

**Report
Texas Commissioners of Education’s
Performance Rating**

**F (-)
Improvement Required**
December 2016

We welcome questions and input from the Texas Commissioner of Education.

PURPOSE – Increase the Achievement of All Texas Students

- Improving the effective use of resources including people’s and businesses’ time, talent, money and taxes and the facilities in a community.
- Improving the governance of education in Texas.
- Texas becoming a leader in governing education.
- Sharing data from the assessment of the commissioner’s performance outcomes with the governor, legislature, school board members, Texans, school administrators and state-wide education associations.
- Providing data for initiating the creation and implementation of a continuous improvement system for improving Texas’ governance of education. Starting the improvement work creating a system to improve the commissioner’s performance outcomes in serving school boards and superintendents. Serving to help them fulfill their governance responsibilities for open government and overseeing and managing public-based action to:
 - Serve the needs of student, other than and not just state achievement indicators, to provide the necessary conditions for student learning and achievement and
 - Make effective use, not waste, of resources including people’s and businesses’ time, talent, money and taxes and the facilities in their community.

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EXECUTIVE SUMMARY

Texas' Urgent and Critical Need

Assessment and Responsibility System to Continually Improve Governing Education

Experience and research reveals the state of Texas has an urgent and critical need to create and implement an assessment and responsibility system to continuously improve the governance of education starting with the assessment, responsibility and improvement of the governance performance of the Texas commissioner of education along with the Texas Education Agency. Performance focused on fulfilling governance responsibilities to serve the needs of students, other than and not just the state indicators, to provide the right conditions for student learning and achievement. Also, performance focused on the effective and then efficient use of resources including money and taxes to stop the reoccurring lawsuits over school finance.

The Texas Commissioner of Education's governance performance ratings. F (-) and Improvement Required

When the state of Texas fails to fulfill its leadership and management statutory responsibilities to serve and save, not harm, students and does so all while it ensures assessment and testing that punishes students is fulfilled, local school districts and their boards, superintendents, schools, students, parents and taxpayers are denied their rights and the full opportunity to fulfill their potential in serving children and the taxpayer. The state of Texas is a hindrance and not a contributor to student achievement.

Research for and assessment of the Texas commissioner of education's governance performance was prompted by state-wide research for the governance of education in Texas at the district level as well as personal experiences volunteering in Texas education for 20 years. This experience included volunteering for the first school closed, renamed and reconstituted in Texas by the commissioner of education through the Texas accountability system. This experience demonstrated the local school board and superintendent were not in touch with the school's students and their potential and led to research revealing they did not provide leadership and management to serve the students as required in local policy and state law.

The research and personal experiences have revealed there is a critical and urgent need for the governor and legislature as overseers and Texas school board members, superintendents, parents, students and taxpayers as customers to ensure the Texas commissioner of education creates and implements a continuous improvement process for improving the commissioner's and the Texas Education Agency's statutory and other governance responsibilities to serve, not punish or dictate to, local school districts. Responsibilities to provide oversight, training and technical support to school board trustees and superintendents for their open government responsibilities and governance responsibilities for overseeing and managing public-based action to:

- Serve the needs of student, other than and not just state achievement indicators, to provide the necessary conditions for student learning and achievement and

- Make effective use of, not waste, resources including people's and businesses' time, talent, money and taxes and the facilities in their community.

The research used governance indicators based upon existing provisions in the Texas Education Code that have existed for decades. In addition, data provided by the Texas justice system from the recent Texas wide lawsuit over school finance and from the 2015 84th Texas Legislature were used in the assessment and rating.

The rating resulting from the assessment of the commissioner's governance responsibilities is:

F (-) – Using the A-F rating method, now used by Texas for rating schools, the commissioner's performance rating is **F (-)**. The **(-)** is added since you must show up to the test to get an F. The research reveals there has been no effort by the commissioners to fulfill their responsibilities to serve school districts in their governance responsibilities.

IR – Improvement required is used to rate schools

GOVERNANCE PERFORMANCE OUTCOME INDICATORS, RESULTS AND RATING

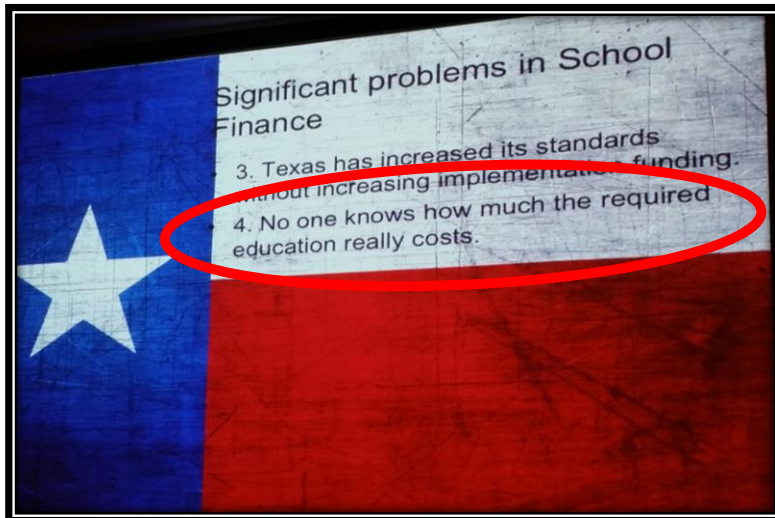
The following indicators were developed based upon the responsibilities of the commissioner and Texas Education Agency provided in Chapters 11 and 39 of the Texas Education Code as well as continuous improvement for fulfilling those responsibilities.

Indicator

1. Having a process for assessing and improving the commissioner's performance outcomes and rating.
 - a. No documents for process
 - b. Rating F (-)
2. Having process for assessing and improving the commissioner's campus intervention teams' performance outcomes and rating
 - a. Documents nonresponsive
 - b. Rating F
3. Commissioner communicating to all Texas school boards about school board training under the commissioner's oversight
 - a. No documents for communication
 - b. Rating F (-)
4. Commissioner's efforts to evaluate and improve the training and technical support under the commissioner's oversight
 - a. No documents for effort
 - b. Rating F (-)

5. Provision of training, technical support and surveys on Planning to Austin ISD, Beaumont ISD, Corpus Christi ISD, Dallas ISD, El Paso ISD, Ft. Worth ISD, Houston ISD, Tyler ISD, Waco ISD
 - a. No documents and nonresponsive for training, technical support and surveys on planning
 - b. Rating F
6. Researching Texas' governance of education to evaluate school boards' and superintendents' responsibilities In Chapter 11 of the Texas Education Code
 - a. No documents for researching
 - b. Rating F (-)
7. **Texas's Justice System's Assessment** – May 14, 2015 District Court Judge Dietz in a public presentation on his decision on the finance system stated:

“No one knows how much the required education really costs.”



