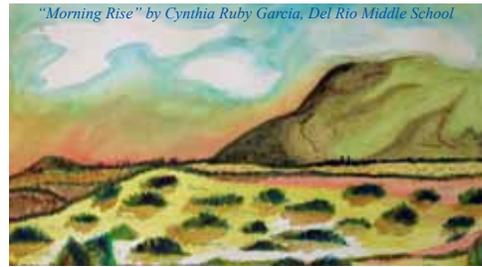


TEXAS EDUCATION TODAY



News from the Texas Education Agency

JULY 2010

STATE ACCOUNTABILITY

More schools, districts earned top accountability ratings

The Texas Education Agency (TEA) announced that 239 school districts and 2,624 schools received Texas' highest accountability rating of Exemplary.

To earn this rating, at least 90 percent of a district's or school's students passed the Texas Assessment of Knowledge and Skills (TAKS), 95 percent of high school students either graduated on time or continued high school for a fifth year, and the district had an annual middle school dropout rate of 1.8 percent or less. A district or campus could earn this rating by meeting the absolute standards or by using the Texas Projection Measure (TPM) or exceptions. Special measures can only be used to move up one rating category.

The second highest rating of Recognized was received by 597 districts and 3,153 schools.

More rigorous standards were implemented this year to determine the state's Recognized rating. The new standards require 80 percent of all students and each evaluated student group to pass the TAKS, compared to 75 percent in previous years. Additionally, the school or district must achieve an 85 percent

completion rate and must now have an annual seventh and eighth-grade dropout rate of 1.8 percent or below. The previous seventh and eighth-grade dropout rate requirement was 2 percent.

is because the TAKS passing rates and completion rates went up across the state in 2010, while dropout rates for grades 7-12 declined compared to the previous year. We saw real progress in our schools this year," Commissioner of Education Robert Scott said.

"However, a number of schools and districts did use progress measures or exceptions to move up one rating category, which is allowable under the state accountability system. We understand that some people have concerns with these measures, particularly with the Texas Projection Measure."

"I am willing to re-examine its use because we want the public to have complete faith in the school ratings," the commissioner said.

For 2011 state accountability, Scott said he is considering several options for changes in the use of TPM to ensure that student performance is acknowledged and to ensure that the state accountability system remains transparent. Proposals under consideration include the following:

- Suspension of the use of TPM for accountability ratings.
- Continued use of TPM in state accountability, but only for districts that elect to use it.
- Modifications to the calculation of TPM and/or its use to include additional safeguards, such as:
 - applying performance floors;
 - counting each student who fails but is projected to pass as a fraction of a passer;
 - prohibiting TPM to be used for the same measure in a subsequent year;
 - limiting the number of measures for which TPM can



Commissioner Robert Scott debuts a new, easy to read dropout report available for every campus in the state during the accountability press conference held on July 30.

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completion rate and must now have an annual seventh and eighth-grade dropout rate of 1.8 percent or below. The previous seventh and eighth-grade dropout rate requirement was 2 percent.

"Many schools and districts earned one of the top ratings by meeting the absolute rating criteria and did not use a progress measure or an exception. That

◆ See RATINGS, page 5

COMPLETION REPORT

Eighty percent of Class of 2009 graduate on time

Texas' comprehensive efforts to increase graduation rates and decrease dropout rates resulted in an 80.6 percent four-year, on-time graduation rate for the Class of 2009, Commissioner of Education Robert Scott recently announced.

The Texas Education Agency's annual *Secondary School Completion and Dropouts in Texas Public Schools* report shows that the number of dropouts in grades 7-12 decreased to 40,923 in the 2008-2009 school year, a 10.6 percent decrease from the 45,796 students who dropped out in the 2007-2008 school year.

"Texas is aggressively working to increase the graduation rate. Our efforts are paying off and we are receiving national attention for this effort," Scott said.

The National Governors Association, Achieve, and Jobs for the Future have each produced reports commending Texas for its dropout recovery and prevention efforts.

The Texas programs are focused around four research-based strategies. Those are:

- Learning environments are challenging and personalized for each student;
- Mentors are used as role models and advocates for students;
- Students who are behind in school receive academic support;
- Data systems identify struggling students who need early intervention.

A redesigned TEA dropout information website provides additional detail about the wide array of programs in use in the state's schools.

"The dropout issue impacts all states, and there is not a single magic solution that will solve the challenge. By providing a variety of support combined with relevant and challenging courses, our educators can put together a plan that addresses the needs of students on their campus," Scott said.

