

The Texas Education Agency (TEA) adopts new §97.1081, concerning accreditation status, standards, and sanctions. The new section is adopted with changes to the proposed text as published in the January 2, 2026 issue of the *Texas Register* (51 TexReg 21) and will be republished. The adopted new section implements House Bill (HB) 2, 89th Texas Legislature, Regular Session, 2025, related to designation of resource campuses, including application requirements and eligibility.

REASONED JUSTIFICATION: Adopted new §97.1081 defines requirements for the resource campus designation authorized under Texas Education Code (TEC), §29.934. The resource campus designation is a school turnaround model designed to improve student outcomes at historically low-performing campuses by incentivizing districts to implement evidence-backed strategies such as accelerated campus excellence (ACE), teacher incentive allotment (TIA), high-quality instructional materials (HQIM), and additional days school year (ADSY) to transform student outcomes and accelerate academic growth. The designation provides state funding and comprehensive supports to accelerate academic growth and sustain improvements over time.

Adopted new subsection (b) defines key words and concepts related to the resource campus designation.

Adopted new subsection (c) outlines application requirements, including application elements and the process school districts must follow in order to be designated by TEA. This process includes submission of a letter of intent and application form, attendance at mandatory training sessions, and alignment to eligibility approval criteria.

Adopted new subsection (d) outlines eligibility requirements for the resource campus designation.

Adopted new subsection (e) outlines requirements and procedures for continued eligibility of the designation.

Adopted new subsection (f) outlines the standards for eligibility for a closed campus to maintain the resource campus designation.

Adopted new subsection (g) outlines the standards for removal and revocation of the resource campus designation, including the timeline for TEA to make renewal and revocation decisions and the criteria by which TEA will make renewal or revocation decisions.

Adopted new subsection (h) specifies the finality of the commissioner's decision.

The following changes were made to the rule at adoption.

In subsection (d)(1), a technical edit was made to specify the timing of eligibility requirements. As adopted, the rule provides that, except as specifically provided in subsection (d), all eligibility criteria must be met at the time of application. This technical edit was made to maintain alignment with TEC, §29.934.

In subsection (d)(2)(B)(iii), a cross reference was updated to ensure accuracy and alignment with the current statutory structure. The change does not alter the substance or intent of the eligibility requirements for the resource campus designation.

Based on public comment, clarification was added in subsection (d)(2)(B)(iii) to align the rule with TEC, §39A.105(b)(5). As adopted, the rule clarifies that the requirement relates to the implementation of data-driven instructional practices rather than the use of a specific performance management system. This clarification reflects TEA's intent to allow districts flexibility in implementation while ensuring the regular use of student data to inform instruction, monitor progress, and adjust supports. Additional clarification regarding policies and procedures for the implementation of best practices at the campus described by TEC, §39A.105(b), was also added.

Based on public comment, the adopted rule was modified to further clarify the requirements for data-driven instruction in subsection (d)(2)(B)(iii)(I) and add a required unified observation and feedback system in subsection (d)(2)(B)(iii)(II), including an instructional rubric, observer training, calibration protocols, and a method for synthesizing and communicating observation data.

Based on public comment, subsection (d)(2)(C) was modified to align with TEC, §29.934(d)(7), by removing the term "full fidelity" and related prescriptive language. The rule retains the requirement that campuses adopt and implement full-subject HQIM in English language arts and mathematics, consistent with statutory intent and HB 2.

Subsection (d)(2)(C)(iii), which allowed conditional approval if high-quality instructional materials were not yet in place at the time of the resource campus application, was removed at adoption. Except as specifically provided in the rule, all eligibility criteria must be met at the time of application.

Based on public comment, subsection (d)(2)(H) was modified to specify that districts may submit evidence that TIA requirements will be fully verified by the end of the school year in which the campus applies.

SUMMARY OF COMMENTS AND AGENCY RESPONSES: The public comment period on the proposal began January 2, 2026, and ended February 2, 2026. Following is a summary of public comments received and agency responses.

Comment: A commenter requested clarification regarding whether flexibility exists for campuses that meet most, but not all, requirements at the time of application and expressed concern about district capacity, particularly for smaller or resource-constrained systems.

Response: The agency provides the following clarification. While all statutory and rule-based requirements must be met for a campus to receive designation, certain requirements related to TIA operate on verification timelines that may extend through the end of the school year. To align with existing TIA processes, the subsection (d)(2)(H) was updated at adoption to add flexibility for districts to submit evidence that TIA requirements will be fully verified by the end of the school year in which the campus applies. Unless otherwise specified, all other requirements must be met at the time of application.