We must ask if anyone knows if and how funding is used and if it is used effectively and efficiently to serve the needs of students as required by the Texas Education Code Section 11.1511 (b)(1) and others.

Texas Supreme Court Justice Willett states “Our Byzantine school funding “system” is undeniably imperfect, with immense room for improvement” *The Texas Tribune* May 13, 2016

The commissioner is responsible for overseeing the provision of training and technical support to school boards and superintendents to fulfill their responsibilities to plan for and implement action to serve needs of students and to make effective use of resources including money for the cost of education. See TEC 11.1511 and 11.252. The assessment by Judge Dietz that “No one knows how much the required education really costs” is clear data that the commissioner’s governance performance rating is IR- Improvement Required and an F (-)

8. 2015 84th Texas Legislature Redundant Education Bills

Redundant bills introduced by the 84th Legislature for purposes that already were the responsibility of local school boards and superintendents as required in Chapter 11 of the Texas Education Code include but are not limited to the following. Local District Responsibilities that the commissioner is responsible to oversee the provision of training and technical support for. Introducing these bills is data demonstrating the commissioner's governance performance rating is IR and F (-).

- a. 84(R) HB 2186 - Relating to suicide prevention training for educators in public schools. Suicide prevention is already included in TEC Sec. 11.252.
- b. 84(R) SB 1483 - Relating to Texas community schools. -- schools, the school district, and community partners developing a plan for sustaining the community school plan. Community schools are already required in TEC Secs. 11.151, 11.1512, 11.251-11.255.

RESEARCH PROCESS – ASSESSMENT AND RATING

Volunteer Experience Prompted Research

Volunteer experience serving the first school closed, renamed and reconstituted in Texas by the commissioner of education through the Texas accountability system demonstrated the local school board and superintendent were not in touch with the school's students and their potential. This experience prompted research for the local district's governance of education revealing the board and superintendent did not provide the leadership and management to serve the students as required in local policy and state law. This led to state-wide research for the governance of education revealing the failure to fulfill responsibilities for governing education at the local level is systemic and demanded assessment research for the Texas commissioner of education's governance performance.

Governance Performance Indicators

Indicators to perform the research assessment were developed based upon volunteer experiences in communities, schools, school districts central administration, with school boards and with joint committees of the city, county and school district and the Texas Education Code and local school district policies. They were chosen to focus on governance responsibilities of the commissioner, TEA, school boards and superintendents.

Open Government Process for Public Information

Using the governance performance indicators, requests for documentation were created and submitted to school districts and the Texas Education Agency. The responses to those requests were reviewed for responsiveness to the request. For most of the requests associated with the commissioner of education and Texas Education Agency there were "No Documents Found". This revealed no efforts were made by the commissioner to fulfill many of the responsibilities, including statutory, that were the basis for the performance indicators used in the assessment research.

Rating Process

The ratings were based upon whether there were documents provided in the responses to the public information requests or not. Many times there were "No Documents Found" and the rating chosen is F (-). The (-) is because to get a grade you must show up. Most documents in TEA responses were not responsive but since they claimed to have documents only an F was given as a rating.

ASSESSMENT DOCUMENTATION

- Governance Performance Indicators - Detail Description 7
- Documentation of Communication To and From TEA 10
- Texas Education Code Sections for Governance Performance Indicators 25

Governance Performance Indicators - Detail Description

INDICATOR 1

ORR Description: ORR 1 – 11/2/16 To TEA by Steve Swanson

Process for Assessing and Improving the Commissioner’s Performance Outcomes and Rating
This is a request for documentation since January 1, 2010 of the:

1. Process used to assess the Texas Commissioner of Education’s performance,
2. The Texas Commissioner of Education’s performance:
 - a. Outcomes and
 - b. Rating and
3. The Texas Commissioner of Education’s performance improvement:
 - a. Plan for improvement,
 - b. Monitoring of the implementation of the improvement plan and c. Results of implementing the improvement plan

INDICATOR 2

ORR Description: ORR 2 – 11/2/16 To TEA by Steve Swanson

Process for Assessing and Improving the Commissioner’s Campus Intervention Teams
Performance Outcomes and Rating

This is a request for documentation since January 1, 2010 of the:

1. Process used to assess the performance of Campus Intervention Teams in TEC Section 39.106,
2. The Campus Intervention Teams’ performance:
 - a. Outcomes and
 - b. Rating and
3. The Campus Intervention Team performance improvement:
 - a. Plan for improvement,
 - b. Monitoring of the implementation of the improvement plan and c. Results of implementing the improvement plan

INDICATOR 3

ORR Description: ORR 3 – 11/2/16 To TEA by Steve Swanson

Commissioner’s Communication to All Texas School Boards about School Board Training Under
the Commissioner’s Oversight

This is a request for documentation since January 1, 2010 of the communication by the Texas Commissioner of Education to Texas school board trustees associated with the Texas Commissioner of Education’s responsibility to oversee the provision of training and technical support to Texas school board trustees in TEC Section 11.254.

INDICATOR 4

ORR Description: ORR 4 – 11/2/16 To TEA by Steve Swanson

Commissioner's Efforts to Evaluate and Improve the Training and Technical Support Under the Commissioner's Oversight

This is a request for documentation since January 1, 2010 of the

1. Texas Commissioner of Education's actions to ensure the evaluation and improvement of training and technical support provided under the Texas Commissioner of Education's responsibility to oversee the provision of training and technical support to Texas school board trustees in Texas Education Code (TEC) Section 11.254 and

2. Changes made to improve training and technical support resulting from the evaluation in 1. above.

INDICATOR 5

ORR Description: ORR 5 – 11/2/16 To TEA by Steve Swanson

Documentation of Training, Technical Support and Surveys on Planning to Austin ISD, Beaumont ISD, Corpus Christi ISD, Dallas ISD, El Paso ISD, Ft. Worth ISD, Houston ISD, Tyler ISD, Waco ISD

This is a request for the documentation since January 1, 2010 of:

A. The curriculum for and provision of training to the XXX ISD Board of Trustees required under the Texas Commissioner of Education's responsibility to oversee the provision of training to Texas school board trustees in Texas Education Code (TEC) Section 11.254.

