of achievement, and a high school diploma. No changes are recommended since approved for first reading.

**STATUTORY AUTHORITY:** Texas Education Code (TEC), §7.102(c)(4) and §28.025(b-7).

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

TEC, §28.025(b-7), requires the SBOE to by rule ensure that a student may comply with the curriculum requirements under the foundation high school program or for an endorsement by successfully completing appropriate courses in the core curriculum of an IHE under TEC, §61.822. Additionally, a student who has completed the core curriculum of an IHE under TEC, §61.822, as certified by the IHE in accordance with 19 TAC §4.28, is considered to have earned a distinguished level of achievement under the foundation high school program and is entitled to receive a high school diploma.

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

**EFFECTIVE DATE:** The proposed effective date of the proposed amendment is August 26, 2019. 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 2020-2021 school year. The earlier effective date will ensure the rule aligns with current statute at the earliest date possible.

**PREVIOUS BOARD ACTION:** The SBOE adopted rules in 19 TAC Chapter 74, Subchapter B, to implement the Foundation High School Program effective July 8, 2014. The SBOE adopted amendments to 19 TAC §74.11 effective August 22, 2016, and August 27, 2018. At the April 2019 SBOE meeting, the board approved for first reading and filing authorization the proposed amendment to 19 TAC §74.11.

**BACKGROUND INFORMATION AND JUSTIFICATION:** The 83rd Texas Legislature, Regular Session, 2013, passed House Bill (HB) 5, amending TEC, §28.025, to transition from three high school graduation programs to one foundation high school program with endorsement options to increase flexibility for students. HB 5 gave the SBOE the authority to identify advanced courses related to the new graduation program, identify the curriculum requirements for the endorsements, and determine the requirements for performance acknowledgments related to the new graduation program.

The SBOE implemented HB 5 by approving proposed revisions to 19 TAC Chapter 74, Subchapter B, Graduation Requirements, as amended, for second reading and final adoption at the January 2014 meeting. The rules were implemented beginning with students entering Grade 9 in the 2014-2015 school year.

The proposed amendment to §74.11 would update the rule to align with the requirements of TEC, §28.025(b-7), which allows a student who completes the core curriculum of a Texas IHE while in high school to earn an endorsement, the distinguished level of achievement, and a high school diploma.

The attachment to this item reflects the text of the proposed amendment to 19 TAC §74.11 for consideration by the SBOE for second reading and final adoption. The proposal would add in new subsection (n) the requirement that school districts must 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 IHE. The new subsection would also specify that a student who has completed the core curriculum of an IHE in accordance with TEC, §61.822, is considered to have earned an endorsement and a distinguished level of achievement under the Foundation High School Program and is entitled to receive a high school diploma.

In addition, a technical edit would be made in subsection (g) to remove reference to 19 TAC Chapter 118, Texas Essential Knowledge and Skills for Economics with Emphasis on the Free Enterprise System and Its Benefits. The chapter will be repealed to reflect the inclusion of economics courses in 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies.

No changes are recommended since approved for first reading.

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

The TEA has determined that there are no additional costs to state or local government 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. The proposed rulemaking would not create or eliminate a government program; would not require the creation of new employee positions or elimination of existing employee positions; would not require an increase or decrease in future legislative appropriations to the agency; would not require an increase or decrease in fees paid to the agency; would not create a new regulation; would not expand, 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 add flexibility in options for students to meet high school graduation requirements. 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.

The 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 April 2019 SBOE meeting, notice of proposed amendment to 19 TAC §74.11 was filed with the Texas Register, initiating the public comment period. The public comment period on the proposal began May 3, 2019, and ended June 7, 2019. No comments had been received at the time this item was prepared. A summary of any public comments received regarding the proposal will be provided to the SBOE prior to and during the June 2019 meeting. The SBOE will take registered oral and written comments on the proposal at the appropriate committee meeting in June 2019 in accordance with the SBOE board operating policies and procedures.

**MOTION TO BE CONSIDERED:** The State Board of Education:

Approve for second reading and final adoption proposed amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.11, High School Graduation Requirements; and

Make an affirmative finding that immediate adoption of proposed amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.11, High School Graduation Requirements, is necessary and shall have an effective date of August 26, 2019. (*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:**

Monica Martinez, Associate Commissioner, Standards and Support Services

Shelly Ramos, Senior Director, Curriculum Standards and Student Support

**Attachment:** Text of Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.11, High School Graduation Requirements



**ATTACHMENT**  
**Text of Proposed Amendment to 19 TAC**

**Chapter 74. Curriculum Requirements**

**Subchapter B. Graduation Requirements**

**§74.11. High School Graduation Requirements.**

- (a) To receive a high school diploma, a student entering Grade 9 in the 2014-2015 school year and thereafter must complete the following:
  - (1) in accordance with subsection (c) of this section, requirements of the Foundation High School Program specified in §74.12 of this title (relating to Foundation High School Program);
  - (2) testing requirements for graduation as specified in Chapter 101 of this title (relating to Assessment); and
  - (3) demonstrated proficiency, as determined by the district in which the student is enrolled, in delivering clear verbal messages; choosing effective nonverbal behaviors; listening for desired results; applying valid critical-thinking and problem-solving processes; and identifying, analyzing, developing, and evaluating communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations.
- (b) 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.
- (c) 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).
- (d) 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 Texas Education Agency (TEA), allowing the student to graduate under the Foundation High School Program without earning an endorsement.
- (e) 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.
- (f) 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).
- (g) 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);
  - ~~(I) Chapter 118 of this title (relating to Texas Essential Knowledge and Skills for Economics with Emphasis on the Free Enterprise System and Its Benefits);~~
  - (I) ~~(H)~~ Chapter 126 of this title (relating to Texas Essential Knowledge and Skills for Technology Applications);
  - (J) ~~(K)~~ Chapter 127 of this title (relating to Texas Essential Knowledge and Skills for Career Development); and
  - (K) ~~(L)~~ 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; and
  - (4) Driver Education--one-half credit.
- (h) 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.
  - (i) 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.
  - (j) 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.
  - (k) 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.

- (l) 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.
- (m) 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.
- (n) 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.

**Proposed Revisions to 19 TAC Chapter 111, Texas Essential Knowledge and Skills for Mathematics,  
Subchapter D, Other High School Mathematics Courses  
(Second Reading and Final Adoption)**

**June 14, 2019**

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

**SUMMARY:** This item presents for second reading and final adoption proposed revisions to 19 Texas Administrative Code (TAC) Chapter 111, Texas Essential Knowledge and Skills for Mathematics, Subchapter D, Other High School Mathematics Courses. The proposed revisions would repeal a rule that is outdated and duplicative of other State Board of Education (SBOE) rules and would add four new International Baccalaureate (IB) courses to the mathematics Texas Essential Knowledge and Skills (TEKS) for implementation in the 2019-2020 school year. No changes are recommended since approved for first reading.

**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 SBOE to establish curriculum and graduation requirements.

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

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

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

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

**EFFECTIVE DATE:** The proposed effective date of the proposed revisions is August 1, 2019. 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 2020-2021 school year. The earlier effective date would make the new IB mathematics courses available beginning with the 2019-2020 school year and help avoid any confusion for school districts regarding other mathematics courses.

**PREVIOUS BOARD ACTION:** The SBOE originally adopted the TEKS for IB courses in English language arts and reading, mathematics, science, and economics effective September 1, 1998; IB social studies courses effective September 1, 2001; IB technology applications courses effective September 26, 2011; and IB languages other than English courses effective July 15, 2014. The IB mathematics TEKS were amended effective October 10, 2012.

At the January-February 2018 meeting, the SBOE approved proposed revisions to 19 TAC Chapter 110, Subchapter D; Chapter 111, Subchapter D; Chapter 112, Subchapter D; and Chapter 114, Subchapter D. These revisions became effective August 27, 2018.

The SBOE originally adopted 19 TAC §111.60, Concurrent Enrollment in College Courses, effective September 1, 1998. This section was amended to be effective July 12, 2010.

The board approved for first reading and filing authorization proposed revisions to 19 TAC Chapter 111, Subchapter D, at the April 2019 SBOE meeting.

**BACKGROUND INFORMATION AND JUSTIFICATION:** For students to earn state credit toward specific graduation requirements, a course must be approved by the SBOE and included in SBOE rule. In September 2019, the International Baccalaureate Organization will add four new mathematics courses to its diploma program. The proposed revisions would add the four new IB courses to the mathematics TEKS for implementation in the 2019-2020 school year so that school districts and charter schools may offer the new IB courses. The current IB mathematics courses will be repealed once they are no longer necessary.

In addition, the proposed revisions would repeal §111.60 since the section is outdated and duplicative of other SBOE rules.

The board approved for first reading and filing authorization proposed revisions to 19 TAC Chapter 111, Subchapter D, at the April 2019 SBOE meeting.

The attachment to this item reflects the text of proposed revisions to 19 TAC Chapter 111, Subchapter D, for consideration by the SBOE for second reading and final adoption. No changes are recommended since approved for first reading.

**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 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. The proposed rulemaking would not create or eliminate a government program; would not require the creation of new employee positions or elimination of existing employee positions; would not require an increase or decrease in future legislative appropriations to the agency; would not require an increase or decrease in fees paid to the agency; would not create a new regulation; would not expand, 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 make new IB courses available to allow students more flexibility in meeting state requirements for graduation. 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.

The 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 April 2019 SBOE meeting, notice of proposed revisions to 19 TAC Chapter 111, Subchapter D, was filed with the Texas Register, initiating the public comment period. The public comment period on the proposal began May 3, 2019, and ended June 7, 2019. No comments had been received at the time this item was prepared. A summary of any public comments received regarding the proposal will be provided to the SBOE prior to and during the June 2019 meeting. The SBOE will take registered oral and written comments on the proposal at the appropriate committee meeting in June 2019 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 revisions to 19 TAC Chapter 111, Texas Essential Knowledge and Skills for Mathematics, Subchapter D, Other High School Mathematics Courses; and

Make an affirmative finding that immediate adoption of proposed revisions to 19 TAC Chapter 111, Texas Essential Knowledge and Skills for Mathematics, Subchapter D, Other High School Mathematics Courses, is necessary and shall have an effective date of August 1, 2019. *(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:**

Monica Martinez, Associate Commissioner, Standards and Support Services  
Shelly Ramos, Senior Director, Curriculum Standards and Student Support

**Attachment:**

Text of Proposed Revisions to 19 TAC Chapter 111, Texas Essential Knowledge and Skills for Mathematics, Subchapter D, Other High School Mathematics Courses

ATTACHMENT  
Text of Proposed Revisions to 19 TAC

**Chapter 111. Texas Essential Knowledge and Skills for Mathematics**

**Subchapter D. Other High School Mathematics Courses**

**~~§111.60. Concurrent Enrollment in College Courses.~~**

- ~~(a) General requirements. Students shall be awarded at least one half credit for each semester of successful completion of a college course in which the student is concurrently enrolled while in high school.~~
- ~~(b) Content requirements. In order for students to receive state graduation credit for concurrent enrollment courses, content requirements must meet or exceed the essential knowledge and skills in a given course.~~

**§111.61. International Baccalaureate (IB) Mathematics: Analysis and Approaches Standard Level (Two Credits).**

- (a) General requirements. Students shall be awarded two credits for successful completion of this course. Recommended prerequisites: Algebra II, Geometry. This course is recommended for students in Grade 11 or 12.
- (b) Content requirements. Content requirements for IB Mathematics: Analysis and Approaches Standard Level are prescribed by the International Baccalaureate Organization. Subject guides may be obtained from International Baccalaureate of North America.

**§111.62. International Baccalaureate (IB) Mathematics: Analysis and Approaches Higher Level (Two Credits).**

- (a) General requirements. Students shall be awarded two credits for successful completion of this course. Recommended prerequisites: Algebra II, Geometry. This course is recommended for students in Grade 11 or 12.
- (b) Content requirements. Content requirements for IB Mathematics: Analysis and Approaches Higher Level are prescribed by the International Baccalaureate Organization. Subject guides may be obtained from International Baccalaureate of North America.

**§111.63. International Baccalaureate (IB) Mathematics: Applications and Interpretations Standard Level (Two Credits).**

- (a) General requirements. Students shall be awarded two credits for successful completion of this course. Recommended prerequisites: Algebra II, Geometry. This course is recommended for students in Grade 11 or 12.
- (b) Content requirements. Content requirements for IB Mathematics: Applications and Interpretations Standard Level are prescribed by the International Baccalaureate Organization. Subject guides may be obtained from International Baccalaureate of North America.

**§111.64. International Baccalaureate (IB) Mathematics: Applications and Interpretations Higher Level (Two Credits).**

- (a) General requirements. Students shall be awarded two credits for successful completion of this course. Recommended prerequisites: Algebra II, Geometry. This course is recommended for students in Grade 11 or 12.
- (b) Content requirements. Content requirements for IB Mathematics: Applications and Interpretations Higher Level are prescribed by the International Baccalaureate Organization. Subject guides may be obtained from International Baccalaureate of North America.



**Proposed Amendment to 19 TAC Chapter 114, Texas Essential Knowledge and Skills for Languages Other Than English, Subchapter C, High School, §114.53, Advanced Language for Career Applications (One Credit)**  
**(Second Reading and Final Adoption)**

**June 14, 2019**

**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 114, Texas Essential Knowledge and Skills for Languages Other than English, Subchapter C, High School, §114.53, Advanced Language for Career Applications (One Credit). The proposed amendment would eliminate language that is outdated and no longer necessary. No changes are recommended since approved for first reading.

**STATUTORY AUTHORITY:** Texas Education Code (TEC), §§7.102(c)(4); 28.002(a), (c), and (t); 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 by rule identify the essential knowledge and skills of each subject in the required curriculum that all students should be able to demonstrate and that will be used in evaluating instructional materials and addressed on the state assessment instruments.

TEC, §28.002(t), requires the SBOE, in consultation with the commissioner of higher education and business and industry leaders, to develop an advanced language course that a school district may use to provide students with instruction in industry-related terminology that prepares students to communicate in a language other than English in a specific professional, business, or industry environment.

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

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

**EFFECTIVE DATE:** The proposed effective date of the proposed amendment to 19 TAC §114.53 is August 26, 2019. 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 2020-2021 school year. The earlier effective date will ensure clarity of expectations related to the Advanced Language for Career Applications course at the start of the 2019-2020 school year.

**PREVIOUS BOARD ACTION:** The SBOE adopted the languages other than English (LOTE) Texas Essential Knowledge and Skills (TEKS) effective September 1, 1998. In April 2014, the SBOE adopted revisions to the LOTE TEKS effective July 15, 2014. In September 2014, the SBOE adopted new LOTE TEKS for classical languages effective November 3, 2014. The revised LOTE TEKS adopted in 2014

were implemented beginning with the 2017-2018 school year. The SBOE gave final approval to 19 TAC §114.53 at the April 2017 SBOE meeting, and the section became effective July 30, 2017. A discussion item regarding the proposed amendment to the TEKS for Advanced Language for Career Applications was presented to the Committee on Instruction at the January-February 2019 SBOE meeting. At the April 2019 SBOE meeting, the board approved for first reading and filing authorization the proposed amendment to 19 TAC §114.53.

**BACKGROUND INFORMATION AND JUSTIFICATION:** House Bill 1431, 84th Texas Legislature, 2015, added TEC, §28.002(t), to require that the SBOE, in consultation with the commissioner of higher education and business and industry leaders, develop an advanced language course that a school district may use to provide students with instruction in industry-related terminology that prepares students to communicate in a language other than English in a specific professional, business, or industry environment. In August 2016, a committee of secondary and postsecondary educators and business and industry representatives were selected to develop recommended TEKS for the advanced career-oriented LOTE course.

At the April 2017 meeting, the SBOE approved for second reading and final adoption §114.53, Advanced Language for Career Applications (One Credit). The new course was implemented in the 2017-2018 school year.

The general requirements for Advanced Language for Career Applications originally specified that the course could not be used to satisfy a LOTE requirement for an endorsement. However, at the April 2017 SBOE meeting, the board approved for second reading and final adoption language in 19 TAC §74.13, Endorsements, that allows Advanced Language for Career Applications to count toward the four levels in the same language of LOTE required to earn a LOTE arts and humanities endorsement.

The attachment to this item reflects the text of proposed amendment to 19 TAC Chapter 114, Texas Essential Knowledge and Skills for Languages Other Than English, Subchapter C, High School, §114.53, Advanced Language for Career Applications (One Credit), for consideration by the SBOE for second reading and final adoption. The proposed amendment would eliminate the specification in the TEKS that the course may not be used to satisfy a LOTE requirement for an endorsement as it is not aligned with the rule related to endorsements. No changes are recommended since approved for first reading.

**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 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 a 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. The proposed rulemaking would not create or eliminate a government program; would not require the creation of new employee positions or elimination of existing employee positions; would not require an increase or decrease in future legislative appropriations to the agency; would not require an increase or decrease in fees paid to the agency; would not create a new regulation; would not expand, 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 eliminate language that is outdated and may be confusing. 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 will 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.

The 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 April 2019 SBOE meeting, notice of the proposed amendment to 19 TAC §114.53 was filed with the Texas Register, initiating the public comment period. The public comment period on the proposal began May 3, 2019, and ended June 7, 2019. No comments had been received at the time this item was prepared. A summary of any public comments received regarding the proposal will be provided to the SBOE prior to and during the June 2019 meeting. The SBOE will take registered oral and written comments on the proposal at the appropriate committee meeting in June 2019 in accordance with the SBOE board operating policies and procedures.

**MOTION TO BE CONSIDERED:** The State Board of Education:

Approve for second reading and final adoption proposed amendment to 19 TAC Chapter 114, Texas Essential Knowledge and Skills for Languages Other Than English, Subchapter C, High School, §114.53, Advanced Language for Career Applications (One Credit); and

Make an affirmative finding that immediate adoption of proposed amendment to 19 TAC Chapter 114, Texas Essential Knowledge and Skills for Languages Other Than English, Subchapter C, High School, §114.53, Advanced Language for Career Applications (One Credit), is necessary and shall have an effective date of August 26, 2019. *(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:**

Monica Martinez, Associate Commissioner, Standards and Support Services  
Shelly Ramos, Senior Director, Curriculum Standards and Student Support

**Attachment:**

Text of Proposed Amendment to 19 TAC Chapter 114, Texas Essential Knowledge and Skills for Languages Other Than English, Subchapter C, High School, §114.53, Advanced Language for Career Applications (One Credit)

**ATTACHMENT**  
**Text of Proposed Amendment to 19 TAC**

**Chapter 114. Texas Essential Knowledge and Skills for Languages Other Than English**

**Subchapter C. High School**

**§114.53. Advanced Language for Career Applications (One Credit).**

- (a) General requirements.
- (1) Advanced Language for Career Applications may be offered in high school. Students shall be awarded one credit for successful completion of this course. Prerequisite: successful completion of Level III, achieving an Intermediate Low to Intermediate Mid proficiency level, or demonstrated equivalent proficiency as determined by the district.
  - (2) Districts may offer this course in a variety of scheduling arrangements that may extend or reduce the traditional schedule when careful consideration is given to the instructional time available on a campus and the language ability, access to programs, and motivation of students.
  - (3) This course may not satisfy a high school languages other than English (LOTE) graduation requirement ~~[or a LOTE requirement for an endorsement]~~. Students shall be awarded one elective credit for successful completion of this course.
- (b)-(c) (No change.)

**Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.30, Identification of Honors Courses  
(First Reading and Filing Authorization)**

**June 14, 2019**

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

**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, §74.30, Identification of Honors Courses. The proposed amendment would update the list of languages other than English (LOTE) courses designated as honors courses to align with recent changes to the LOTE Texas Essential Knowledge and Skills (TEKS).

**STATUTORY AUTHORITY:** Texas Education Code (TEC), §33.081.

TEC, §33.081, requires the State Board of Education (SBOE) to establish rules limiting participation in and practice for extracurricular activities during the school day and school week. TEC, §33.081(d-1), defines and restricts the courses that are exempt from the passing grade requirement for students to be eligible to participate in extracurricular activities.

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

**EFFECTIVE DATE:** The proposed effective date of the proposed amendment is 20 days after filing as adopted with the Texas Register. Under TEC, §7.102(f), the SBOE must approve the rule action at second reading and final adoption by a vote of two-thirds of its members to specify an effective date earlier than the beginning of the 2020-2021 school year. The earlier effective date would update the list of courses that are exempt from the passing grade requirement for the 2019-2020 school year.

**PREVIOUS BOARD ACTION:** The SBOE adopted 19 TAC §74.30 effective September 1, 1996. Section 74.30 was amended effective September 1, 1998. In March 2008, the SBOE adopted an amendment to 19 TAC §74.30 effective July 23, 2008. A discussion item regarding 19 TAC §74.30 was included on the agenda for the Committee on Instruction during the April 2019 SBOE meeting.

**BACKGROUND INFORMATION AND JUSTIFICATION:** The 80th Texas Legislature passed Senate Bill 1517, amending TEC, §33.081, to define and restrict the courses that are exempt from the passing grade requirement for students to be eligible to participate in extracurricular activities. TEC, §33.081(d-1), specifies that the courses that are exempt include all Advanced Placement and International Baccalaureate courses. Additional courses that are exempt include honors and dual credit courses in the subjects of English language arts, mathematics, science, social studies, economics, and LOTE.

The attachment to this item reflects the text of the proposed amendment to 19 TAC §74.30 for consideration by the SBOE for first reading and filing authorization. The proposed amendment would update the LOTE courses that are designated as honors courses. These changes are a result of revisions to the LOTE TEKS. Additionally, the amendment would strike the reference to economics courses, which will be combined with the TEKS for social studies effective with the 2019-2020 school year.

**FISCAL IMPACT:** The Texas Education Agency (TEA) has determined that there are no additional costs to state or local government 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. The proposed rulemaking would expand an existing regulation by adding LOTE courses that are designated as honors courses for the purpose of TEC, §33.081.

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 include clarification regarding the courses that are exempt from the passing grade requirement for students to be eligible to participate in extracurricular activities. 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:** The 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 August 2, 2019, and ends September 6, 2019. The SBOE will take registered oral and written comments on the proposal at the appropriate committee meeting in September 2019 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 August 2, 2019.

**MOTION TO BE CONSIDERED:** The State Board of Education:

Approve for first reading and filing authorization proposed amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.30, Identification of Honors Courses.

**Staff Members Responsible:**

Monica Martinez, Associate Commissioner, Standards and Programs

Shelly Ramos, Senior Director, Curriculum Standards and Student Support

**Attachment:**

Text of Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.30, Identification of Honors Courses



ATTACHMENT  
Text of Proposed Amendment to 19 TAC

**Chapter 74. Curriculum Requirements**

**Subchapter C. Other Provisions**

**§74.30. Identification of Honors Courses.**

- (a) The following are identified as honors classes as referred to in the Texas Education Code, §33.081(d)(1), concerning extracurricular activities:
- (1) all College Board Advanced Placement [~~advanced placement~~] courses and International Baccalaureate courses in all disciplines;
  - (2) English language arts: high school/college concurrent enrollment classes that are included in the "Lower-Division Academic Course Guide Manual (Approved Courses)" [~~"Community College General Academic Course Guide Manual (Part One)";~~];
  - (3) Languages other than English: high school/college concurrent enrollment classes that are included in the "Lower-Division Academic Course Guide Manual (Approved Courses)"; American Sign Language, Level IV; American Sign Language, Advanced Independent Study; Level IV, Intermediate Mid to Intermediate High Proficiency; Level V, Intermediate High to Advanced Mid Proficiency; Level VI, Advanced Mid to Advanced High Proficiency; Level VII, Advanced High to Superior Proficiency; Seminar in Languages Other Than English, Advanced; Classical Languages, Level IV, Novice Mid to Advanced Mid Proficiency; Classical Languages, Levels V-VII, Novice High to Superior Low Proficiency; and Seminar in Classical Languages, Advanced [~~"Community College General Academic Course Guide Manual (Part One),"~~ and languages other than English courses Levels IV-VII] ;
  - (4) Mathematics: high school/college concurrent enrollment classes that are included in the "Lower-Division Academic Course Guide Manual (Approved Courses)" [~~"Community College General Academic Course Guide Manual (Part One)";~~ and Precalculus;
  - (5) Science: high school/college concurrent enrollment classes that are included in the "Lower-Division Academic Course Guide Manual (Approved Courses)" [~~"Community College General Academic Course Guide Manual (Part One)";~~ and
  - (6) Social studies: Social Studies Advanced Studies, Economics Advanced Studies, and high school/college concurrent enrollment classes that are included in the "Lower-Division Academic Course Guide Manual (Approved Courses)." [~~"Community College General Academic Course Guide Manual (Part One).";~~]
- (b) Districts may identify additional honors courses in the subject areas of English language arts, mathematics, science, social studies, [~~economics,~~] or a language other than English for the purpose of this section, but must identify such courses prior to the semester in which any exemptions related to extracurricular activities occur.
- (c) Districts are neither required to nor restricted from considering courses as honors for the purpose of grade point average calculation.

**Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.28, Students with Dyslexia and Related Disorders  
(First Reading and Filing Authorization)**

**June 14, 2019**

**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, §74.28, Students with Dyslexia and Related Disorders. The proposed amendment would require each school district and open-enrollment charter school to report to the Texas Education Agency (TEA) the results of the required screening for dyslexia and related disorders for students in Kindergarten and Grade 1 in accordance with Texas Education Code (TEC), §38.003(a).

**STATUTORY AUTHORITY:** Texas Education Code, (TEC), §7.102(c)(28) and §38.003(a) and (c).

TEC, §7.102(c)(28), requires the State Board of Education (SBOE) to approve a program for testing students for dyslexia and related disorders.

TEC, §38.003(a), requires that students enrolling in public schools be screened or tested, as appropriate, for dyslexia and related disorders at appropriate times in accordance with a program approved by the SBOE. The program must include screening at the end of the school year of each student in Kindergarten and each student in Grade 1.

TEC, §38.003(c), requires the SBOE to adopt any rules and standards necessary to administer TEC, §38.003, Screening and Treatment for Dyslexia and Related Disorders.

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

**EFFECTIVE DATE:** The proposed effective date of the proposed amendment is 20 days after filing as adopted with the Texas Register. Under TEC, §7.102(f), the SBOE must approve the rule action at second reading and final adoption by a vote of two-thirds of its members to specify an effective date earlier than the beginning of the 2020-2021 school year. The earlier effective date would allow TEA to begin collecting dyslexia screening data in the Texas Student Data System Public Education Information Management System (TSDS PEIMS) beginning with the 2019-2020 school year.

**PREVIOUS BOARD ACTION:** The SBOE adopted 19 TAC §74.28 effective September 1, 1996. The SBOE amended 19 TAC §74.28 effective August 27, 2018, to align the rule with legislative changes made by House Bill 1886, 85th Texas Legislature, Regular Session, 2017. In February 2018, the SBOE adopted an amendment to 19 TAC §74.28 effective March 13, 2019.

**BACKGROUND INFORMATION AND JUSTIFICATION:** Section 74.28 provides guidance to school districts and open-enrollment charter schools for identifying students with dyslexia or related disorders and providing appropriate services to those students.

The 85th Texas Legislature, Regular Session, 2017, passed HB 1886 amending TEC, §38.003, to specify that a student enrolled in public school must be screened or tested, as appropriate, for dyslexia and related

disorders at appropriate times in accordance with a program approved by the SBOE. The legislation required that the program include screening at the end of the school year for all students in Kindergarten and Grade 1. An amendment to 19 TAC §74.28 to align the rule with HB 1886 was approved for second reading and final adoption at the June 2018 SBOE meeting with an effective date of August 27, 2018.

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. The proposed amendment to §74.28 would require school districts and open-enrollment charter schools to report to the TEA through the TSDS PEIMS the results of screening for dyslexia and related disorders required at the end of the school year for each student in Kindergarten and each student in Grade 1 in accordance with TEC, §38.003(a).

The proposed amendment was not presented as a discussion item. The SBOE, however, may wish to consider this item for first reading and filing authorization as authorized under its operating procedures. Therefore, this item is presented for first reading and filing authorization consideration at this meeting. It is recommended that the SBOE consider this item for first reading and filing authorization to ensure that the TEA can begin collecting dyslexia screening data in the TSDS PEIMS beginning with the 2019-2020 school year.

The attachment to this item presents the text of the proposed amendment to 19 TAC §74.28 for consideration by the SBOE for first reading and filing authorization.

**FISCAL IMPACT:** The TEA has determined that there are no additional costs to state or local government 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. The proposed rulemaking would expand an existing regulation by requiring school districts and open-enrollment charter schools to report the results of dyslexia screenings for each student in Kindergarten and Grade 1 through the TSDS PEIMS.

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 improve documentation of results of screenings for dyslexia and other disorders and the ability to more effectively transmit that information between school districts. There is no anticipated economic cost to persons who are required to comply with the proposal.

**DATA AND REPORTING IMPACT:** The proposal would require school districts and open-enrollment charter schools to report to TEA in the TSDS PEIMS results of the required screening for dyslexia and related disorders for students in Kindergarten and Grade 1 in accordance with TEC, §38.003(a).

**PRINCIPAL AND CLASSROOM TEACHER PAPERWORK REQUIREMENTS:** The 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 August 2, 2019, and ends September 6, 2019. The SBOE will take registered oral and written comments on the proposal at the appropriate committee meeting in September 2019 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 August 2, 2019.

**MOTION TO BE CONSIDERED:** The State Board of Education:

Suspend the board operating procedures in accordance with §5.2(a) to allow consideration at first reading and filing authorization; and

Approve for first reading and filing authorization proposed amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.28, Students with Dyslexia and Related Disorders.

**Staff Members Responsible:**

Monica Martinez, Associate Commissioner, Standards and Programs

Shelly Ramos, Senior Director, Curriculum Standards and Student Support

**Attachment:** Text of Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.28, Students with Dyslexia and Related Disorders

ATTACHMENT  
Text of Proposed Amendment to 19 TAC

**Chapter 74. Curriculum Requirements**

**Subchapter C. Other Provisions**

**§74.28. Students with Dyslexia and Related Disorders.**

(a)-(j) (No change.)

(k) Each school district and open-enrollment charter school shall report through the Texas Student Data System Public Education Information Management System (TSDS PEIMS) the results of the screening for dyslexia and related disorders required for each student in Kindergarten and each student in Grade 1 in accordance with TEC, §38.003(a).

(l) ~~(k)~~ Each school district and open-enrollment charter school shall provide a parent education program for parents/guardians of students with dyslexia and related disorders. This program must include:

- (1) awareness and characteristics of dyslexia and related disorders;
- (2) information on testing and diagnosis of dyslexia and related disorders;
- (3) information on effective strategies for teaching students with dyslexia and related disorders;
- (4) information on qualifications of those delivering services to students with dyslexia and related disorders;
- (5) awareness of information on accommodations and modifications, especially those allowed for standardized testing;
- (6) information on eligibility, evaluation requests, and services available under IDEA and the Rehabilitation Act, §504, and information on the response to intervention process; and
- (7) contact information for the relevant regional and/or school district or open-enrollment charter school specialists.

(m) ~~(l)~~ School districts and open-enrollment charter schools shall provide to parents of children suspected to have dyslexia or a related disorder a copy or a link to the electronic version of the "Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders."

(n) ~~(m)~~ School districts and open-enrollment charter schools will be subject to monitoring for compliance with federal law and regulations in connection with this section.

## Proposed Approval of Innovative Courses

June 14, 2019

**COMMITTEE ON INSTRUCTION: ACTION**

**STATE BOARD OF EDUCATION: ACTION**

**SUMMARY:** This item recommends approval of innovative courses that do not fall within any of the subject areas of the foundation or enrichment curriculum.

**STATUTORY AUTHORITY:** Texas Education Code ([TEC](#)), [§28.002\(f\)](#).

TEC, §28.002(f), authorizes local school districts to offer courses in addition to those in the required curriculum for local credit and requires the State Board of Education (SBOE) to be flexible in approving a course for credit for high school graduation.

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

**PREVIOUS BOARD ACTION:** The SBOE adopted 19 TAC §74.27, Innovative Courses and Programs, to be effective September 1, 1996, with amendments to be effective September 1, 1998. In November 2007, the SBOE adopted additional amendments to 19 TAC §74.27, to be effective December 25, 2007.

From May 1998 through July 2003, the SBOE approved a total of 45 new innovative courses that do not fall within any of the subject areas of the foundation or enrichment curriculum through the annual approval process. In May 2004, July 2007, July 2009, January 2011, January 2012, January 2013, and July 2014 the SBOE approved the renewal of innovative courses in addition to approving new courses. In April 2005, April 2006, May 2008, May 2010, and April 2014 the SBOE approved renewal of innovative courses. In July 2010, the SBOE approved one new course. In April 2015, the SBOE approved for a period of five years three expiring course series submitted for renewal. In April 2016, the SBOE approved one new course for a period of three years and one new course for a one-year period. The SBOE approved for a period of five years each the renewal of three expiring innovative courses in November 2016. At the January-February 2017 meeting, the SBOE approved for renewal two expiring innovative courses for a period of five years, and at the April 2017 SBOE meeting, the SBOE approved for renewal three additional courses for a period of five years each. At the June 2017 SBOE meeting, the SBOE approved two new courses for a period of five years each. At the April 2018 SBOE meeting, the SBOE approved one new course for a period of five years. At the January-February 2019 SBOE meeting, the SBOE renewed one course for a period of three years and granted one course a one-year extension. At the April 2019 SBOE meeting, the board approved for renewal two courses for a period of three years and one course for a period of five years.

**BACKGROUND INFORMATION AND JUSTIFICATION:** After the board adopted new rules concerning graduation requirements, the experimental courses previously approved were phased out as of August 31, 1998. As a result of the adoption of the Texas Essential Knowledge and Skills (TEKS), districts now submit new requests for innovative course approval for courses that do not have TEKS.

The process outlined in 19 TAC §74.27 provides authority for the commissioner of education to approve discipline-based courses, but reserves for SBOE review and approval those courses that do not fall within any of the subject areas of the foundation or enrichment curriculum.

A brief description of the courses submitted for SBOE review and consideration will be provided to SBOE members at the June 2019 meeting. If approved, the recommended effective date for the courses would be August 1, 2019. With the approval of the local board of trustees, the courses would be available for school districts' use beginning with the 2019-2020 school year.

**PUBLIC BENEFIT AND COST TO PERSONS:** Students would have access to courses that meet local district needs.

**PUBLIC COMMENTS:** None.

**MOTION TO BE CONSIDERED:** The State Board of Education:

Approve the innovative courses that do not fall within any of the subject areas of the foundation or enrichment curriculum as shown in the separate exhibit.

**Staff Members Responsible:**

Monica Martinez, Associate Commissioner, Standards and Support Services  
Shelly Ramos, Senior Director, Curriculum Standards and Student Support

**Attachment:** Text of 19 TAC §74.27, [Innovative Courses and Programs](#)

**Separate Exhibit:** Innovative Courses Recommended for Approval  
(to be provided at the June 2019 SBOE meeting)

## ATTACHMENT

### Text of 19 TAC

#### Chapter 74. Curriculum Requirements

##### Subchapter C. Other Provisions

###### §74.27. Innovative Courses and Programs.

A school district may offer innovative courses to enable students to master knowledge, skills, and competencies not included in the essential knowledge and skills of the required curriculum.

- (1) The State Board of Education (SBOE) may approve any course that does not fall within any of the subject areas listed in the foundation and enrichment curricula when the applying school district or organization demonstrates that the proposed course is academically rigorous and addresses documented student needs.
- (2) The commissioner of education may approve a discipline-based course in the foundation or enrichment curriculum when the applying school district or organization demonstrates that the proposed course is academically challenging and addresses documented student needs.
- (3) To request approval from the SBOE or the commissioner of education, the applying school district or organization must submit a request for approval at least six months before planned implementation that includes:
  - (A) a description of the course and its essential knowledge and skills;
  - (B) the rationale and justification for the request in terms of student need;
  - (C) a description of activities, major resources, and materials to be used;
  - (D) the methods of evaluating student outcomes;
  - (E) the qualifications of the teacher; and
  - (F) the amount of credit requested.
- (4) With the approval of the local board of trustees, a school district may offer, without modifications, any state-approved innovative course.



## Approval for Update of Instructional Materials

June 14, 2019

### COMMITTEE ON INSTRUCTION: ACTION STATE BOARD OF EDUCATION: ACTION

**SUMMARY:** ThinkCERCA is requesting approval to update content in three of its adopted products: *ThinkCERCA, Texas Edition*, for English language arts and reading, grades 6, 7 and 8. The updated content has been reviewed by curriculum subject-area specialists and determined to address the pertinent student expectations in a manner equal to the content initially reviewed and approved by the state review panel.

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

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

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

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

**PREVIOUS BOARD ACTION:** English language arts and reading instructional materials from ThinkCERCA were adopted in November 2018 under *Proclamation 2019*. This item was postponed at the April 2019 meeting.

**BACKGROUND INFORMATION AND JUSTIFICATION:** Texas Administrative Code §66.75 permits a publisher to submit a request for approval to substitute an updated edition of state-adopted instructional materials. This section also requires that all requests for updates involving content in state-adopted instructional materials be approved by the SBOE prior to their introduction into state-adopted instructional materials. *ThinkCERCA, Texas Edition, Grade 6* (9780999856130), *ThinkCERCA, Texas Edition, Grade 7* (9780999856147), and *ThinkCERCA, Texas Edition, Grade 8* (9780999856178), published by ThinkCERCA, underwent review by state review panels in the summer of 2018. *ThinkCERCA, Texas Edition, Grade 6* was found to have 93.65% Texas Essential Knowledge and Skills (TEKS) coverage, *ThinkCERCA, Texas Edition, Grade 7* was found to have 93.65% TEKS coverage, and *ThinkCERCA, Texas Edition, Grade 8* was found to have 93.75% TEKS coverage.

**PUBLIC BENEFIT AND COST TO PERSONS:** Product updates provide more accurate student and teacher instructional materials. There is no anticipated economic cost to persons who are required to comply with the proposal.

**MOTION TO BE CONSIDERED:** The State Board of Education:

Approve the request from ThinkCERCA to update *ThinkCERCA, Texas Edition, Grade 6*, *ThinkCERCA, Texas Edition, Grade 7*, and *ThinkCERCA, Texas Edition, Grade 8* adopted in November 2018 under *Proclamation 2019*.

**Staff Members Responsible:**

Monica Martinez, Associate Commissioner, Standards and Support Services  
Kelly Callaway, Senior Director, Instructional Materials

**Attachment:** ThinkCERCA Update Request

**Special Exhibit:** New Content Proposed by ThinkCERCA

Submit by Email

Publishers that wish to make changes to currently adopted instructional materials are required to submit a written request to TEA.

All updates to content used to determine the Texas Essential Knowledge and Skills (TEKS) coverage must be approved by the State Board of Education (SBOE) prior to their introduction into the material. All updates that do not involve content used to determine TEKS coverage must be approved by TEA. With prior TEA approval, publishers may, at any time, make changes that do not affect the content, such as technical enhancements or improvements.

The request must be accompanied by an electronic sample of the updated content. An updated *Correlation to the TEKS and ELPS* will be required if the update involves content used to determine TEKS coverage in the initial review.

Please refer to 19 Texas Administrative Code §[66.75](#) for more information.

Please complete all required fields, and submit the form by clicking the Submit by Email button. Send the electronic sample and correlations, if required, to [review.adoption@tea.texas.gov](mailto:review.adoption@tea.texas.gov).

From	Laura Litton		Date	Apr 22, 2019									
Publisher	ThinkCERCA												
Subject Area	English Language Arts and Reading												
Grade Level(s) or Course(s)	6												
Proclamation Year	2019		Copyright Year	2019									
Does this update change content used to demonstrate TEKS or ELPS coverage?	Yes - TEKS												
Program Title	ThinkCERCA, Texas Edition, Grade 6												
Program ISBN	9	7	8	0	9	9	9	8	5	6	1	3	0
Component Title	ThinkCERCA, Texas Edition, Grade 6 Teacher Edition Digital Courseware												
Component ISBN	9	7	8	0	9	9	9	8	5	6	1	0	9

Provide a brief description of the proposed changes.

We will be retiring our original lessons cited for TEKS coverage because we are no longer licensing the software engine that was used for these lessons. We are replacing the lessons with updated lessons, using new software and a new design. The updated lessons cover the same concepts as the original, although the lessons are not identical. We would like to change our citations for TEKS coverage to cite the updated lessons.

Skills Lessons are interactive lessons that provide grade-level instruction and practice in critical literacy skills. These lessons

Submit by Email

give students the opportunity to dynamically engage with texts by highlighting and annotating and include scaffolded checks and graded assessments for measuring understanding.

All Skills Lessons are discrete, differentiated for grades 3-12, and aligned to TEKS. They can be used as both an introduction to new material or as a platform to practice and sharpen skills that have been previously taught. Skills lessons are especially effective when assigned in tandem with Writing Lessons geared toward each student's personal growth focus.

Provide a side-by-side comparison between currently adopted content and proposed updated content. Include as much detail as possible.

	Currently Adopted Content	Proposed Update
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	10(C)(i) - Narrative - Revising for Clarity, Development, and Organization (skill lesson). 4 clicks ("What is revision?"), 8 clicks (i) revise drafts for clarity Revising for Clarity, Development, and Organization (skill lesson). 4 clicks ("What is revision?"), 8 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18381">https://texas.thinkcerca.com/teacher/library/lessons/18381</a>	Revising for Clarity, Development, and Organization (Skill Lesson), "You can revise your writing to improve clarity." and click forward once for "This example shows how to revise your writing for clarity." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22828?step=MTQ%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22828?step=MTQ%3D</a>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	10(C)(i) - Activity - Revising for Clarity, Development, and Organization (skill lesson). 20 clicks ("How does revising help with clarity and brevity?") (i) revise drafts for clarity Revising for Clarity, Development, and Organization (skill lesson). 20 clicks ("How does revising help with clarity and brevity?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18381">https://texas.thinkcerca.com/teacher/library/lessons/18381</a>	Revising for Clarity, Development, and Organization (Skill Lesson), "Select the sentence that should be revised for clarity." and click forward once for "Which version has been revised for clarity?" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22828?step=MTY%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22828?step=MTY%3D</a>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	10(C)(ii) - Narrative - Revising for Clarity, Development, and Organization (skill lesson). 15 clicks ("How do writers revise for idea development?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18381">https://texas.thinkcerca.com/teacher/library/lessons/18381</a>	Revising for Clarity, Development, and Organization (Skill Lesson), "You can revise your writing to improve the development of your ideas." and click forward once for "This example shows how to revise for idea development." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22828?step=MTA%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22828?step=MTA%3D</a>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	10(C)(ii) - Activity - Revising for Clarity, Development, and Organization (skill lesson). 16 clicks ("How do writers revise for idea development?"), 17 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18381">https://texas.thinkcerca.com/teacher/library/lessons/18381</a>	Revising for Clarity, Development, and Organization (Skill Lesson), "Identify characteristics of a passage with well-developed ideas." and click forward once for "Which sentence could be added to develop the ideas in the passage?" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22828?step=MTI%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22828?step=MTI%3D</a>

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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(C)(iii) - Narrative - Revising for Clarity, Development, and Organization (skill lesson). 13 clicks ("How do writers revise for organization?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18381">https://texas.thinkcerca.com/teacher/library/lessons/18381</a></p>	<p>Revising for Clarity, Development, and Organization (Skill Lesson), "You can revise the organization of your writing." and click forward once for "This example shows how to revise writing to improve organization." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22828?step=Ng%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22828?step=Ng%3D%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(C)(iii) - Activity - Revising for Clarity, Development, and Organization (skill lesson). 14 clicks ("How does revising for organization improve the clarity of writing?"), 18-19 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18381">https://texas.thinkcerca.com/teacher/library/lessons/18381</a></p>	<p>Revising for Clarity, Development, and Organization (Skill Lesson), "Which version has been effectively revised for organization?" and click forward once for "Which revision puts the text in the most logical order?" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22828?step=OA%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22828?step=OA%3D%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(C)(iv) - Narrative - Revising for Style and Word Choice (skill lesson). 12 clicks ("How do writers revise for style?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18357">https://texas.thinkcerca.com/teacher/library/lessons/18357</a></p>	<p>Maintaining Style and Revisions for Word Choice (Skill Lesson), "You can revise your word choice to fit your purpose." and click forward once for "Revised text to inform with neutral language and a formal style" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22758?step=Nw%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22758?step=Nw%3D%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(C)(iv) - Activity - Revising for Style and Word Choice (skill lesson.) 15 clicks ("Which possible revision best replaces the underlined phrase to maintain a formal style in the sentence?"), 17 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18357">https://texas.thinkcerca.com/teacher/library/lessons/18357</a></p>	<p>Maintaining Style and Revisions for Word Choice (Skill Lesson), "Choose the phrases or sentences that maintain a formal style with neutral language." and click forward once for "Select 2 sentences that do not maintain the informal, entertaining narrative style." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22758?step=OQ%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22758?step=OQ%3D%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(C)(v) - Narrative - Revising for Style and Word Choice (skill lesson). 6 clicks ("How do writers revise word choice?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18357">https://texas.thinkcerca.com/teacher/library/lessons/18357</a></p>	<p>Maintaining Style and Revisions for Word Choice (Skill Lesson), "You can revise your words to make them clear and precise." and click forward once for "You can revise your words to convey a specific feeling to your audience." and click forward once for "Example of revisions to improve mood and precision of language." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22758?step=MTU%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22758?step=MTU%3D</a></p>

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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(C)(v) - Activity - Revising for Style and Word Choice (skill lesson). 8 clicks ("Which word best replaces the underlined word to more precisely convey the idea?"), 9 clicks, 11 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18357">https://texas.thinkcerca.com/teacher/library/lessons/18357</a></p>	<p>Maintaining Style and Revisions for Word Choice (Skill Lesson), "How can you revise your writing to make your words clear and precise?" and click forward once for "Which revision creates an upbeat mood?" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22758?step=MTg%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22758?step=MTg%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(C)(vi) - Narrative - Revising for Style and Word Choice (skill lesson). 16 clicks ("How do writers revise for sentence variety?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18357">https://texas.thinkcerca.com/teacher/library/lessons/18357</a></p>	<p>Maintaining Style and Revisions for Word Choice (Skill Lesson), "You can revise your sentences to improve your writing." and click forward once for "Revised text with sentences of varied lengths that enhance meaning." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22758?step=MTE%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22758?step=MTE%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(C)(vi) - Activity - Revising for Style and Word Choice (skill lesson). 21 clicks ("How do writers revise sentence length?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18357">https://texas.thinkcerca.com/teacher/library/lessons/18357</a></p>	<p>Maintaining Style and Revisions for Word Choice (Skill Lesson), "Which example uses varied sentence patterns to build interest for readers?" and click forward once for "Select the examples that vary sentence patterns to show the writer's style." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22758?step=MTM%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22758?step=MTM%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(D)(i) - Narrative - Sentence Errors (Skill lesson), 4 clicks ("What is subject-verb agreement?") 5 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18335">https://texas.thinkcerca.com/teacher/library/lessons/18335</a></p>	<p>Sentence Errors (Skill Lesson), "Verbs change based on who performs them." and click forward once for "Some verbs break the "s" rule." and click forward once for "You should make sure your subject and verb agree." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22719?step=Mw%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22719?step=Mw%3D%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(D)(i) - Activity - Sentence Errors (Skill lesson), 10 clicks ("How do writers determine correct subject-verb agreement in a sentence?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18335">https://texas.thinkcerca.com/teacher/library/lessons/18335</a></p>	<p>Sentence Errors (Skill Lesson), "Is the subject-verb agreement correct or incorrect in the following examples?" and click forward once for "Select the correct verb forms to agree with their subjects in the passage below." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22719?step=Ng%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22719?step=Ng%3D%3D</a></p>

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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(D)(ii) - Narrative - Sentence Errors (Skill lesson), 19 clicks ("What is a comma splice?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18335">https://texas.thinkcerca.com/teacher/library/lessons/18335</a></p>	<p>Sentence Errors (Skill Lesson), "One type of run-on sentence is called a comma splice." and click forward once for "This example shows how to divide a comma splice into two sentences." and click forward once for "This example shows how to revise a comma splice using a semicolon." and click forward once for "This example shows how to revise a comma splice using a conjunction." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22719?step=MTc%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22719?step=MTc%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(D)(ii) - Activity - Sentence Errors (Skill lesson), 20 clicks ("What is a comma splice?") 22 - 23 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18335">https://texas.thinkcerca.com/teacher/library/lessons/18335</a></p>	<p>Sentence Errors (Skill Lesson), "Which of the following is a comma splice?" and click forward once for "Which of the following are correct strategies for revising a comma splice?" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22719?step=MjM%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22719?step=MjM%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(D)(iv) - Narrative - Sentence Errors (Skill lesson), 11 clicks ("What are fragments?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18335">https://texas.thinkcerca.com/teacher/library/lessons/18335</a></p>	<p>Sentence Errors (Skill Lesson), "You should use complete sentences." and click forward once for "You can revise a fragment by adding the missing subject or predicate." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22719?step=OA%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22719?step=OA%3D%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(D)(iv) - Activity - Sentence Errors (Skill lesson), 14 clicks ("How do writers revise a sentence fragment to make it a complete sentence?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18335">https://texas.thinkcerca.com/teacher/library/lessons/18335</a></p>	<p>Sentence Errors (Skill Lesson), "Which of the following is a sentence fragment?" and click forward once for "Are the following statements true or false?" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22719?step=MTA%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22719?step=MTA%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(D)(x) - Narrative - Pronouns (Skill lesson) 21 clicks ("What are relative pronouns?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18374">https://texas.thinkcerca.com/teacher/library/lessons/18374</a></p>	<p>Pronouns (Skill Lesson), "You can use pronouns to refer to other nouns in a sentence." and click forward once for "You can use relative pronouns to give more information about nouns." and click forward once for "Choose the correct relative pronoun." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22839?step=MTM%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22839?step=MTM%3D</a></p>

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<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>10(D)(xi) - Narrative - Combining Ideas with Conjunctions (Skill lesson) 16 clicks ("What are subordinating conjunctions?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18409">https://texas.thinkcerca.com/teacher/library/lessons/18409</a></p>	<p>Combining Ideas with Conjunctions (Skill Lesson), "Use conjunctions to join ideas that build upon each other." and click forward once for "Example with a subordinating conjunction" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22696?step=MTQ%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22696?step=MTQ%3D</a></p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>10(D)(xi) - Activity - Combining Ideas with Conjunctions (Skill lesson) 17 clicks ("What is a subordinating conjunctions?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18409">https://texas.thinkcerca.com/teacher/library/lessons/18409</a></p>	<p>Combining Ideas with Conjunctions (Skill Lesson), "Select the subordinating conjunction in the following sentence." and click forward once for "Which conjunction would best join these clauses?" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22696?step=MTY%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22696?step=MTY%3D</a></p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>10(D)(xix) - Narrative - Comma Usage (Skill lesson), 4 clicks ("How are introductory words and phrases punctuated?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18348">https://texas.thinkcerca.com/teacher/library/lessons/18348</a></p>	<p>Commas (Skill Lesson), "There are different ways to use commas in sentences." and click forward once for "Here are some examples of commas used before introductory elements." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22845?step=Mw%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22845?step=Mw%3D%3D</a></p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>10(D)(xix) - Activity - Comma Usage (Skill lesson), 5 clicks ("How do commas separate introductory phrases in sentences?") 6 - 7 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18348">https://texas.thinkcerca.com/teacher/library/lessons/18348</a></p>	<p>Commas (Skill Lesson), "Which of these sentences correctly uses a comma to separate an introductory phrase?" and click forward once for "Select the two underlined phrases that correctly use commas to separate an independent clause." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22845?step=NQ%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22845?step=NQ%3D%3D</a></p>



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<div style="border: 1px solid black; background-color: #f2f2f2; padding: 2px; text-align: center; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; background-color: #f2f2f2; padding: 2px; text-align: center;">Remove Row (-)</div>	<p>11(B)(iii) - Narrative - Word Choices that Impact Mood (skill lesson). 4 clicks ("What is word choice?"), 5 clicks, 15 clicks, 19 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18345">https://texas.thinkcerca.com/teacher/library/lessons/18345</a></p>	<p>Impact of Word Choice in Literary Texts (Skill Lesson), "You can study an author's choice of words." and click forward three times for "Word choice affects how you experience a piece of literature." and click forward four times for "Word choice reveals information about the author." and click forward once "Authors develop a voice that fits the purpose and audience." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22752?step=Mg%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22752?step=Mg%3D%3D</a></p>

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<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>11(C)(i) - Narrative - Reasoning (skill lesson), 22 clicks ("Which device or fallacy is used?") 24 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18331">https://texas.thinkcerca.com/teacher/library/lessons/18331</a></p>	<p>Rhetorical Devices (Skill Lesson), "You should avoid errors in your reasoning." and click forward once for "There are specific types of logical fallacies." and click forward once for "Avoid reasoning that overgeneralizes your evidence." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22831?step=MTM%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22831?step=MTM%3D</a></p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>11(C)(ii) - Narrative - Reasoning (skill lesson), 21 clicks ("What are the differences between logical fallacies and rhetorical devices?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18331">https://texas.thinkcerca.com/teacher/library/lessons/18331</a></p>	<p>Rhetorical Devices (Skill Lesson), "Distinguish between logical fallacies and rhetorical devices." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22831?step=MTg%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22831?step=MTg%3D</a></p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>12(B)(ii) - Narrative - Developing and Revising a Research Plan (skill lesson). 15 clicks ("How do writers draft and revise their research plans?") (<a href="https://texas.thinkcerca.com/teacher/library/lessons/18402">https://texas.thinkcerca.com/teacher/library/lessons/18402</a>)</p>	<p>Developing and Revising a Research Plan (Skill Lesson), "Revise your research plan as you work." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22714?step=MTE%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22714?step=MTE%3D</a></p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>12(C)(i) - Narrative - Developing and Revising a Research Plan (skill lesson). 19 clicks ("How do writers refine their research questions?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18402">https://texas.thinkcerca.com/teacher/library/lessons/18402</a></p>	<p>Developing and Revising a Research Plan (Skill Lesson), "Refine your research question as you work." and click forward once for "How to refine a research question" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22714?step=MTQ%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22714?step=MTQ%3D</a></p>

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<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>2(A)(iv) - Narrative - Using a Dictionary (Skills and Concepts), click 6 times ("What parts make up a dictionary entry?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18388">https://texas.thinkcerca.com/teacher/library/lessons/18388</a></p>	<p>Using Reference Materials (Skill Lesson), "A dictionary entry contains different types of information." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22680?step=Ng%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22680?step=Ng%3D%3D</a></p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>2(A)(iv) - Activity - Using a Dictionary (Skills and Concepts), click 17 times ("What is a word origin?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18388">https://texas.thinkcerca.com/teacher/library/lessons/18388</a></p>	<p>Using Reference Materials (Skill Lesson), "Select the part of the dictionary entry that contains the word's origin." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22680?step=OA%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22680?step=OA%3D%3D</a></p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>2(A)(v) - Activity - Using a Dictionary (Skills and Concepts), click 6 times ("What parts make up a dictionary entry?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18388">https://texas.thinkcerca.com/teacher/library/lessons/18388</a></p>	<p>Using Reference Materials (Skill Lesson), "Which part of a dictionary entry do the following examples show?" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22680?step=OQ%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22680?step=OQ%3D%3D</a></p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>2(C)(ii) - Activity - Word Meanings with Greek and Latin Roots (Skills and Concepts), 13 clicks ("How are words formed from Latin roots?"), 14-20 clicks ("How are words with Latin prefixes and roots used in sentences?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18372">https://texas.thinkcerca.com/teacher/library/lessons/18372</a></p>	<p>Using Affixes and Greek and Latin Roots to Determine Meaning (Skill Lesson), "What is the Latin root meaning "to hear" in the word auditorium?" and click forward once for "What word means "the people listening to (or watching) something"? <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22631?step=MTA%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22631?step=MTA%3D</a></p>

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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>2(C)(iv) - Activity - Word Meanings with Greek and Latin Roots (Skills and Concepts), 13 clicks ("How are words formed from Latin roots?"), 14-20 clicks ("How are words with Latin prefixes and roots used in sentences?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18372">https://texas.thinkcerca.com/teacher/library/lessons/18372</a></p>	<p>Using Affixes and Greek and Latin Roots to Determine Meaning (Skill Lesson), "What is the Latin root meaning "to hear" in the word auditorium?" and click forward once for "What word means "the people listening to (or watching) something"? <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22631?step=MTA%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22631?step=MTA%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>3[A](i) - Narrative - The Reading Process: Active Reading (Skills and Concepts), 21 clicks ("What do readers use to determine the best way to read a text?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18432">https://texas.thinkcerca.com/teacher/library/lessons/18432</a></p>	<p>The Reading Process: Active Reading (Skill Lesson), "You should adjust how you read based on your purpose." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22604?step=MTM%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22604?step=MTM%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>5(B)(i) - Narrative - The Reading Process: Pre-Reading (Skills and Concepts), 4 clicks ("How do readers establish a purpose for reading a text?") and 8 clicks ("How can readers generate questions before they read?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18393">https://texas.thinkcerca.com/teacher/library/lessons/18393</a></p>	<p>The Reading Process: Pre-Reading (Skill Lesson), "You can establish a purpose before you read." and click forward four times for "You can ask yourself questions before you read." and click forward three times for "You can make predictions before you read." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22609?step=Mg%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22609?step=Mg%3D%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>5(B)(iii) - Activity - Reading Process: Active Reading (Skill lesson) 18 clicks, ("How do active reading strategies help readers understand the key ideas in a text?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18432">https://texas.thinkcerca.com/teacher/library/lessons/18432</a></p>	<p>The Reading Process: Active Reading (Skill Lesson), "Would you ask each question while reading a text or after you have read it?" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22604?step=MTE%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22604?step=MTE%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>5(B)(iv) - Narrative - The Reading Process: Pre-Reading (Skills and Concepts), 4 clicks ("How do readers establish a purpose for reading a text?") and 8 clicks ("How can readers generate questions before they read?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18393">https://texas.thinkcerca.com/teacher/library/lessons/18393</a></p>	<p>The Reading Process: Pre-Reading (Skill Lesson), "You can ask yourself questions before you read." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22609?step=Ng%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22609?step=Ng%3D%3D</a></p>

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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>5(B)(iv) - Activity - The Reading Process: Pre-Reading (Skills and Concepts), 10 clicks ("Which reader's purpose led to a reader's question before reading a text?") and 11 clicks ("Which question would help a reader...") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18393">https://texas.thinkcerca.com/teacher/library/lessons/18393</a></p>	<p>The Reading Process: Pre-Reading (Skill Lesson), "Complete the paragraph about pre-reading questions." and click forward one time for "To connect to prior knowledge, which question can you ask before you read a novel?" and click forward fourteen times for "Select the correct category that most likely matches a reader's purpose for selecting a text." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22609?step=Nw%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22609?step=Nw%3D%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>5(C)(i) - Activity - The Reading Process: Pre-Reading (Skills and Concepts), clicks 18-22 ("Which prediction is reasonable..." + following) <a href="https://texas.thinkcerca.com/teacher/library/lessons/18393">https://texas.thinkcerca.com/teacher/library/lessons/18393</a></p>	<p>The Reading Process: Pre-Reading (Skill Lesson), "What predictions can you make about a fiction story titled, Mystery at Dark Cove?" and click forward five times for "What are reasonable predictions that a reader can make about the title 3005: Planet Battle?" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22609?step=MTk%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22609?step=MTk%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>5(D)(i) - Activity - The Reading Process: Making Connections (Skills and Concepts), clicks 5-7 ("What is mental imagery?" + following), clicks 9-11 ("How do words and phrases help readers form mental imagery?" + following) <a href="https://texas.thinkcerca.com/teacher/library/lessons/18328">https://texas.thinkcerca.com/teacher/library/lessons/18328</a></p>	<p>The Reading Process: Making Connections (Skill Lesson), "Choose the best answers to complete the paragraph about mental imagery." and click forward once for "Which statements about mental imagery are true?" and click forward four times for "Choose the descriptive language that helps the reader imagine how the scene sounds." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22781?step=NA%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22781?step=NA%3D%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>5(E)(ii) - Narrative - The Reading Process: Making Connections (Skills and Concepts), 13 clicks ("What connections can readers make to texts?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18328">https://texas.thinkcerca.com/teacher/library/lessons/18328</a></p>	<p>The Reading Process: Making Connections (Skill Lesson), "You can connect a text to another text you have read." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22781?step=MTE%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22781?step=MTE%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>5(E)(iii) - Narrative - The Reading Process: Making Connections (Skills and Concepts), 14 clicks ("What connections can readers make to texts?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18328">https://texas.thinkcerca.com/teacher/library/lessons/18328</a></p>	<p>The Reading Process: Making Connections (Skills Lesson) "You can connect a text to what you already know about the world." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22781?step=MTI%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22781?step=MTI%3D</a></p>

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<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>6(D)(i) - Narrative - Paraphrasing and Summarizing (Skills and Concepts), 4 clicks ("How do writers paraphrase?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18429">https://texas.thinkcerca.com/teacher/library/lessons/18429</a></p>	<p>Summarizing Informational Texts (Skill Lesson), "You can retell certain parts of a text." and click forward once for "This shows an example of paraphrasing a section of a text." and click forward once for "Paraphrase and summarize accurately." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22848?step=MTQ%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22848?step=MTQ%3D</a></p>
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<div style="border: 1px solid black; padding: 2px; text-align: center; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px; text-align: center;">Remove Row (-)</div>	<p>7(B)(i) - Narrative - Conflict and Characters (Skills and Concepts), 4 clicks ("How can a character's internal responses develop the plot?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18389">https://texas.thinkcerca.com/teacher/library/lessons/18389</a></p>	<p>Analyzing Story Elements in Literary Texts (Skill Lesson), "Characters' thoughts and feelings can reveal their responses." and click forward once for "Characters' words and actions can also reveal their responses." and click forward once for "Examples of internal and external responses" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22797?step=MTM%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22797?step=MTM%3D</a></p>

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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>7(B)(ii) - Narrative - Conflict and Characters (Skills and Concepts), 5 clicks ("How can a character's external responses develop the plot?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18389">https://texas.thinkcerca.com/teacher/library/lessons/18389</a></p>	<p>Analyzing Story Elements in Literary Texts (Skill Lesson), "Characters' words and actions can also reveal their responses." and click forward once for "Examples of internal and external responses" and click forward once for "Character developed through conflict" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22797?step=MTQ%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22797?step=MTQ%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>7(B)(ii) - Activity - Conflict and Characters (Skills and Concepts), 7 clicks ("How do writers show a character's internal and external responses?"), 9 clicks ("How does a writer show a character's external responses?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18389">https://texas.thinkcerca.com/teacher/library/lessons/18389</a></p>	<p>Analyzing Story Elements in Literary Texts (Skill Lesson), "Which part of the story shows an external response to a conflict?" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22797?step=MTg%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22797?step=MTg%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>7(C)(iii) - Activity - Setting, Story Events, and Narrative Structure (Skills and Concepts), 14 clicks ("What is the falling action in the following passage?"), 17 clicks ("What element of plot is represented in each example?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18421">https://texas.thinkcerca.com/teacher/library/lessons/18421</a></p>	<p>Organizing Narrative Writing (Skill Lesson), "What part of a story plot does each description name?" and click forward 9 times for "Complete the sentence about the correct order of a story's plot." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22621?step=MTc%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22621?step=MTc%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>7(C)(iv) - Activity - Using Time as a Storytelling Tool (Skills and Concepts), 6 clicks ("What are examples of linear and nonlinear storylines?"), 8 clicks ("Chronologically, which sentence...?"), 13-15 clicks ("Where in the passage does the writer include a flashback?" + following) <a href="https://texas.thinkcerca.com/teacher/library/lessons/18159">https://texas.thinkcerca.com/teacher/library/lessons/18159</a></p>	<p>Time as a Storytelling Tool (Skill Lesson), "Complete the passage about ways to use time as a storytelling tool." and click forward five times for "Which of the following passages use a flashback?" and click forward once for "Select three words or phrases that are used to indicate flashbacks in the passage." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22615?step=NQ%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22615?step=NQ%3D%3D</a></p>



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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>7(D)(i) - Narrative - Setting, Story Events, and Narrative Structure (Skills and Concepts), 19 clicks, ("How does a story's setting influence plot and character development?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18421">https://texas.thinkcerca.com/teacher/library/lessons/18421</a></p>	<p>Setting in Narrative Writing (Skill Lesson), "You can use history in the setting of your narrative." and click forward once for "A historical setting can affect the characters and story events." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22618?step=OQ%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22618?step=OQ%3D%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>7(D)(i) - Activity - Setting, Story Events, and Narrative Structure (Skills and Concepts), 18 clicks, ("What is a story's setting?") 20 clicks ("Which aspect of setting is being described in the story examples below?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18421">https://texas.thinkcerca.com/teacher/library/lessons/18421</a></p>	<p>Setting in Narrative Writing (Skill Lesson), "Which of the following settings are impacted by a historical event?" and click forward once for "Which of the following would take place in a historical setting?" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22618?step=MTE%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22618?step=MTE%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>7(D)(ii) - Narrative - Setting, Story Events, and Narrative Structure (Skills and Concepts), 19 clicks ("How does a story's setting influence plot....") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18421">https://texas.thinkcerca.com/teacher/library/lessons/18421</a></p>	<p>Setting in Narrative Writing (Skill Lesson), "Your setting may include cultural values or traditions." and click forward once for "The culture of your setting can affect characters and events." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22618?step=NQ%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22618?step=NQ%3D%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>7(D)(ii) - Activity - Setting, Story Events, and Narrative Structure (Skills and Concepts), 18 clicks, ("What is a story's setting?") 20 clicks ("Which aspect of setting is being described in the story examples below?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18421">https://texas.thinkcerca.com/teacher/library/lessons/18421</a></p>	<p>Setting in Narrative Writing (Skill Lesson), "Which of the following shows a setting based on culture?" and click forward once for "Which sentence does not show the setting's culture?" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22618?step=Nw%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22618?step=Nw%3D%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>7(D)(iii) - Narrative - Setting, Story Events, and Narrative Structure (Skills and Concepts), 19 clicks ("How does a story's setting influence plot....") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18421">https://texas.thinkcerca.com/teacher/library/lessons/18421</a></p>	<p>Setting in Narrative Writing (Skill Lesson), "You can use history in the setting of your narrative." and click forward once for "A historical setting can affect the characters and story events." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22618?step=OQ%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22618?step=OQ%3D%3D</a></p>

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<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>7(D)(iii) - Activity - Setting, Story Events, and Narrative Structure (Skills and Concepts), 18 clicks, ("What is a story's setting?") 20 clicks ("Which aspect of setting is being described in the story examples below?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18421">https://texas.thinkcerca.com/teacher/library/lessons/18421</a></p>	<p>Setting in Narrative Writing (Skill Lesson), "Which of the following settings are impacted by a historical event?" and click forward once for "Which of the following would take place in a historical setting?" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22618?step=MTE%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22618?step=MTE%3D</a></p>
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<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>8(A)(i) - Activity - Characteristics of Literary Genres (skill lesson). 7 clicks ("What is realistic fiction?"), 8 clicks, 11 clicks, 13 clicks, 15-22 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18321">https://texas.thinkcerca.com/teacher/library/lessons/18321</a></p>	<p>Types of Narrative Writing (Skill Lesson), "Which type of fiction narrative is shown?" and click forward 5 times for "What is the correct narrative type for each fiction story below?" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22561?step=OQ%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22561?step=OQ%3D%3D</a></p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>8(C)(i) - Narrative - Developing Characters in Drama (skill lesson). 4 clicks ("How do playwrights develop characters in drama?"), 8 clicks, 14 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18341">https://texas.thinkcerca.com/teacher/library/lessons/18341</a></p>	<p>Developing Characters in Drama (Skill Lesson), "How do playwrights develop characters through dialogue?" and click forward once for "Here's an example of how playwrights can use dialogue." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22716?step=MTU%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22716?step=MTU%3D</a></p>

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<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>8(C)(i) - Activity - Developing Characters in Drama (skill lesson). 6 clicks ("Based on the stage directions and dialogue, what character trait best describes Hugo?"), 7 clicks, 15-16 clicks, 19-20 clicks, 22 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18341">https://texas.thinkcerca.com/teacher/library/lessons/18341</a></p>	<p>Developing Characters in Drama (Skill Lesson), "How does Hugo feel about the contents of the suitcase?" and click forward once for "Based on the dialogue, how do the characters in this scene feel?" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22716?step=MTc%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22716?step=MTc%3D</a></p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>8(C)(ii) - Narrative - Developing Characters in Drama (skill lesson). 4 clicks ("How do playwrights develop characters in drama?"), 8 clicks, 12 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18341">https://texas.thinkcerca.com/teacher/library/lessons/18341</a></p>	<p>Developing Characters in Drama (Skill Lesson), "How do playwrights develop characters through staging?" and click forward once for "Here's an example of how playwrights can use staging." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22716?step=MTE%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22716?step=MTE%3D</a></p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>8(C)(ii) - Activity - Developing Characters in Drama (skill lesson). 6 clicks ("Based on the stage directions and dialogue, what character trait best describes Hugo?") 7 clicks, 13 clicks, 16-18 clicks, 20 clicks, 21-22 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18341">https://texas.thinkcerca.com/teacher/library/lessons/18341</a></p>	<p>Developing Characters in Drama (Skill Lesson), "Which words do not show stage directions that instruct an actor how to show emotion?" and click forward once for "Which statement describes how Hugo's feelings change?" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22716?step=MTM%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22716?step=MTM%3D</a></p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>8(D)(i) - Activity - The Thesis Statement in Informational Text (skill lesson). 21 ("How does evidence support the thesis statement?") 22 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18361">https://texas.thinkcerca.com/teacher/library/lessons/18361</a></p>	<p>The Thesis Statement (Skill Lesson), "Select the evidence that best supports the thesis." and click forward eight times for "Which evidence best supports the thesis statement?" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22842?step=MTI%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22842?step=MTI%3D</a></p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>8(D)(iii) - Activity - Organizational Patterns in Informational Texts (skill lesson). 13 clicks ("Which organizational pattern is used in the sentences below?"), 14-17 clicks, 20 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18350">https://texas.thinkcerca.com/teacher/library/lessons/18350</a></p>	<p>Organizational Patterns in Informative Writing (Skill Lesson), "Which organizational pattern is being described?" and click forward once for "Select the correct word or phrase to complete this passage using organizational patterns." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22749?step=MjM%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22749?step=MjM%3D</a></p>

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<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>8(D)(iv) - Narrative - The Thesis Statement in Informational Text (skill lesson). 4 clicks ("How do writers introduce informational texts?"), 8 clicks, 10 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18361">https://texas.thinkcerca.com/teacher/library/lessons/18361</a></p>	<p>The Thesis Statement (Skill Lesson), "Begin your informational text with an introduction." and click forward four times for "How to Write a Thesis Statement" and click forward seven times for "When you read informational texts, identify their thesis statements." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22842?step=Mg%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22842?step=Mg%3D%3D</a></p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>8(D)(iv) - Activity - The Thesis Statement in Informational Text (skill lesson). 6 clicks ("What is the purpose of an introduction?"), 9 clicks, 11-12 clicks, 14-15 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18361">https://texas.thinkcerca.com/teacher/library/lessons/18361</a></p>	<p>The Thesis Statement (Skill Lesson), "Which best describes the purpose of the text?" and click forward thirteen times for "Select the thesis statement in this introduction." and click forward four times for "Select the best thesis statement to complete the introduction." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22842?step=NA%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22842?step=NA%3D%3D</a></p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>8(D)(vi) - Activity - Organizational Patterns in Informational Texts (skill lesson). 13 clicks ("Which organizational pattern is used in the sentences below?"), 14 clicks, 18-19 clicks, 22 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18350">https://texas.thinkcerca.com/teacher/library/lessons/18350</a></p>	<p>Organizational Patterns in Informative Writing (Skill Lesson), "Which passage develops a cause and effect organizational pattern?" and click forward once for "Select the three words or phrases that develop a cause and effect organizational pattern." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22749?step=OQ%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22749?step=OQ%3D%3D</a></p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>8(E)(i) - Activity - Claims (skill lesson). 6 clicks ("Which two of the following statements are claims?"), 11-12 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/17346">https://texas.thinkcerca.com/teacher/library/lessons/17346</a></p>	<p>Claims in Arguments (Skill Lesson), "Highlight the sentence that states the claim in this argument." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22755?step=NQ%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22755?step=NQ%3D%3D</a></p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>9(F)(i) - Narrative - Word Choices that Impact Mood (skill lesson). 4 clicks ("What is word choice?"), 5 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18345">https://texas.thinkcerca.com/teacher/library/lessons/18345</a></p>	<p>Impact of Word Choice in Literary Texts (Skills Lesson), "Word choice affects how you experience a piece of literature." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22752?step=NQ%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22752?step=NQ%3D%3D</a></p>


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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>9(F)(i) - Activity - Word Choices that Impact Mood (skill lesson). 6 clicks ("What is word choice?"), 12 - 14 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18345">https://texas.thinkcerca.com/teacher/library/lessons/18345</a></p>	<p>Impact of Word Choice in Literary Texts (Skill Lesson), "Select the phrases that create a peaceful mood." and click forward twice for "Choose whether each sentence creates a mood of sadness or excitement." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22752?step=MjE%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22752?step=MjE%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>9(F)(ii) - Narrative - Word Choices that Impact Mood (skill lesson). 4 clicks ("What is word choice?"), 15 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18345">https://texas.thinkcerca.com/teacher/library/lessons/18345</a></p>	<p>Impact of Word Choice in Literary Texts (Skill Lesson), "Word choice can reveal an author's attitude about a topic." and forward four times for "Let's review what you've learned about word choice." and click forward once for "The impact of word choice" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22752?step=MTQ%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22752?step=MTQ%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>9(F)(ii) - Activity - Word Choices that Impact Mood (skill lesson). 4 clicks ("What is word choice?"), 16 - 18 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18345">https://texas.thinkcerca.com/teacher/library/lessons/18345</a></p>	<p>Impact of Word Choice in Literary Texts (Skill Lesson), "Choose the words that best complete each sentence." and click forward nine times for "Select two examples of descriptive words that develop the author's voice." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22752?step=Mw%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22752?step=Mw%3D%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>9(G)(i) - Activity - Reasoning (skill lesson), 22 clicks ("Which device or fallacy is used?") 24 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18331">https://texas.thinkcerca.com/teacher/library/lessons/18331</a></p>	<p>Rhetorical Devices (Skill Lesson), "Is the last sentence a rhetorical device or a logical fallacy?" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22831?step=MjQ%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22831?step=MjQ%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>9(G)(i) - Narrative - Reasoning (skill lesson), 21 clicks ("What are the differences between logical fallacies and rhetorical devices?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18331">https://texas.thinkcerca.com/teacher/library/lessons/18331</a></p>	<p>Rhetorical Devices (Skill Lesson), "Distinguish between logical fallacies and rhetorical devices." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22831?step=MTg%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22831?step=MTg%3D</a></p>

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The undersigned certifies that the materials included in this update request meet the applicable essential knowledge and skills, are free from factual errors, and comply with applicable accessibility and manufacturing standards. The undersigned further understands and agrees to supply the previous version of the state-adopted instructional material to school districts that choose to continue using the previous version during the duration of the original contract.

By completing the information below, you are signing this document electronically. You agree that your electronic signature is the equivalent of your manual signature.

Signature of Company Official	<b>Laura Litton</b>  Digitally signed by Laura Litton Date: 2019.04.22 10:53:52 -05'00'
Title	Director of Enablement
Date Signed	Apr 22, 2019

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Publishers that wish to make changes to currently adopted instructional materials are required to submit a written request to TEA.

All updates to content used to determine the Texas Essential Knowledge and Skills (TEKS) coverage must be approved by the State Board of Education (SBOE) prior to their introduction into the material. All updates that do not involve content used to determine TEKS coverage must be approved by TEA. With prior TEA approval, publishers may, at any time, make changes that do not affect the content, such as technical enhancements or improvements.

The request must be accompanied by an electronic sample of the updated content. An updated *Correlation to the TEKS and ELPS* will be required if the update involves content used to determine TEKS coverage in the initial review.

Please refer to 19 Texas Administrative Code §[66.75](#) for more information.

Please complete all required fields, and submit the form by clicking the Submit by Email button. Send the electronic sample and correlations, if required, to [review.adoption@tea.texas.gov](mailto:review.adoption@tea.texas.gov).