Comment: A commenter requested clarification regarding the reapplication timeline for campuses that have lost resource campus designation.

Response: The agency provides the following clarification. TEC, §29.934, authorizes campuses that have lost designation to reapply but does not prescribe a required waiting period. A campus may reapply once it fully meets all statutory and rule requirements.

Comment: A commenter recommended that the agency establish clearer guardrails regarding continued eligibility for resource campus funding. Specifically, the commenter suggested that campuses receiving a D or F rating for an extended period following implementation should not remain eligible for ongoing resource campus support. As an example, the commenter proposed that if a campus receives a D or F rating in three out of the five years after implementation, whether or not the ratings are consecutive, the campus would no longer qualify for resource campus funding. The commenter stated that such a provision would emphasize measurable improvement, ensure fidelity of implementation, and maintain incentives for sustained progress.

Response: The agency disagrees. Continued eligibility and fidelity of implementation are addressed through annual monitoring, and campuses that fail to meet statutory or rule-based requirements may have designation and funding removed. Resource campuses also remain subject to the state accountability system and improvement requirements under TEC, Chapters 39 and 39A.

Comment: A commenter requested clarification regarding expectations for HQIM adoption as additional subjects beyond reading and mathematics become IMRA-approved. The commenter encouraged the agency to specify whether campuses with a resource campus designation will be required to adopt HQIM in newly approved subject areas. From a coherence and instructional quality standpoint, the commenter recommended that expansion to additional subjects be expected, provided that districts receive sufficient planning time and implementation support.

Response: The agency provides the following clarification. As additional IMRA-approved full-subject HQIM become available, the agency will update guidance and expectations accordingly. This approach allows districts appropriate planning time and implementation support without establishing prescriptive requirements before materials are available.

Comment: A commenter stated that the proposed reference in §97.1081(d)(2)(B)(iii) to TEC, §39A.105(b)(4), appears to be incorrect and should instead reference TEC, §39A.105(b)(5), which encompasses subclauses (iii)(II)-(VI). The commenter noted that TEC, §39A.105(b)(5)(A), requires the implementation of "data-driven instructional practices" but does not mandate "a performance management system providing at least weekly insight for all administrators and at least monthly insights for all teachers on classroom instructional delivery," as described in the proposed rule. The commenter stated that the proposed language exceeds statutory requirements and could constrain districts from selecting data-driven instructional practices that best meet local needs. The commenter recommended replacing the proposed text in §97.1081(d)(2)(B)(iii)(I) with the statutory phrase "data-driven instructional practices" to ensure alignment with TEC, §39A.105(b)(5).

Response: The agency agrees that the cross reference in §97.1081(d)(2)(B)(iii) should be corrected and has updated it at adoption to TEC, §39A.105(b)(5), to ensure accuracy and proper alignment with the statutory structure. Additionally, the agency provides the following clarification regarding the statutory phrase "data-driven instructional practices." Section 97.1081(d)(2)(B)(iii), including new subclause (I), has been modified at adoption to reflect the requirement for data-driven instructional practices, as described in TEC, §39A.105(b)(5), rather than prescribing a specific performance management system. The agency intends for campuses to implement data-driven instructional practices consistent with the Effective Schools Framework, which allow districts flexibility to select and implement practices that best meet local needs while ensuring regular use of student data to inform instruction, monitor progress, and adjust supports. In addition, §97.1081(d)(2)(B)(iii)(II) has been modified at adoption to add the required components of a unified observation and feedback system, including an instructional rubric, observer training, calibration protocols, and a method for synthesizing and communicating observation data.

Comment: A commenter stated that the proposed language in §97.1081(d)(2)(C) exceeds the statutory requirements of HB 2. The commenter noted that TEC, §29.934(d)(7), requires a campus to provide evidence of "developing and implementing a plan to use high quality instructional materials" but does not mandate the use of both full-subject HQIM and supplemental instructional materials, nor does it require a detailed description of how accelerated support will be provided to students. The commenter further observed that the term "full fidelity" is not defined in statute or rule, resulting in an unclear standard for evaluating implementation. The commenter recommended replacing the proposed text in §97.1081(d)(2)(C) with the statutory phrase "developing and implementing a plan to use high-quality instructional materials" to ensure alignment with TEC, §29.934(d)(7).