B. The type and provision of technical support to the XXX ISD Board of Trustees required under the Texas Commissioner of Education's responsibility to oversee the provision of technical support to Texas school board trustees in TEC Section 11.254.

C. The surveys the Texas Education Agency sent to XXX ISD for 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 required in TEC Section 11.254.

D. The responses the Texas Education Agency received from XXX ISD to the surveys referenced in C. above.

E. For each campus in XXX ISD requiring action by the Texas Commissioner of Education under TEC Sec. 39.103. INTERVENTIONS AND SANCTIONS FOR CAMPUSES, the documentation of:

1. The Texas Commissioner of Education's process and results in determining whether to: a. 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 b. 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.

2. Each Campus Intervention Team's performance outcomes and ratings for their responsibilities in TEC Section 39.106.

INDICATOR 6

ORR Description: ORR 1 – 6/16/15 To TEA by Steve Swanson

Research on Texas' Governance of Education to Evaluate School Boards and Superintendents Responsibilities In Chapter 11 of the Texas Education Code

This is a request for the following documentation from the Texas Education Agency.

Documentation of research or any method used that evaluates the performance of Texas school boards and superintendents fulfilling their responsibilities in Chapter 11 of the Texas Education

INDICATOR 7

See **Texas's Justice System's Assessment** in **GOVERNANCE PERFORMANCE OUTCOME**

INDICATORS, RESULTS AND RATING above

INDICATOR 8

See **2015 84th Texas Legislature Redundant Education Bills** in **GOVERNANCE PERFORMANCE OUTCOME INDICATORS, RESULTS AND RATING** above

Documentation of Communication To and From TEA

INDICATOR 1

ORR 1 – 11/2/16

To TEA by Steve Swanson

Your request submission number is 6827-PIR#28428

No Documents Found

Process for Assessing and Improving the Commissioner's Performance Outcomes and Rating

This is a request for documentation since January 1, 2010 of the:

1. Process used to assess the Texas Commissioner of Education's performance,
2. The Texas Commissioner of Education's performance:
 - a. Outcomes and
 - b. Rating and
3. The Texas Commissioner of Education's performance improvement:
 - a. Plan for improvement,
 - b. Monitoring of the implementation of the improvement plan and
 - c. Results of implementing the improvement plan

TEA Response

Pending PIR ID: 6827

From: PIR [mailto:PIR@tea.texas.gov]

Sent: Thursday, November 10, 2016 9:34 AM

To: swanson@austin.rr.com

Subject: PIR # 28428-Email-No Documents Found

Public Information Request

No Documents Found

November 10, 2016

Steve R Swanson

5000 Mission Oaks Blvd. #9

Austin, TX 78735-6739

TEA PIR #28428

Dear Mr. Steve Swanson:

On November 2, 2016, the Texas Education Agency (TEA) received your request for public information. A copy of your request is enclosed.

TEA has conducted a good faith search for any and all information related to your request and has not been able to locate information that may be responsive to your request. Therefore, this request is considered closed.

Additionally, you may edit your request and/or submit a new public information request to TEA, in writing.

If you have any questions or wish to discuss this matter further, please contact me at (512) 463-3464 or by email at PIR@tea.texas.gov.

Sincerely,

Sherry Mansell

Sherry Mansell

Public Information Coordinator

INDICATOR 2
ORR 2 – 11/2/16
To TEA by Steve Swanson
Your request submission number is 6828-PIR #28394
Docs Nonresponsive

**Process for Assessing and Improving the Commissioner's Campus Intervention Teams
Performance Outcomes and Rating**

This is a request for documentation since January 1, 2010 of the:

1. Process used to assess the performance of Campus Intervention Teams in TEC Section 39.106,
2. The Campus Intervention Teams' performance:
 - a. Outcomes and
 - b. Rating and
3. The Campus Intervention Team performance improvement:
 - a. Plan for improvement,
 - b. Monitoring of the implementation of the improvement plan and
 - c. Results of implementing the improvement plan

TEA Response 1

Pending PIR ID: 6828

From: PIR [mailto:PIR@tea.texas.gov]

Sent: Tuesday, November 15, 2016 9:34 AM

To: swanson@austin.rr.com

Subject: PIR 28394 (Swanson) Release Documents at No Charge

Public Information Request

Release Documents at No Charge

November 15, 2016

Steve R Swanson

5000 Mission Oaks Blvd. #9

Austin, TX 78735-6739

TEA PIR #28394

Dear Mr. Steve Swanson:

On November 2, 2016, the Texas Education Agency (TEA) received your request for public information. To the extent it exists, the requested information is provided to you with this letter and includes a copy of the original request. Please note the following:

1. Process used to assess the performance of Campus Intervention Teams in TEC Section 39.106, The Campus Intervention Team requirements are outlined in attached documents. The Professional Service Provider application and evaluation process is conducted by the Texas Center for District and School Support (TCDSS). You may obtain this information from TCDSS.
 2. The Campus Intervention Teams' performance: Ratings are available at <https://rptsvr1.tea.texas.gov/perfreport/account/index.html>
 - a. Outcomes and
 - b. Rating and
 3. The Campus Intervention Team performance improvement:
 - a. Plan for improvement, The attached tool is used by the district to plan for improvement
 - b. Monitoring of the implementation of the improvement plan and The attached tool is used by the district and TEA staff to monitor the implementation of an improvement plan.
- c. Results of implementing the improvement plan Results or comments about an improvement plan are captured either in the Communication Log and/or the Feedback/Follow-up Module within the ISAM application.

Additionally, there are no charges for fulfilling this request and PIR # **28394** is considered closed. If you have any

questions or wish to discuss this matter further, please contact me at (512) 463-3464 or by email at PIR@tea.texas.gov.