The latest state-level data show progress. Among the 308,427-member Class of 2009:

- 80.6 percent or 248,500 students graduated in four years;
- 8.6 percent or 26,667 students continued in school;
- 1.4 percent, which represents 4,404 students, received a General Educational Development (GED) certificate; and
- 9.4 percent or 28,856 dropped out during high school.

When analyzed by ethnic groups, graduation rates for the Class of 2009 ranged from a high of 92.4 percent for Asian Americans to a low of 73.5 percent for Hispanic students.

When counting how many students dropped out from grades 7-12 over one school year, 40,923 students dropped out during the 2008-2009 school year. Of these, 2,203 students dropped out of grades 7-8, and 38,720 dropped out of grades 9-12. In 2008-2009, students who dropped out of grade 12 accounted for 30.9 percent of all dropouts, the highest proportion of any grade.

These figures are calculated using the National Center for Education Statistics (NCES) definition of a dropout, which Texas has been phasing in over the past four years. NCES defines a dropout as a student who was enrolled in public school in grades 7-12, does not return to public school the following fall, is not expelled *and* does not graduate, receive a GED, continue school outside the public school system, die or begin college.

Because of the phased in collection of the data, the Class of 2009 is the first set of graduation statistics available using four years of data collected under the NCES definition.

Therefore, statistics for the Class of 2008 are not directly comparable because they are based on three years of data collected using the NCES definition and one year using the previous state definition. The Class of 2008 data showed that 79.1 percent of the students graduated in four years, 8.9 percent continued in school, 1.5 percent received a GED and 10.5 percent dropped out.

The full report is available at <http://www.tea.state.tx.us/index4.aspx?id=4080#reports>.



What ever happened to the Class of ...?

What ever happened to the Class of ...? Did Sally graduate? Did Joe drop out?

Countless debates have occurred over dropout statistics. Did one-third of the class drop out? Did 80 percent graduate?

A new report released by the Texas Education Agency in July shows what happened to members of every freshman class at a Texas public high school, according to data submitted by school districts, beginning with the graduating Class of 2009. The one-page report for each high school shows

how many students were in the freshman class and then tracks their progress through the next four years.

The campus graduation summary reports are found at <http://ritter.tea.state.tx.us/acctres/completion/script/2009/campus.html>.

By concentrating on actual numbers, instead of percentages and by using simple, straight forward language, the reports provide the public clear, concise information about the students in their community.

Because dropout and graduation data come in the year after the anticipated graduation, data for the Class of 2010 will not be available until next summer.

HURRICANE SEASON

School closing, opening procedures if affected by a hurricane

While the 2010 hurricane season has so far been relatively mild, with only one hurricane to date making its way to Texas, there are still several months to go before the season ends.

Texas has seen its share of major hurricanes in the last five years with Hurricane Ike in 2008 being the most recent one to cause major damage to the Texas gulf coast.

Ike caused more than \$22 billion in damage and closed several Texas school districts for weeks.

With the 2010-11 school year just days away, school officials are reminded to contact the Texas Education Agency by completing the appropriate school closure and reopening forms if a hurricane impacts your district.

Those forms are available at:

- Closure Form: <http://www.tea.state.tx.us/WorkArea/linkit.aspx?LinkIdentifier=ekfrm&ItemID=2147485080>.
- Re-opening Form: <http://www.tea.state.tx.us/WorkArea/linkit.aspx?LinkIdentifier=ekfrm&ItemID=2147485081>.

In the unfortunate event of a hurricane affecting the Texas



Photo courtesy of NASA/ESA Visible Earth, Earth Science World Image Bank

coast, the agency's website will be updated with appropriate hurricane-related information. The TEA hurricane website is

located at http://www.tea.state.tx.us/index2.aspx?id=2147485084&menu_id=2147483681.

The site will include a list of known school closings, disaster-related correspondence, and a frequently asked questions document, which will address questions and concerns arising from various issues such as mandatory evacuations, use of schools as shelters, and coordination with local disaster districts.

If a hurricane impacts your district during the school year, you may be faced with a number of issues, including missed

instructional days and low attendance days. As in past years, districts are encouraged to adjust school calendars to make up for the lost instructional time.

Waiver applications for both missed instructional days and low attendance are available at http://www.tea.state.tx.us/index2.aspx?id=6637&menu_id=932&menu_id2=788.

For more information about waivers, please contact Mike Peebles of the State Waivers Unit at (512) 463-5917 or by email at mike.peebles@tea.state.tx.us.

