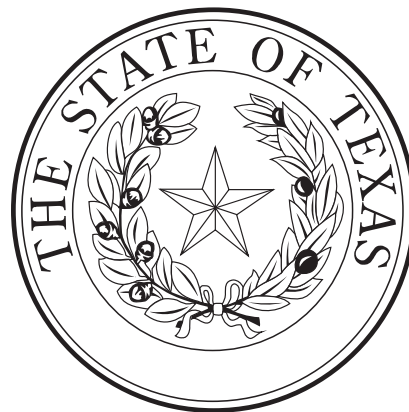




Interim Report

to the 84th Legislature

House Committee on
Public Education



December 2014

**HOUSE COMMITTEE ON PUBLIC EDUCATION
TEXAS HOUSE OF REPRESENTATIVES
INTERIM REPORT 2014**

**A REPORT TO THE
HOUSE OF REPRESENTATIVES
84TH TEXAS LEGISLATURE**

**JIMMIE DON AYCOCK
CHAIRMAN**

**COMMITTEE CLERK
JENNA WATTS**



Committee On
Public Education

December 1, 2014

Jimmie Don Aycock
Chairman

P.O. Box 2910
Austin, Texas 78768-2910

The Honorable Joe Straus
Speaker, Texas House of Representatives
Members of the Texas House of Representatives
Texas State Capitol, Rm. 2W.13
Austin, Texas 78701

Dear Mr. Speaker and Fellow Members:

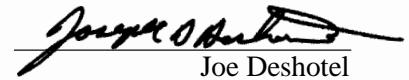
The Committee on Public Education of the Eighty-third Legislature hereby submits its interim report including recommendations and drafted legislation for consideration by the Eighty-fourth Legislature.

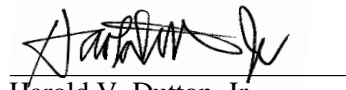
Respectfully submitted,

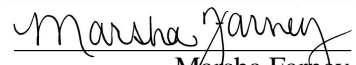

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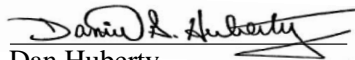

Alma A. Allen, Vice Chair

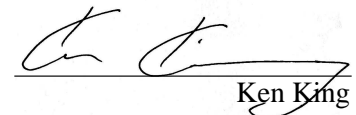

John E. Davis


Joe Deshotel

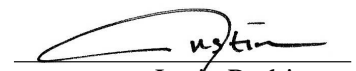

Harold V. Dutton, Jr.


Marsha Farney


Dan Huberty


Ken King


Bennett Ratliff


Justin Rodriguez


Mike Villarreal

Alma Allen
Vice-Chairman

Members: John E. Davis • Joe Deshotel • Harold V. Dutton, Jr. • Marsha Farney • Dan Huberty • Ken King • Bennett Ratliff • Justin Rodriguez • Mike Villarreal

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HOUSE COMMITTEE ON PUBLIC EDUCATION INTERIM STUDY CHARGES

1. Monitor the implementation of HB 5 (83R) and report on recommendations for improvement. Work with the Texas Education Agency, the State Board of Education, and public and higher education stakeholders to ensure the creation of additional rigorous mathematics and science courses needed to address the current and projected needs of the state's workforce.
2. Explore innovative, research-based options for improving student achievement beyond standardized test scores. Evaluate standards for effective campus management as well as teacher preparation, certification, and training. Review current teacher evaluation tools and instructional methods, such as project-based learning, and recommend any improvements that would promote improved student achievement. Engage stakeholders on how to recruit and retain more of our "best and brightest" into the teaching profession.
3. Solicit input from leading authorities on the traits and characteristics of good governance, effective checks and balances between the board and administration and the effective relationship between a board and the superintendent. Review current oversight authority by the Texas Education Agency over school board policies on governance. Make recommendations on trustee training, potential sanctions, and means of grievances, as well as recommendations on whether the role of trustee or superintendent needs to be more clearly defined.
4. Review successful strategies and methods that have improved student achievement at chronically underperforming schools. Identify alternatives that could be offered to current students who are attending these schools and determine how to turn these schools around. Identify the benefits and concerns with alternative governance of underperforming schools.
5. Review the broad scope and breadth of the current TEKS in the tested grades, including the format, testing calendar, and the limitation on instructional days available. Recommend options to streamline the assessment of TEKS and focus on core concepts. Review current federal testing requirements in grades 3-8 to determine if testing relief is possible.

-
6. Examine the role of the Harris County Department of Education (HCDE) in serving school districts. Review the programs and services of HCDE, specifically the department's ability to assist school districts to operate more efficiently. Report any costs or savings the HCDE provides districts and taxpayers. Make recommendations to improve the operation of the HCDE.
 7. Review the state regulatory and administrative systems related to public school bond issuances. *(Joint charge with the House Committee on Investments and Financial Services)*
 8. Study the impact of SB 393 (83R) and SB 1114 (83R). Assess the impact of school discipline and school-based policing on referrals to the municipal, justice, and juvenile courts, and identify judicial policies or initiatives designed to reduce referrals without having a negative impact on school safety. *(Joint charge with the House Committee on Corrections)*
 9. Conduct legislative oversight and monitoring of the agencies and programs under the committee's jurisdiction and the implementation of relevant legislation passed by the 83rd Legislature. In conducting this oversight, the committee should:
 - a. consider any reforms to state agencies to make them more responsive to Texas taxpayers and citizens;
 - b. identify issues regarding the agency or its governance that may be appropriate to investigate, improve, remedy, or eliminate;
 - c. determine whether an agency is operating in a transparent and efficient manner; and
 - d. identify opportunities to streamline programs and services while maintaining the mission of the agency and its programs.

INTERIM CHARGE 1

Monitor the implementation of HB 5 (83R) and report on recommendations for improvement. Work with the Texas Education Agency, the State Board of Education, and public and higher education stakeholders to ensure the creation of additional rigorous mathematics and science courses needed to address the current and projected needs of the state's workforce.

Foundation Graduation Plan and Endorsements

House Bill (HB) 5 created a flexible foundation graduation program and established five endorsement options. Students may earn endorsements in one of five areas (STEM, Business and Industry, Public Services, Arts and Humanities and Multidisciplinary Studies) after completing the foundation requirements. The foundation plan requires students to earn 22 credits: 4 English Language Arts, 3 Math, 3 Science, 3 Social Studies, 2 Foreign Language, 1 Fine Art, 1 PE and 5 electives. Students may earn an endorsement by successfully completing the curriculum requirements specified by State Board of Education (SBOE) rule, a total of four credits in mathematics, a total of four credits in science and two additional elective credits.

The SBOE was charged with adopting rules for the graduation plans that would be effective for all freshman entering high school in 2014-2015. The SBOE adopted rules in January 2014 establishing the Foundation High School Program and adopting the requirements to earn an endorsement. The SBOE rules can be found at the following link:

<http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074b.html>.

