

# Texas' Future



## *Opportunities and Research*

**Texas' Opportunity to Lead in the Governance of Education**

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## EXECUTIVE SUMMARY

### Research Offers Texas the Opportunity to Lead in the Governance of Education

The findings from this research offer the critical and urgent need for Texas to take the opportunity to become the leader in improving the governance of education. They demonstrate that Texas school boards and superintendents have missed opportunities provided in the Texas Education Code and school district policies.

**Opportunities** – This report describes the existing opportunities in the Texas Education Code and school district policies for current and future school boards and superintendents to lead and manage public/community-based leadership, assessment, planning, implementation, evaluation and improvement in serving the array of student needs while making effective use of resources (time, talent, tools, facilities and money, including taxes).

Opportunities Include

“The board shall seek to establish working relationships with other public entities to make effective use of community resources and to serve the needs of public school students in the community.”

Texas Education Code Sec. 11.1511(b)(1)

Opportunities for Texas school districts to strive for and become high performance learning communities. Opportunities include Texas school boards asking questions of superintendents based upon governance provisions in the Texas Education Code and school district policies and superintendents showing school boards, not just telling them, meaningful and accurate answers.

**Research** – The findings presented are based upon responses to five Governance Indicator questions from a sample of large and small Texas schools districts, currently 23. It is intended the names of the participating school districts will be available in the future. The Governance Indicators were developed using the governance opportunities in the Texas Education Code and school district policies, the findings from researching a Texas urban school district’s implementation of numerous governance sections of the Texas Education Code and the district’s own policies and over 15 years of experience as a volunteer in low performing schools and urban, suburban and rural Texas school districts. Volunteering helping communities strive for public/community-based leadership, assessment, planning, implementation, evaluation and improvement to serve student, workforce development and community success. Same goals found in the governance provisions of the Texas Education Code and school district policies.

### Five Governance Indicators

- A. **Student Needs, OTHER** than passing tests. Assessing and serving the array of student needs essential to the conditions for learning (input), more than passing tests (output).
- B. **Evaluating and Improving Planning Process.** Successful planning, implementation, evaluation and improvement are critical to successful student learning and effective use of community resources (time, talent, tools, facilities and money including taxes).
- C. **Administrative Procedures and Reports on Planning Process.** Work and reports on a district’s planning processes are critical to improving planning, use of community resources and student success.
- D. **District-Wide Community-Based Planning to Serve All Students.** Need for it is critical and urgent.
- E. **School Board’s Role – Self Evaluation and Teamwork.** The success of all students depends on the preparation, evaluation, improvement and success of school boards and

superintendents in taking the opportunities to fulfill their responsibilities in the Texas Education Code and district policies for governance.

## **RECOMMENDATIONS** (rev. 2/10/15)

The Texas Education Code and school district policies provide the opportunity for Texas to:

- **Focus on governance of education** more than testing of students.
- **Assess and serve the array of students' needs for successful learning (input)**, other and more than passing tests (output).
- **Eliminate repetitive lawsuits over Texas' funding of education.** Ensure transparency in the governance of education to see, not just hear (hearsay), improvement in serving the array of student needs and in the effective use of communities' and Texas' resources, including how money, not limited to taxes, is specifically being used.
- **Transform from accountability to responsibility.** Change approach to evaluating students and schools and now superintendents and school boards from test and punish to assess, learn and improve.
- **Texas and school districts becoming high performance learning communities.** TEA and regional service centers, together with TASB and TASA, annually convene communities (students, parents, teachers, education administrators, school board members and active business and community partners) to learn from each other by sharing their reports on and experiences in taking the opportunities in the governance provisions of the Texas Education Code and school district policies.
- **Preparation and training** – Ensure Texas school boards, superintendents and education attorneys are prepared for and are improving their implementation of the governance provisions for school boards and superintendents in the Texas Education Code and school district policies including the How-Tos to implement those provisions.
- **District superintendents and education attorneys, as paid professionals, ensure:**
  - All candidates for the school board know about and state publicly they are committed to learning and using the governance provisions of the Texas Education Code and district policies.
  - School boards are fulfilling their opportunities and responsibilities in the governance provisions of the Texas Education Code and school district policies.
  - School boards know how to ask superintendents good questions regarding fulfilling the governance provisions of the Texas Education Code and district policies and know what to see, not just hear (hearsay), in good answers from the superintendent.

## General Opportunities in the Texas Education Code and School District Policies

- **For Texas Superintendents**

- **Implementation of Board Policies**

Texas Education Code 11.1512(a) and Policy BJA (LEGAL)

*“The Superintendent shall, on a day-to-day basis, ensure the implementation of the policies created by the Board.”*

- **Management Responsibility**

Texas Education Code 11.201(d) and Policy BJA (LEGAL)

*“Managing the day-to-day operations of the District as its administrative manager, including implementing and monitoring plans, procedures, programs, and systems to achieve clearly defined and desired results in major areas of District operations.”*

- **Showing, not just telling, answers to School Board’s governance questions**

- **For Texas School Boards**

- **OverSEE and Ensure**

Texas Education Code Sec. 11.051.(a) and Policy BAA (LEGAL)

*“Board of trustees shall:*

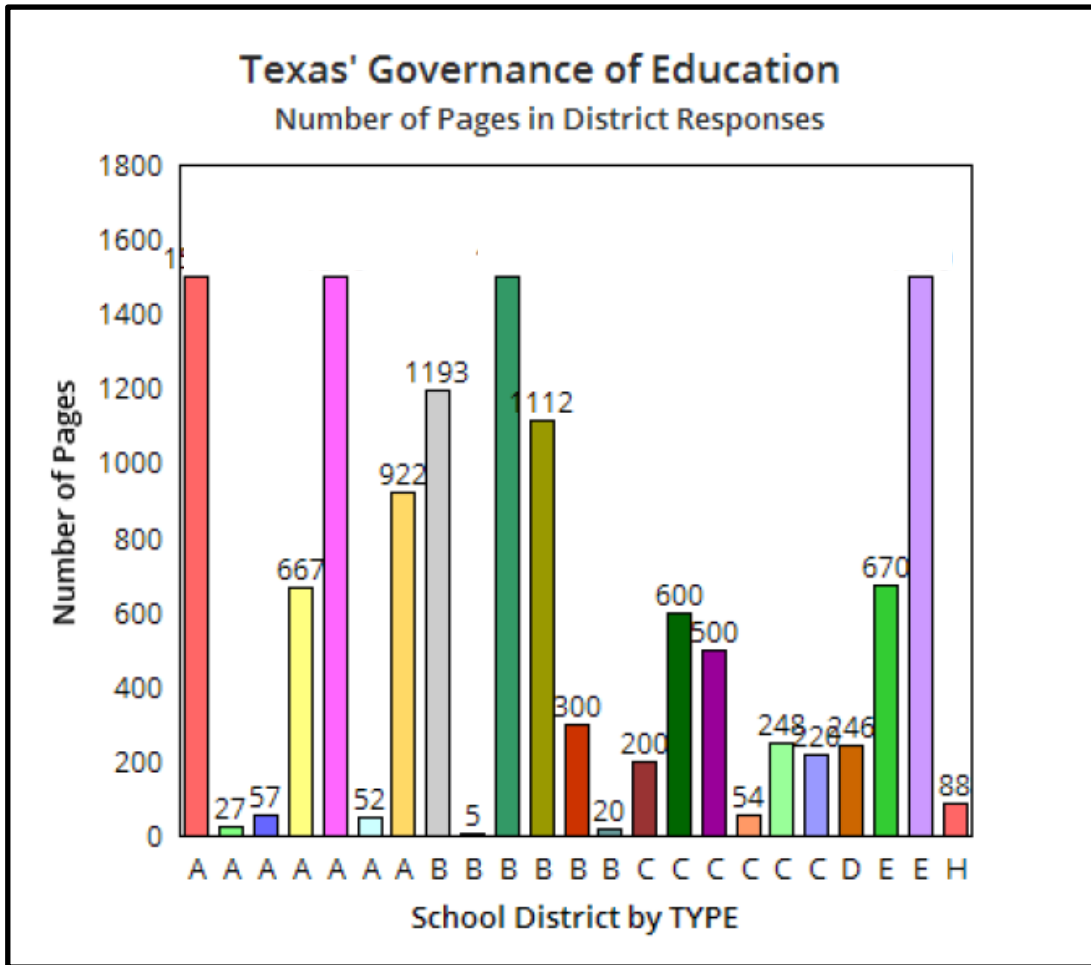
*(1) oversee the management of the district; and*

*(2) ensure that the superintendent implements and monitors plans, procedures, programs, systems...”*

- **Asking Superintendents governance questions to see, not just hear (hearsay), answers.**

## Disparity in School Districts' Responses to Questions

The significant disparity in the number of pages submitted by each school district in response to the same questions itself demonstrates the lack of uniform understanding and use of the provisions in the Texas Education Code and school district policies represented by the Governance Indicators.



- A – Major Urban
- B – Major Suburban
- C – Other Central City
- D – Other Central City Suburban
- E – Independent Town
- H – Rural

# Research Findings on Specific Opportunities for Texas Superintendents and School Boards in the Texas Education Code and School District Policies

## A. Student Needs – OTHER than passing tests – Governance Indicator

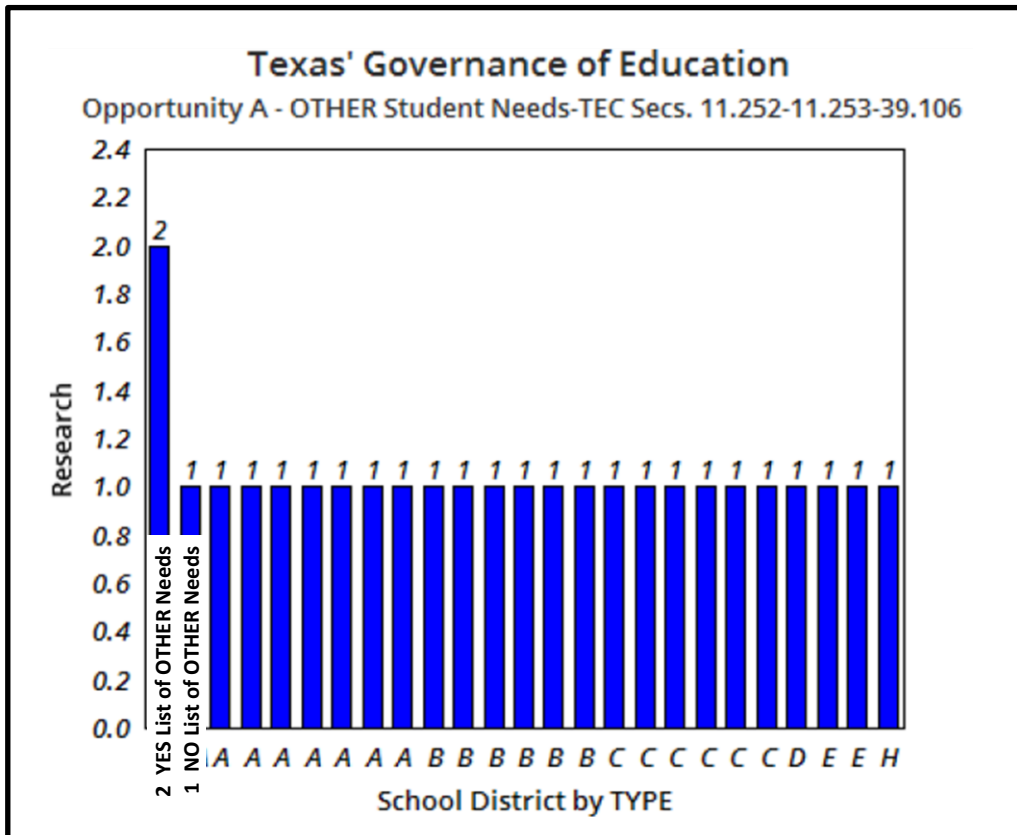
Questions to determine if school districts assess students’ needs in accordance with the TEC including being separate from and done prior to the actual start of planning and if the assessments include student needs **OTHER THAN:**

- At District-Wide Level – “District student performance on the student achievement indicators.” TEC Sec. 11.252(a)(1)
- At Campus Level – “Student achievement indicators adopted under Section 39.053” and “students in special education programs under Subchapter A, Chapter 29” TEC 11.253(c)
- For Low Performing Campuses – “Contributing education-related” factors TEC 39.106(b)

### Questions Asked – TEC Secs. 11.252(a)(1), 11.253(c), 39.106(b)

Requested – “Most recent documentation of the list of specific needs obtained before and used during the planning for schools and serving needs of students that resulted from assessing:

1. Appropriate measures of performance other than district student performance on the student achievement indicators.
2. Any appropriate performance measures for special needs population, in addition to the special needs of disabled students.
3. Factors resulting in a campus' low performance and lack of progress other than education-related factors.”