JOBS FOR THE FUTURE

National report to laud Texas' dropout prevention efforts

A new national dropout report to be issued later this year will laud Texas' far-reaching strategies for reducing the number of high school dropouts.

"Texas stands out for its coherent and far-reaching strategy to put dropouts and struggling students at the center of high school reform," says an independently conducted report called *Six Pillars of Effective Dropout Prevention and Recovery* to be issued by Jobs for the Future (JFF). This national non-profit organization develops, implements and promotes new education and workforce strategies that help communities, states and the nation compete in a global economy.

The report notes that Texas is one of the states that is addressing the dropout situation in a comprehensive manner. "Drawing on the latest research on predicting dropouts, Texas uses its at-risk student indicator system to trigger significant reforms (and resources) targeted toward schools and students with the greatest need. In 2007, the state enacted HB 2237, Texas's comprehensive policy approach to reduce dropouts and increase the number of students who graduate ready for postsecondary success. Also that year, Texas enacted HB 1137, which authorizes funding for

school districts to help young people up to age 26 receive a high school diploma," the report says.

It also notes that HB 1, passed in 2006, created the high school allotment, which provides \$275 per pupil to be used to implement programs and practices that increase college and career readiness.

"The state's omnibus dropout prevention law, HB 2237, codified some of the state's secondary school reform efforts and laid the groundwork for its forward-thinking dropout prevention agenda," the report continues.

Commissioner of Education Robert Scott said, "Although too many students still drop out of schools, Texas is aggressively addressing the problem through a number of programs. It's nice to get recognition for this comprehensive effort that involves the legislature, the Texas Education Agency, educators, students and parents working together to create success for students."

Additional information about the state's efforts to reduce the dropout rate can be found at http://www.tea.state.tx.us/index4.aspx?id=3505&menu_id=2147483659.

The JFF report that details the work of all states is available at <http://www.tea.state.tx.us/index4.aspx?id=2147485353>.

BACK TO SCHOOL

New school year brings new faces and new changes

When students head back to school this fall, they'll be greeted with more than just a few new faces. From new course requirements to new curriculum, students and educators will see several changes implemented this school year.

NEW COURSE REQUIREMENTS

Beginning with students who enter sixth grade this fall, students must take at least one fine arts course in the sixth, seventh or eighth grade. In addition, students who enter ninth grade this fall and who opt into the Minimum High School Program must earn at least one fine arts credit to graduate. This has already been a requirement for students graduating on the Recommended or Distinguished Achievement Programs. State-approved subjects that fall under the fine arts Texas Essential Knowledge and Skills (TEKS) include Art (grades K-12), Dance (grades 9-12), Music (grades K-12), and Theatre (grades K-12). To provide additional flexibility, the State Board of Education will allow the Career and Technical Education course called Principles and Elements of Floral Design to fulfill the one credit fine arts high school graduation requirement.

Other graduation requirements approved by the state board also go into effect this fall. Earlier this year the board approved changes to two of the state's high school graduation programs to align with legislative changes made to the Recommended High School Program. These changes include:

- Eliminating the requirement that students earn one-half credit in health;
- Eliminating the requirement that students earn one credit in technology applications;
- Reducing the number of physical education credits required from 1.5 to one credit; and
- Increasing the number of elective credits to 7.5 for the minimum program and 4.5 for the Distinguished Achievement Program.

Despite these changes, school districts retain the authority to add requirements beyond what is required in state law and rule for graduation.

NEW COURSE OPTIONS

In addition to aligning the three graduation plans, the board also added courses that may be taken to satisfy science, math and speech graduation requirements.

The board voted to maintain the IPC class as a course that may satisfy a science graduation requirement on the Recommended Program due to overwhelming support for the course; however, students must successfully complete IPC prior

to taking chemistry and physics classes. Students following the Recommended and DAP programs can satisfy a science requirement by taking Engineering Design and Problem Solving, Advanced Biotechnology, Advanced Animal Science, Advanced Plant and Soil Science, and Food Science. No matter which science courses students opt to take, they will be receiving all new lessons with the newly adopted science curriculum.

Four newly approved courses that may satisfy a math requirement under the Minimum and Recommended programs include: Mathematical Applications in Agriculture, Food and Natural Resources; Engineering Mathematics; and Statistics and Risk Management.

Students on the Recommended program who choose to take Mathematical Applications in Agriculture, Food and Natural Resources must successfully complete this course prior to taking Algebra II. Students will be able to take Engineering Mathematics and Statistics for Risk Management to satisfy a math requirement under the DAP.