House Bill 5 also created a distinguished level of performance for students. To earn the distinguished level, students have to complete the requirements of the foundation program, an endorsement and earn an Algebra II credit. Students completing the distinguished level are eligible for college admission under the Top 10% automatic admissions provision. This requirement for automatic admissions is similar to the law before passage of HB 5.

Subject	Foundation High School Program
English Language Arts	Four Credits: <ul style="list-style-type: none"> • English I • English II • English III • An advanced English course
Mathematics	Three Credits: <ul style="list-style-type: none"> • Algebra I • Geometry • An advanced math course
Science	Three Credits: <ul style="list-style-type: none"> • Biology • IPC or an advanced science course • An advanced science course
Social Studies	Three Credits: <ul style="list-style-type: none"> • US History • US Government (one-half credit) • Economics (one-half credit) • World History or World Geography
Physical Education	One Credit
Languages Other Than English	Two Credits in same Language Two credits from Computer Science I, II and III (other substitutions)
Fine Arts	One Credit
Speech	Demonstrated proficiency in speech skills
Electives	Five Credits
Total Credits	22

Endorsement Requirements

Endorsement	A student may earn an endorsement by successfully completing
	<ul style="list-style-type: none"> • curriculum requirements for the endorsement • a total of four credits in mathematics • a total of four credits in science • two additional elective credits
STEM	<p>A coherent sequence or series of courses selected from one of the following:</p> <ul style="list-style-type: none"> • CTE courses with a final course from the STEM career cluster • Computer science • Mathematics • Science • A combination of no more than two of the categories listed above
Business and Industry	<p>A coherent sequence or series of courses selected from one of the following:</p> <ul style="list-style-type: none"> • CTE courses with a final course from the Agriculture, Food, & Natural Resources; Architecture & Construction; Arts, Audio/Video, Technology & Communications; Business Management & Administration; Finance; Hospitality & Tourism; Information Technology; Manufacturing, Marketing; Transportation, or Distribution & Logistics CTE career cluster • The following English electives: public speaking, debate, advanced broadcast journalism including newspaper and yearbook • Technology applications • A combination of credits from the categories listed above
Public Services	<p>A coherent sequence or series of courses selected from one of the following:</p> <ul style="list-style-type: none"> • CTE courses with a final course from the Education & Training; Government & Public Administration; Health Science, Human Services; or Law, Public Safety, Corrections, and Security career cluster • JROTC
Arts and Humanities	<p>A coherent sequence or series of courses selected from one of the following:</p> <ul style="list-style-type: none"> • Social studies • The same language in Languages Other Than English • Two levels in each of two language in Languages Other Than English • American Sign Language (ASL) • Courses from one or two categories (art, dance, music, and theater) in fine arts • English electives that are not part of Business and Industry
Multidisciplinary Studies	<p>A coherent sequence or series of courses selected from one of the following:</p> <ul style="list-style-type: none"> • 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 • Four credits in each of the four foundation subject areas to include English IV and chemistry and/or physics • Four credits in AP, IB, or dual credit selected from English, mathematics, science, social studies, economics, languages other than English, or fine arts

Student Assessment

House Bill 5 reduced the number of end-of-course (EOC) assessments required for graduation from fifteen to five and eliminated the requirement that the EOCs determine fifteen percent of a student's course grade and eliminated the cumulative score requirement. Students must pass English Language Arts I, English Language Arts II, Algebra I, biology and US History exams to receive a high school diploma. HB 5 also combined the ELA reading test and ELA writing test into one assessment instead of separate reading and writing tests.

House Bill 5 maintains English Language Arts III and Algebra II assessments for diagnostic purposes only to be administered at the districts discretion beginning in 2015-2016.

Separate reading and writing exams for English I and II were eliminated in spring 2014. The reading and writing components were combined into a single English assessment with a single score. The combined test is administered in a single day with a 5-hour time limit.

The charts below indicate the percentage of students passing required end of course exams for the Class of 2015. The charts include the following administrations: Spring 2012, Summer 2012, Winter 2012, Spring 2013, Summer 2013, Winter 2013, Spring 2014 and Summer 2014.

	Percent of Students Passing by Ethnicity and Program							
	Total Students Tested by Subject	All Students	African-American	Hispanic/Latino	White	Economically Disadvantaged	Limited English Proficient	Special Education
Alg 1	217,739	96.7%	94.8%	96.1%	98.4%	95.6%	87.9%	83.6%
Biology	291,062	98.6%	97.9%	98.1%	99.5%	97.9%	90.3%	91.2%
English I	291,062	91.9%	88.4%	89.0%	96.5%	87.6%	51.2%	57.8%
English II	291,062	86.9%	81.3%	82.7%	93.8%	80.5%	41.2%	46.3%
US History	291,062	93.6%	91.3%	91.3%	97.1%	90.3%	70.9%	74.2%
All Tests Taken	291,062	83.5%	76.4%	78.2%	91.9%	75.7%		

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Class of 2015 Passed All STAAR EOC Assessments Cumulative Results After Summer 2014 (8 Administrations)	
All Students	83.5%
Black/African American	76.4%
Hispanic/Latino	78.2%
White	91.9%
Economically Disadvantaged	75.7%
Special Education	39.0%
Limited English Proficient	32.8%

3

School Accountability

House Bill 5 required schools to be evaluated on more measures than state standardized assessment by requiring at least three additional indicators of academic performance including, but not limited to the percentage of students graduating with endorsements or distinguished level of performance, number of students earning college credit and number of students earning workforce certificates. The agency will continue the planning process for including additional indicators in December 2014 with the Accountability Technical Advisory Committee.

The community and student engagement ratings allow local communities to participate in the accountability process by requiring districts to set goals and evaluate performance locally in addition to state ratings. The chart below indicates the number and percentage of campuses assigned each rating for their overall performance for the 2014 ratings.

Campus Community and Student Engagement Ratings - Overall Performance		
	Number	Percentage
Exemplary	3196	38.3%
Recognized	3771	45.2%
Acceptable	1343	16.1%
Unacceptable	8	.1%
N/A	30	.4%

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Additionally, the bill directed the agency and districts to release academic performance, financial performance and community and student engagement ratings at the same time to provide a clearer understanding of overall school performance.

College Preparatory Courses

House Bill 5 directs districts to partner with higher education to provide math and English college preparatory courses during the senior year for college bound students not demonstrating college readiness at the end of grade 11. The State Board of Education adopted rules to specify that students earn advanced ELA and/or math credit for successful completion of a college preparatory course. The Texas Success Center at the Texas Association of Community Colleges convened public education and higher education leaders to identify the essential learning outcomes and content expectations for the college preparatory courses. Districts and community colleges may use the framework to guide their local collaborations to develop and implement these courses.⁵

Mathematics and Science Courses

A committee convened by the SBOE has been working on recommended standards for two mathematics courses. The SBOE considered the proposed TEKS for Algebraic Reasoning and Statistics at their September meeting as a discussion item. At that time, the SBOE directed the committee to make more significant revisions to the draft TEKS for Algebraic Reasoning. First reading of Statistics is expected in November with final adoption in February 2015. It is anticipated that first reading of Algebraic Reasoning will occur in February with final adoption in April. These timelines will enable districts to implement either or both of these courses beginning in the 2015-16 school year when they implement the revised high school math TEKS for existing courses.