From	Laura Litton	Date	Apr 12, 2019										
Publisher	ThinkCERCA												
Subject Area	English Language Arts and Reading												
Grade Level(s) or Course(s)	6												
Proclamation Year	2019		Copyright Year	2019									
Does this update change content used to demonstrate TEKS or ELPS coverage?	Yes - TEKS												
Program Title	ThinkCERCA, Texas Edition, Grade 6 Digital Courseware												
Program ISBN	9	7	8	0	9	9	9	8	5	6	1	3	0
Component Title	ThinkCERCA, Texas Edition, Grade 6 Teacher Edition Digital Courseware												
Component ISBN	9	7	8	0	9	9	9	8	5	6	1	0	9

Provide a brief description of the proposed changes.

For some citations, we are proposing new citations because the license to include selections in currently cited lessons is expiring. Please see details below and the Addendum for 6th grade. For some citations, we are proposing new wording in the lesson. Please see details below. Preview of new content is accessible using links provided below and login credentials [texas\\_teacher@thinkcerca.com](mailto:texas_teacher@thinkcerca.com), password TexasThinkcerca. Screen shots of relevant material and full texts of selections in newly cited lessons are included in the Addendum for 6th grade.

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Provide a side-by-side comparison between currently adopted content and proposed updated content. Include as much detail as possible.

	Currently Adopted Content	Proposed Update
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; text-align: center;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; text-align: center;">Remove Row (-)</div>	<p>For breakout (8)(E) (ii) analyze characteristics of argumentative text by explaining how the author uses various types of evidence to support the argument (Activity)</p> <p>Citation: What's a Whiz-Kid, Anyway? (Applied Lesson) See directions for Step 3: Engage with Text.</p> <p><a href="https://texas.thinkcerca.com/lessons/16438/lesson_steps/3">https://texas.thinkcerca.com/lessons/16438/lesson_steps/3</a></p> <p>NEW LESSON CITED Reason for changing citation: license to include currently cited selection is expiring</p>	<p>Citation: Yes to Uniforms: A Student’s View (Applied Lesson) See directions for Step 3: Engage with Text.</p> <p><a href="https://learn.thinkcerca.com/lessons/19705/lesson_steps/3">https://learn.thinkcerca.com/lessons/19705/lesson_steps/3</a></p> <p>NEW LESSON CITED Reason for citing this lesson: Clear instructions to students to explain how author uses evidence to support the argument. Lesson includes well-developed student-written passage with sufficient evidence for students to analyze. This is not a new selection in the product, simply a new citation. This lesson is consistently among our most frequently used. Texas teachers have approved this selection.</p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; text-align: center;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; text-align: center;">Remove Row (-)</div>	<p>For breakout (8)(E)(v) analyze structures of argumentative text by explaining how the author uses various types of evidence to support the argument (Activity)</p> <p>Citation: What's a Whiz-Kid, Anyway? (Applied Lesson) See directions for Step 3: Engage with Text.</p> <p><a href="https://texas.thinkcerca.com/lessons/16438/lesson_steps/3">https://texas.thinkcerca.com/lessons/16438/lesson_steps/3</a></p> <p>NEW LESSON CITED Reason for changing citation: license to include currently cited selection is expiring</p>	<p>Citation: Yes to Uniforms: A Student’s View (Applied Lesson) See directions for Step 3: Engage with Text.</p> <p><a href="https://learn.thinkcerca.com/lessons/19705/lesson_steps/3">https://learn.thinkcerca.com/lessons/19705/lesson_steps/3</a></p> <p>NEW LESSON CITED (same as above) Reason for citing this lesson: Clear instructions to students to explain how author uses evidence to support the argument. Lesson includes well-developed student-written passage with sufficient evidence for students to analyze. This is not a new selection in the product, simply a new citation. This lesson is consistently among our most frequently used. Texas teachers have approved this selection.</p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; text-align: center;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; text-align: center;">Remove Row (-)</div>	<p>For breakout (11)(C)(i) compose multi-paragraph argumentative texts using genre characteristics. (Activity)</p> <p>Citation: The Human Hive (Applied Lesson) See directions for prompt. Click "Need help getting started."</p> <p><a href="https://texas.thinkcerca.com/lessons/15966/lesson_steps/6">https://texas.thinkcerca.com/lessons/15966/lesson_steps/6</a></p> <p>CHANGE IN WORDING Current wording: Claim Your claim should clearly state your opinion—based</p>	<p>"Need help" text revised slightly.</p> <p>See The Human Hive (Applied Lesson) See directions for prompt in step 6. Click "Need help getting started?"</p> <p><a href="https://learn.thinkcerca.com/lessons/19691/lesson_steps/6">https://learn.thinkcerca.com/lessons/19691/lesson_steps/6</a></p> <p>CHANGE IN WORDING Reason for change: improving models for students Proposed wording: Claim Your claim should clearly state your opinion—based on what you learned from the reading—about</p>



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<p>on what you learned from the reading—about whether or not the author is successful in illustrating how groupthink could benefit human decision making. For example,</p> <p>The animal examples presented in this article [are / are not] convincing examples of how groupthink could benefit human decision making because _____.</p> <p>Do not begin your claim with “I think” or “I believe.” Readers will know these are your thoughts and beliefs, since you are the author.</p> <p><b>Evidence and Reasons</b> Include at least two pieces of evidence (facts or examples from the selection) that support your claim. For each piece of evidence, give reasons that explain how it supports your claim. For example,</p> <p>When thinking back on his high school election, author Dan Risch realized _____.</p> <p>The ant colony discussed in the article exemplifies groupthink because _____.</p> <p>Groupthink affects the democratic process because _____.</p>	<p>whether or not the author is successful in illustrating how groupthink could benefit human decision making. For example,</p> <p>The examples of animal groupthink presented in this article [are/are not] convincing examples of how groupthink could benefit human decision making because _____.</p> <p>Do not begin your claim with “I think” or “I believe.” Readers will know these are your thoughts and beliefs, since you are the author.</p> <p><b>Evidence and Reasons</b> Include at least two pieces of evidence (facts or examples from the selection) that support your claim. For each piece of evidence, give reasons that explain how it supports your claim. For example,</p> <p>When thinking back on his high school election, author Dan Risch realized _____.</p> <p>The examples of animal groupthink as a model for human decision making [are/are not] effective at illustrating this concept because _____.</p> <p>The ant colony discussed in the article exemplifies groupthink because _____. This example [shows/ does not show] how animal groupthink could benefit human decision making because _____.</p> <p>Groupthink affects the democratic process because _____.</p>
<p>For breakout (11)(C)(ii) compose multi-paragraph</p>	<p>"Need help" text revised slightly.</p>


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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>argumentative texts using craft. (Activity)</p> <p>Citation: The Human Hive (Applied Lesson) See directions for prompt. Click "Need help getting started."</p> <p><a href="https://texas.thinkcerca.com/lessons/15966/lesson_steps/6">https://texas.thinkcerca.com/lessons/15966/lesson_steps/6</a></p> <p>CHANGE IN WORDING (see above)</p>	<p>See The Human Hive (Applied Lesson) See directions for prompt in step 6. Click "Need help getting started?"</p> <p><a href="https://learn.thinkcerca.com/lessons/19691/lesson_steps/6">https://learn.thinkcerca.com/lessons/19691/lesson_steps/6</a></p> <p>CHANGE IN WORDING (same as above)</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>For breakout (6)(G)(ii) write about the explicit or implicit meanings of text.(Activity)</p> <p>Citation: Get Real (Applied Lesson) Step 4: Summarize. See directions for prompt.</p> <p><a href="https://texas.thinkcerca.com/lessons/16262/lesson_steps/4">https://texas.thinkcerca.com/lessons/16262/lesson_steps/4</a></p> <p>NEW LESSON CITED Reason for changing citation: License to include currently cited selection is expiring.</p>	<p>Citation: "A Small Bird with Big Problems." Applied Lesson. See Writing prompt, step 6:</p> <p><a href="https://learn.thinkcerca.com/lessons/17963/lesson_steps/6">https://learn.thinkcerca.com/lessons/17963/lesson_steps/6</a></p> <p>NEW LESSON CITED Reason for citing this lesson: Lesson includes writing prompt that asks students to use text evidence to support their argument. This is not a new selection in the product, but rather a new citation. Lesson includes well-developed professional writing on a thought-provoking topic. Texas teachers have approved this selection.</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>For breakout (6)(C) (i) use text evidence to support an appropriate response (Activity)</p> <p>Citation: A Double Edged-Sword: The Automation of the Factory (Applied Lesson) See directions for Step 3: Engage with the Text.</p> <p><a href="https://texas.thinkcerca.com/lessons/16993/lesson_steps/3">https://texas.thinkcerca.com/lessons/16993/lesson_steps/3</a></p> <p>CHANGE IN WORDING Reason for change: Clearer instructions for student (in context of lesson) Original wording: "Add notes about why the need for human labor has decreased."</p>	<p>Citation: A Double Edged-Sword: The Automation of the Factory (Applied Lesson) See directions for Step 3: Engage with the Text.</p> <p><a href="https://learn.thinkcerca.com/lessons/19717/lesson_steps/3">https://learn.thinkcerca.com/lessons/19717/lesson_steps/3</a></p> <p>CHANGE IN WORDING: Proposed wording: "Add notes about how this has impacted the need for human labor."</p>

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The undersigned certifies that the materials included in this update request meet the applicable essential knowledge and skills, are free from factual errors, and comply with applicable accessibility and manufacturing standards. The undersigned further understands and agrees to supply the previous version of the state-adopted instructional material to school districts that choose to continue using the previous version during the duration of the original contract.

By completing the information below, you are signing this document electronically. You agree that your electronic signature is the equivalent of your manual signature.

Signature of Company Official	<b>Laura Litton</b>  Digitally signed by Laura Litton Date: 2019.04.12 09:25:23 -05'00'
Title	Director of Enablement
Date Signed	Apr 12, 2019

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Publishers that wish to make changes to currently adopted instructional materials are required to submit a written request to TEA.

All updates to content used to determine the Texas Essential Knowledge and Skills (TEKS) coverage must be approved by the State Board of Education (SBOE) prior to their introduction into the material. All updates that do not involve content used to determine TEKS coverage must be approved by TEA. With prior TEA approval, publishers may, at any time, make changes that do not affect the content, such as technical enhancements or improvements.

The request must be accompanied by an electronic sample of the updated content. An updated *Correlation to the TEKS and ELPS* will be required if the update involves content used to determine TEKS coverage in the initial review.

Please refer to 19 Texas Administrative Code §[66.75](#) for more information.

Please complete all required fields, and submit the form by clicking the Submit by Email button. Send the electronic sample and correlations, if required, to [review.adoption@tea.texas.gov](mailto:review.adoption@tea.texas.gov).

From	Laura Litton	Date	Apr 22, 2019										
Publisher	ThinkCERCA												
Subject Area	English Language Arts and Reading												
Grade Level(s) or Course(s)	7												
Proclamation Year	2019	Copyright Year	2019										
Does this update change content used to demonstrate TEKS or ELPS coverage?	Yes - TEKS												
Program Title	ThinkCERCA, Texas Edition, Grade 7												
Program ISBN	9	7	8	0	9	9	9	8	5	6	1	4	7
Component Title	ThinkCERCA, Texas Edition, Grade 7 Teacher Edition Digital Courseware												
Component ISBN	9	7	8	0	9	9	9	8	5	6	1	1	6

Provide a brief description of the proposed changes.

We will be retiring our original lessons cited for TEKS coverage because we are no longer licensing the software engine that was used for these lessons. We are replacing the lessons with updated lessons, using new software and a new design. The updated lessons cover the same concepts as the original, although the lessons are not identical. We would like to change our citations for TEKS coverage to cite the updated lessons.

Skills Lessons are interactive lessons that provide grade-level instruction and practice in critical literacy skills. These lessons

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give students the opportunity to dynamically engage with texts by highlighting and annotating and include scaffolded checks and graded assessments for measuring understanding.

All Skills Lessons are discrete, differentiated for grades 3-12, and aligned to TEKS. They can be used as both an introduction to new material or as a platform to practice and sharpen skills that have been previously taught. Skills lessons are especially effective when assigned in tandem with Writing Lessons geared toward each student's personal growth focus.

Provide a side-by-side comparison between currently adopted content and proposed updated content. Include as much detail as possible.

	Currently Adopted Content	Proposed Update
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; text-align: center;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; text-align: center;">Remove Row (-)</div>	<p>10(B)(xix) - Narrative - Organization Patterns in Informational Texts (Skill Lesson), 6 clicks ("What is the definition organizational pattern?"), 7-9 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18351">https://texas.thinkcerca.com/teacher/library/lessons/18351</a></p>	<p>Organizational Patterns in Informative Writing (Skill Lesson), "You can organize information based on similarities and differences." and click forward once for "You can use certain words to develop a compare and contrast ordered pattern." and click forward once for "Ideas organized by compare and contrast" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22748?step=MTE%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22748?step=MTE%3D</a></p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; text-align: center;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; text-align: center;">Remove Row (-)</div>	<p>10(C)(i) - Activity - Revising for Clarity, Development, and Organization (skill lesson). 20 clicks ("How does revising improve clarity and organization?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18382">https://texas.thinkcerca.com/teacher/library/lessons/18382</a></p>	<p>Revising for Clarity, Development, and Organization (Skill Lesson), "Select the three sentences that should be revised for clarity." and click forward once for "Which revision makes the ideas more clear?" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22827?step=MTc%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22827?step=MTc%3D</a></p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; text-align: center;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; text-align: center;">Remove Row (-)</div>	<p>10(C)(ii) - Activity - Revising for Clarity, Development, and Organization (skill lesson). 16 clicks ("How do writers revise for idea development?"), 17 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18382">https://texas.thinkcerca.com/teacher/library/lessons/18382</a></p>	<p>Revising for Clarity, Development, and Organization (Skill Lesson), "Identify characteristics of a passage with well-developed ideas." and click forward once for "Which option best develops this idea: People need to adopt pets instead of buying them." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22827?step=MTI%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22827?step=MTI%3D</a></p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; text-align: center;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; text-align: center;">Remove Row (-)</div>	<p>10(C)(iii) - Activity - Revising for Clarity, Development, and Organization (skill lesson). 14 clicks ("How does revising for organization improve the clarity of writing?"), 19-20 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18382">https://texas.thinkcerca.com/teacher/library/lessons/18382</a></p>	<p>Revising for Clarity, Development, and Organization (Skill Lesson), "What makes this a well-organized passage?" and click forward once for "Which revision puts the text in the most logical order?" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22827?step=OA%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22827?step=OA%3D%3D</a></p>

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<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>10(C)(iv) - Activity - Revising for Style and Word Choice (skill lesson.) 15 clicks ("Which possible revision best replaces the underlined phrase to maintain a formal style in the sentence?"), 17 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18358">https://texas.thinkcerca.com/teacher/library/lessons/18358</a></p>	<p>Maintaining Style and Revisions for Word Choice (Skill Lesson), "Choose the phrases that maintain a formal style with neutral language." and click forward once for "Select 2 phrases that do not maintain the informal, entertaining narrative style." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22757?step=OQ%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22757?step=OQ%3D%3D</a></p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>10(C)(v) - Activity - Revising for Style and Word Choice (skill lesson). 8 clicks ("Which word best replaces the underlined word to more precisely convey the idea?"), 9 clicks, 11 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18358">https://texas.thinkcerca.com/teacher/library/lessons/18358</a></p>	<p>Maintaining Style and Revisions for Word Choice (Skill Lesson), "How can you revise your writing to make your words clear and precise?" and click forward once for "Which revision creates a peaceful mood?" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22757?step=MTg%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22757?step=MTg%3D</a></p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>10(C)(vi) - Activity - Revising for Style and Word Choice (skill lesson). 21 clicks ("How do writers revise sentence length?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18358">https://texas.thinkcerca.com/teacher/library/lessons/18358</a></p>	<p>Maintaining Style and Revisions for Word Choice (Skill Lesson), "Which example uses varied sentence patterns to build interest for readers?" and click forward once for "Select the examples that vary sentence patterns to show the writer's style." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22757?step=MTM%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22757?step=MTM%3D</a></p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>10(D)(ii) - Activity - Sentence Errors (skill lesson). 21 clicks ("How does a writer choose the correct conjunction to connect two complete thoughts within a sentence?"), 22 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18336">https://texas.thinkcerca.com/teacher/library/lessons/18336</a></p>	<p>Sentence Errors (Skill Lesson), "Which of the following is a comma splice?" and click forward once for "Which of the following are correct strategies for dealing with a comma splice?" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22718?step=MjM%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22718?step=MjM%3D</a></p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>10(D)(x) - Narrative - Pronouns (skill lesson). 8 clicks ("How do writers avoid pronoun errors?"), 16 clicks, 20 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18376">https://texas.thinkcerca.com/teacher/library/lessons/18376</a></p>	<p>Pronouns (Skill Lesson), "You should ensure pronoun-antecedent agreement." and click forward once for "Here is a list of singular and plural pronouns." and click forward once for "This shows how to revise an error in pronoun-antecedent agreement." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22838?step=MjA%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22838?step=MjA%3D</a></p>

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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(D)(xiv) - Activity - Comma Usage (skills lesson) 15 clicks ("How are commas used to separate coordinate adjectives?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18349">https://texas.thinkcerca.com/teacher/library/lessons/18349</a></p>	<p>Commas (Skill Lesson), "Select the sentence that correctly uses a comma to separate coordinate adjectives." and click forward once for "Decide if these adjectives are coordinate and need to be separated by a comma or not." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22627?step=MTE%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22627?step=MTE%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(D)(xv) - Activity - Comma Usage (skills lesson). 7 clicks ("How are commas used to separate the introductory phrase from the rest of the sentence?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18349">https://texas.thinkcerca.com/teacher/library/lessons/18349</a></p>	<p>Commas (Skill Lesson), "Select the sentence that correctly uses a comma to separate coordinate adjectives." and click forward once for "Decide if these adjectives are coordinate and need to be separated by a comma or not." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22627?step=MTE%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22627?step=MTE%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(D)(xvi) - Narrative - Comma Usage (skills lesson). 16 clicks ('How are independent clauses punctuated?"), 19 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18349">https://texas.thinkcerca.com/teacher/library/lessons/18349</a></p>	<p>Commas (Skill Lesson), "You can use commas to separate complete thoughts." and click forward once for "Here is how you can separate independent clauses." and click forward once for "Separating independent clauses" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22627?step=MTM%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22627?step=MTM%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(D)(xvii) - Activity - Sentence Errors (skills lesson). 22 clicks. ("How does a writer revise a comma splice?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18336">https://texas.thinkcerca.com/teacher/library/lessons/18336</a></p>	<p>Sentence Errors (Skill Lesson), "Which of the following are correct strategies for dealing with a comma splice?" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22718?step=MjQ%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22718?step=MjQ%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(D)(xviii) - Activity - Spelling (skills lesson). 14 clicks ("How do writers choose the correct spelling of the commonly confused words "its" and "it's"?"), 19 clicks, 22 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18325">https://texas.thinkcerca.com/teacher/library/lessons/18325</a></p>	<p>Spelling (Skill Lesson), "Select the correct spelling of each homophone based on the word's meaning in the passage." and click forward once for "Select the sentence that contains a correctly spelled homophone." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22805?step=MTc%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22805?step=MTc%3D</a></p>

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<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>10(D)(xviii) - Narrative - Spelling (skills lesson). 8 clicks ("How do writers avoid spelling errors?"), 10 clicks, 13 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18325">https://texas.thinkcerca.com/teacher/library/lessons/18325</a></p>	<p>Spelling (Skill Lesson), "Some words sound alike but are spelled differently." and click forward once for "Use the correct spelling for the right meaning." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22805?step=MTU%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22805?step=MTU%3D</a></p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>11(A)(i) - Narrative - Effective Endings in Narrative Writing (Skill Lesson), 4 clicks ("What is the writer's goal when ending a story?"), 7-8 clicks, 10-11 clicks, 15 clicks, 23-24 clicks, 27 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/17618">https://texas.thinkcerca.com/teacher/library/lessons/17618</a></p>	<p>Endings in Narrative Writing (Skill Lesson), "You should close your story with a strong ending." and <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22600?step=Mg%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22600?step=Mg%3D%3D</a></p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>11(A)(ii) - Narrative - Using Author's Crafts (skills lesson). 4 clicks ("What is suspense?"), 8 clicks, 12 clicks, 16 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18378">https://texas.thinkcerca.com/teacher/library/lessons/18378</a></p>	<p>Irony and Suspense (Skill Lesson), "You can create interest, excitement, and humor for readers of your narrative." and click forward once for "You can use suspense to make stories interesting." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22656?step=Mg%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22656?step=Mg%3D%3D</a></p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>11(B)(ii) - Narrative - Organization Patterns in Informational Texts (skill lesson). 4 clicks ("What is an organizational pattern?"), 6-9 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18351">https://texas.thinkcerca.com/teacher/library/lessons/18351</a></p>	<p>Organizational Patterns in Informative Writing (Skill Lesson), "What are organizational patterns?" and click forward once for "Why do writers use organizational patterns?" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22748?step=Mg%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22748?step=Mg%3D%3D</a></p>
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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>11(C)(i) - Narrative - Claims (skill lesson). 6 clicks ("How are claims different than facts and opinions?"), 13 clicks, 16 clicks, 18 clicks, 21 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/17906">https://texas.thinkcerca.com/teacher/library/lessons/17906</a></p>	<p>Claims in Arguments (Skill Lesson), "What is a claim?" and click forward once for "An example of a claim" and click forward 3 times for "How are claims different from facts?" and click forward once for "These examples show how facts and claims are different." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22754?step=Mg%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22754?step=Mg%3D%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>12(B)(i) - Narrative - Developing and Revising a Research Plan (skill lesson). 4 clicks ("What is the purpose of a research plan?"), 9 clicks, 15 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18404">https://texas.thinkcerca.com/teacher/library/lessons/18404</a></p>	<p>Developing and Revising a Research Plan (Skill Lesson), "Use a plan to help focus your research." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22712?step=Mg%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22712?step=Mg%3D%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>12(B)(ii) - Narrative - Developing and Revising a Research Plan (skill lesson). 15 clicks ("How do writers draft and revise their research plans?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18404">https://texas.thinkcerca.com/teacher/library/lessons/18404</a></p>	<p>Developing and Revising a Research Plan (Skill Lesson), "Revise your research plan as you work." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22712?step=MTE%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22712?step=MTE%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>12(C)(i) - Narrative - Developing and Revising a Research Plan (skill lesson). 19 clicks ("How do writers refine their research questions?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18404">https://texas.thinkcerca.com/teacher/library/lessons/18404</a></p>	<p>Developing and Revising a Research Plan (Skill Lesson), "Refine your research question as you work." and click forward once for "How to refine a research question" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22712?step=MTQ%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22712?step=MTQ%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>12(G)(i) - Narrative - Paraphrasing and Summarizing (skill lesson). 4 clicks ("How do writers paraphrase?"), 12 clicks, 16 clicks, 21 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18430">https://texas.thinkcerca.com/teacher/library/lessons/18430</a></p>	<p>Summarizing Informational Texts (Skill Lesson), "You can avoid plagiarism by summarizing with your own words." and click forward once for "This shows how to summarize using different words from the original text." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22864?step=MTA%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22864?step=MTA%3D</a></p>

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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>12(G)(i) - Activity - Paraphrasing and Summarizing (skill lesson). 23 clicks ("How do writers avoid plagiarism when summarizing and paraphrasing?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18430">https://texas.thinkcerca.com/teacher/library/lessons/18430</a></p>	<p>Summarizing Informational Texts (Skill Lesson), "Why is it important to avoid plagiarizing?" and click forward once for "Which summary avoids plagiarizing?" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22864?step=MTI%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22864?step=MTI%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>12(H)(ii) - Narrative - Selecting and Arranging Credible and Relevant Evidence (skill lesson). 13 clicks ("What makes evidence credible?"), 14 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/17594">https://texas.thinkcerca.com/teacher/library/lessons/17594</a></p>	<p>Supporting Claims with Evidence (Skill Lesson), "What types of evidence can you use?" and click forward once for "This shows a quotation used as evidence." and click forward once for "This shows a statistic used as evidence." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22710?step=MTI%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22710?step=MTI%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>2(A)(ii) - Narrative - Using a Dictionary (Skills and Concepts), click 6 times ("What parts make up a dictionary entry?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18387">https://texas.thinkcerca.com/teacher/library/lessons/18387</a></p>	<p>Using Reference Materials (Skill Lesson), "A dictionary entry contains different types of information." and click forward once for "An example of a dictionary entry" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22679?step=Ng%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22679?step=Ng%3D%3D</a></p>
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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>5(B)(vi) - Narrative - The Reading Process: Active Reading (Skills and Concepts), 18 clicks ("How do active reading strategies help readers understand the key ideas in a text?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18412">https://texas.thinkcerca.com/teacher/library/lessons/18412</a></p>	<p>The Reading Process: Active Reading (Skill Lesson), "You can ask yourself questions after you finish reading a text." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22605?step=OQ%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22605?step=OQ%3D%3D</a></p>
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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>5(C)(i) - Narrative - The Reading Process: Pre-Reading (Skills and Concepts), clicks 12-13 ("What do readers use to make predictions about a text?" + following) <a href="https://texas.thinkcerca.com/teacher/library/lessons/18407">https://texas.thinkcerca.com/teacher/library/lessons/18407</a></p>	<p>The Reading Process: Pre-Reading (Skill Lesson), "You can also base your predictions on the text's title or cover art." and click forward once for "This shows how to base a prediction on the title or cover art." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22608?step=MTQ%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22608?step=MTQ%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>5(C)(iii) - Narrative - The Reading Process: Pre-Reading (Skills and Concepts), clicks 12-13 ("What do readers use to make predictions about a text?" + following) <a href="https://texas.thinkcerca.com/teacher/library/lessons/18407">https://texas.thinkcerca.com/teacher/library/lessons/18407</a></p>	<p>The Reading Process: Pre-Reading (Skill Lesson), "You can also base your predictions on the text's title or cover art." and click forward once for "This shows how to base a prediction on the title or cover art." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22608?step=MTQ%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22608?step=MTQ%3D</a></p>

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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>5(E)(ii) - Activity - The Reading Process: Making Connections (Skills and Concepts), click 16 ("What questions do readers ask themselves..."), click 18 ("What connection has the reader made to the text?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18329">https://texas.thinkcerca.com/teacher/library/lessons/18329</a></p>	<p>The Reading Process: Making Connections (Skill Lesson), "Choose the answers that help explain how readers make connections to a text." and click forward once for "Readers ask themselves questions. What type of text connections do these questions suggest?" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22780?step=MTU%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22780?step=MTU%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>5(G)(i) - Narrative - The Reading Process: Active Reading (Skills and Concepts), 4 clicks ("What are key ideas and details?") and 8 clicks ("How do readers use details to determine key ideas?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18412">https://texas.thinkcerca.com/teacher/library/lessons/18412</a></p>	<p>The Reading Process: Active Reading (Skill Lesson), "You can summarize the details to get the key ideas." and click forward once for "Key ideas and details" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22605?step=Mw%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22605?step=Mw%3D%3D</a></p>
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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>5(I)(ii) - Narrative - The Reading Process: Active Reading (Skills and Concepts), 18 clicks ("How do active reading strategies help readers understand the key ideas in a text?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18412">https://texas.thinkcerca.com/teacher/library/lessons/18412</a></p>	<p>The Reading Process: Active Reading (Skill Lesson), "These examples show how to correct your predictions while reading." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22605?step=MTg%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22605?step=MTg%3D</a></p>

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<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>6(D)(i) - Narrative - Paraphrasing and Summarizing (Skills and Concepts), 4 clicks ("How do writers paraphrase?") and 16 clicks ("What makes a strong summary or paraphrase?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18430">https://texas.thinkcerca.com/teacher/library/lessons/18430</a></p>	<p>Summarizing Informational Texts (Skill Lesson), "You can retell certain parts of a text." and click forward once for "This shows an example of paraphrasing a section of a text." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22864?step=MTQ%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22864?step=MTQ%3D</a></p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>6(D)(ii) - Activity - Paraphrasing and Summarizing (Skills and Concepts), 6-7 clicks ("Which paraphrase is the better example?" + following) <a href="https://texas.thinkcerca.com/teacher/library/lessons/18430">https://texas.thinkcerca.com/teacher/library/lessons/18430</a></p>	<p>Summarizing Informational Texts (Skill Lesson), "Select the correct word or phrase to complete these sentences." and click forward once for "Which example paraphrases correctly?" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22864?step=MTg%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22864?step=MTg%3D</a></p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>6(D)(iii) - Activity - Paraphrasing and Summarizing (Skills and Concepts), clicks 10-11 ("Which summary is the better example?" + following), clicks 17-18 ("Which is a summary and which is a paraphrase?" + following) <a href="https://texas.thinkcerca.com/teacher/library/lessons/18430">https://texas.thinkcerca.com/teacher/library/lessons/18430</a></p>	<p>Summarizing Informational Texts (Skill Lesson), "Which statement about summaries is true?" and click forward once for "Which is the best summary?" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22864?step=OA%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22864?step=OA%3D%3D</a></p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>6(D)(iv) - Activity - Paraphrasing and Summarizing (Skills and Concepts), 8 clicks ("How do writers summarize?") and 16 clicks ("What makes a strong summary or paraphrase?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18430">https://texas.thinkcerca.com/teacher/library/lessons/18430</a></p>	<p>Summarizing Informational Texts (Skill Lesson), "Which statement about summaries is true?" and click forward once for "Which is the best summary?" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22864?step=OA%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22864?step=OA%3D%3D</a></p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>7(B)(i) - Activity - Conflict and Characters (Skills and Concepts), 8 clicks ("How do writers convey a character's qualities?"), 10-11 clicks ("How do a character's desires affect the story?" + following) <a href="https://texas.thinkcerca.com/teacher/library/lessons/18398">https://texas.thinkcerca.com/teacher/library/lessons/18398</a></p>	<p>Conflict and Character (Skill Lesson), "How do Kata's qualities affect the plot?" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22612?step=MTA%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22612?step=MTA%3D</a></p>

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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>7(B)(ii) - Narrative - Conflict and Characters (Skills and Concepts), 4 clicks ("What are a character's qualities and motivations?"), 6 clicks ("How do characters' qualities and motivations influence a story's plot?"), 15 clicks ("How do characters' words and actions influence a story's plot?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18398">https://texas.thinkcerca.com/teacher/library/lessons/18398</a></p>	<p>Conflict and Character (Skill Lesson), "Characters may resolve the main conflict in the story." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22612?step=MTQ%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22612?step=MTQ%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>7(B)(ii) - Activity - Conflict and Characters (Skills and Concepts), 8 clicks ("How do writers convey a character's qualities?"), 17-21 clicks ("What is the main conflict or problem?" + following) <a href="https://texas.thinkcerca.com/teacher/library/lessons/18398">https://texas.thinkcerca.com/teacher/library/lessons/18398</a></p>	<p>Conflict and Character (Skill Lesson), "How do the characters resolve the conflict?" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22612?step=MTY%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22612?step=MTY%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>7(C)(i) - Narrative - Using Time as a Storytelling Tool (Skills and Concepts), 4 clicks ("How do writers use time as a storytelling tool?"), 16 clicks ("What is foreshadowing?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18075">https://texas.thinkcerca.com/teacher/library/lessons/18075</a></p>	<p>Time as a Storytelling Tool (Skill Lesson), "You can give clues about what will happen in the future." and click forward once for "There are different ways to show foreshadowing." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22614?step=MTc%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22614?step=MTc%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>7(C)(ii) - Activity - Using Author's Crafts (Skills and Concepts), 5-7 clicks (beginning at "What is suspense?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18378">https://texas.thinkcerca.com/teacher/library/lessons/18378</a></p>	<p>Irony and Suspense (Skill Lesson), "Determine if the following examples include suspense." and click forward once for "Do the following examples of suspense create fear or excitement?" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22656?step=NQ%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22656?step=NQ%3D%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>7(D)(i) - Activity - Setting, Story Events, and Narrative Structure (Skills and Concepts), 20-21 clicks ("Which element of setting is being described?" + following) <a href="https://texas.thinkcerca.com/teacher/library/lessons/18420">https://texas.thinkcerca.com/teacher/library/lessons/18420</a></p>	<p>Analyzing Story Elements in Literary Texts (Skill Lesson), "How is the writer using setting to affect a character?" and click forward once for "What is the effect of the setting on Ali?" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22796?step=OQ%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22796?step=OQ%3D%3D</a></p>



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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>7(D)(i) - Activity - Conflict and Characters (Skills and Concepts), 9 clicks ("How does a story's setting influence character traits?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18398">https://texas.thinkcerca.com/teacher/library/lessons/18398</a></p>	<p>Conflict and Character (Skill Lesson), "How does setting influence the conflict?" and click forward once for "Choose the options that best show how the setting influences the story." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22612?step=MTk%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22612?step=MTk%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>7(D)(ii) - Activity - Setting, Story Events, and Narrative Structure (Skills and Concepts), 20-21 clicks ("Which element of setting is being described?" + following) <a href="https://texas.thinkcerca.com/teacher/library/lessons/18420">https://texas.thinkcerca.com/teacher/library/lessons/18420</a></p>	<p>Analyzing Story Elements in Literary Texts (Skill Lesson), "How does the setting affect a plot event?" and click forward once for "Select two descriptions of the setting that cause Ali to hide in the bathroom." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22796?step=MTM%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22796?step=MTM%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>8(A)(i) - Activity - Characteristics of Literary Genres (skill lesson). 5 clicks ("What is genre?"), 7-9 clicks, 11 clicks, 13 clicks, 16 clicks, 18-22 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18322">https://texas.thinkcerca.com/teacher/library/lessons/18322</a></p>	<p>Types of Narrative Writing (Skill Lesson), "Complete the passage to correctly describe the difference between fiction and nonfiction." and click forward once for "Which kind of narrative does each text show?" and click forward 4 times for "Why is this story an example of historical fiction?" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22560?step=Mw%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22560?step=Mw%3D%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>8(A)(i) - Narrative - Characteristics of Literary Genres (skill lesson). 4 clicks ("What is literary genre?"), 6 clicks, 10 clicks, 15 clicks, <a href="https://texas.thinkcerca.com/teacher/library/lessons/18322">https://texas.thinkcerca.com/teacher/library/lessons/18322</a></p>	<p>Types of Narrative Writing (Skill Lesson), "Narrative pieces tell the stories of real or imagined events." and click forward 3 times for "Narrative pieces about imagined events may seem real." and click forward once for "Fiction may include historical events or people." and click forward once for "Realistic fiction is different from historical fiction." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22560?step=Mg%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22560?step=Mg%3D%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>8(C)(i) - Narrative - Developing Characters in Drama (skill lesson). 4 clicks ("How do playwrights develop characters in drama?"), 14 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18340">https://texas.thinkcerca.com/teacher/library/lessons/18340</a></p>	<p>Developing Characters in Drama (Skill Lesson), "Characters in a drama can be developed through dialogue." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22715?step=Mw%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22715?step=Mw%3D%3D</a></p>

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<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>8(D)(i) - Narrative - The Thesis Statement in Informational Text (skill lesson). 4 clicks ("How do writers introduce informational texts?"), 8 clicks, 20 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18410">https://texas.thinkcerca.com/teacher/library/lessons/18410</a></p>	<p>The Thesis Statement (Skill Lesson), "In your introduction, state the controlling idea about your topic." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22841?step=Mw%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22841?step=Mw%3D%3D</a></p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>8(D)(i) - Activity - The Thesis Statement in Informational Text (skill lesson). 6 clicks ("What is the purpose of introductions in informational texts?"), 16-18 clicks, 21 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18410">https://texas.thinkcerca.com/teacher/library/lessons/18410</a></p>	<p>The Thesis Statement (Skill Lesson), "Which best describes the purpose of the text?" and click forward once for "Which best describes the underlined sentence?" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22841?step=NA%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22841?step=NA%3D%3D</a></p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>8(D)(iii) - Narrative - Organization Patterns in Informational Texts (skill lesson). 4 clicks ("What is an organizational pattern?") 6 clicks ("What is the definition organizational pattern?"), 7-9 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18351">https://texas.thinkcerca.com/teacher/library/lessons/18351</a></p>	<p>Organizational Patterns in Informative Writing (Skill Lesson), "What are organizational patterns?" and click forward once for "Why do writers use organizational patterns?" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22748?step=Mg%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22748?step=Mg%3D%3D</a></p>
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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>8(D)(ix) - Narrative - Organization Patterns in Informational Texts (skill lesson). 4 clicks ("What is an organizational pattern?") 6 clicks ("What is the definition organizational pattern?"), 7-9 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18351">https://texas.thinkcerca.com/teacher/library/lessons/18351</a></p>	<p>Organizational Patterns in Informative Writing (Skill Lesson), "You can organize information based on similarities and differences." and click forward once for "You can use certain words to develop a compare and contrast ordered pattern." and click forward once for "Ideas organized by compare and contrast" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22748?step=MTE%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22748?step=MTE%3D</a></p>
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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>8(D)(v) - Narrative - Organization Patterns in Informational Texts (skill lesson). 4 clicks ("What is an organizational pattern?") 6 clicks ("What is the definition organizational pattern?"), 7-9 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18351">https://texas.thinkcerca.com/teacher/library/lessons/18351</a></p>	<p>Organizational Patterns in Informative Writing (Skill Lesson), "You can organize information based on its advantages and disadvantages." and click forward once for "You can use certain words to develop a pro-con organizational pattern." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22748?step=MTY%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22748?step=MTY%3D</a></p>

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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>8(D)(v) - Activity - Organization Patterns in Informational Texts (skill lesson). 13 clicks ("How do writers signal to readers the organizational pattern they are using in a text?"), 16 clicks, 20 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18351">https://texas.thinkcerca.com/teacher/library/lessons/18351</a></p>	<p>Organizational Patterns in Informative Writing (Skill Lesson), "Which underlined statement gives the cons of the hike?" and click forward once for "Do the following words create a pro or con organizational pattern?" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22748?step=MTk%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22748?step=MTk%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>8(D)(vi) - Narrative - The Thesis Statement in Informational Text (skill lesson). 4 clicks ("How do writers introduce informational texts?"), 8 clicks, 10 clicks, 20 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18410">https://texas.thinkcerca.com/teacher/library/lessons/18410</a></p>	<p>The Thesis Statement (Skill Lesson), "How to Write a Thesis Statement" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22841?step=Ng%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22841?step=Ng%3D%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>8(D)(vi) - Activity - The Thesis Statement in Informational Text (skill lesson). 9 clicks ("What is the purpose of a thesis statement?"), 11-12 clicks, 15 clicks, 22 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18410">https://texas.thinkcerca.com/teacher/library/lessons/18410</a></p>	<p>The Thesis Statement (Skill Lesson), "What should a thesis statement include?" and click forward once for "Which sentence is the most effective thesis statement?" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22841?step=Nw%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22841?step=Nw%3D%3D</a></p>
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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>8(D)(viii) - Activity - Organization Patterns in Informational Texts (skill lesson). 13 clicks ("How do writers signal to readers the organizational pattern they are using in a text?"), 15-16 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18351">https://texas.thinkcerca.com/teacher/library/lessons/18351</a></p>	<p>Organizational Patterns in Informative Writing (Skill Lesson), "What statement explains the purpose of an organizational pattern?" and click forward once for "Select the correct words to complete this passage on organizational patterns." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22748?step=NA%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22748?step=NA%3D%3D</a></p>

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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>8(D)(x) - Narrative - Organization Patterns in Informational Texts (skill lesson). 4 clicks ("What is an organizational pattern?") 6 clicks ("What is the definition organizational pattern?"), 7-9 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18351">https://texas.thinkcerca.com/teacher/library/lessons/18351</a></p>	<p>Organizational Patterns in Informative Writing (Skill Lesson), "Which is true about comparing and contrasting?" and click forward once for "Select the three words that compare and contrast." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22748?step=MTQ%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22748?step=MTQ%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>8(D)(x) - Activity - Organization Patterns in Informational Texts (skill lesson). 13 clicks ("How do writers signal to readers the organizational pattern they are using in a text?"), 16 clicks, 20 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18351">https://texas.thinkcerca.com/teacher/library/lessons/18351</a></p>	<p>Organizational Patterns in Informative Writing (Skill Lesson), "You can organize information based on its advantages and disadvantages." and click forward once for "You can use certain words to develop a pro-con organizational pattern." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22748?step=MTY%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22748?step=MTY%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>8(E)(ii) - Activity - Claims (skill lesson). 15 clicks ("What is the job of each supporting statement?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/17906">https://texas.thinkcerca.com/teacher/library/lessons/17906</a></p>	<p>Claims in Arguments (Skill Lesson), "Are these claims precise or imprecise?" and click forward once for "What makes a claim precise?" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22754?step=MTc%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22754?step=MTc%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>8(E)(iii) - Narrative - Alternate Viewpoints and Counterargument (skill lesson). 4 clicks ("What is a counterargument?"), 11 clicks, 15 clicks, 19 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18385">https://texas.thinkcerca.com/teacher/library/lessons/18385</a></p>	<p>Counterarguments (Skill Lesson), "What is a counterargument?" and click forward once for "You can include a counterargument to strengthen your argument." and click forward once for "A counterargument has two parts." and click forward once to "A counterargument has two parts." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22598?step=Mg%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22598?step=Mg%3D%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>8(E)(iv) - Narrative - Audience (Skill Lesson), 4-6 clicks ("Why is Audience Important") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18403">https://texas.thinkcerca.com/teacher/library/lessons/18403</a></p>	<p>Audience (Skill Lesson), "You write your argument for an audience." and click forward once for "You will have different audiences for different arguments." and click forward 3 times for "Consider what you know about your audience." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22584?step=Mg%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22584?step=Mg%3D%3D</a></p>

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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>8(E)(vii) - Narrative - Alternate Viewpoints and Counterargument (skill lesson). 4 clicks ("What is a counterargument?"), 11 clicks, 19 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18385">https://texas.thinkcerca.com/teacher/library/lessons/18385</a></p>	<p>Counterarguments (Skill Lesson), "You should support your counterargument with strong evidence." and click forward once for "These examples show how to select strong evidence for a counterargument." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22598?step=OA%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22598?step=OA%3D%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>8(E)(viii) - Narrative - Audience (Skill Lesson), 4-6 clicks ("Why is Audience Important") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18403">https://texas.thinkcerca.com/teacher/library/lessons/18403</a></p>	<p>Audience (Skill Lesson), "Give information your audience needs to understand your argument." and click forward once for "These examples show how to include the information your audience needs." and click forward 3 times for "Write in a way that fits what your audience cares about." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22584?step=OQ%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22584?step=OQ%3D%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>9(B)(i) - Activity - Organization Patterns in Informational Texts (skill lesson). 10 clicks ("What kinds of organizational patterns can writers use?"), 12 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18351">https://texas.thinkcerca.com/teacher/library/lessons/18351</a></p>	<p>Organizational Patterns in Informative Writing (Skill Lesson), "Which organizational pattern is being described?" and click forward once for "Select the correct word or phrase to complete this passage using organizational patterns." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22748?step=MjM%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22748?step=MjM%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>9(E)(i) - Activity - Point of View: Subjective and Objective (skill lesson). 9 clicks ("What makes a text subjective?"), 11 clicks, 17 clicks, 18 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18383">https://texas.thinkcerca.com/teacher/library/lessons/18383</a></p>	<p>Point of View: Subjective and Objective (Skill Lesson), "What are the characteristics of objective and subjective points of view?" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22610?step=Ng%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22610?step=Ng%3D%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>9(E)(ii) - Narrative - Point of View: Subjective and Objective (skill lesson). 5 clicks ("What is an objective point of view?"), 12 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18383">https://texas.thinkcerca.com/teacher/library/lessons/18383</a></p>	<p>Point of View: Subjective and Objective (Skill Lesson), "An author may leave out personal opinions and emotions." and click forward once for "Example with objective point of view" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22610?step=NA%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22610?step=NA%3D%3D</a></p>

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<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>9(E)(ii) - Activity - Point of View: Subjective and Objective (skill lesson). 10 clicks ("What makes a text objective?"), 11 clicks, 16 clicks, 18 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18383">https://texas.thinkcerca.com/teacher/library/lessons/18383</a></p>	<p>Point of View: Subjective and Objective (Skill Lesson), "What are the characteristics of objective and subjective points of view?" and click forward once for "Why is the passage objective?" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22610?step=Ng%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22610?step=Ng%3D%3D</a></p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>9(F)(i) - Narrative - Word Choices that Impact Mood (skill lesson). 4 clicks ("What is word choice?"), 5 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18346">https://texas.thinkcerca.com/teacher/library/lessons/18346</a></p>	<p>Impact of Word Choice in Literary Texts (Skill Lesson), "Word choice affects how you experience a piece of literature." and click forward once for "Word choice and mood" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22751?step=NQ%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22751?step=NQ%3D%3D</a></p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>9(F)(i) - Activity - Word Choices that Impact Mood (skill lesson). 7 clicks ("What is word choice?"), 11 clicks, 13-14 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18346">https://texas.thinkcerca.com/teacher/library/lessons/18346</a></p>	<p>Impact of Word Choice in Literary Texts (Skill Lesson), "Select three phrases that help create a mood of frustration." and click forward once for "Which sentence conveys a disappointed mood?" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22751?step=Nw%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22751?step=Nw%3D%3D</a></p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>9(F)(ii) - Narrative - Word Choices that Impact Mood (skill lesson). 4 clicks ("What is word choice?"), 15 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18346">https://texas.thinkcerca.com/teacher/library/lessons/18346</a></p>	<p>Impact of Word Choice in Literary Texts (Skill Lesson), "Word choice reveals information about the author." and click forward once for "Authors develop a voice that fits the purpose and audience." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22751?step=OQ%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22751?step=OQ%3D%3D</a></p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>9(F)(ii) - Activity - Word Choices that Impact Mood (skill lesson). 18 clicks ("What is the difference between formal and informal voice?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18346">https://texas.thinkcerca.com/teacher/library/lessons/18346</a></p>	<p>Impact of Word Choice in Literary Texts (Skill Lesson), "Which statement best describes the author's voice?" and click forward once for "Select two examples of exaggeration that develop the author's voice." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22751?step=MTI%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22751?step=MTI%3D</a></p>

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<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>9(F)(iii) - Activity - Word Choices that Impact Mood (skill lesson). 21 clicks ("How is the writer's tone shaped by word choice?"), 22 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18346">https://texas.thinkcerca.com/teacher/library/lessons/18346</a></p>	<p>Impact of Word Choice in Literary Texts (Skill Lesson), "Choose whether the author's tone is knowledgeable or critical." and click forward once for "Select two examples of word choice that develop the author's admirable tone."</p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>9(F)(iii) - Narrative - Word Choices that Impact Mood (skill lesson). 4 clicks ("What is word choice?"), 19 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18346">https://texas.thinkcerca.com/teacher/library/lessons/18346</a></p>	<p>Impact of Word Choice in Literary Texts (Skill Lesson), "Word choice can reveal an author's attitude about a topic." and click forward once for "Word choice and tone" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22751?step=MTQ%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22751?step=MTQ%3D</a></p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>9(G)(i) - Activity - Reasoning (skill lesson). 18 clicks ("What are rhetorical devices?"), 20 clicks, <a href="https://texas.thinkcerca.com/teacher/library/lessons/18332">https://texas.thinkcerca.com/teacher/library/lessons/18332</a></p>	<p>Rhetorical Devices (Skill Lesson), "Why do writers use rhetorical devices?" and click forward once for "Which statement shows a direct address?" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22830?step=MTE%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22830?step=MTE%3D</a></p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>9(G)(ii) - Activity - Reasoning (skill lesson). 16 clicks ("What does a logical fallacy do in an argument?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18332">https://texas.thinkcerca.com/teacher/library/lessons/18332</a></p>	<p>Rhetorical Devices (Skill Lesson), "Choose the best words to complete the sentences." and click forward once for "Are the statements examples of sweeping generalizations or loaded language?" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22830?step=MTY%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22830?step=MTY%3D</a></p>

The undersigned certifies that the materials included in this update request meet the applicable essential knowledge and skills, are free from factual errors, and comply with applicable accessibility and manufacturing standards. The undersigned further understands and agrees to supply the previous version of the state-adopted instructional material to school districts that choose to continue using the previous version during the duration of the original contract.


By completing the information below, you are signing this document electronically. You agree that your electronic signature is the equivalent of your manual signature.



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Signature of Company Official

**Laura Litton**

 Digitally signed by Laura Litton  
Date: 2019.04.22 13:40:10 -05'00'

Title

Director of Enablement

Date Signed

Apr 22, 2019

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Publishers that wish to make changes to currently adopted instructional materials are required to submit a written request to TEA.

All updates to content used to determine the Texas Essential Knowledge and Skills (TEKS) coverage must be approved by the State Board of Education (SBOE) prior to their introduction into the material. All updates that do not involve content used to determine TEKS coverage must be approved by TEA. With prior TEA approval, publishers may, at any time, make changes that do not affect the content, such as technical enhancements or improvements.

The request must be accompanied by an electronic sample of the updated content. An updated *Correlation to the TEKS and ELPS* will be required if the update involves content used to determine TEKS coverage in the initial review.

Please refer to 19 Texas Administrative Code §[66.75](#) for more information.

Please complete all required fields, and submit the form by clicking the Submit by Email button. Send the electronic sample and correlations, if required, to [review.adoption@tea.texas.gov](mailto:review.adoption@tea.texas.gov).

From	Laura Litton	Date	Apr 12, 2019										
Publisher	ThinkCERCA												
Subject Area	English Language Arts and Reading												
Grade Level(s) or Course(s)	7												
Proclamation Year	2019	Copyright Year	2019										
Does this update change content used to demonstrate TEKS or ELPS coverage?	Yes - TEKS												
Program Title	ThinkCERCA, Texas Edition, Grade 7 Digital Courseware												
Program ISBN	9	7	8	0	9	9	9	8	5	6	1	4	7
Component Title	ThinkCERCA, Texas Edition, Grade 7 Teacher Edition Digital Courseware												
Component ISBN	9	7	8	0	9	9	9	8	5	6	1	1	6

Provide a brief description of the proposed changes.

For some citations, we are proposing new citations because the license to include selections in currently cited lessons is expiring. Please see details below and the Addendum for 7th grade. For some citations, we are proposing new wording in the lesson. Please see details below and the Addendum for 7th grade. Preview of new content is accessible using links provided below and login credentials [texas\\_teacher@thinkcerca.com](mailto:texas_teacher@thinkcerca.com), password TexasThinkcerca. Screen shots of relevant material and full texts of selections in newly cited lessons are included in the Addendum for 7th grade.

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Provide a side-by-side comparison between currently adopted content and proposed updated content. Include as much detail as possible.

	Currently Adopted Content	Proposed Update
Add Row (+)	(5)(E)(i) make connections to personal experiences; Activity	Citation: Every applied lesson contains a "Connect" step. For example, Smartphones Aren't a Smart Choice in Middle School (Writing Lesson), Step 1:Connect  <a href="https://learn.thinkcerca.com/lessons/20648/lesson_steps/1">https://learn.thinkcerca.com/lessons/20648/lesson_steps/1</a>  NEW LESSON CITED Reason for citing this lesson: Lesson gives students the opportunity to practice the skill in the TEKS. This lesson is not new to the product; this is merely a new citation. Lesson contains a well-written selection for students to read and write in response. Selection has been through a rigorous editorial process, and Texas teachers have approved this selection.
Remove Row (-)	Citation: Every applied lesson contains a "Connect" step. For example, Voices of the Few (Applied Lesson), Step 1:Connect  <a href="https://texas.thinkcerca.com/lessons/15965/lesson_steps/1">https://texas.thinkcerca.com/lessons/15965/lesson_steps/1</a>	
	NEW LESSON CITED Reason for changing citation: License to include currently cited selection is expiring.	
Add Row (+)	(6)(C)(i) use text evidence to support an appropriate response; Activity	Citation: Should Junk Food Be Banned in Schools? (Writing Lesson), Step 3: Engage with the Text.  <a href="https://learn.thinkcerca.com/lessons/22183/lesson_steps/3">https://learn.thinkcerca.com/lessons/22183/lesson_steps/3</a>  NEW LESSON CITED Reason for citing this lesson: Lesson gives students opportunity to practice the skill in the TEKS. This lesson is not new to the product; it is merely a new citation. Lesson contains a well-written selection for students to summarize. Selection has been through a rigorous editorial process, and Texas teachers have approved this selection.
Remove Row (-)	Citation: Voices of the Few (Applied Lesson) See directions for Step 3: Engage with the Text.  <a href="https://texas.thinkcerca.com/lessons/15965/lesson_steps/3">https://texas.thinkcerca.com/lessons/15965/lesson_steps/3</a>	
	NEW LESSON CITED Reason for changing citation: License to include currently cited selection is expiring.	
Add Row (+)	(6)(D)(iii) summarize texts in ways that maintain meaning; Activity	Citation: Should Junk Food Be Banned in Schools? (Writing Lesson), Step 4: Summarize. See directions for prompt.  <a href="https://learn.thinkcerca.com/lessons/22183/lesson_steps/4">https://learn.thinkcerca.com/lessons/22183/lesson_steps/4</a>  NEW LESSON CITED Reason for citing this lesson: Lesson gives students the opportunity to practice the skill in the TEKS. This lesson is not new to the product; it is merely a new
Remove Row (-)	Citation: Voices of the Few (Applied Lesson) Step 4: Summarize. See directions for prompt.  <a href="https://texas.thinkcerca.com/lessons/15965/lesson_steps/4">https://texas.thinkcerca.com/lessons/15965/lesson_steps/4</a>	
	NEW LESSON CITED Reason for changing citation: License to include	

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	selection in currently cited lesson is expiring.	citation. Lesson contains a well-written selection for students to summarize. Selection has been through a rigorous editorial process, and Texas teachers have approved this selection.
	(6)(D)(iv) summarize texts in ways that maintain logical order; Activity	Citation: Should Junk Food Be Banned in Schools? (Writing Lesson), Step 4: Summarize
Add Row (+)	Citation: Voices of the Few (Applied Lesson) Step 4: Summarize. See directions for prompt.	<a href="https://learn.thinkcerca.com/lessons/22183/lesson_steps/4">https://learn.thinkcerca.com/lessons/22183/lesson_steps/4</a>
Remove Row (-)	<a href="https://texas.thinkcerca.com/lessons/15965/lesson_steps/4">https://texas.thinkcerca.com/lessons/15965/lesson_steps/4</a>	
	NEW LESSON CITED Reason for changing citation: License to include selection in currently cited lesson is expiring.	NEW LESSON CITED Reason for citing this lesson: Lesson gives students the opportunity to practice the skill in the TEKS. This lesson is not new to the product; it is merely a new citation. Lesson contains a well-written selection for students to summarize. Selection has been through a rigorous editorial process, and Texas teachers have approved this selection.
	(6)(E)(i) interact with sources in meaningful ways; Activity	Citation: Uniform or Dress Code: There's a Difference (Applied Lesson) See directions for prompt. Click "Need help getting started."
Add Row (+)	Uniform or Dress Code: There's a Difference (Applied Lesson) See directions for prompt. Click "Need help getting started."	<a href="https://learn.thinkcerca.com/lessons/20062/lesson_steps/6">https://learn.thinkcerca.com/lessons/20062/lesson_steps/6</a>
Remove Row (-)	<a href="https://texas.thinkcerca.com/lessons/18476/lesson_steps/6">https://texas.thinkcerca.com/lessons/18476/lesson_steps/6</a>	
	NEW WORDING	NEW WORDING Reason for changing wording in instructional material: Better support for students to write on either side of a debatable question.
	(10)(B)(vi) develop drafts into a focused piece of writing by developing an engaging idea reflecting depth of thought with specific facts; Activity	Citation: Uniform or Dress Code: There's a Difference (Applied Lesson) See directions for prompt. Click "Need help getting started."
Add Row (+)	Uniform or Dress Codes: There's a Difference (Applied Lesson). See directions for prompt. Click "Need Help for Getting Started."	<a href="https://learn.thinkcerca.com/lessons/20062/lesson_steps/6">https://learn.thinkcerca.com/lessons/20062/lesson_steps/6</a>
Remove Row (-)	<a href="https://texas.thinkcerca.com/lessons/15828/lesson_steps/6">https://texas.thinkcerca.com/lessons/15828/lesson_steps/6</a>	
	NEW WORDING	NEW WORDING Reason for changing wording in instructional material: Better support for students to write on either side of a debatable question.
	(10)(B)(vii) develop drafts into a focused piece of writing by developing an engaging idea reflecting	Citation: Uniform or Dress Code: There's a Difference (Applied Lesson) See directions for prompt. Click

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<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>depth of thought with specific details; Activity</p> <p>Uniform or Dress Codes: There's a Difference (Applied Lesson). See directions for prompt. Click "Need Help for Getting Started."</p> <p><a href="https://texas.thinkcerca.com/lessons/15828/lesson_steps/6">https://texas.thinkcerca.com/lessons/15828/lesson_steps/6</a></p> <p>NEW WORDING</p>	<p>"Need help getting started."</p> <p><a href="https://learn.thinkcerca.com/lessons/20062/lesson_steps/6">https://learn.thinkcerca.com/lessons/20062/lesson_steps/6</a></p> <p>NEW WORDING</p> <p>Reason for changing wording in instructional material: Better support for students to write on either side of a debatable question.</p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>(10)(B)(viii) develop drafts into a focused piece of writing by developing an engaging idea reflecting depth of thought with specific examples; Activity</p> <p>Uniform or Dress Codes: There's a Difference (Applied Lesson). See directions for prompt. Click "Need Help for Getting Started."</p> <p><a href="https://texas.thinkcerca.com/lessons/15828/lesson_steps/6">https://texas.thinkcerca.com/lessons/15828/lesson_steps/6</a></p> <p>NEW WORDING</p>	<p>Citation: Uniform or Dress Code: There's a Difference (Applied Lesson) See directions for prompt. Click "Need help getting started."</p> <p><a href="https://learn.thinkcerca.com/lessons/20062/lesson_steps/6">https://learn.thinkcerca.com/lessons/20062/lesson_steps/6</a></p> <p>NEW WORDING</p> <p>Reason for changing wording in instructional material: Better support for students to write on either side of a debatable question.</p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>(10)(B)(xv) develop drafts into a structured piece of writing by developing an engaging idea reflecting depth of thought with specific details</p> <p>Uniform or Dress Codes: There's a Difference (Applied Lesson). See directions for prompt. Click "Need Help for Getting Started."</p> <p><a href="https://texas.thinkcerca.com/lessons/15828/lesson_steps/6">https://texas.thinkcerca.com/lessons/15828/lesson_steps/6</a></p> <p>NEW WORDING</p>	<p>Citation: Uniform or Dress Code: There's a Difference (Applied Lesson) See directions for prompt. Click "Need help getting started."</p> <p><a href="https://learn.thinkcerca.com/lessons/20062/lesson_steps/6">https://learn.thinkcerca.com/lessons/20062/lesson_steps/6</a></p> <p>NEW WORDING</p> <p>Reason for changing wording in instructional material: Better support for students to write on either side of a debatable question.</p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>(10)(B)(xvi) develop drafts into a structured piece of writing by developing an engaging idea reflecting depth of thought with specific examples; Activity</p> <p>Uniform or Dress Codes: There's a Difference (Applied Lesson). See directions for prompt. Click "Need Help for Getting Started."</p> <p><a href="https://texas.thinkcerca.com/lessons/15828/lesson_steps/6">https://texas.thinkcerca.com/lessons/15828/lesson_steps/6</a></p> <p>NEW WORDING</p>	<p>Citation: Uniform or Dress Code: There's a Difference (Applied Lesson) See directions for prompt. Click "Need help getting started."</p> <p><a href="https://learn.thinkcerca.com/lessons/20062/lesson_steps/6">https://learn.thinkcerca.com/lessons/20062/lesson_steps/6</a></p> <p>NEW WORDING</p> <p>Reason for changing wording in instructional material: Better support for students to write on either side of a debatable question.</p>

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	<p><b>NEW WORDING</b></p>	
<p>Add Row (+)</p>	<p>(10)(B)(xxii) develop drafts into a coherent piece of writing by developing an engaging idea reflecting depth of thought with specific facts; Activity</p>	<p>Citation: Uniform or Dress Code: There's a Difference (Applied Lesson) See directions for prompt. Click "Need help getting started."</p> <p><a href="https://learn.thinkcerca.com/lessons/20062/lesson_steps/6">https://learn.thinkcerca.com/lessons/20062/lesson_steps/6</a></p>
<p>Remove Row (-)</p>	<p>Uniform or Dress Codes: There's a Difference (Applied Lesson). See directions for prompt. Click "Need Help for Getting Started."</p> <p><a href="https://texas.thinkcerca.com/lessons/15828/lesson_steps/6">https://texas.thinkcerca.com/lessons/15828/lesson_steps/6</a></p>	
	<p><b>NEW WORDING</b></p>	<p><b>NEW WORDING</b></p> <p>Reason for changing wording in instructional material: Better support for students to write on either side of a debatable question.</p>
<p>Add Row (+)</p>	<p>(10)(B)(xxiii) develop drafts into a coherent piece of writing by developing an engaging idea reflecting depth of thought with specific details; Activity</p>	<p>Citation: Uniform or Dress Code: There's a Difference (Applied Lesson) See directions for prompt. Click "Need help getting started."</p> <p><a href="https://learn.thinkcerca.com/lessons/20062/lesson_steps/6">https://learn.thinkcerca.com/lessons/20062/lesson_steps/6</a></p>
<p>Remove Row (-)</p>	<p>Uniform or Dress Codes: There's a Difference (Applied Lesson). See directions for prompt. Click "Need Help for Getting Started."</p> <p><a href="https://texas.thinkcerca.com/lessons/15828/lesson_steps/6">https://texas.thinkcerca.com/lessons/15828/lesson_steps/6</a></p>	
	<p><b>NEW WORDING</b></p>	<p><b>NEW WORDING</b></p> <p>Reason for changing wording in instructional material: Better support for students to write on either side of a debatable question.</p>
<p>Add Row (+)</p>	<p>(10)(B)(xxiv) develop drafts into a coherent piece of writing by developing an engaging idea reflecting depth of thought with specific examples; Activity</p>	<p>Citation: Uniform or Dress Code: There's a Difference (Applied Lesson) See directions for prompt. Click "Need help getting started."</p> <p><a href="https://learn.thinkcerca.com/lessons/20062/lesson_steps/6">https://learn.thinkcerca.com/lessons/20062/lesson_steps/6</a></p>
<p>Remove Row (-)</p>	<p>Uniform or Dress Codes: There's a Difference (Applied Lesson). See directions for prompt. Click "Need Help for Getting Started."</p> <p><a href="https://texas.thinkcerca.com/lessons/15828/lesson_steps/6">https://texas.thinkcerca.com/lessons/15828/lesson_steps/6</a></p>	
	<p><b>NEW WORDING</b></p>	<p><b>NEW WORDING</b></p> <p>Reason for changing wording in instructional material: Better support for students to write on either side of a debatable question.</p>
	<p>(11)(C)(i) compose multi-paragraph argumentative texts using genre characteristics; Activity</p>	<p>Citation: Uniform or Dress Code: There's a Difference (Applied Lesson) See directions for prompt. Click</p>

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<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>Uniform or Dress Codes: There's a Difference (Applied Lesson). See directions for prompt. Click "Need Help for Getting Started."</p> <p><a href="https://texas.thinkcerca.com/lessons/15828/lesson_steps/6">https://texas.thinkcerca.com/lessons/15828/lesson_steps/6</a></p> <p>NEW WORDING</p>	<p>"Need help getting started."</p> <p><a href="https://learn.thinkcerca.com/lessons/20062/lesson_steps/6">https://learn.thinkcerca.com/lessons/20062/lesson_steps/6</a></p> <p>NEW WORDING Reason for changing wording in instructional material: Better support for students to write on either side of a debatable question.</p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>(11)(C)(ii) compose multi-paragraph argumentative texts using craft; Activity</p> <p>Citation: Uniform or Dress Codes: There's a Difference (Applied Lesson). See directions for prompt. Click "Need Help for Getting Started."</p> <p><a href="https://texas.thinkcerca.com/lessons/15828/lesson_steps/6">https://texas.thinkcerca.com/lessons/15828/lesson_steps/6</a></p> <p>NEW WORDING</p>	<p>Citation: Uniform or Dress Code: There's a Difference (Applied Lesson) See directions for prompt. Click "Need help getting started."</p> <p><a href="https://learn.thinkcerca.com/lessons/20062/lesson_steps/6">https://learn.thinkcerca.com/lessons/20062/lesson_steps/6</a></p> <p>NEW WORDING Reason for changing wording in instructional material: Better support for students to write on either side of a debatable question.</p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>(8)(F)(ii) analyze characteristics of digital texts; Activity</p> <p>Citation: Why Teens Should Be On Social Media (Applied Lessons) See directions for Step 3: Engage with the Text.</p> <p><a href="https://texas.thinkcerca.com/teacher/library/lessons/16861">https://texas.thinkcerca.com/teacher/library/lessons/16861</a></p> <p>NEW LESSON CITED Reason for changing citation: License to include selection in current lesson is expiring.</p>	<p>Citation: Uniform or Dress Code: There's a Difference (Writing Lesson) See directions for Step 3: Engage with the Text</p> <p><a href="https://learn.thinkcerca.com/lessons/22185/lesson_steps/3">https://learn.thinkcerca.com/lessons/22185/lesson_steps/3</a></p> <p>NEW LESSON CITED Reason for citing this lesson: Lesson gives students the opportunity to practice skills in the TEKS. This lesson is not new to the product; it is merely a new citation. Lesson contains a well-written digital selection for students to analyze. Selection has been through a rigorous editorial process, and Texas teachers have approved this selection.</p>

The undersigned certifies that the materials included in this update request meet the applicable essential knowledge and skills, are free from factual errors, and comply with applicable accessibility and manufacturing standards. The undersigned further understands and agrees to supply the previous version of the state-adopted instructional material to school districts that choose to continue using the previous version during the duration of the original contract.

By completing the information below, you are signing this document electronically. You agree that your electronic signature is the equivalent of your manual signature.

Signature of Company Official

**Laura Litton**

Digitally signed by Laura Litton  
Date: 2019.04.12 09:35:03 -05'00'

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Title

Director of Enablement

Date Signed

Apr 12, 2019



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Publishers that wish to make changes to currently adopted instructional materials are required to submit a written request to TEA.

All updates to content used to determine the Texas Essential Knowledge and Skills (TEKS) coverage must be approved by the State Board of Education (SBOE) prior to their introduction into the material. All updates that do not involve content used to determine TEKS coverage must be approved by TEA. With prior TEA approval, publishers may, at any time, make changes that do not affect the content, such as technical enhancements or improvements.

The request must be accompanied by an electronic sample of the updated content. An updated *Correlation to the TEKS and ELPS* will be required if the update involves content used to determine TEKS coverage in the initial review.

Please refer to 19 Texas Administrative Code §[66.75](#) for more information.

Please complete all required fields, and submit the form by clicking the Submit by Email button. Send the electronic sample and correlations, if required, to [review.adoption@tea.texas.gov](mailto:review.adoption@tea.texas.gov).

From	Laura Litton		Date	Apr 22, 2019									
Publisher	ThinkCERCA												
Subject Area	English Language Arts and Reading												
Grade Level(s) or Course(s)	8												
Proclamation Year	2019		Copyright Year	2019									
Does this update change content used to demonstrate TEKS or ELPS coverage?	Yes - TEKS												
Program Title	ThinkCERCA, Texas Edition, Grade 8												
Program ISBN	9	7	8	0	9	9	9	8	5	6	1	7	8
Component Title	ThinkCERCA, Texas Edition, Grade 8 Teacher Edition Digital Courseware												
Component ISBN	9	7	8	0	9	9	9	8	5	6	1	2	3

Provide a brief description of the proposed changes.

We will be retiring our original lessons cited for TEKS coverage because we are no longer licensing the software engine that was used for these lessons. We are replacing the lessons with updated lessons, using new software and a new design. The updated lessons cover the same concepts as the original, although the lessons are not identical. We would like to change our citations for TEKS coverage to cite the updated lessons.

Skills Lessons are interactive lessons that provide grade-level instruction and practice in critical literacy skills. These lessons

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give students the opportunity to dynamically engage with texts by highlighting and annotating and include scaffolded checks and graded assessments for measuring understanding.

All Skills Lessons are discrete, differentiated for grades 3-12, and aligned to TEKS. They can be used as both an introduction to new material or as a platform to practice and sharpen skills that have been previously taught. Skills lessons are especially effective when assigned in tandem with Writing Lessons geared toward each student's personal growth focus.

Provide a side-by-side comparison between currently adopted content and proposed updated content. Include as much detail as possible.

