

# TEXAS EDUCATION TODAY

JANUARY 2010



News from the Texas Education Agency

## State Board approves changes to high school graduation plans

The State Board of Education approved changes to two of the state's high school graduation plans to align with the new Recommended High School Program. The board also reversed course on the plan to phase out the Integrated Physics and Chemistry (IPC) class for the Recommended Program.

As a result of legislation passed last spring, some course requirements were eliminated on the Recommended Program, which is the graduation plan followed by most students, to provide additional scheduling flexibility. However, the revisions didn't apply to the state's other two graduation plans, the Minimum High School Program and the Distinguished Achievement Program (DAP).

House Bill 3 eliminated the requirement that students take a one-semester health class, a one-year technology applications class and reduced the amount of physical education classes high school students must take from one and a half years to one year. Because students sometimes switch graduation plans, the board voted to align the 22-credit Minimum and the 26-credit Distinguished Program with the 26-credit Recommended 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;
- Increasing the number of elective credits to 7.5 for the minimum plan and 4.5 for the DAP.

In addition to aligning the three graduation plans, the board also added courses that may be taken for science, math, speech and fine arts credit. The board voted to maintain the IPC course

as a science credit on the Recommended Program after a survey completed by 5,000 Texans, primarily educators, this year found overwhelming support for IPC.

Previously the board voted to phase out that course. Under the plan approved Jan. 15, students on the Recommended Program must take a biology, a chemistry and a physics course.

They may earn the fourth science credit in IPC, but if they take that course, the class must be successfully completed prior to taking chemistry and physics classes.

The board approved additional courses that students may take for science credit. Students following the Recommended and DAP programs can receive science credit for Engineering Design and Problem Solving, Advanced Biotechnology, Advanced Animal Science, Advanced Plant and Soil Science, and Food Science.

The board approved four courses that students can take for math credit under the Minimum and Recommended programs. Those courses are: Mathematical Applications in Agriculture, Food and Natural Resources; Engineering Mathematics; and Statistics and Risk Management. Students will be able to take Engineering Mathematics and Statistics for Risk Management under the DAP.

All students must take a one-semester speech course that counts towards their electives. The board approved a Career and Technical Education class called Professional Communications that can now be taken for speech credit in addition to the Communications Applications course already in place.

The board also amended physical education (P.E.) requirements to effectively cap the number of P.E. credits that can be earned at four. While only one P.E. credit is required for graduation, the credits 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. Students may no longer substitute dance or two- or three-credit career and technology work-based training courses for P.E. credit. Students who earned their P.E. credit through a dance or CTE substitution prior to the start of the 2010-11 school year will still get credit for that substitution.

The new graduation requirements are effective beginning in the 2010-11 school year; however, school districts retain the authority to add requirements beyond what is required in state law and rule for graduation.

Additional details regarding changes to all three graduation programs, including a frequently asked questions document, will soon be posted at <http://www.tea.state.tx.us/graduation.aspx>.

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**ENROLLMENT TRENDS**

# Public school enrollment increased 20 percent in last decade

Texas' public school enrollment increased by 20.1 percent over a 10-year period, despite enrollment declines in eight of the state's 20 regions.

Enrollment in the public schools reached 4,749,571 by the 2008-2009 school year, which is an addition of 795,137 students over the past decade. On average, the state added 1.9 percent more students each year, according to a recently released report called *Enrollment in Texas Public Schools 2008-2009*, published by the Texas Education Agency's Division of Accountability Research.

The ethnic group with the largest percentage of total enrollment in the schools continues to be Hispanics, who made up about 2.3 million or 47.9 percent of the public school population in 2008-2009. With 1.6 million white students enrolled, they represented the second largest student group. The 671,871 African-American students represented 14.1 percent of the public school population. Asian Americans and Native Americans make up the remaining 4 percent of the enrollment.

The enrollment figures increased over the decade for all ethnic groups, except for whites. White enrollment declined by 7.5 percent. While the decline in white student enrollment could be due to factors such as lower birth rates or increasing private school enrollment over the decade, further analysis is needed to determine factors associated with enrollment trends.