Response: The agency agrees that the proposed language should be clarified to better align with statute. TEC, §29.934(d)(7), requires a campus to provide evidence of developing and implementing a plan to use HQIM and does not define or require implementation at "full fidelity." To avoid establishing an unclear or undefined standard, the agency revised §97.1081(d)(2)(C) at adoption to remove the term "full fidelity" and associated prescriptive language. The rule retains the requirement that campuses adopt and implement full-subject HQIM in English language arts and mathematics, consistent with statutory intent and HB 2. The rule also clarifies that, for purposes of renewal, a district must submit documentation demonstrating fidelity of implementation of its full-subject IMRA-approved instructional materials.

Comment: A commenter requested that the agency reconsider the requirement that licensed mental health professionals assigned to resource campuses be full time and dedicated solely to a single campus. The commenter expressed concern that such a requirement may unintentionally limit participation, even among school systems otherwise well-positioned to implement the instructional and staffing elements of the resource campus model with fidelity. The commenter suggested allowing these professionals to be employed or contracted on a part-time basis and shared across multiple campuses, provided that clear expectations regarding availability, caseload, and service quality are maintained. The commenter stated that this approach would preserve the intent of the rule while improving feasibility, better aligning with workforce constraints, and supporting broader participation without diminishing services that address students' social and emotional needs.

Response: The agency disagrees. The requirement that licensed mental health professionals be full time and campus dedicated reflects the central role of embedded mental health supports in the resource campus model and ensures availability, continuity of care, and effective collaboration.

STATUTORY AUTHORITY. The new section is adopted under Texas Education Code, §29.934, as amended by House Bill 2, 89th Texas Legislature, Regular Session, 2025, which requires the commissioner to establish and administer the resource campus designation to incentivize and support campuses with a history of unacceptable ratings through a comprehensive plan for school turnaround. Subsection (j) allows the commissioner to adopt rules to implement the statute.

CROSS REFERENCE TO STATUTE. The new section implements Texas Education Code, §29.934, as amended by House Bill 2, 89th Texas Legislature, Regular Session, 2025.

<rule>

§97.1081. Resource Campuses.

- (a) **Applicability.** This section applies only to a school district that intends to apply for a resource campus designation for a campus or campuses under Texas Education Code (TEC), §29.934.
- (b) **Definitions.** For purposes of this division, the following words and terms shall have the following meaning, unless the context clearly indicates otherwise.
 - (1) **Applicant**--This term refers to the school district submitting the application for a resource campus designation.
 - (2) **Closed campus**--This term refers to a campus whose county-district-campus number has been retired by the commissioner of education or the school district under §97.1066 of this title (relating to Campus Repurposing and Closure).
 - (3) **County-district-campus number (CDCN)**--This term refers to the nine-digit identifier assigned to a campus under §97.1051 of this title (relating to Definitions).
 - (4) **Receiving campus**--This term refers to a campus that enrolls students previously served by a closed campus.
 - (5) **Resource campus**--This term has the meaning assigned by TEC, §29.934.
 - (6) **Resource campus designation**--This term refers to a campus that has satisfactorily met the eligibility criteria included in TEC, §29.934, and this section and is eligible for additional funding as provided by TEC, §48.252.
- (c) **Application requirements.**
 - (1) To apply to be designated as a resource campus, the campus must have received an overall performance rating under TEC, §39.054, of D, F, or NR/NR1365 for three years over a 10-year period at the time of application.
 - (A) The calculation of the 10-year period begins with the school year prior to the year in which the applicant submits the request for the resource campus designation, regardless of whether a rating was issued.
 - (B) An Academically Unacceptable or Improvement Required rating will be considered an unacceptable rating for determining eligibility.
 - (C) The three D, F, or NR/NR1365 ratings do not have to be consecutive.
 - (2) Annually, the Texas Education Agency (TEA) will release a list of campuses that meet the application eligibility requirement described in paragraph (1) of this subsection and application package requirements, which may include, but are not limited to:
 - (A) a letter of intent;
 - (B) an application form;
 - (C) the application deadline;

