

# Texas Education Today

News from the Texas Education Agency



### “Shine”

Need some inspiration to get you through the end of the school year?

Then watch this [video clip](#) of the Grand Prairie High School speech and debate team which performed at the opening of the April 20 State Board of Education meeting. [Photos](#) of the performance are also available on [Flickr](#).

## STAAR

### Passing standards set for STAAR End-of-Course exams

The performance standards have been set on the State of Texas Assessments of Academic Readiness (STAAR™) end-of-course exams. These standards determine what it takes to pass the test or excel on it. [\[complete story\]](#)

## End-of-Course exams

### Districts and charters defer 15 percent grading requirement for EOCs

An overwhelming majority of Texas school districts and charter schools have elected to delay the implementation of the 15 percent STAAR end-of-course grading policy. [\[complete story\]](#)

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## Passing Standards

# Performance standards for STAAR EOCs to be phased in

The commissioner of education on April 24 unveiled the performance standards students must achieve to pass or excel on the State of Texas Assessments of Academic Readiness (STAAR™) end-of-course tests.

“These standards will be challenging for our students and will push academic performance to a new level in Texas. Students who pass the STAAR end-of-course assessments will be better prepared for success in the next course or in postsecondary pursuits,” said Commissioner Robert Scott.

Three performance categories have been set for STAAR EOCs. The definitions for the categories are:

### Level III: Advanced Academic Performance\*

Performance in this category indicates that students are well prepared for the next grade or course. They demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar. Students in this category have a high likelihood of success in the next grade or course with little or no academic intervention.

\* For Algebra II and English III, this level of performance also indicates students are well prepared for postsecondary success.

### Level II: Satisfactory Academic Performance\*\*

Performance in this category indicates that students are sufficiently prepared for the next grade or course. They generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts. Students in this category have a reasonable likelihood of success in the next grade or course but may need short-term, targeted academic intervention.

\*\* For Algebra II and English III, this level of performance also indicates students are sufficiently prepared for postsecondary success.

### Level I: Unsatisfactory Academic Performance

Performance in this category indicates that students are inadequately prepared for the next grade or course. They do not demonstrate a sufficient understanding of the assessed knowledge and skills. Students in this category are unlikely to succeed in the next grade or course without significant, ongoing academic intervention.

As the state has done for at least the past two testing programs – the Texas Assessment

of Academic Skills and the Texas Assessment of Knowledge and Skills – the passing standards will be phased in. The Level II passing standards will be a four-year, two-step process. A two-year phase-in will be used for Level III performance on English III (reading and writing) and Algebra II only.

The phase-in approach was adopted because of the significant increase in the rigor of the STAAR program and because the distance between the initial and final passing standards for Level II is generally larger than the distance between the initial and final passing standards for TAKS.

The phase-in will provide districts with time to adjust instruction, provide additional staff training, and close knowledge gaps.

“We have found that a gradual increase in standards sets realistic but challenging expectations for our students and results in improved academic performance,” Scott said.

The performance standards each student must achieve will be based on the year a student takes his first end-of-course assessment.

If students take their first STAAR EOC assessment in 2012 or 2013, they will be held to the first set of Level II phase-in performance standards for every assessment in that content area.

Students who take their first STAAR EOC assessment in 2014 or 2015 will be held to the second set of Level II phase-in performance standards.

The final Level II performance standards will be in place for any students who take their first STAAR EOC assessment in 2016 or later.

The final Level III performance standards will be in place for any students who take their first STAAR English III writing and reading and Algebra II EOC tests in 2014 or later.

### **Level II standards**

The scores needed to reach the various performance levels are expressed as scale scores. Once fully phased in, the score needed to achieve Level II performance will be a scale score of 4000 for each of the following assessments: Algebra I, Algebra II, geometry, biology, chemistry, physics, world geography, world history, and United States history. The initial phase-in standard for these tests will be 3500.

The scale score needed to achieve a Level II performance on each of the English I, II, and III reading and writing assessments is 2000. The initial phase-in score is 1875.

### Level III standards

The Level III standards will not be phased in for English I and II reading and writing, Algebra I, geometry, biology, chemistry, physics, world geography, world history and U.S. history. The final performance standards on these tests for Level III will range from 2304 to 4634, depending on the assessment.

An initial phase-in score of 4080 will be required to earn a Level III for the Algebra II assessment with the final Level III score set at 4411.