Twelve of the state's 20 regional educational service centers (ESCs) experienced gains in enrollment during the decade, with increases of 18 percent or more in regions including the districts in the Austin, Dallas, Fort Worth, Houston and San Antonio areas. The Region 13 area, which is centered in Austin, experienced the largest increase in the state, with a gain of 37.3 percent.

Of the eight regions that experienced decreases in enrollment, five were in the western half of the state. Those were ESC regions based in Abilene, Lubbock, Midland, San Angelo and Wichita Falls. The other three were the regions centered in Beaumont, Corpus Christi and Victoria, all coastal areas that were walloped by severe hurricanes over the past decade.

The percentage of economically disadvantaged students continues its rapid rise. In 1998-99, economically disadvantaged students, who are students that are eligible for the federal free or reduced price meal program, represented 48.4 percent of all Texas students.

Ten years later, that percentage had risen to 56.6 percent.

Other enrollment trends of note are:

- The ninth grade had the highest enrollment, in part because of the high retention rate in that grade. There were 387,951 ninth-graders in

2008-2009.

- Of the grades impacted by compulsory attendance laws, the lowest enrollment occurred at 12<sup>th</sup> grade with an enrollment of 280,044 last year.

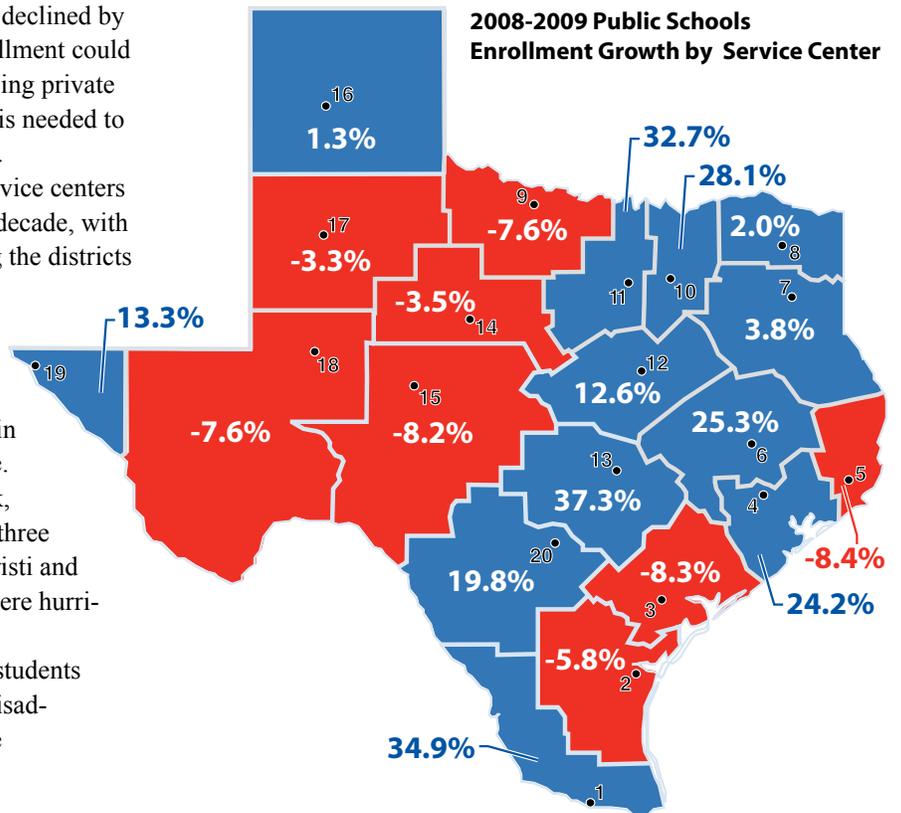
- The number of students participating in career and technical programs rose by 71.9 percent over the past decade.

- The number of students receiving bilingual or English as a second language instructional services increased by 58.2 percent over the 10-year period, while the number of students identified as limited English proficient grew by 50 percent.

- Figures from the National Center for Education Statistics showed that Texas had the largest enrollment increases among the four most populous states (Texas, Florida, California and New York) between 1996-1997 and 2006-2007.