Currently, the SBOE is not specifically working on expanding the list of advanced science courses. However, the board is in the process of reviewing and revising all of the CTE TEKS and those committees may recommend additional CTE course to satisfy advanced science and/or math credit requirements. At this time the SBOE has 28 courses approved to satisfy the advanced science credit requirement.

RECOMMENDATIONS

- Maintain the framework and structure of House Bill 5 to ensure stability in the system for students and districts.
- Expand opportunities for districts to offer academic advising and counseling to middle and high school students to ensure students and parents have the opportunity to best pursue their postsecondary goals.
- Explore opportunities to create incentives for collaborations between public education, higher education and workforce at the local level.

INTERIM CHARGE 2

Explore innovative, research-based options for improving student achievement beyond standardized test scores. Evaluate standards for effective campus management as well as teacher preparation, certification, and training. Review current teacher evaluation tools and instructional methods, such as project-based learning, and recommend any improvements that would promote improved student achievement. Engage stakeholders on how to recruit and retain more of our "best and brightest" into the teaching profession.

Innovative Options for Improving Student Achievement

- **The Flipped Classroom**

Ms. Patty Hill shared with the committee a glimpse into her flipped classroom. A flipped classroom can mean different things to different schools. Ms. Hill has basically "flipped" the time when students do their homework. She uses a form of blended learning in which students learn new content outside of class by watching introductory videos of the lesson that she creates for them. Then, the next day, the new concepts are discussed in class along with hands-on activities intended to help students comprehend the new material. The teacher saves valuable instruction time by not having to introduce the lesson since the student watched the video the previous night. This model allows the student (and parents) to re-watch the video at their own pace, allows the student to write down notes or questions, and more importantly, it allows for increased interaction time between the teacher and students and students with their peers. Students may not have the help or access to tutoring at home, but a flipped classroom means, now they have the benefit of the teacher to help them when they do their homework in class.

Ms. Hill stressed that the flipped model is not a "magic bullet" that will automatically cure all that ails our education system. Technology, however, if used thoughtfully can assist the teacher in creating more individualized learning environments that can help students learn.⁶

- **1:1 iPad - LEAP Initiative - Learning & Engaging through Access and Personalization**

Mr. Carl Hooker shared with the committee about the LEAP Initiative at Eanes ISD. The district has put a tablet computer in the hands of every student K-12, as such, the district is now 1:1 for all 8000 students. The district decided to pursue this initiative even though they are a highly successful school district as measured by achievement results on state and national tests and by college acceptance rates. The district wanted its students to have college and career success not just college readiness. After interviewing Eanes alumni the district learned that while their graduates were prepared for the academic rigor of college their alumni were not prepared with "soft skills". Students were in an environment where they would maybe see a computer once a week to suddenly being in a 300-person lecture hall where everyone has their device out checking Facebook or playing Angry Birds. The district decided they needed to prepare their students handle that level of distraction and how to use these tools to their advantage.

The other major reason why Eanes ISD decided to deploy iPads to all students was to further the idea that every student deserves a level of deep, personalized learning.

Data collection and evaluation of the initiative focused on those soft skills (communication, collaboration, perseverance, creativity and critical thinking) and the students' level of engagement and motivation to dive deeper into learning.

1. Regarding use, most teachers/students used the devices as a “substitution” for a previous method of learning (i.e. note-taking, digital worksheets, etc.).
2. 90% of students reported some level of greater motivation to learn, 85% reported some level of increased engagement in the learning process, and 89% reported that having the iPad gave them a desire to dig deeper into certain subjects.
3. 100% of teachers surveyed claimed that communication between students and communication between teacher and student had increased because of the iPads.

Mr. Hooker stressed that in the end, this isn't about the technology. It's about using the technology to increase access to global knowledge, increase motivation and interest in learning and ultimately personalize their own learning.⁷

- **Project-based Learning**

Mr. Andrew Kim, Comal ISD, testified before the committee about Project-Based Learning (PBL). According to Mr. Kim, educators have utilized the terminology PBL to describe varying instructional pedagogy styles. Regardless of the labels, project-based learning is a dynamic classroom approach in which students actively explore real-world problems and challenges and acquire a deeper knowledge. PBL is about teaching students to have ownership of the learning process and applying concepts learned in class. Comal ISD's implementation of PBL focuses on developing teachers, striving to have quality teaching in every classroom with a sense of creative attitude.

According to Mr. Kim, the research on PBL involves: 1) students addressing realistic problems as they would be solved in the real world, 2) student control over his or her learning, 3) teachers acting as coaches and facilitators of inquiry and reflection, and 4) students working in pairs or groups. *The outcome from project-based learning* involves some form of student presentation, and/or creating an actual product.

Ultimately, Mr. Kim believes students who have clear understanding of the process of learning will be highly successful with state or other assessments. However, it will be important to design systems that will evaluate the broad impact to a student's learning such as work ethic, collaboration, communication, and creativity in the future. PBL is a way of learning so essentially there is no cost. However Mr. Kim pointed out that there are costs associated with providing professional development for teachers which is the key to having a successful program.⁸

Teacher Evaluation

Most districts in Texas have utilized the recommended teacher evaluation system known as PDAS (Professional Development and Appraisal System) since 1997. In 2013, the Texas Education Agency convened a steering committee comprised of teachers, principals, and representatives from higher education and educator organizations, to begin creating a new evaluation system by updating teacher standards and then building an instrument aligned with these new standards.

The result of that work is the newly created Texas Teacher Evaluation and Support System (T-TESS). T-TESS is designed to serve not as a single snapshot in time, but rather as an ongoing collaborative process between teachers and their appraisers with the goal of creating open, collaborative campus environments with a constant focus on instructional and professional improvement.

T-TESS has three measures of teacher effectiveness: observation (70%), teacher self-assessment (10%) and student growth (20%).

Once fully implemented, the Texas Teacher Evaluation and Support System (T-TESS) would accommodate four different ways to measure student growth: student learning objectives, value-add measures, student portfolios, or district pre- and post-tests. Student growth measures how much a student progresses academically during his or her time with a particular teacher. It takes into consideration a student's beginning achievement level when measuring how much the student grew over the year, and, as opposed to measuring student proficiency on a single assessment, student growth isn't concerned with whether or not a student passes a test.

T-TESS is a voluntary state-recommended evaluation instrument that, once piloted and refined, may be used by any Texas district. Alternatively, a district may employ other instruments provided that they meet the same statutory criteria required of T-TESS.