The English III reading assessment will require an initial phase-in score of 2135, while the English III writing assessment will require an initial score of 2155. The fully-implemented standards will require a score of 2356 on the English III reading test and a score of 2300 on the English III writing test.

State law now requires students graduating in 2015 or later to earn a Level III rating on Algebra II and English III to qualify for the state's Distinguished Achievement Program diploma.

The table below lists the scale scores needed

on all the STAAR EOC assessments. The category called minimum refers to a score that is below Level II but is high enough to be included in the cumulative score students must achieve on the three assessments in each core content area.

Texas teachers and administrators, higher education faculty, education policy experts, staff from the TEA and Texas Higher Education Coordinating Board, and psychometricians who are experts in the development of educational tests, worked together for four years to prepare passing standard recommendations. Additionally, research studies were conducted over a three-year period to link performance on a STAAR assessment and performance on other assessments in the same content area.

TEA expects to release the first round of STAAR EOC results in June.

Additional information about the STAAR EOC standards can be found at <http://www.tea.state.tx.us/student.assessment/staar/>

Assessment	2012 & 2013	2012 & 2013	2014 & 2015	2014 & 2015	2016	2016	2012 & 2013	2014
	Phase-in 1 Minimum	Phase-in 1 Level II	Phase-in 2 Minimum	Phase-in 2 Level II	Final Minimum	Final Level II	*Phase-in Level III	Final Level III
English I Reading	1813	1875	1887	1950	1936	2000	N/A	2304
English II Reading	1806	1875	1880	1950	1929	2000	N/A	2328
*English III Reading	1808	1875	1882	1950	1932	2000	2135	2356
English I Writing	1798	1875	1872	1950	1921	2000	N/A	2476
English II Writing	1807	1875	1880	1950	1928	2000	N/A	2408
*English III Writing	1808	1875	1881	1950	1929	2000	2155	2300
Algebra I	3371	3500	3626	3750	3872	4000	N/A	4333
*Algebra II	3350	3500	3604	3750	3852	4000	4080	4411
Geometry	3362	3500	3619	3750	3868	4000	N/A	4397
Biology	3367	3500	3621	3750	3868	4000	N/A	4576
Chemistry	3348	3500	3600	3750	3846	4000	N/A	4607
Physics	3346	3500	3600	3750	3848	4000	N/A	4499
World Geography	3383	3500	3632	3750	3874	4000	N/A	4404
World History	3326	3500	3576	3750	3822	4000	N/A	4634
U.S. History	3372	3500	3624	3750	3869	4000	N/A	4440

\* A two-year phase-in will be used for Level III performance on English III and Algebra II only.

## End-of-Course

# 1,081 districts, charters defer 15 percent grading requirement for STAAR

With the deadline looming, 1,081 Texas school districts and charters have notified the Texas Education Agency as of April 27 that they will defer implementation of the 15 percent grading requirement for the new State of Texas Assessments of Academic Readiness (STAAR™).

In late February, Commissioner of Education Robert Scott modified the agency's House Bill 3 Transition Plan. The modification gave public school districts and charter schools the ability to defer implementation of the statutory provision that requires performance on an end-of-course assessment to count as 15 percent of a student's final course grade.

The deferral is effective only for this school year and will not apply in future years.

The ultimate decision whether to include state-

required end-of-course examination scores as part of course grades is determined locally by school districts and charter schools.

The law still requires students who are first entering the ninth grade in the 2011-2012 school year to pass end-of-course tests or achieve the required cumulative score on the assessments to complete their graduation requirements.

Districts and charter schools choosing to defer implementation of the 15 percent requirement for the 2011-2012 school year were asked to notify TEA of that decision no later than May 1.

A [list of districts](#) that have notified the agency that they plan to defer the 15 percent provision is posted online. Although districts were not required to notify TEA if they planned to implement the policy this year, some did and those are noted.

## Finance & Administration

# Robert Durón joins TEA as deputy commissioner

Robert Durón, who has served as superintendent of two large Texas school districts, joined the Texas Education Agency on April 1 as deputy commissioner for finance and administration.

Durón, who has 31 years of education experience, most recently served as superintendent of the San Antonio Independent School District. He led this 55,000 student district for more than five years. During his years in San Antonio, Durón played a key role in bringing financial stability to the district by cutting its operating budget by \$64 million, increasing its fund balance by more than 20 percent and passing a \$515 million bond package in 2010.