	Currently Adopted Content	Proposed Update
<div style="text-align: center;">Add Row (+)</div> <div style="text-align: center;">Remove Row (-)</div>	10(B)(xiv) - Narrative - Organizing and Presenting Reasons (skill lesson). 4 clicks ("What are some general rules when choosing the reasoning?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/17464">https://texas.thinkcerca.com/teacher/library/lessons/17464</a>	Selecting and Arranging Reasons (Skill Lesson), "Supporting your reasons with evidence" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22653?step=Ng%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22653?step=Ng%3D%3D</a>
<div style="text-align: center;">Add Row (+)</div> <div style="text-align: center;">Remove Row (-)</div>	10(C)(i) - Activity - Revising for Clarity, Development, and Organization (skill lesson). 11 clicks ("How do writers revise for clarity?"), 12 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18395">https://texas.thinkcerca.com/teacher/library/lessons/18395</a>	Revising for Clarity, Development, and Organization (Skill Lesson), "Select the three sentences that should be revised for clarity." and click forward once for "Which revision makes the ideas more clear?" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22826?step=MTc%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22826?step=MTc%3D</a>
<div style="text-align: center;">Add Row (+)</div> <div style="text-align: center;">Remove Row (-)</div>	10(C)(i) - Narrative - Revising for Clarity, Development, and Organization (skill lesson). 4 clicks ("What is revision?"), 8 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18395">https://texas.thinkcerca.com/teacher/library/lessons/18395</a>	Revising for Clarity, Development, and Organization (Skill Lesson), "You can revise your writing to improve clarity." and click forward once for "You may need to remove words and sentences to improve clarity." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22826?step=MTQ%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22826?step=MTQ%3D</a>
<div style="text-align: center;">Add Row (+)</div> <div style="text-align: center;">Remove Row (-)</div>	10(C)(ii) - Activity - Revising for Clarity, Development, and Organization (skill lesson). 14 clicks ("How does revising improve the development clarity of writing?"), 16-17 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18395">https://texas.thinkcerca.com/teacher/library/lessons/18395</a>	Revising for Clarity, Development, and Organization (Skill Lesson), "Identify characteristics of a passage with well-developed ideas." and click forward once for "Which option best develops this idea: Senior citizens are important to families in a community." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22826?step=MTI%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22826?step=MTI%3D</a>

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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(C)(ii) - Narrative - Revising for Clarity, Development, and Organization (skill lesson). 4 clicks ("What is revision?"), 15 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18395">https://texas.thinkcerca.com/teacher/library/lessons/18395</a></p>	<p>Revising for Clarity, Development, and Organization (Skill Lesson), "You can revise your writing to improve the development of your ideas." and click forward once for "This example shows how to revise for idea development." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22826?step=MTA%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22826?step=MTA%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(C)(iii) - Activity - Revising for Clarity, Development, and Organization (skill lesson). 18 clicks ("How does revising help a writer to organize ideas?"), 19 clicks, 21 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18395">https://texas.thinkcerca.com/teacher/library/lessons/18395</a></p>	<p>Revising for Clarity, Development, and Organization (Skill Lesson), "What makes this a well-organized passage?" and click forward once for "Which revision puts the text in the most logical order?" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22826?step=OA%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22826?step=OA%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(C)(iii) - Narrative - Revising for Clarity, Development, and Organization (skill lesson). 4 clicks ("What is revision?"), 13 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18395">https://texas.thinkcerca.com/teacher/library/lessons/18395</a></p>	<p>Revising for Clarity, Development, and Organization (Skill Lesson), "You can revise the organization of your writing." and click forward once for "This example shows how to revise writing to improve organization." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22826?step=Ng%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22826?step=Ng%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(C)(iv) - Activity - Revising for Style and Word Choice (skill lesson). 14 clicks ("Which words or phrases should the writer revise because they are inconsistent with the formal style of the passage?"), 15 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18359">https://texas.thinkcerca.com/teacher/library/lessons/18359</a></p>	<p>Maintaining Style and Revisions for Word Choice (Skill Lesson), "Choose the phrases that maintain an informal, entertaining narrative style." and click forward once for "Select 2 sentences that do not maintain the formal style and neutral tone." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22759?step=OQ%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22759?step=OQ%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(C)(iv) - Narrative - Revising for Style and Word Choice (skill lesson). 4 clicks ("What is revision?"), 12 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18359">https://texas.thinkcerca.com/teacher/library/lessons/18359</a></p>	<p>Maintaining Style and Revisions for Word Choice (Skill Lesson), "You can revise your word choice to fit your audience." and click forward once for "You can revise your word choice to fit your purpose." and click forward once for "Revised text from formal to informal narrative that entertains." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22759?step=Ng%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22759?step=Ng%3D</a></p>

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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(C)(v) - Activity - Revising for Style and Word Choice (skill lesson).8 clicks ("Which word best replaces the underlined word to precisely convey the idea?"), 9 clicks, 11 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18359">https://texas.thinkcerca.com/teacher/library/lessons/18359</a></p>	<p>Maintaining Style and Revisions for Word Choice (Skill Lesson), "How can you revise your writing to make your words clear and precise?" and click forward once for "Which revision creates a mood of frustration?" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22759?step=MTg%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22759?step=MTg%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(C)(v) - Narrative - Revising for Style and Word Choice (skill lesson). 4 clicks ("What is revision?"), 6 clicks, <a href="https://texas.thinkcerca.com/teacher/library/lessons/18359">https://texas.thinkcerca.com/teacher/library/lessons/18359</a></p>	<p>Maintaining Style and Revisions for Word Choice (Skill Lesson), "You can revise your words to make them clear and precise." and click forward once for "You can revise your words to convey a specific feeling to your audience." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22759?step=MTU%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22759?step=MTU%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(C)(vi) - Narrative - Revising for Style and Word Choice (skill lesson). 4 clicks ("What is revision?"), 16 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18359">https://texas.thinkcerca.com/teacher/library/lessons/18359</a></p>	<p>Maintaining Style and Revisions for Word Choice (Skill Lesson), "You can revise your sentences to improve your writing." and click forward once for "Revised text with sentences of varied lengths that enhance meaning. " <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22759?step=MTE%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22759?step=MTE%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(D)(i) - Activity - Subject Verb Agreement in Complex Sentences (skill lesson). 7 clicks ("Which sentence should be revised?"), 15 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18339">https://texas.thinkcerca.com/teacher/library/lessons/18339</a></p>	<p>Sentence Errors Sentence Errors (Skill Lesson), "Is the subject-verb agreement correct or incorrect in the following examples?"</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(D)(i) - Narrative - Subject Verb Agreement in Complex Sentences (skill lesson). 4 clicks ("What is subject-verb agreement?"), 13 clicks, 21 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18339">https://texas.thinkcerca.com/teacher/library/lessons/18339</a></p>	<p>Sentence Errors (Skill Lesson), "You should make sure your subject and verb agree." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22717?step=NQ%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22717?step=NQ%3D%3D</a></p>

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<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>10(D)(ii) - Narrative - Sentence Errors (skill lesson). 15 clicks ("What is a comma splice?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18337">https://texas.thinkcerca.com/teacher/library/lessons/18337</a></p>	<p>Sentence Errors (Skill Lesson), "One type of run-on sentence is called a comma splice." and click forward once for "This example shows how to divide a comma splice into two sentences." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22717?step=MTc%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22717?step=MTc%3D</a></p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>10(D)(ii) - Activity - Sentence Errors (skill lesson). 17 clicks ("How does a writer choose the correct conjunction to connect two complete thoughts within a sentence?"), 19 clicks, 21 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18337">https://texas.thinkcerca.com/teacher/library/lessons/18337</a></p>	<p>Sentence Errors (Skill Lesson), "Which of the following is a comma splice?" and click forward once for "Which of the following are correct strategies for revising a comma splice?" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22717?step=MjM%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22717?step=MjM%3D</a></p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>10(D)(iv) - Activity - Sentence Errors (skill lesson). 7 clicks ("How do writers revise a fragment to make a complete sentence?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18337">https://texas.thinkcerca.com/teacher/library/lessons/18337</a></p>	<p>Sentence Errors (Skill Lesson), "Which of the following is a sentence fragment?" and click forward once for "Are the following statements true or false?" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22717?step=MTA%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22717?step=MTA%3D</a></p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>10(D)(iv) - Narrative - Sentence Errors (skill lesson). 4 clicks ("What are fragments?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18337">https://texas.thinkcerca.com/teacher/library/lessons/18337</a></p>	<p>Sentence Errors (Skill Lesson), "You should use complete sentences." and click forward once for "You can revise a fragment by adding the missing subject or predicate." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22717?step=OA%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22717?step=OA%3D%3D</a></p>
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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(D)(xv) - Narrative - Punctuation (skill lesson). 12 clicks ("How is a semicolon used?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18327">https://texas.thinkcerca.com/teacher/library/lessons/18327</a></p>	<p>Punctuation: Periods, Colons, and Semicolons (Skill Lesson), "Punctuation provides clues to the readers." and click forward once for "Types of sentences" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22881?step=Mg%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22881?step=Mg%3D%3D</a></p>
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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(D)(xvi) - Activity - Punctuation (skill lesson). 19 clicks ("Which word in each sentence below should be followed by a colon?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18327">https://texas.thinkcerca.com/teacher/library/lessons/18327</a></p>	<p>Punctuation: Periods, Colons, and Semicolons (Skill Lesson), "What was a colon used to introduce?" and click forward once for "What was a colon used to introduce?" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22881?step=MTM%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22881?step=MTM%3D</a></p>
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<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>12(B)(ii) - Narrative - Developing and Revising a Research Plan (skill lesson.) 15 clicks ("How do writers draft and revise their research plans?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18405?tab=details">https://texas.thinkcerca.com/teacher/library/lessons/18405?tab=details</a></p>	<p>Developing and Revising a Research Plan (Skill Lesson), "Revise your research plan as you work." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22711?step=MTE%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22711?step=MTE%3D</a></p>

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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>2(C)(iii) - Activity - Word Meanings with Greek and Latin Roots (Skills and Concepts), 7-10 clicks ("How can prefixes and suffixes change a root's meaning?" + following) <a href="https://texas.thinkcerca.com/teacher/library/lessons/18373">https://texas.thinkcerca.com/teacher/library/lessons/18373</a></p>	<p>Using Affixes and Greek and Latin Roots to Determine Meaning (Skill Lesson), "What is the Latin root meaning "go" in the word procedure?" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22629?step=MTA%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22629?step=MTA%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>2(C)(iv) - Activity - Word Meanings with Greek and Latin Roots (Skills and Concepts), 8-11 clicks ("How do common suffixes form nouns?" + following), 13 clicks ("How are words of Latin origin used in sentences?"), 16 clicks ("How can words of Latin origin be used in sentences?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18373">https://texas.thinkcerca.com/teacher/library/lessons/18373</a></p>	<p>Using Affixes and Greek and Latin Roots to Determine Meaning (Skill Lesson, "The root ast means "star." Has this root influenced the meaning of these words?") <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22629?step=MTU%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22629?step=MTU%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>3[A](i) - Narrative - The Reading Process: Active Reading (Skills and Concepts), 21 clicks ("What do readers use to determine the best way to read a text?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18400">https://texas.thinkcerca.com/teacher/library/lessons/18400</a></p>	<p>The Reading Process: Active Reading (Skill Lesson), "You should adjust how you read based on your purpose." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22602?step=MTM%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22602?step=MTM%3D</a></p>
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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>6(D)(ii) - Activity - Paraphrasing and Summarizing (Skills and Concepts), 6-7 clicks ("Which paraphrase is the better example?" + following) <a href="https://texas.thinkcerca.com/teacher/library/lessons/18431">https://texas.thinkcerca.com/teacher/library/lessons/18431</a></p>	<p>Summarizing Informational Texts (Skill Lesson), "Select the correct word or phrase to complete these sentences." and click forward once for "Which example paraphrases correctly?" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22760?step=MTg%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22760?step=MTg%3D</a></p>
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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>7(B)(i) - Activity - Conflict and Characters (Skills and Concepts), 10-12 clicks ("How do character's actions influence a story's events?" + following) <a href="https://texas.thinkcerca.com/teacher/library/lessons/18411">https://texas.thinkcerca.com/teacher/library/lessons/18411</a></p>	<p>Conflict and Character (Skill Lesson), "Select the sentence that reveals James' motivations for watching the events at the house." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22611?step=MTA%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22611?step=MTA%3D</a></p>

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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>7(B)(iv) - Narrative - Conflict and Characters (Skills and Concepts), 13 clicks ("How do characters' words and actions influence a story's plot?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18411">https://texas.thinkcerca.com/teacher/library/lessons/18411</a></p>	<p>Conflict and Character Conflict and Character (Skill Lesson), "Characters may resolve the main conflict in the story."</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>7(B)(iv) - Activity - Conflict and Characters (Skills and Concepts), 17-20 clicks ("What is the main conflict?" + following) <a href="https://texas.thinkcerca.com/teacher/library/lessons/18411">https://texas.thinkcerca.com/teacher/library/lessons/18411</a></p>	<p>Conflict and Character (Skill Lesson), "How did the characters resolve the conflict?" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22611?step=MTY%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22611?step=MTY%3D</a></p>

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<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>7(C)(ii) - Activity - Plot Development in Narratives (Skills and Concepts), 10 clicks ("Are the plots linear or nonlinear?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18301">https://texas.thinkcerca.com/teacher/library/lessons/18301</a></p>	<p>Time as a Storytelling Tool (Skill Lesson), "Complete the passage about ways to use time as a storytelling tool." and click forward once for "Does the language used by the writer indicate a linear or nonlinear storyline?" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22613?step=NQ%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22613?step=NQ%3D%3D</a></p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>7(D)(i) - Activity - Setting, Story Events, and Narrative Structure (Skills and Concepts), 21 clicks ("What aspect of setting is being described in the story examples?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18419">https://texas.thinkcerca.com/teacher/library/lessons/18419</a></p>	<p>Setting in Narrative Writing (Skill Lesson), "How does the culture of the setting influence this story?" and click forward once for "Select three instances of culture influencing the setting of the following scene." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22616?step=Nw%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22616?step=Nw%3D%3D</a></p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>7(D)(i) - Narrative - Setting, Story Events, and Narrative Structure (Skills and Concepts), 19 clicks ("How does a story's setting influence plot and character development?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18419">https://texas.thinkcerca.com/teacher/library/lessons/18419</a></p>	<p>Setting in Narrative Writing (Skill Lesson), "The culture of your setting can affect characters and events." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22616?step=Ng%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22616?step=Ng%3D%3D</a></p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>7(D)(ii) - Activity - Setting, Story Events, and Narrative Structure (Skills and Concepts), 20 clicks ("Which elements of setting are being described?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18419">https://texas.thinkcerca.com/teacher/library/lessons/18419</a></p>	<p>Setting in Narrative Writing (Skill Lesson), "How does the culture of the setting influence this story?" and click forward once for "Select three instances of culture influencing the setting of the following scene." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22616?step=Nw%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22616?step=Nw%3D%3D</a></p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>7(D)(ii) - Narrative - Setting, Story Events, and Narrative Structure (Skills and Concepts), 19 clicks ("How does a story's setting influence plot and character development?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18419">https://texas.thinkcerca.com/teacher/library/lessons/18419</a></p>	<p>Setting in Narrative Writing (Skill Lesson), "The culture of your setting can affect characters and events." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22616?step=Ng%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22616?step=Ng%3D%3D</a></p>

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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>8(C)(i) - Narrative - Developing Dramatic Action Through Acts and Scenes (skill lesson). 8 clicks ("What are acts in drama?"), 11 clicks ("Why do playwrights use acts?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18360">https://texas.thinkcerca.com/teacher/library/lessons/18360</a></p>	<p>Structural Development Across Literary Genres (Skill Lesson), "Scenes can provide structure to dramas." and click forward once for "This passage shows an example of the beginning of a scene." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22867?step=MTE%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22867?step=MTE%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>8(C)(i) - Activity - Developing Dramatic Action Through Acts and Scenes (skill lesson). 12 clicks ("What do acts accomplish in a play?") 13 clicks, and 20-22 clicks. <a href="https://texas.thinkcerca.com/teacher/library/lessons/18360">https://texas.thinkcerca.com/teacher/library/lessons/18360</a></p>	<p>Structural Development Across Literary Genres (Skill Lesson), "Select the words that best complete the paragraph." and click forward once for "How do the acts of the play organize the action?" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22867?step=MTc%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22867?step=MTc%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>8(C)(ii) - Narrative - Developing Dramatic Action Through Acts and Scenes (skill lesson). 4 clicks ("What are scenes in drama?"), 10 clicks ("How do playwrights use scenes to develop the plot?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18360">https://texas.thinkcerca.com/teacher/library/lessons/18360</a></p>	<p>Structural Development Across Literary Genres (Skill Lesson), "Acts can also provide structure to dramas." and click forward once for "This example shows how a play is organized into acts." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22867?step=MTU%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22867?step=MTU%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>8(C)(ii) - Activity - Developing Dramatic Action Through Acts and Scenes (skill lesson). 5 clicks ("What are scenes in plays?"), 6 clicks, 15-16 clicks, 19 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18360">https://texas.thinkcerca.com/teacher/library/lessons/18360</a></p>	<p>Structural Development Across Literary Genres (Skill Lesson), "What is the function of the scene?" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22867?step=MTQ%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22867?step=MTQ%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>8(D)(i) - Narrative - The Thesis Statement in Informational Text (skill lesson). 4 clicks ("How do writers introduce informational texts?"), 8 clicks, 20 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18363">https://texas.thinkcerca.com/teacher/library/lessons/18363</a></p>	<p>The Thesis Statement (Skill Lesson), "How to Write a Thesis Statement" and click forward 3 times for "Support your thesis statement with evidence." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22840?step=Ng%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22840?step=Ng%3D%3D</a></p>

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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>8(D)(iii) - Narrative - Organizational Patterns in Informational Texts (skill lesson). 4 clicks ("What is an organizational pattern?"), 6-8 clicks ("What is the definition organizational pattern?"), 20 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18352">https://texas.thinkcerca.com/teacher/library/lessons/18352</a></p>	<p>Organizational Patterns in Informative Writing (Skill Lesson), "What are organizational patterns?" and click forward once for "Why do writers use organizational patterns?" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22747?step=Mg%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22747?step=Mg%3D%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>8(D)(iii) - Activity - Organizational Patterns in Informational Texts (skill lesson). 12 clicks ("How do writers signal to readers the organizational pattern they are using in a text?"), 13-19 clicks, 21-23 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18352">https://texas.thinkcerca.com/teacher/library/lessons/18352</a></p>	<p>Organizational Patterns in Informative Writing (Skill Lesson), "What statement explains the purpose of an organizational pattern?" and click forward once for "Select the correct words to complete this passage on organizational patterns." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22747?step=NA%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22747?step=NA%3D%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>8(E)(i) - Narrative - Claims (skill lesson). 4 clicks ("What is a claim?"), 8 clicks ("A claim should be arguable and not just state a fact, opinion, or definition") <a href="https://texas.thinkcerca.com/teacher/library/lessons/17609">https://texas.thinkcerca.com/teacher/library/lessons/17609</a></p>	<p>Claims in Arguments (Skill Lesson), "What is a claim?" and click forward once for "An example of a claim" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22753?step=Mg%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22753?step=Mg%3D%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>8(E)(ii) - Activity - Organizing Arguments (skill lesson). 9 clicks ("Read both versions of the paragraph. What impact does the second format have?"), 16-19 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/17553">https://texas.thinkcerca.com/teacher/library/lessons/17553</a></p>	<p>Organizing Arguments (Skill Lesson), "Highlight the two reasons the writer uses to support the claim." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22572?step=OA%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22572?step=OA%3D%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>8(E)(ii) - Narrative - Organizing Arguments (skill lesson). 4 clicks ("What is one way to organize an argument?"), 5-8 clicks, 10 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/17553">https://texas.thinkcerca.com/teacher/library/lessons/17553</a></p>	<p>Organizing Arguments (Skill Lesson), "How are arguments organized?" and click forward once for "A well-organized argument" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22572?step=Mg%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22572?step=Mg%3D%3D</a></p>

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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>8(E)(iv) - Narrative - Alternate Viewpoints and Counterargument (skill lesson). 11 clicks ("Why do writers include counterarguments?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18384">https://texas.thinkcerca.com/teacher/library/lessons/18384</a></p>	<p>Counterarguments (Skill Lesson), "What is a counterargument?" and click forward once to "You can include a counterargument to strengthen your argument." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22596?step=Mg%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22596?step=Mg%3D%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>8(E)(iv) - Activity - Alternate Viewpoints and Counterargument (skill lesson). 12 clicks ("How does a counterargument strengthen an argument?"), 13-14 clicks, 22 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18384">https://texas.thinkcerca.com/teacher/library/lessons/18384</a></p>	<p>Counterarguments (Skill Lesson), "Which statements about counterarguments are true?" and click forward once for "Complete the description of a counterargument." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22596?step=Ng%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22596?step=Ng%3D%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>8(E)(v) - Activity - Audience (skill lesson). 5 clicks ("What is an audience?"), 7-8 clicks, 10-11 clicks, 13-15 clicks, 17-18 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18391">https://texas.thinkcerca.com/teacher/library/lessons/18391</a></p>	<p>Audience (Skill Lesson), "Determine which audience would most likely care about each argument." and click forward once for "Highlight the two sentences that best reveal the argument is written for an audience of teens." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22583?step=NA%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22583?step=NA%3D%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>8(E)(vii) - Narrative - Why We Write Arguments (skill lesson). 11 clicks ("What makes an argument effective?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/17513">https://texas.thinkcerca.com/teacher/library/lessons/17513</a></p>	<p>Purpose of Arguments (Skill Lesson), "What is an argument?" and click forward once for "Here is an example of an argument." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22632?step=Mg%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22632?step=Mg%3D%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>8(E)(vii) - Activity - Why We Write Arguments (skill lesson). 12 clicks, ("Effective arguments contain claims."), 13-14 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/17513">https://texas.thinkcerca.com/teacher/library/lessons/17513</a></p>	<p>Purpose of Arguments (Skill Lesson), "Where would this argument most likely be used?" and click forward once for "Where would these claims most likely be used?" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22632?step=MTE%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22632?step=MTE%3D</a></p>

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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>8(E)(x) - Activity - Audience (skill lesson). 8 clicks ("Which audience did the writer most likely not consider when creating their argument?"), 20-21 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18391">https://texas.thinkcerca.com/teacher/library/lessons/18391</a></p>	<p>Audience (Skill Lesson), "Determine which audience would most likely care about each argument." and click forward once for "Highlight the two sentences that best reveal the argument is written for an audience of teens." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22583?step=NA%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22583?step=NA%3D%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>9(A)(ii) - Narrative - The Purpose of Narratives (skill lesson). 19 clicks ("What are themes in narrative writing?"), 21 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/17508">https://texas.thinkcerca.com/teacher/library/lessons/17508</a></p>	<p>The Purpose of Narrative Writing (Skill Lesson), "You can use narrative writing to send a message." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22808?step=MTY%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22808?step=MTY%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>9(E)(ii) - Activity - Using Author's Crafts (skills lesson). 6 clicks ("Which scenario is an example of suspense?"), 7 clicks, 9-11 clicks, 13-15 clicks, 18-20 clicks, 22 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18379">https://texas.thinkcerca.com/teacher/library/lessons/18379</a></p>	<p>Irony and Suspense (Skill Lesson), "Which example uses dramatic irony?" and click forward once for "Highlight two examples of dramatic irony in the story." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22655?step=MTA%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22655?step=MTA%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>9(E)(ii) - Narrative - Using Author's Crafts (skills lesson). 4 clicks ("What is suspense?"), 8 clicks, 12 clicks, 16 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18379">https://texas.thinkcerca.com/teacher/library/lessons/18379</a></p>	<p>Irony and Suspense (Skill Lesson), "You can use irony to surprise and amuse readers." and click forward once for "You can give readers information your characters do not know." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22655?step=Nw%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22655?step=Nw%3D%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>9(E)(iv) - Activity - Using Author's Crafts (skills lesson). 17 clicks ("Why would a writer include verbal irony in a narrative?"), 21 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18379">https://texas.thinkcerca.com/teacher/library/lessons/18379</a></p>	<p>Irony and Suspense (Skill Lesson), "Which example uses dramatic irony?" and click forward once for "Highlight two examples of dramatic irony in the story." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22655?step=MTA%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22655?step=MTA%3D</a></p>



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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>9(E)(iv) - Narrative - Using Author's Crafts (skills lesson). Click 8 times ("What Is Dramatic Irony?"), 12 times (situational irony), 16 times (verbal irony) <a href="https://texas.thinkcerca.com/teacher/library/lessons/18379">https://texas.thinkcerca.com/teacher/library/lessons/18379</a></p>	<p>Irony and Suspense (Skill Lesson), "You can use irony to surprise and amuse readers." and click forward once for "You can give readers information your characters do not know." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22655?step=Nw%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22655?step=Nw%3D%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>9(F)(i) - Activity - Word Choice (skills lesson). 7 clicks ("How does word choice develop mood?"), 8 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18347">https://texas.thinkcerca.com/teacher/library/lessons/18347</a></p>	<p>Impact of Word Choice in Literary Texts (Skill Lesson), "Select three phrases that help create a mood of annoyance." and click forward once for "Which sentence conveys a romantic mood?" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22750?step=OA%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22750?step=OA%3D%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>9(F)(i) - Narrative - Word Choice (skills lesson). 5 clicks ("How does word choice impact mood?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18347">https://texas.thinkcerca.com/teacher/library/lessons/18347</a></p>	<p>Impact of Word Choice in Literary Texts (Skill Lesson), "You can look for specific techniques that convey mood." and click forward once for "Word choice and mood" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22750?step=Ng%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22750?step=Ng%3D%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>9(F)(ii) - Activity - Word Choice (skills lesson). 11 clicks ("How does word choice shape voice?"), 12 clicks, 14-15 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18347">https://texas.thinkcerca.com/teacher/library/lessons/18347</a></p>	<p>Impact of Word Choice in Literary Texts (Skill Lesson), "Which statement best describes the author's voice?" and click forward once for "Select two examples of specific verbs that develop the author's voice." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22750?step=MTM%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22750?step=MTM%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>9(F)(ii) - Narrative - Word Choice (skills lesson). 10 clicks ("How does word choice impact voice?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18347">https://texas.thinkcerca.com/teacher/library/lessons/18347</a></p>	<p>Impact of Word Choice in Literary Texts (Skill Lesson), "Word choice reveals information about the author." and click forward once for "Authors develop a voice that fits the purpose and audience." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22750?step=MTA%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22750?step=MTA%3D</a></p>


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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>9(F)(iii) - Activity - Word Choice (skills lesson). 18 clicks ("How is the writer's tone shaped by word choice?"), 19-22 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18347">https://texas.thinkcerca.com/teacher/library/lessons/18347</a></p>	<p>Impact of Word Choice in Literary Texts (Skill Lesson), "Choose whether the author's tone is one of acceptance or persuasion." and click forward once for "Select two examples of analogies that develop the author's nervous tone." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22750?step=MTc%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22750?step=MTc%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>9(G)(i) - Narrative - Rhetorical Devices (skills lesson). 9 clicks ("Why do writers use rhetorical devices?"), 19 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18333">https://texas.thinkcerca.com/teacher/library/lessons/18333</a></p>	<p>Rhetorical Devices (Skill Lesson), "Make comparisons to help readers understand your reasoning." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22829?step=OQ%3D%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22829?step=OQ%3D%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>9(G)(i) - Activity - Rhetorical Devices (skills lesson). 10 clicks ("What are rhetorical devices?"), 11 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18333">https://texas.thinkcerca.com/teacher/library/lessons/18333</a></p>	<p>Rhetorical Devices (Skill Lesson), "Why do writers use rhetorical devices?" <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22829?step=MTE%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22829?step=MTE%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>9(G)(ii) - Activity - Rhetorical Devices (skills lesson). 17 clicks ("Why is the sentence a logical fallacy?") <a href="https://texas.thinkcerca.com/teacher/library/lessons/18333">https://texas.thinkcerca.com/teacher/library/lessons/18333</a></p>	<p>Rhetorical Devices (Skill Lesson), "Choose the best words to complete the sentences." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22829?step=MTY%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22829?step=MTY%3D</a></p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>9(G)(ii) - Narrative - Rhetorical Devices (skills lesson). 6 clicks ("Why is good reasoning important?"), 13 clicks ("Why do writers avoid logical fallacies?"), 19 clicks <a href="https://texas.thinkcerca.com/teacher/library/lessons/18333">https://texas.thinkcerca.com/teacher/library/lessons/18333</a></p>	<p>Rhetorical Devices (Skill Lesson), "You should avoid errors in your reasoning." and click forward once for "There are specific types of logical fallacies." <a href="https://learn.thinkcerca.com/teacher/skill_lessons/22829?step=MTM%3D">https://learn.thinkcerca.com/teacher/skill_lessons/22829?step=MTM%3D</a></p>

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The undersigned certifies that the materials included in this update request meet the applicable essential knowledge and skills, are free from factual errors, and comply with applicable accessibility and manufacturing standards. The undersigned further understands and agrees to supply the previous version of the state-adopted instructional material to school districts that choose to continue using the previous version during the duration of the original contract.

By completing the information below, you are signing this document electronically. You agree that your electronic signature is the equivalent of your manual signature.

Signature of Company Official	<b>Laura Litton</b>  Digitally signed by Laura Litton Date: 2019.04.22 14:55:53 -05'00'
Title	Director of Enablement
Date Signed	Apr 22, 2019

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Publishers that wish to make changes to currently adopted instructional materials are required to submit a written request to TEA.

All updates to content used to determine the Texas Essential Knowledge and Skills (TEKS) coverage must be approved by the State Board of Education (SBOE) prior to their introduction into the material. All updates that do not involve content used to determine TEKS coverage must be approved by TEA. With prior TEA approval, publishers may, at any time, make changes that do not affect the content, such as technical enhancements or improvements.

The request must be accompanied by an electronic sample of the updated content. An updated *Correlation to the TEKS and ELPS* will be required if the update involves content used to determine TEKS coverage in the initial review.

Please refer to 19 Texas Administrative Code §[66.75](#) for more information.

Please complete all required fields, and submit the form by clicking the Submit by Email button. Send the electronic sample and correlations, if required, to [review.adoption@tea.texas.gov](mailto:review.adoption@tea.texas.gov).

From	Laura Litton	Date	Apr 12, 2019										
Publisher	ThinkCERCA												
Subject Area	English Language Arts and Reading												
Grade Level(s) or Course(s)	8												
Proclamation Year	2019	Copyright Year	2019										
Does this update change content used to demonstrate TEKS or ELPS coverage?	Yes - TEKS												
Program Title	ThinkCERCA, Texas Edition, Grade 8 Digital Courseware												
Program ISBN	9	7	8	0	9	9	9	8	5	6	1	7	8
Component Title	ThinkCERCA, Texas Edition, Grade 8 Teacher Edition Digital Courseware												
Component ISBN	9	7	8	0	9	9	9	8	5	6	1	2	3

Provide a brief description of the proposed changes.

For some citations, we are proposing new citations because the license to include selections in currently cited lessons is expiring. Please see details below and the Addendum for 8th grade. Preview of new content is accessible using links provided below and login credentials [texas\\_teacher@thinkcerca.com](mailto:texas_teacher@thinkcerca.com), password TexasThinkcerca. Screen shots of relevant material and full texts of selections in newly cited lessons are included in the Addendum for 8th grade.

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Provide a side-by-side comparison between currently adopted content and proposed updated content. Include as much detail as possible.

	Currently Adopted Content	Proposed Update
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; text-align: center;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px; text-align: center;">Remove Row (-)</div>	<p>(10)(B)(vii) develop drafts into a focused piece of writing by developing an engaging idea reflecting depth of thought with specific details (Activity)</p> <p>Citation: Can Machines Learn Morality? (Applied Lesson) See directions for prompt. Click "Need help getting started."</p> <p><a href="https://texas.thinkcerca.com/lessons/16884/lesson_steps/6">https://texas.thinkcerca.com/lessons/16884/lesson_steps/6</a></p> <p>NEW LESSON CITED Reason for changing citation: License for using selection in current lesson is expiring.</p>	<p>Citation: Disconnect: The Argument Over Cell Phones in Our Schools (Writing Lesson). See directions for prompt. Click "Need help getting started?"</p> <p><a href="https://learn.thinkcerca.com/lessons/20653/lesson_steps/6">https://learn.thinkcerca.com/lessons/20653/lesson_steps/6</a></p> <p>NEW LESSON CITED Reason for citing this lesson: Writing prompt and instructional text give students the opportunity to practice writing skills in the TEKS. Lesson includes a well-written selection on an interesting topic to spur and support students' writing. Selection has been through a rigorous editorial process, and Texas teachers have approved this selection.</p>
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		<p>lesson is one of our most frequently used. Selection has been through a rigorous editorial process, and the selection has been approved by Texas teachers.</p>
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Signature of Company Official	<div style="display: flex; justify-content: space-between; align-items: center;"> <span style="font-size: 1.2em; font-weight: bold;">Laura Litton</span> <div style="font-size: 0.8em; text-align: right;">             Digitally signed by Laura Litton              Date: 2019.04.12 09:41:48 -05'00'           </div> </div>
Title	
Date Signed	

**Approval of Proposed Updates to the  
*Texas State Plan for the Education of Gifted/Talented Students***

**June 14, 2019**

**COMMITTEE ON INSTRUCTION: ACTION**

**STATE BOARD OF EDUCATION: ACTION**

**SUMMARY:** This item provides the opportunity for the committee and board to review and approve the recommended updates to the *Texas State Plan for the Education of Gifted/Talented Students* (State Plan).

**STATUTORY AUTHORITY:** Texas Education Code (TEC), §7.102(c)(15) and §29.123

TEC, §7.102(c)(15), requires the State Board of Education (SBOE) to adopt criteria for identifying gifted and talented students and develop and update a state plan for the education of gifted and talented students.

TEC, §29.123, requires the SBOE to develop and periodically update a state plan for the education of gifted and talented students to guide school districts in establishing and improving programs for identified students.

**PREVIOUS BOARD ACTION:** The Committee on Instruction discussed the review of the State Plan at the April 12, 2018 and June 14, 2018 meetings. The committee also discussed the draft state plan on April 4, 2019. The SBOE previously approved updates to the State Plan in September 18, 2009.

**BACKGROUND INFORMATION AND JUSTIFICATION:** The State Plan was first approved and adopted by the State Board of Education (SBOE) in 1975 with the goal of assisting school districts in their efforts to meet the needs of gifted/talented students. The State Plan was then revised in 1980-81 to include a comprehensive outline of school district responsibilities and activities, and to provide guidance for planning, implementing, and providing appropriate educational services for gifted/talented students. In 1990-91, the State Plan was again revised to reflect the changes that had occurred during the previous ten years, including a 1990 statewide mandate for the education of gifted/talented students. The 1990-91 revision included guidelines for school districts to follow that assisted with Texas Administrative Code (TAC) rule compliance and in implementing exemplary programs to assure quality services to gifted/talented students.

In 1996, the SBOE adopted a revision of the State Plan that reorganized the guidance to school districts into a three-column format. The first column, labeled ‘Acceptable,’ established the basis of program accountability. The second and third columns, established a recognized and exemplary level, providing school districts with a guide for program improvement. The three-column format was continued in the 2000, and 2006 versions of the adopted State Plan. In 2009, the SBOE approved a revision of the State Plan that included updated language to the three-columns, establishing the ‘In Compliance’ column as the basis of accountability for gifted/talented services and programming. In addition, the second and third columns provided guidance to school districts on ‘Recommended’ and ‘Exemplary’ targets of service.

Pursuant to TEC, §29.123, the State Plan provides the basis of G/T services, accountability, and assistance to school districts, charging the SBOE with periodically updating the State Plan guidance. At the April 12, 2018 Committee on Instruction meeting, the committee held a discussion item on gifted/talented rule and the State Plan, and at that time charged TEA staff with reviewing the plan and exploring potential updates to be discussed at the June 2018 meeting. A summary of feedback received on the current State Plan was received by the committee at the June 2018 meeting.

**FISCAL IMPACT:** None anticipated at this time.

**PUBLIC BENEFIT AND COST TO PERSONS:** Districts and schools will have accurate and appropriate information and resources for providing services to students identified as Gifted/Talented and for complying with state law and rule regarding these students.

**Staff Members Responsible:**

Matthew Montano, Executive Director, Special Populations and Monitoring  
Niloy Gangopadhyay, Director of Special Populations  
Monica Brewer, Gifted/Talented Statewide Coordinator, Special Populations

**Attachment I:** Text of 19 TAC Chapter 89 Subchapter A

**Attachment II:** The proposed Texas State Plan for the Education of Gifted/Talented Students

## ATTACHMENT I

### Text of 19 TAC

#### Chapter 89. Adaptations for Special Populations

##### Subchapter A. Gifted/Talented Education

###### **§89.1 Student Assessment.**

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) provide for final selection of students to be made by a committee of at least three local district educators who have received training in the nature and needs of gifted students; and
- (5) include provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, and appeals of district decisions regarding program placement.

###### **§89.2 Professional Development.**

School districts shall ensure that:

- (1) prior to assignment in the program, teachers who provide instruction and services that are a part of the program for gifted students have a minimum of 30 hours of staff development that includes nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students;
- (2) teachers without training required in paragraph (1) of this section who provide instruction and services that are part of the gifted/talented program must complete the 30-hour training requirement within one semester;
- (3) teachers who provide instruction and services that are a part of the program for gifted students receive a minimum of six hours annually of professional development in gifted education; and
- (4) administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs of gifted/talented students and program options.

###### **§89.3 Student Services.**

School districts shall provide an array of learning opportunities for gifted/talented students in kindergarten through grade 12 and shall inform parents of the opportunities. Options must include:

- (1) instructional and organizational patterns that enable identified students to work together as a group, to work with other students, and to work independently;
- (2) a continuum of learning experiences that leads to the development of advanced-level products and performances;

- (3) in-school and, when possible, out-of-school options relevant to the student's area(s) of strength that are available during the entire school year; and
- (4) opportunities to accelerate in areas of strength.

**§89.4 Fiscal Responsibility.**

Repealed.

**§89.5 Program Accountability.**

School districts shall ensure that student assessment and services for gifted/talented students comply with accountability standards defined in the *Texas State Plan for the Education of the Gifted/Talented*.

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Texas State Plan  
for the Education of  
**GIFTED/TALENTED  
STUDENTS**

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Placeholder page for letter from Commissioner of Education

DRAFT



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## **ACKNOWLEDGMENTS**

### **COMMISSIONER'S ADVISORY COUNCIL ON THE EDUCATION OF GIFTED/TALENTED STUDENTS**

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## FOREWORD

In 1977, the Texas Legislature passed its first legislation concerning the education of gifted/talented (G/T) students. In 1979, state funds for providing services to G/T children were made available, but providing such services was optional for school districts. In 1987, the Texas Legislature mandated that all school districts must identify and serve G/T students at all grade levels. In 1990, the *Texas State Plan for the Education of Gifted/Talented Students* (State Plan) was adopted by the Texas State Board of Education (SBOE) that included a commitment to high-level learning opportunities for G/T learners expressed in the following goal:

STATE GOAL FOR SERVICES FOR  
GIFTED/TALENTED STUDENTS

Students who participate in services designed for gifted/talented students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that reflect individuality and creativity and are advanced in relation to students of similar age, experience, or environment. High school graduates who have participated in services for gifted/talented students will have produced products and performances of professional quality as part of their program services.

In 1999, the 76<sup>th</sup> Texas Legislature introduced Rider 69 which spurred the initial development and ongoing refinement of the Texas Performance Standards Project for Gifted/Talented Students (TPSP) as a vehicle through which districts might address the stated goal. With the TPSP and ongoing research to inform and improve practice, Texas educators are committed to meeting the unique needs of G/T students and to expanding the ways to do so. To learn more about programs and resources for G/T education in Texas visit the Texas Education Agency (TEA) G/T website at [https://tea.texas.gov/Academics/Special\\_Student\\_Populations/Gifted\\_and\\_Talented\\_Education/Gifted\\_Talented\\_Education/](https://tea.texas.gov/Academics/Special_Student_Populations/Gifted_and_Talented_Education/Gifted_Talented_Education/), contact a local Texas public school district or regional education service center (ESC), or email TEA at [gted@tea.texas.gov](mailto:gted@tea.texas.gov).

Pursuant to Section 29.123 of the Texas Education Code (TEC), the State Plan forms the basis of G/T standards of services into accountability and exemplary. The plan offers an outline for services without prohibitive regulation. Districts are accountable for services as described in the State Plan where performance measures are included for six aspects of G/T service design. The accountability standards reflect actions required in state law and/or SBOE rule. Many districts, in collaboration with their communities, will provide more comprehensive services incorporating research-based best practices for G/T learners.

To offer some guidance to those districts and campuses, standards for “exemplary” performance are included in the plan and provide viable targets that local district educators seeking excellence, both for their district and for their students, may strive to attain.

The TEA assists districts in providing comprehensive services to G/T learners in the following ways:

- Provides information on best practices, developments, and achievements in the field of G/T education to all interested parties
- Develops materials designed to assist districts in the development and implementation of model assessment procedures and services
- Facilitates partnerships among parents, institutions of higher education, communities, and school districts to design comprehensive G/T services
- Sponsors demonstration projects and develops materials that support the implementation of Advanced Placement and International Baccalaureate programs that are differentiated for the G/T students
- Collaborates with business and industry to provide additional opportunities for G/T students
- Monitors and implements any state and/or federal legislation designed to provide educational opportunities for G/T students

Through the combined efforts of the TEA, the Education Service Centers, local district personnel, colleges and universities, and the communities they serve, *all* children will experience an academically challenging education that enables them to maximize their potential.

## FIDELITY OF SERVICES

**School districts comply with gifted/talented accountability standards and monitor the effectiveness of assessment and services for gifted/talented students.**

<b>Accountability</b>	<b>Exemplary</b>
1.1 Student assessment and services are in compliance with the Texas State Plan for the Education of Gifted/Talented Students (19 TAC §89.5).	
1.2 Gifted/talented education policies and procedures are reviewed and recommendations for improvement are made by an advisory group of community members, parents of gifted/talented students, school staff, and gifted/talented education staff, who meet regularly for that purpose.	
1.3 To the extent that state funding is provided for gifted/talented student education, no more than 45% of state funds allocated for gifted/talented education is spent on indirect costs as defined in the Financial Accounting and Reporting Module (Financial Accountability Resource Guide). At least 55% of the funds allocated to gifted/talented education is spent on assessment and services for gifted students (19 TAC §105.11).	1.3.1 To the extent that state funding is provided for gifted/talented student education, additional funding from business partnerships, scholarships, parent group fundraisers, etc. is used to supplement the state and local funding.
1.4 To the extent that state funding is provided for gifted/talented student education, local funding for gifted/talented education programs is used to supplement the state funding.	
1.5 Annual evaluation activities are conducted for the purpose of continued service development.	1.5.1 Ongoing formative and summative evaluation strategies, based on quantitative and qualitative data, are reviewed by the school board and used for substantive program improvement and development.
1.6 Long-range evaluation of services is based on evidence obtained through gifted/talented-appropriate performance measures such as those provided through the Texas Performance Standards Project (TPSP).	

<b>Accountability</b>	<b>Exemplary</b>
1.7 The development and delivery of curriculum for gifted/talented students is monitored regularly by trained administrators.	
1.8 District guidelines for evaluation of resources used to serve gifted/talented students are established and used in selecting materials that are appropriate for differentiated learning.	
1.9 Curriculum for gifted/talented students is modified based on annual evaluations.	1.9.1 Gifted/talented curriculum is designed and evaluated through collaboration by specialists in content areas, special populations, instructional techniques, and gifted/talented education.
1.10 Develop a comprehensive manual or program guide describing all gifted/talented programs, services, assessments, and communication, which is accessible to parents, community and students and includes district G/T contact information.	1.10.1 Develop a comprehensive manual or program guide describing all gifted/talented programs, services, assessments, and communication which is accessible to parents, community and students including district G/T contact information that is reported to the state.
1.11 For any standard of service for which the district is out of compliance, develop a written plan specifying actions and timelines for achieving compliance.	
1.12 Funds used for programs and services must be determined effective and consistent with the standards set forth in this document.	
	1.13.1 Release time and/or extended contracts are provided to enable teachers at all levels to form horizontal and vertical teams that coordinate gifted/talented services in the district.

## STUDENT ASSESSMENT

**Gifted/talented identification procedures and progress monitoring allow students to demonstrate and develop their diverse talents and abilities.**

<b>Accountability</b>	<b>Exemplary</b>
2.1 Written policies on student identification for gifted/talented services are approved by the district board of trustees and disseminated to all parents (19 TAC §89.1).	2.1.1 Board-approved policies are reviewed at least once every three years and modified as needed.
2.2 Referral procedures for assessment of gifted/talented students are communicated to families in a language and form that the families understand or a translator or interpreter is provided to the extent possible.	
2.3 Referral forms for assessment of gifted/talented students are provided to families in a language and form that the families understand, or a translator or interpreter is provided to the extent possible.	2.3.1 Referral forms for assessment of gifted/talented students are provided to families in language and form that the families understand, or a translator or interpreter is provided.
2.4 Families and staff are informed of individual student assessment results and placement decisions as well as given opportunities to schedule conferences to discuss assessment data.	
2.5 An awareness session providing an overview of the assessment procedures and services for gifted/talented students is offered for families by the district and/or campus prior to the referral period.	
2.6 All family meetings are offered in a language families can understand or a translator or interpreter is provided to the extent possible.	
2.7 Provisions regarding transfer students, furloughs, reassessment, exiting of students from program services, and appeals of district decisions regarding program placement are included in board-approved policy (19 TAC §89.1(5)).	



<b>Accountability</b>	<b>Exemplary</b>
2.8 Policy ensuring that transfer students are properly assessed and appropriately placed following notification of enrollment in the district is included in board-approved policy. Transfers from campus to campus within the district are also addressed in board-approved policy.	2.8.1 Equitable access to gifted/talented services for transfer students is provided through board-approved policy that is developed in consideration of current best-practice recommendations.
2.9 When a gifted/talented student transfers to another district either in or out of Texas, that district is provided with the student's assessment data by the sending district.	
2.10 Policy is adopted allowing student furlough (the opportunity for students to have a leave of absence from gifted/talented program services) for specified reasons and for a certain period of time without being exited.	
2.11 Policy related to reassessment of gifted/talented students is based on performance in response to gifted/talented services and if reassessment occurs at all, it is no more than once in elementary grades, once in middle school grades, and once in high school.	
2.12 Policy related to exiting of students from gifted/talented services is based on multiple criteria including student performance in response to services. Exiting of a student is finalized by committee decision after consultation with parents and student regarding the student's educational needs.	2.12.1 Policy related to exiting of students from gifted/talented services is based on multiple criteria including student performance in response to services. Interventions are provided prior to committee decision. Exiting of a student is finalized by committee decision after consultation with parents and student regarding the student's educational needs.
2.13 Policy related to appeals allows parents, students, and educators to appeal placement decisions in a timely manner and to present new data, if appropriate.	
2.14 Provisions for ongoing identification of students who perform or show potential for performing at remarkably high levels of accomplishment in each area of	2.14.1 The identification process for gifted/talented services is ongoing, and assessment of students occurs at any time the need arises.

<b>Accountability</b>	<b>Exemplary</b>
<p>giftedness served by the district are included in board-approved policy (19 TAC §89.1(1)).</p>	
<p>2.15 Assessment opportunities for gifted/talented identification are made available to students at least once per school year.</p>	<p>2.15.1 Assessment opportunities for gifted/talented identification are made available to students at least once a year at the elementary grades and once a semester at the secondary level.</p>
<p>2.16 Students in grades K–12 shall be assessed and, if identified, provided gifted/talented services (TEC §29.122 and 19 TAC §89.1(3)).</p>	<p>2.16.1 Students in grades K–12 are assessed and, if identified, served in all areas of giftedness included in TEC §29.121.</p>
<p>2.17 Data collected from multiple sources for each area of giftedness served by the district are included in the assessment process for gifted/talented services (19 TAC §89.1(2)). The assessment process allows for student exceptionalities to the extent possible.</p>	
<p>2.18 Based on a review of information gathered during the assessment process, students whose data reflect that gifted/talented services will be the most effective way to meet their identified educational needs are recommended by the selection committee for gifted/talented services.</p>	
<p>2.19 Students are assessed in languages they understand or with nonverbal assessments.</p>	
<p>2.20 All kindergarten students are automatically considered for gifted/talented and other advanced level services.</p>	
<p>2.21 At the kindergarten level, as many criteria as possible, and at least three (3), are used to assess students who performs at or shows the potential of accomplishment relative to age peers.</p>	
<p>2.22 In grades 1–12, qualitative and quantitative data are collected through three (3) or more measures and used to determine whether a student needs gifted/talented services.</p>	

<b>Accountability</b>	<b>Exemplary</b>
2.23 If services are available in leadership, artistic, and creativity areas, a minimum of three (3) criteria are used for assessment.	
2.24 Access to assessment and, if needed, gifted/talented services is available to all populations of the district (19 TAC §89.1(3)).	
2.25 The population of the gifted/talented services program is closely reflective of the population of the total district and/or campus.	
2.26 Final determination of students' need for gifted/talented services is made by a committee of at least three (3) local district or campus educators who have received training in the nature and needs of gifted/talented students and who have met and reviewed the individual student data (19 TAC §89.1(4)).	
2.27 The selection committee is formed of members who have completed training as required by 19 TAC §89.2.	2.27.1 The selection committee is formed of a majority of members who have completed thirty (30) hours of training and are current with the six-hour training update as required by 19 TAC §89.2(2-3).
2.28 A balanced examination of all assessment data collected through the district's gifted/talented assessment process is conducted and used by the selection committee in making identification decisions.	2.28.1 Additional data beyond that collected through the district's standard gifted/talented assessment process are considered, as needed, by the selection committee in making identification decisions in order to make the most appropriate placement.
2.29 Student progress/performance in response to gifted/talented services is periodically assessed using standards in the areas served and identified in the written plan. Results are communicated to parents or guardians.	

## SERVICE DESIGN

**A flexible system of viable service options provides a research-based learning continuum that is developed and consistently implemented throughout the district to meet the needs and reinforce the strengths and interests of gifted/talented students.**

Accountability	Exemplary
3.1 Identified gifted/talented students are assured an array of learning opportunities that are commensurate with their abilities and that emphasize content in the four (4) foundation curricular areas. Services are available during the school day as well as the entire school year. Parents are informed of these options (19 TAC §89.3(3)).	3.1.1 Specialists and advocates for gifted/talented students are consulted in the development of program policies and options.
3.2 Information concerning special opportunities (i.e. contests, academic recognition, summer camps, community programs, volunteer opportunities, etc.) is available and disseminated to parents and community members.	
3.3 Services for gifted/talented students are comprehensive, structured, sequenced, and appropriately challenging, including options in the four (4) foundation curricular areas.	3.3.1 Services for gifted/talented students are comprehensive, structured, sequenced, and appropriately challenging, including options in the four (4) foundation curricular areas: arts, leadership, creativity, and career & technical education.
3.4 Gifted/talented students are ensured opportunities to work together as a group, work with other students, and work independently during the school day as well as the entire school year as a direct result of gifted/talented service options (19 TAC §89.3(1)).	
3.5 Flexible grouping patterns and independent investigations are provided throughout the program design/services.	
3.6 Out-of-school options relevant to the students' areas of strength are provided by school districts whenever possible (19 TAC §89.3(3)).	3.6.1 Options that meet the needs of gifted/talented students are available on a continuous basis outside the regular school day.
3.7 Local board policies are developed that are consistent with State Board of Education rules on credit by examination (19 TAC §74.24) and early high school graduation opportunities (TEC §56.203).	

<b>Accountability</b>	<b>Exemplary</b>
3.8 Acceleration and flexible pacing are employed, allowing students to learn at the pace and level appropriate for their abilities and skills, and are actively facilitated by district administrators, counselors, and teachers.	
3.9 Local board policies are developed that enable students to participate in dual/concurrent enrollment, distance learning opportunities, and accelerated summer programs if available.	
3.10 A person who has thirty (30) hours of professional learning in gifted/talented education and annual six (6) hour professional learning updates as required in 19 TAC §89.2(1) is assigned to coordinate district level services for gifted/talented students in grades K–12.	3.10.1. A person or persons with a gifted/talented endorsement, supplementary certification, or advanced degree in gifted/talented education is assigned to coordinate the district’s K–12 gifted/talented education services.
3.11 Develop and implement services to address the social and emotional needs of gifted/talented students and their impact on student learning.	
	3.12.1 Gifted/Talented Education Plans for identified students detail the individual gifted/talented needs and services.

## CURRICULUM AND INSTRUCTION

**Districts meet the needs of gifted/talented students by modifying the depth, complexity, and pacing of the curriculum and instruction ordinarily provided by the school.**

Accountability	Exemplary
4.1 An array of appropriately challenging learning experiences in each of the four (4) foundation curricular areas is provided for gifted/talented students in grades K–12, and parents are informed of the opportunities (19 TAC §89.3).	4.1.1 Curriculum options in intellectual, creative and/or artistic areas; leadership; and specific academic fields are provided for gifted/talented students.
4.2 Opportunities are provided for students to pursue areas of interest in selected disciplines through guided and independent research.	
4.3 A continuum of learning experiences is provided that leads to the development of advanced-level products and/or performances such as those provided through the Texas Performance Standards Project (TPSP) (19 TAC §89.3(2)).	4.3.1 Students who have been served in a gifted program for one or more years are provided the opportunity, through gifted/talented curricula, to develop sophisticated products and/or performances assessed by external evaluators who are knowledgeable in the field that is the focus of the product.
4.4 Participation in the Texas Performance Standards Project (TPSP), or other experiences that result in the development of sophisticated products and/or performances that are targeted to an audience outside the classroom, is available through gifted/talented curricula.	
4.5 Opportunities are provided to accelerate in areas of student strengths (19 TAC §89.3(4)).	
4.6 Flexible pacing is employed, allowing students to learn at the pace and level appropriate to their abilities and skills.	
4.7 Scheduling modifications are implemented in order to meet the identified needs of individual students.	
4.8 Provisions to improve services to gifted/talented students are included in district and campus improvement plans (TEC §§11.251-11.253).	4.8.1 Resources and release time for staff are provided for curriculum development for gifted/talented services.
4.9 Educators adapt and/or modify the core or standard curriculum to meet the needs of gifted/talented students and those with special needs such as twice-exceptional, highly gifted, and English learners.	
	4.10.1 Release time and/or extended contracts are provided to enable teachers at all levels to form vertical

<b>Accountability</b>	<b>Exemplary</b>
	teams that coordinate gifted/talented services in the district.

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PROFESSIONAL LEARNING

**All personnel involved in the planning, creation, delivery and administration of services to gifted/talented students possess the knowledge required to develop and provide differentiated programs and services.**

Accountability	Exemplary
<p>5.1 A minimum of thirty (30) clock hours of professional learning that includes nature and needs of gifted/talented students, identification and assessment of gifted/talented students, and curriculum and instruction for gifted/talented students is required for teachers who provide instruction and services that are a part of the district's defined gifted/talented services. Teachers are required to have completed the thirty (30) hours of professional learning prior to their assignment to the district's gifted/talented services (19 TAC §89.2(1)).</p>	
<p>5.2 Teachers without required training who are assigned to provide instruction and services that are part of the district's defined gifted/talented services are required to complete the thirty (30) hour training within one semester (19 TAC §89.2(2)).</p>	
<p>5.3 Teachers are encouraged to obtain additional professional learning in their teaching discipline and/or in gifted/talented education.</p>	<p>5.3.1 District support in the form of release time or tuition assistance is available for graduate studies in gifted/talented education for teachers who provide services to gifted/talented students.</p> <p>5.3.2 Teachers are encouraged to pursue advanced degrees in their teaching discipline and/or in gifted/talented education.</p> <p>5.3.3 Release time is provided for teachers and administrators to visit campuses or districts that have model services for gifted/talented students.</p>
<p>5.4 A written plan for professional learning in the area of gifted/talented education that is based on identified needs is implemented and updated annually.</p>	
<p>5.5 Opportunities for professional learning in the area of gifted/talented education are provided on a regular basis, and information on them is disseminated to professionals in the district.</p>	<p>5.5.1 Mentors and others who offer specialized instruction for gifted/talented students are provided training or resources to increase their understanding of the nature and needs of these students and the district goals for the students, including the state goal for gifted/talented students.</p>



<b>Accountability</b>	<b>Exemplary</b>
<p>5.6 Teachers who provide instruction and services that are a part of the district’s defined gifted/talented services receive a minimum of six (6) hours annually of professional development in gifted/talented education that is related to state teacher gifted/talented education standards (19 TAC §89.2(3) and TAC §233.1).</p>	<p>5.6.1 Teachers who provide instruction and services that are a part of the district’s defined gifted/talented services receive a minimum of six (6) hours annually of professional development in gifted/talented education based on evaluation of G/T services.</p> <p>5.6.2 All staff receive an orientation to the district’s gifted/talented identification processes and gifted/talented services provided by the district or campus, along with training on the nature and needs of the gifted/talented.</p>
<p>5.7 Annually, each teacher new to the district receives an orientation to the district’s gifted/talented identification processes and the district’s services for gifted/talented students.</p>	
<p>5.8 Teachers as well as administrators who have supervisory duties for service decisions are required to complete a minimum of six (6) hours of professional development that includes nature and needs of gifted/talented students and service options for gifted/talented students (19 TAC §89.2(4)).</p>	<p>5.8.1 Administrators who have authority for gifted/talented service decisions receive a minimum of six (6) hours annually of professional development in gifted/talented education.</p>
<p>5.9 Counselors who work with gifted/talented students are required to complete a minimum of six (6) hours of professional development that includes nature and needs of gifted/talented students, service options for gifted/talented students, and social emotional learning (19 TAC §89.2(4)).</p>	<p>5.9.1 Counselors who work with gifted/talented students receive a minimum of six (6) hours annually of professional development in gifted/talented education.</p>
<p>5.10 Local district boards of trustees are trained to ensure program accountability based on the Texas State Plan for the Education of Gifted/Talented Students (19 TAC §89.5).</p>	<p>5.10.1 Local district boards of trustees are encouraged to pursue professional development on the Texas State Plan for the Education of Gifted/Talented Students.</p>
<p>5.11 Evaluation of professional learning activities for gifted/talented education is ongoing and related to state teacher gifted/talented education standards, and the results of the evaluation are used in making decisions regarding future staff development plans (19 TAC §89.5 and TAC §233.1).</p>	<p>5.11.1 A long-range plan for professional development that culminates in graduate studies in gifted/talented education, supplemental gifted/talented certification, advanced degrees in gifted/talented education, and/or their teaching discipline is pursued by a majority of the teachers who provide advanced-level and/or gifted/talented services.</p>
<p>5.12 Gifted/talented services staff are involved in planning, reviewing, and/or conducting the district’s gifted/talented professional learning.</p>	

## FAMILY/COMMUNITY INVOLVEMENT

**The district involves family and community members in services designed for gifted/talented students throughout the school year.**

Accountability	Exemplary
6.1 Written policies are developed on gifted/talented student identification, approved by the local board of trustees and disseminated to parents (19 TAC §89.1).	
6.2 Input from family and community representatives on gifted/talented identification and assessment procedures is invited annually.	
6.3 Information is shared or meetings are held annually requesting parent and community recommendations regarding students who may need gifted/talented services.	
6.4 The opportunity to participate in a parent association and/or gifted/talented advocacy groups is provided to parents and community members.	6.4.1 Support and assistance is provided to the district in gifted/talented service planning and improvement by a parent/community advisory committee.
6.5 An array of learning opportunities is provided for gifted/talented students in grades K–12, and parents are informed of all gifted/talented services and opportunities (19 TAC §89.3).	
6.6 Products and achievements of gifted/talented students are shared with the community.	
6.7 Orientation and periodic updates are provided for parents of students who are identified as gifted/talented and provided gifted/talented services.	
6.8 The effectiveness of gifted/talented services is evaluated annually, shared with the board of trustees, and the data is used to modify and update district and campus improvement plans. Parents are included in the evaluation process, and the outcomes and findings of the evaluation are shared with parents (TEC §§11.251–11.253).	
	6.9.1 Community volunteers are organized and provided an orientation about working with gifted/talented students.
	6.10.1 Liaisons with business and community organizations are established, and the use of community resources (retired community members, foundations, universities, etc.) is evident in the service options available for gifted/talented students.

Accountability	Exemplary
	6.11.1 Professional development opportunities are offered by the gifted/talented coordinator in collaboration with the parent advisory committee to staff, parents, and community members.
	6.12.1 Presentations are given to community groups and organizations to solicit their involvement in services for gifted/talented students.
	6.13.1 A data bank of resources is compiled for use by gifted/talented students, their teachers, and their parents.
	6.14.1 Support for mentorship and independent study programs in the district is solicited by the parent/community advisory committee.

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# TEXAS EDUCATION CODE

## CHAPTER 29. EDUCATIONAL PROGRAMS

### Subchapter D. Educational Programs for Gifted and Talented Students

#### **§29.121. Definition.**

In this subchapter, “gifted and talented students” means a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:

- (1) exhibits high performance capability in an intellectual, creative, or artistic area;
- (2) possesses an unusual capacity for leadership; or
- (3) excels in a specific academic field.

#### **§29.122. Establishment.**

Using criteria established by the State Board of Education, each school district shall adopt a process for identifying and serving gifted and talented students in the district and shall establish a program for those students in each grade level. A district may establish a shared services arrangement program with one or more other districts.

#### **§29.123. State Plan: Assistance.**

The State Board of Education shall develop and periodically update a state plan for the education of gifted and talented students to guide school districts in establishing and improving programs for identified students. The regional education service centers may assist districts in implementing the state plan. In addition to obtaining assistance from a regional education service center, a district may obtain other assistance in implementing the plan. The plan shall be used for accountability purposes to measure the performance of districts in providing services to students identified as gifted and talented.

Texas Education Code as passed by the 74th Legislature of the State of Texas. Effective September 1, 1995.

**TEXAS EDUCATION CODE**  
CHAPTER 42. FOUNDATION SCHOOL PROGRAM  
Subchapter C. Special Allotments

**§42.156. Gifted and Talented Student Allotment.**

(a) For each identified student a school district serves in a program for gifted and talented students that the district certifies to the commissioner as complying with Subchapter D, Chapter 29, a district is entitled to an annual allotment equal to the district's adjusted basic allotment as determined under Section 42.102 or Section 42.103, as applicable, multiplied by .12 for each school year or a greater amount provided by appropriation.

(b) Funds allocated under this section, other than the amount that represents the programs share of general administrative costs, must be used in providing programs for gifted and talented students under Subchapter D, Chapter 29, including programs sanctioned by International Baccalaureate and Advanced Placement, or in developing programs for gifted and talented students. Each district must account for the expenditure of state funds as provided by rule of the State Board of Education. If by the end of the 12th month after receiving an allotment for developing a program a district has failed to implement a program, the district must refund the amount of the allotment to the agency within 30 days.

(c) Not more than five percent of a district's students in average daily attendance are eligible for funding under this section.

(d) If the amount of state funds for which school districts are eligible under this section exceeds the amount of state funds appropriated in any year for the programs, the commissioner shall reduce each district's tier one allotments in the same manner described for a reduction in allotments under Section 42.253.

(e) If the total amount of funds allotted under this section before a date set by rule of the State Board of Education is less than the total amount appropriated for a school year, the commissioner shall transfer the remainder to any program for which an allotment under Section 42.152 may be used.

(f) After each district has received allotted funds for this program, the State Board of Education may use up to \$500,000 of the funds allocated under this section for programs such as MATHCOUNTS, Future Problem Solving, Odyssey of the Mind, and Academic Decathlon, as long as these funds are used to train personnel and provide program services. To be eligible for funding under this subsection, a program must be determined by the State Board of Education to provide services that are effective and consistent with the state plan for gifted and talented education. [Sections 42.157-42.200 reserved for expansion]

Texas Education Code as passed by the 74th Legislature of the State of Texas. Effective September 1, 1995.

# TEXAS ADMINISTRATIVE CODE

## Title 19, Part II

### Chapter 89. Adaptations for Special Populations

#### Subchapter A. Gifted/Talented Education

##### **§89.1 Student Assessment.**

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) provide for final selection of students to be made by a committee of at least three local district educators who have received training in the nature and needs of gifted students; and
- (5) include provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, and appeals of district decisions regarding program placement.

Source: The provisions of the §89.1 adopted to be effective September 1, 1996, 21 TexReg 5690.

##### **§89.2 Professional Development.**

School districts shall ensure that:

- (1) prior to assignment in the program, teachers who provide instruction and services that are a part of the program for gifted students have a minimum of 30 hours of staff development that includes nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students;
- (2) teachers without training required in paragraph (1) of this section who provide instruction and services that are part of the gifted/talented program must complete the 30-hour training requirement within one semester;
- (3) teachers who provide instruction and services that are a part of the program for gifted students receive a minimum of six hours annually of professional development in gifted education; and
- (4) administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs of gifted/talented students and program options.

Source: The provisions of this §89.2 adopted to be effective September 1, 1996, 21 TexReg 5690; amended to be effective February 13, 2000, 25 TexReg 776.

##### **§89.3 Student Services.**

School districts shall provide an array of learning opportunities for gifted/talented students in kindergarten through grade 12 and shall inform parents of the opportunities. Options must include:

- (1) instructional and organizational patterns that enable identified students to work together as a group, to work with other students, and to work independently;

- (2) a continuum of learning experiences that leads to the development of advanced-level products and performances;
- (3) in-school and, when possible, out-of-school options relevant to the student's area(s) of strength that are available during the entire school year; and
- (4) opportunities to accelerate in areas of strength.

Source: The provisions of this §89.3 adopted to be effective September 1, 1996, 21 TexReg 5690.

## **§89.4 Fiscal Responsibility.**

Repealed. Please see §105.11 below.

Source: The provisions of this §89.4 repealed to be effective May 23, 2011, 36 TexReg 3187.

## **§89.5 Program Accountability.**

School districts shall ensure that student assessment and services for gifted/talented students comply with accountability standards defined in the *Texas State Plan for the Education of the Gifted/Talented*.

Source: The provisions of this §89.5 adopted to be effective September 1, 1996, 21 TexReg 5690.

## **§105.11. Maximum Allowable Indirect Cost.**

No more than 48% of each school district's Foundation School Program (FSP) special allotments under the Texas Education Code, Chapter 42, Subchapter C, may be expended for indirect costs related to the following programs: compensatory education, bilingual education and special language programs, and special education. No more than 45% of each school district's FSP special allotments under the Texas Education Code, Chapter 42, Subchapter C, may be expended for indirect costs related to gifted and talented education programs. No more than 42% of each school district's FSP special allotments under the Texas Education Code, Chapter 42, Subchapter C, may be expended for indirect costs related to career and technical education programs. Indirect costs may be attributed to the following expenditure function codes: 34—Student Transportation; 41—General Administration; 81—Facilities Acquisition and Construction; and the Function 90 series of the general fund, as defined in the Texas Education Agency publication, Financial Accountability System Resource Guide.

(b) For the 2012–2013 school year and each year thereafter, a school district may choose to use a greater indirect cost allotment under the Texas Education Code, §§ 42.151, 42.153, 42.154, and 42.156, to the extent the school district receives less funding per weighted student in state and local maintenance and operations revenue than in the 2011–2012 school year. The commissioner of education shall develop a methodology for a school district to make a determination under this section and may require any information necessary to implement this subsection. The commissioner's methodology must limit the percentage increase in allowable indirect cost to no more than the percentage decrease in state and local maintenance and operations revenue from the 2011–2012 school year.

Source: The provisions of this §105.11 adopted to be effective September 1, 1996, 21 TexReg 5710; amended to be effective December 5, 2004, 29 TexReg 11347; amended to be effective December 31, 2009, 34 TexReg 9439; amended to be effective December 26, 2011, 36 TexReg 8825.

## Glossary

Term	Definition
<b>Acceleration</b>	<p>Acceleration is an academic intervention that matches the level, complexity, and pace of the curriculum with the readiness and motivation of the student. It involves mastering knowledge and skills at a rate faster or at an age earlier than the norm.</p> <p>From <i>A Nation Deceived</i>—Colangelo, N., Assouline, S., &amp; Gross, M. U. M. (2004). <i>A nation deceived: How schools hold back America's brightest students</i> (Vol. 1). Iowa City: University of Iowa, Connie Belin &amp; Jacqueline N. Blank International Center for Gifted Education and Talent Development</p>
<b>Area of Giftedness</b>	the specific set of abilities in which a student performs or shows potential to perform at a remarkably high level of accomplishment
<b>Array of Learning Experiences</b>	a menu of challenging activities or opportunities that fit the unique interests and abilities of advanced-level students
<b>Artistically Gifted</b>	possessing outstanding ability in the visual and/or performing arts
<b>Complexity</b>	extension of content in, between, and across disciplines through the study of themes, problems, and issues; seeing relationships between and among ideas in/within the topic, discipline, and disciplines; examining relationships in, between, and across disciplines over time and from multiple points of view
<b>Concurrent Enrollment</b>	the practice of enrolling in a college or university to earn college or university credit while in high school
<b>Continuum of Learning Experiences</b>	articulated intellectual, artistic, creative, and/or leadership activities and opportunities that build upon one another each year a student is in school
<b>Creatively Gifted</b>	possessing outstanding imagination, thinking ability, innovative or creative reasoning ability, ability in problem solving, and/or high attainment in original or creative thinking



Term	Definition
<b>Credit by Exam (CBE)</b>	method in which a student may receive credit for a subject/course or accelerate through a grade by taking one or more exams
<b>Depth</b>	exploration of content within a discipline to include analyzing from the concrete to the abstract, the familiar to the unfamiliar, the known to the unknown; exploring the discipline by going beyond facts and concepts into generalizations, principles, theories, laws; investigating the layers of experience within a discipline through details, patterns, trends, unanswered questions, and/or ethical considerations
<b>Differentiation</b>	modification of curriculum and instruction according to content, pacing, process and/or product to meet unique student needs in the classroom
<b>Diversity</b>	the presence of difference between individuals and among groups including but not limited to age, socioeconomics, education, race and ethnicity, gender, sexual orientation, culture, and religious beliefs
<b>Dual Credit</b>	an opportunity for a student to earn high school credit for successful completion of a college course
<b>Flexible Pacing</b>	Flexible pacing is defined as placing students at an appropriate instructional level and allowing them to move forward in the curriculum as they master content and skills. Flexible pacing is achieved by such methods as continuous progress, compacted course, advanced level courses, grade skipping, early entrance, concurrent or dual enrollment, and credit by examination.
<b>Foundation Curricular Areas</b>	English language arts/reading, mathematics, science, and social studies
<b>Furlough</b>	a leave of absence from program services
<b>Gifted in Leadership</b>	possessing the natural ability to influence others; possessing skills in interpersonal relationships demonstrated, for example, by outstanding ability in such activities as student government

Term	Definition
<b>Gifted in Specific Academic Fields</b>	possessing superior ability or potential in a specific course of study such as English language arts/reading, mathematics, science, or social studies
<b>Gifted/Talented Services</b>	services and activities not ordinarily provided by the school that are specifically designed to fully develop the capabilities of students who give evidence of high achievement or capability in areas such as intellectual, creative, artistic, or leadership capacity
<b>Independent Study</b>	self-directed learning strategy where the teacher acts as guide or facilitator, and the student plays a more active role in designing and managing his or her own learning
<b>Intellectually Gifted</b>	possessing superior intelligence, with potential or demonstrated accomplishments in several fields of study; ability to perform complex mental tasks
<b>Mentor</b>	an individual who shares his or her expertise with a student of similar career or field-of-study aspirations
<b>Qualitative Measures</b>	performance indicators that cannot be recorded numerically and that include observations, anecdotal records, checklists, interviews, student products, performances, etc.
<b>Quantitative Measures</b>	performance indicators that can be expressed in terms of definite numbers or amounts such as scores on achievement tests
<b>Texas Performance Standards Project (TPSP)</b>	statewide standards and assessment system which includes instructional materials designed to provide assistance as districts achieve the state goal for gifted/talented students (complete information at <a href="http://www.texaspsp.org/">http://www.texaspsp.org/</a> )
<b>Twice-Exceptional</b>	<p>A "twice-exceptional learner" is a child or youth who performs at—or shows the potential for performing at—a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:</p> <ol style="list-style-type: none"> <li>1. exhibits high performance capability in an intellectual, creative, or artistic area;</li> <li>2. possesses an unusual capacity for leadership; or</li> <li>3. excels in a specific academic field (<a href="#">TEC 29.121</a>)</li> </ol>

Term	Definition
	and who also gives evidence of one or more disabilities as defined by federal or state eligibility criteria.

DRAFT

## COMPLIANCE STATEMENT

### **TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION**

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

- (1) acceptance policies on student transfers from other school districts;
- (2) operation of school bus routes or runs on a nonsegregated basis;
- (3) nondiscrimination in extracurricular activities and the use of school facilities;
- (4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;
- (5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;
- (6) nondiscriminatory practices relating to the use of a student's first language; and
- (7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

### **TITLE VII, CIVIL RIGHTS ACT OF 1964 AS AMENDED BY THE EQUAL EMPLOYMENT OPPORTUNITY ACT OF 1972; EXECUTIVE ORDERS 11246 AND 11375; EQUAL PAY ACT OF 1964; TITLE IX, EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED; IMMIGRATION REFORM AND CONTROL ACT OF 1986; AMERICANS WITH DISABILITIES ACT OF 1990; AND THE CIVIL RIGHTS ACT OF 1991.**

The Texas Education Agency shall comply fully with the nondiscrimination provisions of all federal and state laws, rules, and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any educational programs or activities which it operates on the grounds of race, religion, color, national origin, sex, disability, age, or veteran status (except where age, sex, or disability constitutes a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency is an Equal Employment Opportunity/ Affirmative Action employer.

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

**June 13, 2019**

**COMMITTEE ON INSTRUCTION: 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 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.27, Innovative Courses and Programs. The proposed amendment would update the rule to modify the requirements for approval of innovative courses and specify that innovative courses cannot be approved if they substantially duplicate the content of Texas Essential Knowledge and Skills (TEKS)-based 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 statutory authority section of this agenda.

**FUTURE ACTION EXPECTED:** At the direction of the committee, a proposed amendment to 19 TAC §74.27 may be presented for first reading and filing authorization at a future meeting.

**PREVIOUS BOARD ACTION:** The SBOE adopted 19 TAC §74.27, Innovative Courses and Programs, effective September 1, 1996, with amendments effective September 1, 1998, and September 1, 2001. In November 2007, the SBOE adopted an additional amendment to 19 TAC §74.27 effective December 25, 2007.

**BACKGROUND INFORMATION AND JUSTIFICATION:** After the SBOE adopted new rules concerning graduation requirements, the experimental courses previously approved were phased out as of August 31, 1998. As a result of the adoption of the TEKS, school districts now submit new requests for innovative course approval for courses that do not have TEKS. The process outlined in §74.27 provides authority for the commissioner of education to approve discipline-based courses but reserves for SBOE review and approval those courses that do not fall within any of the subject areas of the foundation or enrichment curriculum.

Each year, TEA provides the opportunity for school districts and other entities to submit applications for proposed innovative courses. This item provides the opportunity for the Committee on Instruction to discuss the information that applicants must provide when applying for approval of an innovative course and the conditions courses must meet for approval.

The attachment to this item reflects the text of the proposed amendment to 19 TAC §74.27 for consideration by the committee. The proposed amendment would add new application requirements for approval of innovative courses and specify that innovative courses will not be approved if they substantially duplicate the content of TEKS-based courses.

**Staff Members Responsible:**

Monica Martinez, Associate Commissioner, Standards and Support Services

Shelly Ramos, Senior Director, Curriculum Standards and Student Support

**Attachment:**

Text of 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 school district may offer innovative courses to enable students to master knowledge, skills, and competencies not included in the essential knowledge and skills of the required curriculum.

- (1) The State Board of Education (SBOE) may approve any course that does not fall within any of the subject areas listed in the foundation and enrichment curricula when the applying school district or organization demonstrates that the proposed course is academically rigorous and addresses documented student needs.
- (2) The commissioner of education may approve a discipline-based course in the foundation or enrichment curriculum when the applying school district or organization demonstrates that the proposed course is academically challenging and addresses documented student needs.
- (3) Applications shall not be approved if the proposed course significantly duplicates the content of a Texas Essential Knowledge and Skills (TEKS)-based course or can reasonably be taught within an existing TEKS-based course.
- (4) ~~(3)~~ To request approval from the SBOE or the commissioner ~~[of education]~~, the applying school district or organization must submit a request for approval at least six months before planned implementation that includes:
  - (A) a description of the course and its essential knowledge and skills;
  - (B) the rationale and justification for the request in terms of student need;
  - (C) data that demonstrates successful implementation or piloting of the course;
  - (D) ~~(C)~~ a description of activities, major resources, and materials to be used;
  - (E) ~~(D)~~ the methods of evaluating student outcomes;
  - (F) ~~(E)~~ the qualifications of the teacher; ~~[and]~~
  - (G) any training required in order to teach the course; and
  - (H) ~~(F)~~ the amount of credit requested.
- (5) To request approval from the commissioner of a career and technical education innovative course, the applying school district or organization must submit with their request for approval evidence that the course is aligned with state and/or regional labor market data.
- (6) ~~(4)~~ With the approval of the local board of trustees, a school district may offer, without modifications, any state-approved innovative course.

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



**Discussion of Proposed Amendment to 19 TAC Chapter 129, Student Attendance, Subchapter B, Student Attendance Accounting, §129.21, Requirements for Student Attendance Accounting for State Funding Purposes**

**June 13, 2019**

**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 129, Student Attendance, Subchapter B, Student Attendance Accounting, §129.21, Requirements for Student Attendance Accounting for State Funding Purposes. The proposed amendment would update the rule to allow school districts and charter schools flexibility for selecting an official attendance-taking time during a campus's instructional day.

**STATUTORY AUTHORITY:** Texas Education Code (TEC), [§42.004](#) and [§12.106](#).

TEC, §42.004, requires the commissioner, in accordance with rules adopted by the State Board of Education, to require reports necessary to implement and administer the Foundation School Program.

TEC, §12.106, provides for charter schools to receive funding under certain conditions through TEC, Chapter 42.

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

**FUTURE ACTION EXPECTED:** The proposed amendment to 19 TAC §129.21 will be presented for first reading and filing authorization at the September 2019 SBOE meeting.

**BACKGROUND INFORMATION AND JUSTIFICATION:** Section 129.21 provides the student attendance accounting requirements school districts and open-enrollment charter schools must follow and describes the manner in which student attendance is earned. The rule also provides a list of conditions under which a student who is not actually on campus at the time attendance is taken may be considered in attendance for Foundation School Program funding purposes.

The proposed amendment to §129.21 would change the requirement for the official attendance-taking time from the second or fifth instructional hour to any time selected during the campus's instructional day. This change would provide more flexibility for campuses.

The attachment to this item reflects the text of the proposed amendment to §129.21 for consideration by the committee.

**Staff Members Responsible:**

Leo Lopez, Associate Commissioner, School Finance

David Marx, Director, Financial Compliance

**Attachment:** Text of Proposed Amendment to 19 TAC Chapter 129, Student Attendance, Subchapter B, Student Attendance Accounting, §129.21, Requirements for Student Attendance Accounting for State Funding Purposes

**ATTACHMENT**  
**Text of Proposed Amendment to 19 TAC**

**Chapter 129. Student Attendance**

**Subchapter B. Student Attendance Accounting**

**§129.21. Requirements for Student Attendance Accounting for State Funding Purposes.**

- (a) All public schools in Texas must maintain records to reflect the average daily attendance (ADA) for the allocation of Foundation School Program (FSP) funds and other funds allocated by the Texas Education Agency (TEA). Superintendents, principals, and teachers are responsible to their school boards and to the state to maintain accurate, current attendance records.
- (b) The commissioner of education is responsible for providing guidelines and procedures for attendance accounting in accordance with state law.
- (c) The commissioner must provide for special circumstances regarding attendance accounting in accordance with the provisions of law.
- (d) The superintendent of schools is responsible for the safekeeping of all attendance records and reports. The superintendent of schools may determine whether the properly certified attendance records or reports for the school year are to be stored in the central office, on the respective school campuses of the district, or at another secure location. Regardless of where such records are stored, they must be readily available for audit by the TEA division responsible for performing school financial audits.
- (e) Districts must maintain records and make reports concerning student attendance and participation in special programs as required by the commissioner.
- (f) If a school district chooses to use a locally developed record or automated system, the record or automated system must contain the minimum information required by the commissioner.
- (g) A student must be enrolled for at least two hours of instruction to be considered in membership for one half day, and for at least four hours of instruction to be considered in membership for one full day.
- (h) Attendance for all grades must be determined by the absences recorded at the official attendance-taking time during the campus's instructional ~~[in the second or fifth instructional hour of the]~~ day, unless the local school board adopts a district policy, or delegates to the superintendent the authority to establish procedures, for recording absences in an alternative hour, or unless the students for which attendance is being taken are enrolled in and participating in an alternative attendance accounting program approved by the commissioner.
  - (1) Students enrolled on a half-day basis may earn only one half day of attendance each school day. Attendance is determined for these pupils by recording absences in a period during the half day that they are scheduled to be present. Students enrolled on a full-day basis may earn one full day of attendance each school day.
  - (2) Students who are enrolled in and participating in an alternative attendance accounting program approved by the commissioner will earn attendance according to the statutory and rule provisions applicable to that program.
  - (3) The established period in which absences are recorded may not be changed during the school year.
  - (4) Students absent at the time the attendance roll is taken, during the daily period selected, are counted absent for the entire day, unless the students are enrolled in and participating in an alternative attendance accounting program approved by the commissioner. Students present at the time the attendance roll is taken, during the daily period selected, are counted present for the entire day, unless the students are enrolled in and participating in an alternative attendance accounting program approved by the commissioner.
- (i) A student who is not actually in school at the time attendance is taken must not be counted in attendance for FSP funding purposes, unless the student is participating in an activity that meets the conditions set out

in subsection (j) of this section, or unless the student is enrolled in and participating in an alternative attendance accounting program approved by the commissioner.

- (j) A student not actually on campus at the time attendance is taken may be considered in attendance for FSP funding purposes under the following conditions.
  - (1) The student is participating in an activity that is approved by the local board of school trustees and is under the direction of a member of the professional or paraprofessional staff of the school district, or an adjunct staff member who:
    - (A) has a minimum of a bachelor's degree; and
    - (B) is eligible for participation in the Teacher Retirement System of Texas.
  - (2) The student is participating in a mentorship approved by district personnel to serve as one or more of the advanced measures needed to complete the Distinguished Achievement Program outlined in Chapter 74 of this title (relating to Curriculum Requirements).
  - (3) The student is absent for one of the purposes specified in the Texas Education Code (TEC), §25.087(b), (b-1), (b-2), (b-4), (b-5), or (c). Excused days for travel under the TEC, §25.087(b)(1), are limited to not more than one day for travel to and one day for travel from the applicable site. A temporary absence excused under the TEC, §25.087(b)(2), must be supported by a document such as a note from the health care professional.
- (k) A student not actually on campus at the time attendance is taken also may be considered in attendance for FSP funding purposes under other conditions described in the handbook adopted under §129.1025 of this title (relating to Adoption by Reference: Student Attendance Accounting Handbook) related to off-campus instruction.
- (l) Before a district or charter school may count a student in attendance under this section or in attendance when the student was allowed to leave campus during any part of the school day, the local school board or governing body must adopt a policy, or delegate to the superintendent the authority to establish procedures, addressing parental consent for a student to leave campus, and the district or charter school must distribute the policy or procedures to staff and to all parents of students in the district or charter school.

**Proposed Amendment to 19 TAC Chapter 109, Budgeting, Accounting, and Auditing,  
Subchapter C, Adoptions By Reference, §109.41, Financial Accountability System Resource Guide  
(Second Reading and Final Adoption)**

**June 14, 2019**

**COMMITTEE ON SCHOOL FINANCE/PERMANENT SCHOOL FUND: ACTION  
STATE BOARD OF EDUCATION: ACTION**

**SUMMARY:** This item presents for second reading and final adoption 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 reference the updated *Financial Accountability System Resource Guide* (FASRG) and remove language relating to the commissioner's role in amending the FASRG. No changes are recommended since approved for first reading.

**STATUTORY AUTHORITY:** Texas Education Code (TEC), §§7.055(b)(32), 7.102(c)(32), 44.001(a) and (b), 44.007(a)-(d), and 44.008(b).

TEC, §7.055(b)(32), requires the commissioner to perform duties in connection with the public school accountability system as prescribed by TEC, Chapters 39 and 39A.

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

**EFFECTIVE DATE:** The proposed effective date of the proposed amendment is 20 days after filing as adopted with the Texas Register. Under TEC, §7.102(f), the SBOE must approve the rule action at second reading and final adoption by a vote of two-thirds of its members to specify an effective date earlier than the beginning of the 2020-2021 school year. The earlier effective date will ensure the provisions of the FASRG align with current governmental accounting and auditing standards for school districts and charter schools as soon as possible.