T-TESS will undergo extensive evaluation through the course of the pilot years. TEA will seek detailed feedback from participating pilot districts in order to refine and improve the program prior to statewide release in 2016-2017. TEA will also continue to evaluate and improve T-TESS in subsequent years based on district feedback.⁹

Teacher Response to Revised Evaluation

Representatives from the four largest associations shared their concerns about the proposed teacher evaluation system (T-TESS). Their testimony consistently expressed similar concerns. The representatives articulated similar beliefs about the proposed evaluation system which include:

- Value-added measures are unfair measures and are not valid for use in teacher evaluation.
- Value-added measures increase the emphasis state standard assessment in the education system.
- Only a handful of teacher's evaluations (grades 5-9, reading and math) can be based on value-added measures because there are no state exams to measure growth for the other grades.
- Districts will be left without support to develop measures of student growth for teachers in grades and subjects unable to use value-added measures.
- The timeline for the pilot and full implementation is unrealistic and does not allow for revisions.¹⁰

RECOMMENDATION

- Continue to monitor implementation of T-TESS to ensure alignment with legislative goals for education.

INTERIM CHARGE 3

Solicit input from leading authorities on the traits and characteristics of good governance, effective checks and balances between the board and administration and the effective relationship between a board and the superintendent. Review current oversight authority by the Texas Education Agency over school board policies on governance. Make recommendations on trustee training, potential sanctions, and means of grievances, as well as recommendations on whether the role of trustee or superintendent needs to be more clearly defined.

Duties and Responsibilities of School Boards

The Texas Education Code, Chapter 11 outlines the responsibilities of the school district trustees.

The duties of school boards include:

- governing and overseeing the management of the school district;
- establishing working relationships with other public entities;
- adopting comprehensive goals and monitoring progress toward those goals;
- establishing performance goals;
- ensuring the superintendent is accountable for achieving performance results;
- establishing a district- and campus-level planning and decision-making process;
- publishing an annual educational performance report;
- adopting an annual budget;
- adopting a tax rate;
- monitoring district finances;
- ensuring the audit of fiscal accounts;
- publishing an end-of-year financial report;
- conducting elections;
- conducting grievance hearings;
- establishing district-wide policies and annual goals that are tied to the district's vision statement and long-range plan;
- supporting the professional development of principals, teachers, and other staff; and
- periodically evaluating the board and superintendent leadership, governance, and teamwork.¹¹

In addition, boards may buy and sell property, issue bonds and enter into contracts.

All powers and duties not specifically delegated by statute to the agency or to the State Board of Education are reserved for the trustees, and the agency may not substitute its judgment for the lawful exercise of those powers and duties by the trustees.¹²

Duties and Responsibilities of School Boards and Superintendents

The superintendent ensures the implementation of the policies created by the board. The board of trustees and the superintendent shall work together to:

- advocate for the high achievement of all district students;
- create and support connections with community organizations to provide community-wide support for the high achievement of all district students;
- provide educational leadership for the district, including leadership in developing the district vision statement and long-range educational plan;
- establish district-wide policies and annual goals that are tied directly to the district's vision statement and long-range educational plan;
- support the professional development of principals, teachers, and other staff; and
- periodically evaluate board and superintendent leadership, governance, and teamwork.¹³

Qualifications and Training

A person may not be elected trustee of an independent school district unless the person is a qualified voter.¹⁴

The training requirements for first-year board members are:

- Local district orientation with 60 days of election or appointment (no specified length of time)
- Orientation to the Texas Education Code (3 hours)
- Team-building Session/Assessment of Continuing Education Needs of the Board-Superintendent Team (3 hours)
- Continuing Education (10 hours)

The training requirements for experienced board members are:

- Update on changes to the Texas Education Code after a legislative session
- Team-building Session/Assessment of Continuing Education Needs of the Board-Superintendent Team (3 hours per year)
- Continuing Education (5 hours per year)¹⁵

Traits and Characteristics of Good Governance

Dr. Cathy Minberg, President and CEO, The Center for Reform of School Systems shared with the committee emerging research that seems to identify similar characteristics of school boards in districts that are outperforming peer districts.

Research studies suggest that these characteristics are:

- High-performing school districts tend to have stable leadership, including long-serving school board members and superintendents;
- Effective boards are accountability-driven, data-savvy, and focused on improving student achievement (Center for Public Education);¹⁶
- Board members in high-performing districts are disciplined. They adhere to their meeting agendas, resist pressure from special interest groups and focus on student achievement. The boards also receive frequent updates from the superintendent on the district's academic progress (University of Southern Mississippi);¹⁷
- School districts that outperform expectations have board members who place student learning as a top priority and maintain an open mind. (Thomas B. Fordham Foundation);¹⁸ and
- Targeted professional training for board members improves the functionality of a board so that issues such as overt micromanagement do not occur. (Houston Endowment).¹⁹

Texas Education Agency Oversight

For school districts not meeting accreditation standards, academic performance standards or financial accountability standards, the commissioner may take any of the following actions.

- Issue public notice of the deficiency to the board of trustees.
- Order a hearing conducted by the board of trustees of the district for the purpose of notifying the public of the insufficient performance, the improvements in performance expected by the agency, and the interventions and sanctions that may be imposed under this section if the performance does not improve.
- Order the preparation of a student achievement improvement plan that addresses each student achievement indicators for which the district's performance is insufficient, the submission of the plan to the commissioner for approval, and implementation of the plan.

-
- Order a hearing to be held before the commissioner or the commissioner's designee at which the president of the board of trustees of the district and the superintendent shall appear and explain the district's low performance, lack of improvement, and plans for improvement.
 - Arrange an on-site investigation of the district.
 - Appoint an agency monitor to participate in and report to the agency on the activities of the board of trustees or the superintendent.
 - Appoint a conservator to oversee the operations of the district.
 - Appoint a management team to direct the operations of the district in areas of insufficient performance or require the district to obtain certain services under a contract with another person.
 - Appoint a board of managers to exercise the powers and duties of the board of trustees.
 - Revoke the district's accreditation and order closure.
 - Order the implementation of dropout prevention strategies if the academic performance is unsatisfactory due to low high school completion rates.²⁰

Role of Conservator or Management Team

When the commissioner places a conservator or management team, the commissioner is responsible for clearly defining their powers and duties. The commissioner is required to review the need for the conservator or management team at least every 90 days and remove the conservator or management team unless the commissioner determines the appointment is necessary for effective governance of the district. The conservator or management team:

- may direct an action to be taken by the principal of a campus, the superintendent of the district, or the board of trustees of the district;
- may approve or disapprove any action of the principal of a campus, the superintendent of the district, or the board of trustees of the district;
- may not take any action concerning a district election, including ordering or canceling an election or altering the date of or the polling places for an election;
- may not change the number of or method of selecting the board of trustees;
- may not set a tax rate for the district; and
- may not adopt a budget for the district that provides for spending a different amount, exclusive of required debt service, from that previously adopted by the board of trustees.²¹

Role of Board of Managers

A board of managers may exercise all of the powers and duties assigned to a board of trustees of a school district by law, rule, or regulation. When the commissioner appoints a board of managers to govern a district, the powers of the board of trustees of the district are suspended for the period of the appointment and the commissioner shall appoint a district superintendent. The board of managers may amend the budget of the district. Not later than the second anniversary of the appointment of the board of managers, the board of managers shall order an election of members of the district board of trustees.²²

RECOMMENDATIONS

- Consider a mechanism for the removal of misbehaving school board members not acting in the best interest of the district.
- Consider penalties for school board members not completing their required training.