- Only California educates more students than Texas. It had a public school enrollment of 6.4 million in 2006-2007.

The full enrollment report is available online at [http://ritter.tea.state.tx.us/research/pdfs/enrollment\\_2008-09.pdf](http://ritter.tea.state.tx.us/research/pdfs/enrollment_2008-09.pdf)



1 Edinburg.....	34.9	8 Mt. Pleasant .....	2.0	15 San Angelo .....	-8.2
2 Corpus Christi .....	-5.8	9 Wichita Falls .....	-7.6	16 Amarillo .....	1.3
3 Victoria .....	-8.3	10 Richardson .....	28.1	17 Lubbock .....	-3.3
4 Houston .....	24.2	11 Fort Worth .....	32.7	18 Midland .....	-7.6
5 Beaumont .....	-8.4	12 Waco .....	12.6	19 El Paso .....	13.3
6 Huntville .....	25.3	13 Austin .....	37.3	20 San Antonio .....	19.8
7 Kilgore .....	3.8	14 Abilene .....	-3.5		

## NEW ASSESSMENT PROGRAM

# STAAR or State of Texas Assessments of Academic Readiness to replace TAKS

Commissioner of Education Robert Scott announced that the next generation of student tests will be called the State of Texas Assessments of Academic Readiness or STAAR.

STAAR will replace the Texas Assessment of Knowledge and Skills (TAKS), which is the criterion-reference assessment program that has been in place since 2003.

The STAAR name, pronounced the same as star, will be used for the 12 end-of-course assessments mandated by SB 1031 in 2007 and the new grade 3-8 assessments mandated by HB 3 in 2009.

The new tests will be used beginning in the 2011-2012 school year. Students in the graduating Class of 2015, who are currently in seventh grade, will be the first students who must meet the end-of-course testing requirements, as well as pass their classes, in order to earn a diploma.

The new tests will be significantly more rigorous than previous tests and will measure a child's performance, as well as academic growth. The grade 3-8 STAAR tests in reading and mathematics, by law, must be linked from grade to grade to performance expectations for the English III and Algebra II end-of-course tests.

During a speech at the Texas Association of School Administrators' Midwinter Conference in Austin, Scott said the last TAKS-based school accountability ratings will be issued in 2011. Ratings will be suspended in 2012 while a new accountability

system is developed. The new rating system will debut in 2013.

## HISTORY OF THE TEXAS TESTING PROGRAM

*Texas Assessment of Basic Skills (TABS)* – First state-mandated test, in use from 1980-1985, administered to students in grades 3, 5 and 9 in reading, mathematics and writing.

*Texas Educational Assessment of Minimum Skills (TEAMS)* – In use from 1986-1990, tested reading, mathematics and writing in grades 1, 3, 5, 7, 9 and 11; first state test students were required to pass to earn a diploma.

*Texas Assessment of Academic Skills (TAAS)* – In use from 1990-2002, tested reading, mathematics and writing, ultimately given to students in grades 3-8 and 10; additionally, science and social studies tested at eighth grade, Spanish-language tests available for students in grades 3-6, four end-of-course exams provided optional method for meeting graduation requirements.

*Texas Assessment of Knowledge and Skills (TAKS)* – In use from 2003 to present; assesses math, reading, writing, English language arts, science and social studies; students tested in grades 3-11 and promotion tied to test results for students in grades 3, 5 and 8; graduation requirements expanded to include English language arts, mathematics, science and social studies.

## AAA RATING

# Bond Guarantee Program has re-opened

The Texas Permanent School Fund Bond Guarantee Program, closed since March, re-opened for business on Jan. 22 and once again is accepting applications to back bonds issued to pay for school construction. This will save Texas school districts millions of dollars in interest costs.

The Texas Education Agency was forced to close the Bond Guarantee Program last spring when turmoil in the stock market caused the value of the PSF to fall dramatically, reducing its capacity to back bonds.

Now a rebounding stock market and a long-awaited favorable ruling from the Internal Revenue Service have allowed the program to begin assisting districts again.

