

## **BOARD GOALS AND PROGRESS MONITORING**

- 1. *When do board adopted plans required by the Texas Education Code (TEC), §§11.185 and 11.186, containing goals in early childhood and CCMR need to be adopted by the school board?* Updated June 16, 2020**

The plans containing goals in early childhood, [TEC, §11.185](#), and college, career, and military readiness (CCMR), [TEC, §11.186](#), need to guide planning for the 2020-2021 school year. The goals and progress measures will be extended until January 31, 2021 and can be incorporated into the 2020-2021 district and campus improvement plans for board adoption during the 2020-2021 school year once the goals and progress measures are approved by the board.

This is a second extension to the previous deadline of prior to the first day of instruction beginning for the 2020-2021 school year. The extension is predicated upon the fact that districts do not have data from STAAR for the 2019-2020 school year in order to set baseline data, however this will allow for the opportunity to utilize optional end-of-year and beginning-of-year assessments that the agency has stood up. Districts in need of baseline data are encouraged to utilize these assessments. Guidance on these assessments can be found in the [Optional End of Year and Beginning of Year Assessments](#) section of the Student Assessment category on the COVID-19 website. An additional FAQ document about board adopted plans and goals can be found on the TEA House Bill 3 (HB 3) website, in the video series section.

- 2. *Is there training to help set and monitor these board-adopted plans and goals?* Updated March 30, 2020**

Yes. School boards and administrative teams can receive training on this process in the new EISO (evaluating and improving student outcomes) board training that is required every two years. This training can be provided by ESCs or any authorized provider with a provider number beginning with 2020-. A list of Authorized Providers can be found here:

[http://tea4avcastro.tea.state.tx.us/school\\_board/providers.html](http://tea4avcastro.tea.state.tx.us/school_board/providers.html)

- 3. *What data do we use now that we do not have STAAR this year for early childhood goals?* Updated March 30, 2020**

When setting goals and progress measures, districts can use STAAR data from previous years as well as local assessment data to determine and set appropriate student group targets for the next five years. Districts may use existing student progress monitoring data for their reading and math goals. The changes to kindergarten diagnostic tools (effective with the 2020–2021 school year) may be phased into the plan once implemented.

**4. *What data do we use for CCMR goals?* Updated March 30, 2020**

The data on college, career, and military readiness should still be available as before, and this data should be used to determine appropriate student group targets for the next five years.

**5. *What goals/progress measures do school boards monitor during emergency school closures?* Updated March 30, 2020**

At times like this, it is appropriate for the board to monitor through conversation versus a structured progress monitoring format. The primary focus of the conversations is on emergency priorities. Two emergency priorities that rise to the top of the list are: 1) Ways the school is providing for the safety, security, and well-being of its students; and 2) How the school is providing for the continuation of educational services to students outside of normal school operations. Boards may choose to have conversations on more emergency priorities than this, but these two priorities should cover the most pressing issues for all school systems. Stay-put orders and similar public health orders do not permit broad community input/engagement and data gathering for emergency priorities. These are for emergency use only.

**6. *What do we do with our monitoring calendar during a time of emergency?* Updated March 30, 2020**

The adopted monitoring calendar will be suspended during the emergency time and adjusted at a later date. Monitoring reports will focus on the emergency priorities.

**7. *What could a monitoring report look like when delivered to the school board when monitoring emergency priorities?* Updated March 30, 2020**

In reporting on the status or progress of emergency priorities, the superintendent can use the time generally reserved for reports according to the monitoring calendar and include the following in a board report: 1) identifying each emergency priority; 2) describing the status of the district in addressing each priority; 3) the superintendent's overall interpretation of progress in addressing each priority; and 4) needed next steps or board actions to address each priority.