INTERIM CHARGE 4

Review successful strategies and methods that have improved student achievement at chronically underperforming schools. Identify alternatives that could be offered to current students who are attending these schools and determine how to turn these schools around. Identify the benefits and concerns with alternative governance of underperforming schools.

Research-based successful strategies and methods

Research has identified six critical facets of school turnaround which were shared with the committee by Dr. Kerstin Carlson Le Floch during her testimony which is summarized below.²³

Signaling Change

Underperforming schools need quick wins to signal change to the school community. Quick wins are early visible improvements to the school to indicate change is possible. Disruptions, which are actions designed to signal a break from past practice, such as a new principal, substantial new staff or changes in school governance or organization also effectively signal change to school community.

School Leadership

It is widely accepted that strong principals lead schools with significant achievement gains. Occasionally principals can alter their leadership style to improve school performance, but usually new principals assume the leadership of a underperforming school to begin the turnaround process.

Human Capital Management

Successful turnaround schools have committed staff who are dedicated to the mission of the school with the skills and dispositions to meet the needs of the students. Staff who are underqualified or not committed the turnaround process are dismissed. The campus leadership also makes strategic staffing decisions within the school to align staff skills with student needs.

Focus on Instruction

Successful turnaround schools focus on instruction by making data-informed decisions, ensuring coherence in the instructional program and supporting student subgroups.

Effective use of data must make data part of an ongoing cycle of instructional improvement; teach students to examine their own data and set learning goals; establish a clear vision for school-wide data use; and provide supports that foster a data-driven culture within the school.

One of the most common problems in underperforming schools is a lack of coherence in the instructional program. In order to improve, schools must focus on key instructional priorities, ensure lesson plans are aligned and reject new initiatives not aligned to the instructional program.

An emerging research finding to improve underperforming schools is targeting instructional strategies to specific groups of struggling students.

Culture and Climate

Creating the school culture and climate that supports students and learning is critical to improve school performance. Schools must be safe and orderly. Often establishing discipline and ensuring school safety is the first order of business. The adults in the system must establish a culture of success by setting high goals for their student and refusing to accept excuses. The adults in successful turnaround schools focus on challenges within their control rather than blaming circumstances outside of their control. Further a focus on strong and caring relationships with adults in turnaround schools often includes going beyond the role of the teacher or administrator and providing wrap-around supports which creates a supportive school culture.

Supportive Governance Structures

School districts can foster school improvement by providing systemic supports. Districts providing the inappropriate supports can actually contribute to the low performance. If districts do not have the capacity to support their underperforming schools, then alternate governance may be warranted.

Policy Implications for Turnaround

Dr. Le Floch suggested several policies that states should consider when attempting to turnaround underperforming schools.

- State education agencies must develop internal capacity to address the challenges of low-performing schools.
- Facilitate a network approach to external support, for example pairing low-performing and high-performing schools with similar demographics or developing consortia of district leaders.
- Acknowledge that some chronically low-performing schools may require alternate governance.
- Develop a pipeline of turnaround leaders.
- Enable the lowest-performing schools to secure highly-effective staff.²⁴

High School Turnaround - School Level Observations and Alternatives

Improving high schools has always proven challenging. The Southern Regional Education Board (SREB) launched the High School That Work program to improve the quality of instruction in high school which has resulted in improved performance at high schools that were previously underperforming. Dr. Gene Bottoms, Senior Vice President, SREB shared the program with the committee.

The six key components of the High Schools That Work are:

- A challenging academic core emphasizing real-world opportunities
- A technical core of at least four courses meeting industry standards; organized around real-world project assignments
- A progressive approach to work-based learning field trips, shadowing, internships and work-site training
- Counseling for careers, education, exploratory courses in grade nine, teacher advisory system and parent engagement grades nine-12
- Training all teachers in grades nine and 10 to engage students in literacy-based assignment
- Training math teachers in grades nine and 10 to use a balanced approach to math instruction that emphasizes understanding, reasoning and application while building procedural fluency.²⁵

Alternative Governance Structures

Several alternative governance structures have been authorized or suggested as tools to improve school performance of underperforming schools.

- In-district Charter - Senate Bill 2 (2013)

Senate Bill 2, 83rd Regular Session allows districts to grant a district charter to an academically unacceptable campus. Campuses receiving this designation are only subject to the provisions of the Texas Education Code that apply to open-enrollment charter schools. The provision limits the number of campuses to one or more serving no more than 15% of the enrollment, but does not limit a district from granting a charter to at least one feeder pattern. Specifies that these campuses are considered open-enrollment charter schools.

-
- Achievement/Recovery School District Proposals

Achievement or recovery school districts typically take over governance of underperforming schools from the local school board after a designated number of years of underperformance. The new achievement/recovery district oversees the management of the campus including staffing and instructional decisions.

- Parent Trigger

Parent trigger provides parents the ability to intervene in their child's school if it is underperforming. With enough signatures from parents, actions authorized by statute could be forced upon a campus. These actions can include converting it to a charter school, replacing some of the school's administration and faculty, and closing the school altogether.²⁶

- Home Rule School Districts

In 1995, the legislature authorized home-rule school districts to allow local voters to free their own district from many state mandates. Dallas Independent School District is the only district in the state to begin the home-rule process. Home-rule districts are exempt from many provisions in the education code and are free to create new governance structures.

RECOMMENDATIONS

- Ensure that efforts designed to improve the performance of underperforming schools are comprehensive and supported adequately by state policy.
- Ensure that alternative governance structures do not preclude other options for turnaround and provide an opportunity for the public to participate in the oversight of the school.

INTERIM CHARGE 5

Review the broad scope and breadth of the current TEKS in the tested grades, including the format, testing calendar, and the limitation on instructional days available. Recommend options to streamline the assessment of TEKS and focus on core concepts. Review current federal testing requirements in grades 3-8 to determine if testing relief is possible.

Overview of the Texas Essential Knowledge and Skills (TEKS)

The TEKS identify what a student should know and be able to do at the end of a grade level or course, not what or how a teacher should teach. The TEKS are made up of Knowledge and Skills Statements. Knowledge and Skills Statements are made of Student Expectations. Students Expectations are made up of Breakouts.

Knowledge and Skills Statements -- Broad statements of what students must know and be able to do

Student Expectations (SEs) -- Directly related to the Knowledge and Skill statement; are more specific about how students demonstrate their learning; come after the phrase "The student is expected to..."