Districts answers to the three separate questions are combined into one graph because plans were used for answers in lieu of separate lists and lists of **other** student needs were not provided.

District answers demonstrate the missed opportunities to assess student needs **other than** performance on the student achievement indicators and contributing education-related factors noted above and doing so before planning is started. Examples of other student needs include students’ working for income to support families while getting a degree, stable place to sleep and mental and physical child development needs.

### Example District Responses – Answers

- No items under “Other” on a school district’s list

Needs Assessment		
+	▲	Implications
<b>Campus Processes</b>		
<b>Parent Involvement</b>		
Strong, effective PTA with a focus on Technology		Continue PAWS during flex. time
PTA and community support to provide \$60,000 for more playground Improvements		
<b>Technology</b>		
New technology equipment purchased by PTA \$12,000	Laptop carts for K-2 and 3rd, 4th and 5th grade old and in need of repair	Students in grades 3rd-5th will have 35 Chromebooks and charging stations
Continue to provide PD on technology devices/instructional use		
<b>Other</b>		

- Student needs assessment not available until plan is done  
ISD states:  
“Campus Improvement Plans (CIPs) include an annual campus needs assessment. The 2013-14 CIPs, including the campus needs assessments, are currently being developed and are due September 30, 2013.”
- Typical answers include academic/student achievement indicators such as but not limited to STARR, Dropout Rate, Attendance Rate, Graduation Rate, Diploma, TAPR *Texas Academic Performance Rating*



**B. Evaluating and Improving Planning PROCESS – Governance Indicator**

See Planning on page 22 for the importance of and process for planning in education.

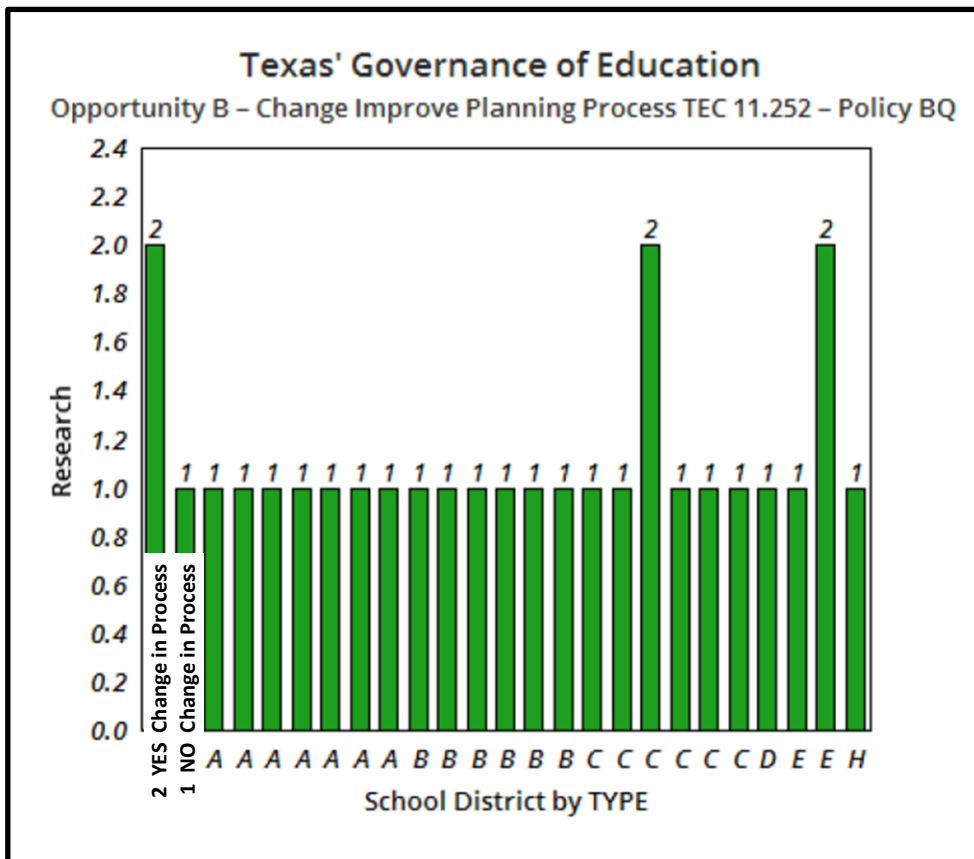
Questions to determine if changes were made in policies, procedures or staff development activities in accordance with the evaluation required in the TEC and school district policies.

**Questions Asked – TEC Sec. 11.252 (d), Policy BQ (LEGAL and LOCAL)**

Requested – “Most recent documentation of changes made in the following related to district- and campus-level decision-making and planning to ensure that they are effectively structured to positively impact student performance:

- 1. Policies
- 2. Procedures
- 3. Staff development activities.”

Answers to three separate questions in B. Evaluating and Improving Planning Process are combined into one graph because few changes were made by districts.



District answers demonstrate the missed opportunities to evaluate and improve planning PROCESSES.

**Example District Responses – Answers**

- Typical answers are plans, policies or no answer – but no changes
- One district had a checklist but no improvement
- One district had a Parent/Teacher/ School Compact with minor changes

### C. Administrative Procedures and Reports on Planning Process

#### Governance Indicator

See Planning on page 22 for the importance of and process for planning in education.

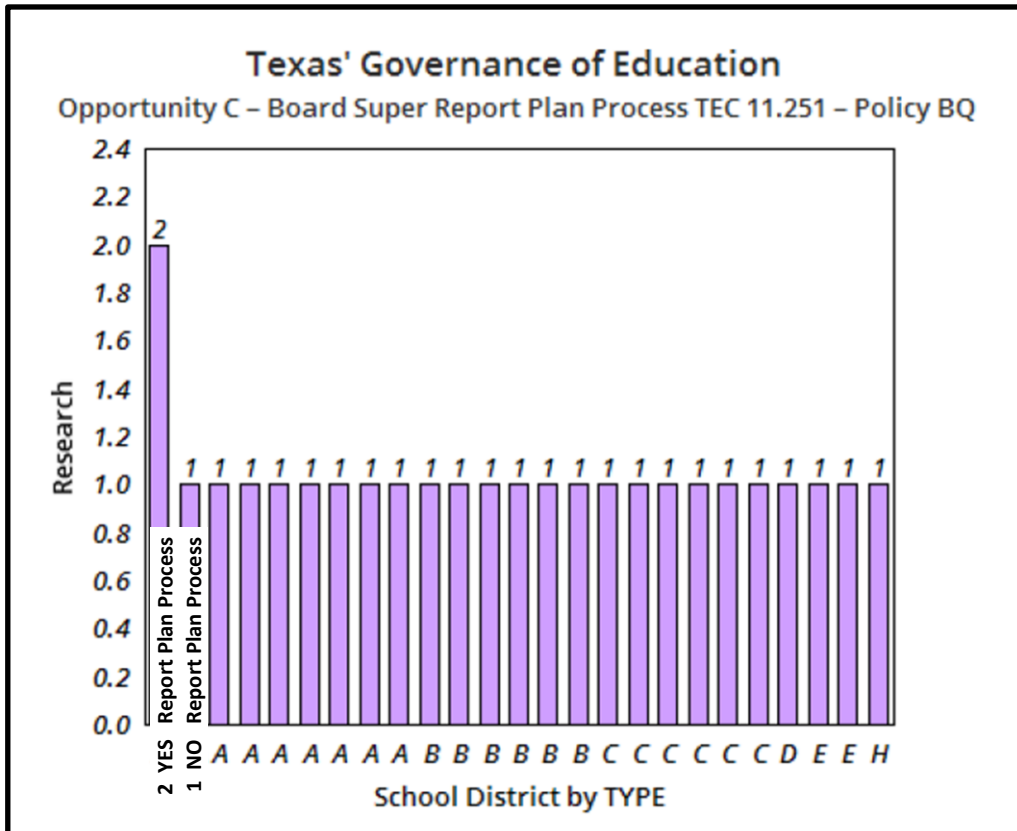
Questions to determine if schools boards work on ensuring administrative procedures meet legal requirements, adequately reflect planning PROCESS, include implementation guidelines, time frames, and necessary resources and if superintendents report on district planning PROCESS. Both required in the TEC and school district policies. Answers to two separate questions in C. Administrative Procedures and Reports on Planning Process are combined into one graph because no descriptions of board’s work or reports by superintendents were received.

#### Questions Asked – TEC Sec. 11.251 (d), Policy BQ (LEGAL and LOCAL)

Requested – “Most recent documentation of the:

1. School Board’s work to ensure that administrative procedures meet legal requirements in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization; adequately reflect the District’s planning process; and include implementation guidelines, time frames, and necessary resources.
2. Superintendent’s report to the School Board on the status of the planning process, including a review of the related administrative procedures, any revisions to improve the process, and progress on implementation of identified strategies.”

Answers to two separate questions in C. Administrative Procedures and Reports on Planning Process are combined into one graph because no descriptions of board’s work or reports by superintendents were received.



District answers demonstrate the missed opportunities to work and report on planning PROCESSES.

**Example District Responses – Answers**

- Typical answers are plans, policies or no answer – no description of boards work on administrative procedures and no reports by superintendent.

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## D. District-Wide Community-Based Planning to Serve All Students

### Governance Indicator

Questions to determine if school boards are establishing working relationships with other entities including cities, counties, higher education and the Public itself to serve the needs of students, especially OTHER than educated-related factors and standard student achievement indicators. And to determine if school districts are ensuring the effective use of community resources including time, talent, tools facilities and money, including taxes. Both are required in the TEC and school district policies.