**8. *How does the decision to not administer the STAAR change the superintendent's evaluation, if student outcome goals are centered on STAAR performance?* Updated March 30, 2020**

Keep in mind that many outcome goals revolving around STAAR may not have data points for this year. Quite possibly the goal progress measures (outputs) that are predictive of the goals may not have data points at the end of the year, but, when continuing educational operations remotely, there may be opportunities to still use the same progress measures to measure student learning, even if it is not in a traditional or customary setting, and report on

these for the second emergency priority. STAAR performance is one of several data points in the overall superintendent evaluation determination. While we may not have STAAR data for this year, student outcome goals that focus on items other than STAAR could still be appropriate. Progress measures that have been used throughout the year to determine the effectiveness of implemented programs could also be used. Constraints and core values established by the board that are not connected to STAAR performance such as parent satisfaction and staff turnover could also still be used. Some new, input-based measures, such as the thoroughness of the emergency response for the district (measured by stakeholder surveys or the creation of a rubric), and the percent of students engaging in daily learning (measured by teacher contact, submission of remote assignments, etc.) can be helpful elements to add in times like these. During/after the suspension from normal monitoring, boards can collaborate with the superintendent to review and, if necessary, revise the board's goals and constraints in accordance with the new reality.

UPDATED  
8/27/20

**9. *Although it is the law that the HB3 developed goals must be incorporated into the superintendent's evaluation, do school boards retain local control on other areas that they may incorporate into a superintendent's evaluation?* Updated August 27, 2020**

The deadline for school boards to adopt goals required in HB 3 has been extended to January 31, 2021. HB 3 does not require the goals to be part of the superintendent's evaluation though this is best practice. The local school boards retain control on what is included within the superintendent's evaluation as long as the requirements within The Texas Administrative code are met: <http://ritter.tea.state.tx.us/rules/tac/chapter150/ch150cc.html>. It is recommended that a school board engage with a Lone Star Governance Coach to help with the process of setting the vision and values of the district and aligning these to the superintendent's evaluation. Lone Star Governance information can be found at [www.tea.texas.gov/lsg](http://www.tea.texas.gov/lsg).

**10. *With no STAAR data for 2020, how should districts approach the goal setting requirement under HB3?* Updated April 16, 2020**

The board-adopted goals required in HB 3 are in three areas: (1) early childhood math, requiring 5 year goals with yearly student targets for each applicable group in domain III on 3<sup>rd</sup> grade STAAR; (2) early childhood reading, requiring 5 year goals with yearly student targets for each applicable group in domain III on 3<sup>rd</sup> grade STAAR; and (3) CCMR graduates, requiring 5 year goals with yearly student targets for each applicable group in domain III. The board, in collaboration with the superintendent, can use data from the previous year's accountability scores, as well as current year data from local data sources. Superintendents, in collaboration with the board, will have time to develop goal progress measures after the board adopts the goals. If progress measures will be changed or new measures implemented, baselines can be established at the beginning of the year and progress monitored throughout the year.

**BOARD TRAININGS**UPDATED  
8/27/20

- 1. During this time, are school board members required to complete school board trainings outlined in TEC, §11.159 and 19 TAC §61.1? Updated August 27, 2020**

The Commissioner has waived the board training requirements outlined in TEC, §11.159, and 19 TAC §61.1 for all districts until January 31, 2021. Waivers will be automatically granted, pursuant to the Commissioner's general waiver authority under TEC, §7.056. School districts do not need to apply for these automatic waivers. This means that school boards conducting elections in November 2020 will not need to report on board member training hours during their October board meetings. School board members, if needing training to fulfill training requirements, will need to complete the trainings at a later time, when the requirements are reinstated, but can complete training when time allows during this suspension, if trainings are available.

UPDATED  
8/27/20

- 2. Can a trustee be considered delinquent prior to January 31, 2021? Updated August 27, 2020**

No, board members will not be considered delinquent during the waiver period. Annual board training requirements are still in effect. Board members should continue with board training, as available, by taking advantage of online resources or in person opportunities. When attending in-person training, board members must follow the all guidelines outlined by state and local health authorities.

UPDATED  
8/27/20

- 3. When the waiver expires at the end of January 2021, will board members with May elections need to finish one years' worth or two year's worth of training before the spring 2021 election? Updated August 27, 2020**

Board members are still required to obtain their yearly required training. The waiver provides relief from the delinquency designation for reporting purposes during the waiver period.

UPDATED  
8/27/20

- 4. If required board training for the 2019-2020 school year was not completed prior to the waiver, what will be the reporting requirements at the end of the January 31, 2021 waiver period? Updated August 27, 2020**

The reporting period following the expiration of the current waiver will be April 2021 prior to a May board election. Board members who do not meet the annual requirements during the 2020-2021 time period will be reported delinquent at the time of reporting.