Sincerely,
Alejandra Gallegos
Public Information Coordinator

SRS RESPONSE

From: Steve Swanson [mailto:swanson@austin.rr.com]

Sent: Tuesday, November 15, 2016 10:44 PM

To: 'PIR' <PIR@tea.texas.gov>

Subject: RE: PIR 28394 (Swanson) Release Documents at No Charge

Dear Mr. Gallegos

Thank you for your response on 11/15/17 to my TEA PIR 28394 11/2/16

The TEA 11/15/17 response is not responsive to my TEA PIR 28394 11/2/16

This is to provide clarification to my request TEA PIR 28394

And to again request documentation

The original request is

Pending PIR ID: 6828

ORR Description:

ORR 2 – 11/2/16 To TEA by Steve Swanson

Process for Assessing and Improving the Commissioner's Campus Intervention Teams Performance Outcomes and Rating

This is a request for documentation since January 1, 2010 of the:

1. Process used to assess the performance of Campus Intervention Teams in TEC Section 39.106,
2. The Campus Intervention Teams' performance: a. Outcomes and b. Rating and
3. The Campus Intervention Team performance improvement:
 - a. Plan for improvement,
 - b. Monitoring of the implementation of the improvement plan and
 - c. Results of implementing the improvement plan

CLARIFICATION

Request 1. Process used to assess the performance of Campus Intervention Teams in TEC Section 39.106 since January 1, 2010.

- The Campus Intervention Team requirements outlined in documents tea provided are team requirements and not a process used to assess the performance of teams provided by the commissioner to assist campuses.
- TEA's response stated you may obtain this information from The Professional Service Provider application and evaluation process conducted by the Texas Center for District and School Support (TCDSS) . The teams are the responsibility of the commissioner of education and the process requested should be available from TEA directly. See request for documentation below.

The attached documents provided by TEA and the reference to obtaining documents for TCDSS are **not responsive to the request.**

Request 2. The Campus Intervention Teams' performance: a. Outcomes and b. Rating

- The link <https://rptsrv1.tea.texas.gov/perfreport/account/index.html> provided by TEA is for student, campus and district ratings and is not outcomes and ratings for the performance of the Campus Intervention Teams fulfilling the responsibilities of the Campus Intervention Teams provided in TEC Section 39.106.

The link provided by TEA is **not responsive to the request.**

Request 3. The Campus Intervention Team performance improvement:

a. Plan for improvement,

- The tool used by the district to plan for improvement provided by TEA is not a plan for improving the Campus Intervention Teams performance.

<input type="checkbox"/> Name
<input type="checkbox"/> ACCT_Campus Intervention Team Procedures_15
<input type="checkbox"/> ACCT_Campus Intervention Team Procedures_16
<input type="checkbox"/> ACCT_Campus Improvement_Planning_Workbook_13
<input type="checkbox"/> ACCT_CIP_Campus_Improvement_Plan_11
<input type="checkbox"/> ACCT_CIT_Proposal_Checklist_12
<input type="checkbox"/> ACCT_CIT_Job_Description_17
<input type="checkbox"/> ACCT_CIT_Job_Description_13
<input type="checkbox"/> ACCT_CIT_Job_Description_14
<input type="checkbox"/> ACCT_Improvement_Plan_16
<input type="checkbox"/> ACCT_Improvement_Plan_17
<input type="checkbox"/> ACCT_Improvement_Plan_14
<input type="checkbox"/> ACCT_Improvement_Plan_15
<input type="checkbox"/> ACCT_SIP_12

The tool provided by TEA is **not responsive to the request.**

- b. Monitoring of the implementation of the improvement plan
 - The tool used by the district and TEA staff to monitor the implementation of an improvement plan provided by TEA is not for monitoring the Campus Intervention Teams' improvement plan.
The tool provided by TEA is **not responsive to the request.**
- c. Results of implementing the improvement plan
 - The statement by TEA that "results or comments about an improvement plan are captured either in the Communication Log and/or the Feedback/Follow-up Module within the ISAM application" do not pertain to an improvement plan for improving Campus Intervention Teams' performance.
The statement provided by TEA is **not responsive to the request.**

Request for Documentation ORR 2 – 11/15/16 To TEA by Steve Swanson

This is a request for documentation since January 1, 2010 of the:

1. Process used to assess the performance of Campus Intervention Teams in TEC Section 39.106,
2. The Campus Intervention Teams' performance: a. Outcomes and b. Rating and
3. The Campus Intervention Team performance improvement:
 - a. Plan for improvement,
 - b. Monitoring of the implementation of the improvement plan and
 - c. Results of implementing the improvement plan
4. Texas Commissioner of Education's actions to ensure:
 - a. The evaluation and improvement of the performance of Campus Intervention Teams in TEC Section 39.106
 - b. The cost effectiveness of using Texas Center for District and School Support (TCDSS)
5. Communication between the Texas Commissioner of Education and TEA and the Texas Center for District and School Support (TCDSS) regarding:
 - a. A performance improvement process for Campus Intervention Teams in TEC Section 39.106
 - b. The improvement in performance outcomes of Campus Intervention Teams in TEC Section 39.106
 - c. The performance outcome ratings of Campus Intervention Teams in TEC Section 39.106

Steve Swanson
512-422-5686

TEA Response 2

Pending PIR ID: 6828

From: PIR [mailto:PIR@tea.texas.gov]

Sent: Friday, December 2, 2016 3:23 PM

To: swanson@austin.rr.com

Subject: PIR 28394 (Swanson) No Documents Found with Referral

Public Information Request

No Documents Found with Referral

December 2, 2016

Steve R Swanson
5000 Mission Oaks Blvd. #9
Austin, TX 78735-6739
TEA PIR #28394

Dear Mr. Steve Swanson:

On November 2, 2016, the Texas Education Agency (TEA) received your request for public information. On November 15, 2016 TEA provided documentation we believed to be responsive to your request. On that same day you provided a clarification response, a copy of this correspondence is attached.

TEA has not been able to locate information that may be responsive to your request. Please note the following: The Campus Intervention Team (CIT) is not "assessed" by TEA. However, Professional Service Providers (PSP) who are members of the CIT go through a vetting process, training, and are evaluated by staff at the Texas Center for District and School Support (TCDSS) as well as TEA staff and the district that work with the PSP. If you would like to review each PSPs evaluation TCDSS may be able to provide you with the information. If you are looking for some sort of performance evaluation for members of the CIT you will need to contact the district. The members of the CIT are district personnel and are evaluated locally.

Therefore, this request is considered closed. If you have any questions or wish to discuss this matter further, please contact me at (512) 463-3464 or by email at PIR@tea.texas.gov.