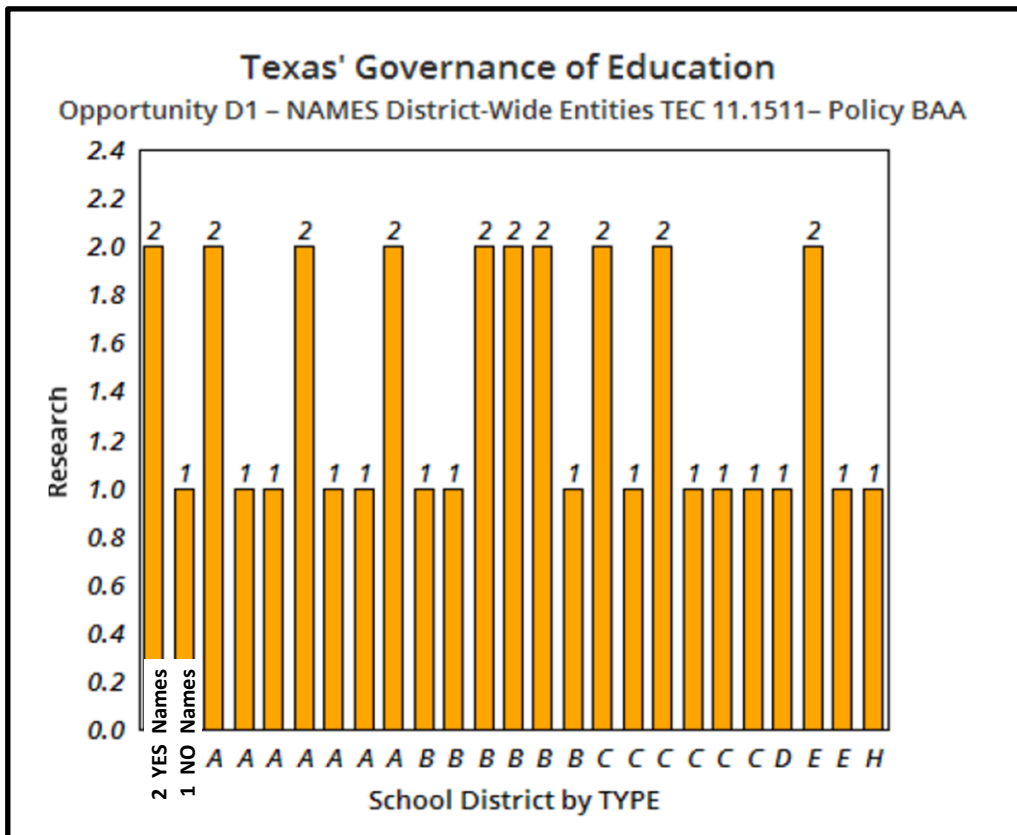
Answers to six separate questions in D. District-Wide Community-Based Planning to Serve All Students are combined into three graphs because only two questions were answered.

### D1 NAMES District-Wide Entities

#### Questions Asked – TEC Sec. 11.1511(b)(1), Policy BAA (LEGAL)

Requested – “Most recent documentation of the:

- Names of other public entities the School Board works with in serving the needs of students.”



This question received the most answers. Districts have agreements, MOUs and committees that involve other entities. This is just a start in taking the opportunity to evaluate working relationships to determine if peoples’ time, community’s financial resources, including taxes, and other community resources are being used effectively to serve the needs of students.

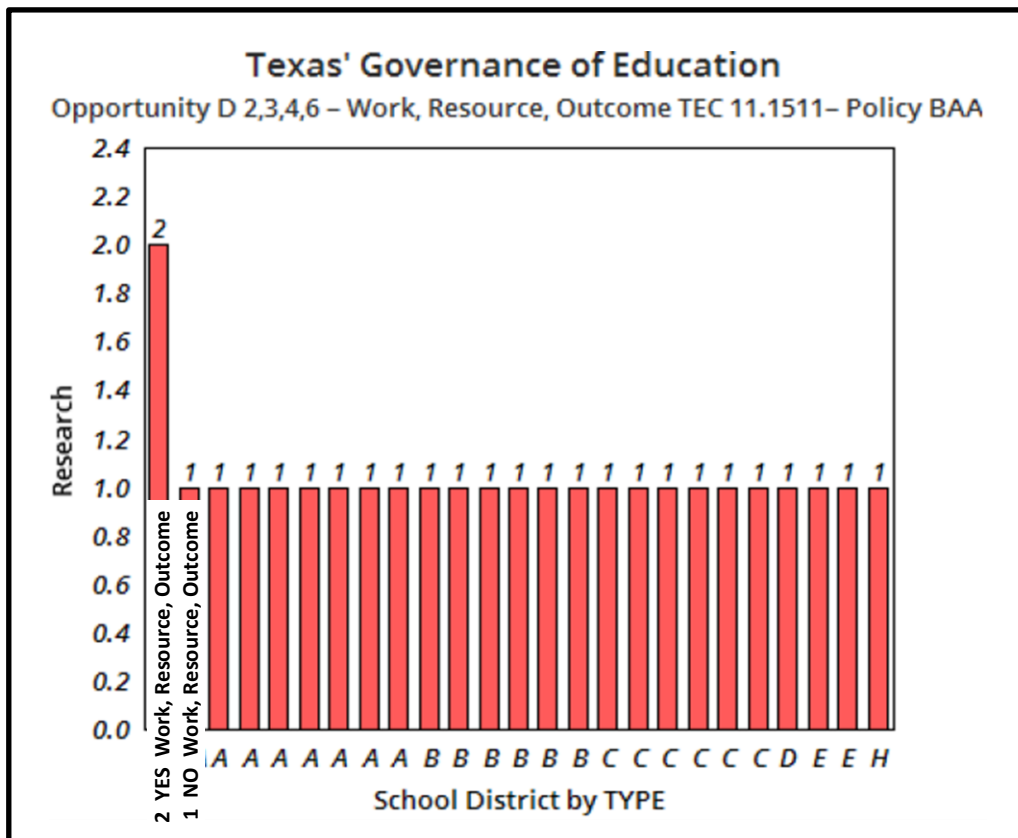
#### Example District Responses – Answers

- Agreements, MOUs and committees with other entities

**D2, 3, 4 & 6 Working Relationships, Community Resources, Outcomes Questions Asked – TEC Sec. 11.1511(b)(1), Policy BAA (LEGAL)**

Requested – “Most recent documentation of the:

2. Outcome of evaluating the School Board’s working relationships with the public entities in 1 above.
3. Specific types of community resources the School Board uses to evaluate the effective use of community resources while working with other public entities in serving the needs of students.
4. Outcome of evaluating the effective use of each type of community resource in 3 above.
6. Outcomes of evaluating the effectiveness of serving the needs of students in 5 above.”



There were no satisfactory responses to these questions demonstrating the missed opportunities to evaluate working relationships, identify and evaluate effective use of community resources and evaluate the outcomes of serving students’ needs.

**Missed Opportunity to Prevent State Education Funding Lawsuits** by seeing and understanding the need for time, talent, tools, facilities and money to serve the needs of students, especially those other than education-related factors and standard student achievement indicators, and seeing, understanding and improving the effective use community resources (time, talent, tools, facilities and money including taxes).

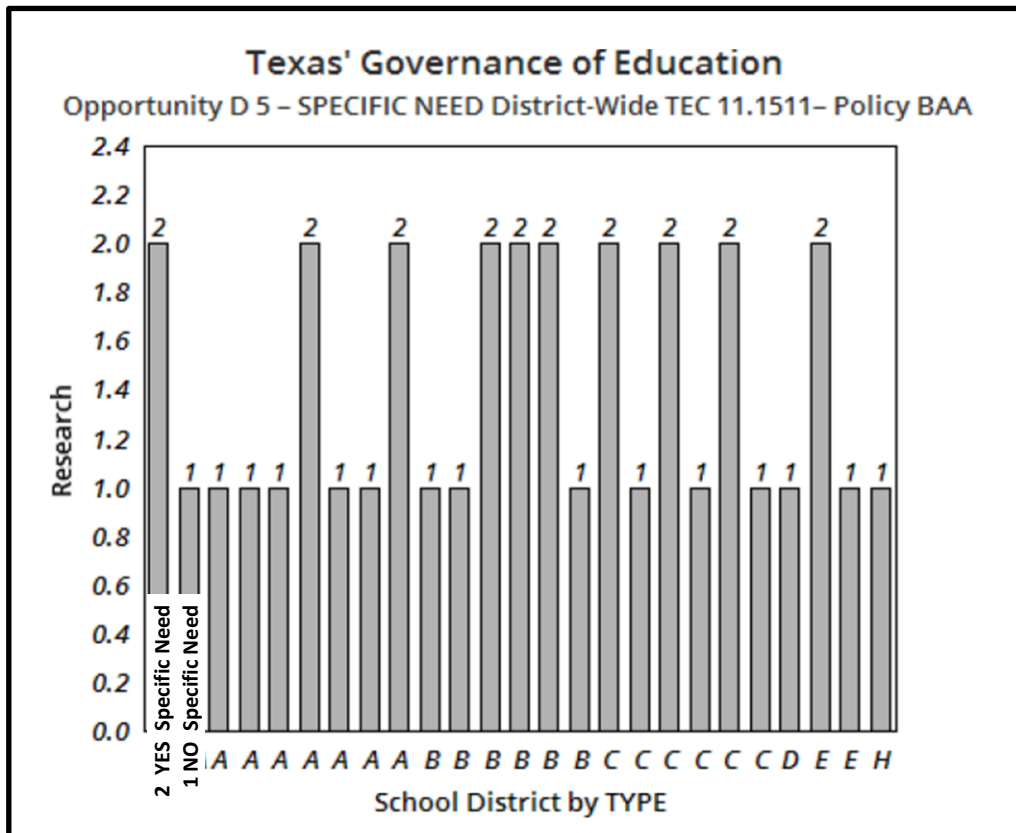
**Example District Responses – Answers -- None**

## D5 Specific Student Needs

### Questions Asked – TEC Sec. 11.1511(b)(1), Policy BAA (LEGAL)

Requested – “Most recent documentation of the:

5. Specific needs of students being served by the School Board working with the public entities in 1 above.”



District answers did include a purpose for agreements and MOUs with other entities to serve students. Only one district responded with district/community-wide **Action Teams** with many different entities and people taking action to serve a need of students. Missed opportunity to serve the needs of students that influence their conditions for learning (input) in lieu of just test scores (outcomes).

### Example District Responses – Answers

- Sport Physicals, Dual Credit, Alternative Education, Career and Technology Education with individual entities
- One district’s community-based Action Teams specific needs included:
  - Expand opportunities for internships and job shadowing.
  - Increase educator proficiency to respond to our diverse community of learners.
  - Seamlessly integrate digital citizenship across the curriculum so all stakeholders collaborate in an atmosphere of respect, integrity, sharing, trust, and service.

## E. School Board's Role – Self Evaluation and Teamwork

### Governance Indicator

Questions to determine if school boards are performing self-evaluations as required in the TEC and school district policies to improve their leadership, governance, teamwork and performance in fulfilling their duties, responsibilities and opportunities in the TEC and school district policies. Answers are in first graph.