- 5. Can board trainings still occur during this time? Updated March 30, 2020**

Yes. Board trainings in groups with 10 or more are suspended statewide, at least, until April 3, as we have been ordered to not gather in groups of 10 or more. This could continue beyond April 3 statewide, as the situation is being monitored and is very fluid. Also, local

governing bodies such as city councils, city mayors, and county judges may have implemented stricter and longer restrictions governing public gatherings. Board trainings may be provided and taken by board members online or via webinar. If the training requires a live trainer, the training can be provided via webinar or in person if the gatherings are within ordered size restrictions.

**6. *How do we post a board training, if this is done via webinar or online?* Updated March 30, 2020**

If the training is provided to a single school board and a quorum of the board is going to participate in the training, whether this is online, via live webinar, or in person, this is considered a locally authorized board meeting and needs to be posted according to the Open Meetings Act. If the training is a regional workshop, provided by a provider such as an education service center that will host a potential quorum of board members either by webinar or in person, the provider of the regional workshop will need to advertise this training as a regional workshop on their website. A regional workshop does not require local postings. No local postings are required for individual board members taking online trainings, when a quorum of the board is not present.

**7. *What about my scheduled LSG Workshop?* Updated March 30, 2020**

All LSG Workshops statewide are suspended, at least until April 3, as we have been ordered to not gather in groups of 10 or more. This could continue beyond April 3 statewide, as the situation is being monitored and is very fluid. Also, local governing bodies such as city councils, city mayors, and county judges may have implemented stricter and longer restrictions governing public gatherings.

## **BOARD MEETINGS**

**1. *How do we have a virtual board meeting via webinar or teleconferencing?* Updated March 30, 2020**

The Texas Department of Informational Resources has developed a How-to Guide to holding webinars and emergency board meetings. The How-To Guide includes guidance on the suspension of certain Open Meetings Act requirements, meeting notices, and webinar and teleconferencing meetings of governing bodies (this includes school boards). The How-To Guide can be found at the following website:

<https://pubext.dir.texas.gov/portal/internal/resources/DocumentLibrary/Tips%20for%20Conducting%20Open%20Meetings%20Remotely.pdf>

**2. *How do we provide for public comments in a virtual board meeting?* Updated March 30, 2020**

During any public authorized board meeting, any member of the public is able to provide comment on any agenda item for that particular meeting before the board has discussion on that item. Schools must provide a process for the public to sign up and receive information on how to provide public comment during virtual board meetings. For example, individuals that wish to provide public comment can be provided access to speak, from a moderator, during the public comment portion of the meeting and muted after their public comment.

**3. *How do we handle closed session in a virtual board meeting?* Updated March 30, 2020**

When conducting a virtual board meeting, the public meeting can be held using a link that is accessible by all and the closed session can be held in a separate virtual meeting link that is only accessible by individuals needed in closed session. It is recommended that the individuals that use the link to access closed session sign or agree to a statement that the information discussed in closed session is not shared with the public and that they are the only ones accessing the link to the closed session.

**4. *Can we hold board meetings virtually during the COVID-19 pandemic?* Updated June 16, 2020**

Yes. Governor Abbott has ordered, for the duration of the COVID-19 disaster (still in effect and renewed every thirty days) or until the order is rescinded, that provisions of the Texas Open Meetings Act are waived to allow public meetings to be held virtually or telephonically: <https://gov.texas.gov/news/post/governor-abbott-allows-virtual-and-telephonic-open-meetings-to-maintain-government-transparency>

As noted earlier in this document, the Texas Department of Information Resources has issued guidance for conducting an open meeting remotely: <https://pubext.dir.texas.gov/portal/internal/resources/DocumentLibrary/Tips%20for%20Conducting%20Open%20Meetings%20Remotely.pdf>

**5. *How is a district's local grievance policy impacted?* Updated April 2, 2020**

The local grievance process is defined by each school district or charter school's grievance policies. Timelines for a local grievance policy remain in place, unless the timelines are extended or otherwise amended by the board of trustees to address issues arising from the COVID-19 pandemic.

**6. *Do board members need to come in to sign board minutes if the meeting was conducted via zoom?* Updated April 3, 2020**

Board meeting minutes can be distributed electronically for electronic signature by board members as an electronic signature is a legally valid method of executing a document. Districts should, however, consult with their legal counsel regarding an appropriate electronic format for signing/memorializing board minutes.