The IRS informed the agency on Dec. 16 that it will update its regulation to allow bonds to be guaranteed up to 500 percent of the cost value of the Permanent School Fund as of that date.

"This IRS ruling increases our capacity to back school district bonds by hundreds of millions of dollars. It will help school districts to build new buildings for generations to come. It will also help school districts keep tax rates down because this will save them money," said Commissioner of Education Robert Scott, who vigorously sought this program modification since 2007.

The Permanent School Fund currently has a cost value of

roughly \$23 billion, which includes assets managed by State Board of Education and TEA, as well as the General Land Office. To date, the fund was able to back bonds up to 250 percent of the lower of its cost or value. The IRS action and legislation enacted by the Texas Legislature in 2007 will permit the State Board of Education to increase the capacity by up to 100 percent, contingent on the PSF maintaining a AAA rating. The board will consider increasing the multiplier at its March meeting.

"I am pleased with the decision by the IRS to increase our state's bonding capacity for the Permanent School Fund," said Sen. Florence Shapiro, chair of the Senate Education Committee. "This is something I have been working on for some time - starting with the passage of SB 389 in the 2007 session to increase the multiplier, and again this year with SB 1255. This change will now bring much needed facilities funding options to schools across the state."

When the PSF backs a school district bond it gives the bonds the equivalent of the highest rating available, AAA. The higher the bond rating, the better the interest rate a district receives when it sells its bonds, potentially saving districts millions of dollars.

Since its inception in 1983, the Bond Guarantee Program has guaranteed 4,050 school bonds totaling \$85.9 billion in bonds.