Prior to working in San Antonio ISD, Durón served as superintendent of the 37,000-student Socorro ISD in El Paso from 2003 to 2006. He was an assistant superintendent in Clear Creek ISD in League City for six years and has also worked as a teacher, coach, assistant principal, and principal in various districts.

Durón, who holds a doctorate from Baylor University and two degrees from Texas A&M University-Commerce, also has teaching experience at the higher education level, having worked as an adjunct professor at the University of Houston in Clear Lake and University of Texas at San Antonio.

In his new job at TEA, Durón oversees the financial and administrative side of the agency,

which includes grants, school funding, financial audits, information systems, accounting, budget and planning, federal program compliance, and statewide data systems.

He replaces Adam Jones who has taken a job in the private sector.

"Adam and I have grown up together at TEA. We started here

on the same day in 1994 and shared an office in those early years. He's a good friend and has been a valuable employee at TEA in a variety of roles. I am going to miss him terribly but I'm glad to welcome Robert Durón to the TEA family. He brings a wealth of frontline school experience to the agency. His practical experience will help us shape programs and policies in ways that make them effective for our school districts and charters," said Commissioner of Education Robert Scott.

Durón is married to Jodi Durón, a career educator, and they have two children.



Robert Durón

## Score Reports

# Passing standards for grades 3-8 STAAR™ to be set in the fall

Students in grades 3-8 will learn whether they passed the new State of Texas Assessments of Academic Readiness test or STAAR™ in early January.

The passing standards for these grades will not be set until this fall. Districts are scheduled to receive the confidential student reports in January 2013 to provide to parents.

Passing standards for the STAAR end-of-course assessments, which are given at the high school level, were announced in late April.

For the STAAR grades 3–8 assessments, reporting will occur in three phases. The first phase will occur in late May 2012 and will include Confidential Campus Rosters, Campus and District Summary Reports, and data files with raw score information.

The second phase will occur in late June 2012 and will include updated data files and information pertaining to AYP reports.

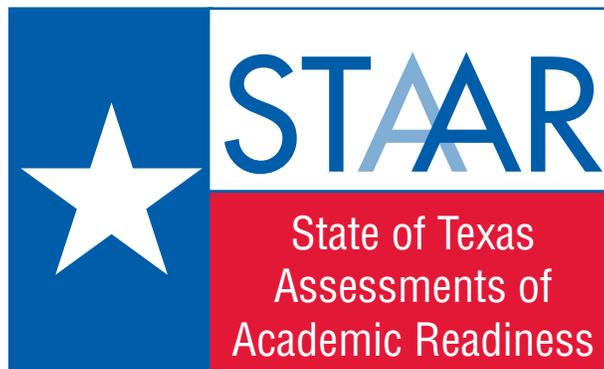
The final phase will occur in January 2013 after the performance standards are set. Reports will include the Confidential Student Reports (CSRs) and Confidential Student Labels. Confidential Campus Rosters, Campus and District Summary Reports, and data files will be updated at this time.

Districts are required to report individual results to parents after receiving the final phase of performance reports. Once this information is available, districts are also required to provide overall assessment results to their local school board at a regularly scheduled meeting.

During the previous Texas

Assessment of Knowledge and Skills (TAKS) era, all reports were provided in hard-copy format with the option to receive online reports for a fee.

With the new STAAR program, all reports will be provided online for no additional fee. One copy of each of the CSRs and labels will



be provided in hard-copy format.

Plans call for several alternate methods of reporting assessment results to be used with STAAR, which will provide opportunities to examine data in a variety of ways. Online tools for students, teachers, and campus and district personnel will provide the ability to track progress toward graduation, compare results across years and groups, and look at growth patterns for various groups of students.

Students taking the end-of-course STAAR exams will receive their CSRs in early June.

House Bill 3, the law that mandates STAAR, requires that the performance standards be aligned from grade 3 through high school. Under an aligned set of standards, student performance at each level (i.e., Unsatisfactory, Satisfactory, or Advanced Academic Performance) within a content area should indicate whether or not the student is on track to be

successful at the next grade or course.

In order to align the performance standards in this way, the Texas Education Agency (TEA) started with STAAR EOC assessments at the high school level and will work backwards to grade 3.