Breakouts -- The component parts of each student expectation

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.²⁷

Example TEKS -- Social Studies

Knowledge and Skills Statement

(3) History. The student understands the events that led from the Articles of Confederation to the creation of the U.S. Constitution and the government it established.

Student Expectations

The student is expected to:

- (A)) identify the issues that led to the creation of the U.S. Constitution, including the weaknesses of the Articles of Confederation; and
- (B)) identify the contributions of individuals, including James Madison, and others such as George Mason, Charles Pinckney, and Roger Sherman who helped create the U.S. Constitution

Knowledge and Skills Statement	Student Expectation	Breakout
(3) History. The student understands the events that led from the Articles of Confederation to the creation of the U.S. Constitution and the government it established.	The student is expected to: (A) identify the issues that led to the creation of the U.S. Constitution, including the weaknesses of the Articles of Confederation; and (B) identify the contributions of individuals, including James Madison, and others such as George Mason, Charles Pinckney, and Roger Sherman who helped create the U.S. Constitution	(i) identify the contributions of individuals including James Madison who helped create the U.S. Constitution (ii) identify the contributions of others who helped create the U.S. Constitution

State Board of Education TEKS Review and Revision Process

The State Board of Education (SBOE) members nominate educators, parents, business and industry leaders, employers, and other stakeholders to TEKS review committees. These volunteers meet several times in Austin to review and revise TEKS during the revision process. The board also appoints up to seven expert reviewers to offer feedback and recommendations to the review panels. The board process also includes holding public hearings on the standards several times before the standards are finally adopted. Further, public comments are compiled and sent to the board weekly.

In order to further improve the process, the board has hired a standards expert to provide a training session for SBOE members and to work with TEA staff to offer input and current research on curriculum standards.

School District Perspective

Randy Willis, Superintendent of Granger ISD, shared with committee that policymakers need to consider the amount of standards that are required to be taught with the limited amount of time in the school year. Policymakers need to particularly pay attention to the amount of standards required before the state assessments are administered. Mr. Willis acknowledges that out state standards for reading, writing and math are among the best in the country. The main issue is time. The state could lengthen the school day or year or reduce the number of assessed standards within the school year to ensure that students have the opportunity to master all of the knowledge and skills that they will be held accountable for learning.

Testing Requirements in Grades 3-8

For Texas to stay in compliance with federal law, only the state assessments in writing and social studies could be eliminated. Below is a summary of the federal and state requirements for each assessed subject area.

Reading and Mathematics

The federal government requires that states assess students in grade 3-8 annually in reading and mathematics. Current state law requires the same thing.

Writing

The federal government does not require a writing assessment but state law requires that students be assessed in writing in grade 4 and 7.

Science

Students must be administered a science assessment at least once during grades 3-5 and grades 6- 9 according to federal law. Texas law requires science assessments in grade 5 and grade 8 which also meets the federal requirement.

Social Studies

The federal government does not require a social studies assessment but state law requires that students be assessed in social studies grade 8.

RECOMMENDATION

- Consider ways to make state assessments more meaningful and useful for students, parents and educators.

INTERIM CHARGE 6

Examine the role of the Harris County Department of Education (HCDE) in serving school districts. Review the programs and services of HCDE, specifically the department's ability to assist school districts to operate more efficiently. Report any costs or savings the HCDE provides districts and taxpayers. Make recommendations to improve the operation of the HCDE.

The committee was charged with reviewing the Harris County Department of Education. Two county departments of education currently operate in Texas -- Harris County Department of Education and Dallas County Schools. The committee reviewed the operations of both departments to better understand the role of these departments in the overall Texas education system.

Harris County Department of Education

Background

Harris County Department of Education (HCDE) is a political subdivision of the state of Texas that was created in 1889 by the Legislature. HCDE operates under provisions of former Chapters 17 and 18 of the Texas Education Code. The seven-member elected HCDE board is responsible for overseeing all activities and operations. The department serves 26 school districts, located either entirely or partially within the county as well as school districts, education services center and governmental agencies statewide.²⁸

Services

Harris County Department of Education provides the following services.

- Adult Education
- Alternative Teacher and Principal Certification Programs
- Business Services
- Center of Safe and Secure Schools
- Choice Partners Cooperative
- Cooperative for After-School Enrichment
- Early Childhood Intervention - ECI Keep Pace
- Head Start Area I
- Instructional Support Services
- Center for School Governance, Executive Leadership and Fiscal Accountability
- Records Management
- Research and Evaluation
- Resource Development/Texas Center for Grants Development
- Special Schools
- Therapy Services²⁹

Funding

Eighty percent of the funding for HCDE comes from grants and fees for services. The remaining 20% is generated by a local property tax rate that may never exceed one cent. The department was granted taxing authority in 1937 by Harris County voters. HCDE tax rate for the 2012 tax year (fiscal year 2013) was \$0.006617 per \$100 assessed property valuation. The average homeowner in Harris County pays an estimated \$9 per year to HCDE.³⁰

Savings to Districts

Moak, Casey & Associates reviewed the methodology used by HCDE to assess economic benefit and determined several benefits to districts. The property tax revenue that HCDE receives allows the department to offer direct services without the need of overhead cost allocation to projects allowing HCDE to offer districts lower prices. HCDE provides a total of \$83 million in services with about \$19 in property revenue or four dollars for each local property tax dollar. When local fees totaling \$21 million are included, the department still offers two dollars for each dollar from taxpayers or other sources of local funds.³¹

Dallas County Schools

Background

Dallas County Schools (DCS) was founded in 1846 to serve the students of what is now known as Dallas County. In August 1855, an act appropriated certain lands to the establishment of a general system of education in Dallas County. DCS began as a one room school house, but as the county grew Independent School Districts took over classroom instruction. To support the districts in the county, DCS began to provide support service. DCS operate under provisions of former Chapters 17 and 18 of the Texas Education Code. The seven-member elected DCS board is responsible for overseeing all activities and operations. The DCS serves Dallas County's fourteen school districts as well as school districts and governmental agencies throughout Texas.³²

Services

Dallas County Schools provides the following services.

- Transportation Services (since 1927)
- Instructional Media Services (since 1928)
- Psychological Services (since 1967)
- Technology Services (since 1997)
- Other Support Services to realize purchasing efficiencies
 - Purchasing Co-op
 - Biofuel production and fueling
 - Workers' Compensation Medical Care (504) program
 - School Resources Officers (SRO)
 - Assists school districts and governmental entities as requested/need arise³³

Funding

Eighty-six percent of the funding for DCS comes from fees for services, state aid, grants and investment earnings. The remaining 14% is generated by a local property tax. The DCS tax rate is for the 2014 tax year was one cent per \$100 assessed property valuation.³⁴

Savings to Districts - Examples

- Over the past four year, DCS has purchased 400 buses the 9 school districts in Dallas County saving those districts approximately \$2 million.
- E-Rate consortium saves districts 67% on Internet access.
- DCS negotiates the lowest prices available from online instructional vendors which saves districts 10% to 50% depending on the service.³⁵

RECOMMENDATION

- Continue to periodically review Harris County Department of Education and Dallas County Schools to confirm that they continue to meet the needs of their counties.

