

Summary

Opportunities and Research For Texas' Governance of Education Texas' Future

Introduction


The purpose of this research for Texas' governance of education is to assess how Texas' Commissioner of Education, School Boards and Superintendents are doing, with their communities, improving serving the array of student needs and effectively using community resources. The Governance Indicators used for this research are based upon the governance provisions of the Texas Education Code and School District Policies.

Research Reveals the Importance of Informing and Assessing to Learn and Improve Texas' Governance of Education

The current (2/2015) findings are based upon responses to five Governance Indicator questions from a sample of large and small Texas school districts, currently 23 and the responses to four Governance Indicator questions from the Texas Education Agency. The findings demonstrate the opportunity and importance of informing the commissioner, school boards, superintendents and their communities about their roles and responsibilities provided in the Texas Education Code and school district policies.

Results – Unacceptable, F (-)

The results are based upon whether or not the TEA or school districts provided a response to requests for documentation based upon the Governance Indicators and if they were responsive.

Documentation provided and responsive = 

Documentation not provided nor responsive = 

Documentation provided but average C = 

Commissioner of Education and TEA

A. Oversight of training and technical support for planning and site-based decision-making TEC Sec. 11.254

Commissioner's oversight of the provision of training and technical support to all districts and campuses in respect to planning and site-based decision-making for school board trustees, superintendents, principals, teachers, parents, and other members of school committees

B. Annual Survey of Planning and Decision-Making TEC Sec. 11.254

Results of agency's 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

C. Research for Governance

Research or any method used that evaluates the performance of Texas school boards and superintendents fulfilling their responsibilities.

D. Commissioner's Oversight of School Boards

Commissioner's oversight ensuring that the board of trustees are:

- Overseeing the management of the district; required TEC Sec. 11.051 (a.)
- Ensuring that the superintendent implements and monitors plans, procedures, programs, and systems to achieve appropriate, clearly defined, and desired results in the major areas of district operations, required TEC Sec. 11.051 (a.)
- Ensuring the superintendent is, on a day-to-day basis, ensuring the implementation of the policies created by the board required in TEC Sec. 11.11512 (a.)

School Districts

A. Student Needs, OTHER than passing tests TEC Secs. 11.252, 11.253, & 39.106

The TEC inspires and requires serving the **Other Than** needs of students. Student needs **Other Than** academic test results, **Other Than** student performance on the student achievement indicators and **Other Than** contributing education-related factors to a campus' low performance and progress. Examples of specific **Other Than** student needs required to be served in TEC include but are not limited to:

- a. Suicide prevention,
- b. Violence prevention and conflict resolution,
- c. Any indicator recommended by the local school health advisory council.

B. Evaluating and Improving Planning Process

TEC Sec. 11.252 & Policy BQ (LEGAL & LOCAL)

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

TEC Sec. 11.251 & Policy BQ (LEGAL & LOCAL)

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

TEC Sec. 11.1511(b)(1) Policy BAA (LEGAL)

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.

D1 NAMES District-Wide Entities

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

D2 Working Relationships

Outcome of evaluating the School Board's working relationships with the public entities in 1 above.

D3 Community Resources

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.

D4 Outcomes Effective Use of Community Resources

Outcome of evaluating the effective use of each type of community resource in 3 Above.

D5 Specific Student Needs

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

D6 Outcomes Serving Needs of Students

Outcomes of evaluating the effectiveness of serving the needs of students in 5 above



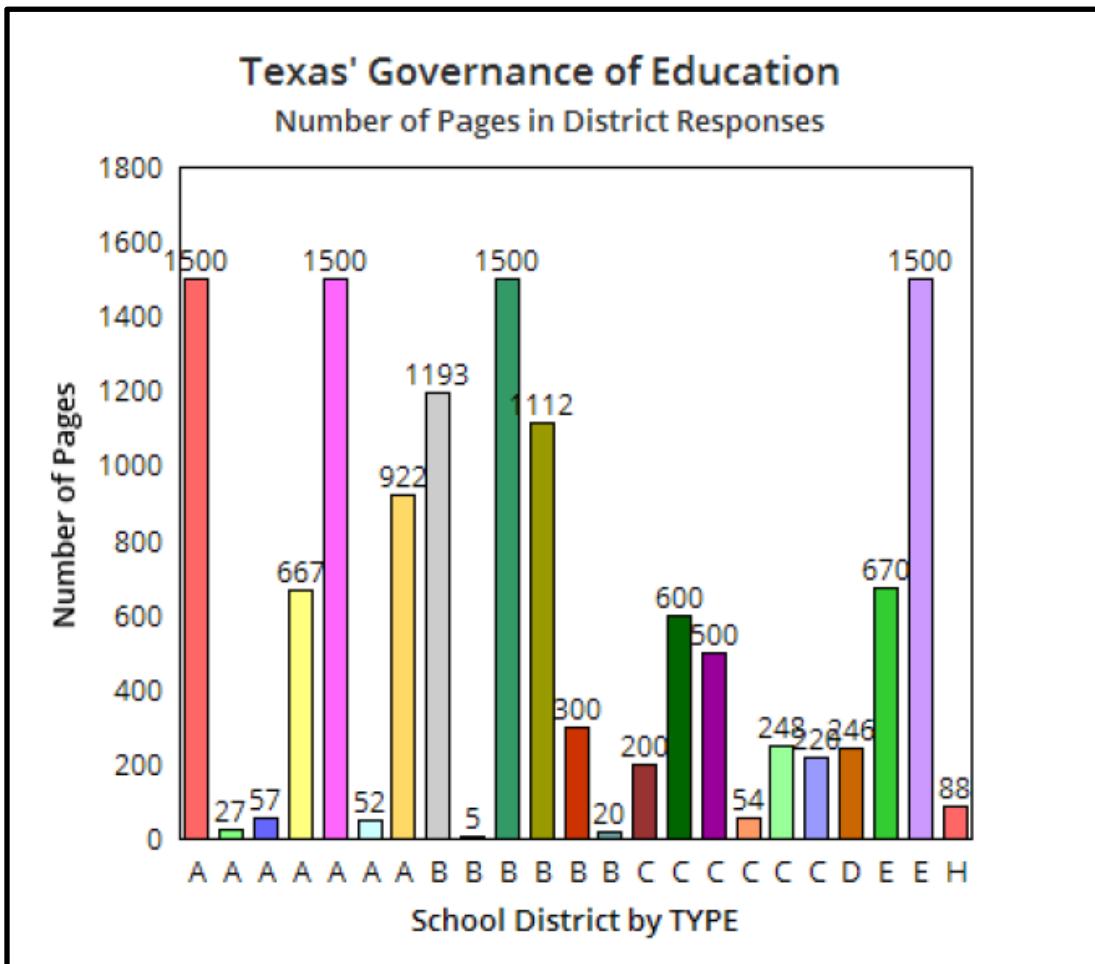
E. School Board’s Role – Self Evaluation and Teamwork.

TEC Sec. 11.1512 & Policy BBD (EXHIBIT)

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.

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