This means that performance standards for STAAR grades 3–8 could not be set until performance standards for STAAR EOC had been set. Based on the requirements in law that TEA determine STAAR EOC cut scores by looking at a variety of external data, the earliest the performance standards could be established was

April 2012.

Given this, the performance standards for STAAR grades 3–8 could not be set in time to report spring 2012 test scores in the regular time frame.

### **ONLINE RESOURCES:**

- [EOC Standard Setting FAQ](#)
- [STAAR Media Toolkit](#)
- [Testing Calendars](#)
- [STAAR Video Presentations](#)
- [Blueprints](#)
- [Released Test Questions](#)
- [Questions & Answers](#)

## Texas Administrative Code

**New financial exigency rules go into effect May 17**

Final financial exigency rules have been approved by Commissioner of Education Robert Scott with an effective date of May 17. At that time, these final rules will supersede the emergency rules that became effective in November 2011.

The financial exigency rules allow districts to declare financial exigency when its financial resources are insufficient to support the school district's instructional programs or the school district is unable to finance the full compensation of staff for the current or following fiscal year.

Prior to the adoption of emergency exigency rules, there were no rules or regulations as to when a school district could declare financial exigency. Senate Bill 8 passed during a 2011 special legislative session directed the Texas Education Agency to craft rules for minimum standards concerning financial conditions that must exist for declaration of financial exigency.

If a district declares financial exigency prior to the effective date of the final rules, then they must follow the process outlined in the [emergency rules](#).

Under the new rules, a school district's board of trustees may declare financial exigency under one or more of the following conditions:

- A decrease of more than 20 percent in unassigned General Fund balance per student in weighted average daily attendance over the past two years or a projected reduction of 20 percent compared to the current year;
- A decline in enrollment by more than 10 percent over the past 5 years;
- A reduction of more than 10 percent in total General Fund total funding per student in weighted average daily attendance over one year or a projected reduction of 10 percent compared to the current year;
- A natural disaster or casualty loss defined as damage, destruction, or loss of property resulting from an identifiable event that is sudden, unexpected, or unusual; and that requires expenditures for repair or remediation in excess of 15 percent of the current year General Fund budget;

- Any of the following, or combination of the following, that exceeds 15 percent of the current year General Fund budget: an unanticipated major expense, including significant repair costs; litigation expenses, excluding lawsuits against the state; or tax refunds; or

- Any other circumstances approved in writing by the commissioner of education.

A board may terminate a financial exigency declaration at any time if the board considers it appropriate.

If a school district board of trustees adopts a resolution declaring financial exigency, the board must notify the commissioner within 20 calendar days of the adoption. In addition, the notice must be signed by the board president and the superintendent.

The declaration of financial exigency expires at the end of the fiscal year during which the declaration is made unless the school district board of trustees adopts a resolution before the end of the fiscal year declaring continuation of the financial exigency.

In addition, modifications to rules regarding School FIRST will be pursued so that a district declaring financial exigency will not be able to obtain the highest rating of Superior Achievement beginning with the School FIRST ratings issued in the summer of 2013.

More information on the new rules will soon be available at <http://www.tea.state.tx.us/index4.aspx?id=3819>.

**Want to receive TEA updates?**

If you would like to receive email updates related to various agency rules, programs, subjects or divisions, you can subscribe to specific TEA listservs.

To view the available topics, go to <http://miller.tea.state.tx.us/list/> and click on the drop-down arrow. To subscribe to a particular list, highlight the title of your choice and click the "Join or Leave" button. You may join as many lists as you'd like.

## TEKS

**SBOE approves math standards, textbook rules**

The State Board of Education on April 20 approved new more rigorous math standards and textbook adoption rules that reflect the changing instructional materials marketplace.

Board members approved more than 100 amendments to the mathematics Texas Essential Knowledge and Skills as they worked to clarify and streamline the standards that will form the basis of math instruction for students in kindergarten through high school.

"I think we have adopted... very good standards," said board member Bob Craig of Lubbock. "We've gotten good public input."

Hundreds of Texas educators, citizens and business leaders offered input that was used to craft the standards.

"Texas is making a strong statement that it can write its own standards," said board Chair Barbara Cargill of The Woodlands.

Texas is one of the few states in the nation that has not adopted the Common Core standards.

In an effort to streamline the Texas curriculum, the board removed about 80 percent of the illustrative examples introduced by the words "such as" in the standards.