To satisfy their elective speech requirement, students may now take a CTE course called Professional Communications in addition to the Communications Applications course already in place. Along with the new science curriculum in place this year, students will also receive instruction in the newly approved CTE curriculum.

Though the state now only requires one P.E. credit for graduation, the credit can be earned by taking any combination of the following classes: Foundations of Personal Fitness, Adventure/Outdoor Education, Aerobic Activities, and Team or Individual Sports. Credit for any of those courses may be earned through participation in athletics, Junior ROTC or appropriate private or commercially-sponsored physical activity programs for a maximum of four credits or participation in marching band, cheerleading or drill team for up to one credit. Credits earned beyond the one credit required for graduation will count as elective credits.

Students may no longer substitute dance for P.E. credit. Beginning with the 2011-12 school year, students will no longer be able to earn a P.E. substitution credit for two- or three-credit career and technology work-based training courses. Students who earned their P.E. credit through a dance credit prior to the start of the 2010-11 school year or a CTE substitution prior to the 2011-12 school year will still get credit for that substitution.

◆ ACCOUNTABILITY *continued from page 1*

Commissioner willing to re-examine the use of TPM for 2011 ratings

be used in a given year; and

- limiting which rating categories can use it.

The commissioner is expected to make a decision about the future use of TPM this spring.

Just as with the two top rating categories, some districts and campuses used the special provisions to receive an Academically Acceptable rating. Overall, 298 districts and 1,456 schools received an Academically Acceptable rating under standard accountability procedures. Most earned the rating this year by meeting the absolute standards, which increased by 5 percentage points for science and math.

Forty-five districts and 125 schools received the lowest rating called Academically Unacceptable. They received this rating under standard accountability procedures if they had TAKS passing rates for any student group or their total student population below 70 percent for reading/English language arts, writing or

social studies or below 60 percent for math or 55 percent for science. A completion rate lower than 75 percent or an annual seventh and eighth-grade dropout rate higher than 1.8 percent would also result in an Academically Unacceptable rating.

Below are the number of districts or campuses that received each rating in either the standard or Alternative Education Accountability (AEA) procedures. The numbers in parenthesis are those districts or schools that earned the rating by meeting the absolute standards and who did not use Required Improvement, the Texas Projection Measure or exceptions.

DISTRICTS:

Exemplary – 239 (72)
 Recognized – 597 (77)
 Academically Acceptable – 298 (211)
 AEA: Academically Acceptable – 48 (46)
 Academically Unacceptable – 30
 AEA: Academically Unacceptable - 15
 Not rated for a variety of reasons – 10

SCHOOLS:

Exemplary – 2,624 (1,159)
 Recognized – 3,153 (748)
 Academically Acceptable – 1,456 (874)
 AEA: Academically Acceptable – 430 (405)
 Academically Unacceptable – 101
 AEA: Academically Unacceptable - 24
 Not rated for a variety of reasons – 647

KEY WEB RESOURCES:

Accountability ratings: <http://ritter.tea.state.tx.us/perfreport/account/>

TPM Q&A: <http://ritter.tea.state.tx.us/student.assessment/resources/measures/TPM-Packet.pdf>

Annual dropout and completion report: <http://www.tea.state.tx.us/index4.aspx?id=4080#reports>

Completion and dropout rates for each district and campus is included on the accountability data tables and at <http://ritter.tea.state.tx.us/acctres/entry.html>.

Back to School continued

NEW IMMUNIZATIONS

Besides new course requirements and curriculum, there are also new immunization requirements this year. State law requires students in Texas schools to be immunized against certain vaccine-preventable diseases. Students without the required immunizations will not be allowed to attend school unless parents file for an exemption from immunization requirements for reasons of conscience, including a religious belief. All immunizations should be completed by the first date of attendance; however, a student may be provisionally enrolled if the student has an immunization record that indicates the student has received at least one dose of each specified age-appropriate vaccine required.

In addition to previously required immunizations, the Department of State

Health Services (DSHS) implemented new vaccination requirements for students who will attend a Texas school this fall.

For the 2010-2011 school year, the new immunization requirements will apply to first grade and eighth-grade students who did not receive the required vaccines in kindergarten or seventh grade.

Following are the new vaccination requirements.