# Summary of 2010-2011 Graduation Requirements

Discipline	Minimum HSP	Recommended HSP	Distinguished Achievement*
<b>ENGLISH</b> ♦	<b>Four credits</b> to include: <b>English I, II, III</b> The fourth credit may be selected from the following: <ul style="list-style-type: none"> <li>• English IV</li> <li>• Literary Genres</li> <li>• Practical Writing Skills</li> <li>• Journalism</li> <li>• Research/Technical Writing</li> <li>• Creative/Imaginative Writing</li> <li>• Business English (CTE)</li> <li>• Approved AP English courses</li> </ul>	<b>Four credits</b> to include: <b>English I, II, III and IV</b>	<b>Four credits</b> to include: <b>English I, II, III and IV</b>
<b>MATHEMATICS</b> ♦	<b>Three credits</b> to include: <b>•Algebra I</b> <b>•Geometry</b>  The third credit may be selected from the following: <ul style="list-style-type: none"> <li>• Algebra II</li> <li>• Precalculus</li> <li>• Mathematical Models with Applications</li> <li>• Independent Study in Mathematics</li> <li>• Approved AP Mathematics courses</li> <li>• Approved IB Mathematics courses</li> <li>• Mathematical Applications in Agriculture, Food, and Natural Resources (CTE)</li> <li>• Engineering Mathematics (CTE)</li> <li>• Statistics and Risk Management (CTE)</li> </ul>	<b>Four credits</b> to include: <b>•Algebra I</b> <b>•Geometry</b> <b>•Algebra II</b> The additional credit may be selected from either of the following and must be completed <i>prior</i> to Algebra II. <ul style="list-style-type: none"> <li>• Mathematical Models with Applications</li> <li>• Mathematical Applications in Agriculture, Food, and Natural Resources (CTE)</li> </ul> The fourth credit may be selected from the following after completion of Algebra I, Geometry, and Algebra II: <ul style="list-style-type: none"> <li>• Precalculus</li> <li>• Independent Study in Mathematics</li> <li>• Approved AP Mathematics courses</li> <li>• Approved IB Mathematics courses</li> <li>• Engineering Mathematics (CTE)</li> <li>• Statistics and Risk Management (CTE)</li> </ul>	<b>Four credits</b> to include: <b>•Algebra I</b> <b>•Geometry</b> <b>•Algebra II</b> The fourth credit may be selected from any of the following after successful completion of Algebra I, Algebra II, and Geometry: <ul style="list-style-type: none"> <li>• Precalculus</li> <li>• Independent Study in Mathematics</li> <li>• Approved AP Mathematics courses</li> <li>• Approved IB Mathematics courses</li> <li>• Engineering Mathematics (CTE)</li> <li>• Statistics and Risk Management (CTE)</li> </ul>
<b>SCIENCE</b> ♦	<b>Two credits</b> to include: <b>•Biology</b> <b>•Integrated Physics &amp; Chemistry</b>  May substitute Chemistry or Physics for IPC but must use the other as academic elective credit.	<b>Four credits</b> to include: <b>•Biology</b> <b>•Chemistry</b> <b>•Physics</b> The additional credit may be IPC but must be successfully completed <i>prior</i> to chemistry and physics. The fourth credit may be selected from the following: <ul style="list-style-type: none"> <li>• Aquatic Science</li> <li>• Astronomy</li> <li>• Earth and Space Science</li> <li>• Environmental Systems</li> <li>• Approved AP Science courses</li> <li>• Approved IB Science courses</li> <li>• Scientific Research and Design (CTE)</li> <li>• Anatomy and Physiology (CTE)</li> <li>• Engineering Design and Problem Solving (CTE)</li> <li>• Medical Microbiology (CTE)</li> <li>• Pathophysiology (CTE)</li> <li>• Advanced Animal Science (CTE)</li> <li>• Advanced Biotechnology (CTE)</li> <li>• Advanced Plant and Soil Science (CTE)</li> <li>• Food Science (CTE)</li> <li>• Forensic Science (CTE)</li> </ul>	<b>Four credits</b> to include: <b>•Biology</b> <b>•Chemistry</b> <b>•Physics</b> After successful completion of a biology, a chemistry, and a physics course, the fourth credit may be selected from the following: <ul style="list-style-type: none"> <li>• Aquatic Science</li> <li>• Astronomy</li> <li>• Earth and Space Science</li> <li>• Environmental Systems</li> <li>• Approved AP Science courses</li> <li>• Approved IB Science courses</li> <li>• Scientific Research and Design (CTE)</li> <li>• Anatomy and Physiology (CTE)</li> <li>• Engineering Design and Problem Solving (CTE)</li> <li>• Medical Microbiology (CTE)</li> <li>• Pathophysiology (CTE)</li> <li>• Advanced Animal Science (CTE)</li> <li>• Advanced Biotechnology (CTE)</li> <li>• Advanced Plant and Soil Science (CTE)</li> <li>• Food Science (CTE)</li> <li>• Forensic Science (CTE)</li> </ul>