- (D) requirements, including mandatory training sessions for school districts and campuses, that must be met in order for applications to be approved; and
 - (E) eligibility approval criteria aligned to subsection (d) of this section.
- (3) If TEA determines that an application package is not complete and/or the applicant does not meet the eligibility criteria in TEC, §29.934, and this section, TEA may notify the applicant and allow 10 business days for the applicant to submit any missing or explanatory (supplementary) documents.
- (A) If, after giving the applicant the opportunity to provide supplementary documents, TEA determines that the resource campus designation request remains incomplete and/or the eligibility requirements of TEC, §29.934, have not been met, the resource campus designation request will be denied.
 - (B) If the documents are not timely submitted, TEA shall remove the resource campus designation request without further processing.
 - (C) Failure by TEA to identify any deficiency or notify an applicant thereof does not constitute a waiver of the requirement and does not bind the commissioner.
- (4) TEA staff may interview applicants, specify individuals from the school district and campus required to attend the interview, and require the submission of additional information and documentation prior to an interview.
- (d) Eligibility criteria.
- (1) To be eligible for a resource campus designation, a school district must demonstrate that a campus meets all criteria provided in TEC, §29.934, related to the resource campus designation beginning in the school year in which it applies for the designation. Except as specifically provided in this subsection, all eligibility criteria must be met at the time of application.
 - (2) The school district must provide evidence that the campus is:
 - (A) implementing a targeted improvement plan as described by TEC, Chapter 39A, Subchapter A, and §97.1061(e)(4) of this title (relating to Interventions and Sanctions for Campuses) and has established a school community partnership team;
 - (B) adopting and implementing an accelerated campus excellence (ACE) turnaround plan as provided by TEC, §39A.105(b), which must include:
 - (i) a staffing plan that aligns with the staffing provisions in paragraph (3) of this subsection and includes:
 - (I) the requirement that the principal assigned to the campus must have:
 - (-a-) demonstrated a history of improvement in student academic growth at campuses at which the principal has previously worked; and
 - (-b-) final authority over personnel decisions at the campus;
 - (II) the requirement that at least 60% of classroom teachers assigned to the campus must satisfy the requirements for demonstrated instructional effectiveness under TEC, §39A.105(b)(3);
 - (III) a detailed description of the employment and compensation structures for the principal and classroom teachers, which must include significant incentives for a high-performing principal or teacher to remain at the campus and a commitment by the district to continue incentives for the principal and teachers. Teacher compensation structures must align to the approved local optional teacher designation system;

- (IV) a plan that describes how the district will determine that the principal and classroom teachers are meeting determined student growth measures aligned to the campus compensation model; and
- (V) the requirement that by August 1 of the school year in which the campus will begin receiving funding for the resource campus designation, the campus principal and all teachers must have applied for a position to continue at the campus at the beginning of ACE implementation, regardless of past employment or assignment to the campus, and the district must demonstrate that the leader continues to meet requirements in the district's blueprint;
- (ii) a board policy that includes the commitment to continue incentives for principals and teachers, and no other board policy related to staffing compensation in the district may contradict the staffing and compensation provisions in the ACE plan; and
- (iii) policies and procedures for the implementation of best practices at the campus described in TEC, §39A.105(b)(5), including:
 - (I) data-driven instructional practices, as described in TEC, §39A.105(b)(5), and aligned to the Effective Schools Framework, including the regular use of student-level data to manage instructional performance, including the monitoring of student progress and adjustment of instruction and supports;
 - (II) a system of observation of classroom teachers and feedback for classroom teachers. In addition to an annual evaluation system as required under TEC, §21.351, resource campuses must implement a unified observation and feedback system executed on a frequent basis to support instructional coaching, including:
 - (-a-) a rubric that defines quality;
 - (-b-) training for observers to use the rubric;
 - (-c-) a protocol for initial and ongoing calibration for observers; and
 - (-d-) a method that synthesizes and communicates the data from the unified observation and feedback system to teachers, campus leaders, and district leaders (i.e., a dashboard) to inform system improvements;
 - (III) positive student culture on the campus;
 - (IV) family and community engagement;
 - (V) extended learning opportunities for students, which may include service or workforce learning opportunities; and
 - (VI) providing student services before or after the instructional day that improve student performance, which may include tutoring, extracurricular activities, counseling services, and offering breakfast, lunch, and dinner to all students at the campus;
- (C) developing and implementing a plan to use high-quality instructional materials, consistent with TEC, §29.934(d)(7). The plan must include the adoption and implementation of full-subject high-quality instructional materials approved through the instructional materials review and approval (IMRA) process for English language arts (ELA) and mathematics. A district may include supplemental instructional materials and accelerated instructional supports as part of its plan, as appropriate to meet student needs. For renewal, a district must submit documentation demonstrating fidelity of

implementation of its adopted full-subject IMRA-approved instructional materials. The district shall provide evidence showing that the materials have been implemented as designed, including documentation of use, monitoring, and any adjustments made to support effective implementation using the unified observation and feedback system as described in subparagraph (B)(iii)(II) of this paragraph.