**PREVIOUS BOARD ACTION:** The current FASRG, dated January 2010, was adopted by reference in §109.41 effective April 26, 2010. An amendment to Module 4 to incorporate updated auditing requirements was adopted by reference effective April 2012. At the November 2018 and January-February 2019 SBOE meetings, the committee discussed the proposed amendment to §109.41 and the proposed updates to the FASRG modules to be adopted by reference in the rule. At the April meeting, the board approved proposed amendment to §109.41 for first reading and filing authorization.

**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. The proposed amendment to §109.41 would remove subsection (b), relating to the commissioner's role in amending the FASRG, to eliminate unnecessary administrative procedures. 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 proposed amendment would be made to Modules 1-11 of the FASRG.

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

Current Module 1 would be replaced with a new Module 1 that would align with current governmental accounting standards. Proposed new Module 1 would include the following significant changes. 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) and the Financial Accounting Standards Board (FASB).

### Module 3, Purchasing

Current Module 3 would be replaced and renumbered to new Module 5 that would align with current purchasing laws and standards. Proposed new Module 5 would include the following significant changes. 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 4, Auditing

Current Module 4 would be replaced with a new Module 4 that would align with current governmental auditing standards. Proposed new Module 4 would include the following significant changes. The revised module would establish auditing requirements for Texas public school districts and charter schools and would include current requirements from TEC, §44.008, as well as 2 Code of Federal Regulations Part 200, Subpart F, Audit Requirements, that implement the federal Single Audit Act. The proposed new module would also include current auditing 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 would facilitate preparation of financial statements that conform to GAAP established by the GASB.

### Module 9, Compensatory Education, Guidelines, Financial Treatment, and an Auditing and Reporting System

Current Module 9 would be replaced with a new Module 6 that would align with current governmental accounting standards. Proposed new Module 6 would include the following significant changes. School districts and charter schools would be required to maintain proper budgeting and financial accounting and reporting systems. The module would provide current information to assist local school officials' understanding of the numerous options for use of the state compensatory education allotment and provide current guidance for compliance.

### Module 10, Special Supplement - Charter Schools

Current Module 10 would be replaced and renumbered to new Module 2 that would align with current financial and accounting reporting standards. Proposed new Module 2 would include the following significant changes. The revised module would establish financial and accounting requirements for Texas public school charter schools to ensure uniformity in accounting in conformity with GAAP. The proposed new module would also include current 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 would facilitate preparation of financial statements that conform to GAAP established by the FASB.

### Module 11, Special Supplement - Non-profit Charter Schools Chart of Accounts

Current Module 11 would be replaced and renumbered to new Module 3 that would align with current governmental accounting standards. Proposed new Module 3 would include the following significant changes. 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 new 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 would facilitate preparation of financial statements that conform to GAAP established by the FASB.

Module 2, Budgeting; Module 5, Site Based Decision-Making; Module 6, Accountability; Module 7, Data Collection and Reporting; and Module 8, Management

These modules currently include guidance that is obsolete or related to financial best practices that school districts and charter schools receive from their regional education service centers (ESCs). Content from Module 2 that aligns with current governmental accounting standards would be moved to proposed new Module 1 and the remainder of the module would be repealed. Additionally, Modules 5, 6, 7, and 8 would be removed in their entirety, and school districts and charter schools will continue to receive guidance and examples related to best practices from ESCs.

The attachments to this item reflect the text of the proposed amendment 19 TAC §109.41 for consideration by the SBOE for second reading and final adoption and the FASRG modules to be adopted by reference in the rule. No changes are recommended since approved for first reading.

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

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

The proposal would ensure that the provisions of the FASRG align with current governmental accounting and auditing standards for school districts and charter schools. There is no anticipated economic cost to persons who are required to comply with the proposal.

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

The proposal would have no data and reporting impact.

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

The 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 April 2019 SBOE meeting, notice of proposed amendment to 19 TAC §109.41 was filed with the Texas Register, initiating the public comment period. The public comment period on the proposal began May 3, 2019, and ended June 7, 2019. No comments had been received at the time this item was prepared. A summary of any public comments received regarding the proposal will be provided to the SBOE prior to and during the June 2019 meeting. The SBOE will take registered oral and written comments on the proposal at the committee meeting in June 2019 in accordance with the SBOE board operating policies and procedures.

**MOTION TO BE CONSIDERED:** The State Board of Education:

Approve for second reading and final adoption proposed amendment to 19 TAC Chapter 109, Budgeting, Accounting, and Auditing, Subchapter C, Adoptions By Reference, §109.41, Financial Accountability System Resource Guide; and

Make an affirmative finding that immediate adoption of the proposed amendment to 19 TAC Chapter 109, Budgeting, Accounting, and Auditing, Subchapter C, Adoptions By Reference, §109.41, Financial Accountability System Resource Guide, 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:**

Leo Lopez, Associate Commissioner, School Finance  
David Marx, Senior Director, Financial Compliance



<b>Attachment I:</b>	Text of Proposed Amendment to 19 TAC Chapter 109, <u>Budgeting, Accounting, and Auditing</u> , Subchapter C, <u>Adoptions By Reference</u> , §109.41, <u>Financial Accountability System Resource Guide</u>
<b>Attachment II:</b>	Proposed New FASRG Module 1, <u>Financial Accounting and Reporting (FAR) and FAR Appendices</u>
<b>Attachment III:</b>	Proposed New FASRG Module 2, <u>Charter Schools</u>
<b>Attachment IV:</b>	Proposed New FASRG Module 3, <u>Non-profit Charter Schools Chart of Accounts</u>
<b>Attachment V:</b>	Proposed New FASRG Module 4, <u>Auditing</u>
<b>Attachment VI:</b>	Proposed New FASRG Module 5, <u>Purchasing</u>
<b>Attachment VII:</b>	Proposed New FASRG Module 6, <u>State Compensatory Education</u>
<b>Attachment VIII:</b>	Proposed Repeal of FASRG Module 1, <u>Financial Accounting and Reporting (FAR) and FAR Appendices</u>
<b>Attachment IX:</b>	Proposed Repeal of FASRG Module 2, <u>Budgeting</u>
<b>Attachment X:</b>	Proposed Repeal of FASRG Module 3, <u>Purchasing</u>
<b>Attachment XI:</b>	Proposed Repeal of FASRG Module 4, <u>Auditing</u>
<b>Attachment XII:</b>	Proposed Repeal of FASRG Module 5, <u>Site Based Decision-Making</u>
<b>Attachment XIII:</b>	Proposed Repeal of FASRG Module 6, <u>Accountability</u>
<b>Attachment XIV:</b>	Proposed Repeal of FASRG Module 7, <u>Data Collection and Reporting</u>
<b>Attachment XV:</b>	Proposed Repeal of FASRG Module 8, <u>Management</u>
<b>Attachment XVI:</b>	Proposed Repeal of FASRG Module 9, <u>Compensatory Education, Guidelines, Financial Treatment, and an Auditing and Reporting System</u>
<b>Attachment XVII:</b>	Proposed Repeal of FASRG Module 10, <u>Special Supplement - Charter Schools</u>
<b>Attachment XVIII:</b>	Proposed Repeal of FASRG Module 11, <u>Special Supplement - Non-profit Charter Schools Chart of Accounts</u>

Due to the size of Attachments II-XVIII, the FASRG modules are available electronically on the TEA website at [https://tea.texas.gov/Finance\\_and\\_Grants/Financial\\_Accountability/Financial\\_Accountability\\_System\\_Resource\\_Guide/](https://tea.texas.gov/Finance_and_Grants/Financial_Accountability/Financial_Accountability_System_Resource_Guide/).

**ATTACHMENT I**  
**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.**

~~[(a)]~~ The rules for financial accounting are described in the official Texas Education Agency publication [§] Financial Accountability System Resource Guide, dated July 2019 [~~January 2010 (with *Module 4—Auditing* updated April 2012)~~], which is adopted by this reference as the agency's official rule. A copy is available for examination during regular office hours, 8:00 a.m. to 5:00 p.m., except holidays, Saturdays, and Sundays, at the Texas Education Agency, 1701 North Congress Avenue, Austin, Texas 78701.

~~[(b)]~~ ~~The commissioner of education shall amend the Financial Accountability System Resource Guide and this section adopting it by reference, as needed. The commissioner shall inform the State Board of Education of the intent to amend the Resource Guide and of the effect of proposed amendments before submitting them to the Office of the Secretary of State as proposed rule changes.~~

## Per Capita Apportionment Rate for the 2018-2019 School Year

June 14, 2019

### COMMITTEE ON SCHOOL FINANCE/PERMANENT SCHOOL FUND: ACTION STATE BOARD OF EDUCATION: CONSENT

**SUMMARY:** The board is responsible for setting a per capita apportionment rate for each school year based on an estimate of the amount available for expenditures from the Available School Fund. The board adopted a preliminary 2018–2019 per capita apportionment rate of \$459.764 in September 2018. Agency staff members will propose a recommended rate of \$459.764 for the 2018–2019 school year at the June meeting of the Committee on School Finance/ Permanent School Fund.

**STATUTORY AUTHORITY:** Texas Education Code (TEC), §42.004 and §43.001(b).

TEC, §42.004 requires the commissioner, in accordance with rules adopted by the State Board of Education, to require reports necessary to implement and administer the Foundation School Program.

TEC, §43.001(b) describes the appropriations that make up the Available School Fund.

**PREVIOUS BOARD ACTION:** The board adopted a preliminary 2018–2019 per capita apportionment rate of \$459.764 in September 2018.

**BACKGROUND INFORMATION AND JUSTIFICATION:** House Bill 1, the General Appropriations Bill enacted by the 85th Texas Legislature, 2017, contains an estimate of the amount that will be available for expenditures from the Available School Fund for the 2018–2019 school year. The per capita apportionment will include distributions from the Permanent School Fund and funds from state occupation taxes and from the Motor Fuels Tax. The recommended preliminary per capita apportionment rate is based on an estimate of the funds available for expenditure. The rate is revised later in the school year based on actual funds available for expenditure.

**FISCAL IMPACT:** The per capita apportionment rate finances part of the cost of the Foundation School Program. State aid comes from the Available School Fund and the Foundation School Fund. The per capita apportionment rate determines how much of each district's total state aid is paid from the Available School Fund. The part that is not financed by the Available School Fund must be paid from the Foundation School Fund.

**PUBLIC BENEFIT AND COST TO PERSONS:** State aid for the Foundation School Program is partially funded by the Available School Fund per capita apportionment. If this source of funds were not available, the shortfall would have to be made up from the General Revenue Fund.

**PROCEDURAL AND REPORTING IMPLICATIONS:** None.

**PUBLIC COMMENTS:** None.

**MOTION TO BE CONSIDERED:** The State Board of Education:

Approve a per capita apportionment rate of \$459.764 for the 2018-2019 school year.

**Staff Members Responsible:**

Leo Lopez, Associate Commissioner, School Finance,  
Al McKenzie, Director, State Funding

**Attachment:** Final Per Capita Rate for 2018-2019

**EXHIBIT**  
2018–2019 Final Per Capita Rate

**TEXAS EDUCATION AGENCY**  
Recommendation for Per Capita Rate  
2018–2019

Final Rate as of April 30, 2019

Total Available for Expenditures per Projection	<u><b>2,300,943,046</b></u>
Divided by Final 2017–2018 Refined ADA	<u><u><b>5,004,614.001</b></u></u>
Proposed Final Per Capita Rate	<u><u><b>\$ 459.764</b></u></u>

## **Review of Permanent School Fund Securities Transactions and the Investment Portfolio**

**June 13, 2019**

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

**SUMMARY:** Investment staff will report on the transactions executed during the months of February, March and April 2019 in the investment portfolio of the Texas Permanent School Fund.

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

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

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

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

**FUTURE ACTION EXPECTED:** This is a recurring report at every committee meeting.

**BACKGROUND INFORMATION AND JUSTIFICATION:** Specific actions that the committee must accomplish are found in 19 TAC Chapter 33, Statement of Investment Objectives, Policies, and Guidelines of the Texas Permanent School Fund.

**Staff Members Responsible:**

Holland Timmins, Executive Administrator and Chief Investment Officer, Texas Permanent School Fund

**Ratification of the Purchases and Sales of the Investment Portfolio of the Permanent School Fund  
for the Months of February, March and April 2019**

**June 14, 2019**

**COMMITTEE ON SCHOOL FINANCE/PERMANENT SCHOOL FUND: ACTION  
STATE BOARD OF EDUCATION: CONSENT**

**SUMMARY:** This item provides an opportunity for the committee and board to consider approval of the purchases and sales of investments executed in the portfolio of the Permanent School Fund for the months of February, March and April 2019.

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

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

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

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

**PREVIOUS BOARD ACTION:** At the April 2019 meeting, the board approved purchases in the amount of \$825,802,645 and sales in the amount of \$898,234,583 conducted in the investment portfolio of the Permanent School Fund for the months of December 2018 and January 2019.

**BACKGROUND INFORMATION AND JUSTIFICATION:** The purchases and sales of the investment portfolio are reviewed by the staff to ensure compliance with the Investment Guidelines, Policies, and Objectives of the Permanent School Fund. The specific amounts of the purchases and sales for the reporting period will be recommended to the board for ratification upon approval by the Committee on School Finance/Permanent School Fund.

**PUBLIC BENEFIT:** The distribution of the Permanent School Fund will flow to the school districts and reduce the tax burden to the public and the state of Texas.

**PUBLIC COMMENTS:** None

**Staff Members Responsible:**

Holland Timmins, Executive Administrator and Chief Investment Officer, Texas Permanent School Fund

## First Quarter 2019 Permanent School Fund Performance Report

June 13, 2019

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

**SUMMARY:** The performance measurement consultant to the Permanent School Fund, BNY Mellon Asset Servicing, will report on the investment performance during the first calendar quarter 2019 and cumulative investment performance of the various portfolios of the Fund. This item will allow the committee to discuss in depth various issues related to portfolio management such as risk characteristics of portfolios and portfolio attributes.

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

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

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

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

**FUTURE ACTION EXPECTED:** None

**BACKGROUND INFORMATION AND JUSTIFICATION:** An in-depth performance review at the committee level is intended to allow committee members to review not only total return information for each managed portfolio, but to gain a more thorough understanding of the risk characteristics, portfolio attributes, and portfolio structures of each portfolio that all contribute to return.

**Staff Members Responsible:**

Holland Timmins, Executive Administrator and Chief Investment Officer, Texas Permanent School Fund



## Permanent School Fund Pending Contract Renewal

June 14, 2019

### COMMITTEE ON SCHOOL FINANCE/PERMANENT SCHOOL FUND: ACTION STATE BOARD OF EDUCATION: CONSENT

**SUMMARY:** This item provides an opportunity for the committee to review the pending Permanent School Fund contract renewals. The committee will consider contract extensions with StepStone Group Real Estate LP (formerly known as Courtland Partners, Ltd.), Navarro 1 Fund LLC, and, Raven 8 Fund, LLC.

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

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

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

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

#### PREVIOUS BOARD ACTION:

StepStone Group Real Estate LP (formerly known as Courtland Partners, Ltd.) was selected in July 2013 to provide real estate investment counsel services for the real estate fund of funds asset class for the Permanent School Fund. At the November 2014 meeting, the board approved a four-year contract extension with Courtland Partners, Ltd.

Blackrock Investment Management, LLC was selected in April 2016 to provide investment management services for Navarro 1 Fund, LLC, an emerging market equity portfolio of the Permanent School Fund.

Grosvenor Capital Management was selected in January 2016 to provide hedge fund investment services for Raven 8 Fund, LLC, an absolute return portfolio of the Permanent School Fund.

#### BACKGROUND INFORMATION AND JUSTIFICATION:

On August 31, 2019, the following three current contracts will expire: StepStone Group Real Estate LP, Navarro 1 Fund LLC, and Raven 8 Fund, LLC.

**PUBLIC BENEFIT:** The distribution of the Permanent School Fund will flow to the school districts and reduce the tax burden to the public and the state of Texas.

**PUBLIC COMMENTS:** None

#### Staff Members Responsible:

Holland Timmins, Executive Administrator and Chief Investment Officer, Texas Permanent School Fund

## Review of the Bond Guarantee Program Charter Capacity

June 14, 2019

### COMMITTEE ON SCHOOL FINANCE/PERMANENT SCHOOL FUND: ACTION STATE BOARD OF EDUCATION: CONSENT

**SUMMARY:** This item provides an opportunity for the committee and board to receive a presentation on the bond guarantee program's charter capacity.

**STATUTORY AUTHORITY:** Texas Constitution, [Article VII, §2 and §5](#); Texas Education Code (TEC), [§45.0532](#); 19 Texas Administrative Code (TAC) Chapter 33

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

TEC §45.0532 provides limitations on charter district bonds that may be guaranteed under the bond guarantee program.

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

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

**PREVIOUS BOARD ACTION:** At the September 2017 meeting, the board increased the charter guarantee capacity, and began the process to move management of the reserve fund to the SBOE. The board established for Fiscal Year 2018 the capacity of the bond guarantee program for charter district bonds at the full twenty percent (20%) allowed under law. At the June 2018 meeting, the board affirmed the annual implementation schedule as referenced in 19 TAC 33.67(d)(2) and took no additional action.

**BACKGROUND INFORMATION AND JUSTIFICATION:** None

**PUBLIC BENEFIT:** The distribution of the Permanent School Fund will flow to the school districts and reduce the tax burden to the public and the state of Texas.

**PUBLIC COMMENTS:** None

**Staff Members Responsible:**

Holland Timmins, Executive Administrator and Chief Investment Officer, Texas Permanent School Fund

## **Review of the Permanent School Fund Emerging Market Equities Asset Class**

**June 14, 2019**

### **COMMITTEE ON SCHOOL FINANCE/PERMANENT SCHOOL FUND: ACTION STATE BOARD OF EDUCATION: CONSENT**

**SUMMARY:** This item provides an opportunity for the board to review the emerging market equities asset class and to make adjustments as needed.

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

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

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

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

**PREVIOUS BOARD ACTION:** At the June 2018 meeting, the board reaffirmed the Permanent School Fund Long-Term Strategic Asset Allocation Plan with an allocation of 3% to the emerging market equities asset class.

### **BACKGROUND INFORMATION AND JUSTIFICATION:**

**PUBLIC BENEFIT:** The distribution of the Permanent School Fund will flow to the school districts and reduce the tax burden to the public and the state of Texas.

**PUBLIC COMMENTS:** None

### **Staff Members Responsible:**

Holland Timmins, Executive Administrator and Chief Investment Officer, Texas Permanent School Fund

## Permanent School Fund Related Legislation, 86<sup>th</sup> Legislature, Regular Session

June 14, 2019

### COMMITTEE ON SCHOOL FINANCE/PERMANENT SCHOOL FUND: ACTION STATE BOARD OF EDUCATION: CONSENT

**SUMMARY:** This item provides an opportunity for the committee and board to review legislation related to the Permanent School Fund from the 86<sup>th</sup> Legislature, regular session, and to take action as needed.

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

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

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

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

**PREVIOUS BOARD ACTION:** None.

**BACKGROUND INFORMATION AND JUSTIFICATION:** None.

**PUBLIC BENEFIT:** The distribution of the Permanent School Fund will flow to the school districts and reduce the tax burden to the public and the state of Texas.

**PUBLIC COMMENTS:** None

**Staff Members Responsible:**

Holland Timmins, Executive Administrator and Chief Investment Officer, Texas Permanent School Fund

## **Discussion of Emerging and Diverse Investment Management in Alternative Asset Classes**

**June 13, 2019**

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

**SUMMARY:** This item provides an opportunity for the committee to review the emerging and diverse managers in alternative asset classes.

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

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

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

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

**FUTURE ACTION EXPECTED:** None

**BACKGROUND INFORMATION AND JUSTIFICATION:** None

**Staff Members Responsible:**

Holland Timmins, Executive Administrator and Chief Investment Officer, Texas Permanent School Fund

## **Review of the Permanent School Fund Asset Allocation**

**June 13, 2019**

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

**SUMMARY:** This item provides an opportunity for the board to review the asset allocation plan of the Permanent School Fund.

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

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

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

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

**FUTURE ACTION EXPECTED:** None

**BACKGROUND INFORMATION AND JUSTIFICATION:** None

**Staff Members Responsible:**

Holland Timmins, Executive Administrator and Chief Investment Officer, Texas Permanent School Fund

**Report of the Permanent School Fund Executive Administrator and  
Chief Investment Officer**

**June 13, 2019**

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

**SUMMARY:** The Permanent School Fund executive administrator will report to the committee on matters relating to the management of the Permanent School Fund and the Charter District Reserve Fund. The report may present information on historical and current status of Fund holdings, current and proposed investment policies and procedures, and historical and current Fund performance and compliance. The administrator may update the board on the bond guarantee program, the status of requests for proposal or for qualifications and current contracts for services and other administrative activities undertaken on behalf of the board. The administrator may provide an update on the PSF distribution or on the effect of legislation impacting the PSF. The administrator may provide an analysis of current and future investment market conditions, focusing upon the impact on the holdings of the Permanent School Fund.

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

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

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

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

**FUTURE ACTION EXPECTED:** None

**BACKGROUND INFORMATION AND JUSTIFICATION:** None

**Staff Members Responsible:**

Holland Timmins, Executive Administrator and Chief Investment Officer, Texas Permanent School Fund

# **COMMITTEE ON SCHOOL INITIATIVES**



**Recommendation for Appointment to the  
Fort Sam Houston Independent School District Board of Trustees**

**June 14, 2019**

**COMMITTEE ON SCHOOL INITIATIVES: ACTION  
STATE BOARD OF EDUCATION: CONSENT**

**SUMMARY:** This item provides an opportunity for board consideration of one appointment to the board of trustees of the Fort Sam Houston Independent School District. The appointment is necessary due to the expiration of the term of office for one board member.

**STATUTORY AUTHORITY:** Texas Education Code (TEC), §11.352, and 19 Texas Administrative Code (TAC) §61.2.

TEC, §11.352 authorizes the State Board of Education to appoint school board members in special purpose school districts.

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

**PREVIOUS BOARD ACTION:** No previous board action has occurred on this item.

**BACKGROUND INFORMATION AND JUSTIFICATION:** The State Board of Education is statutorily authorized to appoint board members for military reservation independent school districts. Trustees so appointed shall hold office for two years and until their successors are appointed and qualified. Enlisted military personnel may be appointed to the board; however, a majority must be civilians, and all may be civilians. When a vacancy occurs on one of these boards, the base commander notifies the commissioner of education of such in compliance with TEC, §11.352. Vacancies are widely advertised through base newspapers, email and other electronic means. Interested individuals then submit resumes and other documents verifying that they qualify to hold the position and would accept it if appointed.

The commanding officer appoints a nomination panel of at least three members who review the application packages, interview the candidates and evaluate the candidates. The panel's recommendations are then forwarded to the commanding officer for consideration. The commanding officer is required by 19 TAC §61.2 to provide at least three nominations to the State Board of Education. The nominations may or may not be ranked in order of preference. All nominees must be qualified under the general school laws of Texas and live or be employed on the military reservation.

Colonel, United States Air Force, Samuel E. Fiol, Commander of the 502d Security Forces Group, has notified the commissioner of one vacancy which exists on the board of trustees of the Fort Sam Houston Independent School District due to the expiration of the term of office. Colonel Fiol has provided three nominees for the vacancy and has recommended the appointment of Ms. Lisa M. Brown to fill the expiring term.

**FISCAL IMPACT:** No fiscal impact to the state will occur.

**PUBLIC BENEFIT AND COST TO PERSONS:** Both the public and the students will benefit by having qualified individuals appointed to the board of trustees.

**PUBLIC COMMENTS:** No public comments are presented.

**MOTION TO BE CONSIDERED:** The State Board of Education:

Based on Colonel Samuel E. Fiol's recommendation, approve the appointment of Ms. Lisa M. Brown to serve a term of office, from June 13, 2019, through June 13, 2021, on the Fort Sam Houston Independent School District Board of Trustees.

**Staff Member Responsible:**

Jason Hewitt, Director, Monitors and Conservators

**Attachment:** Correspondence from the colonel which includes biographical information and supporting materials for each nominee



**DEPARTMENT OF THE AIR FORCE  
502D AIR BASE WING  
JOINT BASE SAN ANTONIO**



March 8, 2019

502 FSG/CC  
2330 Stanley Road, B-122, Ste. A  
JBSA Fort Sam Houston, Texas 78234-2362

Mr. Mike Morath,  
Commissioner, Texas Education Agency  
1701 North Congress Avenue  
Austin, Texas 78701

Dear Mr. Morath,

I would like to respectfully request appointment of Ms. Lisa M. Brown to the Fort Sam Houston Independent School District (FSHISD) Board of Trustees. Enclosed are the resumes for each of the three nominees, as required by Texas Administrative Code Section 61.2a (1), along with signed Statements expressing their willingness to accept the appointment and serve in full adherence to the established state standards for school board members. The names of the nominees are listed below and are ranked in order of preference.

Position 1

1. Lisa M. Brown
2. Andrea D. Nicholas
3. Bonnie Inkel

All nominees are qualified under the general school laws of Texas and either live or work on Joint Base San Antonio- Fort Sam Houston. Each nominee is well qualified and the appointment of any one of them would be in full compliance with the provisions of the Texas Education code 11.352. Every avenue was used to reach the widest possible applicant pool. The membership composition of the board of trustees is in compliance with the provisions of Texas Code 11.28.

I recognize the power of the Board of Trustees to govern and manage the operations of the FSHISD and recognize that my role as the commanding officer of 502d Support Group is limited only to the duty defined by statute in the process for appointing the Board of Trustees.

Thank you and your staff for your support of our school district. If you have any questions please contact, Ms. Nita Ford-Hightower or Quiana Abner (210) 221-2214/2256

FIOL.SAMUEL.ENRIQUE.1182048026 Digitally signed by  
48026 FIOL.SAMUEL.ENRIQUE.1182048026  
Date: 2019.03.12 12:44:07 -05'00'

SAMUEL E. FIOL, COL, USA  
Commander, 502d Force Support Group

4 Attachments:

1. Nominee – Ms. Lisa M. Brown
2. Nominee –Ms. Andrea D. Nicholas
3. Nominee – Ms. Bonnie Inkel
4. Background Checks

“The information herein is For Official Use Only (FOUO) which must be protected under the Freedom of Information Act of 1966 and Privacy Act of 1974, amended. Unauthorized disclosure or misuse of this PESONAL INFORMATION may result in criminal and/or civil penalties”



## Joint Base San Antonio Statement of Eligibility

Applicant Full Name: COL (Ret) Lisa M. Brown

Residential Address: AMEDDCS,3630StanleyRd

JBSA Ft. Sam Houston TX 78234

Physical Address of Employer:

AMEDDCS,3630StanleyRd

JBSA Ft. Sam Houston TX 78234

Board of Trustees Location Applying For: FSH ISD

I hereby make a formal application for the above indicated Board of Trustees. In doing so, I confirm that:

- I am qualified under the general school laws of Texas and live or am employed on JBSA.
- I attest the contents of my resume.
- I am a qualified voter.
- I willingly accept the appointment to the Board of Trustees and will serve in this capacity with full adherence to the state established standards on the duties and responsibilities of school board members.

BROWN.LISA.MARIE.1  
120813443

Digitally signed by  
BROWN.LISA.MARIE.1120813443  
Date: 2019.02.21 12:17:42 -06'00'

2-21-2019

Signature of Applicant

Date

COL (Ret) Lisa M. Brown

Printed Name of Applicant

***Digital Signatures are authorized. If using a wet signature, please sign, date and print legibly. Form must be completed prior to setting up your interview with the selection board.***

# LISA M. BROWN

San Antonio, TX 78232 • (210) 771-2258 • brown-tx@msn.com • LinkedIn

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## SENIOR ADMINISTRATIVE MANAGEMENT EXECUTIVE

### *Operations / Human Resources / Administration*

Respected executive with distinguished extensive experience leading operations, program management and public administration. Repeated success guiding sizeable, cross-functional teams in the design and implementation of enterprise-wide process redesign and restructure. Expert presenter, trainer and leader with a proven ability to develop and implement programs that result in a profitable and also compassionate culture.

#### **Core competencies include:**

- Strategic Business Planning
- Process Redesign & Change Management
- Program Management
- Performance Metrics
- Project Management
- Profit & Loss (P&L) Management
- Recruiting & Staffing Initiatives
- Team Building & Leadership
- Operational Functions
- Human Resource Management

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## PROFESSIONAL EXPERIENCE

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### Order of Military Medical Merit, San Antonio, TX **ADMINISTRATOR (2016-PRESENT)**

Administrator for a private, non-profit (501C) organization that recognizes the significant contributions that Army Medical Department individuals have made to Army Medicine.

Utilize administrative, operational and financial expertise to manage the day-to-day functions of the Order. Provide timely information to over 12K Order members on a regular basis.

Manage all financial transactions of the Order and arrange for a yearly audit and tax preparation from an impartial third party.

Prepare for and conduct monthly boards, providing nominations and other relevant information to board members and the President in a timely manner.

### U.S. Army Medical Command, San Antonio, TX **DIRECTOR (2014 – 2016)**

Successfully directed a staff of ten executives, provided strategic oversight and direction to incorporate equities in enterprise-wide policies and products.

#### **Selected accomplishments:**

- Utilized extensive administrative knowledge base to assist over 500 customers in the areas of human resources, resource management and training and education.
- Provided timely and relevant information and training to over 50 ombudsmen from 28 facilities located across the United States, Korea and Europe, resulting in better customer assistance.
- Co-chaired a transformation initiative to realign staff and infuse the enterprise culture with a vision to move from a Healthcare System to a System for Health.
- Utilized extensive knowledge and experience with Disability Evaluation System to identify a critical accountability issue, resulting in innovating a solution both honoring to the patients and in compliance with regulatory mandates.

...continued...

U.S. Army Human Resources Command of Excellence, Fort Knox, KY  
**DEPUTY CHIEF ADMINISTRATOR (2011 – 2014)**

Developed strategic vision and mission planning for a 25-person, executive-level staff. Successfully orchestrated and supervised organizational and operational functions such as budget oversight, human resources management and day-to-day operations.

***Selected accomplishments:***

- Decreased turnaround time of critical processes from 120 days to less than 3 days by implementing Lean Six Sigma processes.
- Implemented rigorous performance metrics to ensure essential functions were performed at required volumes throughout staff reductions.
- Increased assessment completion rates from 86% to 91% through effective program management.
- Provided expert input and information while engaging multiple outside agencies to achieve improvements in processes and policies concerning evaluations, placement and profile management of personnel.

U.S. Army Medical Department Center & School of Excellence, Joint Base San Antonio, TX  
**PERSONNEL PROPONENT PROGRAM MANAGER (2008 – 2011)**

Successfully ensured a balanced and effective workforce through the utilization and analysis of objective force models to project future staffing and development requirements for four branches of the Army.

***Selected accomplishments:***

- Collaborated cross-functionally to identify and recommend training requirements and course attendance as well as potential critical personnel shortages.
- Proactively analyzed and provided action plans to increase a compromised organizational structure to ensure future needs would be met.

U.S. Army Medical Command, San Antonio, TX  
**CHIEF OPERATIONS OFFICER (2005 – 2008)**

Significantly impacted corporate goals and objectives by successfully synchronizing multiple projects toward timely and efficient accomplishment. Provided exceptional customer service to a population of over 100,00 in areas of payroll, operations, and healthcare entitlements.

***Selected accomplishments:***

- Designed, implemented and maintained a database of reserve providers to offer personnel as a gesture of recognition and gratitude, which favorably impacted retention.
- Successfully coordinated and executed a 700-member breakout session to address retention.

Southeast Regional Medical Command, Fort Gordon, GA  
**PERSONNEL OPERATIONS OFFICER (2002 – 2005)**

Meticulously collected, processed and maintained personnel data throughout multiple facilities, and expertly matched personnel needs to providers.

***Selected accomplishments:***

- Successfully maintained the fill rate for over 1,200 personnel requirements at 98% (exceeding 95% standard) for over three years.
- Provided exceptional administrative, operations and training support to a workforce of over 1,500 professionals to ensure mobilization readiness.

\*\* \*\*\* \*\*

*Additional Experience as Assistant Controller, Assistant Director of Finance, Chief of Resource Management and Executive Officer*

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## **EDUCATION & CREDENTIALS**

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SYRACUSE UNIVERSITY, Syracuse, NY, **Master of Business Administration**

EXECUTIVE MILITARY LEADERSHIP SCHOOL, Carlisle, PA, **Master of Strategic Studies**

SPALDING UNIVERSITY, Louisville, KY, **Bachelor of Arts in Pre-Medicine/Biology**





## Joint Base San Antonio Statement of Eligibility

Applicant Full Name: Andrea Delonda Nicholas

Residential Address: 7327 Roveen Trail  
San Antonio, TX 78244

Physical Address of Employer: 2814 Funston Rd  
Fort Sam Houston, TX 78234

Board of Trustees Location Applying For:

I hereby make a formal application for the above indicated Board of Trustees. In doing so, I confirm that:

- I am qualified under the general school laws of Texas and live or am employed on JBSA.
- I attest the contents of my resume.
- I am a qualified voter.
- I willingly accept the appointment to the Board of Trustees and will serve in this capacity with full adherence to the state established standards on the duties and responsibilities of school board members.

Andrea Nicholas  
Signature of Applicant

25 Feb 19  
Date

Andrea Nicholas  
Printed Name of Applicant

***Digital Signatures are authorized. If using a wet signature, please sign, date and print legibly. Form must be completed prior to setting up your interview with the selection board.***

## Andrea D. Nicholas

7327 Roveen Trail, San Antonio, TX 78244 Telephone: 210-367-1065  
andreadnicholas@hotmail.com

### PROFESSIONAL SUMMARY

Passionate Robert G. Cole alumna committed to making the educational experience a positive one for all students, faculty and staff. Prepared to support decisions/initiatives that will enhance the district's climate so that all students, faculty and staff may obtain the knowledge, skills and abilities necessary to thrive in all aspects (cognitive, physical, social, and emotional) of their lives at school and in the community. Eager to share 28 years of experiences obtained while working for JBSA-Child and Youth Programs and give back to the district that provided the foundation I needed as a student to be successful. Desires to secure a position as a member of the Fort Sam Houston Independent School District Board of Trustees.

### SKILLS

Positive Atmosphere Promoter	Critical Thinking	Strategic Planning and Thinking
Leadership/Communication	Fast Learner	Multitasking
Active Listening	Proficient in Microsoft Office	Child/Youth Mentor/Coaching
Operation Analysis/Monitoring	Adaptive	Teampayer

### EXPERIENCE

**May 2015 to present** Training and Curriculum Specialist, JBSA-Fort Sam Houston, Texas  
Provide and/or coordinate training for Child and Youth Program staff to ensure information and guidance in child and youth development are obtained and maintained. Ensure staff receive training in risk management (internal controls, accident/incident reporting, and child abuse identification, prevention and reporting procedures, etc.) Conduct observations of personnel during daily activities and special events to assess their competency level(s), evaluate performance and provide feedback. Complete debriefs reference staff performance. Ensure training, observations, testing, and debriefs are documented appropriately and in a timely manner. Communicate effectively with management on training and performance matters. Work with management and parents to determine if reasonable accommodations can be met for patrons identified as having a special need. Ensure staff are trained and environments support patron utilization. Plans, develops, and executes trainings to include but not limited to New Employee Orientation, New Employee Training, Training Modules, and installation requirements. Serve as an informational resource for personnel, children/youth and parents reference programming requirements, age/developmentally appropriate activities, available community resources and upcoming events. Recommend purchases for developmentally appropriate material, supplies, and equipment. Ensures environments are arranged appropriately and equipment and supplies are in good working condition and being utilized appropriately. Ensure program meets Department of Defense Certification standards and comply with all legal and regulatory requirements. Serve as Subject Matter Expert for Armed Forces Action Process as it pertains to Child and Youth Programs.

**Oct 2011 to Nov 2015** Army Child Care in Your Neighborhood (ACCYN) Community Based Program Manager  
JBSA-Fort Sam Houston, Texas

Provide regular technical assistance and evaluations to ensure participating child development center directors, staff and family child care providers are providing care that meets the needs of its patrons and is in compliance with established National, State and ACCYN program requirements. Assess programs and develop baselines for plans and improvements through administering environment rating scales. Identify and provide training to child development program staff and Family Child Care providers to ensure safe, age and developmentally appropriate child care is provided. Monitor child development and family child care homes by conducting announced and unannounced site visits to ensure staff adhere to risk management procedures to meet all applicable military and State licensing regulations. Assist programs with planning an annual budget to meet the needs of the program and its patrons. Budget must include staff training and professional development, and promote positive growth and development of children/youth IAW all applicable regulations and standards. Distribute funding and reconcile financial data as it pertains to executing program budgets. Provide technical assistance/guidance to programs and

## **Andrea D. Nicholas**

7327 Roveen Trail, San Antonio, TX 78244 Telephone: 210-367-1065  
andreadnicholas@hotmail.com

families enrolling in the Fee Assistance program. Serve as a coach/mentor in assisting programs to establish an accreditation team and provide technical support and updates on program progress towards obtaining or maintaining credentials and/or national accreditation. Serve as subject matter expert and coordinate with military organizations and outside agencies to provide program materials, consultation, and training. Maintain state-of-the-art knowledge of child and youth development philosophy, principles, methods, and techniques as endorsed by the military and nationally recognized child/youth organizations. Serve as a Records Custodian for Child and Youth Programs. Recruit, support and maintain relationships with community based child care programs to provide families with child care that is commensurate in quality and cost to care being offered on post. Represent the military as a viable partner with resources to increase the quality of care in off post catchment areas which benefits all children served.

**Mar 2008 to Oct 2011** Outreach Services (OS) Director, Child, Youth & School Services (CYS), JBSA-Fort Sam Houston, Texas

Provide oversight and accountability for staff performance and safety/well-being of patrons IAW policies and procedures. Supervise and evaluate staff according to established performance standards. Provide professional recognition and/or disciplinary action. Ensure staff follow risk management procedures and standard operating procedures to support program goals. Implement and monitor policies reference fees, patron eligibility, baseline programming, space allocations, etc. Prepare operating procedures to anticipate installation trends and documents in Installation Child and Youth Operations Plan. Apply professional knowledge to plan, and implement OS components via Parent Liaison Services, Community Liaison Services, and CYS Liaison Services, Outreach Care and Supervision Options, and Mobile programs. Provide staff training and development. Process personnel actions in a timely manner. Conduct analysis of annual program budget variances and prepare written justification for funding of program resource requirements.

### **EDUCATION**

**Wayland Baptist University- San Antonio**, Texas, Seeking a Master of Education with Elementary Teacher Certification

**Wayland Baptist University- San Antonio**, Texas, BSOE, Management, 2007

**St Philip's College- San Antonio**, Texas, AA, Liberal Arts (Education), 2004

**St Philip's College- San Antonio**, Texas, AAS, Computer Information Sys-Acct Specialist, 1990

### **TRAINING**

Over 50 hours of Texas Association of School Administrators/Texas Association of School Boards training, Lean Six Sigma Black Belt (Organizational Efficiency), Resiliency Training Facilitator, Basic Management Course - MWR Academy, Operation Excellence Customer Service Trainer, Galileo Leadership Training, Managing Multiple Projects, Alpine Tower Teambuilding, Parents as Teachers-Heroes at Home, Ethics, Action Skills for Supervisors and Effective Teams (ASSETS), Teamwork and Motivation, Effective Writing, Working with Not Against Parents, Customer Service, and various Military Child Education Coalition Trainings

### **AFFILIATIONS**

2017-present #TeamAction Help Raise 1 Help Save 1 - Mentor

2015-present Leaders of Tomorrow – Mentor

2012-present SayTown Snappers - Vice President

2004-present San Antonio Blazers Premier Track Club- Fundraiser Member

1990-present National Youth Sports Coach Association – Coach

1990-present JBSA-Fort Sam Houston Youth Sports - Cheer Coordinator and Coach

### **REFERENCES**

Roxanne Lacy 210-860-4811

Rex Murphy 210-324-1447



## Joint Base San Antonio Statement of Eligibility

Applicant Full Name: Bonnie C. Inkel  
Residential Address: 8430 Whitebrush  
Converse, TX. 78109

Physical Address of Employer: 3488 Garden Ave., MIF 4 Anderson Hall  
JBSA - Fort Sam Houston, TX. Rm 424  
78234-6138

Board of Trustees Location Applying For: Fort Sam Houston Independent

I hereby make a formal application for the above indicated Board of Trustees. In doing so, I School  
confirm that: District

- I am qualified under the general school laws of Texas and live or am employed on JBSA.
- I attest the contents of my resume.
- I am a qualified voter.
- I willingly accept the appointment to the Board of Trustees and will serve in this capacity with full adherence to the state established standards on the duties and responsibilities of school board members.

Bonnie Inkel  
Signature of Applicant

2/26/19  
Date

Bonnie Inkel  
Printed Name of Applicant

**Digital Signatures are authorized. If using a wet signature, please sign, date and print legibly.  
Form must be completed prior to setting up your interview with the selection board.**

## Curriculum Vitae

### **Bonnie Inkel, MS, MPA, OTR/L**

8430 Whitebrush.

Converse, TX. 78109

Work: 210 808 5934/Cell: 850 748 6091

bonnie.c.inkel.civ@mail.mil

### **Research Interests**

Ethics, leadership, foster youth and work outcomes, early developmental social-emotional learning (SEL), dyslexia, occupational therapy and disaster response teams, and Department of Defense Occupational Therapy Services

### **Education**

- 2015 Nova Southeastern University, Davie, FL.  
*Doctor of Occupational Therapy, Post Professional (in progress)*
- 2003 University of Central Arkansas, Conway, AR.  
*Master of Science (Occupational Therapy)*
- 2001 University of Central Arkansas, Conway, AR.  
*Bachelor of Science (Health Sciences)*
- 1981 Auburn University at Montgomery, Montgomery, AL..  
*Master of Public Administration*
- 1979 Florida State University, Tallahassee, FL.  
*Bachelor of Science (Psychology)*

### **Honors and Awards**

- 2018 Civil Service Cash Award in recognition of work performance
- 2015 Composed winning Keiser University nomination for OTA Fieldwork Educator of the Year from the Florida Occupational Therapy Education Consortium (FLOTEC). This was the first nomination/winner in 10-year history of the Jacksonville campus OTA Program.
- 2003 Clinical Merit Award from the Arkansas Occupational Therapy Association
- 2001 Undergraduate Scholar, University of Central Arkansas

### **Current Licenses**

Florida, Texas

**Employment**

- 2017-present Defense Health Agency/Medical Education & Training Campus (J7)  
Occupational Therapy Assistant Program  
**-Academic Fieldwork Coordinator/Instructor**  
-providing clinical fieldwork oversight and classroom instruction for 3 cohorts per year
- 2017-2017 University of South Alabama, Department of Occupational Therapy  
**Adjunct Instructor**  
-supporting online/classroom instruction requirements as directed by the Department Chair
- 2016-2017 Across the Board Therapy, Navarre, FL.  
**-Staff Occupational Therapist**  
-providing outpatient client-centered intervention services to children and adults
- 2016-2017 Global Teletherapy, Baltimore, MD.  
**-Telehealth Occupational Therapist**  
-provided school-based teletherapy between 5-15 hours/weekly for Georgia Cyber Academy students
- 2014-2016 Keiser University, Jacksonville, FL.  
**-Academic Fieldwork Coordinator (OTA Program)**  
-responsible for all Level I/II fieldwork placements, ACOTE fieldwork adherence, search/selection of fieldwork sites, student counseling, and other faculty duties for the department and university
- 2008-2014 Alpha-Omega Therapy, Pensacola, FL.  
**-Staff Occupational Therapist, CEO, COO**  
-school-based occupational therapy contractor for northwest Florida school districts; duties included assessments, treatment, scheduling, IEP/504, documentation, and COTA supervision
- 2008-2008 Veterans Administration/Joint Ambulatory Ancillary Clinic, Pensacola, FL.  
**-Home Based Primary Care (HBPC) Occupational Therapist**  
-providing home based occupational therapy services for NW FL veterans; duties included patient/home assessments, home exercise programs, equipment/supply orders, consultation, and coordination with other veteran/community organizations
- 2005-2008 Alpha-Omega Therapy, Pensacola, FL.  
**-Staff Occupational Therapist, CEO, COO**  
-school-based occupational therapy contractor for northwest Florida; duties included assessments, treatment, scheduling, IEP/504, documentation, and COTA supervision
- 2004-2005 Rehab Care at Jefferson Regional Medical Center, Pine Bluff, AR.  
**-Long Term Acute Care Occupational Therapist**

-providing rehabilitation services to 24 bed medical/surgical/medically complex/ventilator patient unit

- 2003-2004 HCR ManorCare at Rebsamen Hospital, Jacksonville, AR.  
**Staff occupational therapist**  
 -provided occupational therapy services to inpatient rehabilitation, acute hospital, outpatient hands, outpatient pediatrics, & acute geropsychiatric

### Teaching Experience

- 2017-current Central Nervous System, Documentation, Level I/II Fieldwork, Research, Intro to Occupational Therapy Evaluations, Pediatric Occupational Therapy Evaluations, Frames of Reference, Mental Status Assessments, Effective Learning and Study Skills, Occupational Therapy Professional Organizations, Introduction to Physical and Speech Therapy  
 DHA/METC OTA Program, Joint Base San Antonio-Fort Sam Houston (TX.)
- 2017-2017 Occupational Therapy Leadership class-online  
 Department of Occupational Therapy, University of South Alabama (AL.)
- 2014-2016 Level I/II Fieldwork Classes-direct and online, Keiser University (FL.)
- 2014-2016 NBCOT OTA Exam Prep Classes-direct/co-teaching, Keiser University (FL.)

### Institution Service Activities

- 2015-2016 Member, Keiser University Re-Accreditation Committee for the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)-Jacksonville, FL. campus
- 2015-2016 Member, Keiser University Annual Graduation Ceremony Committee-Jacksonville, FL. campus
- 2014-2016 Member, Keiser University OTA Program Re-Accreditation Committee for the Accreditation Council of Occupational Therapy Education (ACOTE)-Jacksonville, FL. campus
- 2014-2016 Keiser University OTA Program Representative to the Florida Occupational Therapy Education Consortium (FLOTEC)-Jacksonville, FL. campus
- 2015-2016 Keiser University co-representative to the Quarterly Jacksonville (FL.) Area Rehabilitation Director's Meeting

### Clinical Mentoring/Supervision

- 2008-2014 Level I/II OT & OTA Fieldwork students from the University of Central Arkansas (Conway, AR.), the University of South Alabama (Mobile, AL.), and Keiser University (Tallahassee, FL.)

### Public and Community Related Service

- 2018-2019 Community Volunteer, BCFS Foster Youth Services
- 2017-2018 Past President and Board Member, Woodrun Homeowner's Association
- 2016-2017 Volunteer, Pensacola Gateway Community Outreach
- 2016-2017 President and Board member, Woodrun Homeowner's Association
- 2014-2016 Region 1 Representative (NW FL.) for the Florida Occupational Therapy

- Association (FOTA)
- 2014-2016 Principal Organizer, consultant, & member, Jacksonville Occupational Therapy Forum
- 2011-2014 Volunteer, Escarosa Homeless Agency
- 2011-2014 Founding member, Pensacola Gateway Homeless Ministry
- 2009-2013 Treasurer, Woodrun Homeowner's Association
- 2008-2014 Vice-President, Pensacola Bay Area Occupational Therapy Forum
- 2005-2008 Principal Organizer & member, Pensacola Bay Area Occupational Therapy Forum
- 2005-2008 Region 1 Representative (NW FL.) for the Florida Occupational Therapy Association (FOTA)

### Professional Memberships

- National Board for Certification in Occupational Therapy (NBCOT)
- American Occupational Therapy Association (AOTA)
- World Federation of Occupational Therapy (WFOT)
- Texas Occupational Therapy Association (TOTA)

### Instrumentation Experience

Familiar with Microsoft Office Products, Blackboard, SAKAI, CANVAS, & GoToMeeting

### Publications and Presentations

Inkel, B. (2017). Head Start and occupational therapy services. Can you help? *Florida Focus*. Retrieved from <https://fota.membershipclicks.net/assets/Newsletter/2017/17%2001%20winter%20final.pdf>

Keiser University. (2015). Keiser university occupational therapy assistant program manual. West Palm Beach, FL: Keiser University Press. (assisted with drafting changes to program documents/assignments utilized for Level I/II OTA Fieldwork.)

Inkel, B. (2014, June). *Ethics and occupational therapy*. Presented at the meeting of the Pensacola Bay Area Occupational Therapy Forum in association with the Florida Occupational Therapy Association. Pensacola, Florida

Inkel, B. (2014, March). *Ethics and occupational therapy*. Presented at the meeting of students of the Department of Occupational Therapy at the *University of South Alabama*. Mobile, Alabama.

Inkel, B. & Pugh, E. (2009). *Ethics: A personal and professional journey*. Presented at the meeting of the Florida Occupational Therapy Association Winter Conference. St. Augustine, Florida.





March 7, 2019

To Whom This May Concern:

A Criminal History Record Check through the Texas Department of Public Safety was processed on March 6 and 7, 2019, for the election of the following nominees and alternates for the Fort Sam Houston ISD Board of Trustees.

**Nominee:**

Lisa Brown

**Alternates:**

Andrea Nicholas

Bonnie Inkel

The criminal history on each of the above candidate's is clear.

If you have any questions, please feel free to contact me at 210-368-8713.

Sincerely,

A handwritten signature in cursive script that reads "Debbie Kramme".

Debbie Kramme  
Human Resources Coordinator

**Recommendation for Appointment to the  
Lackland Independent School District Board of Trustees**

**June 14, 2019**

**COMMITTEE ON SCHOOL INITIATIVES: ACTION  
STATE BOARD OF EDUCATION: CONSENT**

**SUMMARY:** This item provides an opportunity for board consideration of four appointments to the board of trustees of the Lackland Independent School District. The appointments are necessary due to the expiration of the term of office for four board members.

**STATUTORY AUTHORITY:** Texas Education Code (TEC), §11.352, and 19 Texas Administrative Code (TAC) §61.2.

TEC, §11.352 authorizes the State Board of Education to appoint school board members in special purpose school districts.

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

**PREVIOUS BOARD ACTION:** No previous board action has occurred on this item.

**BACKGROUND INFORMATION AND JUSTIFICATION:** The State Board of Education is statutorily authorized to appoint board members for military reservation independent school districts. Trustees so appointed shall hold office for two years and until their successors are appointed and qualified. Enlisted military personnel may be appointed to the board; however, a majority must be civilians, and all may be civilians. When a vacancy occurs on one of these boards, the base commander notifies the commissioner of education of such in compliance with TEC, §11.352. Vacancies are widely advertised through base newspapers, email and other electronic means. Interested individuals then submit resumes and other documents verifying that they qualify to hold the position and would accept it if appointed.

The commanding officer appoints a nomination panel of at least three members who review the application packages, interview the candidates and evaluate the candidates. The panel's recommendations are then forwarded to the commanding officer for consideration. The commanding officer is required by 19 TAC §61.2 to provide at least three nominations to the State Board of Education. The nominations may or may not be ranked in order of preference. All nominees must be qualified under the general school laws of Texas and live or be employed on the military reservation.

Colonel, United States Air Force, Scott J. Thompson, Commander of the 502d Installation Support Group, has notified the commissioner of four vacancy which exists on the board of trustees of the Lackland Independent School District due to the expiration of the term of office. Colonel Thompson has provided three nominees for each vacancy and has recommended the re-appointment of Mr. Clifford Dietert and Dr. Laura Munro, and the appointment of MSgt. Brian Case and Ms. Jere Pace.

**FISCAL IMPACT:** No fiscal impact to the state will occur.

**PUBLIC BENEFIT AND COST TO PERSONS:** Both the public and the students will benefit by having qualified individuals appointed to the board of trustees.

**PROCEDURAL AND REPORTING IMPLICATIONS:** No procedural or reporting implications exist.

**PUBLIC COMMENTS:** No public comments are presented.

**MOTION TO BE CONSIDERED:** The State Board of Education:

Based on Colonel Scott J. Thompson's recommendation, approve the re-appointment of Mr. Clifford Dietert and Dr. Laura Munro and the appointment of MSgt. Brian Case and Ms. Jere Pace to serve a term of office, from June 13, 2019, through June 13, 2021, on the Lackland Independent School District Board of Trustees.

**Staff Member Responsible:**

Jason Hewitt, Director, Monitors and Conservators

**Attachment:** Correspondence from the colonel which includes biographical information and supporting materials for each nominee



DEPARTMENT OF THE AIR FORCE  
502D AIR BASE WING  
JOINT BASE SAN ANTONIO

MEMORANDUM FOR MR. MIKE MORATH  
Commissioner, Texas Education Agency  
1701 North Congress Avenue  
Austin, TX 78701

FROM: 502 ISG/CC  
1980 Bong Avenue  
JBSA-Lackland, TX 78236

SUBJECT: Appointment of MSgt. Brian Case to the Lackland Independent School  
District (LISD) Board of Trustees

1. I would like to respectfully request the reappointment of MSgt Brian Case to the Lackland Independent School District (LISD) Board of Trustees. Enclosed are the resumes of three nominees, as required by Texas Administrative Code Section 61.2a(1), along with a signed statement expressing their willingness to accept the appointment and serve in full adherence to the established state standards for school board members.
2. My nominees, in order of preference are MSgt Brian Case, MSgt Maureen Kooken, and Mr. Michael Therriat.
3. All nominees are qualified under the general school laws of Texas and either live or work on JBSA-Lackland. Each nominee is well qualified and the appointment of any one of them would be in full compliance with the provisions of the Texas Education Code 11.352. Every avenue was used to reach the widest possible applicant pool. The membership composition of the board of trustees is in compliance with the provisions of Texas Code 11.28.
4. I recognize the power of the Board of Trustees to govern and manage the operations of the LISD and recognize that my role as the commanding officer of JBSA-Lackland is limited only to the duty defined by statute in the process for appointing the Board of Trustees.
5. Thank you and your staff for your support of our school district. If you have any questions, please contact my POC, Ms. Lori Phipps at (210) 671-8388.

THOMPSON.SCO  
TT.J.1136960861

Digitally signed by  
THOMPSON.SCOTT.J.1136960861  
Date: 2019.05.07 17:29:54 -0500

SCOTT J. THOMPSON, Colonel, USAF  
Commander, 502d Installation Support Group

3 Attachments:

1. MSgt Brian Case
2. MSgt Maureen Kooken
3. Mr. Michael Therriat



## Joint Base San Antonio Statement of Eligibility

Applicant Full Name: Brian Vincent Case

Residential Address: 2238 Scott Sather Dr *If using to confirm eligibility.*

San Antonio Texas 78236

Physical Address of Employer:

2238 Scott Sather Dr *If using to confirm eligibility.*

San Antonio Texas 78236

Board of Trustees Location Applying For: Lackland ISD

I hereby make a formal application for the above indicated Board of Trustees. In doing so, I confirm that:

- I am qualified under the general school laws of Texas and live or am employed on JBSA.
- I attest the contents of my resume.
- I am a qualified voter.
- I willingly accept the appointment to the Board of Trustees and will serve in this capacity with full adherence to the state established standards on the duties and responsibilities of school board members.

CASE.BRIAN.VINCEN  
T.1261200291

Digitally signed by  
CASE BRIAN VINCENT.1261200291  
Date: 2019.02.11 21:37:58 -06'00'

11Feb2019

Signature of Applicant

Date

Brian V. Case

Printed Name of Applicant

***Digital Signatures are authorized. If using a wet signature, please sign, date and print legibly. Form must be completed prior to setting up your interview with the selection board.***

## OBJECTIVE

Seeking membership as a Lackland Independent School District trustee. I have seen first-hand the results of your amazing teachers and staff this district employs. They have had an enormous effect on my children's success that I feel called to help support in some small way. I am looking forward to paying it back!



### ADDRESS

2238 Scott Sather Dr  
San Antonio, TX, 78236



### PHONE

937-789-6623



### EMAIL

brian.case.1@us.af.mil



## EDUCATION

**Missouri State University,**  
Springfield, MO  
M.S. Defense and Strategic Studies  
(Deterrence and Weapons of Mass  
Destruction) (Perusing)

**University of Maryland**  
**University College,** Adelphi,  
MD

B.S. Computer Science



## REFERENCES

\*Available upon request.

## EXPERIENCE

*30 December 2002 – Present – United States Air Force (USAF)*

### **1 August 2016 - Present**

**Manager of Future Concepts** • HQ 25th Air Force • San Antonio, TX  
- Develops and maintains the 25th Air Force Commander's (Major General) Strategic Plan, including top priorities and goals as well as innovation efforts and processes.

- Advises the Commander on operational mission impacts of planned and future Intelligence, Surveillance, and Reconnaissance (ISR) capabilities
- Identifies ISR required capability gaps and translates requirements into programmatic and budget submissions.

### **1 November 2014 – 31 July 2014**

**Section Chief of Maintenance** • Air Force Technical Applications Center (AFTAC), Detachment 415 • Chiang Mai, Thailand

- Led joint USAF and Royal Thai Navy maintenance team responsible for a \$2.3M 36-element seismic array used to detect nuclear and man-made explosions in support of Comprehensive Test Ban Treaty
- Managed \$300K yearly budget for detachment operations and maintenance, vehicles, leased housing, and dependent school funding through DoDEA.

### **1 Aug 2011 – 31 October 2014**

**Non-Commissioned Officer in Charge (NCOIC) of Radar**

**Operations** • National Air Space Intelligence Center (NASIC) • Dayton, OH

- Led 25 enlisted, civilian, and contractor analyst team and managed \$19M 24/7 operations center.
- Managed collection requirements and directed analysis of Over the Horizon (OTH) radar data in support of strategic and tactical warfighter operations.

### **1 Aug 2007 – 31 July 2011**

**Senior Seismic Maintenance Technician** • AFTAC, Detachment 421

- Alice Springs, Australia
- Maintained \$1.1M 19 element seismic array used to detect nuclear and man-made explosions in support of Comprehensive Test Ban Treaty.
- Supported accounting of \$150K yearly budget for detachment operations and maintenance.

\*Further experience available upon request.

## COMMUNICATION

- Co-lead for a Strengths, Weakness, Opportunities, and Weaknesses (SWOT) event with +60 General Officers, Colonels, Command Chiefs and Senior Executive Service civilians to build framework for Major General's strategic plan.

- Coordinated Royal Thai Navy 3-star inspection; briefed detachment mission and escorted his team to remote jungle village to update him on detachment relief efforts to ease effects of famine.
- Selected by Department of State to serve as US Consulate Duty Officer to backfill holidays and leave; provided emergency assistance to Americans and local organizations in northern Thailand.
- Created community outreach with local schools in both Australia and Thailand briefing US Air Force nuclear deterrence mission and detecting nuclear events using geophysical techniques; over +200 children reached!
- Coordinated with Australian and Aboriginal elders to lobby and gain approval to safely and respectfully rebuild sensitive seismic equipment near sacred lands.

## **LEADERSHIP**

- Led team of 15 on \$150K command, control, and communications surveillance suite install; equipped 26 sites across 650 sq. mi and increase network fidelity by 25%.
- Oversaw \$42K facility renovation; built multiple systems communications room and upgraded heating, ventilation, air-conditioning (HVAC) system and reduced energy costs by \$10K/yr.
- Saved environmental disaster and mission loss by innovatively removing lead and asbestos from aging communications network and upgraded with industry specified equipment saving a \$10M underground cable plant from catastrophe. Provided training and expertise to 4-man team covering 45 miles of cable.
- Teamed with military training to mentor incoming trainees for Scientific Applications Specialist career field. Providing needed subject matter expertise and mentoring to the newly enlisted on an obscure career field.



**DEPARTMENT OF THE AIR FORCE**  
**502D AIR BASE WING**  
**JOINT BASE SAN ANTONIO**

**MEMORANDUM FOR MR. MIKE MORATH**  
Commissioner, Texas Education Agency  
1701 North Congress Avenue  
Austin, TX 78701

**FROM: 502 ISG/CC**  
1980 Bong Avenue  
JBSA-Lackland, TX 78236

**SUBJECT: Re-Appointment of Mr. Clifford Dietert to the Lackland Independent School District (LISD) Board of Trustees**

1. I would like to respectfully request the reappointment of Mr. Clifford Dietert to the Lackland Independent School District (LISD) Board of Trustees. Enclosed are the resumes of three nominees, as required by Texas Administrative Code Section 61.2a(1), along with a signed statement expressing their willingness to accept the appointment and serve in full adherence to the established state standards for school board members.
2. My nominees, in order of preference are Mr. Clifford Dietert, Mr. James Steindl and Mr. Richard Bui.
3. All nominees are qualified under the general school laws of Texas and either live or work on JBSA-Lackland. Each nominee is well qualified and the appointment of any one of them would be in full compliance with the provisions of the Texas Education Code 11.352. Every avenue was used to reach the widest possible applicant pool. The membership composition of the board of trustees is in compliance with the provisions of Texas Code 11.28.
4. I recognize the power of the Board of Trustees to govern and manage the operations of the LISD and recognize that my role as the commanding officer of JBSA-Lackland is limited only to the duty defined by statute in the process for appointing the Board of Trustees.
5. Thank you and your staff for your support of our school district. If you have any questions, please contact my POC, Ms. Lori Phipps at (210) 671-8388.

**THOMPSON.SCO** Digitally signed by  
THOMPSON SCOTT J.113696086  
**TT.J.1136960861** 1  
Date: 2019.04.08 20:25:26 -05'00'

**SCOTT J. THOMPSON, Colonel, USAF**  
Commander, 502d Installation Support Group

- 3 Attachments:
1. Mr. Clifford Dietert
  2. Mr. James Steindl
  3. Mr. Richard Bui





## Joint Base San Antonio Statement of Eligibility

Applicant Full Name: Cliford C. Dietert

Residential Address: 230 Hall Blvd, Ste 114A

San Antonio Texas 78243

Physical Address of Employer:

230 Hall Blvd, Ste 114A

San Antonio Texas 78243

Board of Trustees Location Applying For: Lackland ISD

I hereby make a formal application for the above indicated Board of Trustees. In doing so, I confirm that:

- I am qualified under the general school laws of Texas and live or am employed on JBSA.
- I attest the contents of my resume.
- I am a qualified voter.
- I willingly accept the appointment to the Board of Trustees and will serve in this capacity with full adherence to the state established standards on the duties and responsibilities of school board members.

DIETERT.CLIFFORD.C  
.1231024090

Digitally signed by  
DIETERT.CLIFFORD.C.1231024090  
Date: 2018.10.23 07:00:01 -05'00'

22 Oct 2018

Signature of Applicant

Date

Clifford C. Dietert

Printed Name of Applicant

***Digital Signatures are authorized. If using a wet signature, please sign, date and print legibly. Form must be completed prior to setting up your interview with the selection board.***

## ***Clifford Christian (Chris) Dietert***

---

30125 Bridlegate Drive  
Bulverde, TX 78163-4130  
Home Ph: (830) 980-7194

Work Ph: (210) 977-4796  
Cell Ph: (210) 278-6105  
Email: clifford.dietert@us.af.mil

### ***Objective***

Secure reappointment as a Trustee to the Lackland Independent School Board and deliver a quality education to the military children attending Lackland ISD through proven leadership, oversight, and direction of the resources entrusted to the School Board.

### ***Highlights***

---

- 15+ years of management experience with extensive leadership responsibilities
  - 4 College Degrees: MBA, BBA, & two Associate Degrees in Management
  - 5 years Adjunct Faculty Instructor – University of Phoenix at San Antonio
  - Member of Board of Trustees – Lackland Independent School District (San Antonio)
  - Broad experience with public – political figures, media, conferences, public forums, etc.
  - Coaching/mentoring/leadership/team building/process improvement skills
- 

### ***Education***

**Master of Business Administration (MBA):** 1992 – Texas State University

**Bachelor of Business Administration (BBA):** 1986 – Texas A&M at Corpus Christi  
(Dean's List – Honors Graduate)

**Associate of Applied Science (AAS) in Mid-Mgt & Production Mgt:** 1981 & 1983 –  
San Antonio College (Honor Roll)

### ***Work History***

**United States Air Force (1988-1999 & 2000-Present)**

**Cryptologic & Cyber Systems Division (CCSD)**

**Director of Operations**

- Currently serving as Director of Operations for a wide range of mission support services for a 1200+ strong Department of Defense organization with a world-wide customer base and multi-billion dollar budget across the FYDP. Key areas of responsibility include:
  - Human Resources: Manpower, Personnel, and Training Programs
  - IT Services: Oversees IT support for 5 networks and 1200 users
  - Facilities: Managing 11 buildings; 600K sf of admin, whse, maintenance & labs space
  - Public Affairs, Civilian Awards, and History Programs
  - Deployment, Contingency, Emergency Action, and Continuity of Ops Planning
  - Compliance Program: Audits & Inspections
  - Security, Facilities, and IT Network Infrastructure
  - Division Action Group: Acquisition & program oversight; leadership support functions
  - Security: Leading 3 offices responsible for personnel, program, & physical security

**Past Positions:**

**Chief, Intelligence & Force Protection Branch**

- Senior leader – served as Branch Chief in support of four major mission areas: the Consolidated Signals Intelligence Support Activity (CSSA), Force Protection Products, and Technical Applications Products, and the Bounty Hunter mission. Led a workforce of approximately 160 civilian, military and contractor personnel in the execution of \$100M across the FYDP and providing life cycle product support to a worldwide customer base located at more than 250 sites on 6 continents

**Chief, Advanced Programs**

**Chief, Global Information Grid (GIG) Information Assurance (IA) Division**

**Chief, Signals Intelligence (SIGINT) Logistics Support Division**

**Director, Business Operations Division**

**HQ Air Intelligence Agency, Directorate of Logistics**

- **Contingency War Planner & Logistics Management Specialist**
  - Served as Logistics Specialist & Contingency War Planner

**USAA - Information Technology Company (ITCO) (1999-2000)**

- **Project Management Office (PMO) Manager & IT Systems Analyst**
  - Served as the PMO Manager responsible for providing program management oversight, training, mentoring, and IT process improvement initiatives

***Instructor/Facilitator Experience***

**Advisory Board Member – University of the Incarnate Word Criminal Justice Program**

**Adjunct Faculty Member – University of the Incarnate Word**

- 2+ years online & in-classroom instructor – Criminal Justice Program

**Adjunct Faculty Member – University of Phoenix San Antonio**

- 5 years of in-classroom instructor experience – School of Business

**Instructor – Franklin-Covey® - Under a Department of the Air Force License**

- Focus: Achieving Your Highest Priorities®
- Great Leaders, Great Team, Great Results®

**Personal Life Strategies Coach – With Emphasis in Business**

- Certified Life Strategies Personal Coach through Spencer Institute
- Total Life Planning Institute Certified Coach
- Graduate of OPM Coaching Course: Coaching & Mentoring for Excellence
- Completed American Management Association Coaching Course

**Expert Briefer/Presenter – Air Force, USAA, and Other Organizations**

- Extensive experience developing/presenting presentations for high-level dignitaries (i.e., local, state, & national political figures, business & community leaders, foreign allies, etc.) as well as for conferences of several hundred audience members

**Facilitator – Youth Solutions® Course, Family Forward, Inc®**

- Independent Course Facilitator for Family Forward's Youth Solutions Program

**Facilitator – “Share the Vision” Leadership Workshop – Bulverde United Methodist Church**

**Facilitator – ACTS Foundation Strategic Planning Workshop**

**Facilitator – Parenting With Dignity® Course (Drew Bledsoe Foundation®)**

**Certified Facilitator & Advanced Facilitator – American Society of Quality**

***Proven Leadership***

**Currently hold (or previously held) the following leadership positions:**

- Board of Trustees – Lackland Independent School District (Lackland AFB, TX)
- Member, Board of Directors – 3 non-profit corporations
- City of Live Oak, TX: Chairman, Planning & Zoning Commission
  - City Representative to NE Partnership for Economic Development
- Leadership Programs: San Antonio Chamber & Alamo Federal Executive Board
- Member, San Antonio & Randolph Greater Chambers of Commerce
- Chair & Vice Chair, Church Council, Bulverde United Methodist Church

***Training & Awards***

**Specialized Training Received:**

- Defense Acquisition University Professional Certifications:
  - Program Management (Level 3) & Life Cycle Logistics (Level 3)

**Awards Received:**

- Alamo Federal Executive Board Federal Supervisor of the Year (2004)
- CPSG & Team Lackland AFB Senior-Level Civilian of the Year (2003)
- More Than 25 Other Awards & Recognition (Performance Awards, etc.)

***Professional Integrity***

**Current Security Clearance:** Top Secret/SCI with Counter-Intelligence Polygraph

**References:** Provided upon request



DEPARTMENT OF THE AIR FORCE  
502D AIR BASE WING  
JOINT BASE SAN ANTONIO

MEMORANDUM FOR MR. MIKE MORATH  
Commissioner, Texas Education Agency  
1701 North Congress Avenue  
Austin, TX 78701

FROM: 502 ISG/CC  
1980 Bong Avenue  
JBSA-Lackland, TX 78236

SUBJECT: Re-Appointment of Dr. Laura Munro to the Lackland Independent School  
District (LISD) Board of Trustees

1. I would like to respectfully request the reappointment of Dr. Laura Munro to the Lackland Independent School District (LISD) Board of Trustees. Enclosed are the resumes of three nominees, as required by Texas Administrative Code Section 61.2a(1), along with a signed statement expressing their willingness to accept the appointment and serve in full adherence to the established state standards for school board members.
2. My nominees, in order of preference are Dr. Laura Munro, Mr. Michael Therriat and Ms. Kristen Rumley.
3. All nominees are qualified under the general school laws of Texas and either live or work on JBSA-Lackland. Each nominee is well qualified and the appointment of any one of them would be in full compliance with the provisions of the Texas Education Code 11.352. Every avenue was used to reach the widest possible applicant pool. The membership composition of the board of trustees is in compliance with the provisions of Texas Code 11.28.
4. I recognize the power of the Board of Trustees to govern and manage the operations of the LISD and recognize that my role as the commanding officer of JBSA-Lackland is limited only to the duty defined by statute in the process for appointing the Board of Trustees.
5. Thank you and your staff for your support of our school district. If you have any questions, please contact my POC, Ms. Lori Phipps at (210) 671-8388.

THOMPSON.SCO  
TT.J.1136960861

Digitally signed by  
THOMPSON SCOTT.J 11369608  
61  
Date: 2018.08.17 17:08:14 -0500'

SCOTT J. THOMPSON, Colonel, USAF  
Commander, 502d Installation Support Group

3 Attachments:

1. Dr. Laura Monroe
2. Mr. Michael Therriat
3. Ms. Kristen Rumley



## Joint Base San Antonio Statement of Eligibility

Applicant Full Name: Dr. Laura Munro

Residential Address: 1618 Truemper Street

JBSA - Lackland, San Antonio, Texas 78236

Physical Address of Employer:

1618 Truemper Street

JBSA - Lackland, San Antonio, Texas 78236

Board of Trustees Location Applying For: Lackland ISD

I hereby make a formal application for the above indicated Board of Trustees. In doing so, I confirm that:

- I am qualified under the general school laws of Texas and live or am employed on JBSA.
- I attest the contents of my resume.
- I am a qualified voter.
- I willingly accept the appointment to the Board of Trustees and will serve in this capacity with full adherence to the state established standards on the duties and responsibilities of school board members.

MUNRO.LAURA.J.101 Digitally signed by  
6630949 MUNRO LAURA.J 1016630949  
Date: 2018.10.03 07:12:08 -0500

3 Oct 18

Signature of Applicant

Date

Dr. Laura J. Munro

Printed Name of Applicant

***Digital Signatures are authorized. If using a wet signature, please sign, date and print legibly. Form must be completed prior to setting up your interview with the selection board.***

***Dr. Laura J. Munro, Ed.D.***

**11230 FM 775  
Floresville TX, 78114  
(830) 393-0818  
laura.munro@us.af.mil**

**OBJECTIVE**

*Consideration for re-appointment to the Lackland Independent School District Board of Trustees.*

**WORK HISTORY**

2018-present Air Force Basic Military Training Director, Lackland Air Force Base, TX  
1996-1998 Training Support Squadron Commander, Lackland Air Force Base, TX  
1994-1996 Technical Services Squadron Commander, Kelly Air Force Base, TX  
1992-1994 Chief, Systems Acquisition and Implementation Branch, Kelly Air Force Base, TX  
1991-1992 Chief, Technical Evaluations Branch, Kelly Air Force Base, TX  
1990-1991 Joint Signals Group Deputy Group Commander, NATO, Izmir Air Base, Turkey  
1989-1991 Systems Engineering Squadron Commander, NATO, Izmir Air Base, Turkey  
1988-1989 Student, Communications-Computer Systems Staff Officer Course  
1987-1988 Foreign Military Sales Program Manager, McClellan Air Force Base, CA  
1983-1984 Chief, Communications-Electronic Maintenance, Bitburg, Air Base, Germany  
1981-1983 Chief, Communications-Electronics Operations, Bitburg, Air Base, Germany  
1979-1981 Chief, Communications-Electronics Operations, Davis Monthan Air Force Base, AZ  
1978-1979 Student, Communications-Electronics Officer Basic Course

**EDUCATION**

1989	Doctor of Education in Organization & Leadership	University of San Francisco, San Francisco, CA
1986	Master of Arts in Counseling Psychology	National University, Sacramento, CA
1981	Master of Business Administration	Golden Gate University, San Francisco, CA
1977	Bachelor of Science in Biology	State University of New York, Stony Brook, NY

**SCHOOL BOARD TRAINING/EXPERIENCE**

2004-present

Extensive training in school board governance to include continuing education in:

- Budget Implementation	- Public Relations	- Legislative Updates
- Planning and Accountability	- Open Meetings Act	- School Law
- Effective Facilitation	- Texas Education Code	- Team Building

Multiple in congressional visits advocating educational needs of military families and the continued appropriations for Federal Impact Aid.

**COMMUNITY VOLUNTEER ACTIVITIES**

2000-present Member of the Wilford Hall Medical Center International Animal Care and Utilization Committee

2004-present Member (currently Secretary) of the Lackland ISD Board of Trustees

2005-present Member of the Hill Country Bicycle and Touring Club



**DEPARTMENT OF THE AIR FORCE**  
**502D AIR BASE WING**  
**JOINT BASE SAN ANTONIO**

**MEMORANDUM FOR MR. MIKE MORATH**  
**Commissioner, Texas Education Agency**  
**1701 North Congress Avenue**  
**Austin, TX 78701**

**FROM: 502 ISG/CC**  
**1980 Bong Avenue**  
**JBSA-Lackland, TX 78236**

**SUBJECT: Appointment of Ms. Jere Pace to the Lackland Independent School**  
**District (LISD) Board of Trustees**

1. I would like to respectfully request the reappointment of Ms. Jere Pace to the Lackland Independent School District (LISD) Board of Trustees. Enclosed are the resumes of three nominees, as required by Texas Administrative Code Section 61.2a(1), along with a signed statement expressing their willingness to accept the appointment and serve in full adherence to the established state standards for school board members.
2. My nominees, in order of preference are Mr. Jere Pace, Mr. Perry Slater and Mr. John Mendoza.
3. All nominees are qualified under the general school laws of Texas and either live or work on JBSA-Lackland. Each nominee is well qualified and the appointment of any one of them would be in full compliance with the provisions of the Texas Education Code 11.352. Every avenue was used to reach the widest possible applicant pool. The membership composition of the board of trustees is in compliance with the provisions of Texas Code 11.28.
4. I recognize the power of the Board of Trustees to govern and manage the operations of the LISD and recognize that my role as the commanding officer of JBSA-Lackland is limited only to the duty defined by statute in the process for appointing the Board of Trustees.
5. Thank you and your staff for your support of our school district. If you have any questions, please contact my POC, Ms. Lori Phipps at (210) 671-8388.

**THOMPSON.SCOT** Digitally signed by  
**T.J.1136960861** THOMPSON.SCOTT.J.1136960861  
Date: 2019.05.07 17:30:28 -05'00'

**SCOTT J. THOMPSON, Colonel, USAF**  
**Commander, 502d Installation Support Group**

- 3 Attachments:**
1. Ms. Jere Pace
  2. Mr. Perry Slater
  3. Mr. Brian Case





## Joint Base San Antonio Statement of Eligibility

Applicant Full Name: JERE MADELING PACE

Residential Address:

*If using to confirm eligibility.*

12227 STILLWATER CREEK  
SAN ANTONIO, TX 78254

Physical Address of Employer:

*If using to confirm eligibility.*

102 HALL BLD, STE 249  
SAN ANTONIO, TX 78243

Board of Trustees Location Applying For:

I hereby make a formal application for the above indicated Board of Trustees. In doing so, I confirm that:

- I am qualified under the general school laws of Texas and live or am employed on JBSA.
- I attest the contents of my resume.
- I am a qualified voter.
- I willingly accept the appointment to the Board of Trustees and will serve in this capacity with full adherence to the state established standards on the duties and responsibilities of school board members.