It clarified a number of other issues and ultimately approved the new standards on a 14-0 vote. Approved amendments will be incorporated into the standards over the next few weeks and the new standards will be posted on the curriculum website at <http://www.tea.state.tx.us/index2.aspx?id=6148>.

Several educators who testified before the board said the new standards provide more in-depth coverage of math topics than the current standards, which were adopted in the past three to nine years, depending on the grade level.

The new standards will be implemented in kindergarten through eighth-grade classrooms in the 2014-2015 school year, while the new high school standards will be implemented in 2015-2016.

The implementation date was split to ensure that funds were available to purchase new textbooks and other instructional material based on the updated standards. It will also give teachers more time to update their lesson plans.

"Note to Texas math teachers, we have provided you with excellent standards. We are entrusting the kids to you and we can't wait to see how successful the kids are in math," Cargill said.

The board also heavily amended its rules dealing with the adoption and distribution of instructional materials.

Until recently, all instructional material purchased by the state went through the board's extensive review and adoption process. Changes in law over the last several years have opened up the marketplace, allowing districts to use state funds to purchase materials from the commissioner of education's adoption list or from vendors who operate completely outside either state adoption process.

Many of the rule changes were an attempt to make accommodations that would encourage publishers to continue to participate in the board's adoption process so that the materials could be thoroughly vetted to determine if they cover the state's curriculum standards. Whether instructional materials are purchased through the state process or in the open market, school districts are required to cover 100 percent of the curriculum standards.

Board members also approved the textbook proclamation, which is a call for bids, for instructional materials for mathematics, kindergarten through grade eight; science, kindergarten through 12<sup>th</sup> grade; and a number of technology application courses.

**In Other Action****Summaries of State Board actions can be found online**

The State Board of Education met April 18-20. Summaries of actions taken by the State Board of Education can be found on the Texas Education Agency's website at <http://www.tea.state.tx.us/index4.aspx?id=5161>

## Evaluation of the Agency

# Texas Education Agency currently under Sunset Review

The mission and performance of the Texas Education Agency are currently being reviewed by the Legislature as required under the Texas Sunset Act. The Act provides that the Sunset Commission, composed of legislators and public members, periodically evaluate a state agency to determine if the agency is still needed, and what improvements are needed to ensure that state funds are well spent. Based on the recommendations of the Sunset Commission, the Texas Legislature ultimately decides whether an agency continues to operate into the future.

The Sunset review involves three steps. First, Sunset Commission staff will evaluate the Texas Education Agency and, in October 2012, will issue a report recommending solutions to problems found. The Sunset Commission will then meet to hear public testimony on the agency and the recommendations of the Sunset staff. Please refer to the Sunset Commission's website or call the office for updated meeting schedule information. Based on public input and the Sunset staff report, the Sunset Commission will adopt recommendations

for the full Legislature to consider when it convenes in January 2013.

Through the Sunset review, every Texan has the opportunity to suggest ways in which the mission and operations of the Texas Education Agency can be strengthened. If you would like to share your ideas about the agency, you may send an email to the address below, use the comment form on the Sunset Commission website, or contact Karen Latta of the Sunset staff. Suggestions are preferred by the end of May 2012, so they can be fully considered by the Sunset staff.

Sunset Advisory Commission  
P.O. Box 13066  
Austin, Texas 78711  
512/463-1300 Fax: 512/463-0705  
Email: [sunset@sunset.state.tx.us](mailto:sunset@sunset.state.tx.us)

Information about the Sunset process, including information on Sunset Commission meetings, can be found at [www.sunset.state.tx.us](http://www.sunset.state.tx.us).

*Article submitted by the Texas Sunset Commission*

## College Ready

# Texas receives \$33 million grant for GEAR UP program

The Texas Education Agency is one of seven states to be awarded a \$33 million federal grant to improve the postsecondary awareness, readiness and success of middle and high school students.

The seven-year grant for Gaining Awareness and Readiness for Undergraduate Programs or GEAR UP will support approximately 6,000 students in the Class of 2018, from seventh grade through graduation from high school. The new grant also includes a seventh year designed to help support students in their first year of college.

The grant will focus on conveying the importance of postsecondary education, defining the steps students must take to prepare, and building financial literacy skills to manage the costs of college. The project will also provide free resources to schools throughout the state to help with their college awareness efforts.