INTERIM CHARGE 8

Study the impact of SB 393 (83R) and SB 1114 (83R). Assess the impact of school discipline and school-based policing on referrals to the municipal, justice, and juvenile courts, and identify judicial policies or initiatives designed to reduce referrals without having a negative impact on school safety. *(Joint charge with the House Committee on Corrections)*

Senate Bill 393 (83R)

Prior to September 1, 2013, Texas students could be given a class C misdemeanor ticket for misbehavior. Class C misdemeanors on school grounds include disorderly conduct, disruption of class, disruption of transportation, trespass, and minor in possession of alcohol, which are fine-only tickets.³⁶ These tickets may result in a fine of up to \$500, time in jail if the ticket goes unaddressed and progresses to the warrant stage, and a criminal record for the student.³⁷

SB 393 was enacted during the 83rd Legislative Session as a result of the old system. SB 393 prohibits peace officers from issuing tickets to school children that are committed on school property.³⁸ SB 393 was passed as a way to combat the growing juvenile population entering the criminal justice system due to the fact that there are no other alternatives.³⁹

SB 393 creates a complaint-based system, similar to what is currently done for truancy. It establishes graduated sanctions, such as warning letters, school-based community service, or referral to counseling, for juveniles who committed certain fine-only misdemeanors prior to referral to court. It expands the use of juvenile case managers by allowing for their use without a formal court order and prior to cases being filed. Finally, it authorizes local juvenile boards to authorize law enforcement to dispose of certain fine-only offenses without referral to a court, and adds class C misdemeanors, other than traffic offenses, to the list of offenses that can be disposed of through the use of first offender programs. Law enforcement can file criminal complaints for these offenses but must follow new rules.

It has been suggested that problem encountered by law enforcement and school districts is the presumption created by SB 393. The presumption is that students who are at least 10 years old and younger than age 15 are incapable of committing fine-only, class C misdemeanors such as disruption of class, disruption of transportation, and most disorderly conduct offenses. The presumption can be refuted if the prosecution proves to the court that the child had sufficient capacity to understand that the conduct was wrong at the time of the incident.

Senate Bill 1114 (83R)

SB 1114 was enacted during the 83rd Legislative Session and became effective on September 1, 2013. SB 1114 limits law enforcement officers from issuing school-related class C misdemeanors to children other than traffic offenses.⁴⁰ Offices are not allowed to issue tickets or file complaints against children younger than 12 years old for conduct that occurred on school property or on a vehicle owned or operated by a school district.⁴¹

While the legislation voids the application of the Education Code offenses of disruption of class and disruption of transportation to primary and secondary grade students enrolled in the school where the offense occurred, the change in law expands the Penal Code offense of disorderly conduct so schools are considered public places where the offense occurs.⁴² If a child is under the age of 17 years old, SB 1114 prohibits the issuance of an arrest warrant for class C misdemeanor under the Education Code.⁴³

If a child is accused of any non-traffic class C misdemeanor, the child is referred to a first-offender program before the complaint can be filed with a criminal court.⁴⁴ This process allows for the correction of behavior through intervention and corrective sanctions before using the criminal justice system. In addition, it allows juvenile case managers who currently work for courts that hear juvenile cases, mostly truancy, to intervene and work with a student prior to the student being referred to court.⁴⁵

Truancy

Under the Texas Education Code, students are considered truant if they miss ten or more days without an excuse during a six-month period or if they miss three or more days without excuse during a four-week period.⁴⁶ Texas law creates a dual system of justice for handling truancy by giving school districts discretion to either criminalize truancy by referring students to adult courts or to treat truancy as a status offense by referring students to juvenile court.

Under the "Failure to Attend School" provision of the Texas Education Code, students as young as 12 years old can be referred to adult court for truancy and receive a Class C misdemeanor, up to a \$500 fine for each offense, and a permanent criminal record. Under the "Child In Need of Supervision" provision of the Texas Family Code, students can be charged as delinquent and referred to juvenile court for the same truancy offense.⁴⁷

School District Perspectives

Chief Craig Goralski, Aldine ISD and School District Police Chiefs' Association, shared with the committees some observations of Texas school district police chiefs regarding the legislation. Chief Goralski stated they have noticed that it has been more difficult to engage parents when students are not actually issued a ticket. He suggested exploring ways to keep parents engaged with their students and maybe requiring parents of repeat offenders to participate in parenting skills classes.

Since the legislation limits the citations that a student can receive in order to decrease the number of students entering the criminal justice system, some districts have chosen to issue warning tickets instead of citations. The warning tickets are intended to alert parents and students to the

negative behavior in order to prevent the need for an actual citation in the future.⁴⁸

Dr. Randall Hoyer, Lampasas ISD, expressed concern that students committing Class C misdemeanor offenses off school property could be issued citations while students committing the same offenses on campus would not receive citations. He is concerned that moving forward students will begin to realize that there is no legal/criminal consequence to these types of disruptive behavior if it occurs at school.

Dr. Hoyer acknowledged that the bills do not prevent educators from submitting a complaint to a Justice of the Peace or municipal court alleging a violations of a Class C misdemeanor. However, the process established in law to file a complaint in lieu of a citation is time consuming and cumbersome. He estimates that the bills double the amount of work required to charge a student with a Class C offense at school.

Dr. Hoyer made several recommendation to the committees which include:

- Restoring to the local law enforcement officer their ability to perform their job as described in the Code of Criminal Procedure and return to the local school district a tool necessary to maintain a safe and orderly campus;
- Requiring criminal courts to automatically issue a non-disclosure order upon the conviction of a child for a fine-only misdemeanor offense; and
- Directing the Texas Education Agency to track the number of Class C misdemeanor citations issued by a campus through PEIMS and require corrective actions plans by campuses that issue excessive citations.⁴⁹

Criminal Justice Perspectives

Mr. David Slayton with the Texas Judicial Council testified before the committees with a summary of the background information pertaining to school discipline issues. He cited a 2011 report from the Council of State Governments titled Breaking School Rules that provided statistics and data suggesting that the process of school discipline in Texas needed to be reformed. In response, the Juvenile Justice Committee of the Texas Judicial Council put forward many recommendations that were adopted in the legislation passed during the 83rd Legislative Session, including giving judicial courts more options for handling school discipline cases and ensuring that courts were not utilized as the first step in the school discipline process.