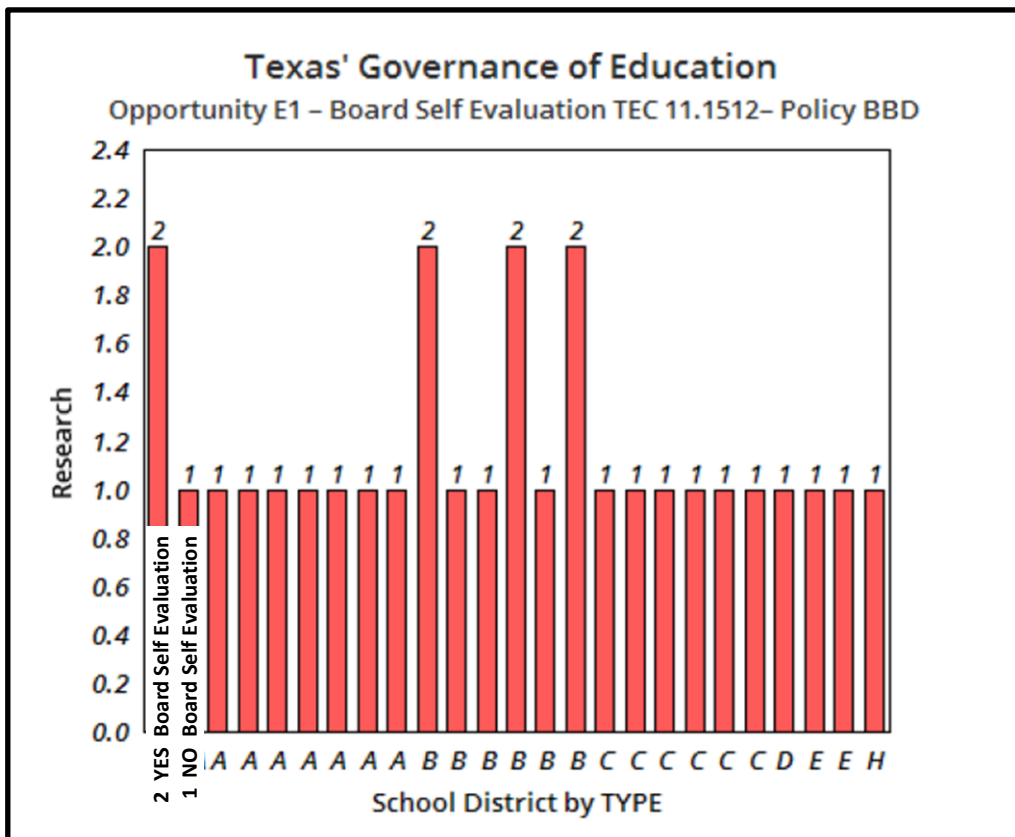
In the second graph, answers to questions to determine if school boards and superintendents are evaluating their ability to work together as a team, also required in the TEC and school district policies.

### E1 School Board Evaluates its Own Performance

#### Questions Asked – TEC Sec. 11.1512(b)(6), Policy BBD (EXHIBIT)

Requested – “Most recent documentation of the:

1. School Board's annual evaluation of its own performance in fulfilling the School Board's duties and responsibilities.”



District answers demonstrate the missed opportunities for school boards to evaluate and improve their performance in leadership, governance, teamwork, duties and responsibilities based upon the TEC and school district policies.

#### Example District Responses – Answers

- Several responses were about the board, with or without superintendent, participating in a two to three hour team building activity, not ongoing teamwork,
- Many had no response at all.

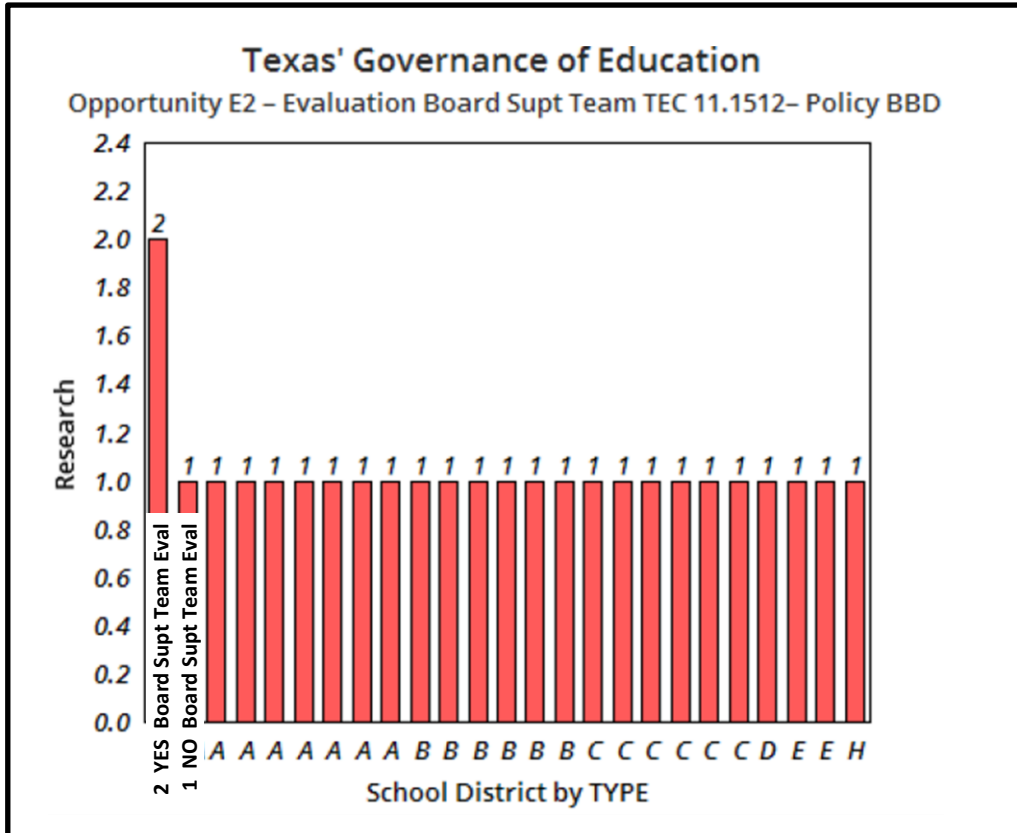
- Two districts used TASB’s Inventory for Effective Board Practices checklist but no mention of improvement in performance.
- One district used CRSS training but no mention of improvement in performance.

**E2 School Board Evaluates its Teamwork with Superintendent**

**Questions Asked – TEC Sec. 11.1512(b)(6), Policies BBD (EXHIBIT), BAA (LEGAL), BJA (LEGAL)**

Requested – “Most recent documentation of the:

2. School Board’s annual evaluation of the Board’s ability to work with the Superintendent as a team.”



District answers demonstrate the opportunity for boards to evaluate and improve their teamwork with the superintendent has been missed.

**Example District Responses – Answers**

- No responses for evaluation and improvement of board and superintendent teamwork.



## Opportunities – School Boards’ Questions and Superintendents’ Answers

### • Superintendents Answering School Board’s Governance Questions

- Superintendents know how to show, not just tell, their school board and the public meaningful and accurate answers to their questions. Avoiding relying on or using hearsay.
- Superintendents answer their school board’s or public’s questions by:
  - Providing an answer – (If there is no answer or documentation to show an answer then superintendent should tell the school board or public there is no answer and then state what will be done to accurately show an answer).
  - Answering in a timely manner.
  - Helping find the answer if it involves asking another entity.
  - Avoiding:
    - Using HEARSAY – what someone else said and did not show with meaningful accurate documentation.
    - Telling them to go ask or get help themselves from another entity.
    - Just providing a document or plan when the question is about:
      - The process used to create, evaluate or monitor the process used to create the document or plan.
      - The implementation and evaluating/monitoring of the actions in the document or plan.
    - Just stating information exists on the website or in a book when the question is about whether or not someone is informed and/or the information is being implemented.

### • School Boards Asking Superintendents Governance Questions

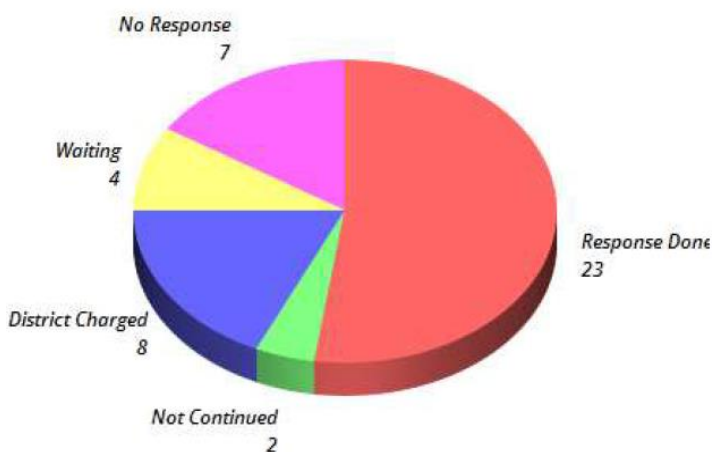
- School boards commit to and take time to learn:
  - The governance questions to ask a superintendent based upon policies and the Texas Education Code. (Examples – Five Governance Indicators – Questions asked above)
  - What meaningful and accurate answers look like, not just heard. (See above – Superintendents Answering School Board’s Governance Questions)
- Board regularly asks their superintendent governance questions based upon the governance provisions in the Texas Education Code and school district policies.

## Research Process

1. Identifying Governance Indicators for education. This was accomplished using results of research for an urban school district's responses to questions based upon numerous sections of the Texas Education Code and the district's policies. In addition, over 15 years of experience as a volunteer serving students, low performing schools and Major Urban (Type A), Major Suburban (Type B) and Rural (Type H) school districts striving for community-based leadership, innovation, action and improvement to serve the needs of students revealed the importance of the following Governance Indicators.
  - A. Student Needs, **OTHER** than passing tests.
  - B. Evaluating and Improving Planning Process
  - C. Administrative Procedures and Reports on Planning Process
  - D. District-Wide Community-Based Planning to Serve All Students
  - E. School Board's Role – Self Evaluation and Teamwork
2. Questions were developed for each of the Governance Indicators using language from the Texas Education Code and school district policies.
3. The questions were submitted to a sample of 44 school districts, including Major Urban (Type A), Major Suburban (Type B), Other Central City (Type C), Other Central City Suburban (Type D), Independent Town (Type E), Non Metropolitan Stable (Type G) and Rural (Type H).
4. This report does not name the school districts. It is intended that the information for each school district's response will be made available in the future.
5. Following charts reflect the current status of the school districts' responses.

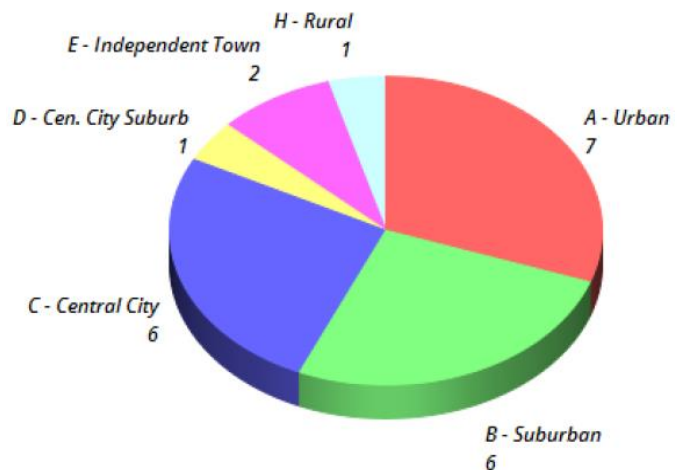
**Texas School District Governance Questions**

District Response Status December 2014 – 44 Districts



**Types of Districts that Responded to Questions**

December 2014



7. Clarifications were provided to the school districts when requested.
8. The district responses were placed on spreadsheets. The data source for graphs.