  
Signature of Applicant

11 Feb 19  
Date

JERE M. PACE  
Printed Name of Applicant

***Digital Signatures are authorized. If using a wet signature, please sign, date and print legibly. Form must be completed prior to setting up your interview with the selection board.***

## Jere M. Pace

12227 Stillwater Creek

San Antonio TX 78254

Home: (210) 589-3566; Office: (210) 977-6977

Work E-mail: jere.pace.1@us.af.mil

Home E-mail: jerelazard@yahoo.com

**OBJECTIVE:** To serve as a Board Member of the Lackland Independent School District (LISD) Board of Trustees

### **EMPLOYMENT HISTORY:**

**Manpower Analyst**, June 2011 to Present

Employer: 25th Air Force, 248 Kirknewton, Ste 249, San Antonio, TX 78243

Grade: GG-13

Supervisor: Mr. Renato Queza, (210) 977-5394, may be contacted

- Serves as the Command technical advisor regarding manpower requirements
- Develops, measures, and validates manpower and associated workloads
- Provides technical guidance and formulates recommendations on manpower requirements processes and utilization
- Plans, organizes, and develops studies or projects
- Negotiates effectively with management to accept and implement recommendations

### **EDUCATION:**

**Community College of the Air Force**, April 2008

Associate Degree in Human Resource Management

**Park University**, October 2012

B.S. Degree, Human Resource Management – Magna Cum Laude GPA: 3.74/4.0

**Webster University**, June 2017

M.A. Degree, Management and Leadership

### **PROFESSIONAL MEMBERSHIPS:**

**Rotary Club of San Antonio Mission Trail**, 2010 to Present

- Leverage professional expertise to oversee Club and District level operations and projects
- Ensures area of responsibility complies with Rotary International (RI) Constitution and Bylaws
- Serves on the Mission Trail Rotary Club Board and incoming Club Secretary, July 2019
- Graduated Assistant Governor; oversaw five Clubs across the District

**Alumni Association, Leadership Federal Executive Board (FEB)**, Class of 2018

- Graduate of The Alamo FEB's 10-month leadership program
- Purpose is to foster activities and involvement within the greater San Antonio metropolitan area by "Giving Back to Our Community"

**Recommendation for Appointment to the  
Randolph Field Independent School District Board of Trustees**

**June 14, 2019**

**COMMITTEE ON SCHOOL INITIATIVES: ACTION  
STATE BOARD OF EDUCATION: CONSENT**

**SUMMARY:** This item provides an opportunity for board consideration of one appointment to the board of trustees of the Randolph Field Independent School District. The appointment is necessary due to the expiration of the term of office for one board member.

**STATUTORY AUTHORITY:** Texas Education Code (TEC), §11.352, and 19 Texas Administrative Code (TAC) §61.2.

TEC, §11.352 authorizes the State Board of Education to appoint school board members in special purpose school districts.

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

**PREVIOUS BOARD ACTION:** No previous board action has occurred on this item.

**BACKGROUND INFORMATION AND JUSTIFICATION:** The State Board of Education is statutorily authorized to appoint board members for military reservation independent school districts. Trustees so appointed shall hold office for two years and until their successors are appointed and qualified. Enlisted military personnel may be appointed to the board; however, a majority must be civilians, and all may be civilians. When a vacancy occurs on one of these boards, the base commander notifies the commissioner of education of such in compliance with TEC, §11.352. Vacancies are widely advertised through base newspapers, email and other electronic means. Interested individuals then submit resumes and other documents verifying that they qualify to hold the position and would accept it if appointed.

The commanding officer appoints a nomination panel of at least three members who review the application packages, interview the candidates and evaluate the candidates. The panel's recommendations are then forwarded to the commanding officer for consideration. The commanding officer is required by 19 TAC §61.2 to provide at least three nominations to the State Board of Education. The nominations may or may not be ranked in order of preference. All nominees must be qualified under the general school laws of Texas and live or be employed on the military reservation.

Colonel, United States Air Force, Jeffrey F. Carter, Commander of the 502d Security Forces Group, has notified the commissioner of one vacancy which exists on the board of trustees of the Randolph Field Independent School District due to the expiration of the term of office. Colonel Carter has provided three nominees for the vacancy and has recommended the appointment of Mr. Patrick Luna to fill the expiring term.

**FISCAL IMPACT:** No fiscal impact to the state will occur.

**PUBLIC BENEFIT AND COST TO PERSONS:** Both the public and the students will benefit by having qualified individuals appointed to the board of trustees.

**PROCEDURAL AND REPORTING IMPLICATIONS:** No procedural or reporting implications exist.

**PUBLIC COMMENTS:** No public comments are presented.

**MOTION TO BE CONSIDERED:** The State Board of Education:

Based on Colonel Jeffrey F. Carter's recommendation, approve the re-appointment of Mr. Patrick Luna to serve a term of office, from June 13, 2019, through June 13, 2021, on the Randolph Field Independent School District Board of Trustees.

**Staff Member Responsible:**

Jason Hewitt, Director, Monitors and Conservators

**Attachment:** Correspondence from the Colonel which includes biographical information and supporting materials for each nominee

### **Randolph Independent School District (RFISD) Seeks Board of Trustee Member**

RFISD is soliciting resumes for an upcoming opening on the Board of Trustees. Eligibility for the position requires the incumbent to be living or employed at JBSA-Randolph. Trustees must take an official oath of office and serve without compensation. For more information or for those interested should submit a resume to the School Liaison Office (angela.green.8@us.af.mil).

The following candidates' resumes were reviewed and ranked for each position:

1. Luna, Mr. Patrick
2. Francois, Mr. Bertell
3. Strange, Mr. Marvin

Board Positions were announced via e-mail to all First Sergeants on Randolph AFB. There was also solicitation of this position through other organizations' events as well as word of mouth. The advertisement seemed to be adequate based on the inquiries via e-mails and phone calls.



**DEPARTMENT OF THE AIR FORCE  
502D AIR BASE WING  
JOINT BASE SAN ANTONIO**



8 April 19

MEMORANDUM FOR MR. MIKE MORATH  
COMMISSIONER, TEXAS EDUCATION AGENCY  
1701 NORTH CONGRESS AVENUE  
AUSTIN, TX 78701

FROM: 502 SFG/CC  
1 Washington Circle, Suite 2  
JBSA-Randolph, TX 78150-4560

SUBJECT: Reappointment of Mr. Patrick Luna to the Randolph Field Independent School District (RFISD) Board of Trustees

1. I respectfully request the reappointment of Mr. Patrick Luna to the RFISD Board of Trustees. Attached is his resume, as required by Texas Administrative Code Section 61.2a(1), along with a signed statement expressing his willingness to accept the appointment and serve in full adherence to the established state standards for school board members.
2. The remaining nominees, in order of preference are, Mr. Bertell Francois and Mr. Marvin Strange.
3. All nominees are qualified under the general school laws of Texas and either live or work on JBSA-Randolph. Each nominee is well qualified and the appointment of any one of them would be in full compliance with the provisions of the Texas Education Code 11.352. Every avenue was used to reach the widest possible applicant pool. The membership composition of the board of trustees is in compliance with the provisions of Texas Code 11.28.
4. I recognize the power of the Board of Trustees to govern and manage the operations of the RFISD and recognize that my role as the commanding officer of JBSA-Randolph is limited only to the duty defined by statute in the process for appointing the Board of Trustees.
5. Thank you and your staff for your support of our school district. If you have any questions, please contact my POC, Ms. Angela Green at (210) 652-3081.

**CARTER.JEFFRE** Digitally signed by  
**Y.F.1062602992** CARTER.JEFFREY.F.1062602992  
Date: 2019.04.08 18:52:47  
-05'00'

**JEFFREY F. CARTER, Colonel, USAF**  
Commander, 502d Security Forces Group

4 Attachments:

1. RFISD Board Solicitation Letter
2. Mr. Patrick Luna's Application
3. Mr. Bertell Francois's Application
4. Mr. Marvin Strange's Application



## Joint Base San Antonio Statement of Eligibility

Applicant Full Name: Patrick T. Luna

Residential Address: 100 H St East, Suite 5

JBSA Randolph TX 78150

Physical Address of Employer:

100 H St East, Suite 5

JBSA Randolph TX 78150

Board of Trustees Location Applying For: Randolph Field ISD

I hereby make a formal application for the above indicated Board of Trustees. In doing so, I confirm that:

- I am qualified under the general school laws of Texas and live or am employed on JBSA.
- I attest the contents of my resume.
- I am a qualified voter.
- I willingly accept the appointment to the Board of Trustees and will serve in this capacity with full adherence to the state established standards on the duties and responsibilities of school board members.

LUNA.PATRICK.T.112 Digitally signed by  
6064566 LUNA.PATRICK.T.1126064566  
Date: 2019.03.22 10:30:47 -05'00'

22 March 2019

Signature of Applicant

Date

Patrick T. Luna

Printed Name of Applicant

***Digital Signatures are authorized. If using a wet signature, please sign, date and print legibly. Form must be completed prior to setting up your interview with the selection board.***

**PATRICK T. LUNA**  
3303 Ashley Way, Marion TX 78124  
210.652.7040 (Work) • (210) 268-2036 (Cell) • [patricktluna@gmail.com](mailto:patricktluna@gmail.com)

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## **International Affairs Program Manager**

### **31 years successful experience providing fiscal, strategic, and operational leadership**

Dynamic, results-oriented leader with a strong track record of successful performance in unique and demanding positions utilizing keen analysis, insight and team approach to drive improvements and implementation of best practices to meet establish goals and objectives. Additional areas of expertise include:

- Strategy, Vision & Mission Planning
- Public Relations & Media Affairs
- Contract Negotiations & Strategic Alliances
- Finance, Budgeting & Cost Management
- Policy & Procedure Development
- Government Regulations & Relations

### **RELATIVE EXPERIENCE (TEC 11.352)**

#### **Decision Making Ability**

- HQ AETC/IA AFSAT, JBSA Randolph (2010-Present). Manage international agreements by interfacing with and advising key officials in the State Department, Defense Security Cooperation Agency, Air Force Secretariat, Major Commands, Joint Staffs and Embassy Security Cooperation Offices requiring professional knowledge of the formulation and direction of foreign affairs that support US national security objectives.

Unfettered decision making authority; advised His Royal Highness Prince Faisal bin Hussein, Deputy Supreme Commander of the Jordan Armed Forces, of training efforts supporting CASA-235 gunship purchased through Direct Commercial Sales; trusted consult and advisement not to use security assistance went against the norm, but resulted in four full crews and 25 technicians trained/qualified and significant cost savings to the Jordanian government.

Enterprise based decisions; created first ever C-145 aircrew and technician training courses; coordinated with AETC and AFSOC functional area experts to receive Command approval; first partner national enrolled with two additional partner nations added for FY17; right decision for both USAF and partner nations; increased USAF training and mission capability.

Appointed Deputy Security Assistance Program Manager for Training; team lead for technical, aircrew and English language training for over 5K Royal Saudi Air Force students in and or awaiting training in the largest Foreign Military Sales case in USAF History valued at \$2.1B; not afraid to make decisions in a political-military sensitive program, chose to return over 25 students to Saudi Arabia for failure to progress; result, grades/attendance up; clearly in charge.

- HQ AETC/A4M, JBSA Randolph (2006-2007). Delivered flawless logistics, installation and mission support to shape the learning environment by developing policy/procedures for



facilities, force protection, aircraft support and modernization of over 2,800 aircraft valued at over \$7B.

### **Objectivity**

- HQ AETC/IA AFSAT, JBSA Randolph (2009-Present). Managed international agreements for training services/congressionally appropriated grants by interfacing with/advising key officials in the State Department, Defense Security Cooperation, Air Force Secretariat (SAF/IA), Major Commands, Unified Commands, Joint Staffs, Security Assistance Program Manager (SAPM), AFMC System Acquisition Team, System Program Office (SPO) and Security Cooperation Office (SCO) on training issues requiring an objective and professional knowledge of the formulation and direction of foreign affairs that support US national security objectives. Develop Request for Information/Proposals (RFI/RFP), Performance Work Statement development, Independent Government Estimate (IGE), comprehensive Technical Evaluation (Tech-Eval), source selection evaluation, sole-source justification and other procurement documents/functions as needed to support the acquisition process.

Increased foreign partners' training by 31% using creative training methodologies; recouped cancelled/unused training slots by other partner nations at USAF/Contractor schools— no seat went unfilled, increased in-country training programs at a reduce cost by “piggy-backing” on training teams already in country/region and embedded training into equipment purchase contracts making training part of the equipment delivery – almost zero cost to partner nation.

- Combined Allied Powers Transition Forces, Senior Adviser, Kabul Air Base Afghanistan (2007-2009). Senior Advisor to Afghan Army Air Corps, Maintenance Group Commander on leadership roles/responsibilities, maintenance management, process improvement and leadership development. Developed aircraft, equipment and manpower requirements to build and sustain operations. Briefed USAF leadership and senior level decision makers on mission programs/process that required professional knowledge of the formulation/direction of foreign affairs of the USG and cultural and political dynamics of the Afghan civil and military government structure.

### **Critical Thinking**

- HQ AETC/IA AFSAT, JBSA Randolph (2011-Present). Developed and implemented strategic training plans bolstering both national and foreign national capabilities/strengths while strengthening US presence and influence in theater operations and policy. Able to direct foreign nation's focus from present day to strategic outlook ensuring continued success.

Rebuilt Lebanese Air Force stifled by pilot/aircraft shortages; developed short/long term training plans via both USAF/Contractor pilot training programs, lobbied for critical USAF pilot slots, key to \$3M aircraft purchase grant to Lebanon and identified critical need to AF Headquarters for advance pilot and sensor operator training resulting in first ever USAF Special Operations Team mobile training team to Lebanon – result, saved critical aircraft program while increasing counter-terrorism capability for partner nation.

Headquarters AF hand picked for Yemen Air Force transition planning; Yemen civil war halted all training within the US; 128 students at risk in Navy, Army, Air Force and Contractor

training programs; extremely sensitive program require effective, efficient and methodical mitigation planning; all students accounted for, tracked and returned the Yemen and or processed through Department of Homeland Security; recognized at by USAF HQ leadership.

- Camber Corporation, San Antonio TX (2010-2011). Demonstrated knowledge and technical skill in the application of policies, methods and techniques to analyze and evaluate the effectiveness of training programs and to formulate and recommend courses of actions to provide necessary training within the planned program for the training venues to meet mission requirements.

#### **Fiscal Competency**

- HQ AETC/IA AFSAT, JBSA Randolph (2011-Present). Manage multiple FMS programs developing and implementing over \$100M in programs to support the acquisition of complex major weapon systems executed under the auspice of the US Department of State.

Tackled Bahrain financial reconciliation; \$500K over obligated/commitment; 9 month accounting effort/persistence resulted in all accounts being 100% reconciled and prepped for closure with \$125K identified as excess funds; Bahrain Defense Minister hailed as “the one”.

Recognized expert in Foreign Military Sales (FMS); appointed to lead the largest FMS case in USAF history value at over \$2.1B for the Royal Saudi Air Force; first act was to audit the program correcting over 1.5K line entries resulting in \$4K financial errors identified and fixed within the first 6 months on the job – message sent and received, fiscal responsibility a must.

Inherited two lagging English language training contract efforts for both overseas and stateside; assembled and led subject matter expert team that terminated one contract effort, combined and standardized two existing contract with remaining new contracting effort; contracts awarded ahead of schedule, no gap in training and \$75M below expected cost.

- Camber Corporation, San Antonio TX (2010-2011). Provided fiscal, strategic and operational leadership to reduce cost and improve operating results by revamping internal procedures and controls, reorganized/reallocated resources and implemented best practices and performance monitoring systems in support of continuous improvement.

#### **Public School Education**

- Randolph Field ISD, Board of Trustees (2012-Present). Team actions enabled District to face challenges head on while ensuring the right resources, personnel and funds were available to meet set objectives. Tackled challenges upfront; revamped District transfer policy, introduced middle school athletics/booster club, advanced technology in the classroom, constructed and upgraded facilities, increased teacher/staff to meet increased enrollment; result, District ranked #1 in San Antonio area and Top 100 in Texas twice.

Obtained over 110 hours of Trustee continued education and training and in 2012 selected from over 2,500 applicants for the Texas Association School Board Leadership Development Program.

Encouraged and worked with Board and Superintendent to develop long range strategic plans; specifically focused on increased enrollment to drive increased funding; result, aloud for increase in school programs and staff.

Recognizing a visionary leader is a must to meeting/implementing strategic plans; vocal supporter of the Superintendent; aligns with Board's strategic view; impact thus far, new high school opened on time, new cafeteria/gym/auditorium construction ahead of schedule, and football field renovation done; impact, student moral/grades/attendance exceed State standards.

Increase student patriotism/moral; key supporter/initiator of such new programs as the JROTC, middle school athletics, middle school pep squad and numerous other extracurricular programs.

- Geilenkirchen NATO AB Germany, Board of Trustees, Vice President (2002-2004). Advocated for growth and financial support; Department of Defense Schools (DoDS) replaced aging heating system, new playground equipment donated/repared by sponsors, increased cultural emersion field trips and school activities.
- Geilenkirchen NATO AB Germany, Parent Teacher Student Organization, Vice President (2001-2002). Supported school through various fund raisers and events; raised over \$3,000 during fund drive to fund annual Spring Festival; hosted base wide "American Day" event exposing base nationals to US carnival theme, all base organizations raised funds.
- Educator, Hallettsville ISD, Hallettsville TX (1994). Substitute teacher for math and history.
- Educator, Las Vegas ISD, Las Vegas NV (1993). Student teacher for math and electronics.
- Educator, University of Nevada, Las Vegas NV (1992). Teaching Assistant for political sciences

#### **Community Involvement**

- Webster University – San Antonio Alumni Association
- Knights of Columbus, Council #2828
- Eucharistic Minister and Lecture, Base Chapel
- Randolph Field ISD, Board of Trustees (2012-Present)
- Geilenkirchen NATO AB Germany, Board of Trustees, Vice President (2002-2004)
- Geilenkirchen NATO AB Germany, Parent Teacher Student Organization, Vice President (2001-2002)



## Joint Base San Antonio Statement of Eligibility

Applicant Full Name: Bertell Francois

Residential Address: 200 Dove Run

Cibolo

Texas

78108

Physical Address of Employer:

200 Dove Run

Cibolo

Texas

78108

Board of Trustees Location Applying For: Randolph AFB, TX.

I hereby make a formal application for the above indicated Board of Trustees. In doing so, I confirm that:

- I am qualified under the general school laws of Texas and live or am employed on JBSA.
- I attest the contents of my resume.
- I am a qualified voter.
- I willingly accept the appointment to the Board of Trustees and will serve in this capacity with full adherence to the state established standards on the duties and responsibilities of school board members.

**Bertell Francois** Digitally signed by Bertell Francois  
Date: 2019.03.13 08:48:25 -05'00'

Signature of Applicant

**Bertell Francois**

Printed Name of Applicant

**13 March 2019**

Date

***Digital Signatures are authorized. If using a wet signature, please sign, date and print legibly. Form must be completed prior to setting up your interview with the selection board.***

**Summary-** Detail oriented administrative assistant with strong customer service skills, who excels at prioritizing, completing multiple tasks simultaneously, and following through to achieve project goals. Excellent communication skills (oral and written) focused and highly organized with proven strengths in leading people and employee relations.

**Experience**

**Advising Team Support Specialist**

**January 2017 – August 2017**

**Alamo Colleges, Northeast Lakeview College**

- Provided high quality administrative and clerical support to students in the college connection, advising and enrollment process in collaboration with staff and faculty
- Generated reports to support department initiatives and needs; scanned, indexed, filed students' records
- Proficient in all data input requirements and report generation in Alamo Colleges Banner system
- Contacted students to schedule/follow up on advising activities, specifically academic probation/dismissal issues
- Critical component in New Student Orientation process; prepared group advising cards, assigned rooms and advisors for approximately 120 new students on a weekly basis
- Managed advising schedule for 12 advisors--ensured adequate coverage was available to meet students' needs
- Disseminated registration/payment information, reviewed status/holds/outstanding balances for course registration
- Provided student-centered service and engaged in continuous quality enhancements
- Supervised four work study students on a daily basis

**Admin Services Specialist**

**March 2015 – January 2017**

**Alamo Colleges, St. Philip's College**

- Coordinated office procedures and implemented quality processes in a student-centered environment supporting college entry, progression and completion of educational goals
- Performed office/administrative duties such as receiving/responding to correspondence, greeting visitors, responding to telephone calls and in-person requests from students, faculty, and external agencies
- Answered questions regarding college admissions, course availability/registration, tuition/fees and various general information inquiries
- Communicated with students through email, phone and face-to-face, to assess and address their needs
- Delivered documents such as Military Verification Forms, Deferment requests, and Tuition Assistance Forms to appropriate agencies for processing, ensuring students' educational progress was uninterrupted
- Briefed students on use of ACES, college application process, and Alamo Enroll checklist procedures
- Evening Operations Monitor; maintained assigned classrooms and equipment, coordinated with faculty and students to ensure classroom climate was conducive to learning
- Ensured classroom policies and regulations were adhered to in accordance with school guidelines and procedures

**Volunteer-Military & Family Readiness Center**

**October 2013 – March 2015**

**Joint Base San Antonio-Randolph**

- Performed assorted clerical/administrative duties to include answering phone calls, taking messages, making appointments, and providing vital information to active duty military, dependents, and retirees regarding transition assistance, financial aid, and several other family readiness issues
- Greeted customers/assessed their needs and directed them to proper staff members for prompt service
- Consistently met goals by utilizing my multitasking abilities and prioritizing tasks based on deadlines, and level of importance yielding successful project completions
- Implemented and administered Military and Family Readiness Center core programs of, transition, relocation, family, and other work/life services and activities provided to military members, retirees, Department of Defense (DoD) civilian members, and their families
- Assisted in assessment and referral of families in need with continuing work/life services that included, financial, education and personal family counseling and intervention
- Instrumental in the development of marketing and public relations campaigns and media to ensure target populations were informed of services and activities
- Ensured availability of technology-based resources to maximize customer access to a full spectrum of resources to meet life-cycle needs

- Developed relocation packages for issuance to Airmen and their families projected for permanent change of station to JBSA-Randolph; offered valuable information necessary for smooth transition

**Community Service Coordinator**

**October 2011 - June 2012**

**Office of Youth Alternatives, Cheyenne, WY**

- Facilitated self-growth/life skills group sessions to at-risk youths to assist them in preparation for future life goals
- Completed documents to assess juveniles' progress; teamed with courts to gauge program's success
- Counseled youths on personal accountability, worth to self and worth to community
- Organized team-building exercises and introduced skills for vocational success

**U.S. Air Force**

**Security Forces Manager**

**June 2008 - August 2011**

**Columbus, MS/Kunsan, Republic of Korea/Goodfellow, TX**

- Prepared routine and advanced correspondence and reports for the protection of base populace by maximizing force protection activities, including installation security, antiterrorism, and law enforcement operations
- Provided support services to individuals and/or families during deployments, mobilizations, local and national emergencies/disasters and evacuations
- Directed personnel resource activities, interpreted/enforced policies and applicable directives
- Developed plans for personnel utilization, facilities, supplies and equipment procurement/maintenance
- Used experience and judgment to provide a strategic vision on force protection requirements during peacetime and contingency operations

**First Sergeant**

**June 1997 - May 2008**

**Brooks AFB, TX/ F.E. Warren AFB, WY**

- Managed clerical and administrative support activities for 550 person enlisted force
- Performed clerical and administrative duties to include promotion/demotion actions, adverse actions, leaves/TDYS; knowledgeable of office programs such as Word, Power Point, Excel, Access and Outlook
- Maintained contacts/relationships with professional associations, base agencies and others to enhance and deliver comprehensive support services that included, financial, education and personal family counseling and intervention
- Gathered data, compiled statistics and prepared reports concerning community needs for the development of new support services generated by Installation Community Action Information Board
- Performed assessments and referrals of individuals and families in need of continuing work/life services to the Military and Family Readiness Center
- Assisted military members in processing documents for transition to civilian status due to end of active duty commitment or medical separation
- Communicated regularly with medical treatment facilities, legal office representatives and transition authorities regarding eligibility and benefits of active duty members
- Scheduled appointments for members with base agencies in accordance with Air Force Instructions and pertinent directives to ensure smooth and timely transition from military to civilian status
- Counseled members on personal, financial and professional matters, assisted in adapting to military environment and adjusting to organization and duty assignments

**Education**

- Bachelor of Science, Human Resource Mgmt. (Summa Cum Laude), Columbia Southern University
- Associates Degree in Human Resource Mgmt., Community College of the Air Force
- Associates Degree in Criminal Justice, Community College of the Air Force

**Relevant Skills and Training**

- Council for Adult and Experiential Learning- Level 1
- Principles of Customer Service Training
- Microsoft Suite Skills including Outlook, Word, Excel, Access, Publisher, PowerPoint



## Joint Base San Antonio Statement of Eligibility

Applicant Full Name: Marvin S. Strange

Residential Address: 1451 5th Street West H64

JBSA Randolph Texas 78150

Physical Address of Employer:

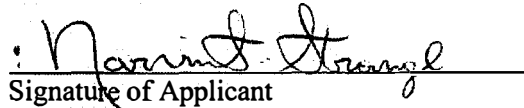
1451 5th Street West H64

JBSA Randolph Texas 78150

Board of Trustees Location Applying For: Randolph ISD

I hereby make a formal application for the above indicated Board of Trustees. In doing so, I confirm that:

- I am qualified under the general school laws of Texas and live or am employed on JBSA.
- I attest the contents of my resume.
- I am a qualified voter.
- I willingly accept the appointment to the Board of Trustees and will serve in this capacity with full adherence to the state established standards on the duties and responsibilities of school board members.

  
Signature of Applicant

**Marvin S. Strange**

Printed Name of Applicant

**27 February 2019**

Date

***Digital Signatures are authorized. If using a wet signature, please sign, date and print legibly. Form must be completed prior to setting up your interview with the selection board.***

**MARVIN S. STRANGE**  
13115 Forum Rd. Universal City, TX 78148  
Home (210)566-9456 - Cell (210)452-2482  
marvin\_strange@sbcglobal.net

**SUMMARY:** Military veteran and degreed professional experienced with a variety of social services programs ranging from Readiness to Career Counseling. Additionally, knowledgeable and experienced with Relocation and Transition Assistance with a strong background in providing administrative, personnel and computer support with excellence in customer service .

## **EXPERIENCE**

- 2009 - Present **Social Services Assistant/Inspector General Office Automation,**  
*12th Flying Training Wing, Randolph Air Force Base (AFB), Texas*
- Trained in Readiness procedures...manned the Personnel Deployment Line to provide information and referral services to deploying members...
  - Instrumental in helping facilitate monthly Waiting Families Dinners to include assessing families needs and providing key information and referral services
  - Provides military members of all branches and their families with the skills and job search tools to secure employment
  - Key staff member in providing customers up-to-date listings of numerous job search websites...customers departed very well informed
  - Assists customers of all ranks and services along with family members in navigating job search websites...provided vital feedback on applications and resumes
  - Provides names and locations of organizations to assist separating and retiring military members on the process for filing VA medical claims
  - Informs and provides key information to personnel and their family members regarding unemployment compensation...outstanding feedback...customers were able to receive much needed funds during transition
  - Assist active duty, family members and government civilians with pertinent and timely information for relocating to other assignments
  - Ensure customers relocating to Randolph AFB/San Antonio were given necessary information on the local area...made newcomers feel welcome
  - Provides relocation assistance to newly assigned members and their families with much needed household items to ease transition
  - Assist Relocations Specialist with creating a more accurate sign-in log for the bi-weekly Newcomers Orientation...up-to-date and more accurate accountability of attendees
  - Greets customers, assesses their needs and refers to appropriate agency
  - Monitors all incoming requests for Airman and Family Readiness Center workshops and inputs information in the AAFIRST system
  - Receives all incoming phone calls, takes messages and resolves complaints when necessary
  - Assists staff members in preparing official letters, and email correspondence for distribution throughout the installation
  - Provides marketing support for the Airman and Family Readiness Center ensuring monthly calendars, newsletters, flyers and posters are accurate and distributed base-wide...base population informed of key information and events



2007 - 2008

**Administrative & Information Technology Support Technician, Headquarters Air Education and Training Command Randolph AFB, Texas**

- Provided administrative, data entry, and clerical support to the Air Force Security Assistance Training Squadron, Training Operations Division.
- Prepared more than 200 International Travel Orders (ITO), authorization, amendment and rescission messages monthly using standard templates, ensuring proper grammar, spelling, punctuation, and formatting for review and routing.
- Created, updated, and performed quality checks on all student ITOs and ITO training approval messages for 20 Country Program Managers.
- Input data, generated reports, verified training quotas, rescheduled student training and managed student training list updates in worldwide student personnel database.
- Efforts ensured international student trainees had timely and accurate documentation to attend assigned training courses. Often exceeding program and unit time-line requirements.
- Electronically filed all ITO messages and related correspondence in unit sharedrive in compliance with government standards.
- Provided Information Technology support for desktop/laptop computers, laserjet printers and scanners for over 100 personnel.
- Troubleshoot network connectivity issues, e-mail access and various problems with Microsoft Office Suite.
- Removed and installed hardware and software. Provided users with proper tools and training to complete daily/weekly files back-up.
- Reset user passwords, created new user network and e-mail accounts. Updated existing user network and e-mail account information.
- Submitted Remedy Tickets to have computers added to and removed from the base domain.
- Ensured unit personnel were briefed on approved/disapproved software.
- Coordinated with Base Software License Manager and Base Information Security Office for government updated and approved software before purchasing.

2006 - 2007

**Video Teleconference (VTC) & Teleconference Facilitator/Monitor**

- As VTC Facilitator and Monitor, managed the scheduling and monitoring of more than 70 VTCs for Graduate Medical Education and Training worldwide per month; and technical troubleshooting regarding Video Teleconferences and Teleconferences required through Wilford Hall Medical Center and the Directorate of Operations Proffitt Conference Room.
- Troubleshoot connections between point-to-point and multi-point VTC's and Teleconferences on Tandberg and Polycom model VTC equipment. Designed Flow Charts to train all end users on Polycom 8000 Video Conferencing/Teleconference equipment.
- Assisted in establishing higher headquarters usage policies for VTC/Teleconference rooms and equipment.

- 2004 - 2006      **Certified Workgroup Manager / Client Support Administrator**
- Planned and implemented installation of computer hardware and software for 26 computer systems
  - Extensive knowledge of many software applications to support a broad-based communications agenda involving multi-programs i.e. military leave program, performance reporting, correspondence, staff summary documents etc.
  - As a Certified Workgroup Manager/Client Support Administrator, created required NT Groups for all authorized users (Records Custodians and Chiefs of Office of Records).
  - Served as the Terminal Areas Security Officer, tasked with managing computer security for all assigned computer systems.
- 2003 - 2004      **Chief, Division Information Management, *Human Resource C2 System Program Office, Electronic Systems Center, Randolph, AFB, TX.***
- Managed information systems to support a 180+ personnel division, tasked with processing personnel actions that included awards, evaluations, manpower realignment actions, etc.
  - Directed extensive quality control programs that ensured accuracy of personnel updates and processing procedures for materials channeled and distributed both internally and externally.
  - Performed extensive updates using the Personnel Concept III (PC-III) personnel computer database. Additionally managed web pages for the division's intranet.
- 1999 - 2002      **Chief, Information Management Training Wing, *NATO AWACS E-3A Component (EUR) Geilenkirchen Air Base, Germany***
- Administered budgets and administrative actions for items that included electronic and written correspondence, NATO Travel Orders, and International Evaluation Reports. Effectively managed the NATO classified document distribution registry.
  - Recipient of numerous commendations for the innovative design and implementation of new and improved information processing strategies.

**EDUCATION**      **BS in Management and Human Resources, Park University, August 2010**

**AAS Degree in Information Management, Community College of the Air Force. May 2006.**

**MIS Training: Security +, 2006**

Network + in maintaining a Windows Server 2003 Environment, 2005

Implementing, Managing, and Maintaining Windows Server 2003

Network Infrastructure: Network Services, 2005.

Implementing & Supporting MS Windows XP Professional, 2006

Implementing Windows Server 2003 Network Infrastructure: Network Hosts, 2005

**Information Management Training: Client Support Administrator, 2005**

Functional Area Records Management (FARM) Training, 2005

Freedom of Information Act Monitor / Privacy Act Monitor Training, 2004

**Review of Proposed New 19 TAC Chapter 235, Classroom Teacher Certification Standards,  
Subchapter F, Supplemental Certificate Standards**

**June 14, 2019**

**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 action that would propose new 19 Texas Administrative Code (TAC) Chapter 235, Classroom Teacher Certification Standards, Subchapter F, Supplemental Certificate Standards. The proposed new rule would specify the certification standards for the English as a Second Language (ESL) Supplemental Certificate.

**STATUTORY AUTHORITY:** The statutory authority for 19 TAC Chapter 235, Subchapter F, is Texas Education Code (TEC), §§21.003(a), 21.031, 21.040(4), and 21.041(b)(1), (2), and (4).

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

**EFFECTIVE DATE:** The proposed effective date of proposed new 19 TAC Chapter 235, Subchapter F, is July 21, 2019.

**BACKGROUND INFORMATION AND JUSTIFICATION:** The SBEC is statutorily authorized to ensure that all candidates for certification or renewal of certification demonstrate the knowledge and skills necessary to improve the performance of the diverse population of this state. The SBEC is also statutorily required to appoint advisory committee members to recommend standards for each class of certificate. The standards are the basis for the certification examinations and set the requirements for educator preparation program (EPP) curriculum and delivery. The development committees include practicing educators, school district personnel, experts, and EPP faculty. These individuals collaborate to draft or review existing educator standards to ensure that the educator standards reflect best practices, align with the commissioner's educator standards, and, where applicable, align with the current versions of the Texas Essential Knowledge and Skills that are adopted by the SBOE.

**English as a Second Language Standards**

*§235.115. English as a Second Language Standards.*

The proposed educator standards for the classroom teacher class, reflected in the attachment, would update the standards for ESL. Given the student demographics of our state and the datedness of the current ESL supplemental exam, Texas Education Agency (TEA) staff have engaged in a process with stakeholders to draft educator standards for ESL. The standards would be a part of proposed new Subchapter F, which is where all rules for supplemental certificate standards will be codified.

*SBOE Review of Proposed SBEC Rules*

Under the TEC, §21.042, the SBEC must submit a written copy of each rule it proposes to adopt to the SBOE for review. The SBOE may reject the proposed rule by a vote of at least two-thirds of the members of the SBOE present and voting but may not modify a rule.

**FISCAL IMPACT:** The TEA staff has determined that there is no additional fiscal impact on state or local governments and that there are no additional costs to entities required to comply with the proposal.

**LOCAL EMPLOYMENT IMPACT:** The proposal has no effect on local economy; therefore, no local employment impact statement is required under Texas Government Code (TGC), §2001.002.

**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 TGC, §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 TGC, §2001.0045.

**TAKINGS IMPACT ASSESSMENT:** 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:** The 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 a new regulation by specifying the certification standards for the ESL Supplemental Certificate.

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 public benefit anticipated as a result of the proposed standards would be more rigorous, relevant, and reliable requirements for the preparation, certification, and testing of classroom teachers upon entry into the profession and retention of these qualified professionals for years to come. There is no anticipated cost to persons who are required to comply with the proposal.

**DATA AND REPORTING IMPACT:** The proposal would have no data and reporting impact.

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

**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:** The State Board of Education:

Take no action on the proposed new 19 TAC Chapter 235, Classroom Teacher Certification Standards, Subchapter F, Supplemental Certificate Standards.

**Staff Members Responsible:**

Ryan Franklin, Associate Commissioner, Educator Leadership and Quality

Grace Wu, Director, Educator Standards, Testing, and Preparation

**Attachment:**

Text of Proposed New 19 TAC Chapter 235, Classroom Teacher Certification Standards, Subchapter F, Supplemental Certificate Standards

ATTACHMENT  
Text of Proposed New 19 TAC

**Chapter 235. Classroom Teacher Certification Standards**

**Subchapter F. Supplemental Certificate Standards**

**§235.115. English as a Second Language Standards.**

- (a) English as a Second Language (ESL) standards. The standards identified in this section are targeted for classroom teachers of English learners (ELs). The standards address the discipline associated with the theory and practice of teaching students who have a primary language other than English. The standards inform appropriate teaching techniques, methods, and teacher actions, judgments, and decisions by taking into consideration theories and research of language acquisition, second language learning, understandings of the needs and strengths of ELs, and the backgrounds and interests of individual students.
- (b) Foundations of Language Acquisition. ESL teachers know, understand, and use the major theories and research related to the structure and language acquisition process to help ELs develop language and literacy and achieve in the content areas. The ESL teacher must:
- (1) demonstrate and apply basic linguistic concepts, such as structure, patterns, and conventions of written and spoken English, that relate to instruction for ELs as they acquire the English language and literacy to achieve in the content areas;
  - (2) apply a conscious knowledge of language as a system to develop and accommodate instructional materials and to build understanding of the foundations of English needed for content-based instruction fostered through the English Language Proficiency Standards (ELPS) in §74.4 of Part II of this title (relating to English Language Proficiency Standards);
  - (3) use knowledge of interrelated aspects of listening, speaking, reading, and writing as they support ELs' acquisition of language and content knowledge;
  - (4) understand the ways in which languages are similar and different by identifying linguistic structures that distinguish written and spoken language forms as well as those representing social and academic uses of language;
  - (5) build on similarities between English and the students' primary language (L1) and anticipate common challenges that ELs may have with English language concepts;
  - (6) apply knowledge of sociolinguistic concepts (e.g., dialect diversity in English; factors affecting language variation, register, and style; language change);
  - (7) understand and apply theories, concepts, and research in language acquisition in L1 and secondary language (L2) to support ELs' language, literacy, and content area development;
  - (8) recognize and apply knowledge of the interrelatedness of L1 and L2 acquisition, including similarities and differences between L1 and L2 acquisition and L1 influence on L2;
  - (9) apply understanding of characteristics of various stages of first- and second-language acquisition to select effective and appropriate instructional methods that promote English language development at various stages of language proficiency;
  - (10) apply understanding of cognitive processes involved in internalizing language rules and learning vocabulary in a second language (e.g., generalization, categorization, metacognition);
  - (11) apply understanding of the ELPS Proficiency Level Descriptors (PLDs) and the relationship of the ELPS PLDs to the stages of second language acquisition; and
  - (12) apply understanding of the interconnected development of linguistic, cognitive, and academic processes through the interdependence on social and cultural processes (affective variables).

- (c) Culturally Responsive Teaching. ESL teachers know, understand, and use major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct mutually adaptive learning environments for ELs. The ESL teacher must:
- (1) use knowledge of major theories and research related to the nature and role of culture to design and select instructional materials, methods, and delivery techniques that facilitate learning for a multicultural, linguistically diverse classroom;
  - (2) build upon ELs' prior knowledge, experiences, and academic background to connect new learning through effective culturally responsive techniques;
  - (3) seek to understand and to value the surface and deep aspects of culture, including values, beliefs, customs, and traditions;
  - (4) use knowledge of the stages of acculturation to create a mutually adaptive learning environment;
  - (5) recognize that language and culture interact in the formation of the students' cultural identities;
  - (6) apply the understanding that academic achievement is positively impacted by valuing the cultural assets that ELs bring to the classroom and integrating the students' cultural aspects into classroom materials;
  - (7) recognize factors that contribute to cultural bias (e.g., stereotyping, prejudice, ethnocentrism), demonstrate sensitivity to students' diverse cultural and socioeconomic backgrounds, and apply this knowledge to create a culturally responsive learning environment;
  - (8) understand that cultural and linguistic diversity are not the only factors that may affect students' learning of academic content (e.g., age, developmental characteristics, academic strengths and needs, preferred learning styles, personality, sociocultural factors, home environment, motivation, exceptionalities); and
  - (9) create an effective learning environment that addresses the affective, linguistic, and cognitive needs of ELs through second language acquisition methods.
- (d) Effective Instruction and Assessment Across All Content Areas and Disciplines. ESL teachers know, understand, and use evidence-based practices and strategies related to planning and implementing all content and language instruction. ESL teachers are skilled in instructional methods for developing and integrating language skills. ESL teachers purposefully and appropriately select, integrate, and utilize technology and resources for their ELs. The ESL teacher must:
- (1) use knowledge of the required Texas Essential Knowledge and Skills (TEKS) and the ELPS as the foundational curriculum;
  - (2) design and implement instruction that addresses all language domains (listening, speaking, reading, and writing) through authentic, meaningful practice with content material;
  - (3) know, adjust, and implement research-validated instructional methods for ELs that make the content comprehensible while supporting English language development (e.g., sheltered instruction, content-based instruction);
  - (4) choose, adapt, and use a wide range of instructional materials, resources, and technologies for the diverse needs of ELs to support language and content knowledge acquisition while maintaining rigor;
  - (5) integrate and foster critical thinking by providing scaffolds needed for ELs to demonstrate their higher-order thinking skills in English;
  - (6) establish safe, positive, supportive, interactive, and empowering learning environments for ELs;
  - (7) implement effective classroom management methods that support a culturally and linguistically diverse classroom;
  - (8) address the needs of ELs at all English language proficiency levels as described in the ELPS PLDs through targeted language instruction within content material;

- (9) create multiple opportunities for authentic, meaningful use of social and academic language;
  - (10) recognize the background factors that can affect literacy development, such as students with interrupted formal education (SIFE);
  - (11) understand and apply the interrelatedness of language domains (listening, speaking, reading, and writing) for oral language and literacy development;
  - (12) utilize a communicative approach that focuses on meaning and communicative practice over error correction;
  - (13) recognize and apply the transfer of oral language and literacy skills from L1 to L2;
  - (14) recognize the individual factors that require focused, targeted, systematic language instruction in accordance with the ELPS for ELs in Grade 3 and higher at beginning and intermediate levels of English language proficiency, including recognizing the specific needs and assets of newcomer ELs at various levels of English language proficiency;
  - (15) provide appropriate feedback for ELs at all English language proficiency levels;
  - (16) recognize and address the various factors that affect reading comprehension and implement applicable methods of reading instruction;
  - (17) utilize content-based instruction that is linguistically accommodated using sheltered methods that are communicated, sequenced, and scaffolded;
  - (18) ensure access to full content curriculum for all ELs through the use of comprehensible input techniques and research-validated learning strategies across content areas;
  - (19) recognize the individual factors that affect cognitive academic language development (e.g., developmental characteristics, cultural and linguistic background, academic strengths, learning styles);
  - (20) promote receptive and expressive language acquisition by embedding content-related opportunities for ELs to interact using social and academic vocabulary;
  - (21) embed language teaching through content instructional materials and academic text features;
  - (22) use ongoing quantitative and qualitative data to demonstrate content and language development, inform planning, and adjust instruction;
  - (23) understand the different purposes of assessment (e.g., pre-assessment, formal, informal) and limitations of each type in order to select, develop, and adapt assessments for specific purposes of language and content;
  - (24) utilize and adapt assessments to allow students flexibility in demonstrating content knowledge through varied outputs;
  - (25) know and use a variety of performance-based assessment tools with appropriate rubrics to inform and guide instruction in the classroom;
  - (26) understand the interdependent relationship between teaching and assessment and develop instructional tasks and assessment tools that promote and measure student growth in language and content;
  - (27) develop classroom assessments using a variety of item types and elicitation and response formats to assess ELs' receptive (listening and reading) and expressive (speaking and writing) language skills; and
  - (28) understand and apply the uses and limitations of formal and informal assessments for ELs.
- (e) Language Proficiency Assessment, Program Placement, and Reclassification. ESL teachers demonstrate understanding of how to use language proficiency assessments in their role in the identification, placement, and reclassification of English learners. The ESL teacher must:



- (1) understand federal- and state-mandated policies and statute related to ELs, including Language Proficiency Assessment Committee (LPAC) guidelines for identification and classification as English Learner in Texas;
  - (2) use state-approved identification assessments for ELs in Texas and understand how to interpret the results;
  - (3) understand the value and use of primary language assessments;
  - (4) use knowledge of the connection between the ELPS in §74.4 of Part II of this title and the Texas English Language Proficiency Assessment System (TELPAS) to evaluate and monitor the progress of ELs in English language proficiency;
  - (5) understand federal- and state-mandated policies and statute related to programs for ELs, including LPAC guidelines for program placement, reclassification, and monitoring in Texas;
  - (6) understand the similarities and differences between state-approved ESL and bilingual program models in Texas;
  - (7) apply the state-mandated requirements for English learners with parental denial, including assessment, monitoring, and usage of the ELPS in all content instruction;
  - (8) understand and apply the similarities and differences of linguistic accommodations for instructional purposes and allowable accommodations for served ELs on state assessments;
  - (9) apply the appropriate state-mandated criteria and LPAC procedures for reclassification, monitoring, and exit; and
  - (10) understand the role of the LPAC in coordinating with other special programs (e.g., special education, Section 504, dyslexia, gifted and talented) as applicable.
- (f) Professional Learning, Partnerships, and Advocacy. ESL teachers keep current with new instructional techniques, research, advances in the ESL field, and education policy issues related to ELs and demonstrate knowledge of the history of programs and services for ELs. ESL teachers work collaboratively with school staff, parents, and the community to improve the learning environment, provide support, and advocate for ELs and their families. The ESL teacher must:
- (1) demonstrate knowledge of theory, research, and current practice and methodologies in the field of bilingual and ESL programming to inform teaching and learning;
  - (2) understand the history of programming and services for ELs, including key court cases, legal mandates, and federal and state policies that impact current bilingual and ESL programs;
  - (3) know and understand public issues and educational policy that impact effective programming and equitable opportunities related to the education of ELs;
  - (4) take advantage of and actively participate in professional growth opportunities to create equitable learning environments;
  - (5) demonstrate reflective practices through the process of setting and revisiting specific goals for professional learning related to culturally and linguistically diverse student populations and developing a personal philosophy of ESL education;
  - (6) be accountable to goals for growth in supporting ELs through self-reflection, peer evaluation, and coordinated leadership monitoring of implementation;
  - (7) advocate for appropriate instruction and assessment by sharing their knowledge of ELs with their general-education and content-area colleagues and the school community;
  - (8) promote EL success by playing an active role in the campus LPAC, including coordination of services for ELs in other special programs for which they qualify;
  - (9) actively advocate and serve as a resource for ELs and their families through partnerships with colleagues and the community by enlisting the support and involvement of community partners and resources that enhance the education of ELs;

- (10) consider ESL families as vital partners who enrich the classroom and school environment and facilitate parent/guardian involvement in their child(ren)'s linguistic, academic, and personal development;
- (11) provide effective communication that is accessible, consistent, and targeted to the needs of ELs and their parents/families in a variety of educational and social contexts; and
- (12) apply knowledge of effective strategies for advocating educational and social equity for ELs by staying current on public issues regarding ELs (e.g., participating in LPAC meetings; serving on Site-Based Decision Making (SBDM) committees; participating in Admission, Review, and Dismissal (ARD) committee meetings as appropriate; serving as a resource for teachers).

**Review of Proposed Amendment to 19 TAC Chapter 241, Certification as Principal, Subchapter B, Principal Certificate, §241.41, General Provisions**

**June 14, 2019**

**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 action that would propose an amendment to 19 Texas Administrative Code (TAC) Chapter 241, Certification as Principal, Subchapter B, Principal Certificate, §241.41, General Provisions. The proposed amendment would provide a deadline for candidates to qualify and apply for the current principal certification and to take the corresponding certification examination, after which time the Principal as Instructional Leader certificate will become the only principal certification available to candidates.

**STATUTORY AUTHORITY:** The statutory authority for 19 TAC Chapter 241 is the Texas Education Code (TEC), §§21.003(a), 21.040(4), 21.041(b)(1)-(4), 21.046(b)-(d), and 21.054(a), (e), and (e-2), as amended by Senate Bills (SBs) 7, 179, and 1839, 85th Texas Legislature, Regular Session, 2017.

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

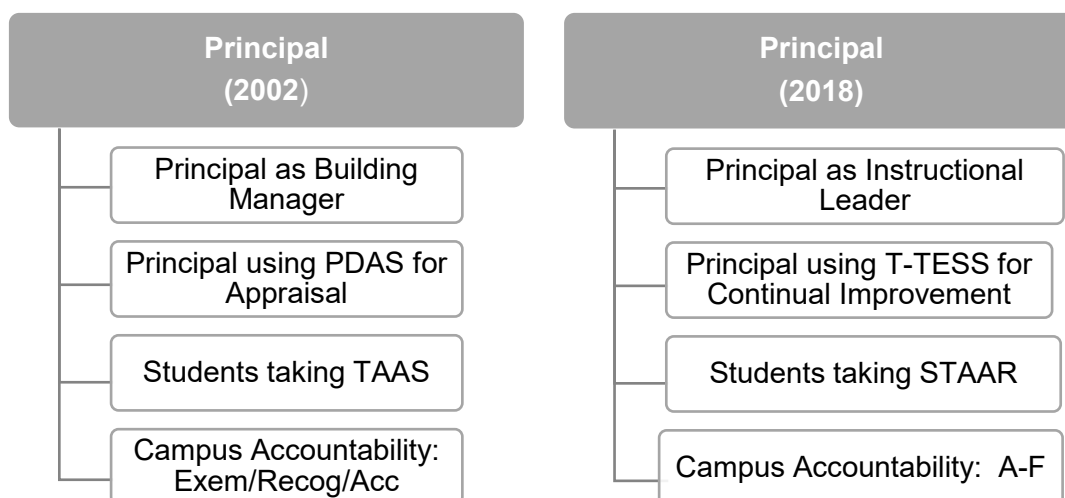
**EFFECTIVE DATE:** The proposed effective date of the proposed amendment to 19 TAC §241.41 is July 21, 2019.

**BACKGROUND INFORMATION AND JUSTIFICATION:** The SBEC is statutorily authorized to regulate and oversee all aspects of the certification of public school educators. The SBEC is also statutorily authorized to ensure that all candidates for certification or renewal of certification demonstrate the knowledge and skills necessary to improve the performance of the diverse population of this state.

The SBEC rules in 19 TAC Chapter 241, Certification as Principal, establish all of the requirements for certification and educator preparation program (EPP) minimum standards for issuance of a principal certificate.

At the April 2016 SBEC meeting, the SBEC adopted new principal standards that better align with contemporary principal practices, principal appraisal, and professional development standards. With the adoption of new standards that reflect the knowledge and skills necessary for today's principal, there was careful consideration of the changes to the essential role of a principal to schools, students, communities, and teachers from 2002 (when the standards began to be used for assessment purposes) to the current role in 2018, as illustrated below.

*THE CHANGING ROLE OF THE PRINCIPAL FROM 2002-2018*



At the March 2018 SBEC meeting, Texas Education Agency (TEA) staff presented the SBEC with a comprehensive approach to a principal certification redesign that includes: 1) a new certificate name that better reflects current reality along with a new principal certification assessment; 2) an optional tiered process for obtaining standard certification; and 3) an endorsement for currently certified principals and assistant principals.

At the October 5, 2018 SBEC meeting, the SBEC adopted the new principal certification program. The proposed amendment to §241.41(e) would formally end issuance of the previous Principal Certificate on October 30, 2019. This date has been communicated to the field consistently since Fall 2017. This amendment would allow sufficient time for current candidates to finish out their applications, while ensuring that the transition to the Principal as Instructional Leader certification is complete by November 1, 2019.

To ensure programs are aligned to the new standards and assessments, programs had to provide evidence of alignment with key knowledge, skills, and mindsets to the Principal as Instructional Leader (268) required standards that were organized around nine pillars for principal preparation, including: (1) Communication with Stakeholders, (2) Curriculum Alignment, (3) Diversity and Equity, (4) Data-Driven Instruction, (5) Hiring, Selection, and Retention, (6) Observation and Feedback, (7) Professional Development, (8) School Vision and Culture, and (9) Strategic Problem-Solving.

Sixty-five EPPs that offer principal preparation applied for the new certification, and currently there are 52 EPPs that have been approved.

*SBOE Review of Proposed SBEC Rules*

Under the TEC, §21.042, the SBEC must submit a written copy of each rule it proposes to adopt to the SBOE for review. The SBOE may reject the proposed rule by a vote of at least two-thirds of the members of the SBOE present and voting but may not modify a rule.

**FISCAL IMPACT:** The TEA staff has determined that there is no additional fiscal impact on state or local governments and that there are no additional costs to entities required to comply with the proposal.

**LOCAL EMPLOYMENT IMPACT:** The proposal has no effect on local economy; therefore, no local employment impact statement is required under Texas Government Code (TGC), §2001.002.

**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 TGC, §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 TGC, §2001.0045.

**TAKINGS IMPACT ASSESSMENT:** 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:** The 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 limit an existing regulation by providing a deadline for candidates to qualify and apply for the current principal certification and to take the corresponding certification examination, after which time the Principal as Instructional Leader certificate will become the only principal certification available to candidates.

The proposed rulemaking would not create or eliminate a government program; would not require the creation of new employee positions or elimination of existing employee positions; would not require an increase or decrease in future legislative appropriations to the agency; would not require an increase or decrease in fees paid to the agency; would not create a new regulation; would not expand or limit 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 COSTS TO PERSONS:** The proposal would provide clarity for candidates and programs regarding the final date for candidates to complete their program and be recommended for their principal certificate. There is no anticipated cost to persons who are required to comply with the proposal.

**DATA AND REPORTING IMPACT:** The proposal would have no data and reporting impact.

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

**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:** The State Board of Education:

Take no action on the proposed amendment to 19 TAC Chapter 241, Certification as Principal, Subchapter B, Principal Certificate, §241.41, General Provisions.

**Staff Members Responsible:**

Ryan Franklin, Associate Commissioner, Educator Leadership and Quality

Tam Jones, Director, Educator Preparation

**Attachment:** Text of Proposed Amendment to 19 TAC Chapter 241, Certification as Principal, Subchapter B, Principal Certificate, §241.41, General Provisions

**ATTACHMENT**  
**Text of Proposed Amendment to 19 TAC**

**Chapter 241. Certification as Principal**

**Subchapter B. Principal Certificate**

**§241.41. General Provisions.**

- (a) Due to the critical role the principal plays in campus effectiveness and student achievement, and consistent with the Texas Education Code (TEC), §21.046(c), the rules adopted by the State Board for Educator Certification ensure that each candidate for the Principal Certificate is of the highest caliber and possesses the knowledge and skills necessary for success.
- (b) As required by the TEC, §21.046(b)(1)-(6), the standards identified in §241.55 of this title (relating to Standards Required for the Principal Certificate) emphasize instructional leadership; administration, supervision, and communication skills; curriculum and instruction management; performance evaluation; organization; and fiscal management.
- (c) An individual serving as a principal or assistant principal is expected to actively participate in professional development activities to continually update his or her knowledge and skills. Currency in best practices and research as related to both campus leadership and student learning is essential.
- (d) The holder of the Principal Certificate issued under the provisions of this chapter may serve as a principal or assistant principal in a Texas public school.
- (e) A candidate must meet the requirements for the Principal Certificate by August 31, 2019. All applications must be complete and received by the Texas Education Agency by October 30, 2019.

**Proposed Amendment 19 TAC Chapter 157, Hearings and Appeals, Subchapter D, Independent Hearing Examiners, §157.41, Certification Criteria for Independent Hearing Examiners  
(First Reading and Filing Authorization)**

**June 14, 2019**

**COMMITTEE ON SCHOOL INITIATIVES: 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 157, Hearings and Appeals, Subchapter D, Independent Hearing Examiners, §157.41, Certification Criteria for Independent Hearing Examiners. The proposed amendment would allow the commissioner of education to take action against the certificate of independent hearing examiner if it is determined that the law firm with which the independent hearing examiner is associated, during the time the independent hearing examiner has been certified, meets specified criteria.

**STATUTORY AUTHORITY:** Texas Education Code (TEC), §21.252.

TEC, §21.252, requires the State Board of Education (SBOE), in consultation with the State Office of Administrative Hearings, by rule to establish criteria for certifying independent hearing examiners who conduct hearings under the TEC, Chapter 21, Subchapter F.

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

**EFFECTIVE DATE:** The proposed effective date of the proposed amendment is 20 days after filing as adopted with the Texas Register. Under TEC, §7.102(f), the SBOE must approve the rule action at second reading and final adoption by a vote of two-thirds of its members to specify an effective date earlier than the beginning of the 2020-2021 school year. The earlier effective date will align the rule with statutory provisions as soon as possible.

**PREVIOUS BOARD ACTION:** At the April 2019 SBOE meeting, the committee discussed the proposed amendment to §157.41.

**BACKGROUND INFORMATION AND JUSTIFICATION:** TEC, §21.252(a), requires the SBOE to establish certification criteria for independent hearing examiners. Section 157.41 specifies certification criteria such as license required, experience, continuing education, and annual recertification for independent hearing examiners. The examiners preside over due process hearings involving terminations, suspensions without pay, and nonrenewal of term employment contracts. The examiners also develop findings of fact and conclusions of law, which are referred to the school district board of trustees.

Currently, §157.41 specifies that the commissioner may take action against the certificate of an independent hearing examiner if it is determined that the independent hearing examiner, during the time the independent hearing examiner has been certified, has: (1) served as an agent or representative of a school district; (2) served as an agent or representative of a teacher in any dispute with a school district; (3) served as an agent or representative of an organization of school employees, school administrators, or school boards; or (4) failed to timely issue a recommendation. The proposed amendment would specify in subsection (1) that the commissioner may also take action against the certificate of an independent hearing



examiner if it is determined that the law firm with which the independent hearing examiner is associated meets any of the same criteria. This change would align the rule with TEC, §21.252.

**FISCAL IMPACT:** The Texas Education Agency (TEA) has determined that there are no additional costs to state or local government 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. The proposed rulemaking would expand an existing regulation and increase the number of individuals subject to its applicability. Currently, §157.41 specifies that the commissioner may take action against the certificate of an independent hearing examiner if it is determined that the independent hearing examiner, during the time the independent hearing examiner has been certified, meets certain criteria. The proposed amendment would specify that the commissioner may also take action against the certificate of an independent hearing examiner if it is determined that the law firm with which the independent hearing examiner is associated meets any of the same criteria. This change would align the rule with TEC, §21.252.

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 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 align the rule with statutory provisions in TEC, §21.252. 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 August 2, 2019 and ends September 6, 2019. The SBOE will take registered oral and written comments on the proposal at the appropriate committee meeting in September 2019 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 August 2, 2019.

**MOTION TO BE CONSIDERED:** The State Board of Education:

Approve for first reading and filing authorization proposed amendment to 19 TAC Chapter 157, Hearings and Appeals, Subchapter D, Independent Hearing Examiners, §157.41, Certification Criteria for Independent Hearing Examiners.

**Staff Members Responsible:**

Von Byer, General Counsel, Legal Services

Christopher Maska, Director, Hearing and Appeals, Legal Services

**Attachment:**

Proposed Amendment 19 TAC Chapter 157, Hearings and Appeals, Subchapter D, Independent Hearing Examiners, §157.41, Certification Criteria for Independent Hearing Examiners

**ATTACHMENT**  
**Text of Proposed Amendment to 19 TAC**

**Chapter 157. Hearings and Appeals**

**Subchapter D. Independent Hearing Examiners**

**§157.41. Certification Criteria for Independent Hearing Examiners.**

- (a) License required. An individual who is certified as an independent hearing examiner must be licensed to practice law in the State of Texas.
- (b) Representations prohibited. An independent hearing examiner, and the law firm with which the independent hearing examiner is associated, must not serve as an agent or representative of:
  - (1) a school district;
  - (2) a teacher in any dispute with a school district; or
  - (3) an organization of school employees, school administrators, or school boards.
- (c) Moral character and criminal history. An independent hearing examiner must:
  - (1) possess good moral character; and
  - (2) as demonstrated by a criminal history report process required by the commissioner of education, not have been convicted, given probation (whether through deferred adjudication or otherwise), or fined for:
    - (A) a felony;
    - (B) a crime of moral turpitude; or
    - (C) a crime that directly relates to the duties of an independent hearing examiner in a public school setting.
- (d) Status as a licensed attorney. An independent hearing examiner must:
  - (1) currently be a member in good standing of the State Bar of Texas;
  - (2) within the last five years, not have had the independent hearing examiner's bar license:
    - (A) reprimanded, either privately or publicly;
    - (B) suspended, either probated or otherwise; or
    - (C) revoked;
  - (3) have been licensed to practice law in the State of Texas or any other state for at least five years prior to application; and
  - (4) have engaged in the actual practice of law on a full-time basis, as defined by the Texas Board of Legal Specialization, for at least five years.
- (e) Experience. During the three years immediately preceding certification, an independent hearing examiner must have devoted a minimum of 50% of the examiner's time practicing law in some combination of the following areas, with a total of at least one-tenth or 10% of the independent hearing examiner's practice involving substantial responsibility for taking part in a contested evidentiary proceeding convened pursuant to law in which the independent hearing examiner personally propounded and/or defended against questions put to a witness under oath while serving as an advocate, a hearing officer, or a presiding judicial officer:
  - (1) civil litigation;
  - (2) administrative law;

- (3) school law; or
- (4) labor law.
- (f) Continuing education. During each year of certification, an independent hearing examiner must receive credit for ten hours of continuing legal education, with three hours in the area of school law and seven hours in the area of civil trial advocacy and legal writing skills, which must include any combination of course work in evidence, civil procedure, and legal writing skills, during the period January 1 to December 31 of each year of certification.
- (g) Sworn application. In order to be certified as an independent hearing examiner, an applicant must submit a sworn application to the commissioner of education. The application shall contain the following acknowledgments, waivers, and releases.
  - (1) The applicant agrees to authorize appropriate institutions to furnish relevant documents and information necessary in the investigation of the application, including information regarding grievances maintained by the State Bar of Texas.
  - (2) If selected as an independent hearing examiner, the applicant has the continuing duty to disclose grievance matters under subsection (d)(2) of this section at any time during the certification period. Failure to report these matters constitutes grounds for rejecting an application or removal as an independent hearing examiner.
  - (3) If selected as an independent hearing examiner, the applicant has the continuing duty to disclose criminal matters under subsection (d)(2) of this section at any time during the certification period. Failure to report these matters constitutes grounds for rejecting an application or removal as an independent hearing examiner.
- (h) Assurances as to position requirements. In the sworn application, the applicant must:
  - (1) demonstrate that the applicant currently maintains an office or offices within the State of Texas;
  - (2) designate the office locations from which the applicant will accept appointments;
  - (3) demonstrate that the applicant provides telephone messaging and facsimile services during regular business hours;
  - (4) agree to attend meetings of independent hearing examiners in Austin, Texas, at the examiner's expense; and
  - (5) agree to comply with all reporting and procedural requirements established by the commissioner.
- (i) Voluntary evaluations. The commissioner may solicit voluntary evaluations from parties to a case regarding their observations of the independent hearings process.
- (j) Insufficient examiners in a region. In the event that insufficient numbers of independent hearing examiners are certified for any geographic region of the state, the commissioner may assign an independent hearing examiner whose office is within reasonable proximity to the school district.
- (k) Annual recertification.
  - (1) Certification expires on December 31 of each calendar year. All independent hearing examiners seeking recertification shall reapply on a date specified by the commissioner. Certification as a hearing examiner is effective on a yearly basis only and does not confer any expectation of recertification in subsequent years.
  - (2) The commissioner, in his discretion, after providing notice and an opportunity to respond, may decline to recertify an independent hearing examiner, if the commissioner determines that the independent hearing examiner has failed to perform the duties of an independent hearing examiner in a competent manner. The commissioner may consider, but is not limited to, the following factors:
    - (A) timeliness;
    - (B) accuracy and appropriateness of procedural and evidentiary rulings;

- (C) decorum or control; or
  - (D) application of appropriate legal standards.
- (3) The commissioner's decision in regard to recertification is final and not appealable.
- (l) Action against certification. The commissioner, after providing notice and an opportunity to respond, may take action against the certificate of an independent hearing examiner if it is determined that the independent hearing examiner or the law firm with which the independent hearing examiner is associated, during the time the independent hearing examiner has been certified, has:
- (1) served as an agent or representative of a school district;
  - (2) served as an agent or representative of a teacher in any dispute with a school district;
  - (3) served as an agent or representative of an organization of school employees, school administrators, or school boards; or
  - (4) failed to timely issue a recommendation.

## Consideration of the Commissioner of Education's Generation 24 Open-Enrollment Charter School Proposals

June 14, 2019

### COMMITTEE ON SCHOOL INITIATIVES: ACTION STATE BOARD OF EDUCATION: ACTION

**SUMMARY:** This item provides the committee and board an opportunity to review and take action or no action on the commissioner's list of proposed Subchapter D Open-Enrollment Charter Schools scheduled to open in the 2020-2021 school year. If awarded, the charters will have an initial five-year term with a July 31, 2025 contract end date.

**STATUTORY AUTHORITY:** Texas Education Code (TEC), §12.101.

TEC, §12.101 requires the commissioner of education to notify the State Board of Education (SBOE) of each charter he proposes to grant. The board may veto a recommendation but it may not add any additional charters to the list.

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

**PREVIOUS BOARD ACTION:** Annually within 90 days of the commissioner's notification of his intent to grant charters, the SBOE has an opportunity to formally consider the commissioner's proposals and to take action or take no action. At the June 2018 board meeting, the SBOE took into consideration the four applicants recommended by the commissioner of education for charter award. The SBOE voted to take no action on all four charter applicants: Reve Preparatory Charter School, (Houston); Bloom Academy Charter School, (Houston); Elementary School for Education Innovation, (Lubbock); and Promesa Academy Charter School, (San Antonio).

**BACKGROUND INFORMATION AND JUSTIFICATION:** Texas Education Code, §12.101, amended by the 84<sup>th</sup> Texas Legislature Regular Session, 2015, grants the commissioner the authority to award up to 305 open-enrollment charters on a graduated basis by the year 2019 to eligible entities that: are considered capable of carrying out the responsibilities of the charter, are likely to operate a school of high quality, have been proposed by the commissioner, and are not vetoed by a majority of the members of the SBOE. Prior to the charter school award cycle, the commissioner adopted the Generation 24 Open-Enrollment Charter Application, *Guidelines and Request for Applications*, establishing the timeline and procedures for the application cycle, the contents of the application, and the criteria by which charter schools would be awarded to eligible entities. Generation 24 applications must have earned a cut score of 85% to be granted an interview.

Twenty-nine applications were submitted by the January 4, 2019 deadline, and after internal completion and plagiarism checks by Texas Education Agency staff, 25 applications advanced to Phase 1 (Education Plan) external review. The external reviewers, designated through a Request for Qualifications (RFQ) process, scored the 25 applications for charter. Nine of the applications met the initial cut score of 85% to advance to Phase 2 (Financial/Operations/Governance) review. There were five additional applications eligible for clarification calls. Of those five, one application's score was revised to meet the 85% threshold, and a total of 10 applications advanced to Phase 2. Pursuant to Phase 2 review, eight applications met the 85% cut score and

advanced to the capacity interview. The commissioner's designee conducted interviews along with agency representatives from Tuesday, May 21 through Thursday, May 23, 2019. State Board of Education members were invited to attend the interviews.

**FISCAL IMPACT:** A fiscal implication would be likely for local school districts as a result of open-enrollment charters being authorized. A decrease in state revenue to local districts would occur as the result of students attending an open-enrollment charter school instead of a traditional district school.

**PUBLIC BENEFIT AND COST TO PERSONS:** In accordance with the current statute, the approval of open-enrollment charters will provide new avenues for flexibility, innovation, local restructuring, and school choice options for parents and students. Charter schools are a public school choice option that enroll approximately 6% of our Texas public school students.

**MOTION TO BE CONSIDERED:** The State Board of Education:

Review and take no action on the commissioner's list of proposed Generation 24 Subchapter D Open-Enrollment Charter Schools scheduled to open in the 2020-2021 school year.

**Staff Members Responsible:**

Martin Winchester, Deputy Commissioner, Educator and Systems Support

Joe Siedlecki, Associate Commissioner, School Improvement, Innovation, and Charter Schools

Heather Mauzé, Director, Charter School Administration

**Separate Exhibit:** Commissioner of Education's Generation 24 Open-Enrollment Charter Proposals

# **INFORMATION MATERIALS**



**STATE BOARD OF EDUCATION OPERATING RULES**  
(Amended January 28, 2019)

**CHAPTER 1. BOARD ORGANIZATION**

*The statutory citation for this chapter is the Texas Education Code, §7.107.*

**§1.1. Officers of the Board.**

(a) Selection.

- (1) The vice chair and secretary of the board shall be elected in accordance with Texas Education Code, §7.107, to serve for a term of two years and until their successors are elected.
- (2) In case of death or resignation of the vice chair or the secretary of the board, the board shall elect a board member to fill the vacancy for the unexpired term of that officer at the next board meeting. Either of these officers may be removed from office by a vote of not less than two-thirds of the membership of the board.

(b) Duties.

- (1) Chair. The chair shall preside at meetings and perform all other duties prescribed by law, by board rule, or by board direction.
- (2) Vice chair. The vice chair shall perform the duties of the chair in case of absence or disability of the chair and other duties as the chair may request. Should the office of the chair become vacant, the vice chair shall serve as chair until a successor has been appointed by the governor.
- (3) Secretary. The secretary shall perform all duties as required by law and such other duties as the chair may request.

**§1.2. Committees of the Board.**

- (a) The standing committees of the board and their areas of oversight are:

**Committee of the Full Board**

1. Public testimony
2. Establishment of essential knowledge and skills (TEKS)
3. Adopt instructional materials

**Committee on Instruction**

1. Establishment of curriculum and graduation requirements
2. Curriculum implementation (including procedures concerning dyslexia and related disorders)
3. Instructional materials proclamations
4. Student assessment program implementation

5. General education
6. Education of individuals with disabilities
7. Gifted and talented education
8. Adult education
9. Library standards
10. Texas School for the Blind and Visually Handicapped/Texas School for the Deaf

#### **Committee on School Finance/Permanent School Fund**

1. State and federal funding issues
2. Financial budgeting, reporting, and regulation
3. Contract and grant approval
4. Instructional materials financing and operations
5. Review commissioner's annual FSP budget
6. Community education funding
7. Oversight of the Bond Guarantee Program
8. Permanent School Fund management oversight, including audit responsibility, investment objectives, and investment decisions

#### **Committee on School Initiatives**

1. Long-range plans required by statute
  2. Educational technology and telecommunications
  3. Review and evaluation of charter school applications, revisions, and amendments the commissioner of education proposes to grant
  4. State Board for Educator Certification rules review
  5. School board member training policy
  6. Hearing examiners
  7. Military reservation and special school districts
  8. Extracurricular activities
  9. Home-rule school district probation and revocation
- (b) Amendments to the areas of committee oversight reflecting new or changing board responsibilities may be made during the board's periodic operating rules review or by means of resolution addressing the change in responsibilities should such change occur between the operating rules review.
- (c) Committees may receive information, investigate, study and report to the board. The board may from time to time define by resolution the areas of oversight of each committee as may be necessary. Each committee shall review and make recommendations on the board agenda items falling under its areas of oversight; except that the chair of the board, in consultation with the respective committee chair, may designate any board agenda item for review and recommendation by the Committee of the Full Board.
- (d) The Committee of the Full Board shall be composed of all members of the board, and the chair of the board shall be the chair of the Committee of the Full Board.
- (e) The Committees on Instruction, School Finance/Permanent School Fund, and School Initiatives shall be composed of five members selected by the officers of the board. Each member will serve on one committee in addition to the Committee of the Full Board. The

officers of the board shall request in writing the committee choices of the members ranked in order of preference and shall make committee assignments in the public view for terms of two years at the organizational meeting after the qualification of new members as the next order of business following election of board officers and adoption of rules. Vacancies shall be filled in a similar fashion. In addition to preference, the officers of the board shall also consider seniority (total years of service), ethnicity balance, gender balance, and relevant qualifications specific to a committee assignment in making committee assignments. Each committee shall elect a chair from among its members and the chair may appoint a vice chair. An officer of the board is not eligible to serve as the chair of a standing committee.

- (f) Ad hoc committees. Ad hoc committees (i.e., task forces) may be constituted from time to time as directed by a vote of the board or by the chair to perform such duties as the board or chair may assign. The personnel and length of service of ad hoc committees shall be designated by the chair unless otherwise directed by a vote of the board. No action taken by any ad hoc committee shall be final or binding upon the board unless otherwise directed by a vote of the board.
- (g) From time to time committees may find it necessary to request legal opinions, comprehensive studies, or reports to be prepared by the staff to aid the committees in their deliberations. To ensure clarity and coordination, all such requests shall be directed to the Division of State Board of Education Support and shall be reflected in the minutes of the committee meeting. The Chair or the Commissioner may request the Attorney General to issue an opinion under Texas Government Code §402.042.

**§1.3. Board Member Seating Selection.**

With the exception of the chair, vice chair, and secretary, the seating of board members will be by State Board of Education districts. The seating for the remaining 12 members will be rotated annually at the first board meeting of the calendar year. Any member with a special need may exchange seats with another board member who is in agreement with that exchange.

## CHAPTER 2. MEETINGS

*The statutory citations for this chapter are the Texas Education Code, §§7.055, 7.106, 7.107, 7.110, and 39.030, and the Texas Government Code, Title 5, Open Government; Ethics, Subtitle A, Open Government, Chapter 551, Open Meetings.*

### **§2.1. Regular Meetings of the Board.**

In accordance with Texas Education Code, §7.106, four regular meetings of the board a year shall be held in Austin, Texas. If a quorum is not present for a meeting, the meeting shall be recessed or adjourned and all items on the agenda shall be heard at a subsequent meeting.

### **§2.2. Special Meetings of the Board.**

Special meetings of the board may be held at times and places as ordered by the chair during a regular meeting, or special meetings may be called by the chair of the board to be held at a time and place the chair shall designate.

### **§2.3. Open Meetings.**

Regular, special, and committee meetings of the board shall be open to the public; however, the board or board committees may meet in executive session in accordance with law and these rules. Open meetings of the board and standing committees shall be broadcast live over the Internet.

### **§2.4. Executive Sessions.**

Executive sessions of the board or of board committees are meetings with only board members and persons authorized by law. Executive sessions shall be held in accordance with Texas Government Code, Chapter 551, Open Meetings.

### **§2.5. Agendas.**

- (a) The commissioner of education shall prepare and submit to each member of the board, prior to each meeting, a draft agenda schedule, listing item titles with short summaries of each item. Other than as is provided in subsection (b) and (c), all agenda items are subject to the approval of the chair of the board. Materials supplementing the agenda may be included. Official agendas will be available the day of the board meeting.
- (b) The chairs of the Committee on Instruction, Committee on School Finance/Permanent School Fund, Committee on School Initiatives, and ad hoc committees shall collaborate with the board chair regarding items to be placed on their respective committee agendas. Committee agendas shall include statutorily mandated motions, items assigned to the committee by the board chair, items posted at the discretion of the committee chair and items voted on as set out in subsection (c) below. Committee chairs may post discussion items per their discretion, but action items must be approved by the board chair, subject to the process set out in (c) below.

- (c) Any member of the board may request that a committee chair, other than the Committee of the Full Board, place an item on the agenda of that chair's committee, as either a discussion item or an action item. If the committee chair agrees, the item is placed on the agenda of that chair's committee in accordance with the member's request, subject to the approval of the board chair. If the committee chair denies the member's request, the member may appeal the denial to the board chair. If the board chair denies the request, the member may appeal the denial to the board. If the board approves the request, it is placed on the agenda of the committee to which the request was made at the next meeting of that committee.
- (d) A subject on the agenda that is outside the scope of the board's authority may only be considered by the board or the Committee of the Full Board by a vote of a majority of the membership of the board. The chair, in consultation with Agency legal counsel, shall make a determination of whether an item is outside the scope of the board's authority when preparing the agenda. Any member may move to place an item determined by the chair to be outside the scope of the board's authority on the agenda for a subsequent meeting.

**§2.6. Official Transaction of Business.**

- (a) The board shall transact official business only when in session with a quorum present. Unless otherwise provided by law, in order for a board action to be final, it must be approved by a majority of the board members present and voting.
- (b) The chair may authorize the board to meet via videoconference call. As required by Government Code §551.127(c), if videoconference calling technology is used, the meeting location where the presiding officer of the meeting is present must be open to the public, except during executive sessions. The chair may limit the number of remote videoconference locations in the interest of decorum and teleconference capacity.
- (c) No posters, props, flags, noisemakers, or other visual displays are allowed by board members within the meeting rooms without permission from the presiding chair.