Sincerely, Alejandra Gallegos – Public Information Coordinator

INDICATOR 3

ORR 3 – 11/2/16

To TEA by Steve Swanson

Your request submission number is 6829- PIR #28395

No Documents Found

**Commissioner's Communication to All Texas School Boards about School Board Training
Under the Commissioner's Oversight**

This is a request for documentation since January 1, 2010 of the communication by the Texas Commissioner of Education to Texas school board trustees associated with the Texas Commissioner of Education's responsibility to oversee the provision of training and technical support to Texas school board trustees in TEC Section 11.254.

TEA Response

Pending PIR ID: 6829

From: PIR [mailto:PIR@tea.texas.gov]

Sent: Thursday, November 17, 2016 8:51 AM

To: swanson@austin.rr.com

Subject: PIR 28395 (Swanson) No Documents Found

Public Information Request

No Documents Found

November 17, 2016

Steve R Swanson

5000 Mission Oaks Blvd. #9

Austin, TX 78735-6739

TEA PIR #28395

Dear Mr. Steve Swanson:

On November 2, 2016, the Texas Education Agency (TEA) received your request for public information. A copy of your request is enclosed.

TEA has conducted a good faith search for any and all information related to your request and has not been able to locate information that may be responsive to your request. Therefore, this request is considered closed.

If you have any questions or wish to discuss this matter further, please contact me at (512) 463-3464 or by email at PIR@tea.texas.gov.

Sincerely,

Alejandra Gallegos

Public Information Coordinator

INDICATOR 4

ORR 4 – 11/2/16

To TEA by Steve Swanson

Your request submission number is 6830-PIR#28396

No Documents Found

Commissioner's Efforts to Evaluate and Improve the Training and Technical Support Under the Commissioner's Oversight

This is a request for documentation since January 1, 2010 of the

1. Texas Commissioner of Education's actions to ensure the evaluation and improvement of training and technical support provided under the Texas Commissioner of Education's responsibility to oversee the provision of training and technical support to Texas school board trustees in Texas Education Code (TEC) Section 11.254 and
2. Changes made to improve training and technical support resulting from the evaluation in 1. above.

TEA Response 1

Pending PIR ID: 6830

From: PIR [mailto:PIR@tea.texas.gov]

Sent: Tuesday, November 15, 2016 12:37 PM

To: swanson@austin.rr.com

Subject: PIR 28396 (Swanson) Release Documents at No Charge

Public Information Request

Release Documents at No Charge

November 15, 2016

Steve R Swanson

5000 Mission Oaks Blvd. #9

Austin, TX 78735-6739

TEA PIR #28396

Dear Mr. Steve Swanson:

On November 2, 2016, the Texas Education Agency (TEA) received your request for public information. To the extent it exists, the requested information is provided to you with this letter and includes a copy of the original request. Please note that the only information we have specifically related to boards of trustees and training was mentioned in campus turnaround letters which were emailed to districts in early October. The letter read:

I would be inclined to defer making a determination at this time regarding the turnaround plans if the district agrees to:

- Include agency-directed governance training for the Board of Trustees and Superintendent in its turnaround and implementation plans; and
- Fully implement the governance improvements set forth in the agency-directed training and in the training's implementation fidelity instrument.

Additionally, there is guidance on development and implementation of turnaround plans on the Division of School Improvement webpage at

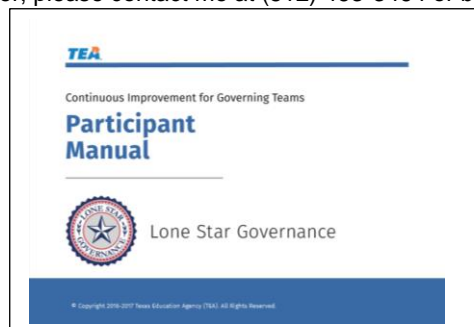
http://tea.texas.gov/Student_Testing_and_Accountability/Monitoring_and_Interventions/Program_Monitoring_and_Interventions/Campus_Turnaround_Guidance_and_Resources/ but we don't have results from these trainings.

There are no charges for fulfilling this request and PIR # 28396 is considered closed. If you have any questions or wish to discuss this matter further, please contact me at (512) 463-3464 or by email at PIR@tea.texas.gov.

Sincerely,

Alejandra Gallegos

Public Information Coordinator



SRS Response

From: Steve Swanson [mailto:swanson@austin.rr.com]

Sent: Tuesday, November 15, 2016 9:11 PM

To: 'PIR' <PIR@tea.texas.gov>

Subject: RE: PIR 28396 (Swanson) Release Documents at No Charge

Dear Mr. Gallegos

Thank you for your response on 11/15/17 to my TEA PIR 28396 11/2/16

The TEA 11/15/17 response is not responsive to my TEA PIR 28396 11/2/16

This is to provide clarification to my request TEA PIR 28396

And to again request documentation

The original request is

Pending PIR ID: 6830

ORR Description:

ORR 4 – 11/2/16 To TEA by Steve Swanson

Commissioner's Efforts to Evaluate and Improve the Training and Technical Support Under the Commissioner's Oversight

This is a request for documentation since January 1, 2010 of the

1. Texas Commissioner of Education's actions to ensure the evaluation and improvement of training and technical support provided under the Texas Commissioner of Education's responsibility to oversee the provision of training and technical support to Texas school board trustees in Texas Education Code (TEC) Section 11.254 and

2. Changes made to improve training and technical support resulting from the evaluation in 1. above.

CLARIFICATION

Request 1. is for efforts made by the Texas Commissioner of Education since January 1, 2010 to ensure the evaluation and improvement of the training and technical support under the Texas Commissioner of Education's responsibility to oversee the provision of training and technical support to Texas school board trustees in Texas Education Code (TEC) Section 11.254.

- The October letter statements provided below:

- Are not an evaluation and improvement of services for the training and technical support services that are to be provided to serve school districts in the planning of schools under the oversight of the commissioner as required in TEC Section 11.254 as requested. The letter states the commissioner is deferring making a determination regarding turnaround plans which is not about the evaluation of the training and technical support services to be provided to school districts under the commissioner's oversight as provided in TEC Section 11.254. since January 1, 2010.
- The determination about turnaround plans being based upon the district agreeing to agency-directed governance training for the Board of Trustees and Superintendents and fully implementing the governance improvements set forth in the agency-directed training and in the training's implementation fidelity instrument is not about the evaluation of the training and technical support services to be provided to school districts under the commissioner's oversight as provided in TEC Section 11.254.