## Detailed Texas Education Code Sections and School District Policies for Governance Indicators

The following sections of the Texas Education Code and school district policies are the basis for the following Governance Indicators:

- A. Student Needs, **Other** than passing tests.
- B. Evaluating and Improving Planning Process
- C. Administrative Procedures and Reports on Planning Process
- D. District-Wide Community-Based Planning to Serve All Students
- E. School Board's Role – Self Evaluation and Teamwork

### A. Student Needs, Other than passing tests.

- 1. Education Code Sec. 11.252. DISTRICT-LEVEL PLANNING AND DECISION-MAKING. (a) (1) and ISD Policy for PLANNING AND DECISION-MAKING PROCESS BQ (LEGAL) *a comprehensive needs assessment addressing district student performance on the student achievement indicators, and **other appropriate measures of performance**, that are disaggregated by all student groups served by the district, including categories of ethnicity, socioeconomic status, sex, and populations served by special programs, including students in special education programs under Subchapter A, Chapter 29*
- 2. Education Code Sec. 11.253. CAMPUS PLANNING AND SITE-BASED DECISION-MAKING. (c) *Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the student achievement indicators adopted under Section 39.053 and **any other appropriate performance measures for special needs populations**.*
- 3. Education Code Sec. 39.106. CAMPUS INTERVENTION TEAM DUTIES. (a) *If a campus performance is below any standard under Section 39.054(e), the commissioner shall assign a campus intervention team. A campus intervention team shall:*
  - (1) *conduct, with the involvement and advice of the school community partnership team, if applicable:*
    - (A) *a targeted on-site needs assessment relevant to an area of insufficient performance of the campus as provided by Subsection (b); or*
    - (B) *if the commissioner determines necessary, a comprehensive on-site needs assessment, using the procedures provided by Subsection (b);*
  - (b) *An on-site needs assessment of the campus under Subsection (a) must determine the contributing education-related and **other factors resulting in the campus's low performance and lack of progress***

### B. Evaluating and Improving Planning Process

- Education code Sec. 11.252. DISTRICT-LEVEL PLANNING AND DECISION-MAKING. (d) *At least every two years, each district shall **evaluate the effectiveness of the district's decision-making and planning policies, procedures, and staff development activities** related to district- and campus-level decision-making and planning to ensure that they are effectively structured to positively impact student performance.*

- ISD Policy for PLANNING AND DECISION-MAKING PROCESS BQ (LEGAL) EVALUATION  
*At least every two years, the District shall **evaluate the effectiveness of the District's decision-making and planning policies, procedures, and staff development activities** related to District- and campus-level decision making and planning to ensure that they are effectively structured to positively impact student performance. Education Code 11.252(d)*
- ISD Policy for PLANNING AND DECISION-MAKING PROCESS BQ (LOCAL) EVALUATION  
*The Board shall ensure that data are gathered and criteria are developed to undertake the required biennial **evaluation to ensure that policies, procedures, and staff development activities related to planning and decision-making** are effectively structured to positively impact student performance.*

### C. Administrative Procedures and Reports on Planning Process

- Education Code Sec. 11.251. PLANNING AND DECISION-MAKING PROCESS. (d) **The board shall also ensure that an administrative procedure is provided to clearly define** the respective roles and responsibilities of the superintendent, central office staff, principals, teachers, district-level committee members, and campus-level committee members in the **areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization.**  
*The board shall ensure that the district-level planning and decision-making committee will be actively involved in establishing the administrative procedure that defines the respective roles and responsibilities pertaining to planning and decision-making at the district and campus levels.*  
(f) *The district policy must provide that all pertinent federal planning requirements are addressed through the district- and campus-level planning process.*
- ISD Policy for PLANNING AND DECISION-MAKING PROCESS BQ (LEGAL) ADMINISTRATIVE PROCEDURE **The Board shall ensure that an administrative procedure is provided to clearly define** the respective roles and responsibilities of the Superintendent, central office staff, principals, teachers, District-level committee members, and campus-level committee members in the **areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization.** *The Board shall ensure that the District-level planning and decision-making committee will be actively involved in establishing the administrative procedure that defines the respective roles and responsibilities pertaining to planning and decision making at the District and campus levels Education Code 11.251(d) FEDERAL REQUIREMENTS The District policy must provide that all pertinent federal planning requirements are addressed through the District- and campus-level planning process Education Code 11.251(f)*
- ISD Policy for PLANNING AND DECISION-MAKING PROCESS BQ (LOCAL) ADMINISTRATIVE PROCEDURES AND REPORTS
  - 1. The Board/Superintendent shall ensure that administrative procedures meet legal requirements in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization; adequately reflect the District's planning process; and include implementation guidelines, time frames, and necessary resources.**
  - 2. The Superintendent shall report periodically to the Board on the status of the planning process, including a review of the related administrative procedures, any revisions to improve the process, and progress on implementation of identified strategies.**

#### **D. District-Wide Community-Based Planning to Serve All Students**

- Education Code Sec. 11.1511. SPECIFIC POWERS AND DUTIES OF BOARD. (b) **The board shall: (1) seek to establish working relationships with other public entities to make effective use of community resources and to serve the needs of public school students in the community**
- ISD Policy for BOARD LEGAL STATUS POWERS AND DUTIES BAA (LEGAL) MANDATORY POWERS AND DUTIES **The Board shall: 1.-Seek to establish working relationships with other public entities to make effective use of community resources and to serve the needs of public school students in the community.**

#### **E. School Board's Role and Self Evaluation and Teamwork**

- Education Code Sec. 11.1512. COLLABORATION BETWEEN BOARD AND SUPERINTENDENT. (b) **The board of trustees and the superintendent shall work together to: (6) periodically evaluate board and superintendent leadership, governance, and teamwork.**
- ISD Policy for BOARD MEMBERS TRAINING AND ORIENTATION BBD (EXHIBIT) FRAMEWORK FOR SCHOOL BOARD DEVELOPMENT 3.- Accountability — **The Board annually evaluates its own performance in fulfilling the Board's duties and responsibilities, and the Board's ability to work with the Superintendent as a team.**
- ISD Policy for BOARD LEGAL STATUS POWERS AND DUTIES BAA (LEGAL) MANDATORY POWERS AND DUTIES **The Board shall: 5.-Collaborate with the Superintendent as set forth at Education Code 11.1512(b). [See BJA]**
- ISD Policy for SUPERINTENDENT QUALIFICATIONS AND DUTIES BJA (LEGAL) COLLABORATION WITH THE BOARD **The Board and the Superintendent shall work together to:6.-Periodically evaluate Board and Superintendent leadership, governance, and teamwork.**

## Planning

- **Why?**

- Effective planning processes are essential for the success of our students, communities and Texas.
- Remember encouragement for planning?
  - A goal without a plan is just a wish.
  - Failing to plan is planning to fail.
  - “If you don't know where you are going, you'll end up someplace else.” Yogi Berra.
  - To make effective and efficient use of resources (Time, Talent, Tools, Facilities and Money).

- **How To – The Processes are in the Texas Education Code and School District Policies**

These are the same process that are to be evaluated, reported on by Texas superintendents and ensured by Texas school boards in Governance Indicators **B-Evaluating and Improving Planning Process** and **C-Administrative Procedures and Reports on Planning Process**.

Opportunities and responsibilities exist in the Texas Education Code and school district policies for:

- **The process** to authentically and effectively engage the public/community in assessing, planning, implementing, evaluating and improving serving the array of student needs essential for our students’ successful learning experiences.
- **The process** for effectively making use of community resources (time, talent, tools, facilities and money, including taxes)
- **Who is involved in the processes?**  
Parents, teachers, administrators, business people, public entities, the public and community members and organizations  
*TEC Sec. 11.1511 (b)(1), 11.1512 (b)(2), 11.251 (b)(d) and Policies BAA, BJA, BQ, BQA and BQB*

**Diverse student involvement and leadership for assessing, planning and implementation, not just being on councils, as problem finders and solvers with coaching and guidance from adults, is essential for successful planning.**

- **What committees and teams are created for the processes?**  
Campus-Level, District-Level, District-Level Specific Action, Intermediary, School Community Partnership, Campus Intervention  
*TEC Sec. 11.1511 (b)(1), 11.1512 (b)(2), 11.251 (b)(d), 39.103(b)(2) and 39.106(a) and Policies BAA, BJA, BQ, BQA and BQB*
- **Who helps the committees and teams in the processes?**
  - Trainers and technical support, plan innovation, scheduling and management, to help the members of committees and teams in their planning and decision-making overseen by the Commissioner of Education.  
*TEC Sec. 11.254 (a)*

- The agency (TEA) conducting annual statewide survey of the types of district- and campus-level decision-making and planning structures that exist, the extent of involvement of various stakeholders and the perceptions of those persons of the quality and effectiveness of decisions related to their impact on student performance.

TEC Sec. 11.254 (b)

- Examples of Skills and Processes for Training and Technical Support



## Work Plans

**Design and implement step by step action to successfully achieve desired result:**

**Who:** Students, parents, teachers, business people, neighbors, the public, community partners, elected officials and government staff.

**What:** A team charter of agreements to purpose, goals, commitment, effective communication, collaboration and the process for evaluation of progress, results and improvement with:

- A step-by-step timeline/critical path schedule of action activities and milestones
- How and when to connect and sustain authentic participatory community engagement
- Process to regularly monitor, evaluation, learn and improve: Results, communication, participation, relationships, effective and efficient use of community resources (time, talent, tools, facilities and money including taxes) and progress

**When and Where:** Continuously for district- and campus-level school planning and implementation and intermediary community-wide planning and implementation to serve the needs of all students.

**How:** Local community-based leadership and use of training and technical support processes and skills.

### ○ What are the purposes of the committees and teams?

- Decision-making and planning to positively impact student performance.

TEC Sec. 11.252 (d), Policy BQ

- Assess student needs. TEC Sec. 11.252 (a)(1), 11.253 (c), 39.106 (b), Policy BQ

- Establishing and reviewing the district's and campuses' educational plans, goals, performance objectives, and major classroom instructional programs.

TEC Sec. 11.251 (b), Policy BQ

- Planning, budgeting, curriculum, staffing patterns, staff development, and school organization. *TEC Sec. 11.251 (d), 11.253 (e), Policy BQ*
- Obtaining broad-based community, parent, and staff input and provide information to those persons regarding recommendations  
*Sec. 11.252 (e), 11.253 (g) and Policy BQA and BQB*
- Plan for, implement and achieve:  
*Sec. 11.252 (a)(1) thru (9), 11.253 (d)(1) thru (10), 11.255 and Policy BQA and BQB*
  - Analyzing information related to dropout prevention and using it in developing plans
  - Measurable performance objectives
  - Campus performance objectives
  - Strategies for improvement of student performance
  - Identify how the campus goals will be met for each student
  - Resources needed to implement identified strategies
  - Staff responsible for ensuring the accomplishment of each strategy
  - Timelines for:
    - Ongoing monitoring of the implementation
    - Reaching the goals
  - Formative evaluation criteria for determining periodically whether strategies are resulting in intended improvement of student performance
  - Measure progress toward the performance objectives periodically to ensure that the plan is resulting in academic improvement.



## Clarifications for the Five Governance Indicator Questions

The following clarifications were available and provided when requested.

“The documents requested are the most recent that already exist and specifically, not broadly, provide the documents requested

### ORRs with CLARIFICATIONS

#### A. Student Needs – ORR

Most recent documentation of the list of specific needs obtained before and used during the planning for schools and serving needs of students that resulted from assessing:

1. Appropriate measures of performance other than district student performance on the student achievement indicators.
2. Any appropriate performance measures for special needs population, in addition to the special needs of disabled students.
3. Factors resulting in a campus's low performance and lack of progress other than education-related factors.