- (i) If the campus has already adopted and can demonstrate implementation of HQIM as described in this subparagraph, it may receive full approval for the resource campus designation based on review and acceptance by TEA.
 - (ii) If there are no IMRA-approved materials in ELA or mathematics for a grade level served by the campus at the time of application, the campus may submit a plan to adopt and implement materials as soon as available.
- (D) implementing, if serving a grade level from prekindergarten-Grade 8, an Additional Days School Year (ADSY) calendar for funding under TEC, §48.0051, designed to include a base calendar of 175 days plus at least six additional ADSY days for all students;
 - (E) implementing a campus-level positive behavior program as provided by TEC, §37.0013, that aligns with the ACE plan described in subparagraph (B) of this paragraph;
 - (F) developing partnerships with parent and community groups and implementing a family engagement plan as described by TEC, §29.168, that aligns with the ACE plan described in subparagraph (B) of this paragraph;
 - (G) demonstrating that all teachers of record assigned to foundation curriculum subjects, as defined in TEC, §28.002, have a minimum of two years' experience serving as a classroom teacher as defined in TEC, §5.001, prior to the start of the school year in which the resource campus designation is awarded;
 - (H) demonstrating that at least 50% of teachers of record assigned to foundation curriculum subjects, as defined in TEC, §28.002, currently hold a designation under a local optional teacher designation system as described in TEC, §21.3521. However, a district may submit evidence at the time of application that the minimum 50% teacher designation threshold will be fully met and verified through the Teacher Incentive Allotment process by the end of the school year in which the campus is applying for the resource campus designation;
 - (I) verifying that at least one full-time school counselor is dedicated to the campus for every 300 students with fractional school counselor assignment allowed if over 300 students (i.e., 1.5 FTE for 450 students); and
 - (J) verifying that at least one appropriately licensed professional, either directly employed or contracted, is assigned full time to the campus to support the social and emotional needs of students and staff. This individual must be dedicated solely to the campus and must be one of the following:
 - (i) a family and community liaison;
 - (ii) a clinical social worker;
 - (iii) a specialist in school psychology; or
 - (iv) a professional counselor.
- (3) A campus that receives a resource campus designation must be in a school district that has adopted an approved local optional teacher designation system under TEC, §21.3521, that includes the campus to receive the resource campus designation. The local designation system must:
- (A) meet all requirements under §150.1041 of this title (relating to Local Optional Teacher Designation System) for all foundation subject teachers in all grade levels served by the resource campus; and

- (B) receive full approval by TEA no later than the school year prior to the year that the resource campus designation begins.
- (e) Continued eligibility.
 - (1) To maintain the resource campus designation and receive benefits under TEC, §29.934 and §48.252, the school district and campus holding the resource campus designation must continuously meet the requirements in subsection (d) of this section.
 - (2) The school district and campus holding the resource campus designation must comply with all information requests or monitoring visits deemed necessary by TEA staff to monitor the ongoing eligibility of the resource campus designation.
 - (A) TEA will annually release monitoring requirements and timelines.
 - (B) School districts will submit data and information required by TEA to assess fidelity of implementation upon request by TEA.
 - (C) A school district or campus holding the resource campus designation that fails to respond to implementation monitoring requests by the published deadline will be subject to subsection (g) of this section related to removal of resource campus designation.
 - (3) TEA will annually notify school districts of their resource campus designation status.
- (f) Closed campus eligibility to maintain resource campus designation.
 - (1) A receiving campus may maintain resource campus designation if:
 - (A) the receiving campus assumes the CDCN of the closed resource campus or is otherwise assigned its accountability performance history by the commissioner; and
 - (B) the receiving campus continues to meet all requirements for resource campus designation under TEC, §29.934, and this chapter.
 - (2) The district must submit a request to the commissioner to maintain the resource campus designation for the receiving campus.
 - (A) The request must include documentation demonstrating compliance with subsections (d) and (e) of this section.
 - (B) The commissioner may approve the request if all conditions are met.
- (g) Removal of resource campus designation.
 - (1) A campus fails to maintain status as a resource campus if:
 - (A) the campus or school district does not continuously meet the requirements in subsection (d) of this section; or
 - (B) the campus or school district fails to comply with information requests or monitoring visits by TEA staff needed to determine the ongoing implementation of resource campus eligibility criteria.
 - (2) If a campus fails to maintain status as a resource campus for two consecutive years, the campus is not eligible for designation as a resource campus.
 - (A) The financial benefits awarded to a campus under TEC, §48.252, will end at the end of the second consecutive school year in which the campus failed to maintain its resource campus status.
 - (B) A campus subject to this subsection may reapply for designation as a resource campus if the campus qualifies under TEC, §29.934(b).
- (h) Decision finality. A decision of the commissioner made under this section is final and is not subject to appeal, including under TEC, §7.057.