<b>SOCIAL STUDIES</b> ♦	<b>Two and one-half credits</b> to include: <b>•World History or World Geography</b> <b>•U.S. History</b> <b>•U.S. Government</b> (one-half credit)	<b>Three &amp; one-half credits</b> to include: <b>•World History</b> <b>•World Geography</b> <b>•U.S. History</b> <b>•U.S. Government</b> (one-half credit)	<b>Three &amp; one-half credits</b> to include: <b>•World History</b> <b>•World Geography</b> <b>•U.S. History</b> <b>•U.S. Government</b> (one-half credit)
<b>ECONOMICS</b> ♦	<b>One-half credit</b>	<b>One-half credit</b>	<b>One-half credit</b>
<b>ACADEMIC ELECTIVE</b>	<b>One credit</b> Must be selected from World History, World Geography or any SBOE approved science course. (If substituting Chemistry or Physics for IPC, must use the other as academic elective credit here.)	<b>None</b>	<b>None</b>
<b>LANGUAGES OTHER THAN ENGLISH</b> ♦	<b>None</b>	<b>Two credits</b> Any two levels in the same language.	<b>Three credits</b> Any three levels in the same language.
<b>PHYSICAL EDUCATION</b>	<b>One credit</b> Credit may be earned from any combination of the following one-half to one credit courses: <ul style="list-style-type: none"> <li>• Foundations of Personal Fitness</li> <li>• Adventure/Outdoor Education</li> <li>• Aerobic Activities</li> <li>• Team or Individual Sports</li> </ul> In accordance with local district policy, credit for any of the courses listed above may be earned through participation in the following activities: <ul style="list-style-type: none"> <li>• Athletics (up to 4 credits)</li> <li>• JROTC (up to 4 credits)</li> <li>• Approved private/commercial programs (up to 4 credits)</li> <li>• Drill Team (up to 1 credit)</li> <li>• Marching Band (up to 1 credit)</li> <li>• Cheerleading (up to 1 credit)</li> </ul> Credit may not be earned for any TEKS-based course more than once. No more than four substitution credits may be earned.	<b>One credit</b> Credit may be earned from any combination of the following one-half to one credit courses: <ul style="list-style-type: none"> <li>• Foundations of Personal Fitness</li> <li>• Adventure/Outdoor Education</li> <li>• Aerobic Activities</li> <li>• Team or Individual Sports</li> </ul> In accordance with local district policy, credit for any of the courses listed above may be earned through participation in the following activities: <ul style="list-style-type: none"> <li>• Athletics (up to 4 credits)</li> <li>• JROTC (up to 4 credits)</li> <li>• Approved private/commercial programs (up to 4 credits)</li> <li>• Drill Team (up to 1 credit)</li> <li>• Marching Band (up to 1 credit)</li> <li>• Cheerleading (up to 1 credit)</li> </ul> Credit may not be earned for any TEKS-based course more than once. No more than four substitution credits may be earned.	<b>One credit</b> Credit may be earned from any combination of the following one-half to one credit courses: <ul style="list-style-type: none"> <li>• Foundations of Personal Fitness</li> <li>• Adventure/Outdoor Education</li> <li>• Aerobic Activities</li> <li>• Team or Individual Sports</li> </ul> In accordance with local district policy, credit for any of the courses listed above may be earned through participation in the following activities: <ul style="list-style-type: none"> <li>• Athletics (up to 4 credits)</li> <li>• JROTC (up to 4 credits)</li> <li>• Approved private/commercial programs (up to 4 credits)</li> <li>• Drill Team (up to 1 credit)</li> <li>• Marching Band (up to 1 credit)</li> <li>• Cheerleading (up to 1 credit)</li> </ul> Credit may not be earned for any TEKS-based course more than once. No more than four substitution credits may be earned.
<b>HEALTH</b>	<b>None</b>	<b>None</b>	<b>None</b>
<b>SPEECH</b>	<b>One-half credit:</b> <b>•Communications Applications or</b> <b>•Professional Communications (CTE)</b>	<b>One-half credit:</b> <b>•Communications Applications or</b> <b>•Professional Communications (CTE)</b>	<b>One-half credit:</b> <b>•Communications Applications or</b> <b>•Professional Communications (CTE)</b>
<b>TECHNOLOGY APPLICATIONS</b>	<b>None</b>	<b>None</b>	<b>None</b>
<b>FINE ARTS</b> ♦	<b>One credit</b> (for students entering Grade 9 in 2010): One credit from any of the following: Art, Dance, Music, Theatre, or Principles & Elements of Floral Design (CTE)	<b>One credit:</b> One credit from any of the following: Art, Dance, Music, Theatre, or Principles & Elements of Floral Design (CTE)	<b>One credit:</b> One credit from any of the following: Art, Dance, Music, Theatre, or Principles & Elements of Floral Design (CTE)
<b>ELECTIVE COURSES</b> ♦	<b>Six and one-half credits</b>	<b>Five and one-half credits</b>	<b>Four and one-half credits</b>
<b>Total Credits</b>	<b>22</b>	<b>26</b>	<b>26</b>