**§2.7. Rules of Order.**

- (a) The board shall observe *Robert's Rules of Order, Newly Revised*, except as otherwise provided by board rules or by statute.
- (b) The presiding chair shall preserve order and decorum during meetings. In case of disturbance or disorderly conduct in the public gallery, the chair may order that any disruptive individuals be cleared from the area.
- (c) No signs, placards or other objects of a similar nature shall be permitted in the audience gallery area.
- (d) No applause, outburst or other demonstration by any spectator shall be permitted during the public testimony, public hearing or debate portion of any State Board of Education meeting. After warnings to the audience to refrain from such demonstrations, the presiding chair may direct that disruptive individuals in the gallery area be removed as necessary to preserve decorum during meetings.

- (e) Supporters of a testifier may not gather behind the podiums used for testimony. Testifiers are free to use a portion of their testimony time to acknowledge supporters seated in the audience.

**§2.8. Minutes.**

The official minutes of the board shall be kept by the office of the commissioner of education or the commissioner's designee and shall be available to any citizen desiring to examine them. Official minutes are those which the board has approved and which carry the original signature of the secretary of the board.

**§2.9. Resolutions.**

- (a) A member wishing to offer a resolution shall give notice of the resolution by submitting a copy to the chair and the Division of State Board of Education Support not less than four weeks prior to the Monday of the week during which the meeting at which the resolution is to be considered. The board shall consider the resolution and any germane amendments at the next meeting following such notice.
- (b) Titles for congratulatory, commendatory or other non-substantive resolutions shall be submitted by the timelines prescribed in this section with resolution text following at date and time consistent with the staff's pre-meeting preparation timeline.
- (c) The board may consider a resolution which expresses an opinion related to specific instructional materials or which expresses concerns as to the appropriateness of specific instructional materials for certain ages or populations. Resolutions considered under this subsection must conform to the following:
  - (1) The resolution shall be submitted in compliance with subsection (a) of this section.
  - (2) Board action on a resolution expressing an opinion related to specific instructional materials may only be considered after final action has been taken concerning placement of the specific instructional materials on the list of adopted instructional materials for use in the public schools of Texas. Board action relative to instructional materials resolutions must take place within 90 days of adoption of the specific instructional materials under 19 TAC Chapter 66, State Adoption and Distribution of Instructional Materials, §66.66(c).
  - (3) Nothing in the resolution shall be construed to replace or modify any final action taken by the board under 19 TAC Chapter 66.
  - (4) The board may adopt a resolution expressing an opinion related to instructional materials based on the following criteria:
    - (A) Instructional materials should present the most current factual information accurately and objectively without editorial opinion or bias by the authors. Theories should be clearly distinguished from fact and presented in an objective educational manner.

- (B) Instructional materials should promote citizenship, patriotism, understanding of the essentials and benefits of the free enterprise system, respect for recognized authority, and respect for individual rights. The materials should not include selections or works that encourage or condone civil disorder, social strife, or disregard of the law. Violence, if it appears, should be treated in the context of its cause and consequence. It should not appear for reasons of unwholesome excitement or sensationalism.
  - (i) Instructional materials should present positive aspects of the United States and its heritage.
  - (ii) When significant political or social movements in history generate no clear consensus, instructional materials should present balanced and factual treatment of the positions.
  - (iii) Free enterprise means an economic system characterized by private or corporate ownership of capital goods; investments that are determined by private decision rather than by state control; and prices, production, and the distribution of goods that are determined in a free market.
- (C) Instructional materials should not include blatantly offensive language or illustrations.
- (D) Instructional materials should treat divergent groups fairly without stereotyping and reflect the positive contributions of all individuals and groups to the American way of life. Illustrations and written materials should avoid bias toward any particular group or individual and present a wide range of goal choices. Particular care should be taken in the treatment of ethnic groups, issues related to the aging and aged, roles of men and women, the dignity of workers, and respect for the work ethic.
  - (i) Instructional materials should not encourage life-styles deviating from generally accepted standards of society.
  - (ii) Instructional materials should provide an objective view of cultural confluence and include information needed to develop mutual understanding and respect among all elements of our population. Materials should reflect an awareness that culture and language variation does exist and can be used to promote successful learning.
  - (iii) Instructional materials should present examples of men and women participating in a variety of roles and activities and also shall present the economic, political, social, and cultural contributions of men and women, past and present.
  - (iv) Instructional materials that treat aspects of the world of work should reflect the positive contributions of all types of careers to the American economic system and way of life. People presented should reflect varieties of work and be treated without bias toward particular kinds of work.

- (v) Instructional materials should present traditional and contemporary roles of men, women, boys, and girls.
  - (vi) Instructional materials should present balanced treatment of issues related to aging and the aged.
- (5) A representative of the publisher of the specific instructional material shall be given the opportunity to address the board prior to action by the board on such a resolution.
  - (6) A copy of any resolution passed by the board expressing an opinion related to specific instructional material shall be provided to the board president and superintendent of each school district in Texas.

**§2.10. Oral Public Testimony in Connection with Regular Board and Committee Meetings.**

(a) General Provisions.

- (1) The board shall provide opportunity for oral public testimony at regular committee meetings, special meetings, and at regularly scheduled meetings of the State Board of Education.
- (2) Work session and ad hoc committee meetings are exempt from this requirement.
- (3) The presiding chair shall take appropriate action to avoid unduly repetitious testimony.
- (4) The presiding chair shall assure that members of the public with differing viewpoints have reasonable access to address the board and take steps to ensure that individuals will be given priority over registered lobbyists.
- (5) The presiding chair shall determine which speakers will be heard and the order in which they will be heard if the number exceeds that number which may reasonably be expected to testify in the allotted time for presentations. The presiding chair shall also determine whether speakers who did not register or who registered late will be heard and whether persons asking to testify as a substitute for a registered speaker may do so.
- (6) The board, without debate, may allow a person to testify for clarification and informational purposes, whether or not he/she has registered or previously testified. The person is not required to honor the request.

(b) Registration Procedures.

- (1) Individuals may register between the hours of 8 a.m. on the Friday preceding the board meeting and 5 p.m. (Central Time) on the Monday preceding the board meeting on the agency website at <https://tea.texas.gov/PublicTestimonySBOE/>, or by facsimile at (512) 936-4319, or, during normal operating hours, by telephone at (512) 463-9007 or in person at the William B. Travis (WBT) State Office Building, 1701 N. Congress, room 1-109, Austin, Texas 78701.



- (2) The speaker shall provide his or her name and organizational affiliation, if any, contact telephone number, mailing address, email address, and indicate which item or topic the speaker will address and viewpoint on the topic; and the speaker will disclose if he or she is a lobbyist registered with the Texas Ethics Commission.
  - (3) A person may register himself or herself, and one other person. Organizations may not register more than two persons per item.
  - (4) Those registering online will receive an email confirming the registration during the next business day.
  - (5) Registrations will be listed based upon registration date and time or alternating points of view in order of registration date and time.
  - (6) Late registration will be accepted until 30 minutes before the scheduled start of a meeting, however late registrants are not guaranteed an opportunity to testify due to time constraints.
  - (7) Speakers will be informed if it appears that time constraints will not permit all speakers to make their presentation within the allotted time.
  - (8) All speakers shall provide thirty-five (35) collated or stapled copies of their testimony. Registered speakers who are unable to make their presentations due to time constraints are encouraged to provide thirty-five (35) copies of their testimony for distribution to board members and agency executive staff. Written testimony will not be attached to committee minutes.
- (c) Oral Public Testimony to Committees.
- (1) Oral public testimony to committees is limited to the topics posted for action or discussion on committee agendas at that specific committee meeting.
  - (2) Three minute time limits on individual oral testimony will be imposed unless modified by the presiding chair.
  - (3) The presiding chair shall designate whether oral public testimony shall be taken at the beginning of the meeting or at the time the related item is taken up by the committee after staff has presented the item.
  - (4) The presiding chair shall take steps to ensure that individuals will be given priority over registered lobbyists. The committee, without debate, may allow a person to testify for clarification and informational purposes, whether or not he/she has registered or previously testified. The person is not required to honor the request.
- (d) Oral Public Testimony to the General Meeting of the Board.
- (1) Oral public testimony at general meetings of the State Board of Education is limited to topics that are *not* posted for action or discussion at the corresponding regular committee meetings or information published in the information section of the agenda.

- (2) Thirty (30) minutes shall be allotted for oral public testimony, excluding the questions and answers, at the beginning of each board meeting, unless modified by a majority vote of the board. Three minute time limits on individual oral testimony will be imposed unless modified by the presiding chair. Testimony invited by board members shall not be counted against the time allotted for oral public testimony. Agency staff shall inform the presiding chair and any affected registered speakers prior to the meeting if time constraints may not allow some registered speakers to testify.
- (3) The presiding chair shall take steps to ensure that individuals will be given priority over registered lobbyists. The board, without debate, may allow a person to testify for clarification and informational purposes, whether or not he/she has registered or previously testified. The person is not required to honor the request.

**§2.11. Written Testimony in Connection with Regular Board and Committee Meetings.**

- (a) Persons may file written testimony with regard to any committee or board agenda item. Any written testimony or comments shall identify the date of the meeting; the subject of the comments; the name of the author; the name of the author's organizational affiliation, if any; and indicate whether the author is a lobbyist registered with the Texas Ethics Commission.
- (b) If the written testimony is submitted at the regular board or committee meeting, thirty-five (35) collated or stapled copies shall be provided for distribution to board members and agency executive staff. Written testimony will not be attached to the board minutes.
- (c) Persons who were unable to attend or to testify at a committee or board meeting due to time constraints may provide thirty-five (35) collated or stapled copies of their testimony to agency staff for distribution to board members and agency executive staff.

**§2.12. Public Hearings.**

- (a) Types of Public Hearings.
  - (1) Hearings regarding proposed board rules. The board shall conduct a public hearing on a substantive rule if a hearing is requested by at least 25 persons, a governmental subdivision or agency, or an association having at least 25 members. Testimony is restricted to comments regarding the proposed action. The hearing must be set to take place before any action is adopted. The public hearing shall be conducted before the appropriate board committee as determined by the board chair in accordance with the areas of oversight defined in board operating rules.
  - (2) Other types of hearings. The board may also hold public hearings on proposed actions, such as those relating to instructional materials issues. The public hearing shall be conducted before the appropriate board committee as determined by the board chair in accordance with the areas of oversight defined in board operating rules. Public hearings regarding the instructional materials adoption process are governed by 19 TAC §66.60.
- (b) Speakers shall preregister in accordance with the procedures set out in §2.10(b).

- (c) The presiding chair shall establish the procedures for conducting the public hearing. These procedures shall include, but are not limited to, the following:
  - (1) Providing for presentations from invited persons or an introduction from staff;
  - (2) Providing that preregistered speakers are heard in order of registration times and dates, or requiring alternating points of view in order of registration times and dates;
  - (3) Establishing time limits for speakers, generally three minutes each;
  - (4) Adjourning the hearing at the end of the allotted time period listed in the agenda item or any extension granted by a vote of the majority of the board or appropriate committee.
- (d) Persons who testify at a public hearing shall bring thirty-five (35) collated or stapled copies of their testimony for distribution to board members and agency executive staff.
- (e) Persons who were unable to testify at a public hearing due to time constraints may provide thirty-five (35) collated or stapled copies of their testimony to agency staff for distribution to board members and agency executive staff.
- (f) Prior to the meeting, agency staff shall inform the presiding chair and shall attempt to inform any affected registered speakers if time constraints may not allow some registered speakers to testify.

**§2.13. Public Comments Regarding Proposed Rulemaking.**

All interested persons have a reasonable opportunity to submit data, views and arguments, prior to the board adoption of any rule. Public comments regarding proposed board rules may be submitted as provided in the notice of proposed rulemaking published in the *Texas Register*. The deadline for submitting public comments is 5:00 p.m. on Friday the week prior to the start of the board meeting. The board will also take registered oral and written comments on proposed rulemaking at the appropriate committee meeting.

## CHAPTER 3. TRAVEL AND EXPENSES

*The statutory citations for this chapter are the Texas Education Code, §7.105, Texas Government Code, Chapter 660, and the General Appropriations Act.*

### **§3.1. Reimbursement of Expenses.**

- (a) Members of the State Board of Education receive no salary but are reimbursed for all expenses incurred for attending regular and special meetings of the board and of board committees.
- (b) All reimbursements for expenditures shall be in accordance with Texas Education Code, §7.105(b), Texas Government Code, Chapter 660, the General Appropriations Act, and these rules.
- (c) Only expenses of board members may be reimbursed. Expenses for spouses, family, or other persons traveling with board members are not reimbursable.
- (d) Board members must submit receipts for the following expenses:
  - (1) public transportation (excluding receipts for bus, taxi, or limousine);
  - (2) car rental;
  - (3) lodging; and
  - (4) conference registration fees (which may not include banquets, books, or materials).
- (e) Lodging receipts must show the rate for single occupancy plus tax which will be the maximum reimbursable amount per day for lodging.
- (f) Receipts are not required to claim expenses for meals; however, the General Appropriations Act provides that "none of the funds appropriated under this act for travel expenses may be expended for alcoholic beverages" and no such expenses may be claimed for reimbursement.
- (g) Other official travel expenses which board members may claim include the following when the expenses are required for the conduct of state business:
  - (1) parking fees (including personal vehicles);
  - (3) notary fees for official documents; and
  - (4) wireless connection.

- (h) Board members may not claim reimbursement for expenses such as the following:
  - (1) laundry or other personal items;
  - (2) tips or gratuities of any kind; and
  - (3) alcoholic beverages.
- (i) All claims for reimbursement will be reviewed by agency accounting personnel to ensure compliance with the requirements of the appropriations act, and any appropriate adjustments to claims shall be made by staff.
- (j) A yearly budget shall be established for travel of board members. The budgeted amount would include an allotment of travel funds for board members to attend board meetings and committee meetings, and an allotment for in-district, out-of-district, and out-of-state meetings. An additional allotment shall be budgeted for travel of the chair when representing the State Board of Education at meetings. When there is a change in office during the fiscal year, the travel budget will be reassigned to the new board member.
- (k) A board member may be reimbursed for travel expenses for attending activities other than State Board of Education meetings and committee meetings provided that the board members are in compliance with the following procedures:
  - (1) In-District and Out-of-District Travel. In-district and out-of-district travel is at each member's discretion. Prior approval is not required; however, any travel for which reimbursement is requested must be directly related to the duties and responsibilities of the State Board of Education. Any requests for reimbursement, directly or indirectly related to seeking election to office, will not be allowed.
  - (2) Out-of-State Travel. Prior approval is required by the officers of the board (chair, vice chair, and secretary).
- (l) A board member may be reimbursed for travel expenses incurred while serving on any board, council, or commission or serving in any official board position as an appointee for specific administrative functions when appointed by the State Board of Education or its chair, or subject to approval of the board or its officers of the board.
- (m) None of the funds appropriated in the General Appropriations Act shall be used for influencing the outcome of any election, or the passage or defeat of any legislative measure.

**§3.2. Travel Arrangements and Hotel Reservations for State Board of Education Meetings.**

- (a) Board members shall be responsible for making their own arrangements for travel to and from board meetings. Agency travel coordinators are available for assistance.
- (b) A Division of State Board of Education Support staff member or his/her designee will make guaranteed hotel reservations for each board member upon request.
- (c) Any change in or cancellation of reservations shall be the responsibility of the individual board member in whose name the reservations were made. Board members who wish to change or cancel their reservations must contact the hotel directly or call the State Board of Education support office. All bills received by the agency for unused or uncanceled reservations will be forwarded for payment to the board member in whose name the reservations were made.

**§3.3. Acceptance of Gifts and/or Grants for Charter School Evaluation.**

- (a) Purpose. The State Board of Education (SBOE) may accept a gift and/or grant for the limited purpose of expenses associated with evaluating an applicant for an open-enrollment charter school.
  - (1) An entity making a gift and/or grant under this section may not:
    - (A) limit the use of the funds to any individual applicant, cycle or class of applicants;
    - (B) be a charter operator in this or any other state, a management company, service provider or vendor of any kind to charter schools in this or any other state;
    - (C) have common board members or corporate members with any entity operating a charter in Texas or applying to operate a charter in Texas;
    - (D) be an individual required to register as a lobbyist under Chapter 305, Government Code; or
    - (E) be an employee, attorney, contractor or other agent of any kind to charter schools in this or any other state.
  - (2) An entity making a gift and/or grant under this section may not do so if the source of funds used for the gift and/or grant were received from an entity that could not make a gift and/or grant under this section.
  - (3) For purposes of this section, a spouse or dependent child of an individual prohibited from making a gift and/or grant is also prohibited.
  - (4) For purposes of this section, an entity includes any legal entity such as corporations, individuals and other business associations. An individual is limited to a natural person.

- (5) An entity making a gift and/or grant shall certify that it has complied with all requirements of this section in a format approved by the board chair.
- (b) Procedure. The SBOE may accept a gift and/or grant under this section only by an affirmative vote of the board.
- (1) A charter may not be evaluated using funds under this section unless the commissioner has:
    - (A) proposed to award a charter to that applicant pursuant to Section 12.101(b); or
    - (B) requested the participation of individual board members in the agency's preliminary evaluation of an applicant.
  - (2) The commissioner shall receive, disburse and account for funds accepted by the board.
  - (3) Funds accepted under this section may be used solely to pay reasonable travel expenses, including meals and accommodations, for SBOE members and TEA staff as necessary to evaluate applicants for open-enrollment under this section. Unless approved by the board chair and the commissioner, travel expenses are limited to those available for travel by SBOE members or state employees.
  - (4) In making decisions under this section, the board chair will consult with the board member acting as a liaison under Section 12.101(b). The board chair will also consult with the chair of the Committee on School Initiatives, unless doing so would create a quorum of a committee of the board. A decision by the board chair under this section is final.
  - (5) Board members evaluating a charter applicant under this section shall be selected by the board chair. The board chair will, to the extent possible, give preference to board members whose districts include proposed locations at which the charter would operate. Under no circumstances will a quorum of the board or a committee of the board participate in an evaluation under this section.
  - (6) The board chair may request that relevant TEA employees accompany board members in evaluating charter applicants under this section. The commissioner must approve participation of agency employees.
  - (7) Except as provided by this subsection, board members and TEA staff may not accept anything of value from an applicant and shall limit contact with the applicant and its employees and representatives to the actual investigation of the charter. The board chair may authorize acceptance of reasonable local transportation and meals from the applicant as necessary to facilitate the evaluation.
  - (8) In addition to board members and TEA staff, the board chair may authorize other professionals to participate in an evaluation under this section. Such a professional may not be an individual or entity unable to donate funds under subsection (a) and is subject to all conditions and limits imposed by this section on board members.

- (c) Evaluation. Each board member will individually report to the Committee on School Initiatives regarding his/her evaluation of a proposed charter prior to consideration of the charter by the board under §7.102(c)(9). The Committee on School Initiatives will develop a standard form for use by board members in evaluating a charter under this section.
- (d) Reporting. Expenses reimbursed for each board member, TEA staff or other professionals shall be made publicly available and reported as appropriate on a board member's personal financial statement.



## CHAPTER 4. CONDUCT AND PUBLIC RELATIONS

*The statutory citations for this chapter are the Texas Education Code, §7.108; the Texas Government Code, §305.006, and Chapter 572, Personal Financial Disclosure, Standards of Conduct, and Conflict of Interest; and the Texas Election Code, Chapter 251, General Provisions.*

### **§4.1. Standards of Conduct and Conflicts of Interest.**

- (a) Personal interest in board actions. Whenever a board member has a financial interest in any matter to be voted upon by the board, such a member shall state at an open meeting that he or she has such an interest in the matter and shall abstain from voting and discussion concerning the matter.
- (b) The Permanent School Fund ethics policy governs the conduct of State Board of Education members with respect to the investment and management of the Permanent School Fund.

### **§4.2. Press and Public Relations.**

- (a) Prior to each State Board of Education meeting, the agenda shall be made available by agency staff to the capitol press corps; governor's office; Legislative Budget Board; Legislative Reference Library; School Land Board; Texas Higher Education Coordinating Board; regional education service centers; and state offices of professional education organizations which have requested the agenda.
- (b) A press table shall be provided at meetings of the State Board of Education and press representatives shall be supplied with copies of the official agenda for the meeting and other materials relating to specific agenda items.
- (c) The State Board of Education shall seek to maintain open relations with the press by answering reporters' questions frankly and by providing official statements through press releases and answers to follow-up inquiries.

### **§4.3. Disclosure of Campaign Contributions and Gifts.**

- (a) Any person, corporation, or other legal entity which proposes to enter into a contract with or applies for a grant, contract, or charter which may be granted by the State Board of Education shall disclose whether, at any time in the preceding four years, the person, corporation, or other legal entity has made a campaign contribution to a candidate for or member of the State Board of Education. Disclosure shall be made in writing to the commissioner of education 14 calendar days prior to consideration by the board or any committee of a contract, grant, or charter.

- (b) A person, corporation, or other legal entity which proposes to enter into a contract with or applies for a grant, contract, or charter which may be granted by the State Board of Education shall disclose in the same manner any benefit conferred on a candidate for or member of the State Board of Education during the preceding four years. A benefit need not be disclosed if the aggregate value of benefits conferred on a candidate for or a member of the State Board of Education during the preceding four years does not exceed \$250, or a different limit set by §572.023(b)(7), Texas Government Code. This requirement applies whether or not the person, corporation, or other legal entity is required to report the expenditure to the Texas Ethics Commission. For purposes of this section, a benefit is not conferred if the candidate for or a member of the State Board of Education has paid for the member's own participation, as well as any participation by other persons for the direct benefit of any business in which the member has a substantial interest as defined under Texas Government Code §572.005 (1) - (7).
- (c) In this section:
- (1) "person, corporation, or other legal entity" includes:
    - (A) any individual who would have a "substantial interest" in the person, corporation, or other legal entity as that term is defined in Texas Government Code, §572.005 (1) - (6);
    - (B) an attorney, representative, registered lobbyist, employee, or other agent who receives payment for representing the interests of the person, firm, or corporation before the board or to board members, or whose duties are directly related to the contract, grant, or charter; or
    - (C) an individual related within the first degree by affinity or consanguinity, as determined under Chapter 573, Government Code, to the person covered by (c)(1).
  - (2) "contract, grant, or charter" means any application to enter into a contractual relationship with or otherwise receive funding from the State Board of Education, including without limitation contracts for investment advisors, consultants, or investment managers for the Permanent School Fund and applicants for charters to operate open enrollment charter schools.
  - (3) "campaign contribution" has the meaning defined in Texas Election Code, §251.001.
  - (4) "benefit" has the meaning defined in Texas Penal Code, §36.01.
  - (5) "candidate for or a member of the State Board of Education" includes a person related within the first degree of affinity or consanguinity, as determined under Chapter 573, Government Code, to a candidate for or a member of the State Board of Education.
- (d) A person, corporation, or other legal entity has a continuing duty to report contributions or expenditures made through the term of a contract, grant, or charter and shall within 21 calendar days notify the commissioner of education and the board chair upon making a contribution or expenditure covered by this section.

- (e) Failure to disclose a contribution or expenditure under this section shall be grounds for canceling or revoking the contract, grant, or charter in the discretion of the board. Only those contributions or expenditures made after the effective date of this rule are required to be disclosed.
- (f) This section does not affect the validity of contracts, grants, or charters existing on its effective date but does apply to the renewal or extension of any contract, grant, or charter.
- (g) Before distributing bids or applications for a contract with the board, staff will provide any disclosure made under subsection (a) or (b) to a board member to whom the disclosure applies. A board member shall have 10 calendar days to provide a written statement relating to the disclosure for distribution along with all disclosures.
- (h) An SBOE member shall on April 15 of each year submit a list of businesses that the SBOE member has a substantial interest in as defined in Texas Government Code §572.005 (1) - (7) and all DBAs or assumed names of any such businesses. If any change occurs in the identities of businesses that an SBOE member has a substantial interest in, the SBOE member shall submit an amendment within 30 calendar days of the date of such change. A person, corporation, or other legal entity which proposes to enter into a contract with or applies for a grant, contract, or charter that may be granted by the State Board of Education shall be provided the combined list of all board members and shall disclose any campaign contribution or benefit under subsections (a) or (b) on behalf of any business in which an SBOE member has a substantial interest.

## CHAPTER 5. RULES AND THE RULEMAKING PROCESS

*The statutory citation for this chapter is the Texas Government Code, Chapter 2001, Subchapter B; Texas Government Code, Chapter 2002, Subchapter B; Texas Education Code, §7.102(e)-(f).*

### **§5.1. State Board of Education Rules.**

- (a) An action of the board to adopt a rule under the Texas Education Code is effective only if the rule's preamble published in the *Texas Register* includes a statement of the specified statutory authority contained in the Texas Education Code to adopt the rule.
- (b) Rules submitted to the Office of the Secretary of State for publication in the *Texas Register* shall conform to requirements promulgated by the Secretary of State.

### **§5.2. Adoption, Amendment, and Repeal of State Board of Education Rules.**

- (a) Proposed new rules, amendments, and repeals must appear on the agenda for discussion at one board meeting and for action at two subsequent board meetings as First Reading and Second Reading, unless a departure from this rulemaking process is approved by the board.
- (b) Each member of the board shall receive copies of the preliminary and official board meeting agendas containing all proposed new rules, amendments, or repeals to be considered.
- (c) The board can take action only if the rule is posted for action in the official notice of the meeting that is published in the *Texas Register*. The commissioner is authorized to file information with the Secretary of State to comply with the requirements of Texas Government Code, Chapter 2001, Subchapter B; and Texas Government Code, Chapter 2002, Subchapter B, regarding adoption of rules.
  - (1) **First Reading and Filing Authorization.** The board can authorize the commissioner to file a proposed new rule, amendment, or repeal with the Secretary of State for publication in the *Texas Register* as it appears in the agenda or with changes to the material presented in the agenda.
  - (2) **Second Reading and Final Adoption.** If the public comment period after filing the proposal with the Secretary of State has elapsed, the board can adopt a new rule, amendment, or repeal. If a board committee determines that a substantial revision of the material presented in the agenda shall be considered, the board shall not take final action before the next board meeting.
  - (3) **Withdrawal.** The board can authorize the commissioner to withdraw a proposed new rule, amendment, or repeal that was previously filed with the Secretary of State.
  - (4) **Refiling.** The board can authorize the commissioner to withdraw and refile a proposed new rule or amendment that was previously filed with the Secretary of State if there are substantive changes from the original filing.

- (d) The board can authorize the commissioner to conduct a public hearing on behalf of the State Board of Education concerning board rules. The public hearing shall be transcribed and the transcript made available for review by board members.
- (e) Except as otherwise provided by law, a rule does not take effect until the beginning of the school year that begins at least 90 days after the date of the rule adoption.
- (f) A rule may take effect earlier than the date set forth in subsection (e) if the rule's preamble specified an earlier date with the reason for the earlier date and:
  - (1) the earlier effective date is a requirement of:
    - (A) a federal law, or
    - (B) a state law that specifically refers to Texas Education Code §7.102 and expressly requires the adoption of an earlier effective date; or
  - (2) on an affirmative vote of two-thirds of the members of the board, the board makes a finding that an earlier effective date is necessary.

**§5.3. Emergency Rules.**

The board may adopt emergency rules without prior notice or hearing. Conditions under which emergency rules can be adopted and the periods for which they are effective are governed by Texas Government Code §2001.034. The board shall also comply with the requirements of Section 5.2(f) of these rules and the notice of emergency meeting requirements in Texas Government Code, §551.045. Emergency rules will be placed on a board agenda for adoption as a permanent rule.

**§5.4. Filing Non-Substantive Rule Corrections with the Secretary of State.**

The commissioner may approve and file with the Secretary of State non-substantive corrections to State Board of Education rules. Non-substantive rule corrections may only include typographical, grammatical, referencing, or spelling errors and technical edits to comply with *Texas Register* style and format requirements.

**§5.5. Rulemaking Authority.**

Except for rules adopted under §5.4 of these rules (relating to Filing Non-Substantive Rule Corrections with the Secretary of State), or other exceptions specifically authorized by the board, all rules of the State Board of Education shall be approved by the State Board of Education.

**§5.6. Review of the State Board of Education Rules.**

In accordance with Texas Government Code, §2001.039, the State Board of Education shall review its rules every four years to assure that statutory authority for the rules continues to exist. If necessary, proposed amendments will be brought to the board following the procedure described in §5.2 of these rules.

**§5.7. Filing of Amendments.**

A member wishing to amend any Texas Essential Knowledge and Skills (TEKS) being considered by the board for second reading and final adoption shall submit the amendment in writing to the staff no later than noon on the day prior to the final vote on the adoption of the TEKS. All amendments shall be made available to the public to the extent possible. This rule may be suspended by a two-thirds vote.

## CHAPTER 6. ADVISORY GROUPS

*The statutory citations for this chapter are the Texas Education Code, §§7.102(b), 29.254, 32.034, and 61.077.*

### **§6.1. General Provisions.**

- (a) The State Board of Education may establish a Committee of Investment Advisors (CIA) to the Permanent School Fund and approve all selected appointments. The CIA shall be composed of not more than 15 members, one appointed by each State Board of Education member, who each have considerable institutional investment expertise and are free from conflicts of interest. The CIA member will closely advise the individual State Board of Education member who appointed the member on all matters relative to the management of the Permanent School Fund as necessary. The CIA may meet in person or via conference call or telephone conference as needed. Duties and responsibilities of the CIA are within the *Texas Permanent School Fund - Investment Procedures Manual*, Section A.2.
  
- (b) If the board does not establish a CIA, nothing shall prevent a board member from selecting and working with an investment advisor in a manner consistent with federal and state laws and the Investment Procedures Manual.

**Texas Permanent School Fund  
Asset Allocation Mix - SBOE  
April 30, 2019**

<u>Asset Class</u>	<u>Portfolio</u>	<u>Book Value</u>	<u>Mix</u>	<u>Fair Value</u>	<u>Mix</u>
Equity	Domestic Small-Mid Cap	\$ 1,157,655,505	4.32%	\$ 1,726,005,639	5.06%
	Domestic Large Cap	2,042,375,218	7.62%	4,824,685,070	14.13%
	Total Domestic Equity	<u>3,200,030,723</u>	<u>11.94%</u>	<u>6,550,690,709</u>	<u>19.19%</u>
	International Equity - Blackrock	3,951,335,568	14.74%	5,096,086,286	14.93%
	QMA Emerging Market Equity	404,099,888	1.51%	468,181,831	1.37%
	Navarro Emerging Market Equity	330,737,541	1.23%	482,627,596	1.41%
Total Public Market Equity	Total Emerging Market Equity	<u>734,837,429</u>	<u>2.74%</u>	<u>950,809,427</u>	<u>2.78%</u>
		<u>7,886,203,720</u>	<u>29.42%</u>	<u>12,597,586,422</u>	<u>36.90%</u>
Fixed Income	Domestic Fixed Income	4,617,044,426	17.23%	4,581,256,810	13.42%
	Investec Emerging Market Debt	1,076,548,737	4.02%	1,054,395,204	3.09%
	Ashmore Emerging Market Debt	1,028,232,504	3.84%	1,004,748,677	2.94%
	Stone Harbor Emerging Market Debt	143,127,036	0.53%	126,102,159	0.37%
	Total Emerging Market Debt	<u>2,247,908,277</u>	<u>8.39%</u>	<u>2,185,246,040</u>	<u>6.40%</u>
Total Fixed Income		<u>6,864,952,703</u>	<u>25.62%</u>	<u>6,766,502,850</u>	<u>19.82%</u>
Absolute Return	Raven 1	800,000,000	2.98%	1,079,038,392	3.16%
	Raven 2	-	0.00%	-	0.00%
	Raven 4	600,000,000	2.24%	1,004,280,740	2.94%
	Raven 6	353,884,155	1.32%	458,568,353	1.34%
	Raven 7	412,711,614	1.54%	560,872,829	1.64%
	Raven 8	418,586,838	1.56%	477,822,825	1.40%
	Total Absolute Return		<u>2,585,182,607</u>	<u>9.64%</u>	<u>3,580,583,139</u>
Private Equity	Columbia NB Crossroads Fund L.P.	267,642,827	1.00%	338,008,462	0.99%
	Columbia NB Crossroads Fund II L.P.	377,602,945	1.41%	569,481,669	1.67%
	Columbia NB Crossroads Fund II Tranche C	642,685,592	2.40%	780,921,445	2.29%
	TPSF NB PE Program	766,507,356	2.86%	972,532,236	2.85%
	Private Equity Direct	438,286,043	1.64%	467,292,544	1.37%
	Columbia CS Fund, L.P.	293,643,011	1.10%	395,586,319	1.16%
Total Private Equity		<u>2,786,367,774</u>	<u>10.41%</u>	<u>3,523,822,675</u>	<u>10.33%</u>
Real Estate	Direct Real Estate Investments	2,323,124,597	8.67%	2,856,613,060	8.37%
Total Real Estate		<u>2,323,124,597</u>	<u>8.67%</u>	<u>2,856,613,060</u>	<u>8.37%</u>
Risk Parity	AQR Capital Management	846,664,411	3.16%	1,240,503,902	3.63%
	Bridgewater	764,790,629	2.85%	1,191,373,416	3.49%
	Total Risk Parity Strategies	<u>1,611,455,040</u>	<u>6.01%</u>	<u>2,431,877,318</u>	<u>7.12%</u>
Real Return	Real Return - TIPS	1,063,261,047	3.97%	1,071,168,020	3.14%
	Real Return Commodities - Terlingua 1	587,500,000	2.19%	400,528,201	1.17%
	Real Return Commodities - Terlingua 2	575,000,000	2.15%	389,294,633	1.14%
	Real Return Commodities - Terlingua 3	205,381,294	0.77%	202,422,355	0.59%
	Total Real Return	<u>2,431,142,341</u>	<u>9.08%</u>	<u>2,063,413,209</u>	<u>6.04%</u>
Total Unallocated Cash		314,835,626	1.15%	314,835,626	0.94%
Fund Total		<u>26,803,264,408</u>	<u>100.00%</u>	<u>34,135,234,299</u>	<u>100.00%</u>

Notes: The asset classes include cash that has been allocated to the investment portfolios.  
Exposure includes fair value of funded investments plus unfunded commitments.

Exposure: Total Private Equity Exposure and Percentage of Fund Total Fair Value 5,860,830,021 17.17%  
Total Real Estate Exposure and Percentage of Fund Total Fair Value 4,526,089,017 13.26%

Current State Board of Education approved Strategic Asset Allocation Mix (approved June 15, 2018)

Large Cap U.S. Equity	13.00%	Real Estate	10.00%
Small/Mid Cap U.S. Equity	5.00%	Risk Parity	7.00%
Developed and Emerging Market International Large Cap Equity	14.00%	Real Return-Commodities	3.00%
Emerging Market Equity	3.00%	Real Return-TIPS	3.00%
Domestic Investment Grade Fixed Income	12.00%	Absolute Return	10.00%
Emerging Market Debt (LC)	7.00%	Private Equity	13.00%
			<u>100.00%</u>



Pivot table data:

Row Labels	Data	
	Sum of Accting Book Value	Sum of Accting Market Value
AQR CAPITAL MGMT	846,664,410.88	1,240,503,902.00
ASHMOREEMD	1,028,232,504.16	1,004,748,677.10
BLACKROCK INC. INT'L	3,951,335,567.58	5,096,086,285.60
BRIDGEWATER	764,790,628.79	1,191,373,416.33
DIRECT PE PROGRAM	438,286,042.62	467,292,543.68
INT FIXED INCOME	4,617,044,425.76	4,581,256,809.75
INT LARGE CAP EQUITY	2,042,375,218.37	4,824,685,069.68
INT S/MID CAP EQUITY	1,157,655,504.58	1,726,005,639.42
INVESTEC	1,076,548,736.64	1,054,395,204.11
NAVARRO 1 FUND LLC	330,737,540.81	482,627,595.52
PSF TRANSITION	313,695,636.41	313,695,636.41
QMA_EME	404,099,887.59	468,181,831.16
RAVEN 1	800,000,000.00	1,079,038,392.00
RAVEN 4	600,000,000.00	1,004,280,739.96
RAVEN 6	353,884,154.54	458,568,353.00
RAVEN 7	412,711,613.63	560,872,828.61
RAVEN 8 FUND, LLC	418,586,838.06	477,822,825.00
STONEHARBOREMD	143,127,036.39	126,102,158.97
TERLINGUA 3	205,381,294.04	202,422,354.72
TERLINGUA FUND 1	587,500,000.00	400,528,201.45
TERLINGUA FUND 2	575,000,000.00	389,294,632.83
TIPS	1,063,261,046.88	1,071,168,019.81
TOTAL COLUMBIA CS	293,643,011.41	395,586,318.95
TOTAL COLUMBIA NB	267,642,826.84	338,008,462.19
TOTAL COLUMBIA NB 2	377,602,945.23	569,481,668.88
TOTAL COLUMBIA NB 2C	642,685,591.79	780,921,444.58
TOTAL REAL ESTATE	2,323,124,596.97	2,856,613,059.79
TOTAL TPSF NB PE	766,507,356.18	972,532,236.14
Grand Total	26,802,124,416.15	34,134,094,307.64
ME Accumulated Income	1,139,991.58	
	26,803,264,407.73	34,135,234,299.22

14,456,309,401

## 2017-2021 Rule Review Plan for State Board of Education Rules

### STATE BOARD OF EDUCATION: INFORMATION

**SUMMARY:** This item outlines the rule review plan for State Board of Education (SBOE) rules during the period of September 2017 through August 2021. Texas Government Code, §2001.039, requires an ongoing four-year rule review of existing state agency rules, including SBOE rules. The rule review requirement is designed to ensure that the reason for initially adopting or readopting a rule continues to exist.

**BACKGROUND INFORMATION AND JUSTIFICATION:** Senate Bill (SB) 178, 76th Texas Legislature, 1999, amended the Texas Government Code by adding §2001.039, which requires the review of existing state agency rules. The rule review requirement in Texas Government Code, §2001.039, is designed to ensure that the reason for adopting or readopting the rule continues to exist.

The 2017-2021 SBOE rule review plan reflected in Attachment I repeats the cycle of review that was conducted during the 2013-2017 SBOE rule review with the addition of new rules that took effect subsequent to the adoption of that plan. The 2017-2021 plan is the sixth rule review cycle of SBOE rules.

In accordance with Texas Education Code, §28.002(m), the Texas Essential Knowledge and Skills (TEKS) are exempt from the rule review requirement and are not included in the 2017-2021 rule review plan. The TEKS were also exempt from previous rule review plans. Although the TEKS will not be reviewed as part of the rule review process, the SBOE conducts a review of the TEKS on a schedule determined by the SBOE designed to align the adoption of instructional materials with amendments to the TEKS.

*Revisions to Rule Review Plan.* The 2017-2021 SBOE rule review plan was approved at the November 2016 SBOE meeting and will appear on an ongoing basis in the information pages of each SBOE agenda until completion.

In January-February 2019, the plan was updated to begin the review of 19 TAC Chapter 157, Hearings and Appeals, in January 2019, which is within the required four-year review period. Chapter 157 was last reviewed in September 2015.

Any necessary modifications to the plan will appear in the information pages of the SBOE agenda along with the ongoing report.

*Rule Review Procedures.* Secretary of State rules specify the following two-step review process to implement the rule review requirement in the Texas Government Code, §2001.039:

1. a Notice of Proposed Review (Intention to review) that announces a public comment period for comments on whether the reason for adopting or readopting the rules continues to exist (see example in Attachment II); and
2. a Notice of Adopted Review (Readoption) that summarizes the public comments received, if any, in response to the notice of proposed review and provides a response to each comment (see examples in Attachment II).

The rule review process for SBOE rules is illustrated in this item using three examples. These examples

present the following points: (1) if no amendments are recommended to rules under review, the item presenting the adoption of the review will complete the rule review process and no further action will be necessary; and (2) if amendments are recommended to rules under review, the item presenting the adoption of the review will complete the rule review process and the amendments will be presented as a separate item under the standard rulemaking process.

**Example 1. Rule Review with No Changes**

January SBOE Meeting	SBOE Committee (discussion)	Discussion item that briefly describes the rule and specifies that no changes are being recommended.
	Texas Register	After the SBOE meeting, staff files Notice of Proposed Review (see Attachment II).
April SBOE Meeting	SBOE Committee and Full SBOE	Action item that presents a summary of comments received, if any, from Notice of Proposed Review. The SBOE authorizes filing the Notice of Adopted Review, noting that no changes are being proposed to the rule as a result of the review.
	Texas Register	After the SBOE meeting, staff files Notice of Adopted Review that states the rule will continue to exist without changes (see Attachment II).
END OF REVIEW PROCESS (no item at June SBOE Meeting)		

**Example 2. Rule Review with Changes**

January SBOE Meeting	SBOE Committee (discussion)	Discussion item that briefly describes the rule, outlines issues to be considered, and specifies anticipated changes to the rule.
	Texas Register	After the SBOE meeting, staff files Notice of Proposed Review (see Attachment II).
April SBOE Meeting	SBOE Committee and Full SBOE (first reading)	Separate action items are included in the agenda: one that presents comments received, if any, from Notice of Proposed Review and one that provides the SBOE the opportunity to propose amendments. The SBOE authorizes filing the Notice of Adopted Review and approves the proposed amendments for first reading and filing authorization.
	Texas Register	After the SBOE meeting, staff files proposed amendments and the Notice of Adopted Review that states the rule will continue to exist and changes are being proposed (see Attachment II).
END OF REVIEW PROCESS		
June SBOE Meeting	SBOE Committee and Full SBOE (second reading)	Action item that presents the proposed amendments for second reading and final adoption. Item includes a summary of comments, if any, on proposed amendments.
	Texas Register	After the SBOE meeting, staff files adopted amendments.
END OF AMENDMENT PROCESS		

**Example 3. Repeal of Rule under Review**

January SBOE Meeting	SBOE Committee (first reading)	Action item that presents the proposed repeal of rule. SBOE approves proposed repeal for first reading and filing authorization.
	Texas Register	After the SBOE meeting, staff files proposed repeal. No Notice of Proposed Review required for repeals.
April SBOE Meeting	SBOE Committee and Full SBOE (second reading)	Action item that presents the proposed repeal of rule for second reading and final adoption.
	Texas Register	After the SBOE meeting, staff files adopted repeal.
END OF REPEAL PROCESS		

**Staff Members Responsible:**

Cristina De La Fuente-Valadez, Director, Rulemaking

Amanda Gunter, Program Specialist, Rulemaking

**Attachment I:** 2017-2021 Rule Review Plan for State Board of Education Rules

**Attachment II:** Sample Notices of Proposed Review and Adopted Review

## ATTACHMENT I

### 2017-2021 Rule Review Plan for State Board of Education Rules (Approved November 2016, Revised January 2019)

Texas Government Code, §2001.039, requires a four-year rule review cycle for all state agency rules, including State Board of Education rules. The rule review is designed to ensure that the reason for adopting or readopting the rule continues to exist. It only includes rules currently in effect at the time the plan is adopted.

Texas Education Code, §28.002(m), exempts the Texas Essential Knowledge and Skills (TEKS) from the rule review requirement; accordingly, this rule review plan does not include the rule chapters for the TEKS. Although the rules will not be reviewed as part of the rule review process, the SBOE conducts a review of the TEKS on a schedule determined by the SBOE. This review is designed to align the adoption of instructional materials with the amendments to the TEKS.

<b>Review Period: September 2017 - August 2018</b>			
<b>Chapter Title</b>	<b>Subchapter Title</b>	<b>Topic</b>	<b>Begin Review</b>
<b>Chapter 74. Curriculum Requirements</b>	<i>Subchapter A. Required Curriculum</i>	Curriculum	September 2017
	<i>Subchapter B. Graduation Requirements</i>		
	<i>Subchapter C. Other Provisions</i>		
	<i>Subchapter D. Graduation Requirements, Beginning with School Year 2001-2002</i>		
	<i>Subchapter E. Graduation Requirements, Beginning with School Year 2004-2005</i>		
	<i>Subchapter F. Graduation Requirements, Beginning with School Year 2007-2008</i>		
	<i>Subchapter G. Graduation Requirements, Beginning with School Year 2012-2013</i>		
<b>Chapter 105. Foundation School Program</b>	<i>Subchapter A. Definitions</i>	Finance	November 2017
	<i>Subchapter B. Use of State Funds</i>		
<b>Chapter 89. Adaptations for Special Populations</b>	<i>Subchapter A. Gifted/Talented Education</i>	Special Populations	January 2018
	<i>Subchapter C. Texas Certificate of High School Equivalency</i>		
	<i>Subchapter D. Special Education Services and Settings</i>		
<b>Chapter 61. School Districts</b>	<i>Subchapter A. Board of Trustees Relationship</i>	Administration	April 2018

<b>Review Period: September 2018 – August 2019</b>			
<b>Chapter Title</b>	<b>Subchapter Title</b>	<b>Topic</b>	<b>Begin Review</b>
<b>Chapter 129. Student Attendance</b>	<i>Subchapter A. Student Attendance Allowed</i>	Finance	January 2019
	<i>Subchapter B. Student Attendance Accounting</i>		
<b>Chapter 157. Hearings and Appeals</b>	<i>Subchapter A. General Provisions for Hearings Before the State Board of Education</i>	Personnel	January 2019
	<i>Subchapter D. Independent Hearing Examiners</i>		

<b>Review Period: September 2019 – August 2020</b>			
<b>Chapter Title</b>	<b>Subchapter Title</b>	<b>Topic</b>	<b>Begin Review</b>
<b>Chapter 33. Statement of Investment Objectives, Policies, and Guidelines of the Texas Permanent School Fund</b>	<i>Subchapter A. State Board of Education Rules</i>	Finance	September 2019
<b>Chapter 66. State Adoption and Distribution of Instructional Materials</b>	<i>Subchapter A. General Provisions</i>	Instructional Materials	November 2019
	<i>Subchapter B. State Adoption of Instructional Materials</i>		
	<i>Subchapter C. Local Operations</i>		
<b>Chapter 100. Charters</b>	<i>Subchapter A. Open-Enrollment Charter Schools</i>	Charter Schools	January 2020
	<i>Subchapter B. Home-Rule School District Charters</i>		

<b>Review Period: September 2020 – August 2021</b>			
<b>Chapter Title</b>	<b>Subchapter Title</b>	<b>Topic</b>	<b>Begin Review</b>
<b>Chapter 30. Administration</b>	<i>Subchapter A. State Board of Education: General Provisions</i>	Administration	November 2020
	<i>Subchapter B. State Board of Education: Purchasing and Contracts</i>		
<b>Chapter 101. Assessment</b>	<i>Subchapter A. General Provisions</i>	Assessment	January 2021
	<i>Subchapter B. Implementation of Assessments</i>		
	<i>Subchapter C. Local Option</i>		
<b>Chapter 109. Budgeting, Accounting, and Auditing</b>	<i>Subchapter A. Budgeting, Accounting, Financial Reporting, and Auditing for School Districts</i>	Finance	January 2021
	<i>Subchapter B. Texas Education Agency Audit Functions</i>		
	<i>Subchapter C. Adoptions by Reference</i>		
	<i>Subchapter D. Uniform Bank Bid or Request for Proposal and Depository Contract</i>		

## SAMPLES

### Attachment II

#### **Notice of Proposed Review (Intention to review)**

The State Board of Education (SBOE) proposes the review of 19 TAC Chapter 129, Student Attendance, pursuant to the Texas Government Code, §2001.039. The rules being reviewed by the SBOE in 19 TAC Chapter 129 are organized under the following subchapters: Subchapter A, Student Attendance Allowed, and Subchapter B, Student Attendance Accounting.

As required by the Texas Government Code, §2001.039, the SBOE will accept comments as to whether the reasons for adopting 19 TAC Chapter 129, Subchapters A and B, continue to exist. The comment period begins with the publication of this notice and must last a minimum of 30 days.

Comments or questions regarding this rule review may be submitted to Cristina De La Fuente-Valadez, Rulemaking, Texas Education Agency, 1701 North Congress Avenue, Austin, Texas 78701-1494. Comments may also be submitted electronically to rules@tea.texas.gov.

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#### **Notice of Adopted Review (with no changes to rule) (Readoption)**

The State Board of Education (SBOE) adopts the review of 19 TAC Chapter 129, Student Attendance, Subchapter A, Student Attendance Allowed, and Subchapter B, Student Attendance Accounting, pursuant to the Texas Government Code, §2001.039. The SBOE proposed the review of 19 TAC Chapter 129, Subchapters A and B, in the February 12, 2016 issue of the Texas Register (41 TexReg 1131).

The SBOE finds that the reasons for adopting 19 TAC Chapter 129, Subchapters A and B, continue to exist and readopts the rules. The SBOE received no comments related to the review.

No changes are necessary as a result of the review.

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#### **Notice of Adopted Review (with changes to rule) (Readoption with changes)**

The State Board of Education (SBOE) adopts the review of 19 TAC Chapter 129, Student Attendance, Subchapter A, Student Attendance Allowed, and Subchapter B, Student Attendance Accounting, pursuant to the Texas Government Code, §2001.039. The SBOE proposed the review of 19 TAC Chapter 129, Subchapters A and B, in the February 12, 2016 issue of the Texas Register (41 TexReg 1131).

The SBOE finds that the reasons for adopting 19 TAC Chapter 129, Subchapters A and B, continue to exist and readopts the rules. The SBOE received no comments related to the review. As part of the review, the SBOE is proposing an amendment to 19 TAC §129.21, which may be found in the Proposed Rules section of this *Texas Register* issue.



**Review of Annual Audit Plan of the Division of Financial Compliance  
for 2019-2020 School Year**

**June 14, 2019**

**STATE BOARD OF EDUCATION: INFORMATION**

**SUMMARY:** This item covers the annual audit plan of the Division of Financial Compliance for the 2019-2020 school year for field and independent financial reviews as specifically described in 19 TAC Chapter 109, Texas Education Agency Audit Functions, §109.21, Annual Audit Plan.

**BACKGROUND INFORMATION AND JUSTIFICATION:** Title 19 Texas Administrative Code §109.21 requires the commissioner of education to annually submit, for review of the Committee on School Finance/Permanent School Fund, an audit plan for field and independent financial reviews. The commissioner may amend the plan as needed.

**FISCAL IMPACT:** None.

**PUBLIC BENEFIT AND COST TO PERSONS:** None.

**PROCEDURAL AND REPORTING IMPLICATIONS:** None.

**PUBLIC COMMENTS:** None.

**Staff Member Responsible:**

David Marx, Director, Financial Compliance

**Attachment:**        Audit Plan of the Division of Financial Compliance  
                              for 2019-2020 School Year

### Audit Plan for the 2019-2020 School Year

*The commissioner of education shall submit an annual audit plan for field and independent audits for review of the designated committee of the State Board of Education. The plan may be amended as needed by the commissioner of education. The designated committee of the State Board of Education shall be informed at least annually by the commissioner of education on the progress of and amendments to the plan.*

*Texas Administrative Code §109.21; Texas Education Code, §44.001*

This required audit plan is submitted by the Division of Financial Compliance. It includes the division's functional work responsibilities, which primarily are reviews of student attendance data, annual financial and compliance reports, fiscal management reviews, and certified public accountant work papers.

#### **Audit Plan Items:**

- 1. Reviews of Student Attendance Data**
- 2. Reviews of Annual Financial and Compliance Reports**
- 3. Reviews of Certified Public Accountant Work Papers**
- 4. Follow-up and Fiscal Management Reviews**
- 5. Special Allotment Expenditure Reviews**
- 6. School Health and Related Services**
- 7. Additional Reviews**

## Audit Plan

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1. **Reviews of Student Attendance** – The Division of Financial Compliance will review the student attendance systems and processes of selected school districts and open-enrollment charter schools to determine compliance with the *Student Attendance Accounting Handbook* (SAAH).
  - a. Reviews will be based on a risk assessment and available resources.
  - b. The division will forward adjustments to Foundation School Program (FSP) funds to the State Funding Division for enforcement actions. The division will report issues of noncompliance to the appropriate division.
  - c. Projected Number of Reviews: 75–100

### Primary Authorizing Rules:

Section 2.1 of the SAAH (adopted by reference in 19 Texas Administrative Code [TAC] §129.1025):

Your district must make available and provide to the Financial Compliance Division of the TEA copies of all required attendance records within 20 working days of written request by the agency.

19 TAC §129.21(a):

All public schools in Texas must maintain records to reflect the average daily attendance (ADA) for the allocation of Foundation School Program (FSP) funds and other funds allocated by the Texas Education Agency (TEA). Superintendents, principals, and teachers are responsible to their school boards and to the state to maintain accurate, current attendance records.

19 TAC §100.1029(a):

Agency authority. The Texas Education Agency (TEA) may conduct routine audits, monitoring, and other investigations of the charter school or charter holder to determine compliance with the terms of the open-enrollment charter, with the terms of federal or state grants, or as authorized in the Texas Education Code (TEC) or other law.

### Additional Authorizing Rules:

Sections 4.11.1 and 4.11.2 of the *Financial Accountability System Resource Guide* (FASRG) (adopted by reference in 19 TAC §109.41); 19 TAC §129.21(d); Section 1.5 of the SAAH (19 TAC §129.1025)

2. **Reviews of Annual Financial and Compliance Reports (AFRs)** – The division will review the AFRs that all school districts, open-enrollment charter schools, and regional education service centers (local education agencies [LEAs]) are required to submit. The division will conduct reviews to verify that recipients (both LEAs and non-LEAs) of federal funds over a certain threshold have had an independent audit conducted, as required for compliance with Office of Management and Budget (OMB) Circular 2-Code of Federal Regulations (CFR) 200.
  - a. The division will review all independently audited AFRs, including associated reports such as single audits, reports on internal control over compliance, and electronically submitted information.
  - b. The division will:
    - i. report issues of noncompliance to the individual school district or charter school,
    - ii. report questioned costs noted by the independent auditor to the Division of Federal Fiscal Compliance and Reporting for enforcement action, and
    - iii. report issues of noncompliance noted by the independent auditor to the appropriate division or state or federal agency, if applicable.
  - c. Projected Number of Reviews: 1,200

Primary Authorizing Statutes and Rules:

TEC, §44.008(a) and (e) (excerpts):

- (a) The board of school trustees of each school district shall have its school district fiscal accounts audited annually at district expense by a certified or public accountant holding a permit from the Texas State Board of Public Accountancy.
- (e) The audit reports shall be reviewed by the agency, and the commissioner shall notify the board of trustees of objections, violations of sound accounting practices or law and regulation requirements, or of recommendations concerning the audit reports that the commissioner wants to make.

Title 2 CFR §200.331(d):

- (d) Monitor the activities of the subrecipient as necessary to ensure that the subaward is used for authorized purposes, in compliance with Federal statutes, regulations, and the terms and conditions of the subaward; and that subaward performance goals are achieved.

19 TAC §109.23(c) (excerpt):

Auditors from the Texas Education Agency must review independent audit reports.

Additional Authorizing Statutes and Rules: TEC, §§42.152(q)–(q-4), 44.001, 44.007(d), 44.009(a), and 44.010; Sections 4.2.2 and 4.2.6 of the FASRG (19 TAC §109.41); 19 TAC §109.1 and §109.25(c)

3. **Reviews of Certified Public Accountant (CPA) Work Papers** – The division will review the work papers of independent auditors engaged by school districts, open-enrollment charter schools,

and regional education service centers to determine whether the independent auditors complied with applicable standards.

- a. Reviews will be based on a risk assessment and available resources.
- b. The division will report issues of noncompliance to the Texas State Board of Public Accountancy.
- c. Projected Number of Reviews: 10–15

Primary Authorizing Statute:

TEC, §44.008(a) (excerpt):

The board of school trustees of each school district shall have its school district fiscal accounts audited annually at district expense by a certified or public accountant holding a permit from the Texas State Board of Public Accountancy.

19 TAC §109.23(c) (excerpt):

Auditors from the Texas Education Agency must review independent audit reports.

19 TAC §109.23(e) (excerpt):

If at any time the TEA division responsible for financial compliance reviews an audit firm's working papers . . . .

Additional Authorizing Statutes and Rules:

TEC, §44.007(a) and §44.008(b); Sections 4.2.2 and 4.2.5 of the FASRG (19 TAC §109.41); 19 TAC §109.1(a) and §109.23(c).

4. **Follow-up and Fiscal Management and Compliance Reviews** – The division will review the business office procedures and internal controls of school districts and open-enrollment charter schools for compliance with the FASRG, generally accepted accounting principles, and best practices. Reviews will include verifying that school districts and charter schools have corrected problems that are identified in AFR findings.
  - a. Reviews will be based on a risk assessment and available resources.
  - b. The division will report issues of noncompliance to the individual school district or charter school and the appropriate division or state or federal agency, if applicable.
  - c. Projected Number of Reviews: 3-5

Primary Authorizing Statute:

TEC, §44.008(a) (excerpt):

The board of school trustees of each school district shall have its school district fiscal accounts audited annually at district expense by a certified or public accountant holding a permit from the Texas State Board of Public Accountancy.

TEC, §7.021(a)(13):

The agency shall review school district budgets, audit reports, and other fiscal reports as required under Sections 44.008 and 44.010 and prescribe forms for financial reports made by or for school districts to the commissioner or the agency as required under Section 44.009.

19 TAC §100.1029(a):

Agency authority. The Texas Education Agency (TEA) may conduct routine audits, monitoring, and other investigations of the charter school or charter holder to determine compliance with the terms of the open-enrollment charter, with the terms of federal or state grants, or as authorized in the Texas Education Code (TEC) or other law.

5. **Special Allotment Expenditure Reviews** - The division will review the expenditure levels for FSP programs, including special education, state compensatory education, bilingual education, gifted and talented education, career and technical education, and high school education, to determine whether a school district or charter school has complied with state laws and rules.
  - a. Reviews will be based on a risk assessment and available resources.
  - b. The division will report issues of noncompliance to the individual school district or charter school and to the appropriate division or state or federal agency, if applicable.
  - c. Projected Number of Reviews: 5

Primary Authorizing Statute:

TEC, §44.008(a) and (e) (excerpts):

- (a) The board of school trustees of each school district shall have its school district fiscal accounts audited annually at district expense by a certified or public accountant holding a permit from the Texas State Board of Public Accountancy.
- (e) The audit reports shall be reviewed by the agency, and the commissioner shall notify the board of trustees of objections, violations of sound accounting practices or law and regulation requirements, or of recommendations concerning the audit reports that the commissioner wants to make.

19 TAC §105.11(a) (excerpt):

No more than 48% of each school district's Foundation School Program (FSP) special allotments under the Texas Education Code, Chapter 42, Subchapter C, may be expended for indirect costs related to the following programs: compensatory education, bilingual education and special language programs, and special education. No more than 45% of each school district's FSP special allotments under the Texas Education Code, Chapter 42, Subchapter C, may be expended for indirect costs related to gifted and talented education programs. No more than 42% of each school district's FSP special allotments under the

Texas Education Code, Chapter 42, Subchapter C, may be expended for indirect costs related to career and technical education programs.

19 TAC §109.25(a) (excerpt):

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.

Additional Authorizing Statutes and Rules:

TEC, §§39.234, 42.151–42.156, and 42.160; 19 TAC §§105.11, 109.23(b) and (c), and 109.25

6. **School Health and Related Services** – The division will review documentation that supports the submission by school districts and charter schools of certain costs for reimbursement by Medicaid that the school or charter school provided to students who have additional needs. Documentation also should show that the program is in compliance with federal and state law.
  - a. The program is operated within a Memorandum of Understanding with Texas Health and Human Services Commission (HHSC).
  - b. Reviews will be based on a risk assessment that determines who receives a review.
  - c. The division reports its findings to both the district and HHSC.
  - d. Projected Number of Reviews: 25-30

Primary Authorizing Statute:

Texas Government Code §531.021(a) and (b) (excerpts):

(a) The commission is the state agency to administer the federal Medicaid funds.

(b) The commission shall: (1) plan and direct Medicaid in each agency that operates a portion of Medicaid, including the management of the Medicaid managed care system and the development, procurement, management, and monitoring of contracts necessary to implement the Medicaid managed care system ....

Memorandum of Understanding with HHSC Section III, Part F (excerpt):

F. TEA has the primary responsibility for program compliance monitoring. TEA will develop self-monitoring tools and procedures for providers, with HHSC input and approval. TEA agrees to conduct compliance monitoring desk reviews each quarter and onsite compliance reviews as necessary based on risk-based assessment. TEA will share the results of these desk reviews and onsite audits with HHSC.

7. **Additional Reviews Performed by the Division of Financial Compliance** – These reviews do not fall under the “field and independent audits” specified in 19 TAC §109.21.
  - **Superintendent Severance Payments** – On receiving a school district’s disclosure of a severance payment to a superintendent, the division will review the superintendent’s contractual agreement and supporting documentation to determine any necessary adjustments to the district’s FSP payments. (TEC, §11.201[c]; 19 TAC §105.1021)

- **Fiscal Year Changes** – The division will review and document receipt of the forms that school districts and open-enrollment charter schools must submit when changing the start and end dates of their fiscal year.
- **Depository Contracts** – The division will document receipt of information each school district is required to report every two years regarding selection of a depository bank and the bank selected. Additionally, the division will document the information each charter school is required to report each year regarding the school’s main depository bank account. (19 TAC §§100.1043[b], 109.51, and 109.52)
- **New Charter School Visits** – The division will consult with all new charter schools in their first year of operations. Guidance provided will include guidance on student attendance accounting, business office organization, governance, and working with the division and agency.
- **Other types of reviews** – As a way of providing transparency for the public, the division is undertaking reviewing other types of projects for compliance with applicable laws and rules. Types of reviews the division is considering are procurement and construction projects, travel and reimbursement, transportation recording and reporting, and cash management and activity funds.

Throughout the year, the division will adjust this audit plan to accommodate the effects of unplanned and unscheduled work. Examples of unplanned and unscheduled work are: public information requests and production requests; record reviews; increased audit and examination activity from the United States Department of Education and other external partners and stakeholders; school consolidations and charter revocations; and resource allocation.



**STATUTORY AUTHORITY REFERENCE SECTION:**

TEXAS CONSTITUTION ARTICLE VII

TEXAS EDUCATION CODE (TEC)

TEXAS GOVERNMENT CODE (TGC)

TEXAS OCCUPATIONAL CODE (TOC)

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**Sec. 2. PERMANENT SCHOOL FUND.**

All funds, lands and other property heretofore set apart and appropriated for the support of public schools; all the alternate sections of land reserved by the State out of grants heretofore made or that may hereafter be made to railroads or other corporations of any nature whatsoever; one half of the public domain of the State; and all sums of money that may come to the State from the sale of any portion of the same, shall constitute a permanent school fund.

**Sec. 2A. RELEASE OF STATE CLAIM TO CERTAIN LANDS AND MINERALS WITHIN SHELBY, FRAZIER, AND MCCORMICK LEAGUE AND IN BASTROP COUNTY.**

- (a) The State of Texas hereby relinquishes and releases any claim of sovereign ownership or title to an undivided one-third interest in and to the lands and minerals within the Shelby, Frazier, and McCormick League (now located in Fort Bend and Austin counties) arising out of the interest in that league originally granted under the Mexican Colonization Law of 1823 to John McCormick on or about July 24, 1824, and subsequently voided by the governing body of Austin's Original Colony on or about December 15, 1830.
- (b) The State of Texas relinquishes and releases any claim of sovereign ownership or title to an interest in and to the lands, excluding the minerals, in Tracts 2-5, 13, 15-17, 19-20, 23-26, 29-32, and 34-37, in the A. P. Nance Survey, Bastrop County, as said tracts are:
  - (1) shown on Bastrop County Rolled Sketch No. 4, recorded in the General Land Office on December 15, 1999; and
  - (2) further described by the field notes prepared by a licensed state land surveyor of Travis County in September through November 1999 and May 2000.
- (c) Title to such interest in the lands and minerals described by Subsection (a) is confirmed to the owners of the remaining interests in such lands and minerals. Title to the lands, excluding the minerals, described by Subsection (b) is confirmed to the holder of record title to each tract. Any outstanding land award or land payment obligation owed to the state for lands described by Subsection (b) is canceled, and any funds previously paid related to an outstanding land award or land payment obligation may not be refunded.
- (d) The General Land Office shall issue a patent to the holder of record title to each tract described by Subsection (b). The patent shall be issued in the same manner as other patents except that no filing fee or patent fee may be required.
- (e) A patent issued under Subsection (d) shall include a provision reserving all mineral interest in the land to the state.
- (f) This section is self-executing.

**Sec. 2B. AUTHORITY TO RELEASE STATE'S INTEREST IN CERTAIN PERMANENT SCHOOL FUND LAND HELD BY PERSON UNDER COLOR OF TITLE.**

- (a) The legislature by law may provide for the release of all or part of the state's interest in land, excluding mineral rights, if:
  - (1) the land is surveyed, unsold, permanent school fund land according to the records of the General Land Office;
  - (2) the land is not patentable under the law in effect before January 1, 2002; and
  - (3) the person claiming title to the land:

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- (A) holds the land under color of title;
  - (B) holds the land under a chain of title that originated on or before January 1, 1952;
  - (C) acquired the land without actual knowledge that title to the land was vested in the State of Texas;
  - (D) has a deed to the land recorded in the appropriate county; and
  - (E) has paid all taxes assessed on the land and any interest and penalties associated with any period of tax delinquency.
- (b) This section does not apply to:
- (1) beach land, submerged or filled land, or islands; or
  - (2) land that has been determined to be state-owned by judicial decree.
- (c) This section may not be used to:
- (1) resolve boundary disputes; or
  - (2) change the mineral reservation in an existing patent.

**Sec. 2C. RELEASE OF STATE CLAIM TO CERTAIN LANDS IN UPSHUR AND SMITH COUNTIES.**

- (a) Except as provided by Subsection (b) of this section, the State of Texas relinquishes and releases any claim of sovereign ownership or title to an interest in and to the tracts of land, including mineral rights, described as follows:

Tract 1:

The first tract of land is situated in Upshur County, Texas, about 14 miles South 30 degrees east from Gilmer, the county seat, and is bounded as follows: Bound on the North by the J. Manning Survey, A-314 the S.W. Beasley Survey A-66 and the David Meredith Survey A-315 and bound on the East by the M. Mann Survey, A-302 and by the M. Chandler Survey, A-84 and bound on the South by the G. W. Hooper Survey, A-657 and by the D. Ferguson Survey, A-158 and bound on the West by the J. R. Wadkins Survey, A-562 and the H. Alsup Survey, A-20, and by the W. Bratton Survey, A-57 and the G. H. Burroughs Survey, A-30 and the M. Tidwell Survey, A-498 of Upshur County, Texas.

Tract 2:

The second tract of land is situated in Smith County, Texas, north of Tyler and is bounded as follows: on the north and west by the S. Leeper A-559, the Frost Thorn Four League Grant A-3, A-9, A-7, A-19, and the H. Jacobs A-504 and on the south and east by the following surveys: John Carver A-247, A. Loverly A-609, J. Gimble A-408, R. Conner A-239, N.J. Blythe A-88, N.J. Blythe A-89, J. Choate A-195, Daniel Minor A-644, William Keys A-527, James H. Thomas A-971, Seaborn Smith A-899, and Samuel Leeper A-559.

- (b) This section does not apply to:
- (1) any public right-of-way, including a public road right-of-way, or related interest owned by a governmental entity;
  - (2) any navigable waterway or related interest owned by a governmental entity; or
  - (3) any land owned by a governmental entity and reserved for public use, including a park, recreation area, wildlife area, scientific area, or historic site.
- (c) This section is self-executing.

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ARTICLE 7. EDUCATION  
SECTION 5

**Sec. 5. COMPOSITION, MANAGEMENT, USE, AND DISTRIBUTION OF PERMANENT SCHOOL FUND AND AVAILABLE SCHOOL FUND.**

- (a) The permanent school fund consists of all land appropriated for public schools by this constitution or the other laws of this state, other properties belonging to the permanent school fund, and all revenue derived from the land or other properties. The available school fund consists of the distributions made to it from the total return on all investment assets of the permanent school fund, the taxes authorized by this constitution or general law to be part of the available school fund, and appropriations made to the available school fund by the legislature. The total amount distributed from the permanent school fund to the available school fund:
  - (1) in each year of a state fiscal biennium must be an amount that is not more than six percent of the average of the market value of the permanent school fund, excluding real property belonging to the fund that is managed, sold, or acquired under Section 4 of this article, but including discretionary real assets investments and cash in the state treasury derived from property belonging to the fund, on the last day of each of the 16 state fiscal quarters preceding the regular session of the legislature that begins before that state fiscal biennium, in accordance with the rate adopted by:
    - (A) a vote of two-thirds of the total membership of the State Board of Education, taken before the regular session of the legislature convenes; or
    - (B) the legislature by general law or appropriation, if the State Board of Education does not adopt a rate as provided by Paragraph (A) of this subdivision; and
  - (2) over the 10-year period consisting of the current state fiscal year and the nine preceding state fiscal years may not exceed the total return on all investment assets of the permanent school fund over the same 10-year period.
- (b) The expenses of managing permanent school fund land and investments shall be paid by appropriation from the permanent school fund.
- (c) The available school fund shall be applied annually to the support of the public free schools. Except as provided by this section, the legislature may not enact a law appropriating any part of the permanent school fund or available school fund to any other purpose. The permanent school fund and the available school fund may not be appropriated to or used for the support of any sectarian school. The available school fund shall be distributed to the several counties according to their scholastic population and applied in the manner provided by law.
- (d) The legislature by law may provide for using the permanent school fund to guarantee bonds issued by school districts or by the state for the purpose of making loans to or purchasing the bonds of school districts for the purpose of acquisition, construction, or improvement of instructional facilities including all furnishings thereto. If any payment is required to be made by the permanent school fund as a result of its guarantee of bonds issued by the state, an amount equal to this payment shall be immediately paid by the state from the treasury to the permanent school fund. An amount owed by the state to the permanent school fund under this section shall be a general obligation of the state until paid. The amount of bonds authorized hereunder shall not exceed \$750 million or a higher amount authorized by a two-thirds record vote of both houses of the legislature. If the proceeds of bonds issued by the state are used to provide a loan to a school district and the district becomes delinquent on the loan payments, the amount of the delinquent payments shall be offset against state aid to which the district is otherwise entitled.
- (e) The legislature may appropriate part of the available school fund for administration of a bond guarantee program established under this section.

- (f) Notwithstanding any other provision of this constitution, in managing the assets of the permanent school fund, the State Board of Education may acquire, exchange, sell, supervise, manage, or retain, through procedures and subject to restrictions it establishes and in amounts it considers appropriate, any kind of investment, including investments in the Texas growth fund created by Article XVI, Section [70](#), of this constitution, that persons of ordinary prudence, discretion, and intelligence, exercising the judgment and care under the circumstances then prevailing, acquire or retain for their own account in the management of their affairs, not in regard to speculation but in regard to the permanent disposition of their funds, considering the probable income as well as the probable safety of their capital.
- (g) Notwithstanding any other provision of this constitution or of a statute, the General Land Office or an entity other than the State Board of Education that has responsibility for the management of permanent school fund land or other properties may in its sole discretion distribute to the available school fund each year revenue derived during that year from the land or properties, not to exceed \$300 million each year.
- (h) Expired.

NATURAL RESOURCES CODE  
TITLE 2. PUBLIC DOMAIN  
SUBTITLE C. ADMINISTRATION  
CHAPTER 32. SCHOOL LAND BOARD  
SUBCHAPTER A. GENERAL PROVISIONS

**NRC, §32.001. DEFINITIONS.**

In this chapter:

- 1) "Board" means the School Land Board.
- (2) "Commissioner" means the Commissioner of the General Land Office.
- (3) "Land office" means the General Land Office.
- (4) "Land" means:
  - (A) land dedicated to or acquired on behalf of the permanent school fund and the asylum funds under the constitution and laws of this state;
  - (B) the mineral estate in areas within tidewater limits, including islands, lakes, bays, and the bed of the sea which belong to the state;
  - (C) the mineral estate in river beds and channels; and
  - (D) land owned by the state or held in trust for the use and benefit of the state or of a department, board, or agency of the state.

TEXAS EDUCATION CODE  
CHAPTER 7. STATE ORGANIZATION  
SUBCHAPTER C. COMMISSIONER OF EDUCATION

**TEC, §7.055. COMMISSIONER OF EDUCATION POWERS AND DUTIES.**

- (a) The commissioner has the powers and duties provided by Subsection (b).
- (b)
  - (1) The commissioner shall serve as the educational leader of the state.
  - (2) The commissioner shall serve as executive officer of the agency and as executive secretary of the board.
  - (3) The commissioner shall carry out the duties imposed on the commissioner by the board or the legislature.
  - (4) The commissioner shall prescribe a uniform system of forms, reports, and records necessary to fulfill the reporting and recordkeeping requirements of this title.
  - (5) The commissioner may delegate ministerial and executive functions to agency staff and may employ division heads and any other employees and clerks to perform the duties of the agency.
  - (6) The commissioner shall adopt an annual budget for operating the Foundation School Program as prescribed by Subsection (c).
  - (7) The commissioner may issue vouchers for the expenditures of the agency and shall examine and must approve any account to be paid out of the school funds before the comptroller may issue a warrant.
  - (8) Repealed by Acts 2011, 82nd Leg., R.S., Ch. 1083, Sec. 25(7), eff. June 17, 2011.
  - (9) The commissioner shall have a manual published at least once every two years that contains Title 1 and this title, any other provisions of this code relating specifically to public primary or secondary education, and an appendix of all other state laws relating to public primary or secondary education and shall provide for the distribution of the manual as determined by the board.
  - (10) The commissioner may visit different areas of this state, address teachers' associations and educational gatherings, instruct teachers, and promote all aspects of education and may be reimbursed for necessary travel expenses incurred under this subdivision to the extent authorized by the General Appropriations Act.
  - (11) The commissioner may appoint advisory committees, in accordance with Chapter 2110, Government Code, as necessary to advise the commissioner in carrying out the duties and mission of the agency.
  - (12) The commissioner shall appoint an agency auditor.
  - (13) The commissioner may provide for reductions in the number of agency employees.
  - (14) The commissioner shall carry out duties relating to the investment capital fund under Section 7.024.
  - (15) The commissioner shall review and act, if necessary, on applications for waivers under Section 7.056.
  - (16) The commissioner shall carry out duties relating to regional education service centers as specified under Chapter 8.
  - (17) The commissioner shall distribute funds to open-enrollment charter schools as required under Subchapter D, Chapter 12.

- (18) The commissioner shall adopt a recommended appraisal process and criteria on which to appraise the performance of teachers, a recommended appraisal process and criteria on which to appraise the performance of administrators, and a job description and evaluation form for use in evaluating school counselors, as provided by Subchapter H, Chapter 21.
- (19) The commissioner shall coordinate and implement teacher recruitment programs under Section 21.004.
- (20) The commissioner shall perform duties in connection with the certification and assignment of hearing examiners as provided by Subchapter F, Chapter 21.
- (21) The commissioner shall carry out duties under the Texas Advanced Placement Incentive Program under Subchapter C, Chapter 28.
- (22) The commissioner may adopt rules for optional extended year programs under Section 29.082.
- (23) The commissioner shall monitor and evaluate prekindergarten programs and other child-care programs as required under Section 29.154.
- (24) The commissioner, with the approval of the board, shall develop and implement a plan for the coordination of services to children with disabilities as required under Section 30.001.
- (25) The commissioner shall develop a system to distribute to school districts or regional education service centers a special supplemental allowance for students with visual impairments as required under Section 30.002.
- (26) The commissioner, with the assistance of the comptroller, shall determine amounts to be distributed to the Texas School for the Blind and Visually Impaired and the Texas School for the Deaf as provided by Section 30.003 and to the Texas Juvenile Justice Department as provided by Section 30.102.
- (27) The commissioner shall establish a procedure for resolution of disputes between a school district and the Texas School for the Blind and Visually Impaired under Section 30.021.
- (28) The commissioner shall perform duties relating to the funding, adoption, and purchase of instructional materials under Chapter 31.
- (29) The commissioner may enter into contracts concerning technology in the public school system as authorized under Chapter 32.
- (30) The commissioner shall adopt a recommended contract form for the use, acquisition, or lease with option to purchase of school buses under Section 34.009.
- (31) The commissioner shall ensure that the cost of using school buses for a purpose other than the transportation of students to or from school is properly identified in the Public 18 Education Information Management System (PEIMS) under Section 34.010.
- (32) The commissioner shall perform duties in connection with the public school accountability system as prescribed by Chapters 39 and 39A.
- (33) Repealed by Acts 1999, 76th Leg., ch. 397, Sec. 8, eff. Sept. 1, 1999.
- (34) The commissioner shall perform duties in connection with the equalized wealth level under Chapter 41.
- (35) The commissioner shall perform duties in connection with the Foundation School Program as prescribed by Chapter 42.