The statements from the October letter are **not responsive to the request.**

October letter statements from TEA email to me 11/15/17

"I would be inclined to defer making a determination at this time regarding the turnaround plans if the district agrees to:

- Include agency-directed governance training for the Board of Trustees and Superintendent in its turnaround and implementation plans; and
- Fully implement the governance improvements set forth in the agency-directed training and in the training's implementation fidelity instrument"

- The link provided to

http://tea.texas.gov/Student_Testing_and_Accountability/Monitoring_and_Interventions/Program_Monitoring_and_Interventions/Campus_Turnaround_Guidance_and_Resources is only "Campus Turnaround Guidance and Resources" provided on a website and is not an evaluation and improvement of services for the training and technical support services that are to be provided to serve school districts in the planning of schools under the oversight of the commissioner as required in TEC Section 11.254 as requested on 11/2/16.

The information in the link provided is **not responsive to the request.**

- The attachment provided TEA Continuous Improvement for Governing Teams Participant Manual" is not about and is not evaluation and improvement of services for the training and technical support services that

are to be provided to serve school districts in the planning of schools under the oversight of the commissioner as required in TEC Section 11.254 as requested on 11/2/16.

The attachment provided - TEA Continuous Improvement for Governing Teams Participant Manual - is **not responsive to the request.**

Request 2. for changes made to improve training and technical support resulting from the evaluation in 1. Above;

- **TEA provided no changes** made to improve training and technical support services that are to be provided to serve school districts in the planning of schools under the oversight of the commissioner as required in TEC Section 11.254 as requested on 11/2/16.

Request for Documentation ORR 4 – 11/15/16 To TEA by Steve Swanson

This is a request for documentation since January 1, 2010 of the

1. Texas Commissioner of Education's actions to ensure the evaluation and improvement of training and technical support provided under the Texas Commissioner of Education's responsibility to oversee the provision of training and technical support to Texas school board trustees in Texas Education Code (TEC) Section 11.254 and

2. Changes made to improve training and technical support resulting from the evaluation in 1. above.

Steve Swanson

512-422-5686

TEA Response 2

Pending PIR ID: 6830

From: PIR [<mailto:PIR@tea.texas.gov>]

Sent: Friday, November 18, 2016 3:07 PM

To: swanson@austin.rr.com

Subject: PIR 28396 (Swanson) No Documents Found

Public Information Request

No Documents Found

November 18, 2016

Steve R Swanson

5000 Mission Oaks Blvd. #9

Austin, TX 78735-6739

TEA PIR #28396

Dear Mr. Steve Swanson:

On November 15, 2016, the Texas Education Agency (TEA) received your clarification and request for a second search. A copy of this request is enclosed.

TEA has conducted another search and review for any and all information related to your request and has not been able to locate information that may be responsive to your request. Therefore, this request is considered closed.

If you have any questions or wish to discuss this matter further, please contact me at (512) 463-3464 or by email at PIR@tea.texas.gov.

Sincerely,

Alejandra Gallegos

Public Information Coordinator

INDICATOR 5

ORR 5 – 11/2/16

To TEA by Steve Swanson

Your request submission number is 6831

No and Nonresponsive Documents

Documentation of Training, Technical Support and Surveys on Planning to

XXX ISD - Austin ISD, Beaumont ISD, Corpus Christi ISD, Dallas ISD, El Paso ISD, Ft. Worth ISD,
Houston ISD, Tyler ISD and Waco ISD

This is a request for the documentation since January 1, 2010 of:

- A. The curriculum for and provision of training to the Austin ISD Board of Trustees required under the Texas Commissioner of Education's responsibility to oversee the provision of training to Texas school board trustees in Texas Education Code (TEC) Section 11.254.
- B. The type and provision of technical support to the Austin ISD Board of Trustees required under the Texas Commissioner of Education's responsibility to oversee the provision of technical support to Texas school board trustees in TEC Section 11.254.
- C. The surveys the Texas Education Agency sent to Austin ISD for 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 required in TEC Section 11.254.
- D. The responses the Texas Education Agency received from Austin ISD to the surveys referenced in C. above.
- E. For each campus in Austin ISD requiring action by the Texas Commissioner of Education under TEC Sec. 39.103. INTERVENTIONS AND SANCTIONS FOR CAMPUSES, the documentation of:
 1. The Texas Commissioner of Education's process and results in determining whether to:
 - a. 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
 - b. 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.

2. Each Campus Intervention Team's performance outcomes and ratings for their responsibilities in TEC Section 39.106.

TEA Response 1

Pending PIR ID: 6831 to 6839

From: PIR [mailto:PIR@tea.texas.gov]
Sent: Wednesday, November 16, 2016 3:16 PM
To: swanson@austin.rr.com
Subject: PIR 28397 to PIR 28405 (Swanson) Release Documents at No Charge
Public Information Request
Release Documents at No Charge
November 16, 2016
Steve R Swanson
5000 Mission Oaks Blvd. #9
Austin, TX 78735-6739
TEA PIR #28397 to PIR #28405

Dear Mr. Steve Swanson:

On November 2, 2016 and November 3, 2016, the Texas Education Agency (TEA) received your requests for public information. To the extent it exists, the requested information is provided to you with this letter and includes a copy of the original request. Please note that the nine request listed below have been combined since the response is the same.