The agency will partner with the Institute for

Public School Initiatives at The University of Texas at Austin, The College Board, Texas Guaranteed Student Loan Corporation, and AMS Pictures to provide targeted services to selected districts and resources to be used statewide.

GEAR UP grants are competitive six or seven-year federal matching grants that target entire grades of students beginning in the seventh grade and encourage schools to partner with higher education and local organizations and businesses in order to leverage local resources and build a culture of high expectations in the community.

In addition to the state grant, Texas education institutions operate 19 partnership grants throughout the state. More than 70,000 students across the state receive GEAR UP services.

For more information about Texas GEAR UP, please visit [www.texasgearup.com](http://www.texasgearup.com).

## Nominate a Volunteer

# Two programs honor volunteers who support public schools

Nominations are now being accepted until May 31 for two State Board of Education volunteer recognition programs.

The SBOE's Heroes for Children and Employers for Education Excellence awards recognize both individuals and businesses that work with and support public education in Texas.

The Heroes for Children award recognizes 15 outstanding volunteers each year who have given generously of their time to Texas schools. School districts, campuses, individuals and organizations can submit nominations.

Full details about the program and the nomination form are available at <http://www.tea.state.tx.us/index4.aspx?id=4140>.

The Employers for Education Excellence program, established in 2007, recognizes Texas employers who encourage and support staff participation and voluntarism in the public schools.

Any Texas employer is eligible for the award, including private companies, nonprofit organizations, and state, local, federal and educational entities.

Complete details on the program along with the nomination form are available at <http://www.tea.state.tx.us/index2.aspx?id=2147500174>.

If you have additional questions, please contact DeEtta Culbertson at [deetta.culbertson@tea.state.tx.us](mailto:deetta.culbertson@tea.state.tx.us) or (512) 463-9839.

## Accreditation

# 97 percent of districts and charters earn full accreditation

Ninety-seven percent of Texas school districts and charter schools earned full state accreditation from the Texas Education Agency. The accreditation status is based primarily on academic and financial performance.

Commissioner Robert Scott said 1,186 out of 1,220 districts and charter schools met all requirements and received full accreditation this year.

"I'm very proud that the overwhelming majority of Texas school districts and charters are meeting or exceeding academic and financial requirements. They are providing a strong, free public education to Texas students and are good stewards of public funds," Scott said.

The accreditation statuses are based on state academic accountability ratings, the Financial Integrity Rating System of Texas known commonly as School FIRST, data reporting, special program effectiveness, and compliance with statutory and regulatory requirements. A more detailed description of the criteria used to determine an accreditation status can be found in the [accreditation status matrix](#).

While most received the top status, 10 entities received an accredited-warned status, which typically means they had two years of poor academic or financial performance, and 11 received an accredited-probation status, which usually is the result of