- (36) The commissioner shall establish advisory guidelines relating to the fiscal management of a school district and report annually to the board on the status of school district fiscal management as required under Section 44.001.
  - (37) The commissioner shall review school district audit reports as required under Section 44.008.
  - (38) The commissioner shall perform duties in connection with the guaranteed bond program as prescribed by Subchapter C, Chapter 45.
  - (39) The commissioner shall cooperate with the Texas Higher Education Coordinating Board in connection with the Texas partnership and scholarship program under Subchapter Q, Chapter 61.
  - (40) The commissioner shall suspend the certificate of an educator or permit of a teacher who violates Chapter 617, Government Code.
  - (41) The commissioner shall adopt rules relating to extracurricular activities under Section 33.081 and approve or disapprove University Interscholastic League rules and procedures under Section 33.083.
- (c) The budget the commissioner adopts 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. The budget must designate any expense of operating the agency or operating a program for which the board has 19 responsibility that is paid from the Foundation School Program. The budget must designate program expenses that may be paid out of the foundation school fund, other state funds, fees, federal funds, or funds earned under interagency contract. 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 commissioner shall provide appropriate information on proposed budget expenditures to the comptroller to assure that all payments are paid from the appropriate funds in a timely and efficient manner.

TEXAS EDUCATION CODE  
CHAPTER 7. STATE ORGANIZATION  
SUBCHAPTER D. STATE BOARD OF EDUCATION

**TEC, §7.102. STATE BOARD OF EDUCATION POWERS AND DUTIES.**

- (a) The board may perform only those duties relating to school districts or regional education service centers assigned to the board by the constitution of this state or by this subchapter or another provision of this code.
- (b) The board has the powers and duties provided by Subsection (c), which shall be carried out with the advice and assistance of the commissioner.
- (c)
  - (1) The board shall develop and update a long-range plan for public education.
  - (2) The board may enter into contracts relating to or accept grants for the improvement of educational programs specifically authorized by statute.
  - (3) The board may accept a gift, donation, or other contribution on behalf of the public school system or agency and, unless otherwise specified by the donor, may use the contribution in the manner the board determines.
  - (4) The board shall establish curriculum and graduation requirements.
  - (5) The board shall establish a standard of performance considered satisfactory on student assessment instruments.
  - (6) The board may create special-purpose school districts under Chapter [11](#).
  - (7) The board shall provide for a training course for school district trustees under Section [11.159](#).
  - (8) The board shall adopt a procedure to be used for placing on probation or revoking a home-rule school district charter as required by Subchapter B, Chapter [12](#), and may place on probation or revoke a home-rule school district charter as provided by that subchapter.
  - (9) The board may grant an open-enrollment charter or approve a charter revision as provided by Subchapter D, Chapter [12](#).
  - (10) The board shall adopt rules establishing criteria for certifying hearing examiners as provided by Section [21.252](#).
  - (11) The board shall adopt rules to carry out the curriculum required or authorized under Section [28.002](#).
  - (12) The board shall establish guidelines for credit by examination under Section [28.023](#).
  - (13) The board shall adopt transcript forms and standards for differentiating high school programs for purposes of reporting academic achievement under Section [28.025](#).
  - (14) The board shall adopt guidelines for determining financial need for purposes of the Texas Advanced Placement Incentive Program under Subchapter C, Chapter [28](#), and may approve payments as provided by that subchapter.
  - (15) The board shall adopt criteria for identifying gifted and talented students and shall develop and update a state plan for the education of gifted and talented students as required under Subchapter D, Chapter [29](#).
  - (16) Repealed by Acts 2013, 83rd Leg., R.S., Ch. 73, Sec. 2.06(a)(1), eff. September 1, 2013.
  - (17) The board shall adopt rules relating to community education development projects as required under Section [29.257](#).
  - (18) The board may approve the plan to be developed and implemented by the commissioner for the coordination of services to children with disabilities as required under Section [30.001](#).
  - (19) The board shall establish a date by which each school district and state institution shall provide to the commissioner the necessary information to determine the district's share of the cost of the education of a student enrolled in the Texas School for the Blind and Visually Impaired or the Texas School for the Deaf as required under Section [30.003](#) and may adopt other rules concerning

funding of the education of students enrolled in the Texas School for the Blind and Visually Impaired or the Texas School for the Deaf as authorized under Section [30.003](#).

- (20) The board shall adopt rules prescribing the form and content of information school districts are required to provide concerning programs offered by state institutions as required under Section [30.004](#).
  - (21) The board shall adopt rules concerning admission of students to the Texas School for the Deaf as required under Section [30.057](#).
  - (22) The board shall carry out powers and duties related to regional day school programs for the deaf as provided under Subchapter D, Chapter [30](#).
  - (23) The board shall adopt and purchase or license instructional materials as provided by Chapter [31](#) and adopt rules required by that chapter.
  - (24) The board shall develop and update a long-range plan concerning technology in the public school system as required under Section [32.001](#) and shall adopt rules and policies concerning technology in public schools as provided by Chapter [32](#).
  - (25) The board shall conduct feasibility studies related to the telecommunications capabilities of school districts and regional education service centers as provided by Section [32.033](#).
  - (26) The board shall appoint a board of directors of the center for educational technology under Section [32.034](#).
  - (27) Repealed by Acts 2001, 77th Leg., ch. 1420, Sec. 4.001(b), eff. Sept. 1, 2001.
  - (28) The board shall approve a program for testing students for dyslexia and related disorders as provided by Section [38.003](#).
  - (29) The board shall perform duties in connection with the public school accountability system as prescribed by Chapters [39](#) and [39A](#).
  - (30) The board shall perform duties in connection with the Foundation School Program as prescribed by Chapter [42](#).
  - (31) The board may invest the permanent school fund within the limits of the authority granted by Section [5](#), Article VII, Texas Constitution, and Chapter 43.
  - (32) The board shall adopt rules concerning school district budgets and audits of school district fiscal accounts as required under Subchapter A, Chapter [44](#).
  - (33) The board shall adopt an annual report on the status of the guaranteed bond program and may adopt rules as necessary for the administration of the program as provided under Subchapter C, Chapter [45](#).
  - (34) The board shall prescribe uniform bid blanks for school districts to use in selecting a depository bank as required under Section [45.206](#).
- (d) The board may adopt rules relating to school districts or regional education service centers only as required to carry out the specific duties assigned to the board by the constitution or under Subsection (c).
  - (e) An action of the board to adopt a rule under this section is effective only if the board includes in the rule's preamble a statement of the specific authority under Subsection (c) to adopt the rule.
  - (f) Except as otherwise provided by this subsection, a rule adopted by the board under this section does not take effect until the beginning of the school year that begins at least 90 days after the date on which the rule was adopted. The rule takes effect earlier if the rule's preamble specifies an earlier effective date and the reason for that earlier date and:
    - (1) the earlier effective date is a requirement of:
      - (A) a federal law; or

- (B) a state law that specifically refers to this section and expressly requires the adoption of an earlier effective date; or
- (2) on the affirmative vote of two-thirds of the members of the board, the board makes a finding that an earlier effective date is necessary.

TEXAS EDUCATION CODE  
TITLE 2: PUBLIC EDUCATION  
SUBTITLE B. STATE AND REGIONAL ORGANIZATION AND GOVERNANCE  
CHAPTER 8. REGIONAL EDUCATION SERVICE CENTERS  
SUBCHAPTER B. POWERS AND DUTIES

**TEC, §8.0531. INSTRUCTIONAL MATERIALS DEVELOPED BY A COLLABORATION OF  
REGIONAL EDUCATION SERVICE CENTERS.**

Notwithstanding any other provision of this subchapter or Section [8.001\(c\)](#), instructional lessons developed as part of a curriculum management system by a regional education service center, acting alone or in collaboration with one or more other regional education service centers, shall be subject to the same review and adoption process as outlined in Section [31.022](#).

TEXAS EDUCATION CODE  
TITLE 2. PUBLIC EDUCATION  
SUBTITLE C. LOCAL ORGANIZATION AND GOVERNANCE  
CHAPTER 11. SCHOOL DISTRICTS  
SUBCHAPTER H. SPECIAL-PURPOSE SCHOOL DISTRICTS

**TEC, §11.352. GOVERNANCE OF SPECIAL-PURPOSE DISTRICT.**

- (a) The State Board of Education shall appoint for each district established under Section 11.351 a board of three, five, or seven trustees, as determined by the State Board of Education. A trustee is not required to be a resident of the district.
- (b) For each military reservation school district, the State Board of Education may appoint a board of three or five trustees. Enlisted military personnel and military officers may be appointed to the school board. A majority of the trustees appointed for the district must be civilians and all may be civilians. The trustees shall be selected from a list of persons who are qualified to serve as members of a school district board of trustees under Section 11.061 and who live or are employed on the military reservation. The list shall be furnished to the board by the commanding officer of the military reservation. The trustees appointed serve terms of two years.
- (c) The State Board of Education may adopt rules for the governance of a special-purpose district. In the absence of a rule adopted under this subsection, the laws applicable to independent school districts apply to a special-purpose district.

TEXAS EDUCATION CODE  
TITLE 2. PUBLIC EDUCATION  
SUBTITLE C. LOCAL ORGANIZATION AND GOVERNANCE  
CHAPTER 12. CHARTERS  
SUBCHAPTER D. OPEN-ENROLLMENT CHARTER SCHOOL

**TEC, §12.101. AUTHORIZATION.**

- (a) In accordance with this subchapter, the commissioner may grant a charter on the application of an eligible entity for an open-enrollment charter school to operate in a facility of a commercial or nonprofit entity, an eligible entity, or a school district, including a home-rule school district. In this subsection, "eligible entity" means:
- (1) an institution of higher education as defined under Section [61.003](#);
  - (2) a private or independent institution of higher education as defined under Section [61.003](#);
  - (3) an organization that is exempt from taxation under Section 501(c)(3), Internal Revenue Code of 1986 (26 U.S.C. Section 501(c)(3)); or
  - (4) a governmental entity.
- (b) After thoroughly investigating and evaluating an applicant, the commissioner, in coordination with a member of the State Board of Education designated for the purpose by the chair of the board, may grant a charter for an open-enrollment charter school only to an applicant that meets any financial, governing, educational, and operational standards adopted by the commissioner under this subchapter, that the commissioner determines is capable of carrying out the responsibilities provided by the charter and likely to operate a school of high quality, and that:
- (1) has not within the preceding 10 years had a charter under this chapter or a similar charter issued under the laws of another state surrendered under a settlement agreement, revoked, denied renewal, or returned; or
  - (2) is not, under rules adopted by the commissioner, considered to be a corporate affiliate of or substantially related to an entity that has within the preceding 10 years had a charter under this chapter or a similar charter issued under the laws of another state surrendered under a settlement agreement, revoked, denied renewal, or returned.
- (b-0) The commissioner shall notify the State Board of Education of each charter the commissioner proposes to grant under this subchapter. Unless, before the 90th day after the date on which the board receives the notice from the commissioner, a majority of the members of the board present and voting vote against the grant of that charter, the commissioner's proposal to grant the charter takes effect. The board may not deliberate or vote on any grant of a charter that is not proposed by the commissioner.
- (b-1) In granting charters for open-enrollment charter schools, the commissioner may not grant a total of more than:
- (1) 215 charters through the fiscal year ending August 31, 2014;

- (2) 225 charters beginning September 1, 2014;
  - (3) 240 charters beginning September 1, 2015;
  - (4) 255 charters beginning September 1, 2016;
  - (5) 270 charters beginning September 1, 2017; and
  - (6) 285 charters beginning September 1, 2018.
- (b-2) Beginning September 1, 2019, the total number of charters for open-enrollment charter schools that may be granted is 305 charters.
- (b-3) The commissioner may not grant more than one charter for an open-enrollment charter school to any charter holder. The commissioner may consolidate charters for an open-enrollment charter school held by multiple charter holders into a single charter held by a single charter holder with the written consent to the terms of consolidation by or at the request of each charter holder affected by the consolidation.
- (b-4) Notwithstanding Section [12.114](#), approval of the commissioner under that section is not required for establishment of a new open-enrollment charter school campus if the requirements of this subsection are satisfied. A charter holder having an accreditation status of accredited and at least 50 percent of its student population in grades assessed under Subchapter B, Chapter [39](#), or at least 50 percent of the students in the grades assessed having been enrolled in the school for at least three school years may establish one or more new campuses under an existing charter held by the charter holder if:
- (1) the charter holder is currently evaluated under the standard accountability procedures for evaluation under Chapter [39](#) and received a district rating in the highest or second highest performance rating category under Subchapter C, Chapter [39](#), for three of the last five years with at least 75 percent of the campuses rated under the charter also receiving a rating in the highest or second highest performance rating category and with no campus with a rating in the lowest performance rating category in the most recent ratings;
  - (2) the charter holder provides written notice to the commissioner of the establishment of any campus under this subsection in the time, manner, and form provided by rule of the commissioner; and
  - (3) not later than the 60th day after the date the charter holder provides written notice under Subdivision (2), the commissioner does not provide written notice to the charter holder that the commissioner has determined that the charter holder does not satisfy the requirements of this section.
- (b-5) The initial term of a charter granted under this section is five years.



- (b-6) The commissioner shall adopt rules to modify criteria for granting a charter for an open-enrollment charter school under this section to the extent necessary to address changes in performance rating categories or in the financial accountability system under Chapter [39](#).
- (b-7) A charter granted under this section for a dropout recovery school is not considered for purposes of the limit on the number of charters for open-enrollment charter schools imposed by this section. For purposes of this subsection, an open-enrollment charter school is considered to be a dropout recovery school if the school meets the criteria for designation as a dropout recovery school under Section [12.1141\(c\)](#).
- (b-8) In adopting any financial standards under this subchapter that an applicant for a charter for an open-enrollment charter school must meet, the commissioner shall not:
  - (1) exclude any loan or line of credit in determining an applicant's available funding; or
  - (2) exclude an applicant from the grant of a charter solely because the applicant fails to demonstrate having a certain amount of current assets in cash.
- (c) If the facility to be used for an open-enrollment charter school is a school district facility, the school must be operated in the facility in accordance with the terms established by the board of trustees or other governing body of the district in an agreement governing the relationship between the school and the district.
- (d) An educator employed by a school district before the effective date of a charter for an open-enrollment charter school operated at a school district facility may not be transferred to or employed by the open-enrollment charter school over the educator's objection.

TEXAS EDUCATION CODE  
TITLE 2: PUBLIC EDUCATION  
SUBTITLE C. LOCAL ORGANIZATION AND GOVERNANCE  
CHAPTER 12. CHARTERS  
SUBCHAPTER A. GENERAL PROVISIONS

**TEC, §12.106. STATE FUNDING.**

- (a) A charter holder is entitled to receive for the open-enrollment charter school funding under Chapter [42](#) equal to the amount of funding per student in weighted average daily attendance, excluding enrichment funding under Section [42.302\(a\)](#), to which the charter holder would be entitled for the school under Chapter [42](#) if the school were a school district without a tier one local share for purposes of Section [42.253](#).
- (a-1) In determining funding for an open-enrollment charter school under Subsection (a):
  - (1) adjustments under Sections [42.102](#), [42.104](#), and [42.105](#) are based on the average adjustment for the state; and
  - (2) the adjustment under Section [42.103](#) is based on the average adjustment for the state that would have been provided under that section as it existed on January 1, 2018.
- (a-2) In addition to the funding provided by Subsection (a), a charter holder is entitled to receive for the open-enrollment charter school enrichment funding under Section [42.302](#) based on the state average tax effort.
- (b) An open-enrollment charter school is entitled to funds that are available to school districts from the agency or the commissioner in the form of grants or other discretionary funding unless the statute authorizing the funding explicitly provides that open-enrollment charter schools are not entitled to the funding.
- (c) The commissioner may adopt rules to provide and account for state funding of open-enrollment charter schools under this section. A rule adopted under this section may be similar to a provision of this code that is not similar to Section [12.104\(b\)](#) if the commissioner determines that the rule is related to financing of open-enrollment charter schools and is necessary or prudent to provide or account for state funds.
- (d) Subject to Subsection (e), in addition to other amounts provided by this section, a charter holder is entitled to receive, for the open-enrollment charter school, funding per student in average daily attendance in an amount equal to the guaranteed level of state and local funds per student per cent of tax effort under Section [46.032\(a\)](#) multiplied by the lesser of:

- (1) the state average interest and sinking fund tax rate imposed by school districts for the current year; or
  - (2) a rate that would result in a total amount to which charter schools are entitled under this subsection for the current year equal to \$60 million.
- (e) A charter holder is entitled to receive funding under Subsection (d) only if the most recent overall performance rating assigned to the open-enrollment charter school under Subchapter C, Chapter [39](#), reflects at least acceptable performance. This subsection does not apply to a charter holder that operates a school program located at a day treatment facility, residential treatment facility, psychiatric hospital, or medical hospital.
- (f) Funds received by a charter holder under Subsection (d) may only be used:
- (1) to lease an instructional facility;
  - (2) to pay property taxes imposed on an instructional facility;
  - (3) to pay debt service on bonds issued to finance an instructional facility; or
  - (4) for any other purpose related to the purchase, lease, sale, acquisition, or maintenance of an instructional facility.
- (g) In this section, "instructional facility" has the meaning assigned by Section [46.001](#).

TEXAS EDUCATION CODE  
TITLE 2. PUBLIC EDUCATION  
SUBTITLE D. EDUCATORS AND SCHOOL DISTRICT EMPLOYEES AND VOLUNTEERS  
CHAPTER 21. EDUCATORS  
SUBCHAPTER A. GENERAL PROVISIONS

**TEC, §21.003. CERTIFICATION REQUIRED.**

- (a) A person may not be employed as a teacher, teacher intern or teacher trainee, librarian, educational aide, administrator, educational diagnostician, or school counselor by a school district unless the person holds an appropriate certificate or permit issued as provided by Subchapter B.
- (b) Except as otherwise provided by this subsection, a person may not be employed by a school district as an audiologist, occupational therapist, physical therapist, physician, nurse, school psychologist, associate school psychologist, licensed professional counselor, marriage and family therapist, social worker, or speech language pathologist unless the person is licensed by the state agency that licenses that profession and may perform specific services within those professions for a school district only if the person holds the appropriate credential from the appropriate state agency. As long as a person employed by a district before September 1, 2011, to perform marriage and family therapy, as defined by Section 502.002, Occupations Code, is employed by the same district, the person is not required to hold a license as a marriage and family therapist to perform marriage and family therapy with that district.
- (c) The commissioner may waive the requirement for certification of a superintendent if requested by a school district as provided by Section 7.056. A person who is not certified as a superintendent may not be employed by a school district as the superintendent before the person has received a waiver of certification from the commissioner. The commissioner may limit the waiver of certification in any manner the commissioner determines is appropriate. A person may be designated to act as a temporary or interim superintendent for a school district, but the district may not employ the person under a contract as superintendent unless the person has been certified or a waiver has been granted.

TEXAS EDUCATION CODE  
TITLE 2. PUBLIC EDUCATION  
SUBTITLE D. EDUCATORS AND SCHOOL DISTRICT EMPLOYEES AND VOLUNTEERS  
CHAPTER 21. EDUCATORS  
SUBCHAPTER B. CERTIFICATION OF EDUCATORS

**TEC, §21.031. PURPOSE.**

- (a) The State Board for Educator Certification is established to recognize public school educators as professionals and to grant educators the authority to govern the standards of their profession. The board shall regulate and oversee all aspects of the certification, continuing education, and standards of conduct of public school educators.
- (b) In proposing rules under this subchapter, the board shall ensure that all candidates for certification or renewal of certification demonstrate the knowledge and skills necessary to improve the performance of the diverse student population of this state.

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**TEC, §21.040. GENERAL POWERS AND DUTIES OF BOARD.**

The board shall:

- (1) supervise the executive director's performance;
- (2) approve an operating budget for the board and make a request for appropriations;
- (3) appoint the members of any advisory committee to the board;
- (4) for each class of educator certificate, appoint an advisory committee composed of members of that class to recommend standards for that class to the board;
- (5) provide to its members and employees, as often as necessary, information regarding their qualifications for office or employment under this chapter and their responsibilities under applicable laws relating to standards of conduct for state officers or employees;
- (6) develop and implement policies that clearly define the respective responsibilities of the board and the board's staff; and
- (7) execute interagency contracts to perform routine administrative functions.

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**TEC, §21.041. RULES; FEES.**

- (a) The board may adopt rules as necessary for its own procedures.
- (b) The board shall propose rules that:
  - (1) provide for the regulation of educators and the general administration of this subchapter in a manner consistent with this subchapter;
  - (2) specify the classes of educator certificates to be issued, including emergency certificates;
  - (3) specify the period for which each class of educator certificate is valid;
  - (4) specify the requirements for the issuance and renewal of an educator certificate;
  - (5) provide for the issuance of an educator certificate to a person who holds a similar certificate issued by another state or foreign country, subject to Section 21.052;
  - (6) provide for special or restricted certification of educators, including certification of instructors of American Sign Language;
  - (7) provide for disciplinary proceedings, including the suspension or revocation of an educator certificate, as provided by Chapter 2001, Government Code;
  - (8) provide for the adoption, amendment, and enforcement of an educator's code of ethics;
  - (9) provide for continuing education requirements; and
  - (10) provide for certification of persons performing appraisals under Subchapter H.
- (c) The board shall propose a rule adopting a fee for the issuance and maintenance of an educator certificate that, when combined with any fees imposed under Subsection (d), is adequate to cover the cost of administration of this subchapter.
- (d) The board may propose a rule adopting a fee for the approval or renewal of approval of an educator preparation program, or for the addition of a certificate or field of certification to the scope of a program's approval. A fee imposed under this subsection may not exceed the amount necessary, as determined by the board, to provide for the administrative cost of approving, renewing the approval of, and appropriately ensuring the accountability of educator preparation programs under this subchapter.

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**TEC, §21.046. QUALIFICATIONS FOR CERTIFICATION AS SUPERINTENDENT OR PRINCIPAL.**

- (a) The qualifications for superintendent must permit a candidate for certification to substitute management training or experience for part of the educational experience.
- (b) The qualifications for certification as a principal must be sufficiently flexible so that an outstanding teacher may qualify by substituting approved experience and professional training for part of the educational requirements. Supervised and approved on-the-job experience in addition to required internship shall be accepted in lieu of classroom hours. The qualifications must emphasize:
  - (1) instructional leadership;
  - (2) administration, supervision, and communication skills;
  - (3) curriculum and instruction management;
  - (4) performance evaluation;
  - (5) organization; and
  - (6) fiscal management.
- (c) Because an effective principal is essential to school improvement, the board shall ensure that:
  - (1) each candidate for certification as a principal is of the highest caliber; and
  - (2) multi-level screening processes, validated comprehensive assessment programs, and flexible internships with successful mentors exist to determine whether a candidate for certification as a principal possesses the essential knowledge, skills, and leadership capabilities necessary for success.
- (d) In creating the qualifications for certification as a principal, the board shall consider the knowledge, skills, and proficiencies for principals as developed by relevant national organizations and the State Board of Education.
- (e) For purposes of satisfying eligibility requirements for certification as a principal, a teacher who is certified under Section [21.0487](#):
  - (1) is considered to hold a classroom teaching certificate; and
  - (2) may apply as creditable years of teaching experience as a classroom teacher any period during which the teacher was employed by a school district as a Junior Reserve Officer Training Corps instructor before or after the teacher was certified under Section [21.0487](#).



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**TEC, §21.054. CONTINUING EDUCATION.**

- (a) The board shall propose rules establishing a process for identifying continuing education courses and programs that fulfill educators' continuing education requirements.
- (b) Continuing education requirements for an educator who teaches students with dyslexia must include training regarding new research and practices in educating students with dyslexia.
- (c) The training required under Subsection (b) may be offered in an online course.
- (d) Continuing education requirements for a classroom teacher must provide that not more than 25 percent of the training required every five years include instruction regarding:
  - (1) collecting and analyzing information that will improve effectiveness in the classroom;
  - (2) recognizing early warning indicators that a student may be at risk of dropping out of school;
  - (3) digital learning, digital teaching, and integrating technology into classroom instruction;
  - (4) educating diverse student populations, including:
    - (A) students with disabilities, including mental health disorders;
    - (B) students who are educationally disadvantaged;
    - (C) students of limited English proficiency; and
    - (D) students at risk of dropping out of school; and
  - (5) understanding appropriate relationships, boundaries, and communications between educators and students.
- (d-2) Continuing education requirements for a classroom teacher may include instruction regarding how grief and trauma affect student learning and behavior and how evidence-based, grief-informed, and trauma-informed strategies support the academic success of students affected by grief and trauma.
- (e) Continuing education requirements for a principal must provide that not more than 25 percent of the training required every five years include instruction regarding:
  - (1) effective and efficient management, including:
    - (A) collecting and analyzing information;
    - (B) making decisions and managing time; and

- (C) supervising student discipline and managing behavior;
  - (2) recognizing early warning indicators that a student may be at risk of dropping out of school;
  - (3) digital learning, digital teaching, and integrating technology into campus curriculum and instruction;
  - (4) educating diverse student populations, including:
    - (A) students with disabilities, including mental health disorders;
    - (B) students who are educationally disadvantaged;
    - (C) students of limited English proficiency; and
    - (D) students at risk of dropping out of school; and
  - (5) preventing, recognizing, and reporting any sexual conduct between an educator and student that is prohibited under Section 21.12, Penal Code, or for which reporting is required under Section 21.006 of this code.
- (e-2) Continuing education requirements for a principal may include instruction regarding how grief and trauma affect student learning and behavior and how evidence-based, grief-informed, and trauma-informed strategies support the academic success of students affected by grief and trauma.
- (f) Continuing education requirements for a counselor must provide that not more than 25 percent of training required every five years include instruction regarding:
- (1) assisting students in developing high school graduation plans;
  - (2) implementing dropout prevention strategies; and
  - (3) informing students concerning:
    - (A) college admissions, including college financial aid resources and application procedures; and
    - (B) career opportunities.
- (g) The board shall adopt rules that allow an educator to fulfill up to 12 hours of continuing education by participating in a mental health first aid training program offered by a local mental health authority under Section 1001.203, Health and Safety Code. The number of hours of continuing education an educator may fulfill under this subsection may not exceed the number of hours the educator actually spends participating in a mental health first aid training program.

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SUBCHAPTER F. HEARING BEFORE HEARING EXAMINERS

**TEC, §21.252. CERTIFICATION OF HEARING EXAMINERS.**

- (a) The State Board of Education, in consultation with the State Office of Administrative Hearings, by rule shall establish criteria for the certification of hearing examiners eligible to conduct hearings under this subchapter. A hearing examiner certified under this subchapter must be licensed to practice law in this state.
  
- (b) The commissioner shall certify hearing examiners according to the criteria established under Subsection (a). A person certified as a hearing examiner or the law firm with which the person is associated may not serve as an agent or representative of:
  - (1) a school district;
  - (2) a teacher in any dispute with a school district; or
  - (3) an organization of school employees, school administrators, or school boards.
  
- (c) The commissioner shall set hourly rates of compensation for a hearing examiner and shall set maximum amount of compensation a hearing examiner may receive for a hearing.

TEXAS EDUCATION CODE  
CHAPTER 28. COURSES OF STUDY; ADVANCEMENT  
SUBCHAPTER A. ESSENTIAL KNOWLEDGE AND SKILLS; CURRICULUM

**TEC, §28.002. REQUIRED CURRICULUM.**

- (a) Each school district that offers kindergarten through grade 12 shall offer, as a required curriculum:
  - (1) a foundation curriculum that includes:
    - (A) English language arts;
    - (B) mathematics;
    - (C) science; and
    - (D) social studies, consisting of Texas, United States, and world history, government, economics, with emphasis on the free enterprise system and its benefits, and geography; and
  - (2) an enrichment curriculum that includes:
    - (A) to the extent possible, languages other than English;
    - (B) health, with emphasis on the importance of proper nutrition and exercise;
    - (C) physical education;
    - (D) fine arts;
    - (E) career and technology education;
    - (F) technology applications;
    - (G) religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature; and
    - (H) personal financial literacy.
- (b) The State Board of Education by rule shall designate subjects constituting a well-balanced curriculum to be offered by a school district that does not offer kindergarten through grade 12.
  - (b-1) In this section, "common core state standards" means the national curriculum standards developed by the Common Core State Standards Initiative.
  - (b-2) The State Board of Education may not adopt common core state standards to comply with a duty imposed under this chapter.
  - (b-3) A school district may not use common core state standards to comply with the requirement to provide instruction in the essential knowledge and skills at appropriate grade levels under Subsection (c).
  - (b-4) Notwithstanding any other provision of this code, a school district or open-enrollment charter school may not be required to offer any aspect of a common core state standards curriculum.
- (c) The State Board of Education, with the direct participation of educators, parents, business and industry representatives, and employers shall by rule identify the essential knowledge and skills of each subject of the required curriculum that all students should be able to demonstrate and that will be used in evaluating instructional materials under Chapter [31](#) and addressed on the assessment instruments required under Subchapter B, Chapter [39](#). As a condition of accreditation, the board shall require each district to provide instruction in the essential knowledge and skills at appropriate grade levels and to make available to each high school student in the district an Algebra II course.
  - (c-1) The State Board of Education shall adopt rules requiring students enrolled in grade levels six, seven, and eight to complete at least one fine arts course during those grade levels as part of a district's fine arts curriculum.
  - (c-2) Each time the Texas Higher Education Coordinating Board revises the Internet database of the coordinating board's official statewide inventory of workforce education courses, the State Board of Education shall by

rule revise the essential knowledge and skills of any corresponding career and technology education curriculum as provided by Subsection (c).

- (d) The physical education curriculum required under Subsection (a)(2)(C) must be sequential, developmentally appropriate, and designed, implemented, and evaluated to enable students to develop the motor, self-management, and other skills, knowledge, attitudes, and confidence necessary to participate in physical activity throughout life. Each school district shall establish specific objectives and goals the district intends to accomplish through the physical education curriculum. In identifying the essential knowledge and skills of physical education, the State Board of Education shall ensure that the curriculum:
- (1) emphasizes the knowledge and skills capable of being used during a lifetime of regular physical activity;
  - (2) is consistent with national physical education standards for:
    - (A) the information that students should learn about physical activity; and
    - (B) the physical activities that students should be able to perform;
  - (3) requires that, on a weekly basis, at least 50 percent of the physical education class be used for actual student physical activity and that the activity be, to the extent practicable, at a moderate or vigorous level;
  - (4) offers students an opportunity to choose among many types of physical activity in which to participate;
  - (5) offers students both cooperative and competitive games;
  - (6) meets the needs of students of all physical ability levels, including students who have a chronic health problem, disability, including a student who is a person with a disability described under Section [29.003\(b\)](#) or criteria developed by the agency in accordance with that section, or other special need that precludes the student from participating in regular physical education instruction but who might be able to participate in physical education that is suitably adapted and, if applicable, included in the student's individualized education program;
  - (7) takes into account the effect that gender and cultural differences might have on the degree of student interest in physical activity or on the types of physical activity in which a student is interested;
  - (8) teaches self-management and movement skills;
  - (9) teaches cooperation, fair play, and responsible participation in physical activity;
  - (10) promotes student participation in physical activity outside of school; and
  - (11) allows physical education classes to be an enjoyable experience for students.
- (e) American Sign Language is a language for purposes of Subsection (a)(2)(A). A public school may offer an elective course in the language.
- (f) A school district may offer courses for local credit in addition to those in the required curriculum. The State Board of Education shall:
- (1) be flexible in approving a course for credit for high school graduation under this subsection; and
  - (2) approve courses in cybersecurity for credit for high school graduation under this subsection.
- (g) A local instructional plan may draw on state curriculum frameworks and program standards as appropriate. Each district is encouraged to exceed minimum requirements of law and State Board of Education rule. Each district shall ensure that all children in the district participate actively in a balanced curriculum designed to meet individual needs. Before the adoption of a major curriculum initiative, including the use of a curriculum management system, a district must use a process that:
- (1) includes teacher input;
  - (2) provides district employees with the opportunity to express opinions regarding the initiative; and

- (3) includes a meeting of the board of trustees of the district at which:
  - (A) information regarding the initiative is presented, including the cost of the initiative and any alternatives that were considered; and
  - (B) members of the public and district employees are given the opportunity to comment regarding the initiative.
- (g-1) A district may also offer a course or other activity, including an apprenticeship or training hours needed to obtain an industry-recognized credential or certificate, that is approved by the board of trustees for credit without obtaining State Board of Education approval if:
  - (1) the district develops a program under which the district partners with a public or private institution of higher education and local business, labor, and community leaders to develop and provide the courses; and
  - (2) the course or other activity allows students to enter:
    - (A) a career or technology training program in the district's region of the state;
    - (B) an institution of higher education without remediation;
    - (C) an apprenticeship training program; or
    - (D) an internship required as part of accreditation toward an industry-recognized credential or certificate for course credit.
- (g-2) Each school district shall annually report to the agency the names of the courses, programs, institutions of higher education, and internships in which the district's students have enrolled under Subsection (g-1) and the names of the courses and institutions of higher education in which the district's students have enrolled under Subsection (g-3). The agency shall make available information provided under this subsection to other districts.
- (g-3) A district may also offer a course in cybersecurity that is approved by the board of trustees for credit without obtaining State Board of Education approval if the district partners with a public or private institution of higher education that offers an undergraduate degree program in cybersecurity to develop and provide the course.
- (h) The State Board of Education and each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of instructional materials. A primary purpose of the public school curriculum is to prepare thoughtful, active citizens who understand the importance of patriotism and can function productively in a free enterprise society with appreciation for the basic democratic values of our state and national heritage.
- (i) The State Board of Education shall adopt rules for the implementation of this subchapter. Except as provided by Subsection (j), the board may not adopt rules that designate the methodology used by a teacher or the time spent by a teacher or a student on a particular task or subject.
- (j) The State Board of Education by rule may require laboratory instruction in secondary science courses and may require a specific amount or percentage of time in a secondary science course that must be laboratory instruction.
- (k) The State Board of Education, in consultation with the Department of State Health Services and the Texas Diabetes Council, shall develop a diabetes education program that a school district may use in the health curriculum under Subsection (a)(2)(B).
- (l) A school district shall require a student enrolled in full-day prekindergarten, in kindergarten, or in a grade level below grade six to participate in moderate or vigorous daily physical activity for at least 30 minutes throughout the school year as part of the district's physical education curriculum or through structured activity during a school campus's daily recess. To the extent practicable, a school district shall require a student enrolled in prekindergarten on less than a full-day basis to participate in the same type and amount of physical activity as a student enrolled in full-day prekindergarten. A school district shall require students enrolled in grade levels six, seven, and eight to participate in moderate or vigorous daily physical

activity for at least 30 minutes for at least four semesters during those grade levels as part of the district's physical education curriculum. If a school district determines, for any particular grade level below grade six, that requiring moderate or vigorous daily physical activity is impractical due to scheduling concerns or other factors, the district may as an alternative require a student in that grade level to participate in moderate or vigorous physical activity for at least 135 minutes during each school week. Additionally, a school district may as an alternative require a student enrolled in a grade level for which the district uses block scheduling to participate in moderate or vigorous physical activity for at least 225 minutes during each period of two school weeks. A school district must provide for an exemption for:

- (1) any student who is unable to participate in the required physical activity because of illness or disability; and
  - (2) a middle school or junior high school student who participates in an extracurricular activity with a moderate or vigorous physical activity component that is considered a structured activity under rules adopted by the commissioner.
- (l-1) In adopting rules relating to an activity described by Subsection (l)(2), the commissioner may permit an exemption for a student who participates in a school-related activity or an activity sponsored by a private league or club only if the student provides proof of participation in the activity.
- (l-2) To encourage school districts to promote physical activity for children through classroom curricula for health and physical education, the agency, in consultation with the Department of State Health Services, shall designate nationally recognized health and physical education program guidelines that a school district may use in the health curriculum under Subsection (a)(2)(B) or the physical education curriculum under Subsection (a)(2)(C).
- (l-3) (1) This subsection may be cited as "Lauren's Law."  
(2) The State Board of Education, the Department of State Health Services, or a school district may not adopt any rule, policy, or program under Subsections (a), (k), (l), (l-1), or (l-2) that would prohibit a parent or grandparent of a student from providing any food product of the parent's or grandparent's choice to:  
(A) children in the classroom of the child of the parent or grandparent on the occasion of the child's birthday; or  
(B) children at a school-designated function.
- (m) Section [2001.039](#), Government Code, as added by Chapter 1499, Acts of the 76th Legislature, Regular Session, 1999, does not apply to a rule adopted by the State Board of Education under Subsection (c) or (d).
- (n) The State Board of Education may by rule develop and implement a plan designed to incorporate foundation curriculum requirements into the career and technology education curriculum under Subsection (a)(2)(E).
- (o) In approving career and technology courses, the State Board of Education must determine that at least 50 percent of the approved courses are cost-effective for a school district to implement.
- (p) The State Board of Education, in conjunction with the office of the attorney general, shall develop a parenting and paternity awareness program that a school district shall use in the district's high school health curriculum. A school district may use the program developed under this subsection in the district's middle or junior high school curriculum. At the discretion of the district, a teacher may modify the suggested sequence and pace of the program at any grade level. The program must:  
(1) address parenting skills and responsibilities, including child support and other legal rights and responsibilities that come with parenthood;  
(2) address relationship skills, including money management, communication skills, and marriage preparation; and  
(3) in district middle, junior high, or high schools that do not have a family violence prevention program, address skills relating to the prevention of family violence.

- (p-2) A school district may develop or adopt research-based programs and curriculum materials for use in conjunction with the program developed under Subsection (p). The programs and curriculum materials may provide instruction in:
- (1) child development;
  - (2) parenting skills, including child abuse and neglect prevention; and
  - (3) assertiveness skills to prevent teenage pregnancy, abusive relationships, and family violence.
- (p-3) The agency shall evaluate programs and curriculum materials developed under Subsection (p-2) and distribute to other school districts information regarding those programs and materials.
- (p-4) A student under 14 years of age may not participate in a program developed under Subsection (p) without the permission of the student's parent or person standing in parental relation to the student.
- (q) Repealed by Acts 2013, 83rd Leg., R.S., Ch. 211, Sec. 78(b)(1), eff. September 1, 2014.
- (r) In adopting the essential knowledge and skills for the health curriculum under Subsection (a)(2)(B), the State Board of Education shall adopt essential knowledge and skills that address the dangers, causes, consequences, signs, symptoms, and treatment of binge drinking and alcohol poisoning. The agency shall compile a list of evidence-based alcohol awareness programs from which a school district shall choose a program to use in the district's middle school, junior high school, and high school health curriculum. In this subsection, "evidence-based alcohol awareness program" means a program, practice, or strategy that has been proven to effectively prevent or delay alcohol use among students, as determined by evaluations that use valid and reliable measures and that are published in peer-reviewed journals.
- (s) In this subsection, "bullying" has the meaning assigned by Section [37.0832](#) and "harassment" has the meaning assigned by Section [37.001](#). In addition to any other essential knowledge and skills the State Board of Education adopts for the health curriculum under Subsection (a)(2)(B), the board shall adopt for the health curriculum, in consultation with the Texas School Safety Center, essential knowledge and skills that include evidence-based practices that will effectively address awareness, prevention, identification, self-defense in response to, and resolution of and intervention in bullying and harassment.
- (t) The State Board of Education, in consultation with the commissioner of higher education and business and industry leaders, shall develop an advanced language course that a school district may use in the curriculum under Subsection (a)(2)(A) to provide students with instruction in industry-related terminology that prepares students to communicate in a language other than English in a specific professional, business, or industry environment.
- (w) In adopting the essential knowledge and skills for the health curriculum under Subsection (a)(2)(B), the State Board of Education shall adopt essential knowledge and skills that address the dangers, causes, consequences, signs, symptoms, and treatment of nonmedical use of prescription drugs. The agency shall compile a list of evidence-based prescription drug misuse awareness programs from which a school district may choose a program to use in the district's middle school, junior high school, and high school health curriculums. In this subsection, an "evidence-based prescription drug misuse awareness program" means a program, practice, or strategy that has been proven to effectively prevent nonmedical use of prescription drugs among students, as determined by evaluations that use valid and reliable measures and that are published in peer-reviewed journals.



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CHAPTER 28. COURSES OF STUDY; ADVANCEMENT  
SUBCHAPTER A. ESSENTIAL KNOWLEDGE AND SKILLS; CURRICULUM

**TEC, § 28.008. ADVANCEMENT OF COLLEGE READINESS IN CURRICULUM (excerpt):**

- (d) The State Board of Education shall incorporate college readiness standards and expectations approved by the commissioner of education and the Texas Higher Education Coordinating Board under Subsection (b) into the essential knowledge and skills identified by the board under Section 28.002(c). The State Board of Education shall develop and by rule adopt a chart that clearly indicates the alignment of the college readiness standards and expectations with the essential knowledge and skills identified by the board under Section 28.002(c).

TEXAS EDUCATION CODE  
CHAPTER 28. COURSES OF STUDY; ADVANCEMENT  
SUBCHAPTER B. ADVANCEMENT, PLACEMENT, CREDIT, AND  
ACADEMIC ACHIEVEMENT RECORD

**TEC, §28.025. HIGH SCHOOL DIPLOMA AND CERTIFICATE; ACADEMIC ACHIEVEMENT RECORD.**

- (a) The State Board of Education by rule shall determine curriculum requirements for the foundation high school program that are consistent with the required curriculum under Section [28.002](#). The State Board of Education shall designate the specific courses in the foundation curriculum under Section [28.002](#) (a)(1) required under the foundation high school program. Except as provided by this section, the State Board of Education may not designate a specific course or a specific number of credits in the enrichment curriculum as requirements for the program.
- (b) A school district shall ensure that each student, on entering ninth grade, indicates in writing an endorsement under Subsection (c-1) that the student intends to earn. A district shall permit a student to choose, at any time, to earn an endorsement other than the endorsement the student previously indicated. A student may graduate under the foundation high school program without earning an endorsement if, after the student's sophomore year:
  - (1) the student and the student's parent or person standing in parental relation to the student are advised by a school counselor of the specific benefits of graduating from high school with one or more endorsements; and
  - (2) the student's parent or person standing in parental relation to the student files with a school counselor written permission, on a form adopted by the agency, allowing the student to graduate under the foundation high school program without earning an endorsement.
- (b-1) The State Board of Education by rule shall require that the curriculum requirements for the foundation high school program under Subsection (a) include a requirement that students successfully complete:
  - (1) four credits in English language arts under Section [28.002](#)(a)(1)(A), including one credit in English I, one credit in English II, one credit in English III, and one credit in an advanced English course authorized under Subsection (b-2);
  - (2) three credits in mathematics under Section [28.002](#)(a)(1)(B), including one credit in Algebra I, one credit in geometry, and one credit in any advanced mathematics course authorized under Subsection (b-2);
  - (3) three credits in science under Section [28.002](#)(a)(1)(C), including one credit in biology, one credit in any advanced science course authorized under Subsection (b-2), and one credit in integrated physics and chemistry or in an additional advanced science course authorized under Subsection (b-2);
  - (4) three credits in social studies under Section [28.002](#)(a)(1)(D), including one credit in United States history, at least one-half credit in government and at least one-half credit in economics, and one credit in world geography or world history;
  - (5) except as provided under Subsections (b-12), (b-13), and (b-14), two credits in the same language in a language other than English under Section [28.002](#)(a)(2)(A);
  - (6) five elective credits;
  - (7) one credit in fine arts under Section [28.002](#)(a)(2)(D); and

- (8) except as provided by Subsection (b-11), one credit in physical education under Section [28.002\(a\)\(2\)\(C\)](#).
- (b-2) In adopting rules under Subsection (b-1), the State Board of Education shall:
- (1) provide for a student to comply with the curriculum requirements for an advanced English course under Subsection (b-1)(1), for an advanced mathematics course under Subsection (b-1)(2), and for any advanced science course under Subsection (b-1)(3) by successfully completing a course in the appropriate content area that has been approved as an advanced course by board rule or that is offered as an advanced course for credit without board approval as provided by Section [28.002\(g-1\)](#); and
  - (2) allow a student to comply with the curriculum requirements for the third and fourth mathematics credits under Subsection (b-1)(2) or the third and fourth science credits under Subsection (b-1)(3) by successfully completing an advanced career and technical course designated by the State Board of Education as containing substantively similar and rigorous academic content.
- (b-3) In adopting rules for purposes of Subsection (b-2), the State Board of Education must approve a variety of advanced English, mathematics, and science courses that may be taken to comply with the foundation high school program requirements, provided that each approved course prepares students to enter the workforce successfully or postsecondary education without remediation.
- (b-4) A school district may offer the curriculum described in Subsections (b-1)(1) through (4) in an applied manner. Courses delivered in an applied manner must cover the essential knowledge and skills, and the student shall be administered the applicable end-of-course assessment instrument as provided by Sections [39.023\(c\)](#) and [39.025](#).
- (b-5) A school district may offer a mathematics or science course to be taken by a student after completion of Algebra II and physics. A course approved under this subsection must be endorsed by an institution of higher education as a course for which the institution would award course credit or as a prerequisite for a course for which the institution would award course credit.
- (b-6) Repealed by Acts 2013, 83rd Leg., R.S., Ch. 211, Sec. 78(b)(3), eff. September 1, 2014.
- (b-7) The State Board of Education, in coordination with the Texas Higher Education Coordinating Board, shall adopt rules to ensure that a student may comply with the curriculum requirements under the foundation high school program or for an endorsement under Subsection (c-1) by successfully completing appropriate courses in the core curriculum of an institution of higher education under Section [61.822](#). Notwithstanding Subsection (b-15) or (c) of this section, Section [39.025](#), or any other provision of this code and notwithstanding any school district policy, a student who has completed the core curriculum of an institution of higher education under Section [61.822](#), as certified by the institution in accordance with commissioner rule, is considered to have earned a distinguished level of achievement under the foundation high school program and is entitled to receive a high school diploma from the appropriate high school as that high school is determined in accordance with commissioner rule. A student who is considered to have earned a distinguished level of achievement under the foundation high school program under this subsection may apply for admission to an institution of higher education for the first semester or other academic term after the semester or other academic term in which the student completes the core curriculum.
- (b-8) Repealed by Acts 2013, 83rd Leg., R.S., Ch. 211, Sec. 78(b)(3), eff. September 1, 2014.
- (b-9) A school district, with the approval of the commissioner, may allow a student to satisfy the fine arts credit required under Subsection (b-1)(7) by participating in a community-based fine arts program not provided by the school district in which the student is enrolled. The fine arts

program must provide instruction in the essential knowledge and skills identified for fine arts by the State Board of Education under Section [28.002](#)(c). The fine arts program may be provided on or off a school campus and outside the regular school day.

- (b-10) A school district, with the approval of the commissioner, may allow a student to comply with the curriculum requirements for the physical education credit required under Subsection (b-1)(8) by participating in a private or commercially sponsored physical activity program provided on or off a school campus and outside the regular school day.
- (b-11) In adopting rules under Subsection (b-1), the State Board of Education shall allow a student who is unable to participate in physical activity due to disability or illness to substitute one credit in English language arts, mathematics, science, or social studies, one credit in a course that is offered for credit as provided by Section [28.002](#)(g-1), or one academic elective credit for the physical education credit required under Subsection (b-1)(8). A credit allowed to be substituted under this subsection may not also be used by the student to satisfy a graduation requirement other than completion of the physical education credit. The rules must provide that the determination regarding a student's ability to participate in physical activity will be made by:
  - (1) if the student receives special education services under Subchapter A, Chapter [29](#), the student's admission, review, and dismissal committee;
  - (2) if the student does not receive special education services under Subchapter A, Chapter [29](#), but is covered by Section 504, Rehabilitation Act of 1973 (29 U.S.C. Section 794), the committee established for the student under that Act; or
  - (3) if each of the committees described by Subdivisions (1) and (2) is inapplicable, a committee established by the school district of persons with appropriate knowledge regarding the student.
- (b-12) In adopting rules under Subsection (b-1), the State Board of Education shall adopt criteria to allow a student to comply with the curriculum requirements for the two credits in a language other than English required under Subsection (b-1)(5) by substituting two credits in computer programming languages, including computer coding.
- (b-13) In adopting rules under Subsection (b-1), the State Board of Education shall allow a student to substitute credit in another appropriate course for the second credit in the same language in a language other than English otherwise required by Subsection (b-1)(5) if the student, in completing the first credit required under Subsection (b-1)(5), demonstrates that the student is unlikely to be able to complete the second credit. The board rules must establish:
  - (1) the standards and, as applicable, the appropriate school personnel for making a determination under this subsection; and
  - (2) appropriate substitute courses for purposes of this subsection.
- (b-14) In adopting rules under Subsection (b-1), the State Board of Education shall allow a student who, due to disability, is unable to complete two courses in the same language in a language other than English, as provided under Subsection (b-1)(5), to substitute for those credits two credits in English language arts, mathematics, science, or social studies or two credits in career and technology education, technology applications, or other academic electives. A credit allowed to be substituted under this subsection may not also be used by the student to satisfy a graduation credit requirement other than credit for completion of a language other than English. The rules must provide that the determination regarding a student's ability to participate in language-other-than-English courses will be made by:
  - (1) if the student receives special education services under Subchapter A, Chapter [29](#), the student's admission, review, and dismissal committee; or

- (2) if the student does not receive special education services under Subchapter A, Chapter [29](#), but is covered by Section 504, Rehabilitation Act of 1973 (29 U.S.C. Section 794), the committee established for the student under that Act.
- (b-15) A student may earn a distinguished level of achievement under the foundation high school program by successfully completing:
    - (1) four credits in mathematics, which must include Algebra II and the courses described by Subsection (b-1)(2);
    - (2) four credits in science, which must include the courses described by Subsection (b-1)(3);
    - (3) the remaining curriculum requirements under Subsection (b-1); and
    - (4) the curriculum requirements for at least one endorsement under Subsection (c-1).
  - (b-16) A student may satisfy an elective credit required under Subsection (b-1)(6) with a credit earned to satisfy the additional curriculum requirements for the distinguished level of achievement under the foundation high school program or an endorsement under Subsection (c-1). This subsection may apply to more than one elective credit.
  - (b-17) The State Board of Education shall adopt rules to ensure that a student may comply with the curriculum requirements under Subsection (b-1)(6) by successfully completing an advanced career and technical course, including a course that may lead to an industry-recognized credential or certificate or an associate degree.
  - (b-18) In adopting rules under Subsection (b-1), the State Board of Education shall allow a student to comply with the curriculum requirements under Subsection (b-1) by successfully completing a dual credit course.
  - (b-19) In adopting rules under Subsection (b-1), the State Board of Education shall adopt criteria to allow a student to comply with curriculum requirements for the world geography or world history credit under Subsection (b-1)(4) by successfully completing a combined world history and world geography course developed by the State Board of Education.
  - (b-20) The State Board of Education shall adopt rules to include the instruction developed under Section [28.012](#) in one or more courses in the required curriculum for students in grade levels 9 through 12.
  - (b-21) In adopting rules under Subsection (b-1), the State Board of Education shall adopt criteria to allow a student to comply with the curriculum requirement for one credit under Subsection (b-1)(5) by successfully completing a dual language immersion program under Section [28.0051](#) at an elementary school.
  - (c) A person may receive a diploma if the person is eligible for a diploma under Section [28.0251](#). In other cases, a student may graduate and receive a diploma only if:
    - (1) the student successfully completes the curriculum requirements identified by the State Board of Education under Subsection (a) and complies with Section [39.025](#); or
    - (2) the student successfully completes an individualized education program developed under Section [29.005](#).
  - (c-1) A student may earn an endorsement on the student's transcript by successfully completing curriculum requirements for that endorsement adopted by the State Board of Education by rule. The State Board of Education by rule shall provide students with multiple options for earning each endorsement, including, to the greatest extent possible, coherent sequences of courses. The State Board of Education by rule must permit a student to enroll in courses under more than one

endorsement curriculum before the student's junior year. An endorsement under this subsection may be earned in any of the following categories:

- (1) science, technology, engineering, and mathematics (STEM), which includes courses directly related to science, including environmental science, technology, including computer science, cybersecurity, and computer coding, engineering, and advanced mathematics;
- (2) business and industry, which includes courses directly related to database management, information technology, communications, accounting, finance, marketing, graphic design, architecture, construction, welding, logistics, automotive technology, agricultural science, and heating, ventilation, and air conditioning;
- (3) public services, which includes courses directly related to health sciences and occupations, mental health, education and training, law enforcement, and culinary arts and hospitality;
- (4) arts and humanities, which includes courses directly related to political science, world languages, cultural studies, English literature, history, and fine arts; and
- (5) multidisciplinary studies, which allows a student to:
  - (A) select courses from the curriculum of each endorsement area described by Subdivisions (1) through (4); and
  - (B) earn credits in a variety of advanced courses from multiple content areas sufficient to complete the distinguished level of achievement under the foundation high school program.

(c-2) In adopting rules under Subsection (c-1), the State Board of Education shall:

- (1) require a student in order to earn any endorsement to successfully complete:
  - (A) four credits in mathematics, which must include:
    - (i) the courses described by Subsection (b-1)(2); and
    - (ii) an additional advanced mathematics course authorized under Subsection (b-2) or an advanced career and technology course designated by the State Board of Education;
  - (B) four credits in science, which must include:
    - (i) the courses described by Subsection (b-1)(3); and
    - (ii) an additional advanced science course authorized under Subsection (b-2) or an advanced career and technology course designated by the State Board of Education; and
  - (C) two elective credits in addition to the elective credits required under Subsection (b-1)(6); and
- (2) develop additional curriculum requirements for each endorsement with the direct participation of educators and business, labor, and industry representatives, and shall require each school district to report to the agency the categories of endorsements under Subsection (c-1) for which the district offers all courses for curriculum requirements, as determined by board rule.

(c-3) In adopting rules under Subsection (c-1), the State Board of Education shall adopt criteria to allow a student participating in the arts and humanities endorsement under Subsection (c-1)(4),

with the written permission of the student's parent or a person standing in parental relation to the student, to comply with the curriculum requirements for science required under Subsection (c-2)(1)(B)(ii) by substituting for an advanced course requirement a course related to that endorsement.

- (c-4) Each school district must make available to high school students courses that allow a student to complete the curriculum requirements for at least one endorsement under Subsection (c-1). A school district that offers only one endorsement curriculum must offer the multidisciplinary studies endorsement curriculum.
- (c-5) A student may earn a performance acknowledgment on the student's transcript by satisfying the requirements for that acknowledgment adopted by the State Board of Education by rule. An acknowledgment under this subsection may be earned:
  - (1) for outstanding performance:
    - (A) in a dual credit course;
    - (B) in bilingualism and biliteracy;
    - (C) on a college advanced placement test or international baccalaureate examination;
    - (D) on an established, valid, reliable, and nationally norm-referenced preliminary college preparation assessment instrument used to measure a student's progress toward readiness for college and the workplace; or
    - (E) on an established, valid, reliable, and nationally norm-referenced assessment instrument used by colleges and universities as part of their undergraduate admissions process; or
  - (2) for earning a state recognized or nationally or internationally recognized business or industry certification or license.
- (c-6) Notwithstanding Subsection (c), a person may receive a diploma if the person is eligible for a diploma under Section [28.0258](#). This subsection expires September 1, 2019.
- (c-10) In adopting rules under Subsection (c-1), the State Board of Education shall adopt or select five technology applications courses on cybersecurity to be included in a cybersecurity pathway for the science, technology, engineering, and mathematics endorsement.
- (d) A school district may issue a certificate of coursework completion to a student who successfully completes the curriculum requirements identified by the State Board of Education under Subsection (a) but who fails to comply with Section [39.025](#). A school district may allow a student who receives a certificate to participate in a graduation ceremony with students receiving high school diplomas.
- (e) Each school district shall report the academic achievement record of students who have completed the foundation high school program on transcript forms adopted by the State Board of Education. The transcript forms adopted by the board must be designed to clearly identify whether a student received a diploma or a certificate of coursework completion.
- (e-1) A school district shall clearly indicate a distinguished level of achievement under the foundation high school program as described by Subsection (b-15), an endorsement described by Subsection (c-1), and a performance acknowledgment described by Subsection (c-5) on the transcript of a student who satisfies the applicable requirements. The State Board of Education shall adopt rules as necessary to administer this subsection.

- (e-2) At the end of each school year, each school district shall report through the Public Education Information Management System (PEIMS) the number of district students who, during that school year, were:
  - (1) enrolled in the foundation high school program;
  - (2) pursuing the distinguished level of achievement under the foundation high school program as provided by Subsection (b-15); and
  - (3) enrolled in a program to earn an endorsement described by Subsection (c-1).
- (e-3) Information reported under Subsection (e-2) must be disaggregated by all student groups served by the district, including categories of race, ethnicity, socioeconomic status, sex, and populations served by special programs, including students in special education programs under Subchapter A, Chapter [29](#).
- (f) A school district shall issue a certificate of attendance to a student who receives special education services under Subchapter A, Chapter [29](#), and who has completed four years of high school but has not completed the student's individualized education program. A school district shall allow a student who receives a certificate to participate in a graduation ceremony with students receiving high school diplomas. A student may participate in only one graduation ceremony under this subsection. This subsection does not preclude a student from receiving a diploma under Subsection (c)(2).
- (g) Repealed by Acts 2013, 83rd Leg., R.S., Ch. 211, Sec. 78(b)(3), eff. September 1, 2014.
- (h) The commissioner by rule shall adopt a transition plan to implement and administer the amendments made by H.B. No. 5, 83rd Legislature, Regular Session, 2013, replacing the minimum, recommended, and advanced high school programs with the foundation high school program beginning with the 2014-2015 school year. Under the transition plan, a student who entered the ninth grade before the 2014-2015 school year must be permitted to complete the curriculum requirements required for high school graduation under:
  - (1) the foundation high school program, if the student chooses during the 2014-2015 school year to take courses under this program;
  - (2) the minimum high school program, as that program existed before the adoption of H.B. No. 5, 83rd Legislature, Regular Session, 2013, if the student was participating in that program before the 2014-2015 school year;
  - (3) the recommended high school program, as that program existed before the adoption of H.B. No. 5, 83rd Legislature, Regular Session, 2013, if the student was participating in that program before the 2014-2015 school year; or
  - (4) the advanced high school program, as that program existed before the adoption of H.B. No. 5, 83rd Legislature, Regular Session, 2013, if the student was participating in that program before the 2014-2015 school year.
- (h-1) This subsection and Subsection (h) expire September 1, 2018.
- (i) If an 11th or 12th grade student who is homeless or in the conservatorship of the Department of Family and Protective Services transfers to a different school district and the student is ineligible to graduate from the district to which the student transfers, the district from which the student transferred shall award a diploma at the student's request, if the student meets the graduation requirements of the district from which the student transferred. In this subsection, "student who is homeless" has the meaning assigned to the term "homeless children and youths" under 42 U.S.C. Section 11434a.



TEXAS EDUCATION CODE  
TITLE 2. PUBLIC EDUCATION  
SUBTITLE F. CURRICULUM, PROGRAMS, AND SERVICES  
CHAPTER 29. EDUCATIONAL PROGRAMS  
SUBCHAPTER D. EDUCATIONAL PROGRAMS FOR GIFTED AND TALENTED STUDENTS

**TEC, §29.123. STATE PLAN; ASSISTANCE.**

The State Board of Education shall develop and periodically update a state plan for the education of gifted and talented students to guide school districts in establishing and improving programs for identified students. The regional education service centers may assist districts in implementing the state plan. In addition to obtaining assistance from a regional education service center, a district may obtain other assistance in implementing the plan. The plan shall be used for accountability purposes to measure the performance of districts in providing services to students identified as gifted and talented.

TEXAS EDUCATION CODE  
TITLE 2. PUBLIC EDUCATION  
SUBTITLE F. CURRICULUM, PROGRAMS, AND SERVICES  
CHAPTER 31. INSTRUCTIONAL MATERIALS  
SUBCHAPTER A. GENERAL PROVISIONS

**TEC §31.002. DEFINITIONS.**

In this chapter:

- (1) "Instructional material" means content that conveys the essential knowledge and skills of a subject in the public school curriculum through a medium or a combination of media for conveying information to a student. The term includes a book, supplementary materials, a combination of a book, workbook, and supplementary materials, computer software, magnetic media, DVD, CD-ROM, computer courseware, on-line services, or an electronic medium, or other means of conveying information to the student or otherwise contributing to the learning process through electronic means, including open education resource instructional material.
- (1-a) "Open education resource instructional material" means teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that allows for free use, reuse, modification, and sharing with others, including full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge. The term includes state-developed open education resource instructional material purchased under Subchapter B-1.
- (2) "Publisher" includes an on-line service or a developer or distributor of electronic instructional materials.
- (3) Repealed by Acts 2011, 82nd Leg., 1st C.S., Ch. 6, Sec. 67(1), eff. July 19, 2011.
- (4) "Technological equipment" means hardware, a device, or equipment necessary for:
  - (A) instructional use in the classroom, including to gain access to or enhance the use of electronic instructional materials; or
  - (B) professional use by a classroom teacher.

TEXAS EDUCATION CODE  
TITLE 2. PUBLIC EDUCATION  
SUBTITLE F. CURRICULUM, PROGRAMS, AND SERVICES  
CHAPTER 31. INSTRUCTIONAL MATERIALS  
SUBCHAPTER A. GENERAL PROVISIONS

**TEC, §31.003. RULES.**

The State Board of Education may adopt rules, consistent with this chapter, for the adoption, requisition, distribution, care, use, and disposal of instructional materials.

TEXAS EDUCATION CODE  
CHAPTER 31. INSTRUCTIONAL MATERIALS  
SUBCHAPTER A. GENERAL PROVISIONS

**TEC, §31.022. INSTRUCTIONAL MATERIALS REVIEW AND ADOPTION.**

- (a) The State Board of Education shall adopt a review and adoption cycle for instructional materials for elementary grade levels, including prekindergarten, and secondary grade levels, for each subject in the required curriculum under Section 28.002. In adopting the cycle, the board:
  - (1) is not required to review and adopt instructional materials for all grade levels in a single year; and
  - (2) shall give priority to instructional materials in the following subjects:
    - (A) foundation curriculum subjects for which the essential knowledge and skills have been substantially revised and for which assessment instruments are required under Subchapter B, Chapter 39, including career and technology courses that satisfy foundation curriculum requirements as provided by Section 28.002(n);
    - (B) foundation curriculum subjects for which the essential knowledge and skills have been substantially revised, including career and technology courses that satisfy foundation curriculum requirements as provided by Section 28.002(n);
    - (C) foundation curriculum subjects not described by Paragraph (A) or (B), including career and technology courses that satisfy foundation curriculum requirements as provided by Section 28.002(n); and
    - (D) enrichment curriculum subjects.
- (b) The board shall organize the cycle for subjects in the foundation curriculum so that not more than one-fourth of the instructional materials for subjects in the foundation curriculum are reviewed each biennium. The board shall adopt rules to provide for a full and complete investigation of instructional materials for each subject in the foundation curriculum every eight years. The adoption of instructional materials for a subject in the foundation curriculum may be extended beyond the eight-year period only if the content of instructional materials for a subject is sufficiently current.
- (c) The board shall adopt rules to provide for a full and complete investigation of instructional materials for each subject in the enrichment curriculum on a cycle the board considers appropriate.
- (d) At least 12 months before the beginning of the school year for which instructional materials for a particular subject and grade level will be adopted under the review and adoption cycle, the board shall publish notice of the review and adoption cycle for those instructional materials. A request for production must allow submission of open education resource instructional materials that are available for use by the state without charge on the same basis as instructional materials offered for sale.
- (d-1) A notice published under Subsection (d) must state that a publisher of adopted instructional materials for a grade level other than prekindergarten must submit an electronic sample of the instructional materials as required by Sections 31.027(a) and (b) and may not submit a print sample copy.
- (e) The board shall designate a request for production of instructional materials in a subject area and grade level by the school year in which the instructional materials are intended to be made available in classrooms and not by the school year in which the board makes the request for production.
- (f) The board shall amend any request for production issued for the purchase of instructional materials to conform to the instructional materials funding levels provided by the General Appropriations Act for the year of implementation.
- (g) In reviewing and adopting instructional materials, the board shall consider a school district's need for technology as well as instructional materials and in any biennium may limit the adoption of instructional materials to provide sufficient resources to purchase technology resources, including digital curriculum.
- (h) The board shall include information regarding open education resource instructional materials during the adoption cycle, including any cost savings associated with the adoption of open education resource instructional materials.

TEXAS EDUCATION CODE  
TITLE 2. PUBLIC EDUCATION  
SUBTITLE F. CURRICULUM, PROGRAMS, AND SERVICES  
CHAPTER 31. INSTRUCTIONAL MATERIALS  
SUBCHAPTER B. STATE FUNDING, ADOPTION, AND PURCHASE

**TEC, §31.023. INSTRUCTIONAL MATERIAL LIST**

- (a) For each subject and grade level, the State Board of Education shall adopt a list of instructional materials. The list includes each instructional material submitted for the subject and grade level that meets applicable physical specifications adopted by the State Board of Education and contains material covering at least half of the elements of the essential knowledge and skills of the subject and grade level in the student version of the instructional material, as well as in the teacher version of the instructional material, as determined by the State Board of Education under Section [28.002](#) and adopted under Section [31.024](#).
- (a-1) The State Board of Education shall determine the percentage of the elements of the essential knowledge and skills of the subject and grade level covered by each instructional material submitted. The board's determination under this subsection is final.
- (b) Each instructional material on the list must be:
  - (1) free from factual errors;
  - (2) suitable for the subject and grade level for which the instructional material was submitted; and
  - (3) reviewed by academic experts in the subject and grade level for which the instructional material was submitted.

TEXAS EDUCATION CODE  
TITEL 2. PUBLIC EDUCATION  
SUBTITLE F. CURRICULUM, PROGRAMS, AND SERVICES  
CHAPTER 31. INSTRUCTIONAL MATERIALS  
SUBCHAPTER A. GENERAL PROVISIONS

**TEC, §31.035. SUPPLEMENTAL INSTRUCTIONAL MATERIALS.**

- (a) Notwithstanding any other provision of this subchapter, the State Board of Education may adopt supplemental instructional materials that are not on the list adopted under Section [31.023](#). The State Board of Education may adopt supplemental instructional material under this section only if the instructional material:
  - (1) contains material covering one or more primary focal points or primary topics of a subject in the required curriculum under Section [28.002](#), as determined by the State Board of Education;
  - (2) is not designed to serve as the sole instructional material for a full course;
  - (3) meets applicable physical specifications adopted by the State Board of Education;
  - (4) is free from factual errors;
  - (5) is suitable for the subject and grade level; and
  - (6) is reviewed by academic experts in the subject and grade level.
- (b) The State Board of Education shall identify the essential knowledge and skills identified under Section [28.002](#) that are covered by supplemental instructional material adopted by the board under this section.
- (c) Supplemental instructional material is subject to the review and adoption cycle provisions, including the midcycle review and adoption cycle provisions, of this subchapter.
- (d) A school district or open-enrollment charter school may requisition supplemental instructional material adopted under this section only if the district or school requisitions the supplemental instructional material along with other supplemental instructional materials or instructional materials on the list adopted under Section [31.023](#) that in combination cover each element of the essential knowledge and skills for the course for which the district or school is requisitioning the supplemental instructional materials.
- (e) Repealed by Acts 2011, 82nd Leg., 1st C.S., Ch. 6, Sec. 67(5), eff. July 19, 2011.
- (f) A school district or open-enrollment charter school that requisitions supplemental instructional materials shall certify to the agency that the supplemental instructional materials, in combination with any other instructional materials or supplemental instructional materials used by the district or school, cover the essential knowledge and skills identified under Section [28.002](#) by the State Board of Education for the subject and grade level for which the district or school is requisitioning the supplemental instructional materials.
- (g) Repealed by Acts 2011, 82nd Leg., 1st C.S., Ch. 6, Sec. 67(5), eff. July 19, 2011.

TEXAS EDUCATION CODE  
CHAPTER 31. INSTRUCTIONAL MATERIALS  
SUBCHAPTER B-2. INSTRUCTIONAL MATERIALS WEB PORTAL

**TEC, §31.081. INSTRUCTIONAL MATERIALS WEB PORTAL.**

- (a) The commissioner shall develop and maintain a web portal to assist school districts and open-enrollment charter schools in selecting instructional materials under Section [31.101](#).
- (b) The web portal must include general information such as price, computer system requirements, and any other relevant specifications for each instructional material:
  - (1) on the instructional materials list, including the list adopted under Section [31.0231](#); or
  - (2) submitted by a publisher for inclusion in the web portal.
- (c) The commissioner by rule shall establish the procedure by which a publisher may submit instructional materials for inclusion in the web portal.
- (d) The commissioner shall use a competitive process to contract for the development of the web portal.

TEXAS EDUCATION CODE  
CHAPTER 31. INSTRUCTIONAL MATERIALS  
SUBCHAPTER B-2. INSTRUCTIONAL MATERIALS WEB PORTAL

**TEC, §31.082. QUALITY OF INSTRUCTIONAL MATERIALS SUBMITTED BY PUBLISHER.**

- (a) The commissioner shall contract with a private entity to conduct an independent analysis of each instructional material submitted by a publisher for inclusion in the web portal developed under Section 31.081. The analysis must:
  - (1) evaluate the quality of the material; and
  - (2) determine the extent to which the material covers the essential knowledge and skills identified under Section 28.002 for the subject and grade level for which the material is intended to be used, including an identification of:
    - (A) each of the essential knowledge and skills for the subject and grade level or levels covered by the material; and
    - (B) the percentage of the essential knowledge and skills for the subject and grade level or levels covered by the material.
- (b) The commissioner shall include in the web portal developed under Section 31.081 the results of each analysis conducted under Subsection (a).



TEXAS EDUCATION CODE  
CHAPTER 33. SERVICE PROGRAMS AND EXTRACURRICULAR ACTIVITIES  
SUBCHAPTER D. EXTRACURRICULAR ACTIVITIES

**TEC, §33.081. EXTRACURRICULAR ACTIVITIES.**

- (a) The State Board of Education by rule shall limit participation in and practice for extracurricular activities during the school day and the school week. The rules must, to the extent possible, preserve the school day for academic activities without interruption for extracurricular activities. In scheduling those activities and practices, a school district must comply with the rules of the board.
- (b) A student enrolled in a school district in this state or who participates in an extracurricular activity or a University Interscholastic League competition is subject to school district policy and University Interscholastic League rules regarding participation only when the student is under the direct supervision of an employee of the school or district in which the student is enrolled or at any other time specified by resolution of the board of trustees of the district.
- (c) A student who is enrolled in a school district in this state or who participates in a University Interscholastic League competition shall be suspended from participation in any extracurricular activity sponsored or sanctioned by the school district or the University Interscholastic League after a grade evaluation period in which the student received a grade lower than the equivalent of 70 on a scale of 100 in any academic class other than a course described by Subsection (d-1). A suspension continues for at least three school weeks and is not removed during the school year until the conditions of Subsection (d) are met. A suspension does not last beyond the end of a school year. For purposes of this subsection, "grade evaluation period" means:
  - (1) the six-week grade reporting period; or
  - (2) the first six weeks of a semester and each grade reporting period thereafter, in the case of a district with a grade reporting period longer than six weeks.
- (d) Until the suspension is removed under this subsection or the school year ends, a school district shall review the grades of a student suspended under Subsection (c) at the end of each three-week period following the date on which the suspension began. At the time of a review, the suspension is removed if the student's grade in each class, other than a course described by Subsection (d-1), is equal to or greater than the equivalent of 70 on a scale of 100. The principal and each of the student's teachers shall make the determination concerning the student's grades.
- (d-1) Subsections (c) and (d) do not apply to an advanced placement or international baccalaureate course, or to an honors or dual credit course in the subject areas of English language arts, mathematics, science, social studies, economics, or a language other than English. The agency shall review on a biennial basis courses described by this subsection to determine if other courses should be excluded from the requirement that a student be suspended from participation in an extracurricular activity under Subsection (c). Not later than January 1 of each odd-numbered year, the agency shall report the findings under this subsection to the legislature.
- (e) Suspension of a student with a disability that significantly interferes with the student's ability to meet regular academic standards must be based on the student's failure to meet the requirements of the student's individualized education program. The determination of whether a disability significantly interferes with a student's ability to meet regular academic standards must be made by the student's admission, review, and dismissal committee. For purposes of this subsection, "student with a disability" means a student who is eligible for a district's special education program under Section [29.003\(b\)](#).
- (f) A student suspended under this section may practice or rehearse with other students for an extracurricular activity but may not participate in a competition or other public performance.
- (g) An appeal to the commissioner is not a contested case under Chapter [2001](#), Government Code, if the issues presented relate to a student's eligibility to participate in extracurricular activities, including issues related to the student's grades or the school district's grading policy as applied to the student's eligibility. The commissioner may delegate the matter for decision to a person the commissioner designates. The decision of the commissioner or the commissioner's designee in a matter governed by this subsection may not be appealed except on the grounds that the decision is arbitrary or capricious. Evidence may not be introduced on appeal other than the record of the evidence before the commissioner.

TEXAS EDUCATION CODE  
TITLE 2. PUBLIC EDUCATION  
SUBTITLE G. SAFE SCHOOLS  
CHAPTER 38. HEALTH AND SAFETY  
SUBCHAPTER A. GENERAL PROVISIONS

**TEC, §38.003. SCREENING AND TREATMENT FOR DYSLEXIA AND RELATED DISORDERS.**

- (a) Students enrolling in public schools in this state shall be screened or tested, as appropriate, for dyslexia and related disorders at appropriate times in accordance with a program approved by the State Board of Education. The program must include screening at the end of the school year of each student in kindergarten and each student in the first grade.
- (b) In accordance with the program approved by the State Board of Education, the board of trustees of each school district shall provide for the treatment of any student determined to have dyslexia or a related disorder.
- (b-1) Unless otherwise provided by law, a student determined to have dyslexia during screening or testing under Subsection (a) or accommodated because of dyslexia may not be rescreened or retested for dyslexia for the purpose of reassessing the student's need for accommodations until the district reevaluates the information obtained from previous screening or testing of the student.
- (c) The State Board of Education shall adopt any rules and standards necessary to administer this section.
- (d) In this section:
  - (1) "Dyslexia" means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity.
  - (2) "Related disorders" includes disorders similar to or related to dyslexia, such as developmental auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.

TEXAS EDUCATION CODE  
TITLE 2: PUBLIC EDUCATION  
SUBTITLE I. SCHOOL FINANCE AND FISCAL MANAGEMENT  
CHAPTER 42. FOUNDATION SCHOOL PROGRAM  
SUBCHAPTER A. GENERAL PROVISIONS

**TEC, §42.004. ADMINISTRATION OF THE PROGRAM.**

The commissioner, in accordance with the rules of the State Board of Education, shall take such action and require such reports consistent with this chapter as may be necessary to implement and administer the Foundation School Program.

TEXAS EDUCATION CODE  
TITLE 2. PUBLIC EDUCATION  
SUBTITLE I. SCHOOL FINANCE AND FISCAL MANAGEMENT  
CHAPTER 43. PERMANENT SCHOOL FUND AND AVAILABLE SCHOOL FUND

**TEC, §43.001. COMPOSITION OF PERMANENT SCHOOL FUND AND AVAILABLE SCHOOL FUND.**

- (a) Except as provided by Subsection (b), the permanent school fund, which is a perpetual endowment for the public schools of this state, consists of:
- (1) all land appropriated for the public schools by the constitution and laws of this state;
  - (2) all of the unappropriated public domain remaining in this state, including all land recovered by the state by suit or otherwise except pine forest land as defined by Section [88.111](#);
  - (3) all proceeds from the authorized sale of permanent school fund land;
  - (4) all proceeds from the lawful sale of any other properties belonging to the permanent school fund;
  - (5) all investments authorized by Section [43.003](#) of properties belonging to the permanent school fund; and
  - (6) all income from the mineral development of permanent school fund land, including income from mineral development of riverbeds and other submerged land.
- (b) The available school fund, which shall be apportioned annually to each county according to its scholastic population, consists of:
- (1) the distributions to the fund from the permanent school fund as provided by Section [5\(a\)](#), Article VII, Texas Constitution;
  - (2) one-fourth of all revenue derived from all state occupation taxes, exclusive of delinquencies and cost of collection;
  - (3) one-fourth of revenue derived from state gasoline and special fuels excise taxes as provided by law; and
  - (4) all other appropriations to the available school fund made by the legislature for public school purposes.
- (c) The term "scholastic population" in Subsection (b) or any other law governing the apportionment, distribution, and transfer of the available school fund means all students of school age enrolled in average daily attendance the preceding school year in the public elementary and high school grades of school districts within or under the jurisdiction of a county of this state.