♦ Advanced Placement, International Baccalaureate, and college-level concurrent or dual enrollment courses may be substituted for requirements. For a complete list of course options, see 19 TAC, chapter 74, Curriculum Requirements.

\*Distinguished Achievement Program requirements also include student achievement on four advanced measures.

School districts retain the authority to add requirements beyond what is required in state law and rule for graduation.

## State Board Actions

The State Board of Education met Jan. 15 and took the following actions.

### FIRST READING

At first reading and filing authorization, the board:

- Approved amendments clarifying and updating the Code of Ethics for the Permanent School Fund (PSF).
- Approved a new rule implementing Texas Attorney General Opinion No. GA-0707, which deals with transfers from the PSF to the Available School Fund. The changes include establishing in rule the procedures and the requirement that the board determine whether a distribution to the Available School Fund should be made for the current fiscal year.
- Approved amendments requiring students to take a fine arts course in middle school to meet requirements in HB 3, 81<sup>st</sup> Texas Legislature.
- Approved an amendment to ensure that SBOE administrative rules regarding group administered tests are consistent with statute.

### SECOND READING

At second reading and final adoption, the board:

- Approved amendments implementing changes to the instructional materials review and adoption process resulting from actions in the 81<sup>st</sup> Texas Legislature, 2009, including clarifying the definition of a classroom set of instructional materials. Action on one section of the rules dealing with open-source textbooks was delayed until March. An additional change to 19 TAC Chapter 66, Section 66.69 also received first reading approval and will be considered for final approval in March. This section now says “three-dimensional ancillary materials designed for use as manipulatives in prekindergarten systems that cannot be produced in a digital or web-based format shall not be required to be provided electronically.”
- Repealed 19 TAC Chapter 110, Texas Essential Knowledge and Skills for English Language Arts and Reading for elementary, middle school and high school. The repeal removes the Texas Essential Knowledge and Skills (TEKS) adopted to be effective in 1998 for kindergarten-Grade 8, English I-IV, and related implementation language that were superseded by 19 TAC §§110.10-110.20 and §§110.30-110.34 of this chapter beginning with the 2009-2010 school year. The board also voted to remove references to rules that have been repealed.
- Repealed 19 TAC Chapter 128, Texas Essential Knowledge

and Skills for Spanish Language Arts and Reading and English as a Second Language, for elementary, middle school and high school. The repeal removes the TEKS adopted to be effective in 1998 for kindergarten-Grade 6, English for Speakers of Other Languages (ESOL) I and II, and related implementation language that were superseded by 19 TAC §§128.10-128.18 and §§128.30-128.32 of this chapter beginning with the 2009-2010 school year. The board also voted to remove references to rules that have been repealed.

### IN OTHER ACTION

In other actions, the board:

- Heard an update from the Texas Education Agency staff on the review of the TEKS rewrite process.
- Readopted instructional materials with contracts that expire on Aug. 31, 2010, to ensure that these materials remain available for distribution to school districts until new replacements become available.
- Postponed action until the March board meeting on the report and recommendations of the commissioner of education regarding instructional materials offered for adoption under Midcycle 2010 Proclamation and the 2011 Proclamation.
- Voted unanimously to update the current rule on the requirements for student attendance accounting for state funding purposes to reflect statutory changes resulting from the 81<sup>st</sup> Texas Legislature in 2009.
- Adopted the review of the Foundation School Program rules.
- Voted to contract with Credit Suisse Customized Fund Investment Group and Neuberger Berman Alternatives Advisers, LLC, to serve as private equity discretionary separate account managers for the PSF and to allocate \$650 million to each firm.
- Agreed to submit to the governor the names of three nominees – H. Keith Wallace, John W. Osborn and Christopher Sloan Moss – for consideration for appointment to the board of trustees of the Teacher Retirement System of Texas, to fill a term ending on Aug. 31, 2015.
- Approved the purchases and sales of securities executed in the portfolio of the PSF for the months of October and November 2009 in the amount of \$542,463,790 and \$376,338,171, respectively.
- Adopted amendments to Section I of the Investment Procedures Manual for the PSF. The amendments represent a

technical adjustment to maintain compliance with Securities and Exchange Commission Rule 15(2-12).