PIR #28397 Austin ISD
PIR #23898 Beaumont ISD
PIR #23899 Corpus Christi ISD
PIR #28400 Dallas ISD
PIR #28401 El Paso ISD
PIR #28402 Ft. Worth ISD
PIR #28403 Houston ISD
PIR #28404 Tyler ISD and
PIR#28405 Waco ISD

The itemized portion of your request for the documentation since January 1, 2010 is as follows where xxx ISD (is replaced by the districts as listed in your requests above):

- A. The curriculum for and provision of training to the xxx ISD Board of Trustees required under the Texas Commissioner of Education's responsibility to oversee the provision of training to Texas school board trustees in Texas Education Code (TEC) Section 11.254. See Attached Email. Response only valid for the 2015-2016 monitoring year.
- B. The type and provision of technical support to the xxx ISD Board of Trustees required under the Texas Commissioner of Education's responsibility to oversee the provision of technical support to Texas school board trustees in TEC Section 11.254. See Attached Email. Response only valid for the 2015-2016 monitoring year.
- C. The surveys the Texas Education Agency sent to xxx ISD for 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 required in TEC Section 11.254. No documents found, TEA staff is unfamiliar with the surveys you are referencing.
- D. The responses the Texas Education Agency received from xxx ISD to the surveys referenced in C. above. No documents found, TEA staff is unfamiliar with the surveys you are referencing.
- E. For each campus in xxx ISD requiring action by the Texas Commissioner of Education under TEC Sec. 39.103. INTERVENTIONS AND SANCTIONS FOR CAMPUSES, the documentation of:
 1. The Texas Commissioner of Education's process and results in determining whether to:
 - a. 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 Prior to 2015-2016 TEA held hearing for all districts

rated 3rd year AU and higher. No hearings were held in 2013-2014. In 2015-2016 the risk analysis below was created.

The division assigned a risk factor for each missed Index based upon how far away by percentage the campus was from the Index target.

- o 0-10% away from Index target was a risk factor of 1
- o 11-20% away from Index target was a risk factor of 2
- o 21-30% away from Index target was a risk factor of 3
- o More than 30% away from Index target was a risk factor of 4.

b. 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. According to TEA's School Improvement records no district has ever been ordered to establish a school community partnership team.

2. Each Campus Intervention Team's performance outcomes and ratings for their responsibilities in TEC Section 39.106. 2016 Accountability Ratings, 2015 Accountability Ratings, 2014 Accountability Ratings, 2013 Accountability Ratings, no state accountability ratings were assigned in 2012, 2011 Accountability Ratings, and 2010 Accountability Ratings

Additionally, there are no charges for fulfilling these requests and PIR # 28397 to PIR # 28405 are considered closed. If you have any questions or wish to discuss this matter further, please contact me at (512) 463-3464 or by email at PIR@tea.texas.gov.

Sincerely,
Alejandra Gallegos
Public Information Coordinator

SRS Response 1

From: Steve Swanson [mailto:swanson@austin.rr.com]

Sent: Friday, November 18, 2016 1:41 PM

To: PIR <PIR@tea.texas.gov>

Subject: Re: PIR 28397 to PIR 28405 (Swanson) Release Documents at No Charge

Mr. Gallegos

Thank you for your 11/16/16 response to my 11/2/16 request

The following is to provide clarification in response to TEA's following response:

C. The surveys the Texas Education Agency sent to xxx ISD for 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 required in TEC Section 11.254.

No documents found, TEA staff is unfamiliar with the surveys you are referencing.

D. The responses the Texas Education Agency received from xxx ISD to the surveys referenced in C. above. No documents found, TEA staff is unfamiliar with the surveys you are referencing.

To clarify the surveys I am requesting, TEC Section 11.254 (b) reads as follows:

Sec. 11.254. STATE RESPONSIBILITIES FOR THE PLANNING AND DECISION-MAKING PROCESS.

(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

This is to again request for each school district in my 11/2/16 requests:

C. The surveys the Texas Education Agency sent to xxx ISD for 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 required in TEC Section 11.254.

D. The responses the Texas Education Agency received from xxx ISD to the surveys referenced in C. above. Upon complete review of TEA's 11/16/16 response I will add additional clarification and request if appropriate.
Steve

Steve Swanson
512-422-5686

TEA Response 2Pending PIR ID: 6831 to 6839

From: PIR [mailto:PIR@tea.texas.gov]
Sent: Wednesday, November 23, 2016 9:24 AM
To: swanson@austin.rr.com
Subject: PIR 28397 to 28405 (Swanson) Second Search: No Documents Found
Public Information Request

Second Search: **No Documents Found**

November 23, 2016
Steve R Swanson
5000 Mission Oaks Blvd. #9
Austin, TX 78735-6739
TEA PIR #28397 to 28405

Dear Mr. Steve Swanson:

On November 2, 2016, the Texas Education Agency (TEA) received your requests for public information. On November 18, 2016 TEA received your clarification response .

Based on the November 18, 2016 communication TEA conducted a second review and search for responsive information related to your requests and has not been able to locate information that may be responsive to your requests. Therefore, these requests are considered closed.

If you have any questions or wish to discuss this matter further, please contact me at (512) 463-3464 or by email at PIR@tea.texas.gov.

Sincerely,
Alejandra Gallegos
Public Information Coordinator

SRS Response 2

From: Steve Swanson [mailto:swanson@austin.rr.com]
Sent: Tuesday, November 29, 2016 9:41 AM
To: 'PIR' <PIR@tea.texas.gov>
Subject: RE: PIR 28397 to PIR 28405 (Swanson) Release Documents at No Charge

Mr. Gallegos

Again, thank you for your 11/16/16 response to my 11/2/16 request.

This additional clarifications and requests for documentation based upon my further review of the 11/16/16 TEA response for PIR 28397 to PIR 28405

The 11/16/16 TEA response states:

A. The curriculum for and provision of training to the xxx ISD Board of Trustees required under the Texas Commissioner of Education's responsibility to oversee the provision of training to Texas school board trustees in Texas Education Code (TEC) Section 11.254. See Attached Email. Response only valid for the 2015-2016 monitoring year.

B. The type and provision of technical support to the xxx ISD Board of Trustees required under the Texas Commissioner of Education's responsibility to oversee the provision of technical support to Texas school board trustees in TEC Section 11.254. See Attached Email. Response only valid for the 2015-2016 monitoring year.

CLARIFICATION

Mr. A.J. Crabill's email dated November 8, 2016 attached to the TEA 11/16/16 response to my 11/2/16 request is not documentation of the curriculum for and provision of training to nor the technical support to the School District Board of Trustees in respect to planning and site-based decision-making as required under the commissioners oversight in TEC Section 11.254 as requested. The response is **not responsive to the request.**

ADDITIONAL REQUEST

This is to again request the documentation since January 1, 2010 of:

A. The curriculum for and provision of training to the XXX ISD Board of Trustees required under the Texas Commissioner of Education's responsibility to oversee the provision of training to Texas school board trustees in Texas Education Code (TEC) Section 11.254.

B. The type and provision of technical support to the XXX ISD Board of Trustees required under the Texas Commissioner of Education's responsibility to oversee the provision of technical support to Texas school board trustees in TEC Section 11.254.