Mr. Slayton concluded his testimony by offering statistics demonstrating that the desired reduction in school discipline cases being filed in court has been achieved with the implementation of Senate Bills 393 and 1114. He further explained that stakeholder groups were left with some initial confusion regarding the implementation of this legislation, and that in

response the Office of Court Administration developed several training tools to assist stakeholder groups in fully understanding the new processes for handling school discipline matters.⁵⁰

Ms. Mary Mergler with Texas Appleseed testified before the committees with Texas Appleseed's continued support for the reforms enacted through Senate Bills 393 and 1114. She explained that the legislation was a positive step forward for Texas youths and that Texas Appleseed remains encouraged by the outcomes thus far. Then she continued her testimony by providing background information on the issue of school ticketing, citing reports issued by Texas Appleseed in 2010 and 2013 that advocated for the reforms enacted during the 83rd Legislative Session, including the complications that would arise later in life from a student receiving an adult criminal conviction for instances of classroom misbehavior.

Ms. Mergler further explained that schools and law enforcement can still charge a student with a class C misdemeanor under the new school discipline system and that they are allowed to adopt a graduation sanctions program in order to effectively maintain classroom discipline. She concluded her testimony by making the following recommendations for additional legislative reforms:

- Require a more transparent system of school districts reporting instances of classroom discipline rising to the level of charging a student with a class C misdemeanor;
- Make the permissive graduated sanctions program a requirement for all school districts; and
- Decriminalize the offense of failure to attend school so that it no longer results in a class C misdemeanor conviction.⁵¹

Ms. Jennifer Carreon with the Texas Criminal Justice Coalition testified with her belief that many of the functional deficiencies found in public schools fail to meet the needs of students and is what originally led to the problem of students being ticketed for classroom misbehavior. She urged members of both committees to focus their attention on addressing those deficiencies, as well as addressing the root issues that lead children to misbehave in school.

Ms. Carreon concluded her testimony with the Texas Criminal Justice Coalition's support for making the graduated sanctions program a requirement for all school districts.⁵²

Mr. Derek Cohen with the Texas Public Policy Foundation testified with his agreement with many of the statistics regarding the implementation of Senate Bills 393 and 114 and the general support for the legislation offered by previous witnesses. He offered his belief that the legislation passed during the 83rd Legislative Session correctly recognizes that school discipline is not criminal misbehavior, and that keeping children out of the criminal justice system is a better model for both children and taxpayers.

Mr. Cohen concluded his testimony with the foundation's support for decriminalizing failure to attend school as an effective approach to continuing to reduce the number of student citations.⁵³

RECOMMENDATIONS

- Create mechanisms for engaging parents in the school disciplinary process especially for repeat offenders.
- Continue to monitor the impact of the bills on school safety.

ENDNOTES

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- ² Texas Education Agency. State of Texas Assessment of Academic Readiness (STAAR) - Passing Rates - Phase-In 1 Standards. T.E.A.
- ³ Texas Education Agency. State of Texas Assessment of Academic Readiness (STAAR) - Comparison of Student Results After Implementation -- Classes of 2005 and 2015. T.E.A.
- ⁴ Criss Clout, Associate Commissioner for Assessment and Accountability, Texas Education Agency. Written and oral testimony. House Committee on Public Education Hearing, October 8, 2014.
- ⁵ Texas Success Center. May 23, 2014. Texas Success Center to Provide Content Framework of College Preparatory Courses called for in House Bill 5 (Press Release).
- ⁶ Patty C. Hill, Mathematics Teacher, Kealing Middle School, Austin Independent School District. Written and oral testimony. House Committee on Public Education Hearing, May 14, 2014.
- ⁷ Carl Hooker, Director of Innovation & Digital Learning, Eanes Independent School District. Written and oral testimony. House Committee on Public Education Hearing, May 14, 2014.
- ⁸ Andrew Kim, Superintendent, Comal Independent School District. Written and oral testimony. House Committee on Public Education Hearing, May 14, 2014.
- ⁹ "Texas Teacher Evaluation and Support System (T-TESS)", Texas Education Agency, Educator Leadership and Quality, September 8, 2014.
- ¹⁰ Teacher Representative Panel (Jennifer Canaday, Holly Eaton, Ted Melina Raab, Portia Bosse). Written and oral testimony. House Committee on Public Education Hearing, May 14, 2014.
- ¹¹ Dr. Cathy Minckberg, President and CEO, The Center for Reform of School Systems. Written and oral testimony. House Committee on Public Education Hearing, October 16, 2104.
- ¹² Texas Education Code, §11.151(b)
- ¹³ Texas Education Code, §11.1512
- ¹⁴ Texas Education Code, §11.061
- ¹⁵ "Overview of Continuing Education Requirements for School Board Members", Texas Association of School Boards website: https://www.tasb.org/Training/Continuing-Education-Credit-and-Reporting/documents/cecmatrix_122008.aspx.
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- ¹⁸ Dr. Cathy Minckberg, President and CEO, The Center for Reform of School Systems. Written and oral testimony. House Committee on Public Education Hearing, October 16, 2104; and Arnold F. Shober and Michael T. Hartney, "Does School Board Leadership Matter?" Thomas B. Fordham Institute, March 2014.
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- ²⁰ Texas Education Code, §39.102
- ²¹ Texas Education Code, §39.111
- ²² Texas Education Code, §39.112
- ²³ Dr. Kerstin Carlson Le Floch, Principal Researcher, Education Program, American Institutes of Research. Written and oral testimony. House Committee on Public Education Hearing, April 22, 2014.
- ²⁴ Dr. Kerstin Carlson Le Floch, Principal Researcher, Education Program, American Institutes of Research. Written and oral testimony. House Committee on Public Education Hearing, April 22, 2014.
- ²⁵ Dr. Gene Bottoms, Senior Vice President, South Regional Education Board. Written and oral testimony. House Committee on Public Education Hearing, April 22, 2014.
- ²⁶ National Conference of State Legislatures website: <http://www.ncsl.org/research/education/state-parent-trigger-laws.aspx>.
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³³ Rick D. Sorrells, Ed. D., Superintendent, Dallas County Schools. Written and oral testimony. House Committee on Public Education Hearing, October 16, 2014.

³⁴ Rick D. Sorrells, Ed. D., Superintendent, Dallas County Schools. Written and oral testimony. House Committee on Public Education Hearing, October 16, 2014.

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⁴⁷ Tex. Fam. Code §51.03

⁴⁸ Craig Goralski, Police Chief, Aldine Independent School District. Oral testimony. House Committee on Public Education and House Committee on Corrections Hearing, October 8, 2014.

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⁵⁰ David Slayton, Executive Director, Texas Judicial Council. Oral testimony. House Committee on Public Education and House Committee on Corrections Hearing, October 8, 2014.

⁵¹ Mary Mergler, Director of the School to Prison Pipeline Project, Texas Appleseed. Oral testimony. House Committee on Public Education and House Committee on Corrections Hearing, October 8, 2014.

⁵² Jennifer Carreon, Policy Researcher, Texas Criminal Justice Coalition. Oral testimony. House Committee on Public Education and House Committee on Corrections Hearing, October 8, 2014.

⁵³ Derek Cohen, Texas Public Policy Foundation. Oral testimony. House Committee on Public Education and

House Committee on Corrections Hearing, October 8, 2104.