Text of subsection as amended by Acts 2017, 85th Leg., R.S., Ch. 581 (S.B. [810](#)), Sec. 34

- (d) Each biennium the State Board of Education shall set aside an amount equal to 50 percent of the distribution for that biennium from the permanent school fund to the available school fund as provided by Section [5](#)(a), Article VII, Texas Constitution, to be placed, subject to the General Appropriations Act, in the state instructional materials and technology fund established under Section [31.021](#).

Text of subsection as amended by Acts 2017, 85th Leg., R.S., Ch. 705 (H.B. [3526](#)), Sec. 22

- (d) Each biennium the State Board of Education shall set aside an amount equal to 50 percent of the distribution for that biennium from the permanent school fund to the available school fund as provided by Section [5](#)(a), Article VII, Texas Constitution, to be placed, subject to the General Appropriations Act, in the state technology and instructional materials fund established under Section [31.021](#).

TEXAS EDUCATION CODE  
TITLE 2. PUBLIC EDUCATION  
SUBTITLE I. SCHOOL FINANCE AND FISCAL MANAGEMENT  
CHAPTER 43. PERMANENT SCHOOL FUND AND AVAILABLE SCHOOL FUND

**TEC, §43.0031. PERMANENT SCHOOL FUND ETHICS POLICY.**

- (a) In addition to any other requirements provided by law, the State Board of Education shall adopt and enforce an ethics policy that provides standards of conduct relating to the management and investment of the permanent school fund. The ethics policy must include provisions that address the following issues as they apply to the management and investment of the permanent school fund and to persons responsible for managing and investing the fund:
  - (1) general ethical standards;
  - (2) conflicts of interest;
  - (3) prohibited transactions and interests;
  - (4) the acceptance of gifts and entertainment;
  - (5) compliance with applicable professional standards;
  - (6) ethics training; and
  - (7) compliance with and enforcement of the ethics policy.
- (b) The ethics policy must include provisions applicable to:
  - (1) members of the State Board of Education;
  - (2) the commissioner;
  - (3) employees of the agency; and
  - (4) any person who provides services to the board relating to the management or investment of the permanent school fund.
- (c) Not later than the 45th day before the date on which the board intends to adopt a proposed ethics policy or an amendment to or revision of an adopted ethics policy, the board shall submit a copy of the proposed policy, amendment, or revision to the Texas Ethics Commission and the state auditor for review and comments. The board shall consider any comments from the commission or state auditor before adopting the proposed policy.
- (d) The provisions of the ethics policy that apply to a person who provides services to the board relating to the management or investment of the permanent school fund must be based on the Code of Ethics and the Standards of Professional Conduct prescribed by the Association for Investment Management and Research or other ethics standards adopted by another appropriate professionally recognized entity.
- (e) The board shall ensure that applicable provisions of the ethics policy are included in any contract under which a person provides services to the board relating to the management and investment of the permanent school fund.

TEXAS EDUCATION CODE  
TITLE 2. PUBLIC EDUCATION  
SUBTITLE I. SCHOOL FINANCE AND FISCAL MANAGEMENT  
CHAPTER 44. FISCAL MANAGEMENT  
SUBCHAPTER A. SCHOOL DISTRICT FISCAL MANAGEMENT

**TEC, §44.001. FISCAL GUIDELINES.**

- (a) The commissioner shall establish advisory guidelines relating to the fiscal management of a school district.
- (b) The commissioner shall report annually to the State Board of Education the status of school district fiscal management as reflected by the advisory guidelines and by statutory requirements.

TEXAS EDUCATION CODE  
TITLE 2. PUBLIC EDUCATION  
SUBTITLE I. SCHOOL FINANCE AND FISCAL MANAGEMENT  
CHAPTER 44. FISCAL MANAGEMENT  
SUBCHAPTER A. SCHOOL DISTRICT FISCAL MANAGEMENT

**TEC, §44.007. ACCOUNTING SYSTEM; REPORT.**

- (a) A standard school fiscal accounting system must be adopted and installed by the board of trustees of each school district. The accounting system must conform with generally accepted accounting principles.
- (b) The accounting system must meet at least the minimum requirements prescribed by the commissioner, subject to review and comment by the state auditor.
- (c) A record must 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 shall be filed with the agency on or before the date set by the State Board of Education.
- (d) The State Board of Education shall require each district, as part of the report required by this section, to include management, cost accounting, and financial information in a format prescribed by the board and in a manner sufficient to enable the board to monitor the funding process and determine educational system costs by district, campus, and program.
- (e) Expired.
- (f) Expired.



TEXAS EDUCATION CODE  
TITLE 2. PUBLIC EDUCATION  
SUBTITLE I. SCHOOL FINANCE AND FISCAL MANAGEMENT  
CHAPTER 44. FISCAL MANAGEMENT  
SUBCHAPTER A. SCHOOL DISTRICT FISCAL MANAGEMENT

**TEC, §44.008. ANNUAL AUDIT; REPORT.**

- (a) The board of school trustees of each school district shall have its school district fiscal accounts audited annually at district expense by a certified or public accountant holding a permit from the Texas State Board of Public Accountancy. The audit must be completed following the close of each fiscal year.
- (b) The independent audit must meet at least the minimum requirements and be in the format prescribed by the State Board of Education, subject to review and comment by the state auditor. The audit shall include an audit of the accuracy of the fiscal information provided by the district through the Public Education Information Management System (PEIMS).
- (c) Each treasurer receiving or having control of any school fund of any school district shall keep a full and separate itemized account with each of the different classes of its school funds coming into the treasurer 's hands. The treasurer 's records of the district 's itemized accounts and records shall be made available to audit.
- (d) A copy of the annual audit report, approved by the board of trustees, shall be filed by the district with the agency not 11 later than the 150th day after the end of the fiscal year for which the audit was made. If the board of trustees declines or refuses to approve its auditor 's report, it shall nevertheless file with the agency a copy of the audit report with its statement detailing reasons for failure to approve the report.
- (e) The audit reports shall be reviewed by the agency, and the commissioner shall notify the board of trustees of objections, violations of sound accounting practices or law and regulation requirements, or of recommendations concerning the audit reports that the commissioner wants to make. If the audit report reflects that penal laws have been violated, the commissioner shall notify the appropriate county or district attorney and the attorney general. The commissioner shall have access to all vouchers, receipts, district fiscal and financial records, and other school records as the commissioner considers necessary and appropriate for the review, analysis, and passing on audit reports.

TEXAS EDUCATION CODE  
TITLE 2. PUBLIC EDUCATION  
SUBTITLE I. SCHOOL FINANCE AND FISCAL MANAGEMENT  
CHAPTER 45. SCHOOL DISTRICT FUNDS  
SUBCHAPTER C. GUARANTEED BONDS

**TEC, §45.0532. LIMITATION ON GUARANTEE OF CHARTER DISTRICT BONDS.**

- (a) In addition to the general limitation under Section [45.053](#), the commissioner may not approve charter district bonds for guarantee under this subchapter in a total amount that exceeds the charter capacity of the guaranteed bond program.
- (a-1) The commissioner may not approve charter district refunding or refinanced bonds for guarantee under this subchapter in a total amount that exceeds one-half of the charter capacity.
- (b) For purposes of this section, the charter capacity of the guaranteed bond program is the percentage of the total capacity of the guaranteed bond program established by the board under Sections [45.053](#)(d) and [45.0531](#) that is equal to the percentage of the number of students enrolled in open-enrollment charter schools in this state compared to the total number of students enrolled in all public schools in this state, as determined by the commissioner. Each time the board increases the limit under Section [45.053](#)(d), the total amount of charter district bonds that may be guaranteed increases accordingly under Subsection (a).
- (b-1) The charter capacity provided by Subsection (b) applies beginning with the state fiscal year that begins September 1, 2021. Subject to Subsections (b-2) and (b-3), the board shall establish a charter capacity for the preceding state fiscal years by increasing the total limitation on the amount of charter district bonds that could be guaranteed under the law in effect on January 1, 2017, by the following amount:
  - (1) for the state fiscal year that begins September 1, 2017, 20 percent of the difference between the charter capacity provided by Subsection (b) and the charter capacity in effect on January 1, 2017;
  - (2) for the state fiscal year that begins September 1, 2018, 40 percent of the difference between the charter capacity provided by Subsection (b) and the charter capacity in effect on January 1, 2017;
  - (3) for the state fiscal year that begins September 1, 2019, 60 percent of the difference between the charter capacity provided by Subsection (b) and the charter capacity in effect on January 1, 2017; and
  - (4) for the state fiscal year that begins September 1, 2020, 80 percent of the difference between the charter capacity provided by Subsection (b) and the charter capacity in effect on January 1, 2017.
- (b-2) For any year, the board may increase the charter capacity by less than the amount provided by Subsection (b-1) or may decline to increase the charter capacity by any amount if:
  - (1) the board determines that increasing the charter capacity by the amount provided by Subsection (b-1) would likely result in a negative impact on the bond ratings

provided by one or more nationally recognized investment rating firms for school district or charter district bonds for which a guarantee is requested under this subchapter; or

- (2) one or more charter districts default on payment of maturing or matured principal or interest on a guaranteed bond, resulting in a negative impact on the bond ratings provided by one or more nationally recognized investment rating firms for school district or charter district bonds for which a guarantee is requested under this subchapter.
- (b-3) If the board makes a determination described by Subsection (b-2) for any year and modifies the schedule provided by Subsection (b-1) for that year, the board may also make appropriate adjustments to the schedule for subsequent years to reflect the modification, provided that the charter capacity for any year may not exceed the limit provided for that year by the schedule.
- (b-4) Subsections (b-1), (b-2), and (b-3) and this subsection expire September 1, 2022.
- (c) Notwithstanding Subsections (a) and (b), the commissioner may not approve charter district bonds for guarantee under this subchapter if the guarantee will result in lower bond ratings for school district bonds for which a guarantee is requested under this subchapter.
- (d) The commissioner may request that the comptroller place the portion of the permanent school fund committed to the guarantee of charter district bonds in a segregated account if the commissioner determines that a separate account is needed to avoid any negative impact on the bond ratings of school district bonds for which a guarantee is requested under this subchapter.
- (e) A guarantee of charter district bonds must be made in accordance with this chapter and any applicable federal law.

TEXAS GOVERNMENT CODE  
TITLE 8. PUBLIC RETIREMENT SYSTEMS  
SUBTITLE C. TEACHER RETIREMENT SYSTEM OF TEXAS  
CHAPTER 825. ADMINISTRATION  
SUBCHAPTER A. BOARD OF TRUSTEES

**TGC, §825.003. TRUSTEES APPOINTED BY GOVERNOR FROM NOMINEES OF BOARD OF EDUCATION.**

The governor shall appoint two members of the board of trustees, subject to confirmation by two-thirds of the senate, from lists of nominees submitted by the State Board of Education. These members must be persons who have demonstrated financial expertise, have worked in private business or industry, and have broad investment experience, preferably in investment of pension funds.

TEXAS GOVERNMENT CODE  
TITLE 8. PUBLIC RETIREMENT SYSTEMS  
SUBTITLE C. TEACHER RETIREMENT SYSTEM OF TEXAS  
CHAPTER 825. ADMINISTRATION  
SUBCHAPTER A. BOARD OF TRUSTEES

**TGC, §825.0032. INELIGIBILITY FOR BOARD AND OF CERTAIN EMPLOYEES.**

- (a) Except as provided by Subsection (b), a person is not eligible for appointment to the board if the person or the person's spouse:
  - (1) is employed by or participates in the management of a business entity or other organization receiving funds from the retirement system;
  - (2) owns or controls, directly or indirectly, more than a 10 percent interest in a business entity or other organization receiving funds from the retirement system; or
  - (3) uses or receives a substantial amount of tangible goods, services, or funds from the retirement system, other than compensation or reimbursement authorized by law for board membership, attendance, or expenses.
- (b) Subsection (a) does not apply to employment by, participation in the management of, or ownership or control of an interest in a business entity or other organization on behalf of the retirement system. Subsection (a)(3) does not apply to a person who is nominated for appointment under Section [825.002](#)(c), (d), or (e).
- (c) A person may not be a trustee or an employee of the retirement system employed in a "bona fide executive, administrative, or professional capacity," as that phrase is used for purposes of establishing an exemption to the overtime provisions of the federal Fair Labor Standards Act of 1938 (29 U.S.C. Section 201 et seq.) if:
  - (1) the person is a paid officer, employee, or consultant of a Texas trade association in the field of investment or insurance; or
  - (2) the person's spouse is a paid officer, employee, or consultant of a Texas trade association in the field of investment or insurance.
- (d) Repealed by Acts 2007, 80th Leg., R.S., Ch. 1230, Sec. 27, eff. September 1, 2007.
- (e) In this section, a Texas trade association means a cooperative and voluntarily joined association of business or professional competitors in this state designed to assist its members and its industry or profession in dealing with mutual business or professional problems and in promoting their common interest.
- (f) A person may not serve as a trustee or act as the general counsel to the board or the retirement system if the person is required to register as a lobbyist under Chapter [305](#) because of the person's activities for compensation on behalf of a business or an association related to the operation of the board.

TEXAS GOVERNMENT CODE  
TITLE 10. GENERAL GOVERNMENT  
SUBTITLE A. ADMINISTRATIVE PROCEDURE AND PRACTICE  
CHAPTER 2001. ADMINISTRATIVE PROCEDURE  
SUBCHAPTER B. RULEMAKING

**TGC, §2001.039. AGENCY REVIEW OF EXISTING RULES.**

- (a) A state agency shall review and consider for readoption each of its rules in accordance with this section.
- (b) A state agency shall review a rule not later than the fourth anniversary of the date on which the rule takes effect and every four years after that date. The adoption of an amendment to an existing rule does not affect the dates on which the rule must be reviewed except that the effective date of an amendment is considered to be the effective date of the rule if the agency formally conducts a review of the rule in accordance with this section as part of the process of adopting the amendment.
- (c) The state agency shall readopt, readopt with amendments, or repeal a rule as the result of reviewing the rule under this section.
- (d) The procedures of this subchapter relating to the original adoption of a rule apply to the review of a rule and to the resulting repeal, readoption, or readoption with amendments of the rule, except as provided by this subsection. Publishing the Texas Administrative Code citation to a rule under review satisfies the requirements of this subchapter relating to publishing the text of the rule unless the agency readopts the rule with amendments as a result of the review.
- (e) A state agency's review of a rule must include an assessment of whether the reasons for initially adopting the rule continue to exist.

Minutes

State Board of Education

April 5, 2019





**STATE BOARD OF EDUCATION**  
*(State Board for Career and Technology Education)*

**DONNA BAHORICH, Houston**  
Chair of the State Board of Education  
District 6

**MARTY ROWLEY, Amarillo**  
Vice Chair of the State Board of  
Education  
District 15

**GEORGINA PÉREZ, El Paso**  
Secretary of the State Board of  
Education  
District 1

**Board Members**

**LAWRENCE ALLEN, JR., Houston**  
District 4

**PAM LITTLE, Fairview**  
District 12

**BARBARA CARGILL, Conroe**  
District 8

**TOM MAYNARD, Florence**  
District 10

**RUBEN CORTEZ, JR., Brownsville**  
District 2

**SUE MELTON-MALONE, Robinson**  
District 14

**AICHA DAVIS, Dallas**  
District 13

**KEN MERCER, San Antonio**  
District 5

**KEVEN ELLIS, Lufkin**  
District 9

**MARISA PEREZ-DIAZ, Converse**  
District 3

**PATRICIA HARDY**  
District 11

**MATT ROBINSON, Friendswood**  
District 7

## **Committees of the State Board of Education**

### **INSTRUCTION**

Sue Melton-Malone, Chair  
Pam Little, Vice-Chair  
Aicha Davis  
Georgina C. Pérez  
Marty Rowley

### **SCHOOL FINANCE/PERMANENT SCHOOL FUND**

Tom Maynard, Chair  
Lawrence A. Allen, Jr., Vice-Chair  
Donna Bahorich  
Patricia Hardy  
Ken Mercer

### **SCHOOL INITIATIVES**

Barbara Cargill, Chair  
Marisa B. Perez-Diaz, Vice Chair  
Ruben Cortez, Jr.  
Keven Ellis  
Matt Robinson

Minutes  
State Board of Education  
April 5, 2019

The State Board of Education met at 9:07 a.m. on Friday, April 5, 2019, 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: Donna Bahorich, chair; Lawrence A. Allen, Jr.; Barbara Cargill; Ruben Cortez, Jr.; Aicha Davis; Keven Ellis; Pat Hardy; Pam Little; Tom Maynard; Sue Melton-Malone; Ken Mercer; Georgina C. Pérez, secretary; Marisa B. Perez-Diaz; Matt Robinson; Marty Rowley, vice chair

### **Student Performance**

The student performance was provided by Vocal Legacy of Bryan High School in the Bryan Independent School District.

### **Invocation**

### **Pledge of Allegiance**

### **Roll Call**

### **Approval of Minutes**

State Board of Education, January 28 and February 1, 2019

**MOTION AND VOTE**: *The State Board of Education unanimously approved the Minutes of the January 28 and February 1, 2019 meeting of the State Board of Education, as printed.*

## **1. Resolutions and Presentations**

### **National Blue Ribbon Schools**

*The State Board of Education, by unanimous consent, adopted a resolution congratulating Northwest Early College High School in Canutillo ISD; Challenge Early College High School, Debakey High School for Health Professions, and East Early College High School in Houston ISD; Jimmy Carter Early College High School in La Joya ISD; Mercedes Early College Academy in Mercedes ISD; Mumford Elementary School in Mumford ISD; Mission Early College High School in Socorro ISD; Valley View Elementary School and Valley View South Elementary School in Valley View ISD; and Walcott Elementary School in Walcott ISD as Exemplary High-Performing Schools; and Arrow Academy - Liberation Academy (Meadows Place) of Arrow Academy; Anne L. Magee Elementary School and Hargill Elementary School in Edinburg CISD; Golden Rule School-Sunnyside Campus of Golden Rule Charter School; Dishman Elementary School in Harlingen CISD; J.C. Kelly Elementary School in Hidalgo ISD; IDEA Mission Academy (Mission) of IDEA Public Schools; Jackson Elementary School in Lamar CISD; J. Kawas Elementary School in Laredo ISD; Nettie Marshall Academy of Dual Language in Nacogdoches ISD; and Carmen Anaya Elementary School and Cesar Chavez Elementary School in Pharr-San Juan-Alamo ISD as Exemplary Achievement-Gap-Closing Schools.*

(ATTACHMENT 1, page 11)

## Public Testimony

The State Board of Education received presentations of public testimony, as follows:

NAME: Jeanette LaFevers  
AFFILIATION: International Baccalaureate (IB) Organization  
TOPIC: IB Arts other than Film

NAME: Sandra West  
AFFILIATION: Individual  
TOPIC: STAAR Science

NAME: Dr. Ronald Smith  
AFFILIATION: Individual  
TOPIC: Proclamation 2019 STEAM Programs

## 2. Approval of Consent Agenda

Any agenda item may be placed on the consent agenda by any State Board of Education committee. The State Board of Education may elect to take separate action on any item on the consent agenda.

*By unanimous consent, the State Board of Education approved the following items on the consent agenda.*

- (1) **Procedural Action Related to New 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter C, High School, §113.50 Ethnic Studies: Mexican American Studies (One Credit) (Second Reading and Final Adoption)**  
(Board agenda page I-2)  
(Committee of the Full Board)

The State Board of Education approved for second reading and final adoption proposed new 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter C, High School, §113.50, Ethnic Studies: Mexican American Studies (One Credit), as approved by the SBOE in September 2018, with an effective date of July 1, 2019, as recommended by the Committee of the Full Board.

- (2) **Proposed Amendment to 19 TAC Chapter 114, Texas Essential Knowledge and Skills for Languages Other Than English, Subchapter C, High School, §114.53, Advanced Language for Career Applications (One Credit)**  
(Board agenda page II-5)  
(Committee on Instruction)

The State Board of Education approved for first reading and filing authorization proposed amendment to 19 TAC Chapter 114, Texas Essential Knowledge and Skills for Languages Other than English, Subchapter C, High School, §114.53, Advanced Language for Career Applications (One Credit), as recommended by the Committee on Instruction.

- (3) **Approval of Update of Instructional Materials**  
(Board agenda page II-24)  
(Committee on Instruction)

The committee removed this item from the consent agenda.

- (4) **Ratification of Texas Lesson Study Resources**  
(Board agenda page II-46)  
(Committee on Instruction)

The committee removed this item from the consent agenda.

- (5) **Ratification of the Purchases and Sales of the Investment Portfolio of the Permanent School Fund for the Months of December 2018 and January 2019**  
(Board agenda page III-13)  
(Committee on School Finance/Permanent School Fund)

The State Board of Education ratified the purchases and sales for the months of December 2018 and January 2019, in the amounts of \$825,802,645 and \$898,234,583 respectively, as recommended by the Committee on School Finance/Permanent School Fund.

- (6) **Adoption of Annual Report on the Status of the Bond Guarantee Program**  
(Board agenda page III-15)  
(Committee on School Finance/Permanent School Fund)

The State Board of Education adopted the annual report on the status of the Bond Guarantee Program as of August 31, 2018, as recommended by the Committee on School Finance/Permanent School Fund.

- (7) **Decision on Real Estate Investments**  
(Board agenda page III-17)  
(Committee on School Finance/Permanent School Fund)

The State Board of Education approved execution of agreement(s) with GreenOak Asia GP III, LP, necessary to make an investment commitment of up to \$75 million in GreenOak Asia (USD) III, LP, subject to continued due diligence and negotiation of fund terms, and authorization for contract execution by the Commissioner of Education, as recommended by the Committee on School Finance/Permanent School Fund.

- (8) **Review of the Permanent School Fund Real Estate Policy and Tactical Plan**  
(Board agenda page III-19)  
(Committee on School Finance/Permanent School Fund)

The State Board of Education approved proposed changes to the Real Estate Investment Policy Statement, as amended and recommended by the Committee on School Finance/Permanent School Fund, and approved proposed changes to the Annual Tactical Plan, Appendix B of the Real Estate Investment Policy Statement, as recommended by the Committee on School Finance/Permanent School Fund.

- (9) **Review of Permanent School Fund Emerging Market Debt Asset Class**  
(Board agenda page III-20)  
(Committee on School Finance/Permanent School Fund)

The State Board of Education approved termination of Stone Harbor Investment Partners and distribution of the net assets between Ashmore Investment Group and Investec Asset Management Limited, as recommended by the Committee on School Finance/Permanent School Fund.

- (10) **Presentation on the Permanent School Fund Private Equity Program Structure**  
(Board agenda page III-21)  
(Committee on School Finance/Permanent School Fund)

The State Board of Education approved execution of agreement(s) with Neuberger Berman LLC necessary to renew their contract for private equity advisory services, as presented, and authorized contract execution by the Commissioner of Education, as recommended by the Committee on School Finance/Permanent School Fund.

- (11) **Permanent School Fund Logo Contest Contribution**  
(Board agenda page III-23)  
(Committee on School Finance/Permanent School Fund)

The State Board of Education approved acceptance of a donation to cover part of the cost to replicate the winning design of the Permanent School Fund Logo, as recommended by the Committee on School Finance/Permanent School Fund.

- (12) **Recommendation for Appointments to the Boys Ranch School Independent School District Board of Trustees**  
(Board agenda page IV-13)  
(Committee on School Initiatives)

The State Board of Education approved the reappointment of Jacque Branch and Ken Teel to serve a term of office, from April 21, 2019, through April 20, 2021, on the Boys Ranch Independent School District Board of Trustees, as recommended by the Committee on School Initiatives.

(ATTACHMENT 2, page 13)

- (13) **Adoption of Review of 19 TAC Chapter 157, Hearings and Appeals, Subchapter A, General Provisions for Hearings Before the State Board of Education, and Subchapter D, Independent Hearing Examiners**  
(Board agenda page IV-1)  
(Committee on School Initiatives)

The State Board of Education adopted the review of 19 TAC Chapter 157, Hearings and Appeals, Subchapter A, General Provisions for Hearings Before the State Board of Education, and Subchapter D, Independent Hearing Examiners, as recommended by the Committee on School Initiatives.

(14) **Adoption of Review of 19 TAC Chapter 129, Student Attendance, Subchapter A, Student Attendance Allowed, and Subchapter B, Student Attendance Accounting**

**(Adoption of Review)**

(Board agenda page III-1)

(Committee on School Finance/Permanent School Fund)

The State Board of Education adopted the review of 19 TAC Chapter 129, Student Attendance, Subchapter A, Student Attendance Allowed, and Subchapter B, Student Attendance Accounting, as recommended by Committee on School Finance/Permanent School Fund.

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

**(First Reading and Filing Authorization)**

(Board agenda page III-6)

(Committee on School Finance/Permanent School Fund)

The State Board of Education approved for first reading and filing authorization proposed amendment to 19 TAC Chapter 109, Budgeting, Accounting, and Auditing, Subchapter C, Adoptions By Reference, §109.41, Financial Accountability System Resource Guide, as recommended by Committee on School Finance/Permanent School Fund.

**COMMITTEE OF THE FULL BOARD**

3. **Proposed Amendments to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.12, Foundation High School Program, and §74.13, Endorsements**

**(Second Reading and Final Adoption)**

(Board agenda page I-10)

**MOTION AND VOTE:** *It was moved by Mr. Rowley and carried unanimously that the State Board of Education postpone consideration of second reading and final adoption of proposed amendments to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.12, Foundation High School Program, and §74.13, Endorsements, until the June 2019 meeting, as recommended by the Committee of the Full Board.*

4. **Proposed New 19 TAC Chapter 126, Texas Essential Knowledge and Skills for Technology Applications, Subchapter C, High School, §126.51, Foundations of Cybersecurity (One Credit), and §126.52, Cybersecurity Capstone (One Credit) (Second Reading and Final Adoption)**  
(Board agenda page I-28)

**MOTION AND VOTE:** *It was moved by Mr. Rowley and carried unanimously that the State Board of Education, approve for second reading and final adoption proposed new 19 TAC Chapter 126, Texas Essential Knowledge and Skills for Technology Applications, Subchapter C, High School, §126.51, Foundations of Cybersecurity (One Credit), and §126.52, Cybersecurity Capstone (One Credit), with an effective date of August 1, 2019; and*

*Make an affirmative finding that immediate adoption of proposed new 19 TAC Chapter 126, Texas Essential Knowledge and Skills for Technology Applications, Subchapter C, High School, §126.51, Foundations of Cybersecurity (One Credit), and §126.52, Cybersecurity Capstone (One Credit), is necessary and shall have an effective date of August 1, 2019, as recommended by the Committee of the Full Board.*

5. **Proposed Amendment to 19 TAC Chapter 126, Texas Essential Knowledge and Skills for Technology Applications, Subchapter C, High School, §126.36, Digital Forensics (One-Half to One Credit), Beginning with School Year 2012-2013 (First Reading and Filing Authorization)**  
(Board agenda page I-41)

**MOTION AND VOTE:** *It was moved by Mr. Rowley and carried unanimously that the State Board of Education suspend the board operating procedures in accordance with §5.2(a) to allow consideration at first reading and filing authorization; and approve for first reading and filing authorization proposed repeal and new 19 TAC Chapter 126, Texas Essential Knowledge and Skills for Technology Applications, Subchapter C, High School, §126.36, Digital Forensics (One Credit), as recommended by the Committee of the Full Board.*

6. **Proposed Revisions to 19 TAC Chapter 110, Texas Essential Knowledge and Skills for English Language Arts and Reading, and 19 TAC Chapter 128, Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language (First Reading and Filing Authorization)**  
(Board agenda page I-45)

**MOTION AND VOTE:** *It was moved by Mr. Rowley and carried unanimously that the State Board of Education approve for first reading and filing authorization proposed revisions to 19 TAC Chapter 110, Texas Essential Knowledge and Skills for English Language Arts and Reading, and 19 TAC Chapter 128, Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language, as amended and recommended by the Committee of the Full Board.*



7. **Perkins V Transition Plan**

(Board agenda page I-95)

**MOTION AND VOTE:** *It was moved by Mr. Rowley and carried unanimously that the State Board of Education approve the Perkins V Transition Plan, as recommended by the Committee of the Full Board.*

8. **Ratification of Texas Essential Knowledge and Skills Coverage in Materials Submitted for Review for the Instructional Materials Quality Evaluation Pilot**

(Board agenda page I-150)

**MOTION AND VOTE:** *It was moved by Mr. Rowley and carried that the State Board of Education ratify the report of the commissioner of education regarding TEKS and ELPS alignment in instructional materials submitted to the instructional materials quality evaluation pilot, as recommended by the Committee of the Full Board.*

**COMMITTEE ON INSTRUCTION**

9. **Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.6, College and Career Readiness and Texas Essential Knowledge and Skills Alignment**

**(First Reading and Filing Authorization)**

(Board agenda page II-1)

**MOTION AND VOTE:** *It was moved by Mrs. Melton-Malone and carried unanimously that the State Board of Education approve for first reading and filing authorization the proposed amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.6, College and Career Readiness and Texas Essential Knowledge and Skills Alignment, as recommended by the Committee on Instruction.*

10. **Proposed Revisions to 19 TAC Chapter 111, Texas Essential Knowledge and Skills for Mathematics, Subchapter D, Other High School Mathematics Courses**

**(First Reading and Filing Authorization)**

(Board agenda page II-9)

**MOTION AND VOTE:** *It was moved by Mrs. Melton-Malone and carried unanimously that the State Board of Education suspend the board operating procedures in accordance with §5.2(a) to allow consideration at first reading and filing authorization; and approve for first reading and filing authorization the proposed amendment to 19 TAC Chapter 111, Texas Essential Knowledge and Skills for Mathematics, Subchapter D, Other High School Mathematics Courses, as recommended by the Committee on Instruction.*

11. **Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.11, High School Graduation Requirements (First Reading and Filing Authorization)**  
(Board agenda page II-13)

**MOTION AND VOTE:** *It was moved by Mrs. Melton-Malone and carried unanimously that the State Board of Education suspend the board operating procedures in accordance with §5.2(a) to allow consideration at first reading and filing authorization; and approve for first reading and filing authorization the proposed amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.11, High School Graduation Requirements, as recommended by the Committee on Instruction.*

12. **Proposed Approval of Innovative Courses**  
(Board agenda page II-12)

**MOTION AND VOTE:** *It was moved by Mrs. Melton-Malone and carried unanimously that the State Board of Education approve Peer Assistance and Leadership® (PAL) I and II and Student Leadership for a renewal period of three years, as recommended by the Committee on Instruction.*

**MOTION AND VOTE:** *It was moved by Mrs. Melton-Malone and carried unanimously that the State Board of Education approve LeadWorthy The Course for a renewal period of five years, as recommended by the Committee on Instruction.*

13. **Approval of Update of Instructional Materials**  
(Board agenda page II-24)

**MOTION AND VOTE:** *It was moved by Mrs. Melton-Malone and carried unanimously that the State Board of Education postpone to the June meeting the vote to approve the request from ThinkCERCA to update ThinkCERCA, Texas Edition, Grade 6, ThinkCERCA, Texas Edition, Grade 7, and ThinkCERCA, Texas Edition, Grade 8 adopted in November 2018 under Proclamation 2019, as recommended by the Committee on Instruction.*

14. **Ratification of Texas Lesson Study Resources**  
(Board agenda page II-46)

**MOTION AND VOTE:** *It was moved by Mrs. Melton-Malone and carried that the State Board of Education ratify the second set of TXLS resources, as recommended by the Committee on Instruction.*

## **REGARDING AGENDA ITEMS POSTED FOR DISCUSSION ON COMMITTEE AGENDAS**

### **Committee on Instruction**

Mrs. Melton-Malone did not report on the Committee on Instruction.

### **Committee on School Finance/Permanent School Fund**

Mr. Maynard reported on two items that were approved as part of the consent agenda. The committee recommended and the SBOE approved termination of an emerging market debt class manager and reduction of the number of managers to two. The committee recommended and the SBOE approved a change to the real estate policy to delegate real estate investments to staff. Staff will report back to the committee as is done with other asset classes.

Mr. Maynard reported that the committee discussed risk parity. He also reported that the state auditor appeared before the committee and gave his report. The permanent school fund had a clean audit.

### **Committee on School Initiatives**

Mrs. Cargill reported that the charter school interviews to which all board members are invited were scheduled to occur May 20, 21, and/or 22. She also reported that 10 candidates were still in the running, but she didn't know how many will be put forward by the commissioner.

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

Mrs. Bahorich announced the following members of the instructional materials quality evaluation ad hoc advisory committee: Mr. Rowley, chair; Mrs. Little; Ms. Hardy; Ms. Perez-Diaz; Mrs. Cargill.

Mrs. Bahorich gave board members an opportunity to provide information regarding agenda items or other relevant information about public education.

The meeting adjourned at 11:36 a.m.

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Georgina C. Pérez., Secretary

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***RESOLUTION***

**WHEREAS** the *National Blue Ribbon Schools* program recognizes elementary, middle, and high schools where educational excellence is achieved;

**WHEREAS** a *National Blue Ribbon Schools* flag overhead is a mark of exemplary teaching and learning;

**WHEREAS** in 2018, Texas nominated 26 schools to be recognized for their students' achievement; and

**WHEREAS** Twenty-three of these schools were named 2018 *National Blue Ribbon Schools* by the United States Department of Education; now, therefore, be it

**RESOLVED**, That the State Board of Education does hereby extend its congratulations to Northwest Early College High School in Canutillo ISD; Challenge Early College High School, Debakey High School for Health Professions, and East Early College High School in Houston ISD; Jimmy Carter Early College High School in La Joya ISD; Mercedes Early College Academy in Mercedes ISD; Mumford Elementary School in Mumford ISD; Mission Early College High School in Socorro ISD; Valley View Elementary School and Valley View South Elementary School in Valley View ISD; and Walcott Elementary School in Walcott ISD as Exemplary High-Performing Schools; and be it further

**RESOLVED**, That the State Board of Education does hereby extend its congratulations to Arrow Academy - Liberation Academy (Meadows Place) of Arrow Academy; Anne L. Magee Elementary School and Hargill Elementary School in Edinburg CISD; Golden Rule School-Sunnyside Campus of Golden Rule Charter School; Dishman Elementary School in Harlingen CISD; J.C. Kelly Elementary School in Hidalgo ISD; IDEA Mission Academy (Mission) of IDEA Public Schools; Jackson Elementary School in Lamar CISD; J. Kawas Elementary School in Laredo ISD; Nettie Marshall Academy of Dual Language in Nacogdoches ISD; and Carmen Anaya Elementary School and Cesar Chavez Elementary School in Pharr-San Juan-Alamo ISD as Exemplary Achievement-Gap-Closing Schools; and be it further

**RESOLVED**, That this resolution be presented to the principals of the aforementioned schools for being recognized for excellence through the *National Blue Ribbon Schools* program and that a copy be included in the permanent records of the State Board of Education.

**WITNESS** our signatures this fifth day of April two thousand nineteen in Austin, Texas.

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Donna Bahorich, Chair

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Georgina Pérez, Secretary

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CAL FARLEY'S

CELEBRATING  
80  
YEARS  
1939-2019

BOYS RANCH

February 12, 2019

Mr. Mike Morath  
Commissioner  
Texas Education Agency  
1701 North Congress Avenue  
Austin, Texas 78701-1494

Dear Mr. Morath:

In my current capacity as President and Chief Executive Officer of Cal Farley's Boys Ranch, I request that the State Board of Education, at its April 2019 meeting, reappoint **Mr. Ken Teel and Ms. Jacque Branch** to the Boys Ranch Independent School District (BRISD) Board of Trustees. Mr. Teel and Ms. Branch are qualified under Texas law and meet all requirements.

Mr. Teel's and Ms. Branch's resumes are enclosed, along with signed statements expressing their willingness to accept the appointment and serve in full adherence to the state-established standards for school board members and certifying that the biographical information is true and correct. Also enclosed are background checks from the Texas Department of Family and Protective Services and the Texas Department of Public Safety.

I understand the BRISD Board of Trustees has the power to govern and oversee management of the district, and my power is limited to duty as defined by statutes relating to the process of appointing members to the BRISD Board of Trustees. I also certify that the membership composition of the BRISD Board of Trustees is in full compliance with the provisions of the Texas Education Code, Section 11.352. I further certify that the role of the BRISD superintendent is in full compliance with the provisions of the Texas Education Code, section 11.201.

Should you have any questions, please contact me at 806-322-2609 or via e-mail at [danadams@calfarley.org](mailto:danadams@calfarley.org).

I appreciate your consideration and look forward to confirmation of this appointment.

Sincerely,



Dan Adams  
President and Chief Executive Officer


Enclosures

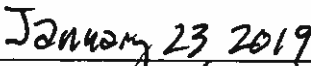
DA:sjs

Cal Farley's provides professional programs and services in a Christ-centered atmosphere to strengthen families and support the overall development of children.

STATEMENT TO ACCOMPANY  
BOYS RANCH INDEPENDENT SCHOOL DISTRICT  
SCHOOL BOARD TRUSTEE APPOINTMENT REQUEST  
FOR  
**Kenneth L. Teel**

I, Kenneth L. Teel, verify that I am qualified under the general school laws of Texas to be a BRISD School Board Trustee. I certify that the attached biographical information is true and correct. I am willing to accept the appointment as BRISD School Board Trustee and serve in such capacity with full adherence to the state-established standards for the duties and responsibilities of school board members.

  
\_\_\_\_\_  
Kenneth L. Teel (signature)

  
\_\_\_\_\_  
Date



**Kenneth L. Teel**  
**7725 Whippoorwill Lane**  
**Amarillo, TX 79121**  
**(806) 352-5129**  
**barbandken2@yahoo.com**

Ken Teel is an active community volunteer with a strong interest in youth development. He served the Cal Farley Boys Ranch organization as a corporate vice president for five years, initially with responsibility for youth programs, admissions, and public relations. He completed his service as vice president for development, supervising the fund raising and public relations activities in support of three campuses in the Texas Panhandle.

Since his retirement in 2000, he has remained involved with youth activities at Boys Ranch and with students in Amarillo area high schools. A member of the Amarillo South Rotary Club, he is the club's Service Committee Chair and a representative on the Steering Committee of the Mentoring Program for high school students sponsored by the Rotary Clubs of Amarillo and the Amarillo Women's Network. He has been a mentor for high school students for more than 15 years.

Teel has substantial experience in complex issues, gained through nearly thirty years as a commissioned officer in the US Army with emphasis on training and education. He served two tours of duty for a total of seven years in the Federal Republic of Germany, including assignment as Deputy Chief of Staff for V Corps, a command responsible for the war-fighting preparedness of more than 60,000 soldiers and the accommodation of those soldiers and their families with the host country. He served two tours of duty in the Republic of Vietnam as an advisor to South Vietnamese infantry commanders in combat and in a staff position with the 101<sup>st</sup> Airborne Division.


He taught English literature at the United States Military Academy at West Point, NY, for three years. Later as Commander of the School Brigade at Fort Benning, Georgia, he supervised operations of the Army's Officer Candidate School, the Airborne School, and the Infantry Officer Basic Course for newly commissioned infantry officers.

Teel earned a Bachelor of Arts with a major in journalism from the University of Oklahoma and was commissioned as an officer through the ROTC program. He received a Master of Arts degree from Indiana University in preparation for duties on the faculty of the USMA. He is a graduate of the Army's Command and General Staff College and the National War College.

He and his wife Barbara are members of Redeemer Christian Church in Amarillo. They have a daughter and a son and six grandchildren.

STATEMENT TO ACCOMPANY  
BOYS RANCH INDEPENDENT SCHOOL DISTRICT  
SCHOOL BOARD TRUSTEE APPOINTMENT REQUEST  
FOR  
Jacque Branch

I, Jacque Branch, verify that I am qualified under the general school laws of Texas to be a BRISD School Board Trustee. I certify that the attached biographical information is true and correct. I am willing to accept the appointment as BRISD School Board Trustee and serve in such capacity with full adherence to the state-established standards for the duties and responsibilities of school board members.

  
\_\_\_\_\_  
Jacque Branch (signature)

1-24-19  
\_\_\_\_\_  
Date

## **Jacque Branch**

Vice President & Trust Officer, Amarillo National Bank

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### **Professional Designation**

Certified Trust & Financial Advisor

### **Education**

B.B.A. in Finance, West Texas State University, 1989

Texas Bankers Association Texas Trust School II, 2001

Cannon Financial Institute Trust School I, May 2002

Cannon Financial Institute Trust School II, January 2003

Cannon Financial Institute Trust School III, October 2003

### **Experience**

Amarillo National Bank, 1989 to Present:

Currently responsible for fiduciary administration of estates, trusts and investment management accounts. Assist clients with estate planning, tax planning, retirement planning and financial planning.

Vice President and Trust Officer, 2005 - present

Assistant Vice President and Trust Officer, 2001 - 2005

Trust Officer, Assistant Operations Manager, 1998 - 2001

Investment Assistant, 1994 - 1998

Personal Trust Assistant, 1990 - 1994

Credit Analyst, 1989 - 1990

### **Community Involvement**

Member and Past President Amarillo Area Estate Planning Council

West Texas A&M University Foundation Professional Advisory Council

Prior involvement with United Way of Amarillo, Canyon –

Community Investment Committee

# Minutes

State Board of Education Committees

April 3-4, 2019



**Report of the State Board of Education  
Committee of the Full Board  
April 3, 2019**

The State Board of Education Committee of the Full Board met at 9:27 a.m. on Wednesday, April 3, 2019, 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: Donna Bahorich, chair; Lawrence A. Allen, Jr.; Barbara Cargill; Ruben Cortez, Jr.; Aicha Davis; Keven Ellis; Pat Hardy; Pam Little; Tom Maynard; Sue Melton-Malone; Ken Mercer; Georgina C. Pérez, secretary; Marisa B. Perez-Diaz; Matt Robinson; Marty Rowley, vice chair

**Public Testimony**

The Committee of the Full Board heard public testimony on agenda items #3, #7, and #8. Information regarding the individuals who presented public testimony is included in the discussion of that item.

**DISCUSSION ITEM**

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

Commissioner of Education Mike Morath provided the State Board of Education (SBOE) with updates on the ESC workshop for the revised reading language arts standards scheduled for April 17 and the instructional materials portal scheduled to be discussed by the board during a later item on the SBOE agenda. He also provided an update on charter school amendment approval concerns that were surfaced during the February 2019 meeting. He explained that staff was still working to identify funding to complete additional work and that updates will be provided as work continues. Commissioner Morath also shared information regarding computed readability levels and concerns that have been expressed related to readability of the STAAR assessments.

**CONSENT ITEM**

**2. Procedural Action Related to New 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter C, High School, §113.50, Ethnic Studies: Mexican American Studies (One Credit) (Second Reading and Final Adoption)**  
(Board agenda page I-2)  
[Consent agenda item #(1)]

**MOTION AND VOTE:** *It was moved by Ms. Davis, seconded by Mr. Cortez, and carried unanimously to recommend that the State Board of Education, by an affirmative vote of two-thirds of the members of the board, approve for second reading and final adoption proposed new 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter C, High School, §113.50, Ethnic Studies: Mexican American Studies (One Credit), with an effective date of July 1, 2019.*

*(Ms. Pérez, Ms. Perez-Diaz, and Mr. Rowley were absent for the vote.)*

## ACTION ITEMS

3. **Proposed Amendments to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.12, Foundation High School Program, and §74.13, Endorsements**

**(Second Reading and Final Adoption)**

(Board agenda page I-10)

[Official agenda item #3]

Public testimony was provided by the following individuals:

NAME: Karen Phillips  
AFFILIATION: Texas International Baccalaureate Schools (TIBS)

NAME: Jeanette LaFevers  
AFFILIATION: International Baccalaureate Organization

NAME: Margaret Davis  
AFFILIATION: TIBS

**MOTION AND VOTE:** *It was moved by Mr. Rowley, seconded by Mr. Maynard, and carried unanimously to recommend that the State Board of Education postpone consideration of second reading and final adoption of proposed amendments to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.12, Foundation High School Program, and §74.13, Endorsements, until the June 2019 meeting.*

The committee requested that staff communicate to districts, for purposes of planning, that the board does not intend to make any changes to the proposed cybersecurity option under the science, technology, engineering, and mathematics (STEM) endorsement in 19 TAC §74.13, prior to final adoption at the June 2019 meeting.

4. **Proposed New 19 TAC Chapter 126, Texas Essential Knowledge and Skills for Technology Applications, Subchapter C, High School, §126.51, Foundations of Cybersecurity (One Credit), and §126.52, Cybersecurity Capstone (One Credit)**

**(Second Reading and Final Adoption)**

(Board agenda page I-28)

[Official agenda item #4]

Shelly Ramos, senior director, curriculum standards and student support, explained that this proposal would add Texas Essential Knowledge and Skills (TEKS) for two new technology applications courses in cybersecurity for implementation in the 2019-2020 school year. The courses would be included as part of the proposed new STEM pathway in cybersecurity.

**MOTION AND VOTE:** *It was moved by Mr. Maynard, seconded by Ms. Hardy, and carried unanimously to recommend that the State Board of Education, approve for second reading and final adoption proposed new 19 TAC Chapter 126, Texas Essential Knowledge and Skills for Technology Applications, Subchapter C, High School, §126.51, Foundations of Cybersecurity (One Credit), and §126.52, Cybersecurity Capstone (One Credit); and make an affirmative finding that immediate adoption of proposed new 19 TAC Chapter 126, Texas Essential Knowledge and Skills for Technology Applications, Subchapter C, High School, §126.51, Foundations of Cybersecurity (One Credit), and §126.52, Cybersecurity Capstone (One Credit), is necessary and shall have an effective date of August 1, 2019.*

*(Mr. Allen, Mr. Ellis, Ms. Perez-Diaz, and Mr. Robinson were absent for the vote.)*

5. **Proposed Amendment to 19 TAC Chapter 126, Texas Essential Knowledge and Skills for Technology Applications, Subchapter C, High School, §126.36, Digital Forensics (One-Half to One Credit), Beginning with School Year 2012-2013 (First Reading and Filing Authorization)**  
(Board agenda page I-41)  
[Official agenda item #5]

Ms. Ramos explained that the proposal would update the current Digital Forensics course to ensure it is appropriately structured for inclusion in the new cybersecurity pathway.

**MOTION AND VOTE:** *It was moved by Mr. Maynard, seconded by Mrs. Little, and carried unanimously to recommend that the State Board of Education suspend the board operating procedures in accordance with §5.2(a) to allow consideration at first reading and filing authorization; and approve for first reading and filing authorization proposed repeal and new 19 TAC Chapter 126, Texas Essential Knowledge and Skills for Technology Applications, Subchapter C, High School, §126.36, Digital Forensics (One Credit).*

6. **Proposed Revisions to 19 TAC Chapter 110, Texas Essential Knowledge and Skills for English Language Arts and Reading, and 19 TAC Chapter 128, Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language (First Reading and Filing Authorization)**  
(Board agenda page I-45)  
[Official agenda item #6]

Monica Martinez, associate commissioner, standards and support services, provided a brief overview of the proposed adjustments to the English and Spanish language arts and reading and English as a second language TEKS.

**MOTION:** *It was moved by Mrs. Melton-Malone and seconded by Dr. Ellis to recommend that the State Board of Education approve for first reading and filing authorization proposed revisions to 19 TAC Chapter 110, Texas Essential Knowledge and Skills for English Language Arts and Reading, and 19 TAC Chapter 128, Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language.*



**MOTION AND VOTE:** *It was moved by Ms. Pérez, seconded by Mr. Maynard, and carried unanimously to recommend that the State Board of Education amend §110.36(c)(5)(K), §110.37(c)(5)(K), §110.38(c)(5)(K), §110.39(c)(5)(K), §128.34(c)(7)(L), and §128.35(c)(7)(L) to read as follows:*

“explain ~~discuss~~ the ways in which diverse texts generate understanding of varied perspectives.”

**MOTION AND VOTE:** *It was moved by Ms. Pérez and carried unanimously to recommend that the State Board of Education amend §110.36(c)(7)(G), §110.37(c)(7)(G), §128.34(c)(9)(G), and §128.35(c)(9)(G) to read as follows:*

“analyze characteristics and purpose of ~~read and respond~~ literary nonfiction such as speeches and literary essays;”

**VOTE:** *A vote was taken on the motion to recommend that the State Board of Education approve for first reading and filing authorization proposed revisions to 19 TAC Chapter 110, Texas Essential Knowledge and Skills for English Language Arts and Reading, and 19 TAC Chapter 128, Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language, as amended. The vote carried unanimously.*

## 7. Perkins V Transition Plan

(Board agenda page I-95)  
[Official agenda item #7]

Public testimony was provided by the following individual:

NAME: Robin Painovich  
AFFILIATION: Executive Director, Career & Technical Association of Texas

Ryan Merritt, state director, career and technical education, provided an update on the work related to the Perkins V Act. Mr. Merritt explained that the agency received approval from the governor to submit a one-year transition plan. He shared a timeline for the Perkins Transition Plan for 2019-2020 and the implementation of the full Perkins State four-year plan in 2020-2021.

**MOTION AND VOTE:** *It was moved by Mr. Maynard, seconded by Dr. Robinson, and carried unanimously to recommend that the State Board of Education approve the Perkins V Transition Plan.*

## 8. Instructional Materials Quality Evaluation Pilot Review

(Board agenda page I-149)

Public testimony was provided by the following individuals:

NAME: Nadia Tellez  
AFFILIATION: Individual

NAME: Shay Garland  
AFFILIATION: Individual

Kristen Dobson, executive director, special projects, reviewed the goals of the Instructional Materials Quality Evaluation (IMQE) process and distinguished between the IMQE process and the the existing State Board of Education instructional materials adoption process. Ms. Martinez and

Ms. Dobson also addressed two proposed recommendations to increase alignment between the IMQE review and SBOE processes. The committee requested that staff present options related to the two recommendations at the June 2019 meeting. Mr. Rowley suggested that an ad hoc committee of five board members work with staff on possible options to be presented to the full board in June. Board members were provided the option to volunteer to serve on the ad hoc committee. The board chair will select the ad hoc committee members from the volunteers.

**9. Ratification of Texas Essential Knowledge and Skills Coverage in Materials Submitted for Review for the Instructional Materials Quality Evaluation Pilot**

(Board agenda page I-150)

[Official agenda item #8]

Ms. Martinez presented the Instructional Materials Quality Evaluation (IMQE) Pilot TEKS review results and explained that the review was conducted by members of the *Proclamation 2019* state review panel.

**MOTION AND VOTE:** *It was moved by Mr. Rowley, seconded by Mrs. Melton-Malone, and carried to recommend that the State Board of Education ratify the report of the commissioner of education regarding TEKS and ELPS alignment in instructional materials submitted to the instructional materials quality evaluation pilot.*

*(Mr. Allen, Ms. Davis, Dr. Ellis, and Mr. Maynard were absent for the vote.)*

**DISCUSSION ITEMS**

**10. Discussion of *Proclamation 2021* of the State Board of Education Advertising for Bids on Instructional Materials**

(Board agenda page I-152)

Ms. Martinez presented a draft of *Proclamation 2021* and explained that the draft includes prekindergarten systems. She also explained that the board would have an opportunity to make adjustments to the proclamation before taking action in June.

**11. Update on Texas Essential Knowledge and Skills (TEKS) Review**

(Board agenda page I-156)

Ms. Ramos provided an update regarding the ongoing review of the English Language Proficiency Standards (ELPS). She also explained the expected next steps regarding the upcoming review and revision of the health education and physical education TEKS. The committee determined that up to seven content advisors would be identified for the review of the health TEKS and up to seven content advisors would be identified for the review of the physical education TEKS. Selections of content advisors are due to the agency by May 1.

**12. Discussion of Pending Litigation**

(Board agenda page I-158)

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

Mrs. Bahorich adjourned the meeting at 5:30 p.m.

**Report of the State Board of Education  
Committee on Instruction  
April 4, 2019**

The State Board of Education Committee on Instruction met at 9:11 a.m. on Thursday, April 4, 2019, in Room #1-100 of the William B. Travis Building, 1701 N. Congress Avenue, Austin, Texas. Attendance was noted as follows:

Present: Sue Melton-Malone, chair; Pam Little, vice chair; Aicha Davis; Georgina C. Pérez, Marty Rowley

Non-Committee Members Present: Barbara Cargill

**Public Testimony**

The Committee on Instruction heard public testimony on agenda items #3, #6, #7, and #9. Information regarding the individuals who presented public testimony is included in the discussion of that item.

**ACTION ITEM**

1. **Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.6, College and Career Readiness and Texas Essential Knowledge and Skills Alignment**  
**(First Reading and Filing Authorization)**  
(Board agenda page II-1)  
[Official agenda item #9]

Shelly Ramos, senior director, curriculum standards and student support, explained that the proposed amendment would add a chart showing the alignment of College and Career Readiness Standards (CCRS) and Texas Essential Knowledge and Skills for reading/language arts and would update the mathematics alignment chart to reflect recent revisions to the CCRS.

**MOTION AND VOTE:** *It was moved by Mr. Rowley, seconded by Mrs. Little, and carried unanimously to recommend that the State Board of Education approve for first reading and filing authorization the proposed amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.6, College and Career Readiness and Texas Essential Knowledge and Skills Alignment.*

**CONSENT ITEM**

2. **Proposed Amendment to 19 TAC Chapter 114, Texas Essential Knowledge and Skills for Languages Other Than English, Subchapter C, High School, §114.53, Advanced Language for Career Applications (One Credit)**  
**(First Reading and Filing Authorization)**  
(Board agenda page II-5)  
[Consent agenda item #(2)]

Ms. Ramos explained that the proposed amendment would eliminate language from the general requirements of the course that is outdated and no longer necessary.

**MOTION AND VOTE:** *It was moved by Mrs. Little, seconded by Ms. Davis, and carried unanimously to recommend that the State Board of Education approve for first reading and filing authorization the proposed amendment to 19 TAC Chapter 114, Texas Essential Knowledge and Skills for Languages Other Than English, Subchapter C, High School, §114.53, Advanced Language for Career Applications (One Credit).*

**ACTION ITEMS**

3. **Proposed Revisions to 19 TAC Chapter 111, Texas Essential Knowledge and Skills for Mathematics, Subchapter D, Other High School Mathematics Courses**  
**(First Reading and Filing Authorization)**  
(Board agenda page II-9)  
[Official agenda item #10]

Public testimony was provided by the following individuals:

NAME: Jeanette LaFevers  
AFFILIATION: International Baccalaureate Organization

NAME: Margaret Davis  
AFFILIATION: Texas IB Schools

Ms. Ramos explained that the proposed revisions would add four new International Baccalaureate (IB) courses to the mathematics Texas Essential Knowledge and Skills (TEKS) for implementation in the 2019-2020 school year. She added that the current IB math courses would be phased out in the future.

**MOTION AND VOTE:** *It was moved by Mr. Rowley, seconded by Mrs. Little, and carried unanimously to recommend that the State Board of Education suspend the board operating procedures in accordance with §5.2(a) to allow consideration at first reading and filing authorization; and approve for first reading and filing authorization the proposed amendment to 19 TAC Chapter 111, Texas Essential Knowledge and Skills for Mathematics, Subchapter D, Other High School Mathematics Courses.*

4. **Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.11, High School Graduation Requirements (First Reading and Filing Authorization)**  
(Board agenda page II-13)  
[Official agenda item #11]

Ms. Ramos explained that the proposed amendment would align the board's rules on high school graduation with current statute, which allows a student who completes the core curriculum at a Texas institution of higher education to be eligible for a high school diploma, an endorsement, and the distinguished level of achievement.

**MOTION AND VOTE:** *It was moved by Mrs. Little, seconded by Mr. Rowley, and carried unanimously to recommend that the State Board of Education suspend the board operating procedures in accordance with §5.2(a) to allow consideration at first reading and filing authorization; and approve for first reading and filing authorization the proposed amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.11, High School Graduation Requirements.*

#### **DISCUSSION ITEM**

5. **Discussion of Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.30, Identification of Honors Courses**  
(Board agenda page II-19)

Ms. Ramos explained that state law requires the State Board of Education to adopt rules on the designation of honors courses that are exempt from the passing requirement for students to be eligible to participate in extracurricular activities. The proposed amendment would update the languages other than English (LOTE) courses that are designated as honors courses. These changes are a result of revisions to the LOTE TEKS. The committee requested that staff present the proposed amendment for first reading and filing authorization at the June meeting.

#### **ACTION ITEM**

6. **Proposed Approval of Innovative Courses**  
(Board agenda page II-21)  
[Official agenda item #12]

Public testimony was provided by the following individuals:

NAME: Flip Flippen  
AFFILIATION: The Flippen Group, L.L.C.

NAME: Julie Stapp  
AFFILIATION: The Flippen Group, L.L.C.

Ms. Ramos explained that this item recommended renewal of three innovative courses that do not fall within any of the subject areas of the foundation or enrichment curriculum: LeadWorthy The Course (previously Teen Leadership), Peer Assistance and Leadership® (PAL) I and II, and Student Leadership.

**MOTION:** *It was moved by Mrs. Little and seconded by Mr. Rowley to recommend that the State Board of Education approve the following innovative courses that do not fall within any of the subject areas of the foundation or enrichment curriculum for a renewal period of five years: LeadWorthy The Course (previously Teen Leadership), Peer Assistance and Leadership® (PAL) I and II, and Student Leadership.*

**MOTION:** *It was moved by Mr. Rowley to divide the original motion to separate LeadWorthy The Course from Peer Assistance and Leadership® (PAL) I and II and Student Leadership. There was no objection.*

**MOTION AND VOTE:** *It was moved by Mr. Rowley, seconded by Ms. Pérez, and carried unanimously to recommend that the State Board of Education approve Peer Assistance and Leadership® (PAL) I and II and Student Leadership for a renewal period of three years.*

**MOTION AND VOTE:** *It was moved by Mr. Rowley, seconded by Mrs. Little, and carried to recommend that the State Board of Education approve LeadWorthy The Course for a renewal period of five years.*

## **CONSENT ITEMS**

### **7. Approval of Update of Instructional Materials**

(Board agenda page II-24)

[Consent agenda item #(3)]

Amie Williams, director of review and adoption, explained that ThinkCERCA has requested approval to update content in three of its adopted products: *ThinkCERCA, Texas Edition*, for English language arts and reading, grades 6–8. The updated content has been reviewed by curriculum subject-area specialists and was determined to address the pertinent student expectations in a manner equal to the content initially reviewed and approved by the state review panel.

Public testimony was provided by the following individual:

NAME: Denise Wydra

AFFILIATION: ThinkCERCA

**MOTION AND VOTE:** *It was moved by Ms. Pérez, seconded by Mrs. Little, and carried unanimously to recommend that the State Board of Education postpone the vote to approve the request from ThinkCERCA to update ThinkCERCA, Texas Edition, Grade 6, ThinkCERCA, Texas Edition, Grade 7, and ThinkCERCA, Texas Edition, Grade 8 adopted in November 2018 under Proclamation 2019.*

**8. Ratification of Texas Lesson Study Resources**

(Board agenda page II-46)  
[Consent agenda item #(4)]

Blair Claussen, project manager for the Texas Lesson Study (TXLS) professional development program, explained that this item gave the committee and board an opportunity to consider ratifying the teacher-designed lesson study resources available on the Texas Gateway that have been added since the last vote.

**MOTION AND VOTE:** *It was moved by Mr. Rowley, seconded by Ms. Pérez, and carried to recommend that the State Board of Education ratify the second set of TXLS resources as presented in Attachment A.*

This committee requested that this item be removed from the consent agenda for further consideration by the State Board of Education.

**DISCUSSION ITEM**

**9. Discussion of Proposed Updates to the Texas State Plan for the Education of Gifted/Talented Students**

(Board agenda page II-47)

Public testimony was provided by the following individuals:

NAME: Emily Villamar-Robbins  
AFFILIATION: 2018 Commissioner’s Advisory Council on the Education of Gifted/Talented Students

NAME: Caroline Winfield  
AFFILIATION: Richardson ISD

Monica Brewer, statewide coordinator, gifted/talented education, explained that this proposed plan reflects the changes proposed by the Commissioner’s Advisory Council on the Education of Gifted/Talented Students and feedback from different state focus groups. She further stated that the plan includes accountability measures and best practices for communication to parents.

The meeting of the Committee on Instruction adjourned at 11:33 a.m.

**Report of the State Board of Education  
Committee on School Finance/Permanent School Fund  
April 4, 2019**

**(School Finance Items)**

The State Board of Education Committee on School Finance/Permanent School Fund met at 9:08 a.m. on Thursday, April 4, 2019, in Room #1-104 of the William B. Travis Building, 1701 N. Congress Avenue, Austin, Texas. Attendance was noted as follows:

Present: Tom Maynard, chair; Lawrence A. Allen, Jr., vice chair; Donna Bahorich; Patricia Hardy; Ken Mercer

**Public Testimony**

The Committee on School Finance/Permanent School Fund received no presentations of public testimony.

**ACTION ITEMS**

1. **Adoption of Review of 19 TAC Chapter 129, Student Attendance, Subchapter A, Student Attendance Allowed, and Subchapter B, Student Attendance Accounting (Adoption of Review)**  
(Board agenda page III-1)  
[Official agenda item #14]

David Marx, director, financial compliance, explained that the item was a four-year rule review and suggested that the item be moved to the consent agenda. He explained that no changes were recommended to the rule and answered questions from Mr. Mercer and Ms. Hardy.

**MOTION AND VOTE:** *It was moved by Mr. Allen, seconded by Mrs. Bahorich, and carried unanimously to recommend that the State Board of Education adopt the review of 19 TAC Chapter 129, Student Attendance, Subchapter A, Student Attendance Allowed, and Subchapter B, Student Attendance Accounting, and placement of this item on the April 5, 2019, consent agenda.*

2. **Proposed Amendment to 19 TAC Chapter 109, Budgeting, Accounting, and Auditing, Subchapter C, Adoptions By Reference, §109.41, Financial Accountability System Resource Guide (First Reading and Filing Authorization)**  
(Board agenda page III-6)  
[Official agenda item #15]

Mr. Marx explained that the proposed amendment would update the *Financial Accountability System Resource Guide*. He also explained the guide's purpose.

**MOTION AND VOTE:** *It was moved by Mr. Allen, seconded by Mrs. Bahorich, and carried unanimously to recommend that the State Board of Education approve for first reading and filing authorization proposed amendment to 19 TAC Chapter 109, Budgeting, Accounting, and Auditing, Subchapter C, Adoptions By Reference, §109.41, Financial Accountability System Resource Guide, and placement of this item on the April 5, 2019, consent agenda.*



**Report of the State Board of Education  
Committee on School Finance/Permanent School Fund  
April 4, 2019**

**(Permanent School Fund Items)**

The State Board of Education Committee on School Finance/Permanent School Fund met at 9:08 a.m. on Thursday, April 4, 2019, in Room #1-104 of the William B. Travis Building, 1701 N. Congress Avenue, Austin, Texas. Attendance was noted as follows:

Present: Tom Maynard, chair; Lawrence A. Allen, Jr., vice chair; Donna Bahorich; Patricia Hardy; Ken Mercer;

**Public Testimony**

The Committee on School Finance/Permanent School Fund received no presentations of public testimony.

**DISCUSSION ITEM**

**3. Review of Permanent School Fund Securities Transactions and the Investment Portfolio**  
(Board agenda page III-12)

Catherine Civileto, deputy executive administrator, provided a summary of the status of the Permanent School Fund portfolio. Reports presented to the committee were for the reporting period December 2018 and January 2019 unless otherwise noted. Ms. Civileto's report included reporting on the current fair market value of the Fund; the asset allocation mix as of January 31, 2019; PSF transactions occurring in the reporting period; revenues and expenditures for the fiscal period beginning September 1, 2018 through January 31, 2019; the activity in the securities lending program for the fiscal period beginning September 1, 2018 through January 31, 2019; the status of transfers from the General Land Office per the agreed to resolution for the current fiscal year; current status of the Bond Guarantee Program and the available capacity in the program; broker commissions on both the internal and external equity portfolios for the period beginning January 1, 2018 through December 31, 2018, and the month of January 2019; fixed income rating changes for the fiscal period beginning September 1, 2018 through January 31, 2019; and short-term cash investments.

**CONSENT ITEM**

**4. Ratification of the Purchases and Sales of the Investment Portfolio of the Permanent School Fund for the Months of December 2018 and January 2019**

(Board agenda page III-13)  
[Consent agenda item #(5)]

**MOTION AND VOTE:** *Based on the information provided by staff and the recommendation of the executive administrator and chief investment officer and the commissioner of education, the committee recommended by unanimous consent that the State Board of Education ratify the purchases and sales for the months of December 2018 and January 2019 in the amounts of \$825,802,645 and \$898,234,583, respectively (Attachment A).*

## **DISCUSSION ITEM**

- 5. Report by the State Auditor's Office on the Audit of the Permanent School Fund's Financial Statements and Certification of the Bond Guarantee Program for the Fiscal Year Ending August 31, 2018**  
(Board agenda page III-14)

Mr. Maynard introduced Michael Clayton, audit manager, and Bill Hunter, managing senior auditor from the State Auditor's Office (SAO) for presentation of the annual audit of the Permanent School Fund for the year ending August 31, 2018, and for presentation of results of the Certification of the Permanent School Fund's Bond Guarantee Program for fiscal year 2018.

Mr. Clayton stated that the SAO issued an unqualified opinion on the financial statements audited for the period. He stated that the SAO also conducted a review of internal controls and identified no reportable internal control weakness at the Texas Education Agency.

Mr. Clayton then presented the results of the Certification of the Permanent School Fund's Bond Guarantee Program for the fiscal period. He stated that the amount of bonds guaranteed during FY 2018 was within all regulatory limits established by the Texas Education Code (Section 45.053(a) and (d), and §45.0531(a) and (b)), the Internal Revenue Service (Notice 2010-5 dated December 16, 2009), and the State Board of Education, and that the Fund had sufficient reserves to meet the State Board of Education's reserve requirements for the same period.

## **CONSENT ITEM**

- 6. Adoption of an Annual Report on the Status of the Bond Guarantee Program**  
(Board agenda page III-15)  
[Consent agenda item #(6)]

Mr. Timmins presented the annual report of the Bond Guarantee Program as required by the Texas Education Code and requested that the committee adopt the report as presented.

**MOTION AND VOTE:** *By unanimous consent, the committee recommended that the State Board of Education adopt the annual report on the status of the Bond Guarantee Program as of August 31, 2018.*

## **DISCUSSION ITEM**

- 7. Fourth Quarter 2018 Permanent School Fund Performance Report**  
(Board agenda page III-16)

Ms. Lori Roeller of BNY Mellon Global and Risk Solutions, presented the fourth quarter of 2018 Permanent School Fund performance report. Ms. Roeller began with an overview of the U.S. and foreign capital markets. Ms. Roeller then reviewed the performance of the Fund for the fourth quarter 2018. She stated that the PSF returned -5.25% for the fourth quarter underperforming the target benchmark by 29 basis points. Ms. Roeller attributed most of the underperformance to international and emerging market equities.

Ms. Roeller reviewed fourth quarter 2018 performance of the Permanent School Fund by asset class, stating that the total domestic large cap equity composite exceeded its benchmark for the quarter by eight basis points. Ms. Roeller added that Small/Midcap Equity portfolio outperformed its benchmark by nine basis points. She added that international equities returned -10.92% for the quarter, underperforming its benchmark by 16 basis points during the period. The fixed income portfolio returned 1.40% for the quarter, underperforming its benchmark by 24 basis points. Ms. Roeller stated that the Absolute Return composite returned -3.19% for the quarter, beating its benchmark, the HFRI Fund of Funds Composite Index, by 204 basis points. Ms. Roeller added that the Real Estate composite returned 2.2% for the quarter, outperforming its benchmark by 49 basis points. Ms. Roeller added that Total Risk Parity Strategies returned -4.96% in the fourth quarter of 2018, outperforming its benchmark by 260 basis points. She further stated that the Real Return Asset class returned -5.24% for the quarter, underperforming its benchmark by 28 basis points. She added that Emerging Market Debt returned 1.5% for the quarter, underperforming its benchmark by 60 basis points. Ms. Roeller stated that private equity returned 3.57% for the quarter, beating its benchmark by two basis points. Finally, she stated that the total emerging market equity composite returned -8.31% for the fourth quarter 2018, underperforming its benchmark by 23 basis points.

## **CONSENT ITEMS**

### **8. Decision on Real Estate Investments**

(Board agenda page III-17)

[Consent agenda item #(7)]

The PSF real estate consultant, Courtland Partners, a StepStone Company, was represented by Tom Hester, managing director, joined by John Grubenman, director of private markets, and Kathryn Gernert, portfolio manager, representing PSF. Mr. Grubenman provided a brief introduction of one real estate investment recommendation.

Mr. Hester introduced a real estate investment recommendation, in GreenOak Asia (USD) III, offered by GreenOak Asia GP III, LP. Mr. Hester and Ms. Gernert described the due diligence process conducted by both Courtland and PSF staff, provided a brief overview including its objectives and strategy, and outlined the merits and considerations.

**MOTION AND VOTE:** *The committee recommended that the State Board of Education approve execution of agreement(s) with GreenOak Asia GP III, LP, necessary to make an investment commitment of up to \$75 million in GreenOak Asia (USD) III, LP, subject to continued due diligence and negotiation of fund terms, and authorization for contract execution by the Commissioner of Education.*

### **9. Review of the Permanent School Fund Real Estate Policy and Tactical Plan**

(Board agenda page III-19)

[Consent agenda item #(8)]

Mr. Grubenman discussed options for recommended changes to select provisions in the *Real Estate Investment Policy Statement*. He explained that the recommended changes being presented by staff were made in consultation with Courtland. Mr. Hester stated that Courtland concurs with the proposed options and for the reasons discussed.

**MOTION AND VOTE:** *By unanimous consent, the committee recommended that the State Board of Education approve proposed changes to the Real Estate Investment Policy Statement, as amended.*

Mr. Grubenman discussed updates presented in the *Annual Tactical Plan*. Mr. Hester stated that Courtland concurs with the suggested updates to the tactical plan.

**MOTION AND VOTE:** *By unanimous consent, the committee recommended that the State Board of Education approve proposed changes to the Annual Tactical Plan, Appendix B of the Real Estate Investment Policy Statement, as presented.*

**10. Review of the Permanent School Fund Emerging Market Debt Asset Class**

(Board agenda page III-20)

[Consent agenda item #(9)]

Carlos Veintemillas, deputy chief investment officer and director of fixed income and real return, gave an update on the emerging market debt asset class structure and performance history. Keith Stronkowsky, senior consultant at NEPC, also provided an overview of the emerging market debt structure. Both staff and NEPC recommended that Stone Harbor Investment Partners be terminated, and the net assets be reallocated between the existing emerging market debt managers.

**MOTION AND VOTE:** *By unanimous consent, the committee recommended that the State Board of Education terminate Stone Harbor Investment Partners and distribute the net assets between Ashmore Investment Group and Investec Asset Management Limited.*

**11. Presentation on the Permanent School Fund Private Equity Program Structure**

(Board agenda page III-21)

[Consent agenda item #(10)]

Mr. Grubenman introduced the item. Brien Smith, managing director, and Kaci Boyer, principal of Neuberger Berman, presented an update on the firm and the PSF private equity program. Mr. Smith described the proposal for the contract renewal. Mr. Grubenman stated that staff recommended approval of the contract renewal. Mr. Stronkowsky of NEPC stated that NEPC had reviewed the proposal and that NEPC was supportive of staff's recommendation to renew the contract.

**MOTION AND VOTE:** *By unanimous consent, the committee recommended that the State Board of Education approve execution of agreement(s) with Neuberger Berman LLC necessary to renew their contract for private equity advisory services, as presented, and authorization for contract execution by the Commissioner of Education.*

## **DISCUSSION ITEM**

### **12. Presentation on the Permanent School Fund Risk Parity Asset Class**

(Board agenda page III-22)

Representatives from the following firms made presentations to the committee in which they discussed recent market conditions and provided the committee with updates on strategy and performance for the portfolios they manage for the benefit of the PSF.

*AQR Capital Management, LLC*

Iwan Djanali, Vice President, Investor Relations

Yao Hua Ooi, Principal, Portfolio Management and Research

*Bridgewater Associates, LP*

Alan Bowser, Senior Client Advisor

Patrick Dimick, Portfolio Strategist

## **CONSENT ITEM**

### **13. Permanent School Fund Logo Contest Contribution**

(Board agenda page III-23)

[Consent agenda item #(11)]

Debbie Ratcliffe, executive director, SBOE support, provided an update on the Permanent School Fund Logo and acceptance of a donation of \$187.38 to cover part of the cost to replicate the winning design.

**MOTION AND VOTE:** *By unanimous consent, the committee recommended that the State Board of Education approve acceptance of a donation to cover part of the cost to replicate the winning design of the Permanent School Fund Logo.*

## **DISCUSSION ITEM**

### **14. Report of the Permanent School Fund Administrator and Chief Investment Officer**

(Board agenda page III-24)

Mr. Timmins provided the committee an update on PSF-related legislation being considered by the 86th Texas Legislature, Regular Session.

The meeting of the Committee on School Finance/Permanent School Fund adjourned at 1:14 p.m.

**Report of the State Board of Education  
Committee on School Initiatives  
April 4, 2019**

The State Board of Education Committee on School Initiatives met at 9:02 a.m. on Thursday, April 4, 2019, in Room #1-111 of the William B. Travis Building, 1701 N. Congress Avenue, Austin, Texas. Attendance was noted as follows:

Present: Barbara Cargill, chair; Marisa B. Perez-Diaz, vice chair; Ruben Cortez, Jr.; Keven Ellis; Matt Robinson

**Public Testimony**

The Committee on School Initiatives received no presentations of public testimony.

Items for the Committee on School Initiatives were considered in the following order: Items #3, #1, #2, and #4.

**ACTION ITEM**

1. **Adoption of Review of 19 TAC Chapter 157, Hearings and Appeals, Subchapter A, General Provisions for Hearings Before the State Board of Education, and Subchapter D, Independent Hearing Examiners (Adoption of Review)**  
(Board agenda page IV-1)  
[Official agenda item #16]

Christopher Maska, director, division of hearings and appeals, presented information regarding the adoption of the rule review.

**MOTION AND VOTE:** *It was moved by Ms. Perez-Diaz, seconded by Dr. Robinson, and carried unanimously to recommend that the State Board of Education adopt the review of 19 TAC Chapter 157, Hearings and Appeals, Subchapter A, General Provisions for Hearings Before the State Board of Education, and Subchapter D, Independent Hearing Examiners, and placement of this item on the April 5, 2019, consent agenda.*

**DISCUSSION ITEM**

2. **Discussion of Proposed Amendment 19 TAC Chapter 157, Hearings and Appeals, Subchapter D, Independent Hearing Examiners, §157.41, Certification Criteria for Independent Hearing Examiners**  
(Board agenda page IV-7)

Mr. Maska presented information regarding proposed amendment to 19 TAC Chapter 157, Hearings and Appeals, Subchapter D, Independent Hearing Examiners, and explained that a clean-up amendment will be proposed for Subchapter D so that the language of the rule mirrors the statute.

**3. Open-Enrollment Charter School Generation 24 Application Updates**  
(Board agenda page IV-12)

Heather Mauzé, director, charter school administration, presented information on the Generation Twenty-Four Open-Enrollment Charter Application cycle, its timeline, and next steps in the application process, including the dates of the capacity interviews. Ms. Mauzé answered questions regarding the application process and accepted input offered by committee members for the draft Generation Twenty-Five Open-Enrollment Charter School Application.

**CONSENT ITEM**

**4. Recommendation for Appointments to the Boys Ranch School Independent School District Board of Trustees**  
(Board agenda page IV-13)  
[Consent agenda item # (12)]

Jason Hewitt, director, monitors, conservators, and investigations explained that there are two vacancies on the board of trustees at Boys Ranch Independent School District due to the expiration of the terms of office for board members Ms. Jacque Branch and Mr. Ken Teel. The chief executive officer (CEO) of Boys Ranch ISD recommended reappointment of Ms. Branch and Mr. Teel.

**MOTION AND VOTE:** *It was moved by Mr. Cortez, seconded by Ms. Perez-Diaz, and carried unanimously to recommend that the State Board of Education approve the reappointment of Jacque Branch and Ken Teel to serve a term of office, from April 21, 2019, through April 20, 2021, on the Boys Ranch Independent School District Board of Trustees.*

The meeting of the Committee on School Initiatives adjourned at 9:35 a.m.