The 11/16/16 response states:

E. For each campus in xxx ISD requiring action by the Texas Commissioner of Education under TEC Sec.

39.103. INTERVENTIONS AND SANCTIONS FOR CAMPUSES, the documentation of:

1. The Texas Commissioner of Education's process and results in determining whether to:
 - a. 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 Prior to 2015-2016 TEA held hearing for all districts rated 3rd year AU and higher. No hearings were held in 2013-2014. In 2015-2016 the risk analysis below was created.

The division assigned a risk factor for each missed Index based upon how far away by percentage the campus was from the Index target.

- o 0-10% away from Index target was a risk factor of 1
- o 11-20% away from Index target was a risk factor of 2
- o 21-30% away from Index target was a risk factor of 3
- o More than 30% away from Index target was a risk factor of 4.

b. 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. According to TEA's School Improvement records no district has ever been ordered to establish a school community partnership team.

2. Each Campus Intervention Team's performance outcomes and ratings for their responsibilities in TEC Section 39.106. 2016 Accountability Ratings, 2015 Accountability Ratings, 2014 Accountability Ratings, 2013 Accountability Ratings, no state accountability ratings were assigned in 2012, 2011 Accountability Ratings, and 2010 Accountability Ratings

CLARIFICATION

The request E1. in the 11/2/16 request was for the **Texas Commissioner of Education's process** to make a determination to order a hearing or establish a school community partnership team and not just a description of the results being:

- TEA holding hearings for all districts rated 3rd year AU and higher prior to 2015-2016
- No hearings being held in 2013-2014 and
- A risk analysis being created in 2015-2016

Providing these results without the Texas Commissioner of Education's process used to make the determination for the results is **not responsive to the request.**

CLARIFICATION

The request E2. in the 11/2/16 request was for the Campus Intervention Team's performance outcomes and ratings **for their specific and detailed responsibilities** in TEC Section 39.106 and not for the accountability ratings for campuses and districts provided by TEA in the 11/16/16 response. The response is **not responsive to the request**.

Additional request

This is to again request the documentation since January 1, 2010 of:

E. For each campus in XXX ISD requiring action by the Texas Commissioner of Education under TEC Sec.

39.103. INTERVENTIONS AND SANCTIONS FOR CAMPUSES, the documentation of:

1. The Texas Commissioner of Education's **process** and results **in determining whether to:** a. **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 b. 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.

2. Each Campus Intervention Team's performance outcomes and ratings for their **specific and detailed responsibilities in TEC Section 39.106.**

Thank you

Steve

Steve Swanson

512-422-5686

TEA Response 3 - Not seen a TEA Response as of 12/5/16

INDICATOR 6
ORR 1 – 6/16/15
To TEA by Steve Swanson
Your request submission number is 3982
No Documents Found
Research on Texas' Governance of Education
To Evaluate School Boards and Superintendents Responsibilities
In Chapter 11 of the Texas Education Code

This is a request for the following documentation from the Texas Education Agency.

Documentation of research or any method used that evaluates the performance of Texas school boards and superintendents fulfilling their responsibilities in Chapter 11 of the Texas Education Code since 1995.

TEA Response

Pending PIR ID: 3982

From: PIR [mailto:PIR@tea.texas.gov]
Sent: Wednesday, June 24, 2015 4:22 PM
To: swanson@austin.rr.com
Subject: **PIR 24693** (Swanson) No Documents Found
Public Information Request

No Documents Found

June 24, 2015

Steve R Swanson
5000 Mission Oaks Blvd. #9
Austin, TX 78735-6739

TEA PIR #24693

Dear Mr. Steve Swanson:

On June 16, 2015, the Texas Education Agency (TEA) received your request for public information. A copy of your request is enclosed.

TEA has conducted a good faith search for any and all information related to your request and has not been able to locate information that may be responsive to your request. Therefore, this request is considered closed.

If you have any questions or wish to discuss this matter further, please contact me at (512) 463-3464 or by email at PIR@tea.texas.gov.

Sincerely,

Alejandra Gallegos

Public Information Coordinator

PIR 24693

Pending PIR ID: 3982

Email Address: swanson@austin.rr.com

ORR Description: ORR 1 – 6/16/15

To TEA by Steve Swanson

Research on Texas' Governance of Education

To Evaluate School Boards and Superintendents Responsibilities In Chapter 11 of the Texas Education Code

This is a request for the following documentation from the Texas Education Agency.

Documentation of research or any method used that evaluates the performance of Texas school boards and superintendents fulfilling their responsibilities in Chapter 11 of the Texas Education

Submitted to Website on: 6/16/2015 3:50:00 PM

Texas Education Code Sections for Governance Performance Indicators

Commissioner of Education and Texas Education Agency Responsibilities

Responsibilities for oversight and provision of services to school boards and superintendents in their planning, plan implementation, monitoring, evaluating and continually improving processes, procedures, staff skills and results in public-based action to:

- Serve the needs of student, other than and not just state achievement indicators, to provide the right conditions for student learning and achievement and
- Make effective use of, not waste, resources including people's and businesses' time, talent, money and taxes and the facilities in their community.

Legend

Shall

Planning process-community schools/district serve student needs-
effective use of resources

Serving student needs

Resources including taxes

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.

School Board and Superintendent Planning Responsibilities in Planning the Commissioner and TEA are Responsible to Oversee and to Provide Services to the School Board, Superintendent and Others

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;

- (3) establish performance goals for the district concerning:
 - (B) **any performance indicators** adopted by the district;
- (5) adopt a policy to establish a district- and campus-level **planning** and decision-making process as required under Section 11.251;
- (9) **monitor district finances** to ensure that the **superintendent** is properly **maintaining** the district's **financial procedures and records**;

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

Sec. 11.1512. COLLABORATION BETWEEN BOARD AND SUPERINTENDENT.

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

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.**

(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.

(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.**

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

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 achievement indicators adopted under Sections 39.053(c) (1)-(4). The district improvement plan must include provisions for:

(1) a comprehensive needs assessment addressing district student performance on the 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 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;

(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.

(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.**

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

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.**

(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 achievement indicators adopted under Sections 39.053(c)(1)-(4) **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 achievement indicator system as described by Section 39.053;

(2) set the campus **performance objectives** based on the 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(1); 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.

(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.**

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.