### CLARIFICATIONS

#### A. Results from the student’s needs assessment as defined in the request

The documents would have specific needs identified in response to the original requests criteria, i.e. “Factors resulting in a campus's low performance and lack of progress other than education-related factors” that were used in district- and campus-level and community-wide planning to serve those needs

The latest document produced by the district as a whole and for a campus over the last 8 years

Latest list only for district and one, not for all, campuses

- a) Possible titles that the District may have used or possible words included in the title.
  - Student Needs
  - Student Needs Assessment
  - Comprehensive Needs Assessment
  - Targeted Needs Assessment
  - Appropriate measures of performance
  - Performance measures for special needs population
  - Factors resulting in a campus's low performance and lack of progress
- b) Who may have or should have authored or approved the documents would include any of the following:
  - The superintendent
  - The district-level committee
  - The district-level planning and decision-making committee
  - A campus-level committee
  - A campus-level planning and decision-making committee
  - The district’s planning department
  - A campus intervention team
- c) A time frame on when the documents would have been produced

- The latest document produced by the district as a whole and for one campus over the last 8 years
- d) The office where the documents could should have originated from or should have been approved by.
- The superintendent’s office
  - A campus’s office
  - A campus intervention team’s office

“appropriate measures of performance.” and “student achievement indicators.”

For A.1., A.2., and A.3.the meaning for these lists are provided in the Texas Education Code (see following text box) and examples would be the list the District created itself to fulfill these requirements

**Texas Education Code for ORR**

1.- Appropriate measures of performance other than district student performance on the student achievement indicators.

Sec. 11.252. DISTRICT-LEVEL PLANNING AND DECISION-MAKING. (a) Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee established under Section 11.251. The purpose of the district improvement plan is to guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to the student achievement indicators adopted under Section 39.053. The district improvement plan must include provisions for:

*(1) a comprehensive needs assessment addressing district student performance on the student achievement indicators, and other appropriate measures of performance, that are disaggregated by all student groups served by the district, including categories of ethnicity, socioeconomic status, sex, and populations served by special programs, including students in special education programs under Subchapter A, Chapter 29;*

2.- Any appropriate performance measures for special needs population, in addition to the special needs of disabled students.

Sec. 11.253. CAMPUS PLANNING AND SITE-BASED DECISION-MAKING.

(c) Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the student achievement indicators adopted under Section 39.053 and any other appropriate performance measures for special needs populations.

3.- Factors resulting in a campus's low performance and lack of progress other than education-related factors.

Sec. 39.106. CAMPUS INTERVENTION TEAM DUTIES.

(a) If a campus performance is below any standard under Section 39.054(e), the commissioner shall assign a campus intervention team. A campus intervention team shall:

(1) conduct, with the involvement and advice of the school community partnership team, if applicable:

(A) a targeted on-site needs assessment relevant to an area of insufficient performance of the campus as provided by Subsection (b); or

(B) if the commissioner determines necessary, a comprehensive on-site needs assessment, using the procedures provided by Subsection (b);

(b) An on-site needs assessment of the campus under Subsection (a) must determine the contributing education-related and other factors resulting in the campus's low performance and lack of progress

## **B. Evaluating and Improving Planning Process – ORR**

Most recent documentation of changes made in the following related to district- and campus-level decision-making and planning to ensure that they are effectively structured to positively impact student performance:

1. Policies
2. Procedures
3. Staff development activities

### **CLARIFICATIONS**

B. The work to evaluate the District's planning processes and the changes made resulting from that evaluation

- The planning processes itself, not the resulting plans, for district- and campus-level and community-wide planning. Again-not all the plans but the evaluation of the process to create and use the plans
- Changes actually made in the following resulting from the evaluation of the process used for planning:
  - Policies
  - Procedures
  - Staff development activities

The latest document produced by the district over the last 8 years for only changes made

The latest document produced by the district over the last 8 years for only the latest staff development activities related to district- and campus-level decision-making and planning to ensure that they are effectively structured to positively impact student performance:

a) Possible titles that the District may have used or possible words included in the title.

- Policy revision or procedure revision for:
  - district-level planning
  - district-level planning and decision-making
  - planning with other public entities
  - planning with community organizations
  - campus-level planning
  - campus-level planning and decision-making
  - campus-level intervention

- Staff development activities for improving planning and decision-making processes and results
- b) Who may have or should have authored or approved the documents
- The superintendent
  - Board (initiation if necessary and approval only)
- c) A time frame on when the documents would have been produced
- The latest documents produced over the last 8 years
- d) The office where the documents could should have originated from or should have been approved by.
- The superintendent’s office
  - Board’s office (initiation if necessary and approval only)

“most recent.”= The latest document produced by the district over the last 8 years

**Texas Education Code and Policy for ORR**

Sec. 11.252. DISTRICT-LEVEL PLANNING AND DECISION-MAKING.

(d) At least every two years, each district shall evaluate the effectiveness of the district's decision-making and planning policies, procedures, and staff development activities related to district- and campus-level decision-making and planning to ensure that they are effectively structured to positively impact student performance.

**ISD Policy for PLANNING AND DECISION-MAKING PROCESS BQ (LEGAL)  
EVALUATION**

At least every two years, the District shall evaluate the effectiveness of the District’s decision-making and planning policies, procedures, and staff development activities related to District- and campus-level decision making and planning to ensure that they are effectively structured to positively impact student performance. Education Code 11.252(d)

**ISD Policy for PLANNING AND DECISION-MAKING PROCESS BQ (LOCAL)  
EVALUATION**

The Board shall ensure that data are gathered and criteria are developed to undertake the required biennial evaluation to ensure that policies, procedures, and staff development activities related to planning and decision-making are effectively structured to positively impact student performance.

**C. Administrative Procedures and Reports on Planning Process**

Most recent documentation of the:

1. School Board’s work to ensure that administrative procedures meet legal requirements in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization; adequately reflect the District’s planning process; and include implementation guidelines, time frames, and necessary resources.
2. Superintendent’s report to the School Board on the status of the planning process, including a review of the related administrative procedures, any revisions to improve the process, and progress on implementation of identified strategies.

## CLARIFICATIONS

C.1.-The Board's or Superintendent's work to ensure administrative procedures meet legal requirements

This again is about the planning process and not the actual plans. Last time the Board worked to ensure that administrative procedures:

- meet legal requirements in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization;
  - adequately reflect the District's planning process; and
  - include implementation guidelines, time frames, and necessary resources.
- a) Possible titles that the District may have used or possible words included in the title.
- Board's or Superintendent's Assurance of District's Administrative Procedures for planning, budgeting, curriculum, staffing patterns, staff development, and school organization
  - Board's or Superintendent's Evaluation of Administrative Procedures for Planning, Budgeting, Curriculum, Staffing patterns, Staff development, School organization
- b) Who may have or should have authored or approved the documents
- The board with assistance of superintendent of just the superintendent
- c) A time frame on when the documents would have been produced
- The latest documents produced over the last 8 years
- d) The office where the documents could should have originated from or should have been approved by.
- Board's office with the assistance of the superintendent's office or just the superintendent's office

C.2.-The Superintendent's reports to the Board about status of the planning process District- and campus-level and community-wide planning

*People to contact regarding the documentation requested - SUPERINTENDENT*

- a) Possible titles that the District may have used or possible words included in the title.
- Superintendent's Report on Administrative Procedures for Planning
  - Superintendent's Report on Planning Process
- b) Who may have or should have authored or approved the documents
- The superintendent
- c) A time frame on when the documents would have been produced
- The latest documents produced over the last 8 years
- d) The office where the documents could should have originated from or should have been approved by.
- The superintendent's office

"planning" and "school organization." = These are terms provided in Policy BQ (LOCAL) and the district would have these clarifications.

- "planning process.", planning process referred to, "the process.", process referred to, "progress on implementation of identified strategies.", "identified strategies" referred to = These are terms provided in Policy BQ (LOCAL) and the district would have these clarifications and have examples.

## **Texas Education Code and Policy for ORR**

Sec. 11.251. PLANNING AND DECISION-MAKING PROCESS.

(d) The board shall also ensure that an administrative procedure is provided to clearly define the respective roles and responsibilities of the superintendent, central office staff, principals, teachers, district-level committee members, and campus-level committee members in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization. The board shall ensure that the district-level planning and decision-making committee will be actively involved in establishing the administrative procedure that defines the respective roles and responsibilities pertaining to planning and decision-making at the district and campus levels.

(f) The district policy must provide that all pertinent federal planning requirements are addressed through the district- and campus-level planning process.

## **ISD Policy for PLANNING AND DECISION-MAKING PROCESS BQ (LEGAL)**

### **ADMINISTRATIVE PROCEDURE**

The Board shall ensure that an administrative procedure is provided to clearly define the respective roles and responsibilities of the Superintendent, central office staff, principals, teachers, District-level committee members, and campus-level committee members in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization.

The Board shall ensure that the District-level planning and decision-making committee will be actively involved in establishing the administrative procedure that defines the respective roles and responsibilities pertaining to planning and decision making at the District and campus levels.

*Education Code 11.251(d)*

### **FEDERAL REQUIREMENTS**

The District policy must provide that all pertinent federal planning requirements are addressed through the District- and campus-level planning process. *Education Code 11.251(f)*

## **ISD Policy for PLANNING AND DECISION-MAKING PROCESS BQ (LOCAL)**

### **ADMINISTRATIVE PROCEDURES AND REPORTS**

The *Board/Superintendent* shall ensure that administrative procedures meet legal requirements in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization; adequately reflect the District's planning process; and include implementation guidelines, time frames, and necessary resources.

The Superintendent shall report periodically to the Board on the status of the planning process, including a review of the related administrative procedures, any revisions to improve the process, and progress on implementation of identified strategies.

## **D. District-Wide Community-Based Planning to Serve All Students**

Most recent documentation of the:

1. Names of other public entities the School Board works with in serving the needs of students.
2. Outcome of evaluating the School Board's working relationships with the public entities in 1 above.

3. Specific types of community resources the School Board uses to evaluate the effective use of community resources while working with other public entities in serving the needs of students.
4. Outcome of evaluating the effective use of each type of community resource in 3 above.
5. Specific needs of students being served by the School Board working with the public entities in 1 above.
6. Outcomes of evaluating the effectiveness of serving the needs of students in 5 above.

## CLARIFICATIONS

### D.-The specific

- Names of public entities –  
Public entities including but not limited to Municipalities, Counties, High Education – and others
- Community resources evaluated  
In regards to serving the needs of students identified in the assessments including dropout prevention, facilities and education-related needs such as tutoring.
- Outcomes of evaluating use of community resources Same as above – How effectively were the resources used.
- Student needs the public entities serve together See A. above
- Outcomes of them serving those needs Were the needs served and how well?

### *People to contact regarding the documentation requested*

Board who establish relationships with Cities, Counties, Community College and other public entities

Superintendent and administrators who support the Board in efforts for the District working together with other public entities to serve needs of students

- a) Possible titles that the District may have used or possible words included in the title.
  - Board Relationships with Other Public Entities
  - Outcomes of Student Needs Served by District Working With Other Public Entities
  - Evaluation of Effective Use of Community Resources – Time, Talent, Tools, Facilities and Money
- b) Who may have or should have authored or approved the documents
  - The board with assistance of superintendent
- c) A time frame on when the documents would have been produced
  - The latest documents produced over the last 8 years
- d) The office where the documents could should have originated from or should have been approved by.
  - Board’s office with the assistance of the superintendent’s office

“most recent.” = The latest document produced by the district over the last 8 years.