- Before attending the first day of school, kindergarteners and first-graders need to have had: two varicella or chickenpox vaccines, two hepatitis A vaccines and two MMR (measles, mumps and rubella) vaccines.
- Seventh through 12th grade students need to have had one booster shot of the Tdap vaccine (a combination of the tetanus, diphtheria and pertussis vaccines).
- Students entering seventh grade

are required to have had a booster dose of Tdap only if it has been five years since their last dose of a tetanus-containing vaccine.

- Eighth through twelfth grade students need to have had a booster dose of Tdap only if it has been 10 years since their last dose of tetanus-containing vaccine.
- Seventh- and eighth-graders need to get two doses of chickenpox vaccine if they have not had the illness and one dose of the meningitis vaccine.

For a full list of vaccine requirements for 2010, visit the Texas DSHS website at <http://www.dshs.state.tx.us/immunize/school/default.shtm#requirements>. For more detailed information about new course requirements, including a graduation side-by-side, go to the Texas Education Agency's website at <http://www.tea.state.tx.us/graduation.aspx>.

State Board Actions

The State Board of Education met July 23 and took the following actions.

SECOND READING

At second reading and final adoption, the board:

- Adopted amendments incorporating technical edits to the rules for instructional settings for students with disabilities to add clarification resulting from changes to state law and federal regulations.
- Approved the repeal of chapters from the Texas Administrative Code related to the Texas Essential Knowledge and Skills (TEKS) implemented in 1998 for Career and Technical Education (CTE) courses that will be superseded by the revised CTE TEKS in the 2010-2011 school year and the TEKS implemented in 1998 for Kindergarten-Grade 8 and high school science courses that will be superseded by the revised science TEKS in the 2010-2011 school year.
- Approved revisions to the rules on curriculum requirements related to other provisions, updating various sections within the subchapter as a result of the statutorily required four-year review of rules.

IN OTHER ACTION

In other actions, the board:

- Adopted an annual report on the status of the Bond Guarantee Program as of Aug. 31, 2009.
- Approved the purchases and sales of securities executed in the portfolio of the Permanent School Fund for the months of March, April and May 2010 in the amount of \$1,370,716,994 and \$855,546,946, respectively.
- Approved the reappointment of Laura J. Munro to the board of trustees of the Lackland Independent School District for a two-year term from July 23, 2010 to July 22, 2012.
- Denied a petition by Carl Olson, founder of Textbook Trust of Woodland Hills, California, who asked that the Texas Education Agency establish a separate office to monitor textbook

errors. There is already an extensive process in place to ensure textbook accuracy.

- Set the distribution rate to the Available School Fund from the Permanent School Fund for fiscal years beginning Sept. 1, 2012 and Sept. 1, 2013 at between 1.5 percent and 3.5 percent.
- Approved an amended question and answer document for supplemental science material. The document is available for review at http://ritter.tea.state.tx.us/textbooks/proclamations/SupplementalScience/RequestSupplementalScienceMaterials_QA.pdf.
- Approved an innovative course called College Transition for a three-year period. Innovative courses are courses that do not fall within any of the subject areas of the foundation or enrichment curriculum.
- Voted to invite one member from each technology applications TEKS review committee and the technology applications expert reviewers to the September state board meeting to discuss the review of the technology applications courses.
- Adopted the per capita apportionment rate of \$274.062 for the 2009-2010 school year.
- Approved the requests for proposals to produce large type editions, digital Braille textbook files, other accessible student-ready files, tactile graphics and Braille copies of textbooks scheduled to be adopted in November 2010.
- Took no action on proposed changes to the schedule and decision date for the request for proposals for the Absolute Return Discretionary Separately Managed Account Fund-of-Fund Hedge Funds Manager.
- Approved the selection of four qualified fiduciary respondents from the Request for Qualifications for Fiduciary Counsel, Alternative Assets Portfolio/Contracting and Tax Counsel for the Permanent School Fund. The law firms are Graves, Dougherty, Hearon & Moody, P.C.; Reinhart, Boerner & Van Duren; Strasburger & Price LLP; and Andrews Kurth LLP. The board instructed staff to renew, extend or re-contract with Graves, Dougherty, Hearon & Moody, P.C. and Strasburger & Price LLP

IN OTHER ACTION, continued

for fiduciary services. The board also directed that staff has discretion to decide which firm to use for legal work.

- Took no action on a review of the State Board for Educator Certification (SBEC) amendment that updates the rule on assignment of public school personnel as a result of recent revisions to the TEKS and course offerings for career and technical education (CTE) mandated by House Bill (HB) 3485, 80th Texas Legislature, 2007. The amendment also includes technical changes that clarify and update other content areas.