- Approved the reappointments of Jane Crow and Jeanne Warren to the board of trustees of the Fort Sam Houston ISD for two-year terms from Jan. 15, 2010, to Jan. 14, 2012.
- Granted a charter to the Burke Center, a residential treatment center in Lufkin. The residential treatment facility charter was awarded under House Bill 3689, 81st Texas Legislature, Texas Human Resources Code.
- Approved a resolution honoring Yushica Walker, the 2010 Texas Secondary Teacher of the Year, and Donna Patrick, the 2010 Texas Elementary Teacher of the Year.
- Approved a resolution in which the board opposed any efforts to implement national standards and national tests and supported the decisions by Gov. Rick Perry and Commissioner of Education Robert Scott on this matter.
- Enjoyed a performance by the Highland Park High School Strolling Strings from the Highland Park ISD in Dallas.

## CURRICULUM UPDATE

### State Board postpones first vote on Social Studies TEKS until March meeting

After listening to public testimony from 73 citizens and state officials and receiving emails and letters from thousands more, the State Board of Education over a two-day period in January considered about 130 amendments to proposed revisions to the Texas Essential Knowledge and Skills (TEKS) for social studies.

The board worked through the standards grade-by-grade, approving amendments to revised TEKS for kindergarten through eighth grade, as well as to the 11<sup>th</sup> grade U.S. History Since 1877 course. Because of other pressing business, the board postponed consideration of amendments to other high school courses until its March meeting. The board is expected to consider the entire package of revisions on a preliminary vote, called first reading and filing authorization, at the March 12 meeting, with final approval coming in May.

The amendments approved by the board at the January meeting will be incorporated into the draft TEKS and posted in early March at <http://www.tea.state.tx.us/index2.aspx?id=3643> for the public to view.

Many of the amendments approved by the board dealt with adding additional historical figures to the list of those who are either required to be taught or who are listed as examples of the

concept that must be taught. Teachers may teach the concept using the listed examples or other examples.

The board also approved for first reading and filing authorization revised TEKS for high school English language arts elective courses. These TEKS include courses such as Reading, Public Speaking, Communications Applications, Debate, and Journalism.

The revised TEKS for these elective courses can be viewed at <http://www.tea.state.tx.us/index2.aspx?id=6501>.

The updated TEKS for English language arts electives would be implemented in the 2011-2012 school year.

## Follow the SBOE Meetings

You can watch all State Board of Education meetings live online with full audio and video. On the day of meetings, a link to the webcast will be posted on the Texas Education Agency homepage at [www.tea.state.tx.us](http://www.tea.state.tx.us) or you can watch archived video at <http://www.tea.state.tx.us/index4.aspx?id=3876>.

If you're unable to watch the meetings, Twitter updates are also available in real time from TEA. To follow our tweets, go to [www.twitter.com](http://www.twitter.com) and search for "Tx Education Agency;" user name is TEAINFO.



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El Paso, District 1

Mary Helen Berlanga.....  
Corpus Christi, District 2

Rick Agosto.....  
San Antonio, District 3

Ken Mercer .....  
San Antonio, District 5

David Bradley.....  
Beaumont, District 7

Barbara Cargill .....  
The Woodlands, District 8

Don McLeroy.....  
College Station, District 9

Cynthia Dunbar.....  
Richmond, District 10

Patricia Hardy .....  
Fort Worth, District 11

Geraldine Miller.....  
Dallas, District 12

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Dallas, District 13

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**Texas Education Today**  
is available electronically on the web at:  
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For information about this  
publication, contact:  
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**OUTSTANDING EDUCATORS**

**Finalists named for Presidential teaching award**

The Presidential Awards for Excellence in Mathematics and Science Teaching program identifies outstanding science and mathematics teachers in each state and the four U.S. jurisdictions. Through state selection committees, three mathematics finalists and three science finalists were nominated as Texas finalists.

The state finalists in the mathematics category are (from left to right):



Vicki Peters from Duncanville High School in the Duncanville Independent School District; Lara Anne Scheumack from Rockport Fulton Middle School in the Aransas County ISD; and Mallory Zimmerman from Uvalde Junior High School in the Uvalde Consolidated ISD. State finalists in the science category are (center): Mila Bersabal from Lee High School in the Houston ISD; Michele Mann from Vista Ridge High School in the Leander ISD; and Stef Paramoure from Canyon Middle School in the Comal ISD.