For “D.1” “serving the needs of students.” = The needs referenced in A above being served other than the academic/education-related needs

For “D.2” = “outcome.” Data demonstrating the quality and effectiveness of the School Board’s working relationships with the public entities. How well they are working together in serving students and their needs

For item “D.3.”

“community resources.” = The district would have developed the meaning since it is provided for in the Texas Education Code and Leander ISD’s Policy BAA. See below. They would include people’s time, talent of people in the community, tools, facilities and money.

“serving the needs of students.” = The needs referenced in A above being served other than the academic/education-related needs

For item “D.4.” “outcome.” = Data on how effective the resources note above were and are being used.

For item “D.5.” “needs of students.” = The needs referenced in A above being served other than the academic/education-related needs

For item “D.6.” “outcome.” = Data on how well the student’s needs were served

#### **Texas Education Code and Policy for ORR**

Sec. 11.1511. SPECIFIC POWERS AND DUTIES OF BOARD.

(b) The board shall: (1) seek to establish working relationships with other public entities to make effective use of community resources and to serve the needs of public school students in the community;

#### **ISD Policy for BOARD LEGAL STATUS POWERS AND DUTIES BAA (LEGAL)**

MANDATORY POWERS AND DUTIES

The Board shall:

1.-Seek to establish working relationships with other public entities to make effective use of community resources and to serve the needs of public school students in the community.

#### **E. School Board’s Role**

Most recent documentation of the:

1. School Board’s annual evaluation of its own performance in fulfilling the School Board’s duties and responsibilities.
2. School Board’s annual evaluation of the Board’s ability to work with the Superintendent as a team.

#### **CLARIFICATIONS**

E.- Information on the annual evaluations of the Board and Board with Superintendent

- a) Possible titles that the District may have used or possible words included in the title.
  - School Board’s annual evaluation of its duties and responsibilities.



- School Board’s annual evaluation of its ability to work with the Superintendent as a team.
- b) Who may have or should have authored or approved the documents
  - The board
- c) A time frame on when the documents would have been produced
  - The latest documents produced over the last 8 years
- d) The office where the documents could should have originated from or should have been approved by.
  - The board’s office

For item “E.2.” “annual evaluation.” = The district would have developed the meaning since it is provided for in the Texas Education Code and Policy. See below. It is not the evaluation of the superintendent alone.

**Texas Education Code and Policy for ORR**

Sec. 11.1512. COLLABORATION BETWEEN BOARD AND SUPERINTENDENT. (b) The board of trustees and the superintendent shall work together to:  
 (6) periodically evaluate board and superintendent leadership, governance, and teamwork.

**ISD Policy for BOARD MEMBERS TRAINING AND ORIENTATION BBD (EXHIBIT)**

FRAMEWORK FOR SCHOOL BOARD DEVELOPMENT

3.- Accountability — The Board annually evaluates its own performance in fulfilling the Board’s duties and responsibilities, and the Board’s ability to work with the Superintendent as a team.

**ISD Policy for BOARD LEGAL STATUS POWERS AND DUTIES BAA (LEGAL)**

MANDATORY POWERS AND DUTIES

The Board shall: 5.-Collaborate with the Superintendent as set forth at Education Code 11.1512(b). [See BJA]

**ISD Policy for SUPERINTENDENT QUALIFICATIONS AND DUTIES BJA (LEGAL)**

COLLABORATION WITH THE BOARD

The Board and the Superintendent shall work together to: 6.-Periodically evaluate Board and Superintendent leadership, governance, and teamwork.

## Detailed Sections of Texas Education Code for Planning Process

Sec. 11.1511. SPECIFIC POWERS AND DUTIES OF BOARD. (a) In addition to powers and duties under Section 11.151 or other law, the board of trustees of an independent school district has the powers and duties provided by Subsection (b).

(b) The board shall:

(1) seek to establish working relationships with other public entities to make effective use of community resources and to serve the needs of public school students in the community;

(4) enter into contracts as authorized under this code or other law and delegate contractual authority to the superintendent as appropriate.

Added by Acts 2007, 80th Leg., R.S., Ch. 1244 (H.B. 2563), Sec. 3, eff. September 1, 2007.

Amended by: Acts 2009, 81st Leg., R.S., Ch. 895 (H.B. 3), Sec. 7, eff. June 19, 2009.

Sec. 11.1512. COLLABORATION BETWEEN BOARD AND SUPERINTENDENT. (a) In relation to the superintendent of the school district, the board of trustees of the district has the powers and duties specified by Sections 11.1511(b) and (c). The superintendent shall, on a day-to-day basis, ensure the implementation of the policies created by the board.

(b) The board of trustees and the superintendent shall work together to:

(1) advocate for the high achievement of all district students;

(2) create and support connections with community organizations to provide community-wide support for the high achievement of all district students;

(3) provide educational leadership for the district, including leadership in developing the district vision statement and long-range educational plan;

(4) establish district-wide policies and annual goals that are tied directly to the district's vision statement and long-range educational plan;

(5) support the professional development of principals, teachers, and other staff; and

(6) periodically evaluate board and superintendent leadership, governance, and teamwork.

Added by Acts 2007, 80th Leg., R.S., Ch. 1244 (H.B. 2563), Sec. 3, eff. September 1, 2007.

Amended by: Acts 2013, 83rd Leg., R.S., Ch. 1130 (H.B. 628), Sec. 1, eff. September 1, 2013.

Sec. 11.251. PLANNING AND DECISION-MAKING PROCESS. (a) The board of trustees of each independent school district shall ensure that a district improvement plan and improvement plans for each campus are developed, reviewed, and revised annually for the purpose of improving the performance of all students. The board shall annually approve district and campus performance objectives and shall ensure that the district and campus plans:

(1) are mutually supportive to accomplish the identified objectives; and

(2) at a minimum, support the state goals and objectives under Chapter 4.

(b) The board shall adopt a policy to establish a district- and campus-level planning and decision-making process that will involve the professional staff of the district, parents, and community members in establishing and reviewing the district's and campuses' educational plans, goals, performance objectives, and major classroom instructional programs. The board shall establish a procedure under which meetings are held regularly by district- and campus-level planning and decision-making committees that include representative professional staff, including, if practicable, at least one representative with the primary responsibility for educating students with disabilities, parents of students enrolled in the district, business representatives, and community members. The committees shall include a business representative without regard to whether the representative resides in the district or whether the business the person represents is located in the district. The board, or the board's designee, shall periodically meet with the district-level committee to review the district-level committee's deliberations.

(c) For purposes of establishing the composition of committees under this section:

(1) a person who stands in parental relation to a student is considered a parent;

(2) a parent who is an employee of the school district is not considered a parent representative on the committee;

(3) a parent is not considered a representative of community members on the committee;  
and

(4) community members must reside in the district and must be at least 18 years of age.

(d) The board shall also ensure that an administrative procedure is provided to clearly define the respective roles and responsibilities of the superintendent, central office staff, principals, teachers, district-level committee members, and campus-level committee members in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization. The board shall ensure that the district-level planning and decision-making committee will be actively involved in establishing the administrative procedure that defines the respective roles and responsibilities pertaining to planning and decision-making at the district and campus levels.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Amended by Acts 2003, 78th Leg., ch. 61, Sec. 1, eff. May 16, 2003.

Amended by: Acts 2011, 82nd Leg., R.S., Ch. 626 (S.B. 778), Sec. 1, eff. September 1, 2011.

Sec. 11.252. DISTRICT-LEVEL PLANNING AND DECISION-MAKING. (a) Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee established under Section 11.251. The purpose of the district improvement plan is to guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to the student achievement indicators adopted under Section 39.053. The district improvement plan must include provisions for:

(1) a comprehensive needs assessment addressing district student performance on the student achievement indicators, and other appropriate measures of performance, that are disaggregated by all student groups served by the district, including categories of ethnicity, socioeconomic status, sex, and populations served by special programs, including students in special education programs under Subchapter A, Chapter 29;

(2) measurable district performance objectives for all appropriate student achievement indicators for all student populations, including students in special education programs under Subchapter A, Chapter 29, and other measures of student performance that may be identified through the comprehensive needs assessment;

(3) strategies for improvement of student performance that include:

(A) instructional methods for addressing the needs of student groups not achieving their full potential;

(B) methods for addressing the needs of students for special programs, including:  
(i) suicide prevention programs, in accordance with Subchapter O-1, Chapter 161, Health and Safety Code, which includes a parental or guardian notification procedure;

(ii) conflict resolution programs;

(iii) violence prevention programs; and

(iv) dyslexia treatment programs;

(C) dropout reduction;

(D) integration of technology in instructional and administrative programs;

(E) discipline management;

(F) staff development for professional staff of the district;

(G) career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities; and

(H) accelerated education;

(4) strategies for providing to middle school, junior high school, and high school students, those students' teachers and school counselors, and those students' parents information about:

(A) higher education admissions and financial aid opportunities;

(B) the TEXAS grant program and the Teach for Texas grant program established under Chapter 56;

(C) the need for students to make informed curriculum choices to be prepared for success beyond high school; and

(D) sources of information on higher education admissions and financial aid;

(5) resources needed to implement identified strategies;

(6) staff responsible for ensuring the accomplishment of each strategy;

(7) timelines for ongoing monitoring of the implementation of each improvement strategy;

(8) formative evaluation criteria for determining periodically whether strategies are resulting in intended improvement of student performance; and

(9) the policy under Section 38.0041 addressing sexual abuse and other maltreatment of children.

(b) A district's plan for the improvement of student performance is not filed with the agency, but the district must make the plan available to the agency on request.

(c) In a district that has only one campus, the district- and campus-level committees may be one committee and the district and campus plans may be one plan.

(d) At least every two years, each district shall evaluate the effectiveness of the district's decision-making and planning policies, procedures, and staff development activities related to district- and campus-level decision-making and planning to ensure that they are effectively structured to positively impact student performance.

(d-1) Expired.

(e) The district-level committee established under Section 11.251 shall hold at least one public meeting per year. The required meeting shall be held after receipt of the annual district performance report from the agency for the purpose of discussing the performance of the district and the district performance objectives. District policy and procedures must be established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input and to provide information to those persons regarding the recommendations of the district-level committee. This section does not create a new cause of action or require collective bargaining.

(f) A superintendent shall regularly consult the district-level committee in the planning, operation, supervision, and evaluation of the district educational program.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 1999, 76th Leg., ch. 1202, Sec. 2, eff. June 18, 1999; Acts 1999, 76th Leg., ch. 1590, Sec. 6, eff. June 19, 1999; Acts 2001, 77th Leg., ch. 1261, Sec. 7, eff. June 15, 2001.

Amended by: Acts 2009, 81st Leg., R.S., Ch. 895 (H.B. 3), Sec. 10, eff. June 19, 2009.

Acts 2011, 82nd Leg., R.S., Ch. 1134 (H.B. 1386), Sec. 4, eff. June 17, 2011.

Acts 2011, 82nd Leg., R.S., Ch. 1323 (S.B. 471), Sec. 1, eff. June 17, 2011.

Acts 2013, 83rd Leg., R.S., Ch. 443 (S.B. 715), Sec. 2, eff. June 14, 2013.