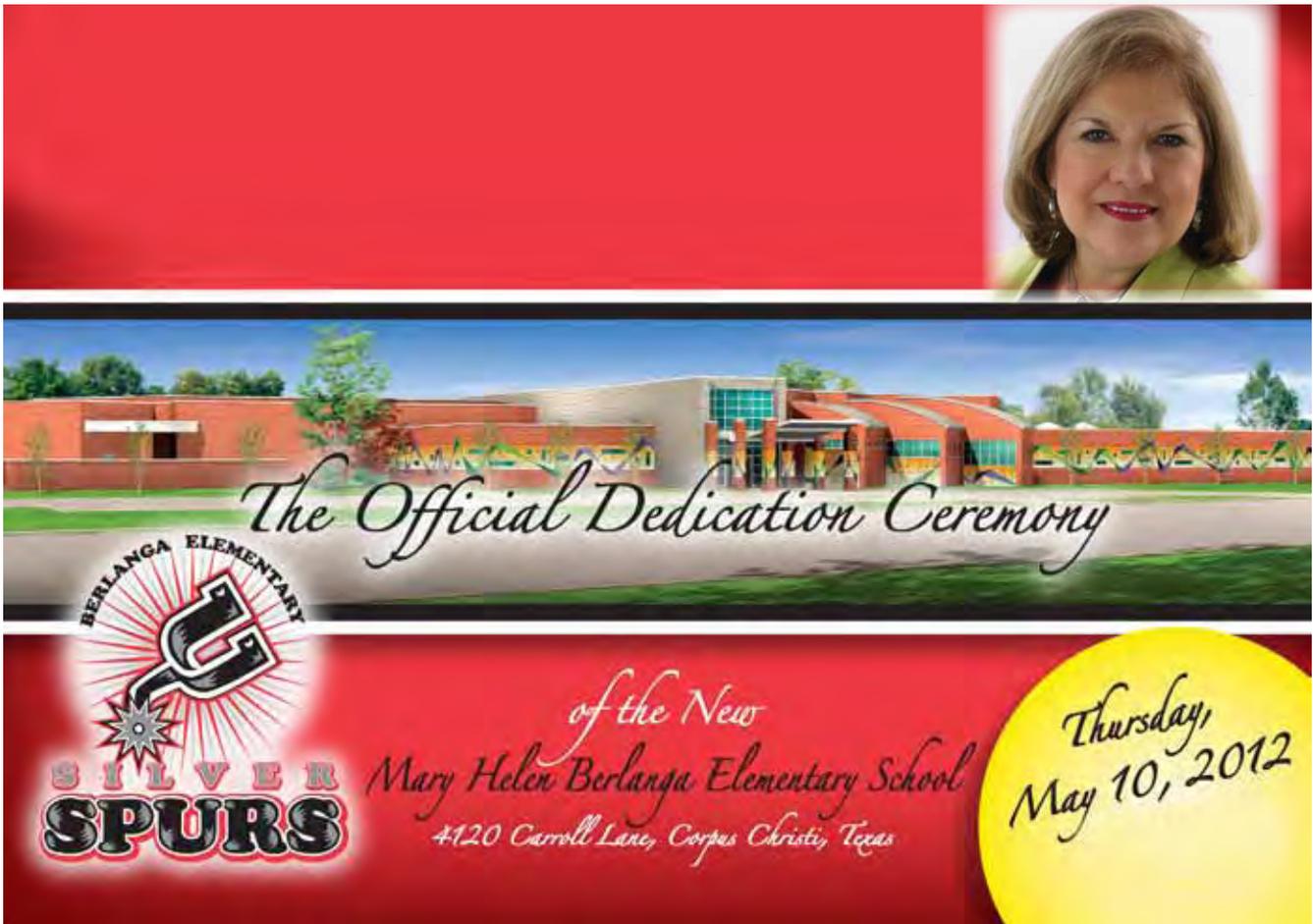
three years of poor performance.

As announced earlier this year, two districts – Premont Independent School District and North Forest ISD – earned a status of not accredited-revoked. However, the commissioner has abated the closure and annexation for both districts for one year.

Additionally, 11 districts and charters are pending an accreditation assignment due to ongoing data gathering or investigative activities. Their 2011-2012 accreditation status will be issued when all necessary data becomes available.

The accreditation status for each district and charter can be found at <http://www.tea.state.tx.us/accredstatus/>.

The education commissioner has broad authority under Chapter 39 of the Texas Education Code to impose sanctions against any school district or charter school that receives a lowered accreditation status. He will review progress on corrective actions already required by the state accountability system and School FIRST before deciding whether to impose additional sanctions, such as assigning a monitor or a conservator to the district or charter. Additionally, the district or charter must notify students' parents and property owners regarding a lowered accreditation status and the reasons for the status assignment.



Mary Helen Berlanga, a 30-year member of the State Board of Education, has long been an advocate for Texas public education. Named in her honor, Corpus Christi ISD is hosting a dedication ceremony for Mary Helen Berlanga Elementary School on May 10. The new 77,000 square foot elementary school opened in February 2012.

Berlanga, an attorney with the law firm of Bonilla and Chapa, P.C., Inc., in Corpus Christi, has served on the State Board since 1982. When the Legislature temporarily made the board an appointed body, Berlanga served on the board as an appointee of Gov. Mark White from October 1984 until January 1989, when the board reverted to an elected body. Her constituents have subsequently re-elected Berlanga to the board in each election since that time. Berlanga is retiring from the board at the end of this term.

## State Board of Education

Robert Scott    Commissioner of Education

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**Charlie Garza, El Paso**

District 3  
**Michael Soto, San Antonio**

District 4  
**Lawrence A. Allen, Jr., Fresno**

District 5  
**Ken Mercer, San Antonio**

Vice Chair, District 15  
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District 6  
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District 7  
**David Bradley, Beaumont**

District 9  
**Thomas Ratliff, Mount Pleasant**

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