- Took no action on revisions to SBEC rules regarding agency administration that provide updates to reflect current law and to note that the Texas Education Agency (TEA) provides the SBEC's administrative functions and services, which include purchasing, rule making, and contracts.

- Adopted the annual governance reporting form for open-enrollment charter schools, the application and timeline for the 16th generation of open-enrollment charter schools and the application form for the public college or university open-enrollment charters.

PERMANENT SCHOOL FUND

State Board of Education approves new asset allocation

The State Board of Education approved a new asset allocation for its \$22.2 billion Permanent School Fund that includes, for the first time, making about a \$100 million available for charter school facilities and putting \$1.5 billion in a risk parity strategy.

After extensive debate, the board voted 7-6 with two members absent, to approve the new asset allocation mix that sets aside 0.5 percent of the fund for charter school facilities. Members approved a proviso that said funds would not be spent on the charter facilities unless the board received a favorable opinion from the state's attorney general or express legislative authority.

Board Chair Gail Lowe will seek an attorney general's opinion to clarify whether the board can invest in charter facilities and maintain its constitutional duty to meet the "prudent person standard" with all investments.

Determining the asset allocation "is the most important decision we make for the fund," Lowe said.

The asset allocation strategy sets spending targets for the Permanent School Fund, which is the state's public school endowment fund. It is one of the largest education endowments in the country.

Along with overseeing the fund, the board also authorizes the creation of new charter schools. There are currently 210 charters holders.

Because charter schools do not have local taxing authority, their funding is dependent on state and federal aid and grants. Many operate on extremely tight budgets, leaving them unable to purchase property. They are often located in strip shopping malls or churches. Because they lease the property, they move from location to location far more frequently than does a traditional school.

Some board members argued that by investing in property that could be leased or rented by charter schools, the board can help this segment of the school community while earning a return on the fund's investment.

Other board members argued that there were too many unanswered legal questions surrounding this issue and said it would not be prudent to invest in charter schools that are considered so high risk that they are often unable to get traditional bank loans.

As with the other asset classes, the board would hire a consultant to handle charter school facility purchases or vote on each specific purchase.

Following the advice of its investment consultant NEPC, LLC., the board also added a risk parity strategy to its investment plan. Risk parity is a term for a variety of investment techniques that attempt to take equal risk in different asset classes.

2010 Asset Allocation Update

Category	Current Policy	New Policy
Large Cap Equities	24%	21%
Small/Mid Cap Equities	7%	7%
International Large & Emerging Equity	18%	18%
International Small Cap Equities	4%	4%
Total Equity	53%	50%
Core Bonds	19%	15%
Total Fixed Income	19%	15%
Real Estate	6%	6%
Private Equity	6%	6%
Real Return	6%	5.5%
Absolute Return	10%	10%
Risk Parity	0%	7%
Charter School Allocation	0%	0.5%
Total Alternatives	28%	35%
Expected Return	7.80%	7.82%

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ELECTRONIC JOB BANK

New teacher job search website makes it debut

Looking for a teaching job? The search just got easier.

The Texas Education Agency in August debuted a new statewide web-based school district job search tool. The website, which can be found at <http://www.tea.state.tx.us/districtSearch.aspx>, brings together information from the state's 1,200 public school districts and charter schools.

It allows a job seeker to search by address, zip code, or city and to search within a five-to-50 mile radius.

The search brings up a list of districts or charters that match the search criteria and the list provides links to websites and job listings, when available.

Texas public schools employ a total work force of about 646,000, more than the entire population of Wyoming. About 4.8 million children are educated in the Texas public schools each year.

“If you are moving to Texas or within the state, this tool gives you access to jobs all over the state. Given our enrollment growth of almost 100,000 students a year and typical staff turnovers, schools

are constantly looking for qualified employees, and this site will help bring together employers and employees,” said Commissioner of Education Robert Scott.

A link to the new search tool, created by TEA staff, can be found on the teacher and administrator portals of the TEA website, which is found at <http://www.tea.state.tx.us>.

TEA's Division of Educator and Student Policy Initiatives, in collaboration with the Texas Workforce Commission, is working on a comprehensive website that will list education jobs in the state of Texas, pathways to certification, statewide and district specific incentives and benefits available to educators, and human resource information for potential applicants. The division will be utilizing the TWC's Work in Texas website to provide available jobs in education statewide. The purpose is to provide a user friendly site for all interested applicants in Texas and nationwide to assist districts with attracting qualified and effective teachers to increase student academic achievement, address critical shortage areas, and increase minority participation in the teaching profession.