Sec. 11.253. CAMPUS PLANNING AND SITE-BASED DECISION-MAKING. (a) Each school district shall maintain current policies and procedures to ensure that effective planning and site-based decision-making occur at each campus to direct and support the improvement of student performance for all students.

(b) Each district's policy and procedures shall establish campus-level planning and decision-making committees as provided for through the procedures provided by Sections 11.251(b)-(e).

(c) Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the student achievement indicators adopted under Section 39.053 and any other appropriate performance measures for special needs populations.

(d) Each campus improvement plan must:

(1) assess the academic achievement for each student in the school using the student achievement indicator system as described by Section 39.053;

(2) set the campus performance objectives based on the student achievement indicator system, including objectives for special needs populations, including students in special education programs under Subchapter A, Chapter 29;

(3) identify how the campus goals will be met for each student;

(4) determine the resources needed to implement the plan;

(5) identify staff needed to implement the plan;

(6) set timelines for reaching the goals;

(7) measure progress toward the performance objectives periodically to ensure that the plan is resulting in academic improvement;

(8) include goals and methods for violence prevention and intervention on campus;

(9) provide for a program to encourage parental involvement at the campus; and

(10) if the campus is an elementary, middle, or junior high school, set goals and objectives for the coordinated health program at the campus based on:

(A) student fitness assessment data, including any data from research-based assessments such as the school health index assessment and planning tool created by the federal Centers for Disease Control and Prevention;

(B) student academic performance data;

(C) student attendance rates;

(D) the percentage of students who are educationally disadvantaged;

(E) the use and success of any method to ensure that students participate in moderate to vigorous physical activity as required by Section 28.002(l); and

(F) any other indicator recommended by the local school health advisory council.

(e) In accordance with the administrative procedures established under Section 11.251(b), the campus-level committee shall be involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization. The campus-level committee must approve the portions of the campus plan addressing campus staff development needs.

(f) This section does not create a new cause of action or require collective bargaining.

(g) Each campus-level committee shall hold at least one public meeting per year. The required meeting shall be held after receipt of the annual campus rating from the agency to discuss the performance of the campus and the campus performance objectives. District policy and campus procedures must be established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input, and to provide information to those persons regarding the recommendations of the campus-level committees.

(h) A principal shall regularly consult the campus-level committee in the planning, operation, supervision, and evaluation of the campus educational program.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Amended by Acts 1999, 76th Leg., ch. 510, Sec. 1, eff. Sept. 1, 1999; Acts 1999, 76th Leg., ch. 1202, Sec. 3, eff. June 18, 1999; Acts 1999, 76th Leg., ch. 1365, Sec. 1, eff. June 19, 1999; Acts 2001, 77th Leg., ch. 1420, Sec. 4.003, eff. Sept. 1, 2001.

Amended by: Acts 2009, 81st Leg., R.S., Ch. 500 (S.B. 892), Sec. 1, eff. June 19, 2009. Acts 2009, 81st Leg., R.S., Ch. 895 (H.B. 3), Sec. 11, eff. June 19, 2009.

Sec. 11.254. STATE RESPONSIBILITIES FOR THE PLANNING AND DECISION-MAKING PROCESS. (a) The commissioner shall oversee the provision of training and technical support to all districts and campuses in respect to planning and site-based decision-making through one or more sources, including regional education service centers, for school board trustees, superintendents, principals, teachers, parents, and other members of school committees.

(b) The agency shall conduct an annual statewide survey of the types of district- and campus-level decision-making and planning structures that exist, the extent of involvement of various stakeholders in district- and campus-level planning and decision-making, and the perceptions of those persons of the quality and effectiveness of decisions related to their impact on student performance.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Sec. 11.255. DROPOUT PREVENTION REVIEW. (a) Each district-level planning and decision-making committee and each campus-level planning and decision-making committee for a junior, middle, or high school campus shall analyze information related to dropout prevention, including:

(1) the results of the audit of dropout records required by Section 39.308;  
(2) campus information related to graduation rates, dropout rates, high school equivalency certificate rates, and the percentage of students who remain in high school more than four years after entering grade level 9;

(3) the number of students who enter a high school equivalency certificate program and:  
(A) do not complete the program;  
(B) complete the program but do not take the high school equivalency examination; or

(C) complete the program and take the high school equivalency examination but do not obtain a high school equivalency certificate;

(4) for students enrolled in grade levels 9 and 10, information related to academic credit hours earned, retention rates, and placements in alternative education programs and expulsions under Chapter 37; and

(5) the results of an evaluation of each school-based dropout prevention program in the district.

(b) Each district-level planning and decision-making committee and each campus-level planning and decision-making committee shall use the information reviewed under this section in developing district or campus improvement plans under this subchapter.

Added by Acts 2003, 78th Leg., ch. 1201, Sec. 1, eff. Sept. 1, 2003.

Amended by: Acts 2009, 81st Leg., R.S., Ch. 895 (H.B. 3), Sec. 12, eff. June 19, 2009.

Sec. 39.103. INTERVENTIONS AND SANCTIONS FOR CAMPUSES. (a) If a campus performance is below any standard under Section 39.054(e), the commissioner shall take actions, to the extent the commissioner determines necessary, as provided by this subchapter.

(b) For a campus described by Subsection (a), the commissioner, to the extent the commissioner determines necessary, may:

(1) order a hearing to be held before the commissioner or the commissioner's designee at which the president of the board of trustees, the superintendent, and the campus principal shall appear and explain the campus's low performance, lack of improvement, and plans for improvement; or

(2) establish a school community partnership team composed of members of the campus-level planning and decision-making committee established under Section 11.251 and additional community representatives as determined appropriate by the commissioner.

Amended by: Acts 2009, 81st Leg., R.S., Ch. 895 (H.B. 3), Sec. 59, eff. June 19, 2009.

Sec. 39.106. CAMPUS INTERVENTION TEAM DUTIES. (a) If a campus performance is below any standard under Section 39.054(e), the commissioner shall assign a campus intervention team. A campus intervention team shall:

(1) conduct, with the involvement and advice of the school community partnership team, if applicable:

(A) a targeted on-site needs assessment relevant to an area of insufficient performance of the campus as provided by Subsection (b); or

(B) if the commissioner determines necessary, a comprehensive on-site needs assessment, using the procedures provided by Subsection (b);

(2) recommend appropriate actions as provided by Subsection (c);

(3) assist in the development of a targeted improvement plan;

(4) assist the campus in submitting the targeted improvement plan to the board of trustees

for approval and presenting the plan in a public hearing as provided by Subsection (e-1); and

(5) assist the commissioner in monitoring the progress of the campus in implementing the targeted improvement plan.

(b) An on-site needs assessment of the campus under Subsection (a) must determine the contributing education-related and other factors resulting in the campus's low performance and lack of progress. The team shall use all of the following guidelines and procedures relevant to each area of insufficient performance in conducting a targeted on-site needs assessment and shall use each of the following guidelines and procedures in conducting a comprehensive on-site needs assessment:

(1) an assessment of the staff to determine the percentage of certified teachers who are teaching in their field, the percentage of teachers who are fully certified, the number of teachers with more than three years of experience, and teacher retention rates;

(2) compliance with the appropriate class-size rules and number of class-size waivers received;

(3) an assessment of the quality, quantity, and appropriateness of instructional materials, including the availability of technology-based instructional materials;

(4) a report on the parental involvement strategies and the effectiveness of the strategies;

(5) an assessment of the extent and quality of the mentoring program provided for new teachers on the campus and provided for experienced teachers on the campus who have less than two years of teaching experience in the subject or grade level to which the teacher is assigned;

(6) an assessment of the type and quality of the professional development provided to the staff;

(7) a demographic analysis of the student population, including student demographics, at-risk populations, and special education percentages;

(8) a report of disciplinary incidents and school safety information;

(9) financial and accounting practices;

(10) an assessment of the appropriateness of the curriculum and teaching strategies;

(11) a comparison of the findings from Subdivisions (1) through (10) to other campuses serving the same grade levels within the district or to other campuses within the campus's comparison group if there are no other campuses within the district serving the same grade levels as the campus; and

(12) any other research-based data or information obtained from a data collection process that would assist the campus intervention team in:

(A) recommending an action under Subsection (c); and

(B) executing a targeted improvement plan under Subsection (d-3).

(c) On completing the on-site needs assessment under this section, the campus intervention team shall, with the involvement and advice of the school community partnership team, if applicable, recommend actions relating to any area of insufficient performance, including:

(1) reallocation of resources;

(2) technical assistance;

(3) changes in school procedures or operations;

(4) staff development for instructional and administrative staff;

(5) intervention for individual administrators or teachers;

(6) waivers from state statutes or rules;

(7) teacher recruitment or retention strategies and incentives provided by the district to attract and retain teachers with the characteristics included in Subsection (b)(1); or

(8) other actions the campus intervention team considers appropriate.

(d) The campus intervention team shall assist the campus in submitting the targeted improvement plan to the commissioner for approval.

(d-1) The commissioner may authorize a school community partnership team established under this subchapter to supersede the authority of and satisfy the requirements of establishing and maintaining a campus-level planning and decision-making committee under Subchapter F, Chapter 11.

(d-2) The commissioner may authorize a targeted improvement plan or updated plan developed

under this subchapter to supersede the provisions of and satisfy the requirements of developing, reviewing, and revising a campus improvement plan under Subchapter F, Chapter 11.

(d-3) In executing the targeted improvement plan, the campus intervention team shall, if appropriate:

(1) assist the campus in implementing research-based practices for curriculum development and classroom instruction, including bilingual education and special education programs and financial management;

(2) provide research-based technical assistance, including data analysis, academic deficiency identification, intervention implementation, and budget analysis, to strengthen and improve the instructional programs at the campus; and

(3) require the district to develop a teacher recruitment and retention plan to address the qualifications and retention of the teachers at the campus.

(e) For each year a campus is assigned an unacceptable performance rating, a campus intervention team shall:

(1) continue to work with a campus until:

(A) the campus satisfies all performance standards under Section 39.054(e) for a two-year period; or

(B) the campus satisfies all performance standards under Section 39.054(e) for a one-year period and the commissioner determines that the campus is operating and will continue to operate in a manner that improves student achievement;

(2) assist in updating the targeted improvement plan to identify and analyze areas of growth and areas that require improvement; and

(3) submit each updated plan described by Subdivision (2) to the board of trustees of the school district.

(e-1) After a targeted improvement plan or updated plan is submitted to the board of trustees of the school district, the board:

(1) shall conduct a hearing for the purpose of:

(A) notifying the public of the insufficient performance, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed under this subchapter if the performance does not improve within a designated period; and

(B) soliciting public comment on the targeted improvement plan or any updated plan;

(2) must post the targeted improvement plan on the district's Internet website before the hearing;

(3) may conduct one hearing relating to three or more campuses subject to a targeted improvement plan or an updated plan; and

(4) shall submit the targeted improvement plan or any updated plan to the commissioner for approval.

(f) Notwithstanding any other provision of this subchapter, if the commissioner determines that a campus for which an intervention is ordered under Subsection (a) is not fully implementing the campus intervention team's recommendations or targeted improvement plan or updated plan, the commissioner may order the reconstitution of the campus as provided by Section 39.107.

Amended by: Acts 2009, 81st Leg., R.S., Ch. 895 (H.B. 3), Sec. 59, eff. June 19, 2009.

Acts 2011, 82nd Leg., R.S., Ch. 91 (S.B. 1303), Sec. 7.010, eff. September 1, 2011.